



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
June 5, 2014
6:30 PM

6:00 PM Listening Session with Ron Hill and Bob VandenBoom

I. Call to Order

- A. Welcome Public
- B. Pledge of Allegiance
- C. Public Recognition
 - 1. Board of Education Student Representative
 - 2. Foundation 191 Grant Recipients

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. Minutes 4
- 2. Human Resources 6
- 3. Donations 8
- 4. Approve an Extended Field Trip for Sky Oaks Elementary 6th Grade Students to go to Eagle Bluff Environmental Center December 10-12, 2014 10
- 5. Approve Change Order #5 for the 2013-2014 Burnsville High School Deferred Maintenance Project 11

III. New Business

- A. Approve Grade Value Changes for Grade Point Average (GPA) Calculation 14
Speaker(s): Cindy Amoroso, assistant superintendent, and Dave Helke, principal
- B. Approve Teacher Evaluation Process

	Speaker(s): Cindy Amoroso, assistant superintendent and Stacey Sovine, executive director of human resources	2
C.	Approve ECSE Handbook for 2014-15 School Year	123
	Speaker(s): Stephanie Corbey, executive director of individualized student services	
D.	Approve BEST Handbook for 2014-15 School Year	139
	Speaker(s): Stephanie Corbey, executive director of individualized student services	
E.	Approve the Revisions and Readopt the Unchanged Language in the 2013-2015 Collective Bargaining Agreement with the Burnsville Association of Educational Assistants	149
	Speaker(s): Stacey Sovine, executive director of human resources	
F.	Adopt a Resolution Relating to the Termination of Teaching Contracts for Named Long-Term Substitute Teachers Effective at the Close of the 2013-2014 School Year	178
G.	Adopt a Resolution Relating to the Termination and Nonrenewal of the Teaching Contracts of Probationary Certified Personnel at the Close of the 2013-2014 School Year	179
	Speaker(s): Stacey Sovine, executive director of human resources	
H.	Report on FY15 Adopted Budget	180
	Speaker(s): Brady Hoffman, director of accounting	
I.	Approve Lease Purchase for Technology Switches	355
	Speaker(s): Connie Erickson, director of technology and information systems and Brady Hoffman, director of accounting	
J.	Approve Equipment Purchase Through TIES for Technology Switches	357
	Speaker(s): Connie Erickson, director of technology and information systems and Brady Hoffman, director of accounting	
K.	Approve Contract Copier Services	358
	Speaker(s): Brady Hoffman, director of accounting	
L.	Approve, on a First Reading Basis, Policy 406: <i>Public and Private Personnel Data</i> ; Policy 410: <i>Family and Medical Leave</i> ; Policy 413: <i>Harassment and Violence</i> ; and Revisions to Policy 412: <i>Expense Reimbursement</i>	369
	Speaker(s): Joe Gothard, superintendent	
M.	Approve the Revisions and Readopt the Unchanged Language in the 2013-2015 Master Agreement with the Information Technology Specialists	400
	Speaker(s): Stacey Sovine, executive director of human resources	
IV.	Reports	421
	A. Student Representative	
	B. Superintendent	
	C. Board Reports	

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.

Speaker(s): Brady Hoffman, director of accounting

**School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
May 15, 2014**

Agenda Item II.B.1

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

Call to Order

Directors Currier, Alt, VandenBoom, Hill, Luth, and Sweep were present. Chair Schmid was absent. Others in attendance were Superintendent Gothard, Student Board Representative Shreedaran, administrators and staff.

Attendance

VandenBoom welcomed the audience and asked Shreedaran to lead the Pledge of Allegiance.

Pledge of Allegiance

Public recognition was given to Sangeetha Shreedaran and to the Service Club at Harriet Bishop Elementary.

Public Recognition

Moved by Luth, seconded by Sweep, to approve the agenda. Motion carried (6, 0).

Agenda

Moved by Hill, seconded by Alt, to approve the consent agenda:

Consent Agenda Minutes

- Minutes of the May 1, 2014, regular board meeting
 - Minutes of the May 1, 2014, closed session
 - Approve personnel recommendations for S. Vodnick, A. Franks, H. Magner, S. Erickson, M. Wieland, J. Gardner, H. Sandell, T. Sexton, B. Van Osdel, D. Wick, M. Akkerman, S. Erbes, K. Moulton and S. Yakimovich.
 - Adopt a resolution to approve and accept the donations as presented. A complete list of donations is on the website.
 - Approve April payroll checks numbered 717669-717708, and direct deposit notices numbered 532834-535811, in the net amount of \$3,635,175.64. April & May claims to date represented by checks numbered 431890-432499, 1009995-1010263, 7-23, and 100919-100924 and wire transfers and adjustments totaling \$6,687,882.87. Accept March receipts of \$12,049,650.92 and investments for the General Fund, 2012A Alt Facilities, and OPEB of \$53,680,727.84 as of April 30, 2014.
 - Accept the Budget Analysis for the month ending April 30, 2014
- Motion carried (6, 0).

Personnel

Donation

Payroll, direct deposit, claims, and investments

Budget Analysis

Moved by Currier, seconded by Sweep, to approve the 2014-15

Parent/Student

Student/Parent Handbook. Motion carried (6, 0).

Handbook

Moved by Luth, seconded by Currier, to approve the request to revoke previously approved funding for leased printing and copying equipment with maintenance services from Minnesota Office Technology Group (“MOTG”), Xerox, and US Bank for the 2014-15 fiscal year. Motion carried (5,1: with Currier, Alt, Hill, Sweep and Luth voting in favor and VandenBoom voting against).

Revoke Leased
Printing and
Copying
Equipment
Funding

Moved by Hill, seconded by Alt, to adopt the resolution for non-appropriating funds for the leased printing and copying equipment with maintenance services from Minnesota Office Technology Group (“MOTG”), Xerox, and US Bank for the 2014-15 fiscal year as presented. A roll call vote was taken. Motion carried (5,1: with Currier, Alt, Hill, Sweep and Luth voting in favor and VandenBoom voting against).

Resolution

Moved by Sweep, seconded by Currier, to approve the proposed revisions and re-adopt the unchanged language in the 2013-2015 Master Agreement with the Associate of Clerical Employees. Motion carried (6, 0).

Association of
Clerical
Employees

Received verbal reports from the Legislative Committee, Policy Review Committee, Meet and Confer Committee, Ad Hoc Technology Committee and Student Performance and Achievement Committee.

Reports

Moved by Sweep, seconded by Currier, to adjourn at 7:27 p.m. Motion carried (6, 0).

Adjourn

DeeDee Currier, clerk

Date Approved

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

TO: Members, Board of Education
Joe Gothard, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: June 5, 2014

RE: Recommended Personnel Changes

**Administrative
Leave of Absence**

Delonna Darsow

*Director of Assessment POSA, Districtwide, requests a general leave of absence, effective 7/1/14 - 6/30/15

**Certified
Recall from Layoff**

Matt Kennedy

-Teacher, Grade 6, 1.0 FTE, SO, effective 2014/15 school year

**Classified
Appointment**

Connie Erickson

*New-Coordinator of Student Information & Testing, 8 hrs/day, 12 mo/year, effective 7/1/14

Kelly Dietrich

*New-SPED Cluster Coordinator-Regional Cluster, 8 hrs/day, effective 7/1/14

Natalie Ditter

*Replacement-Administrative Assistant-Accounting, 8 hrs/day, ASC, effective 6/9/14

Renae Rose

*Replacement-Accounting Specialist, 8 hrs/day, ASC, effective 6/23/14

Release During Probationary Period

Marsha Andrews

-MEA, BHS, effective 6/5/14

Resignation

Jacqueline Callahan

*MEA, ECSE, effective 6/5/14

Julie Sadek

*2nd Cook, NJH, effective 6/6/14

Joseph Woodford

-Custodian, DEC, effective 6/25/14

Retirement

Jill Copp

-Media EA, Rahn, after 21 years in the District, effective 6/5/14

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 06/05/2014

Termination

Connie Erickson

*Director of Technology, Districtwide, effective 6/30/14

Community Education

Appointment

Angela Garfield

*Replacement-School Age Team Coordinator , 7 hrs/day, DEC, effective 6/9/14

Retirement

Sharon Zelenka

*Team Coordinator, CE, after 14 years in the District, effective 6/30/14



**Agenda II.B.3.
June 5, 2014**

To: Members, Board of Education
From: Lisa K. Rider, Executive Director of Business Services
Date: June 5, 2014
Re: Donations

RECOMMENDATION: to adopt a resolution to approve and accept the donations as presented.

RESOLUTION TO APPROVE AND ACCEPT DONATIONS

WHEREAS,

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a gift, grant, or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

THEREFORE, BE IT RESOLVED by the School Board of ISD 191 to approve and accept with appreciation the donations as presented below and to permit their use as designated by the donors.

Moved by: _____

Seconded by: _____

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on June 5, 2014.

Jim Schmid
Chair - Board of Education

DeeDee Currier
Clerk – Board of Education

Date Received	Donor	Recipient of donation	Purpose	Donation
5/6/2014	Peter and Moncia Dorow	Burnsville High School	Science Department to purchase classroom supplies.	\$ 300.00
5/6/2014	Chipotle Mexican Grill	Metcalf Junior High	Media Center donation towards books	\$ 697.29
5/8/2014	Sheryl and Mike Burkhardt	BrainPower in a Backpack	BrainPower in a Backpack food	\$ 50.00
5/9/2014	Wells Fargo Community Support Campaign	M.W. Savage	School use	\$ 72.69
5/15/2014	Metcalf PTO	Metcalf Junior High	PTO Grant for Drama Department	\$ 1,104.00
5/16/2014	Skyline Midwest	Metcalf Junior High	Music Department	Instrument transporter case (value of \$300)
5/16/2014	Suzanne & Jeffrey Herzog	Eagle Ridge Junior High	Media Center	Teen books
5/21/2014	Sioux Trail PTO	Sioux Trail Elementary	Money is going toward part of the cost of the climbing wall.	\$ 1,102.76
5/21/2014	Box Tops for Education (General Mills)	Sioux Trail Elementary	Box Tops for Education (General Mills)	\$ 687.50
5/23/2014	Pamela Hansen	BrainPower in a Backpack	BrainPower in a Backpack food	\$ 50.00
5/29/2014	Brionne Sillman	Eagle Ridge Junior High	General	\$ 134.61
5/29/2014	Nisa Rian	Eagle Ridge Junior High	General	\$ 18.84
5/29/2014	Kathleen Volner	Eagle Ridge Junior High	General	\$ 210.00
5/15/2015	Metcalf PTO	Metcalf Junior High	PTO Grant for the Music Department	\$ 1,350.00

Total monetary contributions to accept: **\$5,777.69**



Each Student Real-World Ready

Type: Regular	Meeting Date: June 5, 2014	Place on Agenda: Consent	Agenda Item: II.B.4
Topic: Extended Field Trip			
Presenter(s): Lisa Rider, executive director of business services			
<p>Recommendation</p> <p>That the Board of Education approves the extended field trip proposal submitted by Sky Oaks Elementary School for sixth grade students to go to Eagle Bluff Environmental Center December 10-12, 2014 and that the IICA Policy requirement prohibiting elementary field trips be waived.</p> <p>Background</p> <p>Eagle Bluff Environmental Learning Center is an accredited special function school with a staff of licensed teachers and trained naturalists. In coordination with Minnesota science standards, the students are taught specific skills and standards through hands-on experiments and first hand experiences.</p> <p>Policy IICA prohibits extended field trips for elementary students unless the School Board waives the policy requirements. This proposal is in compliance with Board Policy IICA in all other aspects. Background checks of all volunteers will be completed prior to departure. We believe it is a worthy of your support and recommend action accordingly.</p> <p>Cc: Drew Goeldner</p>			



**Agenda II.B.5
June 5, 2014**

To: Members, Board of Education

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

Date: June 5, 2014

Re: Change Order #5 for the 2013-2014 Burnsville High School Deferred Maintenance Project

RECOMMENDATION: That the Board of Education approve change order #5 for the 2013-2014 Burnsville High School Deferred Maintenance Project in the amount of \$48,946.00.

On December 20, 2012 the School Board approved the bid for the 2013-2014 Deferred Maintenance Project at Burnsville High School. Change Order #5 is an add of \$48,946.00 to the contract amount. Change orders on this project now total to date \$292,812.00 which is about 3.421% of the original contract amount.

Items on this change order are the result of revisions made during the construction project. The additional lockers are the result of current lockers being missed on the documents for demolition and replacement. Deducts are the result of the change in the scope of work. Mechanical items on the change order are the result of updates needed that were missed during verification of existing systems i.e. steam to hot water, pneumatics to direct digital control.

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



AIA[®] Document G701[™] – 2001

Change Order

PROJECT (Name and address): Burnsville High School 2013/2014 Deferred Maintenance 600 East Highway 13 Burnsville, Minnesota	CHANGE ORDER NUMBER: 005 DATE: May 16, 2014	OWNER: <input type="checkbox"/> ARCHITECT: <input type="checkbox"/> CONTRACTOR: <input type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO CONTRACTOR (Name and address): CM Construction Company, Inc. 12215 Nicollet Avenue South Burnsville, MN 55337	ARCHITECT'S PROJECT NUMBER: 09064.4 CONTRACT DATE: December 20, 2012 CONTRACT FOR: General Construction	

THE CONTRACT IS CHANGED AS FOLLOWS:

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

1. Per CM GCPR #86, dated 3/24/14, credit for F.A. Devices labor.	DEDUCT	(\$5,265.00)
2. Per CM GCPR #90, dated 1/22/14, remove and install 31 new lockers.	ADD	\$8,044.00
3. Per CM GCPR #92, dated 2/19/14, add 6 new lockers.	ADD	\$1,259.00
4. Per CM GCPR #93, dated 3/16/14, wiremold revisions for cabinets.	ADD	\$2,612.00
5. Per CM GCPR #94, dated 3/16/14, wiremold revisions for classrooms.	ADD	\$789.00
6. Per CM GCPR #95, dated 4/25/14, revise existing wall in media center.	ADD	\$5,619.00
7. Per CM GCPR #96, dated 5/2/14, dMark revisions.	ADD	\$10,061.00
8. Per CM GCPR #98, dated 5/9/14, demo and replace soffit over additional lockers.	ADD	\$4,038.00
9. Per CM GCPR #99, dated 5/13/14, omit solid surface sills.	DEDUCT	(\$1,806.00)
10. Per CM RFCOP #18, dated 1/22/14, chilled water pump replacement.	ADD	\$14,533.00
11. Per CM RFCOP #20, dated 3/14/14, provide UPS system in cafeteria.	ADD	\$1,810.00
12. Per CM RFCOP #22, dated 5/12/14, modify copy center.	DEDUCT	(\$287.00)
13. Per CM RFCOP #23, dated 4/23/14, reroute gas and connect to interruptible gas.	ADD	\$2, 819.00
14. Per CM RFCOP #24, dated 4/21/14, spray booth modifications.	ADD	\$1,864.00
15. Per CM RFCOP #25, dated 4/24/14, provide new VFD.	ADD	\$2,856.00

TOTAL ADD THIS CHANGE ORDER: \$48,946.00

The original Contract Sum was	\$	8,558,995.00
The net change by previously authorized Change Orders	\$	243,866.00
The Contract Sum prior to this Change Order was	\$	8,802,861.00
The Contract Sum will be increased by this Change Order in the amount of	\$	48,946.00
The new Contract Sum including this Change Order will be	\$	8,851,807.00

The Contract Time will be increased by Zero (0) days.

The date of Substantial Completion as of the date of this Change Order therefore is unchanged.

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

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User Notes:

(1852060975)

Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

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

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

8501 Golden Valley Road, Suite 300,
Minneapolis, MN 55427

ADDRESS

BY (Signature)

Mark G. Hayes, AIA

(Typed name)

MAY 19, 2014

DATE

CM Construction Company, Inc.
CONTRACTOR (Firm name)

12215 Nicollet Avenue South, Burnsville,
MN 55337

ADDRESS

BY (Signature)

Jim Oliver

(Typed name)

5.21.14

DATE

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

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

ADDRESS

BY (Signature)

(Typed name)

DATE

Burnsville Senior High School

600 East Highway 13 • Burnsville, MN 55337

Phone: 952.707.2100 • Fax: 952.707.2102 • www.isd191.org/bhs



TO: Members, Board of Education Agenda Item III.A
 Joe Gothard, Superintendent

FROM: Principal Dave Helke and Assistant Superintendent Cynthia Amoroso

DATE: June 5, 2014

RE: Grade Value Changes for Grade Point Average (GPA) Calculation

RECOMMENDATION: That the Board of Education approve changing the grade values listed in the 2014-2015 Burnsville High School Registration Guide and used by all secondary schools for the grades of A-, B-, C-, and D- from 3.6, 2.6, 1.6, and 0.6, respectively, to 3.7, 2.7, 1.7, 0.7, respectively.

Grade point average, or GPA, is a numerical representation of a student's grades. A student's GPA is calculated by adding up the total number of credits earned in a given period of time and dividing by the total value of the grades earned with those credits using approved numerical values for the letter grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. The values currently used in our district at the secondary level are shown below.

A	4.000	B-	2.600	D+	1.300
A-	3.600	C+	2.300	D	1.000
B+	3.300	C	2.000	D-	.600
B	3.000	C-	1.600	F	.000

A student's GPA is often used in deciding college admission, scholarship awards, and other academic distinctions. It is imperative for Burnsville High School students to not be at a disadvantage in these areas because the values used to calculate their GPA are lower than those of other high schools. After reviewing the values used by other area high schools, it was noted that 15 out of the 16 schools used a value for the A-, B-, C-, and D- grades higher than a 3.6 with 9 out of the 16 schools using the values of 3.7, 2.7, 1.7, and .7, respectively. A chart with the values used by other high schools is included at the end of this recommendation.

While there was also variation in the values used for the B+, C+, and D+ grades, it was noted that 8 out of the 16 schools were using a value similar to our value and 8 were using a value higher than our value. Based on this information and to be mathematically consistent with rounding up or down to the tenth place, no changes are being proposed for the value of these grades at this time.

Burnsville Senior High School

600 East Highway 13 • Burnsville, MN 55337

Phone: 952.707.2100 • Fax: 952.707.2102 • www.isd191.org/bhs



COMPARISON OF GRADE VALUES USED TO CALCULATE GPA

Area Schools	A	A	B+	B	B	C+	C	C	D+	D	D-
•											
•	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7
•	4.000	3.667	3.333	3.000	2.667	2.333	2.000	1.667	1.333	1.000	.667
•	4.0	3.6	3.3	3.0	2.6	2.3	2.0	1.6	1.3	1.0	.6
BHS	4.0	3.6	3.3	3.0	2.6	2.3	2.0	1.6	1.3	1.0	.6
•	4.000	3.667	3.333	3.000	2.667	2.333	2.000	1.667	1.333	1.000	.667
•	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.66	1.33	1.00	.67
•	4.000	3.667	3.333	3.000	2.667	2.333	2.000	1.667	1.333	1.000	.667
•	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7
•	4.0	3.7	3.4	3.0	2.7	2.4	2.0	1.7	1.4	1.0	.7
•	4.0	3.667	3.333	3.0	2.667	2.333	2.0	1.667	1.333	1.0	.667
•	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7
•	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7
•	4.0	3.7	3.4	3.0	2.7	2.4	2.0	1.7	1.4	1.0	.7
•	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7
•	4.0	3.667	3.333	3.0	2.667	2.333	2.0	1.667	1.333	1.0	.667
•	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7



**Agenda III.B.
June 5, 2014**

To: Members, Board of Education

From: Cindy Amoroso, Assistant Superintendent

Date: June 5, 2014

Re: 191 Teacher Development and Evaluation Plan Process

RECOMMENDATION: That the Board of Education approves the ISD 191 Teacher Development and Evaluation Plan Process to be implemented in 2014-15

Recent legislative action requires that all Minnesota School districts develop an evaluation system for teacher to be implemented by fall of 2014 that aligns with Minnesota §122A.40

ISD 191
BURNSVILLE EDUCATION ASSOCIATION

Teacher Development and Evaluation Plan

100 River Ridge Ct.
Burnsville, MN 55337
Phone 952.707.2080 • Fax 952.707.2000

THE TEACHER DEVELOPMENT AND EVALUATION PLAN: IMPLEMENTATION GUIDE

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OVERVIEW

The purpose of the Teacher Evaluation System is to develop, improve, and support qualified teachers and effective teaching practices, and improve student learning and success. The annual evaluation process, in the 3-year review cycle, must include having trained observer’s serve as instructional coaches or having teachers participate in professional learning communities. As the teacher evaluation serves many purposes, it’s most important is to ensure that teachers are focused on how their craft impacts student learning. Evaluation will be used to determine professional development needs and how best to support teachers in their efforts at closing achievement and opportunity gaps in our schools. It is through supporting and developing our instructional staff that we ultimately impact student learning.

ISD 191 Process for Plan Development

Figure 1 illustrates the framework process in which decisions are made and who is involved in making those decisions. The choice maker in ISD 191 is the School Board with the creators being the Burnsville Education Association (BEA) team members, teachers, and principals. The representative stakeholders later referred to as input team; consist of principals, Building Leadership Team (BLT), and all teachers.

Decision Making Map

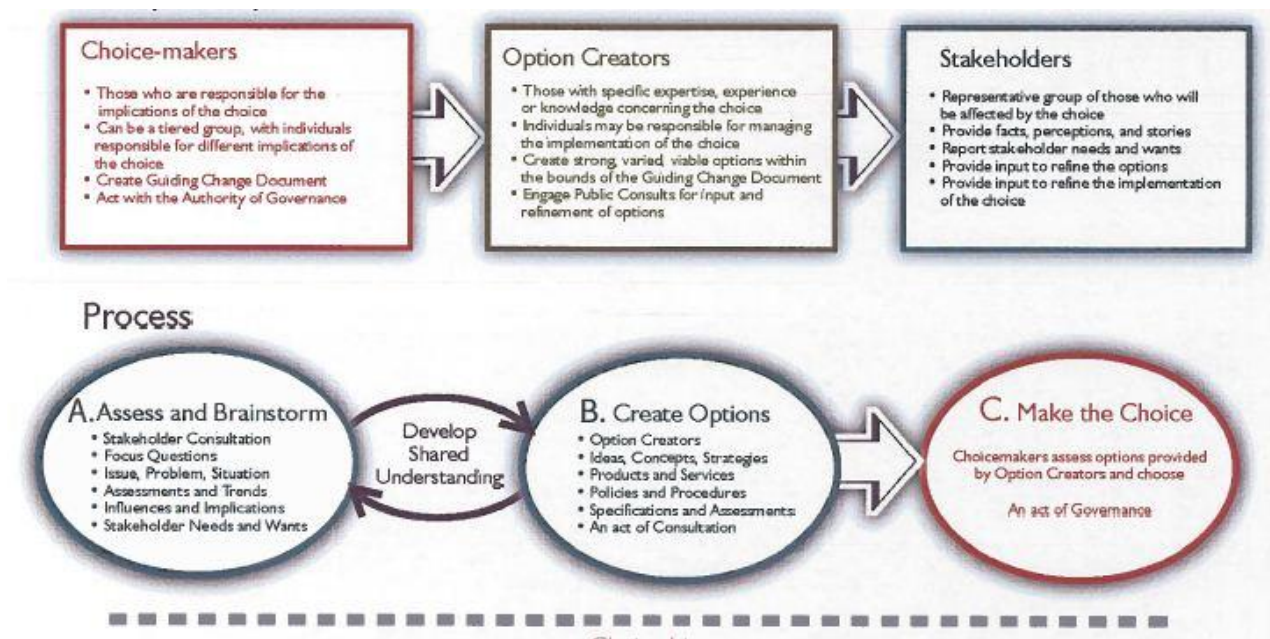


Figure 1

ISD 191 Evaluation System Participants

Choice Makers	Design Team (Knowledge/Expertise)	Input Teams (Representative Stakeholders)
<ul style="list-style-type: none"> • Bob Nystrom, BEA Exec. Officer • Michelle Carroll, BEA Exec. Officer • Mike Huemoeller, BEA Exec. Officer • Libby Deuthman, BEA Exec. Officer • Wendy Drugge, BEA Exec. Officer • Cindy Amoroso, Ass't Superintendent • Stacey Sovine, HR Director • ISD 191 Board of Education 	<ul style="list-style-type: none"> • Brian Rappe, NJH SpEd and Reading • Jennifer Jensen, BHS Soc. Studies • Jenny Hugstad-Vaa, BHS Science • Jessica Perry, HB Music • Laurel Mirs, GP 2nd grade • Perry Wilkinson, ERJH Math • Sharon Shelerud, MJH Social Studies • Anne Christenson, Cluster Psychologist • Elizabeth Vaught, EN Principal • Renee Brandner, NJH Principal 	<ul style="list-style-type: none"> • All ISD 191 Principals • All ISD 191 Teachers • Principal evaluation system design team

Evaluation Criteria: State Requirements

Minnesota Statutes, sections 122A.40, define requirements for teacher evaluation. A school board and an exclusive representative of the teachers (“teacher’s union”) must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement.” Districts must begin evaluating teachers in school year 2014-2015.

By statute, district teacher evaluation process must satisfy twelve criteria:

1. Must provide the requisite evaluations for probationary teachers;
2. Must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, peer review, and at least one summative evaluation by a qualified and trained evaluator;
3. Must be based on professional teaching standards established in MN Rule 8712.2000;
4. Must coordinate staff development activities with the teacher evaluation process and outcomes;
5. May allow school time for peer coaching and collaboration;
6. May include mentoring and induction programs;
7. Must allow teachers to present a portfolio demonstrating evidence of reflection and professional growth that includes teachers’ own performance assessments;
8. Must use data from valid and reliable assessments aligned to state and local academic standards and must use state or local student growth measures that may include value-added models of student learning goals to determine 35% of teacher evaluation results;
9. Must use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible;
10. Must require qualified and trained evaluators to perform summative evaluations;
11. Must give teachers not meeting professional teaching standards the support to improve with established goals and timelines;
12. Must discipline a teacher who does not adequately improve

ISD 191 Teacher Evaluation Plan Development

The Burnsville Education Association (BEA) Work Group began gathering in November of 2012 and met at least monthly through 2014. The members included teachers and principals. The goal of the work group was to create an evaluation model for the District that met statutory requirements.

A preliminary model was presented to the School Board in May of 2013. The committee took guidance and presented a revised plan to teacher and administrative groups for feedback in November and December of 2013. A model was approved by the work group at that time and then presented to the School Board. The working document reflects decisions made by the work group to address remaining areas of concern raised by the School Board and input for education stakeholders. This model will be initially implemented in school year 2014-2015 and revised continuously.

Timeline for Implementation

History: Beginning in school year 2014-2015, the district will have a process to evaluate all teachers. Minnesota Statutes, sections 122A.40 specifies that this process must be jointly agreed to by the exclusive representative of the teachers and district. If the two parties cannot come to an agreement they must use the provided State Model outlined by the Minnesota Department of Education.

<u>Year</u>	<u>Activities</u>
School Year 2012-2013	Plan research and development
School Year 2013-2014	Plan research and development Plan approval by work group and board Plan publication Implementation planning
School Year 2014-2015	First year of implementation (First 1/3 of teachers receive summative evaluations.) Initial training of teachers, summative evaluators, and peer reviewers
School Year 2015-2016	Second year of implementation (Second 1/3 of teachers receive summative evaluations.) Continuing professional development to support educator evaluation
School Year 2016-2017	Final 1/3 of teachers receive summative evaluations. All continuing contract/tenured teachers are established on the 3-year professional review cycle. Continuing professional development to support educator evaluation

ISD 191 TEACHER GROWTH EVALUATION PROCESS

The ISD191 plan meets the state requirements in all areas. The process is a three-year process. Two years of the process are formative, and the third year is evaluative. This process does not preclude an administrator from initiating evaluation components in years one and two. The process for the two formative years is identical. The third year, the summative evaluation year, is similar, but includes the formal evaluation by the trained evaluator (principal/administrator) and includes the student achievement goal. Statute requires the Student Learning Goal in this year. Scoring for the evaluation year is done at the conclusion of that school year by the trained evaluator (principal/supervisor). Any teachers falling below an established cumulative score (2.2) will be directed to develop an Improvement and Support Plan, per Statute.

ISD 191 Required Components of Process

There are three components of the evaluation process: 1) Teaching Standards; 2) Student Learning and Achievement; and 3) Professional Learning Plan.

Teaching standards, student learning and achievement, and a professional learning plan are the major components of this model. Teachers, peer reviewers, and summative evaluators measure teaching standards and student outcomes in order to help teachers improve their craft and to evaluate teacher effectiveness.

Table 1, on the following page, defines each of the three model components, identifies model activities used to measure each component, and shows the weighting of each component in a teacher's final performance rating.

ISD 191 Components of the Development and Evaluation Plan

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teaching Standards	Danielson Domains and Rubrics By 4 domains—planning, environment, instruction, and professionalism	Using Danielson rubric and evidence gathered from observations; Self-assessment and peer review; Optional teacher portfolio.	60%
Student Learning and Achievement	A measureable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students; Demonstrates a teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.	Assessments that will be used to measure student progress and goal attainment; Period of time covered by the goal; The expected student growth (or outcomes); The rationale for the expected student growth.	35%
Professional Learning Plan	Allows for licensed staff members to personalize their professional learning.	Self-assessment using Danielson Framework to identify components that are related to an interest and/or area of growth; Continually monitor and reflect on plan’s implementation; Complete reflective summary.	5%

Table 1

Danielson-Based Rubrics

A rubric for teacher evaluation is a set of criteria and standards by which performance can be measured. The Danielson-based rubrics are grounded in what is observable and what can be documented. They are generic and will manifest differently in different settings.

For these rubrics to be applied successfully, ALL teachers must be trained in the evaluation criteria. Those who coach and evaluate (Instructional Coaches, Building Leadership Team members, and Administrators) must receive more extensive training and build assurances that inter-rater reliability is established.

As a program administrator for the Educational Testing Service, Charlotte Danielson developed a set of standards for assessing new teachers prior to licensing. Her work on those standards for the PRAXIS III assessment led to the publication of Enhancing Professional Practice, a Framework for Teaching, in 1996. In 2007 Danielson updated the frameworks to include rubrics for some non-classroom specialist positions such as school librarians, nurses, and counselors. The 2011 edition tightened the language of her 2007 work and added examples. With this edition the Danielson Group also entered into an agreement with TeachScape to provide an evaluation instrument and training modules for educators.

ISD191 first started using Danielson rubrics for professional development with probationary teachers in 2000. Danielson rubrics then became the instrument for probationary teacher evaluation in a 2002-2003 pilot. Danielson rubrics were used for all instructional staff beginning with the District's acceptance into the Minnesota Alternative Teacher Professional Pay System (Q-Comp), titled Pro-Pay in our district, in 2006. At that time, it became apparent that the Danielson rubrics had not been developed for non-classroom teachers, such as Guidance Counselors, Licensed School Nurses, and others. So, the district embarked on developing and adopting locally developed rubrics modeled after Danielson's work.

Since initial adoption of Pro-Pay, Danielson has published several updates and revisions to her work. Some non-classroom positions have been included in her updates. However, those rubrics are somewhat generic and do not necessarily align with Minnesota standards and ISD191 job descriptions. While Danielson (2011) serves as the recommended version for teacher evaluation there are still needs to clarify the expectations for non-classroom teachers. Also, in the years since rubrics were written or modified for non-classroom positions, some of those positions have had job duty changes.

All of the Danielson rubrics, and district-written or district-modified rubrics, need to be continuously reviewed and updated to ensure they are current, match current job duties, and all Trained Evaluators, Instructional Coaches, and teachers are following the same rubrics.

In the ISD 191 process, every certified staff member engages in the three-year cycle as detailed, below. In each school year, approximately one-third of certified staff will be in each of the three years of the cycle.

The Three-Year Professional Review Cycle



Figure 2

Formative Years 1 and 2

Overview

In formative years one and two of the teacher evaluation process, the teacher and Instructional Coach will hold a fall conference to set the stage for the formative evaluation year. Prior to the fall conference, the teacher will complete a self-assessment, draft a professional learning plan, and draft a collaborative team goal.

Self-Assessment of Danielson Domains

The self-assessment form is completed by the teacher, prior to the fall meeting, using Danielson rubrics. The Instructional Coach may complete a pre-assessment using the same form and rubric.

During the meeting the teacher and Instructional Coach will discuss areas of strength and areas where the teacher would like to grow. They will also discuss what supports the teacher may need to improve the growth areas.

Professional Learning Plan

Each licensed staff member needs to develop a Professional Learning Plan (PLP) that aligns with the School Improvement Plan and two self-selected components from domains two and/or three of Danielson's Framework as modified. The PLP allows for licensed staff members to personalize their professional learning.

The teacher will come to the fall meeting with a draft of a PLP with goals that are aligned with the Site Improvement Plan. The teacher and administrator will discuss and refine the PLP. Process expectations are:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your PLP.
6. Continually monitor and reflect on the plan's implementation, regularly using data about professional learning directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with an Instructional Coach.
8. At the conclusion of the year, complete a reflective summary for your PLP and evidence prior to the spring conference with your Instructional Coach.

Collaborative Team Goal

The teacher will come to that fall meeting with a draft of the Collaborative Team (CT) goal. This goal will be discussed with the Instructional Coach and refined with the CT, in collaboration with the Building Leadership Team. The principal has the authority to give input on the goal to ensure its alignment with the School Improvement Plan.

Summative Evaluation Year 3

Overview

A teacher receives a summative evaluation at least once in the three-year professional review cycle. The summative evaluation includes feedback for further growth and development and a final performance rating is determined by the principal/administrator from all evidence collected through activities and observations. The expectation is that a teacher is effective and will continually improve their practice. A teacher with an unsatisfactory summative performance must be supported through a teacher improvement process and potentially disciplined as outlined in Minnesota Statutes 122A.40 if not making adequate progress to improve.

Self-Assessment of Danielson Domains

The self-assessment form is completed by the teacher, prior to the fall meeting, using Danielson rubrics. The principal/administrator may complete a pre-assessment using the same form and rubric or rely on teacher self-assessment.

During the meeting, the teacher and principal/administrator will discuss areas of strength, areas where the teacher would like to grow, areas where the principal/administrator sees opportunity, and areas where the teacher and principal/administrator may not be in complete agreement. They will also discuss what supports the teacher may need to improve in the growth areas. This is also where the teacher will address their plan for measuring student engagement.

Student Learning and Achievement Goal

A Student Learning Goal (SLG) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes:

- The student population included in the goal
- The assessments that will be used to measure student progress and goal attainment
- The period of time covered by the goal
- The expected student growth (or outcomes)
- The rationale for the expected student growth

The teacher will come to the fall meeting with a draft of the Student Learning Goal (SLG). This goal will be discussed and refined during the conference. The teacher may use, or adapt, the CT goal if it has a student learning focus.

Professional Learning Plan

Each licensed staff member needs to develop a Professional Learning Plan (PLP) that aligns with the School Improvement Plan and two self-selected components from domains two and/or three of Danielson's Framework as modified. The PLP allows for licensed staff members to personalize their professional learning.

The teacher will come to the fall meeting with a draft of a PLP with goals that are aligned with the Site Improvement Plan. The teacher and administrator will discuss and refine the PLP. Process expectations are:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your PLP.
6. Continually monitor and reflect on the plan's implementation, regularly using data about professional learning directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with an instructional coach and trained evaluator.
8. At the conclusion of the year, complete a reflective summary for your PLP and evidence prior to the spring conference with your principal/administrator.

Observations

Each licensed staff member will participate in three observations. Two will be completed with an instructional coach and one with principal/administrator.

Observations completed with the instructional coach will address the PLP goal and two components from Danielson's Frameworks Domain's 2 and/or 3.

TEACHER EVALUATION CRITERIA

Teaching Standards; Danielson Domains Criteria

There are four Danielson domains: Planning and Preparation, The Classroom Environment, Instruction (included Student Engagement) and Professional Responsibilities. Each domain has a four-point rubric with specific criteria for each level of performance. Teachers will receive scores for each of the four Danielson Domains, with 1 being low and 4 being high.

Student Learning and Achievement Goal Criteria

Teachers will present data to determine the attainment of the Student Learning/Achievement Goal. They will receive a score based on the level of attainment: 1 if there was no progress, 2 if there was some progress, 3 if the goal was attained, and 4 if the goal was exceeded.

Professional Learning Plan Criteria

Each licensed staff member will develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three of Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

The PLP includes: a goal that is aligned with the site improvement plan; strategies and action steps for implementation; resources needed to accomplish the plan; implementation and monitoring timelines; and what evidence will be collected to indicate impact on instruction and impact on student learning. Progress on the PLP is discussed at each observation throughout the year. Finally, an end-of-year reflective summary is completed.

The reflective summary focuses on these criteria:

- Document the key concepts that you have learned this year by summarizing the reflections recorded in your Ongoing Professional Learning Plan Reflection.
- Document how your teaching has changed as a result of your professional learning.
- Document how your students' learning has been improved/enhanced as a result of your professional learning
- Document what you have learned about your teaching in relation to the two Danielson's components you selected this year. (Refer to post-observation feedback and Danielson Framework)
- Document how your changes in teaching and your students' changes in learning have contributed to your building's School Improvement Goal.

There are 4 levels of attainment: 1, Submitting a PLP; 2, Showing evidence that the strategies and action plan has been followed; 3, Showing evidence that the PLP resulted in a change in practice; 4, Showing evidence that there was an impact on student achievement as a result of the PLP.

TEACHER EVALUATION SCORING

The final evaluation score(s) is determined by the principal/administrator based on evidence collected through, but not limited to, observations, meetings, and conferences with the teacher. The final score is determined by sub scores in Teaching Standards (Danielson Domains), Student Learning and Achievement, and Professional Learning Plan. Specific information on scoring in each of these areas is below.

Scoring Teaching Standards (Danielson Domains)

This component will equal 60 percent of the final evaluation score. The four domain scores will be weighted:

- **Danielson Scoring 60%**
 - DOMAIN I (Planning and Preparation), 15%
 - DOMAIN II (The Classroom Environment), 15%
 - DOMAIN III (Instruction), 20% (this domain includes student engagement)
 - DOMAIN IV (Professional Responsibilities), 10%
 - We will continue to use Charlotte Danielson 2011 model, using 1-4 scoring

Scoring Student Learning and Achievement Goal Attainment

This component will equal 35 percent of the final evaluation score, per State statute. The score will be calculated as follows:

- **Student Learning 35%**
 - 1 – No progress toward goal
 - 2 – Progress toward goal is outside of target parameters
 - 3 – Goal is met; Progress is within “target” parameters
 - 4 – Goal is exceeded

Scoring Professional Learning Plan

This component equals five percent of the final evaluation score. The professional learning plan score will be based on the impact of the teacher’s professional growth on student learning.

- **Professional Learning Plan 5%**
 - 1 – Plan is submitted

- 2 – Action steps are implemented
- 3 – Teacher demonstrates change in professional practice based on PLP
- 4 – Teacher can show impact on student learning based on Professional Learning Plan

TEACHER PORTFOLIO (OPTIONAL)

A teacher possesses the individual right to submit a portfolio to the instructional coach or trained observer as a source of evidence. An observer must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation. The portfolio must include a teacher's own performance assessment based on student work and examples of teachers' work, which may include video among other activities.

INDIVIDUAL IMPROVEMENT AND SUPPORT PLAN

If a teacher falls below the 2.2 score, an individual improvement and support plan will be initiated. This plan is developed in consultation with the administrator, teacher, and teaching and learning team (for PD opportunities). The teacher may request support from an Instructional Coach and from the BEA. The plan is non-disciplinary.

Improvement and support plan must include:

- Identified resources, support and other strategies to be provided to address documented deficiencies
- A timeline for implementing such resources, support and other strategies in the course of the same school year as the plan is issued
- Indicators of success including a specified, summative rating.

APPENDIX

Teacher Development and Evaluation Plan Forms	A
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Special Education Teacher.....	B8
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Media Specialist.....	D3
Nurse	D4
Occupational Therapist.....	D5
Psychologist	D6
Social Worker.....	D7
Special Education Teacher.....	D8
Speech Pathologist	D9

TOSA D10

Observations E

 Classroom Teacher E1

 Guidance Counselor E2

 Media Specialist..... E3

 Nurse E4

 Occupational Therapist..... E5

 Psychologist E6

 Social Worker..... E7

 Special Education Teacher..... E8

 Speech Pathologist E9

TOSA E10

Burnsville-Eagan-Savage

Teacher Evaluation

FALL CONFERENCE

2014-15

The teacher and trained evaluator (administrator) will hold a Fall Conference to set the stage for the evaluation year. Prior to the Fall Conference, the teacher will complete a self-assessment, draft a PLP, draft CT goals, and draft a plan for longitudinal measurement of student engagement (Danielson 3 C).

SELF-ASSESSMENT:

The self-assessment form is completed by the teacher, prior to the fall meeting, using the Danielson rubrics (2011). Other Danielson (2007) or rubrics modified to align with our district may be used for non-classroom teachers. The evaluator may also complete a pre-assessment using the same form and rubric.

During the meeting the teacher and evaluator will discuss areas of strength, areas where the teacher would like to grow, and areas where the teacher and evaluator may not be in complete agreement. They will also discuss what supports the teacher may need to improve in the growth areas.

PROFESSIONAL LEARNING PLAN (PLP):

The teacher will come to the fall meeting with a draft of a PLP with goals that are aligned with the Site Improvement Plan (SIP). The teacher and administrator will discuss and refine the PLP.

COLLABORATIVE TEAM GOAL (CT):

The teacher will come to the fall meeting with a draft of the CT goal. This goal will be discussed with the administrator and refined with the CT, in collaboration with the BLT.

STUDENT LEARNING GOAL (SLG):

The teacher will come to the fall meeting with a draft of the SLG. This goal will be discussed and refined during the conference. The teacher may use, or adapt, the CT goal if it has a student learning focus.

Burnsville-Eagan-Savage

Teacher Evaluation

FALL CONFERENCE

2014-15

Name _____ Date _____

Site _____ Administrator/Evaluator _____

Checklist:

- Danielson Self-Assessment
- Draft Professional Learning Plan
- Draft CT goal
- Include plan for measuring student engagement (Domain 3, component C)
- Draft student learning goal

Discussion Summary: [type here]

Follow up CHECK LIST (date):

- Final PLP submitted by October 15
- Final CT goal submitted by October 15
- Final Student Learning Goal submitted by October 15

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Classroom Teacher 2014-2015

Name: _____ Date: _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of Content and Pedagogy				
B. Demonstrating Knowledge of Students				
C. Setting Instructional Outcomes				
D. Demonstrating Knowledge of Resources				
E. Designing Coherent Instruction				
F. Designing Student Assessments				

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				

Domain 3. Instruction	4	3	2	1
A. Communicating with Students				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				
D. Using Assessment in Instruction				
E. Demonstrating Flexibility and Responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on Teaching				
B. Maintaining Accurate Records				
C. Communicating with Families				
D. Participating in a Professional Community				
E. Growing and Developing Professionally				
F. Showing Professionalism				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Guidance Counselor 2014-2015

Name _____

Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of counseling theory and techniques				
B. Demonstrating knowledge of child and adolescent development				
C. Establishing goals for the counseling program appropriate to the setting and the students served.				
D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district				
E. Planning the counseling program, integrated with the regular school program				
F. Developing a plan to evaluate the counseling program				

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture for productive communication				
C. Managing routines and procedures				
D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
E. Organizing physical space				

Domain 3. Delivery of Service	4	3	2	1
A. Assessing students' needs				
B. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs				
C. Using counseling techniques in individual and classroom programs				
D. Brokering resources to meet needs				
E. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Maintaining records and submitting them in a timely fashion				
C. Communicating with families				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Media Specialist 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of literature and current trends in library/media practice and information technology				
B. Demonstrating knowledge of the school's program and student information needs within that program				
C. Establishing goals for the library/media program appropriate to the setting and the students served				
D. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan				
E. Planning the library/media program integrated with the overall school program				
F. Developing a plan to evaluate the library/media program				

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture for investigation and love of literature				
C. Establishing and maintaining library procedures				
D. Managing student behavior				
E. Organizing physical space to enable smooth flow				

Domain 3. Delivery of Service	4	3	2	1
A. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations				
B. Collaborating with teachers in the design of instructional units and lessons				
C. Engaging students in enjoying literature and in learning information skills				
D. Assisting students and teachers in the use of technology in the library/media center				
E. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Preparing and submitting reports and budgets				
C. Communicating with the larger community				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Nurse 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating medical knowledge and skill in nursing practice				
B. Demonstrating knowledge of developmental stages				
C. Demonstrating knowledge of diversity and cultural heritage				
D. Identifying and assessing individual student health needs				
E. Demonstrating knowledge of school, district, and community resources				

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and confidentiality				
B. Establishing a culture for health and wellness				
C. Following health service protocols and procedures				
D. Organizing health office and management of materials and supplies				

Domain 3. Delivery of Service	4	3	2	1
A. Managing emergency and non-emergency interactions				
B. Delegating and supervising selected nursing functions				
C. Developing individual health plans (IHP's) and emergency care plans				
D. Developing comprehensive health assessments for the IEP process				
E. Medication management and administration				
F. Performing and documenting skilled nursing care				
G. Reporting and controlling communicable diseases and assuring compliance of "No Shots/No School" policy				
H. Conducting health screenings				

Domain 4. Professional Responsibilities	4	3	2	1
A. Maintaining health records in accordance with policy and submitting reports in a timely fashion				
B. Communicating with families and staff				
C. Engaging in professional development				
D. Demonstrating professional conduct and confidentiality				
E. Demonstrating knowledge of governmental regulations as well as awareness of family/individual rights in the school setting				
F. Participating in a professional community				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Occupational Therapist 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of students' individual needs				
B. Selecting therapy session goals				
C. Demonstrating knowledge of resources both inside and outside of the district				
D. Designing appropriate therapy sessions				
E. Evaluating student progress				

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture of progress				
C. Managing therapy sessions				
D. Influencing student behavior				
E. Organizing physical space				

Domain 3. Delivery of Service	4	3	2	1
A. Communicating clearly and accurately				
B. Engaging students in learning				
C. Providing feedback to students				
D. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Responding to referrals, consulting with teachers				
B. Evaluating students in compliance with state and federal guidelines				
C. Planning interventions				
D. Equipment is maintained and adapted to meet student needs				
E. Due process records a kept according to professional standards				
F. Participate in a professional community				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Psychologist 2014-2015

Name _____

Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge and skill in using psychological instruments to evaluate students				
B. Demonstrating knowledge of child and adolescent development and psychopathology				
C. Establishing goals for the psychology program appropriate to the setting and the students served				
D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
E. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention				
F. Developing a plan to evaluate the psychology program				

Domain 2. The Environment	4	3	2	1
A. Establishing rapport with students				
B. Establishing a culture for positive mental health throughout the school				
C. Establishing and maintaining clear procedures for referrals				
D. Establishing standards of conduct in the testing center				
E. Organizing physical space for testing of students and storage of materials				

Domain 3. Delivery of Service	4	3	2	1
A. Responding to referrals; consulting with teachers and administrators				
B. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines				
C. Chairing evaluation team				
D. Planning interventions to maximize students' likelihood of success				
E. Maintaining contact with community mental health service providers				
F. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Communicating with families				
C. Maintaining accurate records				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

**Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment**

Social Worker 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Assessment/Intervention	4	3	2	1
A. Utilizing systems theory in identification of family and student needs				
B. Utilizing systems theory in developing and implementing interventions				
C. Utilizing community resources in the identification and intervention process				
D. Communicating necessary information from the assessment and intervention process to the team				

Domain 2. Development of Relationship and Rapport	4	3	2	1
A. Demonstrating knowledge of social and emotional development				
B. Ability to develop relationships with students and families				
C. Ability to work with multi-disciplinary teams				
D. Ability to develop relationships with diverse student populations				

Domain 3. Social Work Practice Skills	4	3	2	1
A. Facilitating individual support and counseling skills				
B. Facilitating the group process				
C. Working with community interagency service providers				
D. Facilitating mental health interventions				
E. Facilitating crisis intervention				

Domain 4. Professional Responsibilities	4	3	2	1
A. Participating in the development and implementation of Special Education due process				
B. Showing professionalism - following the NASW Code of Ethics				
C. Growing and Developing Professionally				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Special Education Teacher
2013-2014

Name _____

Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of Content and Pedagogy				
B. Demonstrating Knowledge of Students				
C. Selecting Instructional Goals				
D. Demonstrating Knowledge of Resources				
E. Designing Coherent Instruction				
F. Assessing Student Learning				

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				

Domain 3. Instruction	4	3	2	1
A. Communicating Clearly and Accurately				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				
D. Providing Feedback to Students				
E. Demonstrating Flexibility and Responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Due Process/Parent Involvement				
B. Evaluation Process				
C. IFSP/IEP/IIIP				
D. Teaming				
E. Behavior Management Specific to Students with Special Education Needs				
F. Transition from School to Adult Life				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
Speech Pathologist 2014-2015

Name _____ Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge and skill in the speech therapy area; holding the relevant certificate or license				
B. Establishing goals for the therapy program appropriate to the setting and the students served				
C. Demonstrating knowledge of district, state and federal guidelines				
D. Demonstrating knowledge of resources, both within and beyond the school and district				
E. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students				
F. Developing a plan to evaluate the therapy program				

Domain 2. The Environment	4	3	2	1
A. Establishing rapport with students				
B. Organizing time effectively				
C. Establishing and maintaining clear procedures for referrals				
D. Establishing standards of conduct in the therapy setting				
E. Organizing physical space for testing of students and providing therapy				

Domain 3. Delivery of Service	4	3	2	1
A. Responding to referrals and evaluating student needs				
B. Developing and implementing treatment plans to maximize students' success				
C. Communicating with families				
D. Collecting information; writing reports				
E. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Collaborating with teachers and administrators				

C. Maintaining an effective data-management system				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism, including integrity, advocacy, and maintaining confidentiality				

Burnsville-Eagan-Savage
Teacher Evaluation
Individual Self-Assessment
TOSA 2014-2015

Name _____

Date _____

Carefully reflect on your teaching performance in the domains. Using the rubrics for each element, assess your performance using the following scale: Distinguished (4); Proficient (3); Basic (2); Unsatisfactory (1). Prepare to discuss your self-assessment and goals with your administrator/evaluator during your fall conference.

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of current trends in specialty area and PPD				
B. Demonstrating knowledge of school's program and levels of teacher skill in delivering that program				
C. Establishing goals for the instructional support program appropriate to the setting and the teachers served				
D. Demonstrating knowledge of resources, both within and beyond the school and district				
E. Planning the instructional support program, integrated with the overall school program				
F. Developing a plan to evaluate the instructional support program				

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an environment of trust and respect				
B. Establishing a culture for ongoing instructional improvement				
C. Establishing clear procedures for teachers to gain access to instructional support				
D. Establishing and maintaining norms of behavior for professional interactions				
E. Organizing physical space for workshops or training				

Domain 3. Instruction	4	3	2	1
A. Collaborating with teachers in the design of instructional units and lessons				
B. Engaging teachers in learning new instructional skills				
C. Sharing expertise with staff				
D. Locating resources for teachers to support instructional improvement				
E. Demonstrating flexibility and responsiveness				

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Preparing and submitting budgets and reports				
C. Communicating work with other instructional specialists				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism, including integrity and confidentiality				

Burnsville-Eagan-Savage

Teacher Evaluation

Student Learning Goal

2014-2015

Name: _____ Date: _____

A student learning goal (SLG) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes

- The student population or sample included in the goal;
- The assessments that will be used to measure student progress and goal attainment;
- The period of time covered by the goal;
- The expected student growth (or outcomes);
- The rationale for the expected student growth.

Describe the student population that will be measured (whole class or subgroup):

What assessment will be used? (may be chosen from assessment menu)

Why was this assessment chosen?

Start date of pre-assessment:

End date for final assessment:

What is the expected growth for the group and what are the margins of error?

What is the rationale for the expected growth?

Burnsville-Eagan-Savage
Teacher Evaluation
Student Learning Goal: REPORT
2014-2015

Name: _____ Date: _____

Attach the pre-assessment data and final assessment data.

Analysis of the data:

SCORE:

- 1 -- There was no progress toward the goal**
- 2 -- Progress toward the goal was outside the "target" parameters**
- 3 -- Goal was met; Progress was within the "target" parameters**
- 4 -- Goal was exceeded**

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Classroom Teacher

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three of Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:		Building:
		Principal/Supervisor:
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.		
Collaborative Team Goal:		
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.		
Domain Number	Component Letter	Title of Component
Professional Learning Goal:		
Action Plan		
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>		

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Guidance Counselor

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:		Building:
		Principal/Supervisor:
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.		
Collaborative Team Goal:		
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.		
Domain Number	Component Letter	Title of Component
Professional Learning Goal:		
Action Plan		
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>		

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Media Specialist

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Professional Learning Goal:										
<h2 style="margin: 0;">Action Plan</h2>										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Nurse

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Occupational Therapist

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Psychologist

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan Template

Name:		Building:
		Principal/Supervisor:
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.		
Collaborative Team Goal:		
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.		
Domain Number	Component Letter	Title of Component
Professional Learning Goal:		
Action Plan		
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>		

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Social Worker

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage
Teacher Evaluation
 2014-15

Professional Learning Plan Template

Name:	Building:									
	Principal/Supervisor:									
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
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Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Special Ed

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage
Teacher Evaluation
 2014-15

Professional Learning Plan Template

Name:	Building:	
Principal/Supervisor:		
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.		
Collaborative Team Goal:		
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.		
Domain Number	Component Letter	Title of Component
Professional Learning Goal:		
Action Plan		
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>		

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- Speech Pathologist

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage
Teacher Evaluation
 2014-15

Professional Learning Plan Template

Name:	Building:	
Principal/Supervisor:		
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.		
Collaborative Team Goal:		
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.		
Domain Number	Component Letter	Title of Component
Professional Learning Goal:		
Action Plan		
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>		

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Burnsville-Eagan-Savage

Teacher Evaluation

2014-15

Professional Learning Plan- TOSA

Description:

Each licensed staff member needs to develop a Professional Learning Plan that aligns with the School Improvement Plan and two self-selected components from domains two and/or three from Danielson's Frameworks as modified. The Professional Learning Plan allows for licensed staff members to personalize their professional learning.

Note: Teachers in Evaluation Cycle 1 and probationary teachers will conference with their principal about the goal for the teacher's Professional Learning Plan.

Process Expectations:

1. Assess your practice in relation to the focus areas/goals identified in the School Improvement Plan.
2. Study the student achievement data documented in your School Improvement Plan.
3. Complete a self-assessment using Danielson's Frameworks to identify components that are related to an interest and/or area of growth.
4. Develop a professional learning goal that is personalized to enhance your instructional practice and aligns with the School Improvement Plan to promote student learning and achievement.
5. Develop an action plan that communicates the strategies, resources, timelines, and evidence that will guide your Professional Learning Plan.
6. Continually monitor and reflect on plan's implementation, regularly using data about professional learning and directly connected to student achievement. See Part 2 of the Pre-Observation Form.
7. Schedule observations with instructional coach and trained observer.
8. At the conclusion of the year, complete a reflective summary for your Professional Learning Plan and evidence prior to the spring conference with your administrator / evaluator.

Timeline:

A copy of your Professional Learning Plan needs to be submitted to your Instructional Coach (and evaluator if in Cycle 1) by October 15, 2014.

Burnsville-Eagan-Savage
Teacher Evaluation
 2014-15

Professional Learning Plan Template

Name:	Building:									
Principal/Supervisor:										
Building Goal: Document the goal from your building's School Improvement Plan that will guide your professional learning.										
Collaborative Team Goal:										
Components from Danielson's Frameworks: List the two components from Domains 2 and/or 3 you have identified that will guide your learning for the school year.										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Domain Number</th> <th style="width: 15%;">Component Letter</th> <th style="width: 70%;">Title of Component</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Domain Number	Component Letter	Title of Component							
Domain Number	Component Letter	Title of Component								
Professional Learning Goal:										
Action Plan										
Strategies and Action Steps: (Include PD) <i>What am I going to do?</i>										

Resources:**Implementation and Monitoring Timelines:**

When will my PLP goal happen?

- *Implementation*
- *Monitoring*

Evidence of Impact on Instruction:

What evidence will you collect to document/record how your teaching has been changed as a result of your professional learning?

Evidence of Impact on Student Learning:

What evidence will you collect to document/record how your students' learning has been improved/enhanced as a result of your professional learning?

Observations - Instructional Staff 2014-2015

Description:

Each licensed staff member will participate in three observations. Two will be completed with an instructional coach and one with a trained observer. Licensed staff must be observed at least three times each year. Licensed staff must be observed by two different observers.

Observations completed with the instructional coach will address your Professional Learning Plan goal and two components from Danielson's Frameworks Domains 2 and/or 3.

- *Two of the three observations must be completed with an Instructional Coach.*
- *Observation #1 must be with an Instructional Coach to be completed by December 20th, 2014.*
- *Observation #2 must be with a different Instructional Coach, Principal, or BLT Member by February 15th, 2014. OR, **If on Cycle One, by your Evaluator.***
- *Observation #3 must be with an Instructional Coach by May 2nd, 2014.*

Note: Administrators (or administrative designee) will conduct three summative observations for probationary teachers by March 15.

Process Expectations for Each Observation:

1. Schedule your pre- and post-observation conferences and your observation with your instructional coach or with another trained observer.
2. Electronically send an updated copy of your Professional Learning Plan and complete the pre-observation portion of the form before your pre-observation conference.
3. Complete/send the post-observation portion of the form prior to your post-observation conference.

Timeline:

Observations need to be completed per the following timeline: Observation one by December 20th, observation two by February 15th, and observation three by May 2nd.

Name:

Grade Level/Content Area:

Pre-Observation Form and Professional Learning Plan Reflection

Part 1: Lesson Overview

Respond to the following reflective prompts in preparation for your observation either with an instructional coach or with another trained observer.

Please complete and forward Part I prior to your pre-observation meeting.

1. What is the primary learning target for the lesson you will be teaching?
What is your "I Can" statement (written in student friendly language) and how do you plan to communicate this to students?

2. What instructional practices do you plan to use to deliver your lesson?
(Examples: whole group lecture, partners or groups, small group discussion)

3. What assessment strategies (formal and informal) do you plan to use to monitor student learning?
How will you use assessment data to inform your teaching?

4. How do you plan to cognitively engage your students in your lesson?
Focus on all aspects of the lesson - beginning, middle, and closure.

5. What other information would you like me to know (i.e., instructional materials or other resources, information about students, current adaptations, other)?

6. List the two Danielson's components from your Professional Learning Plan.

Domain Number	Component Letter	Title of Component

Part 2: Ongoing Professional Learning Plan Reflection

Document the scope of your professional learning plan to share with either an instructional coach or by another trained observer. Please update this form throughout the year.

Professional Learning Plan Goal:

Professional Learning:

- *Record the key concepts you are learning or have learned about in relation to your Professional Learning Plan.*

Round 1:

Round 2:

Round 3:

Impact on Instruction

- *Record how your teaching is/has been changing as a result of your professional learning.*

Round 1:

Round 2:

Round 3:

Impact on Student Learning

- *Record how your students' learning has been improved/enhanced as a result of your professional learning.*

Round 1:

Round 2:

Round 3:

Observations - Non-Instructional Staff 2014-2015

Description:

Each licensed staff member will participate in three observations. Two will be completed with an instructional coach and one with a trained observer. Licensed staff must be observed at least three times each year. Licensed staff must be observed by two different observers.

Observations completed with the instructional coach will address your Professional Learning Plan goal and two components from Danielson's Frameworks Domains 2 and/or 3.

- *Two of the three observations must be completed with an Instructional Coach.*
- *Observation #1 must be with an Instructional Coach to be completed by December 20, 2013.*
- *Observation #2 must be with a different Instructional Coach, Principal, or BLT Member by February 15, 2014. OR, If on Cycle One, by your evaluator.*
- *Observation #3 must be with an Instructional Coach by May 2, 2014.*

Note: Administrators (or administrative designee) will conduct three summative observations for probationary teachers by March 15.

Process Expectations for Each Observation:

1. Schedule your pre- and post-observation conferences and your observation with your instructional coach or with another trained observer.
2. Electronically send an updated copy of your Professional Learning Plan and complete the pre-observation portion of the form before your pre-observation conference.
3. Complete/send the post-observation portion of the form prior to your post-observation conference.

Timeline:

Observations need to be completed per the following timeline: Observation one by December 20, 2013, observation two by February 2, 2014, and observation three by May 2, 2014.

Name:
Position:

Pre-Observation Form and Professional Learning Plan Reflection

Part 1: Observation Overview

Respond to the following reflective prompts in preparation for your observation with either an instructional coach or with another trained observer.

Please complete and forward Part I prior to your pre-observation meeting.

1. What do you intend to accomplish during this observation?

2. What professional practices do you plan to use or discuss during the observation?

3. What assessment strategies (formal and informal) do you plan to use to determine if your practice is effective?

4. How do you plan to cognitively engage your audience (students, staff, and family members) during the observation?

6. What other information would you like me to know (i.e., instructional materials or other resources, information about students and families, current adaptations, other)?

6. List the two Danielson's components from your Professional Learning Plan.

Domain Number	Component Letter	Title of Component

Part 2: Ongoing Professional Learning Plan Reflection

Document the scope of your professional learning plan to share with either an instructional coach or by another trained observer. Please update this form throughout the year.

Professional Learning Plan Goal:

Professional Learning:

- *Record the key concepts you are learning or have learned about in relation to your Professional Learning Plan.*

Round 1:

Round 2:

Round 3:

Impact on Planning and Preparation

- *Record how your work is/has been changing as a result of your professional learning.*

Round 1:

Round 2:

Round 3:

Impact on Student Learning

- *Record how your audience's (students') learning has been improved/enhanced as a result of your professional learning.*

Round 1:

Round 2:

Round 3:

Burnsville-Eagan-Savage

Independent School District 191

Observation Form

2014-2015

Name _____

Date of Observation _____

Feedback on Domain 2 and/or 3; Component ____:

Feedback on Domain 2, and/ or 3; Component ____:

Professional Learning Plan Goal:

Name:

Grade Level/Content Area:

Post-Observation Form

Please take a few moments to reflect and record your thoughts about your lesson before the post-observation meeting.

1. When you reflect on your lesson, what part of the lesson was the most effective? Why?
2. Given the opportunity to teach this lesson again to the same group of students, what could be done differently? Why?
3. Did the students learn what you intended? How do you know?
Did the students meet the learning target? How do you know?
4. When thinking about your continued professional learning, what do you want or need to do to deepen your understanding and enhance your practice?

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Classroom Teacher

2014-2015

Name: _____ Date of Observation: _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of Content and Pedagogy				
B. Demonstrating Knowledge of Students				
C. Setting Instructional Outcomes				
D. Demonstrating Knowledge of Resources				
E. Designing Coherent Instruction				
F. Designing Student Assessments				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Instruction	4	3	2	1
A. Communicating with Students				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				

D. Using Assessment in Instruction				
E. Demonstrating Flexibility and Responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on Teaching				
B. Maintaining Accurate Records				
C. Communicating with Families				
D. Participating in a Professional Community				
E. Growing and Developing Professionally				
F. Showing Professionalism				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Guidance Counselor

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of counseling theory and techniques				
B. Demonstrating knowledge of child and adolescent development				
C. Establishing goals for the counseling program appropriate to the setting and the students served.				
D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district				
E. Planning the counseling program, integrated with the regular school program				
F. Developing a plan to evaluate the counseling program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture for productive communication				
C. Managing routines and procedures				
D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
E. Organizing physical space				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Assessing students' needs				

B. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs				
C. Using counseling techniques in individual and classroom programs				
D. Brokering resources to meet needs				
E. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Maintaining records and submitting them in a timely fashion				
C. Communicating with families				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Media Specialist

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of literature and current trends in library/media practice and information technology				
B. Demonstrating knowledge of the school's program and student information needs within that program				
C. Establishing goals for the library/media program appropriate to the setting and the students served				
D. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan				
E. Planning the library/media program integrated with the overall school program				
F. Developing a plan to evaluate the library/media program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture for investigation and love of literature				
C. Establishing and maintaining library procedures				
D. Managing student behavior				
E. Organizing physical space to enable smooth flow				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations				
B. Collaborating with teachers in the design of instructional units and lessons				
C. Engaging students in enjoying literature and in learning information skills				
D. Assisting students and teachers in the use of technology in the library/media center				
E. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Preparing and submitting reports and budgets				
C. Communicating with the larger community				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Nurse

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating medical knowledge and skill in nursing practice				
B. Demonstrating knowledge of developmental stages				
C. Demonstrating knowledge of diversity and cultural heritage				
D. Identifying and assessing individual student health needs				
E. Demonstrating knowledge of school, district, and community resources				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and confidentiality				
B. Establishing a culture for health and wellness				
C. Following health protocols and procedures				
D. Organizing health office and management of materials and supplies				

TOTAL POINTS	
Divide by 4 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Managing emergency and non-emergency interactions				
B. Delegating and supervising selected nursing functions				
C. Developing individual health plans (IHP's) and emergency care plans				
D. Developing comprehensive health assessments for the IEP process				

E. Medication management and administration				
F. Performing and documenting skilled nursing care				
G. Reporting and controlling communicable diseases and assuring compliance of "No Shots/No School" policy				
H. Conducting health screenings				

TOTAL POINTS	
Divide by 8 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Maintaining health records in accordance with policy and submitting reports in a timely fashion				
B. Communicating with families and staff				
C. Engaging in professional development				
D. Demonstrating professional conduct and confidentiality				
E. Demonstrating knowledge of governmental regulations as well as awareness of family/individual rights in the school setting				
F. Participating in a professional community				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage
Teacher Evaluation
 DANIELSON COMPONENT
Occupational Therapist
 2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of students' individual needs				
B. Selecting therapy session goals				
C. Demonstrating knowledge of resources both inside and outside of the district				
D. Designing appropriate therapy sessions				
E. Evaluating student progress				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Creating an environment of respect and rapport				
B. Establishing a culture of progress				
C. Managing therapy sessions				
D. Influencing student behavior				
E. Organizing physical space				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Communicating clearly and accurately				
B. Engaging students in learning				
C. Providing feedback to students				

D. Demonstrating flexibility and responsiveness				
---	--	--	--	--

TOTAL POINTS	
Divide by 4 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Responding to referrals, consulting with teachers				
B. Evaluating students in compliance with state and federal guidelines				
C. Planning interventions				
D. Equipment is maintained and adapted to meet student needs				
E. Due process records a kept according to professional standards				
F. Participate in a professional community				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Psychologist

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge and skill in using psychological instruments to evaluate students				
B. Demonstrating knowledge of child and adolescent development and psychopathology				
C. Establishing goals for the psychology program appropriate to the setting and the students served				
D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
E. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention				
F. Developing a plan to evaluate the psychology program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Establishing rapport with students				
B. Establishing a culture for positive mental health throughout the school				
C. Establishing and maintaining clear procedures for referrals				
D. Establishing standards of conduct in the testing center				
E. Organizing physical space for testing of students and storage of materials				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Responding to referrals; consulting with teachers and administrators				
B. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines				
C. Chairing evaluation team				
D. Planning interventions to maximize students' likelihood of success				
E. Maintaining contact with community mental health service providers				
F. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Communicating with families				
C. Maintaining accurate records				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Social Worker

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Assessment/Intervention	4	3	2	1
A. Utilizing systems theory in identification of family and student needs				
B. Utilizing systems theory in developing and implementing interventions				
C. Utilizing community resources in the identification and intervention process				
D. Communicating necessary information from the assessment and intervention process to the team				

TOTAL POINTS	
Divide by 4 = Domain Score	

Feedback Domain 1:

Domain 2. Development of Relationship and Rapport	4	3	2	1
A. Demonstrating knowledge of social and emotional development				
B. Ability to develop relationships with students and families				
C. Ability to work with multi-disciplinary teams				
D. Ability to develop relationships with diverse student populations				

TOTAL POINTS	
Divide by 4 = Domain Score	

Feedback Domain 2:

Domain 3. Social Work Practice Skills	4	3	2	1
A. Facilitating individual support and counseling skills				
B. Facilitating the group process				
C. Working with community interagency service providers				
D. Facilitating mental health interventions				
E. Facilitating crisis intervention				

TOTAL POINTS	
Divide by 5= Domain Score	

Feedback Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Participating in the development and implementation of Special Education due process				
B. Showing professionalism - following the NASW Code of Ethics				
C. Growing and Developing Professionally				

TOTAL POINTS	
Divide by 3 = Domain Score	

Feedback Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Special Education Teacher

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating Knowledge of Content and Pedagogy				
B. Demonstrating Knowledge of Students				
C. Selecting Instructional Goals				
D. Demonstrating Knowledge of Resources				
E. Designing Coherent Instruction				
F. Assessing Student Learning				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback Domain 2:

Domain 3. Instruction	4	3	2	1
A. Communicating Clearly and Accurately				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				
D. Providing Feedback to Students				
E. Demonstrating Flexibility and Responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Due Process/Parent Involvement				
B. Evaluation Process				
C. IFSP/IEP/IIIP				
D. Teaming				
E. Behavior Management Specific to Students with Special Education Needs				
F. Transition from School to Adult Life				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

Speech Pathologist

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license				
B. Establishing goals for the therapy program appropriate to the setting and the students served				
C. Demonstrating knowledge of district, state and federal guidelines				
D. Demonstrating knowledge of resources, both within and beyond the school and district				
E. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students				
F. Developing a plan to evaluate the therapy program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Environment	4	3	2	1
A. Establishing rapport with students				
B. Organizing time effectively				
C. Establishing and maintaining clear procedures for referrals				
D. Establishing standards of conduct in the therapy setting				
E. Organizing physical space for testing of students and providing therapy				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Delivery of Service	4	3	2	1
A. Responding to referrals and evaluating student needs				
B. Developing and implementing treatment plans to maximize students' success				
C. Communicating with families				
D. Collecting information; writing reports				
E. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Collaborating with teachers and administrators				
C. Maintaining an effective data-management system				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism, including integrity, advocacy, and maintaining confidentiality				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage

Teacher Evaluation

DANIELSON COMPONENT

TOSA

2014-2015

Name _____

Date _____

Date of Evaluation Conference: _____

Domain 1. Planning and Preparation	4	3	2	1
A. Demonstrating knowledge of current trends in specialty area and PPD				
B. Demonstrating knowledge of school's program and levels of teacher skill in delivering that program				
C. Establishing goals for the instructional support program appropriate to the setting and the teachers served				
D. Demonstrating knowledge of resources, both within and beyond the school and district				
E. Planning the instructional support program, integrated with the overall school program				
F. Developing a plan to evaluate the instructional support program				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 1:

Domain 2. The Classroom Environment	4	3	2	1
A. Creating an environment of trust and respect				
B. Establishing a culture for ongoing instructional improvement				
C. Establishing clear procedures for teachers to gain access to instructional support				
D. Establishing and maintaining norms of behavior for professional interactions				
E. Organizing physical space for workshops or training				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 2:

Domain 3. Instruction	4	3	2	1
A. Collaborating with teachers in the design of instructional units and lessons				
B. Engaging teachers in learning new instructional skills				
C. Sharing expertise with staff				
D. Locating resources for teachers to support instructional improvement				
E. Demonstrating flexibility and responsiveness				

TOTAL POINTS	
Divide by 5 = Domain Score	

Feedback on Domain 3:

Domain 4. Professional Responsibilities	4	3	2	1
A. Reflecting on practice				
B. Preparing and submitting budgets and reports				
C. Communicating work with other instructional specialists				
D. Participating in a professional community				
E. Engaging in professional development				
F. Showing professionalism, including integrity and confidentiality				

TOTAL POINTS	
Divide by 6 = Domain Score	

Feedback on Domain 4:

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage
Teacher Evaluation
SPRING EVALUATION CONFERENCE
2014-15

Name _____ Date _____

Site _____ Administrator/Evaluator _____

Pre meeting

- Teacher completes PLP Reflection
- Teacher completes Student Learning data report
- Teacher prepares to discuss student engagement, based on fall plan
- Supervisor/Evaluator completes draft of Danielson Assessment

Meeting

- Teacher presents results of PLP
- Teacher presents Student Learning data
- Teacher and evaluator discuss student engagement
- Teacher and evaluator discuss final Danielson Assessment
- Teacher and evaluator work through scoring document

Post meeting

- Supervisor completes final evaluation form. Teacher signs acknowledging receipt of a copy.

Burnsville-Eagan-Savage
Teacher Evaluation
 SPRING EVALUATION CONFERENCE
 2014-15

Professional Learning Plan: Reflective Summary

Bring a completed copy of this form to your spring evaluation conference and send an electronic copy of this form to your instructional coach by May 15, 2015. Refer to Part 2 of the Pre-Observation form.

Name:	Building:
	Principal/Supervisor:
Professional Learning Goal:	
Record the professional learning goal that guided your professional learning.	
Key Concepts Learned:	
Document the key concepts that you learned by <u>summarizing</u> your reflections developed in preparation for your observations.	
Professional Learning Plan Reflections:	
Other Professional Learning Reflections (Optional):	
Impact on Instruction:	
Document how your teaching was impacted as a result of your learning.	
<i>How has your teaching been impacted as a result of your learning?</i>	
Impact on Student Learning:	
Document how student learning was impacted as a result of your learning.	
<i>How has student learning been impacted as a result of your learning?</i>	

Impact on Understanding of Components:

Document your growth for each of the components that framed your professional learning.

Refer to post-observation feedback and Danielson's Framework.

What did you learn about your teaching?

Impact on School Improvement Goal:

Document how your learning has impacted your building's School Improvement Goal.

Refer to *Evidence of Implementation and Impact* on your PLP.

What did your students demonstrate to show your instruction had impact?

SCORE:

- **1** -- A PLP was submitted
- **2** -- The action steps of the PLP were implemented
- **3** -- The teacher was able to demonstrate a change in instructional practice based on the PLP
- **4** -- The teacher showed an impact on student learning as a result of PLP implementation

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage
Teacher Evaluation
SPRING EVALUATION CONFERENCE
Student Learning Goal: REPORT
2014-2015

Name: _____ Date: _____

Attach the pre-assessment data and final assessment data.

Analysis of the data:

SCORE:

- 1 -- There was no progress toward the goal**
- 2 -- Progress toward the goal was outside the "target" parameters**
- 3 -- Goal was met; Progress was within the "target" parameters**
- 4 -- Goal was exceeded**

X _____
Teacher Signature & Date

X _____
Evaluator (Administrator) Signature & Date

Burnsville-Eagan-Savage
 Teacher Evaluation
 SPRING EVALUATION CONFERENCE
 SCORING REPORT
 2014-15

Name: _____ Date: _____

DANIELSON (60%)	Score	Times percent	Scaled score
DOMAIN I		0.15	
DOMAIN II		0.15	
DOMAIN III		0.20	
DOMAIN IV		0.10	
STUDENT LEARNING GOAL (35%)		0.35	
PROFESSIONAL LEARNING PLAN (PLP) (5%)		0.05	
		TOTAL SCORE	

X _____
 Teacher Signature & Date

X _____
 Evaluator (Administrator) Signature & Date



TEACHER DEVELOPMENT AND EVALUATION PLAN BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT 191

JUNE 5, 2014

ISD 191 Plan...

- Is a starting point--First step in moving us forward with new teacher development and evaluation model
- Moves the use of data to higher level and recognizes the role of data in instructional decision making
- Aligns with State model in the 35% achievement goal and in focusing 20% on instruction and student engagement (Domain III)
- Allows us to calibrate the observational feedback in years 1 and 2 with evaluative feedback in year 3

ISD191 Teacher Evaluation Process¹⁷

- Required Components
- Three-Year Professional Review Cycle
- Student Achievement Goal in Summative Year
- Teacher Portfolio option will follow State default
- Individual Improvement and Support Plan developed by staff not attaining minimum cumulative score of 2.2 in spring of summative evaluation year.
- A summative evaluation can be performed in any year, consistent with past and present practice

ISD 191 Teacher Evaluation Criteria ¹¹⁸

- **Teaching Standards; Danielson Domains Criteria**
- **Student Learning/Achievement Goal Criteria**
- **Professional Growth Plan Criteria**

ISD191 Teacher Evaluation Scoring¹⁹

- The final evaluation score(s) is determined by the principal/supervisor based on evidence collected through, but not limited to, observations, meetings, and conferences with the teacher.
- The final score is determined by sub scores in Teaching Standards--Danielson Domains, Student Learning and Achievement, and Professional Learning Plan.

Proposed Teacher Improvement Plan

- If a teacher falls below the 2.2 score, an improvement plan will be initiated. This plan is developed in consultation with the administrator, teacher, and teaching and learning team (for PD opportunities). The teacher may request support from an Instructional Coach and from the BEA. The plan is non-disciplinary.

Next Steps

- April 3-May 5
 - Communicate information to administration/Board
- April 21 – May 2
 - BEA teacher informational meetings
- May 5/6
 - BEA vote
- May 15
 - Board action
- Summer 2014
 - Danielson certification training for evaluators (Teachscape)
- School year 2014-15
 - Train all district certified staff

For more information

Stacey Sovine

Executive Director Human Resources

952-707-2010

ssovine@burnsville.k12.mn.us

Cindy Amoroso

Assistant Superintendent

952-707-2080

camoroso@burnsville.k12.mn.us



OFFICE OF INDIVIDUALIZED STUDENT SERVICES

Agenda Item III. C.
June 5, 2014

TO: Members of the School Board
Superintendent Joseph Gothard

FROM: Stephanie Corbey, Executive Director
Individualized Student Services

DATE: May 28, 2014

RE: 2014-15 Early Childhood Special Education (ECSE)
Program Parent Handbook

RECOMMENDATION: That the school board approve the 2014-15 parent handbook for the ECSE Program

The Early Childhood Special Education (ECSE) Program serves over 200 students (children ages birth to 5) in a variety of community settings in our school district. Diamondhead Education Center is the primary educational site for children 3-5 years of age.

The parent handbook for 2014-15 school year has been updated to include a few changes. The following sections have been revised:

- ECSE Program Overview
- Closer alignment with K-12 handbook including: asbestos management in schools, change of address, community education, emergency school closings and notification, latex-safe schools, parents' right to know law, and data privacy policy.

EARLY

CHILDHOOD

SPECIAL

EDUCATION

2014-15 PARENT HANDBOOK

Early Education Program and Services
202 West Burnsville Parkway
Burnsville, MN 55337
(952) 895-6610



Dear Parents and Guardians:

Welcome to the Burnsville-Eagan-Savage School District # 191. The Early Childhood Special Education (ECSE) program is part of the Individualized Student Services Department. This handbook has been prepared for families with children who are receiving services through the ECSE program. Many of your questions have been anticipated and are covered in this handbook. While the handbook contains general information regarding the ECSE program, we understand that it may not provide answers to all of the questions you might have regarding your child's education and services while attending the ECSE program. We are always available to clarify information and respond to your specific questions.

We like to work together with parents to promote their child's education and early learning. Parents are encouraged to visit the ECSE program and to attend scheduled conferences and participate in parent learning classes and other programs designed to meet your needs.

It is our hope that this handbook will be helpful to you. We strongly encourage and support the team approach in our educational program, with you as a key member of the team. We greatly appreciate it when parents visit and share their experiences with us.

Best wishes for a successful school year.

Sincerely,

Jackie Smith

Jackie Smith
ECSE Program Administrator

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Early Childhood Special Education Program Overview

A variety and continuum of special education services are provided to children and families through the Early Childhood Special Education (ECSE) program. These services are designed to meet the individual needs of the children who participate in the ECSE program. The Birth-Three year old services are primarily provided in the child's natural setting which is either the home or the childcare setting.

Children age three to five years have a variety of classes and services available to meet their needs which are provided in the morning (9-11:30 AM) or the afternoon (12:30-3:00 PM). Based on each child's individual needs and determined by their Individual Education Program (IEP) plan team, a child may receive ECSE services one to four days per week. Services may be provided in center-based classrooms, community-based settings and/or in the home. Below are brief descriptions of the services provided by the ECSE Program.

Home Based Services: ECSE teachers and therapists may provide services in the child's home. These services focus on the individual needs of the child and related needs of the entire family. Home based services/home visits include direct services to the child as well as time for parent involvement and consultation.

Itinerant Services: Itinerant services are designed for children who may have needs in different areas of development and are currently enrolled in a preschool or daycare setting that is appropriate for them. An ECSE teacher or educational speech and language pathologist travels to the preschool or daycare setting. Direct service to the child, as well as consultation to the preschool/daycare staff, is provided. The frequency and amount of services provided in these settings is based on the individual needs of each child and determined by the child's IEP team, including parents.

Community Based Services: ISD 191's ECSE Program partners with the District 191 Community Education Preschool programs and the Head Start Program to provide services in inclusive settings with typically developing peers. Children receiving services in these programs receive support from both licensed and non-licensed ECSE staff.

Center Based Services: Some children receive services in an ECSE classroom at Diamondhead Education Center with children who are learning skills based on individual goals in various areas of development. The center based class hours are:

Morning Session: 9:00-11:30 AM Afternoon Session: 12:30-3:00 PM

Autism Educational Services: These classroom based services are specially designed for children who need intensive programming to meet their needs and most often have a primary disability of Autism Spectrum Disorders. The emphasis in these classrooms is on the introduction to the classroom experience, communication, development of play, cognition, motor, imitation, social interactions, independent work,

and self-care skills. Staff provides families with information regarding specific research based strategies and methods for working with children with Autism Spectrum Disorders.

Speech/Language Therapy Services: Speech therapy may be provided in a variety of ways. Speech services may be any combination of: a community setting, within a small group, or on an individual basis. These services help in the development of communication skills such as vocabulary, sentence structure, and speech sounds.

Parent-Child Groups/Parenting Sessions: Group activities for children and their parents are scheduled throughout the year. During parenting sessions, parents have the opportunity to meet as a group to discuss practical and emotional concerns regarding their child's disability and participate in informational sessions regarding specific disabilities and child development.

Transition to Kindergarten: In the year before kindergarten, parents will be invited to a transition group where they will have an opportunity to hear about the transition process. This group will also include a parent panel of former ECSE parents with children now in elementary school. There is a time for question & answer with this panel. In the spring, families will have a transition meeting with staff from the elementary school. These meetings will be held at the elementary school that your child will be attending. Parents can share information and hear about kindergarten school services at that time.

Interagency Services: **Help Me Grow** is an interagency resource that supports services for children Birth to Five on a state and county level. The membership of **Help Me Grow** includes: Burnsville-Eagan-Savage School District 191, Dakota/Scott County Social Services, Dakota/Scott County Public Health, Mental Health Providers, parents and ARC. Through interagency teamwork, Help Me Grow provides: parent support, staff education, interagency planning, and child-find materials. For more information: www.helpmegrowmn.org

Parent Teacher Organization/Supports: The District's *Special Education Advisory Committee* (SEAC) meets five times per year in the evening from 6:00-8:00 P.M. Parents, teachers and community members advise the district special education department regarding services for infants, preschool, children, and young adults who receive special education services. If you are interested in serving on the SEAC, contact the executive director of Individualized Student Services, Stephanie Corbey at 952-707-6261. Watch the newsletter for information about meeting times and dates. Everyone is welcome to attend.

GENERAL INFORMATION

Animals in Schools

Permission must be granted by the building administrator prior to an animal being allowed to visit school. The medical needs override the presence of animals in the classroom. Service animals are permitted to accompany their owners in school.

Asbestos Management in Schools

Minnesota school districts are annually required to inform residents and employees of the presence of asbestos-containing materials in their buildings. All District 191 buildings have been inspected for asbestos under the Asbestos Hazard Emergency Response Act (AHERA) of 1986. Some asbestos-containing building materials were found in every building except Eagle Ridge Junior High, Harriet Bishop Elementary, Hidden Valley Elementary and the district warehouse/maintenance garage.

A management plan has been submitted to the Minnesota Department of Education and is available at each school. A complete report for all district facilities is on file in the district's Operations and Properties Office.

Asbestos-containing materials were commonly used in past years in commercial buildings as a fire retardant. In schools, asbestos was typically found in floor tile, ceiling tile, insulation and wraps of pipes and boilers. Such materials pose a potential for asbestos fiber release only if the asbestos-containing materials are disturbed in some way. Exposure to airborne asbestos has been found to relate to several forms of cancer.

Nearly all materials in district buildings identified as containing asbestos have been removed with the completion of renovation projects in recent years. Areas that still have asbestos-containing materials are monitored for change or damage. Buildings are re-inspected by a certified asbestos inspector every three years. For more information about asbestos containment, contact ISD 191 Director of Operations and Properties at 952-707-2035.

Calendar

All families with children in the Burnsville-Eagan-Savage School District are provided with a district calendar prior to the first day of school. The calendar lists the major events at each of the schools. In addition you will be provided with a calendar for your student who is attending the ECSE program.

Change of Address

Any change to student/family address or contact information must be reported to the school main office at 952-895-6610, or the district Welcome Center at 952-707-4180.

Clothing

Play type clothing is suggested. Activities in the ECSE classrooms are many, varied and sometimes messy. Additionally, we encourage you to select clothing for your child

that he/she can manage independently. When weather permits, children spend time outdoors on the playground. Please dress your child in outdoor clothing appropriate for the weather. Clearly label all outdoor clothing with your child's name. Also, please send an extra set of clothing for your child (including socks and underwear) clearly labeled with your child's name.

Communications

There are several ways to be "in the loop" and know what's happening in your child's school and school district. Here are some new (and improved) ways that communication is expanding.

Instant Parent Notification System: The school district has a new instant notification system that can contact families by phone (home, work, cell), e-mail and text message in case of an emergency. Please make sure your child's school always has your up-to-date contact information. An easy way to update is through SchoolView, the online parent portal. Sign up by clicking on "SchoolView" at the top of the district website at www.isd191.org or any school site.

Follow the district on Twitter: Are you using social media to keep in touch with others? Then, add ISD 191 to those you follow and you will receive emergency information as well as on-going news. Sign up at www.twitter.com.

Electronic news bulletins: Sign up to get e-mail news at home, work or PDA by going to the district website at www.isd191.org or any school site. Click on "Sign up for electronic news" and select the news bulletins you would like to receive. Check out the news on the Early Childhood Special Education website at www.isd191.org

Newsletter: The ECSE school newsletter will be sent home regularly with your child. This newsletter is also posted on the program webpage. The newsletter will be translated upon request. We encourage you to let us know if our communications efforts meet your needs.

Community Education

Educational enrichment courses, sports and recreation, for ages birth through senior citizens, and child care are available year-round. Community Education sponsors youth service courses, senior citizens center, and special programs. For more information, contact the Community Education Department at 52-707-4150.

Community Learning Experiences

Students take both bus and walking community learning experiences. Parents are invited to accompany their child on these outings. An information letter and permission form will be sent home for parent approval.

Conferences

Two scheduled conferences to discuss your child's Individual Education Program (IEP) plan or Individual Family Service Plan (IFSP) are held each year. Your child's progress and goals will be reviewed and new goals may be developed. The first conference is held in the fall and the second in the spring. These face-to-face exchanges are an important part of the IEP/IFSP process. Additional conferences may be held at the request of the parent or teacher.

Emergency Numbers

An emergency card is given to each family. The emergency card needs to be filled out completely, returned to school immediately, and updated when changes occur. It is very important that we have parent/guardian(s)' current home, work, daycare, telephone numbers and the number of a friend or neighbor who may be contacted in case of an emergency. This information is kept in the Health Office.

Emergency Procedures

Schools are required by law to conduct fire, evacuation and lock-down drills during the school year. Unannounced drills take place in order to reinforce safety practices to reduce anxiety in the event of an actual emergency. Specific procedures will be followed for severe weather drills and other emergencies.

Emergency School Closings and Notification

If an emergency develops, parents/guardians need to hear about it quickly whether it is severe weather, an electrical outage or other situation. Here are ways to get rapid information.

>>Parents/guardians must make sure that their child's school always has up-to-date contact information. An easy way to update information is through SchoolView, the online parent portal. Sign up by clicking on "SchoolView" on any school website.

- **Instant parent notification system called School Messenger:** The school district has an instant notification system that can contact families by phone (home, work, cell), email and text message
- **Radio & TV stations:** Listen to local radio and TV stations for information. They may mention only "Burnsville Public Schools" or "Burnsville District 191" but this means ALL schools in District 191 are affected included the ECSE program.
- **Website:** Go to the district website at www.isd191.org to see emergency notices.
- **Social media:** For emergency as well as on-going information, follow the school district at facebook.com/isd191 or twitter.com/isd191.

Food Policy

Snack time is a part of your child's school program. The State Department of Health requires that the food served in schools be obtained from appropriate sources. Food prepared in a home will not be distributed in school. Individual classrooms may have limitations on food items due to students with food allergies. If you do not wish to have your child participate in any parties, please inform your child's teacher. If you would like

to have your child occasionally bring a snack to share with classmates you may do so if it is store bought. Families are encouraged to donate \$5.00 per month, as they are able, to the ECSE "Snack Attack" fund. This fund is used to purchase food that is used during snack time in the classroom.

Health Information

Children learn best when they are physically and emotionally healthy. Although parents have the primary responsibility for their child's health, a school nurse is available to assist parents in maintaining, improving and promoting the health of the students in the ECSE program. The school nurse is available during regular school day hours to provide care to students.

- ***Illness/Accidents:*** In case of a significant illness or an accident at school you will be notified. Transportation home and all medical care is the responsibility of the parent. If you cannot be contacted, the person whom you listed as the emergency contact will be called. This person should be willing and able to provide transportation and supervision of your child. Be sure the school has this information by completing the Health Office Emergency Information form.

If your child will be absent from school, please call the school.

If your child should become ill with a communicable disease, please notify the school. In most cases, children should be kept at home for at least 24 hours after antibiotics have been started, fever is resolved, and/or primary symptoms have resolved. For your child's protection, he/she should be free of a fever for 24 hours before returning to school.

- ***Health Screening:*** Students enrolled in ECSE are NOT required to go through the early childhood/kindergarten screening process. All areas of your child's development are assessed and monitored by his/her education team, including health screenings for: vision, hearing, height, and weight. These screenings are completed *at least once* before your child enters kindergarten.

In addition, students may also receive hearing or vision screenings upon request from their parents/guardians or at the request of a teacher, if the teacher suspects that there may be a hearing or vision concern that is affecting the student's ability to learn. If your child fails any part of the hearing or vision screening, the health office will re-screen the child within four weeks to verify the results. If the student fails the second screening, a letter will be sent home with the student outlining the findings and recommendation for follow-up with a physician.

If at any time you have concerns about your child's hearing, vision, height or weight, feel free to contact the health office. **If you do not want your child to participate in these screenings, please contact the ECSE health office at 952-895-6613.**

- **Immunization Records:** It is state law and school district policy that all students must be up to date on their immunizations or show proof of conscientious or medical objection. Your child will not be allowed to start school until this information or an appropriately signed legal exemption is provided. The entire ISD # 191 policy (JHCB) and immunization form are available in the school health office or on the district website, www.isd191.org, as follows: Go to the “Services” tab, click on “Health Services,” then click on the “Immunization” button on the left side.
- **Health Records:** As required by state law, a health record is kept for each child. Please report any additional immunizations, significant health conditions or medications your child receives to the school nurse to be recorded in your child’s health record. Growth results, vision and hearing screening, immunizations, findings from health assessments and care given related to illnesses and injuries while at school will be entered in your child’s health record.
- **Medications:** If your child needs to take medication at school, please contact the school nurse. Teachers should not be asked to be responsible for children’s medication. The district’s medication policy requires that ALL medications (prescription and non-prescription) administered at school must have written parent/guardian permission and a written order signed by a licensed prescriber. Medication must be provided in an original container or prescription bottle that is properly labeled. Copies of the medication authorization form can be obtained from the school nurse or on the district website, www.isd191.org.

Latex-Safe Schools

To safeguard the health of students and staff who have latex allergies, all schools take steps to minimize exposure to natural rubber latex. No latex balloons are allowed. Students with latex allergies should notify the building nurse at their school so that accommodations can be made.

Parents' Right to Know Law

The Parents' Right to Know Law requires school districts to inform parents and employees about the use of pest control materials. District 191 utilizes licensed, professional service firms for the prevention and control of insects and rodents inside buildings while trained staff members prevent and control weeds on school grounds.

All materials used are registered by the U.S. Environmental Protection Agency and are selected and applied according to label directions. The long-term health effects on children from the application of pest control materials, or the class of materials to which they belong, may not be fully understood.

Parents may request to receive, at their expense, prior notification of any application of a pest control material should such an application be deemed necessary on a day different from those specified in the schedule.

For more information about the use of pest control materials, contact ISD 191 Director of Operations and Properties Glenn Simon at 952-707-2035.

Support (Related) Services Staff

The ECSE program employs various support service staff to meet the needs of the students. These support service staff may work with your child depending on his/her needs. They include, but are not limited to: Speech/Language Clinician, Occupational Therapist, Physical Therapist, Teacher of the Visually Impaired, Teacher of the Hearing Impaired, and School Nurse. The student's needs and IEP/IFSP drive the services the child will receive. Support service involvement in a student's educational plan is a team decision.

- **School Social Work Services:** The ECSE program employs a School Social Worker to help families connect to community resources and provide supports. To contact the social worker, please call **(952) 895-6610**.
- **Cultural Liaisons:** The ECSE program employs both Latino and Somali cultural liaisons. The role of the cultural liaison is to assist Latino and Somali students and families by facilitating communication between school staff and parents. Some of the duties of the liaison include: Disseminating information to parents regarding special education services, school/community resources, and trainings; building a family/school linkage; facilitating communication and relationship building with families; interpretation services; and assist staff in providing culturally and linguistically appropriate assessments and education. To contact the cultural liaisons, please call **(952) 895-6610**.
- **Language Interpreters:** When a student/family speaks another language (other than English) in the home and school environment, an interpreter will be utilized to help the family participate in all aspects of the educational planning for their child.
- **Educational Assistant (MEA):** Each ECSE classroom employs MEAs to assist the educational team in the implementation of the IEP. The number of MEAs assigned to a classroom is dependent on the students' needs within that classroom. Some of the duties of the MEA include: helping to reinforce concepts taught by the teacher, implementing modifications and adaptations to enhance the instruction for students, assisting in physical management, and assisting with transportation needs.

Registration

All new students in grades K-12 need to register at the Welcome Center which is located in the Diamondhead Education Center on the lower level (200 West Burnsville Parkway, Burnsville). Please contact the Welcome Center at 952-707-4180 to schedule an appointment. Parents are required to provide information when registering their student(s) including proof of student's age and name (birth certificate, passport, etc.), immunization records for student, emergency contact information for parent/guardian, proof of parent/guardian residency (utility bill, rental or lease agreement, etc.) and name, address and telephone number of most recent school attended by student. Registration forms can be obtained from the district's website (www.isd191.org), or at the Welcome Center. Registration forms are also available at all school sites, but must be submitted at the Welcome Center. An appointment with the child's new school will be scheduled and a start date will be set after the registration at the Welcome Center is complete.

Reporting Child Abuse/Neglect

District 191 will seek to protect children whose health and welfare may be jeopardized through physical abuse, neglect, or sexual abuse. All district employees are required by state law to report suspected misconduct toward children and to maintain the confidentiality of such data.

School Supplies

- **School Bag:** Your child should bring a school bag, large enough to bring home items made in school, notebook, and notes from the teacher and school. Please label the bag with your child's name.
- **Journal:** Because communication with families is important to us we ask that you utilize the "journal" pages that are provided by your child's teacher. The "journal" pages are a valuable tool for parents to provide information regarding events and new learning that occurs at home and for teachers to provide information regarding children's school activities.

Student Data Privacy Policy

The Burnsville-Eagan-Savage School District 191 Board of Education policy requires the district to comply with the Federal Family Rights and Privacy Act and the Minnesota Government Data Practices Act.

In District 191, educational data are recorded on individual students in areas related to health, academic progress, attendance, testing and special education. Most information in education records is considered private and available only to the student, the student's parents/guardians if the student is not yet 18 years old, and to the school staff who need the data to provide services to the student, unless permission is granted by the student or parent/guardian.

However, according to state and federal guidelines, information that is considered to be directory information may be released to the public without permission of the student or parent/guardian. This includes:

- Student's name
- Gender
- Address
- Telephone number
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees and awards received
- Photographs for school-approved publications, newspaper and videotapes.

Transportation

Transportation for your child is provided throughout District 191 to children while attending the district ECSE program sites. All ECSE buses have a bus aide assigned due to your child's age. An Emergency Bus card must be completed and received by the school prior to the start of transportation.

Staff members meet the children at the bus when they arrive at school and accompany them to the bus at the end of the school day. Parent or daycare providers are responsible for walking children to the bus when they leave home and meeting the bus upon his/her arrival home.

Please contact your child's teacher if you have concerns or questions regarding transportation. All children sit on a star seat when transported by the school district. When your child is sick or will not be attending school, please notify the bus company and your child's teacher.

Durham School Services Phone Number: (952) 736-8004

Visitors in Classrooms

Parent involvement in his/her child's educational experience is encouraged. Visits must be prearranged with the program administrator, and identification may be required. No other children will be permitted to accompany the parent during the visit. All visitors must sign in at the main office.

Volunteers

Adult volunteers are always welcome at school. All volunteers must come directly to the office upon entering the building. Each volunteer will be given a badge or sticker by office staff in order to access the building.

Notes

If you have any barriers to understanding this information such as language or a disability, please contact 952-895-6610 for assistance.

OFFICE OF INDIVIDUALIZED STUDENT SERVICES

Agenda Item III. D
June 5, 2014

TO: Members of the School Board
Superintendent Joseph Gothard

FROM: Stephanie Corbey, Executive Director
Individualized Student Services

DATE: May 28, 2014

RE: 2014-15 BEST Services Transition Program
Student/Parent Handbook

RECOMMENDATION: That the school board approve the 2014-15 student/parent handbook for the BEST Services Transition Program

The BEST Services Transition Program educates approximately 30 students with Individual Education Program (IEP) plans annually. These students, 18-21 years of age, develop skills to successfully transition from school- to-adult life while earning their high school diplomas.

The BEST Services student/parent handbook for the 2014-15 school year has been revised to incorporate the following sections:

- BEST Program Options
- Restrictive Procedures
- Alignment with K-12 Handbook

BEST Services Burnsville-Eagan-Savage Transition Program



Student Handbook

2014-2015

**501 East Highway 13, Suite 106
Burnsville, MN 55337
(952)-746-7520**



Dear Students:

The BEST Services handbook is written to you as an adult student. Please share this with your parents and/or others that support you as a way to enhance the line of communication between you and your education program. There are services, program guidelines and policies described in these pages. For a more detailed description of District policy, consult with the program staff or visit our district website at www.isd191.org.

Many of your questions have been anticipated and are in this handbook. We are always available to discuss any of your concerns. Close cooperation between home and school is essential to promote your best interests. You are encouraged to communicate regularly with your IEP manager and teachers as you work toward achieving your desired post school outcomes or exit criteria. Your parents/guardians and other agency members are encouraged to attend meetings to support you in the purposeful planning of your transition services. Students benefit when there is a meaningful exchange of information between all stakeholders.

It is our hope that this handbook will be a resource to you. We strongly encourage the team approach in the provision of your transition services with you as a key member of the team. Best wishes for a successful school year!

Sincerely,

Jennifer O'Neill-Mager
Program Administrator

BEST Services

Burnsville· Eagan· Savage Transition Program

Mission
To educate young adults with Individual Education Program (IEPs) plans ages 18-21 so that they may transition to adult life and become productive members of their family and community.

Program Options
Students access options based on post secondary goals and desired pathways

LIFE SKILLS CENTER
Burnsville Life Skills Site
501 Highway 13 E
Burnsville, MN 55337
952.746.7520

C.O.R.E & P.A.E.S Lab
Career & Occupational Readiness Exploration Site
P.A.E.S. Performance Assessment Exploration System
400 134th Street East; Burnsville, MN 55337
952.707.2636 (CORE) & 952.707.2647 (PAES)

DCSTC
Dakota County Secondary
Technical Center
1300 -145th St. E.
Rosemount, MN 55068
651.423.8458

LIFE SKILLS CENTER
•Classrooms for instruction on skills, space for school social worker, school nurse, and teachers.
•Students' transition needs are met through classroom seminars and community-based instruction for leisure/ recreation, independent living, post secondary and employment preparation.

CORE & P.A.E.S.
•District wide work experience program serving students in the areas of career development, employment skills, and training.
•Students with IEP goals in employment and job training will have opportunities to develop skills in all aspects of employment. Both PAES & CORE offer hands-on activities in a simulated work place. Learners explore what they are good at and what they are interested in doing.

DCSTC
•Secondary career and technical training programs.
•Students with IEP goals in employment and job training will have opportunities for job specific training and career exploration through secondary programs at DCSTC.

- Personal Finance
- Home Management
- Personal Care Needs
- Family Living
- Food
- Clothing
- Citizenship
- Job Seeking
- Recreation and Leisure
- Mobility in the Community

- Hands-on Aptitude Assessment
- Punch in and out/time clock skills
- Job training experience(s) and job support
- Community Partnerships
- Develop pro-work behaviors
- Job search skills
- Career interests & investigation
- Ability to follow work procedures
- Time management skills
- Industry Tours

- CISCO Networking Academy
- Computer Service and Repair
- Food Industry Careers
- Fundamental Chef Training
- Geometry in Construction
- Construction Trades
- Graphic Communications I&II
- Heavy Duty Truck Diesel Technology I&II
- Medical Careers I&II
- Total Auto Care
- Video Game Animation & Design

Partnerships for Transition Services

- Community Transition Interagency Committee (CTIC)
- Community Employers
- Vocational Rehabilitation Services (VRS)
- County Social Services
- Adult Service Providers
- Non-Profit Agencies
- ISD 191 Community Education

ANIMALS IN SCHOOL

Permission must be granted by the program administrator prior to an animal being allowed to visit the program. The medical needs of a student override the presence of animals in the classroom. Service animals are permitted to accompany their owners in school.

ATTENDANCE & SCHOOL HOURS

The student day is from 8:00 a.m. to 2:30 p.m. unless otherwise determined by the IEP team. Students are expected to attend and follow their schedule each day unless they are ill or there is an emergency. **Attendance is important for making meeting Post Secondary Transition Goals.** The student is encouraged to call in their own absence. Students and/or parents have a responsibility to notify BEST at 952-746-7520 about an expected absence and also to notify Durham Transportation at 952-894-3460 to cancel transportation services when there is an absence.

**BURNSVILLE-EAGAN-SAVAGE ISD 191
EQUAL EDUCATIONAL OPPORTUNITY
(Policy 102)**

It is the school district's policy to provide equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for disabled students. Questions about this policy or grievance procedures should be directed to the school district office.

CHANGE OF ADDRESS

Any change to student/family address or contact information must be reported to the school main office or the District Welcome Center at 952-707-4180.

COMMUNICATION: HOME AND SCHOOL

Students are encouraged to speak with teachers regularly to address questions, or concerns. Students are more successful in school when the IEP team works together to support the student. IEP meetings, conferences, open house, progress reports, phone call or email are some of the methods used to facilitate communication.

COMMUNITY BASED INSTRUCTION

Instruction is conducted at various community locations primarily located in the school district

boundaries. Students may walk or be transported by bus or van to community destinations.

COMMUNITY EDUCATION

Educational enrichment courses, sports, and recreation, for ages birth through senior citizens, and child care are available year-round.

Community Education sponsors youth service courses, senior citizens center, and special programs. For more information, contact the Community Education Department at 952-707-4150.

CONFERENCES

IEP conferences and progress meetings are scheduled individually throughout the school year. The conferences are scheduled to review each student's program and to make plans for future educational programming. Students may request a meeting at any time as well.

DISCIPLINE - CODE OF CONDUCT

Maintaining an atmosphere conducive to learning is a priority for everyone at school. Use of positive behavior supports is encouraged and used by school personnel. The District Code of Conduct is followed at BEST unless otherwise noted in the student's IEP.

**DISCRIMINATION/HARASSMENT/
VIOLENCE/BULLYING**

According to district policy, all students have a right to work and learn in an environment free from harassment and violence. District 191 will not condone any form of discrimination, harassment or violence. This policy also includes students who bully other students. Students will be informed of these policies and the procedures for reporting violations. Copies of the policy will be posted in the main office and all classrooms. All district policies are posted on the district website at www.isd191.org.

DRESS CODE

Students are expected to dress according to work place standards and use good judgment in choosing proper school attire.

DRUGS AND ALCOHOL (JFCH-R)

District 191 will not tolerate any form of consuming, using, possessing, or furnishing alcohol or mood-altering substances or drug paraphernalia on school grounds or at school activities. The same penalties apply regardless of

the amount consumed or where the consumption took place. District 191 will not tolerate the sale of illegal mood-altering substances on school property.

EARLY DEPARTURE/LATE ARRIVAL

Students must communicate with staff in the event of arriving late or leaving early.

ELECTRONIC DEVICES

Possession of pagers, cell phones and other electronic communication devices are permitted, but the **use of** such devices may not disrupt the learning environment. The use of such devices may be restricted depending on the instructional or work place setting.

EMERGENCY NUMBERS

A Health Office emergency Information form is sent home with each child. All emergency forms need to be filled out completely, returned to school immediately, and updated when changes occur. Emergency contact information may also be updated through SchoolView, the online parent portal. Records of parent or guardian phone numbers and emergency contact information are kept in the health office.

EMERGENCY PROCEDURES

Schools are required by law to conduct fire drills and lockdown drills during the school year. Unannounced drills take place in order to reinforce safety practices to reduce anxiety in emergency situations. School district administrators determine the proper response to threatening situations in partnership with local emergency officials. Specific procedures also will be followed for severe weather drills and other emergencies.

EMERGENCY SCHOOL CLOSINGS & NOTIFICATIONS

If an emergency develops, parents/guardians need to hear about it quickly whether it is severe weather, an electrical outage or other situation. Here are ways to get rapid information.

Parents/Guardians must make sure that their child's school always has up-to-date contact information. An easy way to update information is through SchoolView, the online parent portal. Sign up by clicking on "SchoolView" on any school website.

- **Instant parent notification system called SchoolMessenger:** The school

district has an instant notification system that can contact families by phone (home, work, cell), email and text message.

- **Radio & TV stations:** Listen to local radio and TV stations for information. They may mention only "Burnsville Public Schools" or "Burnsville District 191" but this means ALL schools in District 191 are affected.
- **Website:** Go to the district website at www.isd191.org to see emergency notices.
- **Social media:** For emergency as well as on-going information, follow the school district at facebook.com/isd191 or twitter.com/isd191.

FOOD POLICY

The State Department of Health requires that the food served in schools be obtained from appropriate sources. Food prepared in a home will not be distributed in school. Families must adhere to the district's Wellness Policy and must also check with school staff before sending in treats for a party or other event.

FOOD SERVICE PROGRAM

Hot lunches are available for purchase by students for \$2.40. Students have a limited choice of hot entrees or choice of a salad. School staff needs one day advance notice for students to purchase a hot lunch. The hot lunches are prepared at Burnsville High School and are delivered to BEST Services. Students are encouraged as part of the curriculum to shop for and prepare their lunches at BEST.

FREE/REDUCED MEAL PROGRAM

This program is offered to families that meet the established income guidelines of the program. While not mandatory, this process can lead to a reduced financial burden on families throughout the school year. Schools receive additional funding based on the number of students who qualify for free or reduced price meals. Applications are available online at <http://www.schoolunchapp.com>. Printed applications will be available as needed at school buildings and the Welcome Center.

HAZING

Hazing activities are not acceptable behavior and are prohibited by the Burnsville-Eagan-Savage Schools. Hazing means committing an act against

a student or coercing a student into committing an act that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization or for any other purpose. Any student involved in or present at an incident where a student is hazed may receive disciplinary consequences as outlined in Board policy. This includes observers and willing victims as well as those aggressively hazing other students.

HEALTH SERVICES

Children do their finest work when they are in the best possible physical and emotional health. Although parents have the primary responsibility for their child's health, school health personnel area available to assist parents in maintaining, improving and promoting the health of their school-age child. District Health Offices are open during regular school day hours to provide care to students.

Illness/Accidents - In case of illness or significant injury at school, a parent or guardian will be notified by the Health Office staff. Transportation home and all medical care is the responsibility of the parent or guardian. If a parent or guardian cannot be reached, the emergency contact will be called. The person designated as an emergency contact must be able and willing to provide transportation and supervision for the student. It is important that the emergency contact information is current for all students. Be sure that the school has this information by filling out the Health Office Emergency Information form, which is sent home in the fall.

In most cases, children should remain at home for 24 hours after antibiotics have been started. Students should be fever free for 24 hours before returning to school. Please see the district health services website for more information regarding "Is My Child Too Sick for School Today?" which will provide general guidelines regarding if your child should attend school when ill. If a student becomes ill with a communicable disease, please notify the school.

Immunization Records – In order for students to enroll or remain enrolled in elementary or secondary school, Minnesota State Law requires documentation of required immunization or written proof of exemption. Students will not be allowed to start school until this information or an

appropriately signed legal exemption is provided to the district. A list of the required immunizations, the entire ISD #191 immunization policy (JHCB) and immunization forms are available on the district website, www.isd191.org, or in the school health office.

Health Records – As required by state law, a health record is kept for each child. Please report any additional immunizations, significant health conditions or medications the child receives to the school nurse to be recorded in the student's health record. Growth results, vision and hearing screening, immunizations, findings from health assessments and care given related to illnesses and injuries while at school will be entered in the student's health record.

Medications – If a student needs to take medicine at school, a parent must contact the school nurse. Teachers cannot be responsible for a child's medication. Rather, medications must be sent to the school nurse in the original prescription bottle or original packaging along with a note from the parent/guardian providing permission for the medication to be administered during the school day. All medications dispenses at school require a doctor's order. This includes over-the-counter medications. Please refer to the district website for the medication policy and authorization form. For more information, contact the school nurse.

Health Office Emergency Information Forms - The school will contact the parent or guardian at home or at work if a child is unable to stay in school due to illness or injury. It is the responsibility of the parent or guardian to make arrangements for proper care of the child when he or she is unable to remain in school. *Please return a completed Health Office Emergency Information Form so the school has the correct information in case of an emergency.* The school must be notified of any changes to contact or health information during the school year.

Homebound Instruction – If a continuous absence of 10 days or longer is anticipated, homebound instruction may be an option for a student. This involves a teacher going to the home or mutually agreed upon site to provide help in the student's classes. If the absence is the result of a medical condition, homebound instruction cannot begin until a medical provider's order is received stating the need for extended absence. All requests

for homebound instruction should be directed to the school nurse. This program is provided at district expense when deemed appropriate.

HOMEWORK

Based on Individual Education Program plans, students will be asked to follow through with assignments and activities to attain their individual goals.

INTERNET

Computers must be used in a responsible, ethical, and legal manner. Inappropriate use will lead to the loss of computer privileges and possible disciplinary action. The complete Internet policy is available in each office and on the district website (www.isd191.org).

LATEX-SAFE SCHOOLS

To safeguard the health of students and staff who have latex allergies, all schools take steps to minimize exposure to natural rubber latex. No latex balloons are allowed. Students with latex allergies should notify the building nurse at their school so that accommodations can be made.

PERSONAL ITEMS

Personal items that distract from students' learning or hinder students' safety are not allowed in the school and may be confiscated by staff and returned at the end of the school day.

REGISTRATION

Our district uses a central registration process. **All new students need to register at the Welcome Center, 200 West Burnsville Parkway, Burnsville.** The office is in the lower level of Diamondhead, on the east side of the building when you drive on Pillsbury Drive. Please contact the Welcome Center at (952) 707-4180 to schedule an appointment and to find out the hours of service. You will be required to provide information when registering. You can download registration forms by selecting the links found on the district's website, www.isd191.org or by calling the Welcome Center to request registration materials be mailed to you. Registration forms are also available at all school sites. **Students cannot begin classes on the day they enroll.**

RELEASE OF SCHOOL INFORMATION

District 191 complies with state and federal laws governing the release of student record

information. These laws permit us to release directory information: a student's name, address and telephone number, gender, dates of attendance, and similar information. Directory information does not include individual grades, test results, race, religion, social position or other personal facts. Parents can request that part or all of this information not be disclosed without prior written consent, except to school officials or as provided under federal law. For more information regarding student records, contact the Planning and Technology Office at 952-707-2065.

RESPECTFUL BEHAVIOR POLICY

We recognize the contributions of all individuals in achieving our mission of providing an exceptional education for every student. We also believe that creating a positive climate for students, staff, and community is critical to the achievement of the District's mission. To create this positive climate, every individual must act with respect.

REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

District 191 will seek to protect adult students from maltreatment including any forms of abuse including financial exploitation and report when they have a reason to believe that a vulnerable adult is being or has been maltreated, or who has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

REPORTING STUDENT PROGRESS

Student achievement is reported through progress reports and IEP meetings, grades, formal and informal feedback from employers, teachers, and job coaches.

RESTRICTIVE PROCEDURES

Physical holding or seclusion is only used in emergency situations with students whose Individual Education Programs include provisions for the use of such procedures or in emergency situations with student's whose IEPs do not include the use of this procedure. Restrictive procedures are not used to punish or otherwise discipline a student. "Emergency" means a situation where immediate intervention is needed to protect a student or other individual from physical injury. Emergency is never used for punishment. "Physical holding" means physical intervention intended to hold a student immobile or limit a student's movement and where body

contact is the only source of physical restraint. The term physical holding does not mean physical contact that helps a student respond or complete a task, assists a student with restricting the student's movement, is needed to administer an authorized health-related service or procedure, or is needed to physically escort a student when the student does not resist or the student's resistance is minimal.

“Seclusion: means confining a student alone in a room which egress is barred. Removing a student from an activity to a location where the student cannot participate in or observe the activity is not seclusion. Egress is barred when an adult locks or closes a door, leaving a student in the room alone and preventing the student from leaving the room.

SCHOOL BOARD

The ISD #191 School Board sets educational policies and budgets for all district schools. School Board members like to have input from district residents. The board meets twice monthly and the public is welcome to attend.

SCHOOL DISCIPLINE POLICY

The School Discipline Policy summarized here is intended to comply with the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Act, and current School Board policies. Written rules governing student conduct, prepared by the administration and consistent with School Board policy, shall be published and distributed annually to each student. If there is a serious violation of District 191's School Discipline Policy, the student's Individualized Education Plan (IEP) team will meet to determine the need for further evaluation and/or the development of or revision of a behavior support plan and completion of a restorative process.

SCHOOL HOURS

BEST Services provides life skills courses, community-based instruction, work experience, job coaching, and support as needed in selected secondary classes at Dakota County Technical College. Each student's school hours and daily schedule is unique and varies based on individual needs. On site programming is scheduled between 8:00 a.m. and 2:30 p.m.

SCHOOL SOCIAL WORKER SERVICES:

A School Social Worker is available at BEST to help students and families to access community resources and disability related services. To contact the social worker, please call (952) 746-7520.

SPECIAL EDUCATION ADVISORY (SEAC)

The Special Education Advisory Committee seeks participation and input from students, parents, and community members into the decisions that affect the education environment and learning opportunities for students in the district's special education programs and services.

<http://www.isd191.org/se3bin/clientgenie.cgi?butName=Special%20Ed.%20Advisory%20Council%28SEAC%29&cId=0&permission=3&username=>

STUDENT DATA PRIVACY POLICY

The Burnsville-Eagan-Savage School District 191 Board of Education policy requires the district to comply with the Federal Family Rights and Privacy Act and the Minnesota Government Data Practices Act.

In District 191, educational data are recorded on individual students in areas related to health, academic progress, attendance, testing and special education. Most information in education records is considered private and available only to the student, the student's parents/guardians if the student is not yet 18 years old, and to the school staff who need the data to provide services to the student, unless permission is granted by the student or parent/guardian.

However, according to state and federal guidelines, information that is considered to be directory information may be released to the public without permission of the student or parent/guardian. This includes:

- Student's name
- Gender
- Address
- Telephone number
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees and awards received
- Photographs for school-approved publications, newspapers and videotapes.

If a student or parent/guardian does not wish any or all of this information to be made public, he or she can "opt out" by notifying his or her school principal in writing.

If the decision is made to opt out, then the student will be excluded from all published information including:

- Honor rolls
- Programs for concerts and theater performances
- Athletic programs
- Yearbooks
- Press releases, etc.

TELEPHONE CALLS

Calls to teachers and students during class time are discouraged. Contact with teachers prior to or after classes is encouraged. In case of an emergency, calls should be made to 952-746-7520 and a message will be delivered to the student. Students will not be permitted to use the phones during the day without permission from the student's IEP manager

TOBACCO POLICY

It is illegal for anyone under the age of 18 to possess tobacco products. Additionally, ISD 191 is a tobacco free district, which means no tobacco products are permitted on school grounds. Any student under the age of 18 found using any tobacco product might be reported to the police for violation of the law.

TRANSPORTATION

It is the responsibility of ISD 191 to furnish transportation for students. Durham Transportation will contact student/parent regarding the time students will be picked up for school. Students will be picked up and delivered to a consistent location. Buses do not leave the school without students unless special arrangements for transportation home have been made. If a student will not be attending school the transportation office must be notified. Any student wishing to ride the bus to or from school with a friend must have prior approval signed by a lead teacher or the building administrator. If a student will not be attending school Durham should

VEHICLES

There is limited parking in the BEST parking lot; therefore, only a limited number of students are permitted to drive vehicles to school. Students who meet criteria for a driving contract may be permitted to drive a vehicle to school. Students with driving privileges are not permitted to transport other students. Students must sign and

follow the contract or driving privileges will be revoked.

VISITORS

All visitors are required by state law to check in with staff when entering the building. The practice of students bringing a visitor to school is generally discouraged. However, under special circumstances, administration may grant permission on an individual basis.

VOLUNTEERS

Adult volunteers are welcome at schools. **All volunteers must come directly to the office upon entering the building.** Each volunteer will be given a badge or sticker by office staff in order to access the building.

WEAPONS

Use or possession of weapons is prohibited in all district buildings and on all district property, in all district vehicles, and at other buildings or premises where students are present in connection with a school activity.

BURNSVILLE EAGAN SAVAGE
Independent School District 191
Human Resources

AGENDA ITEM: III. E.

To: Members of the Board of Education
Superintendent Joseph Gothard

From: Stacey Sovine
Human Resources Administrator

Date: June 5, 2014

RE: **Proposed Revisions in the Collective Bargaining Agreement with the Burnsville Association of Educational Assistants and Independent School District 191**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE REVISIONS AND READOPT THE UNCHANGED LANGUAGE IN THE 2013 - 2015 COLLECTIVE BARGAINING AGREEMENT WITH THE BURNSVILLE ASSOCIATION OF EDUCATIONAL ASSISTANTS

The District reached a tentative agreement on a new two-year contract with the Education Assistants on April 23, 2014. There are 212 assistants within the unit. Work on a new two year agreement started on April 10, 2014 and extended over three bargaining sessions. The union was represented by Union Stewards, Elizabeth Kopp, Sue Campbell, Carol Bengtson, Denise Wolff and Union Organizers, Zaidee Martin and Joel Button. The district was represented by Brady Hoffman and Stacey Sovine. During the collective bargaining process, 32 language items were on the table for discussion. BAEA ratified the agreement on May 16, 2014.

The major language items agreed upon in the tentative agreement include:

- Addressing language and salary schedule to align with new job descriptions
- Addressing compensation for certifications and different language skills
- Deleting dated language.
- Modifying language around attendance incentive to make ACA compliant.
- Updating language to reflect current health plan.
- Converting personal leave bank from days to hours to address differences in daily schedules within the unit.
- Aligning Emergency / Snow day closing language to other units.
- Steps both years.

Economic terms agreed to include:

- 1% increase to the salary schedule each year
- 2 year increased cost \$849,000.
- MSBA 2 year package increase is 9.53%

MASTER AGREEMENT

JULY 1, ~~2014~~ 2013 – JUNE 30, ~~2013~~ 2015

**Board of Education
Independent School District 191
Burnsville, MN**

And

**Burnsville Association of Educational Assistants
Independent School District 191
Burnsville-Eagan-Savage Public Schools**

~~2011-2013~~ 2013 - 2015

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**MASTER AGREEMENT
PURPOSE**

The purpose of the Agreement is to encourage and increase orderly, constructive and harmonious relationships between Independent School District 191, hereinafter referred to as the employer, and the Burnsville Association of Educational Assistants, hereinafter referred to as the Association; to establish procedures for the resolution of differences over terms and conditions of employment; to preserve the paramount right of the citizens of the community to operate their school without disruption; and to establish an environment in which the children of this community may receive education of the highest quality. Accordingly, the parties have set forth herein all terms and conditions of employment which have been agreed upon by the employer and the Association pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the P.E.L.R.A.

**ARTICLE I
PARTIES**

This Agreement, entered into between the School Board of Independent School District 191, Burnsville, Minnesota, hereafter referred to as the School Board, and the Burnsville Association of Educational Assistants, hereafter referred to as the Association, pursuant to and in compliance with the Public Labor Relations Act of 1971; to provide the terms and conditions of employment for educational assistants during the duration of this Agreement.

**ARTICLE II
RECOGNITION OF EXCLUSIVE REPRESENTATIVE**

- Section 1. The Board hereby recognizes the Burnsville Association of Educational Assistants as the exclusive representative for all educational assistants employed by Independent School District 191, Burnsville-Eagan-Savage who work more than fourteen (14) hours per week and more than sixty-seven (67) work days per year or thirty-five percent (35%) of the normal work week, excluding supervisory, confidential, and all other employees. The term "Educational Assistant," when used hereafter in this Agreement, shall refer to all classes of educational assistants represented by the Association in the Unit as defined above.
- Section 2. Exclusivity: The employer will not during the life of this Agreement meet and negotiate relative to terms and conditions of employment with any employee or groups of employees who are covered by this Agreement except through the exclusive bargaining representatives. No employee covered by this Agreement shall negotiate any terms and conditions of employment except with the School Board's designated negotiator.

**ARTICLE III
SCHOOL BOARD RIGHTS**

- Section 1. Management Responsibilities: The Association recognizes the right and obligations of the School Board to efficiently manage and conduct the operation of the School District.
- Section 2. It is further understood that the foregoing enumeration of the school responsibilities and obligations is not exclusive and the School Board expressly reserves all its statutory authority not expressly delegated in this Agreement.

**ARTICLE IV
ASSOCIATION/EMPLOYEE RIGHTS**

- Section 1. Association Rights:
- Subd. 1. Negotiations: The Association may designate up to four (4) members to act as representatives for the purpose of negotiations and shall inform the employer in writing of such choices and changes in positions.
- Subd. 2. Dues/Fairshare Checkoff: Any Educational assistant who is a member of the Association shall pay dues, established by the Association. All educational assistants shall pay a fairshare fee, established by the Association.
- Subd. 3. Transaction of Business: Duly authorized representatives of the Association shall be permitted to transact official Association business on school premises provided that this shall not unduly interfere with nor disrupt of the

operations of the School. The Association may use the District mail service (not U.S. Mail) and employee mailboxes for communications to employees.

Subd. 4. Time Off for Exclusive Representation: The District will provide reasonable time off to elected officers or appointed representatives of the Exclusive Representative for the purpose of conducting the duties of Exclusive Representative including, but not limited to, grievance investigation and processing and conferring with District representatives and immediate supervisors with respect to the establishment, interpretation, and application of the provisions of this Agreement. The Exclusive Representative shall notify his/her immediate supervisor at least two (2) days prior to the use of such time off except in emergency situations.

Section 2. Employee Rights:

Subd. 1. Master Agreement: Upon ratification, the BAEA Master Agreement will be posted on the intranet for the benefit of all educational assistants. Each BAEA member will receive a copy and the association shall receive (5) five copies.

Subd. 2. Probationary Period: The probationary period for new employees shall be sixty-seven (67) working days. During this period of time, the employee may terminate employment. Likewise the employer may terminate the employee without cause. A member of the bargaining unit who is assigned to a different level in the unit will receive a new probationary period of 67 days. If during the probationary period there are performance concerns, the employee will be allowed to return to their previous assignment if there is a vacancy. If there is no vacancy, the employee may be laid off and thus qualify for the preferential hiring list as identified in Article XIII. Any discipline received during this period must be for just cause and can be challenged under the grievance procedure in Article 15.

Subd. 3. Right to Join: Educational assistants will have the right to join or not to join the Burnsville Association of Educational Assistants.

ARTICLE V
COMPENSATION

Section 1. Hourly rates of pay in effect on June 30, 2014 2015, will remain the same until a new Master Agreement is negotiated. Such subsequent negotiated agreement will determine hourly pay after July 1, 2014 2015.

Section 2. Effective July 1, 2012, hourly rates of pay are as follows and will be paid in twenty four (24) equal installments, the first payment being on September 15th of each year.

Pay Grade Levels

Level 2A: Non-instructional general educational assistant includes elementary general, secondary general, transportation, and media educational assistants working in a building with a licensed media specialist. Effective July 1, 2008 all media educational assistants will be paid at level 4.

Level 2B: Instructional general educational assistant includes ESL and others providing direct, supplemental instruction to general education students.

Level 3: Management Educational Assistants funded by special education working in Setting I and Setting II, BHS and junior high campus supervisors, secondary department educational assistants with budget monitoring responsibilities.

Level 4: Computer and Science Lab Technicians, media educational assistants, BHS parking lot attendant, health aides, specially trained readers for the blind, those required to sign proficiently, special education funded site-based management educational assistants working in Setting III and Setting IV programs, Job Coaches, and Title I.

2011-2012 2013-2014

Step	Level 2A	Level 2B	Level 3	Level 4
1	11.60	12.20	12.75	13.90
2	11.90	12.55	13.10	14.30
3	13.00	13.65	14.30	15.60
4	15.35	16.10	16.85	18.40

Classification	Job Description	Step 1	Step 2	Step 3	Step 4
Level 2	Level 2 - Support	\$ 11.75	\$ 12.05	\$ 13.20	\$ 15.90
Level 3	Level 3 - Support	\$ 12.95	\$ 13.30	\$ 14.50	\$ 17.40
Level 4	Level 4 - Health	\$ 14.10	\$ 14.50	\$ 15.80	\$ 19.00
	Level 4 - Media	\$ 14.10	\$ 14.50	\$ 15.80	\$ 19.00
	Level 4 - Sped	\$ 14.10	\$ 14.50	\$ 15.80	\$ 19.00
	Level 4 - Tech	\$ 14.10	\$ 14.50	\$ 15.80	\$ 19.00

2012-2013 2014-2015

Step	Level 2A	Level 2B	Level 3	Level 4
1	11.65	12.25	12.80	13.95
2	11.95	12.60	13.15	14.35
3	13.05	13.70	14.35	15.65
4	15.75	16.50	17.25	18.80

Classification	Job Description	Step 1	Step 2	Step 3	Step 4
Level 2	Level 2 - Support	\$ 11.85	\$ 12.15	\$ 13.35	\$ 16.05
Level 3	Level 3 - Support	\$ 13.10	\$ 13.45	\$ 14.65	\$ 17.55
Level 4	Level 4 - Health	\$ 14.25	\$ 14.65	\$ 15.95	\$ 19.20
	Level 4 - Media	\$ 14.25	\$ 14.65	\$ 15.95	\$ 19.20
	Level 4 - Sped	\$ 14.25	\$ 14.65	\$ 15.95	\$ 19.20
	Level 4 - Tech	\$ 14.25	\$ 14.65	\$ 15.95	\$ 19.20

Section 3. Extra Compensation.

Subd. 1. Education Assistants proficient, bilingual educational in a second language, American Sign Language, or Braille assistants will earn .75 above the stated hourly wage when bilingualism is a requirement for the position.

Subd. 2. Effective July 1, 2008, health educational assistants who are licensed LPNs will be paid .75 per hour above their hourly rate of pay, provided they provide Human Resources with a copy of their current LPN license by August 1st.

Subd. 3. Summer school educational assistants shall have \$.25 per hour added to the regular rate.

Subd. 4. Educational Assistants who want to may attend a workshop on a voluntary basis. must have the prior, written approval of their supervisor. Workshop rate is the first step of the appropriate level and is paid for voluntary attendance at workshops. For training which is required as on the job training for their assignment, an employee would earn their regular hourly rate.

Subd. 5. The District will pay the fees associated with taking a single qualifying test for current employees if the test is required for continued employment in the position the first time it is taken. (For example the Parapro Assessment offered by the Educational Testing Service is one way Title I educational assistants can meet the requirement to become qualified under NCLB).

Subd. 6. If a licensed staff member who is assigned to supervise an area or student(s) is absent for thirty (30) minutes or more, the educational assistant assigned to the same area shall be paid at one and one-half times their rate of pay for that time.

Subd. 7. Effective July 1, 2014, if an Education Assistant completes District approved de-escalation training, the employee will receive \$.35 per hour beginning the semester after the employee provides the Human Resource Department proof of certification. It is the responsibility of the employee to maintain certification and provide proof to the Human Resources Department on an annual basis. Effective July 1, 2014, if an Education Assistant completes District approved PCA training, the employee will receive \$.35 per hour beginning the semester after the employee provides the Human Resource Department proof of certification. It is the responsibility of the employee to maintain certification and provide proof to the Human Resources Department on an annual basis.

Section 4. Salary Step Increments:

~~Subd. 1. All non-probationary educational assistants shall advance to the next step, and therefore hourly rate, subject to satisfactory experience on July 1st. A year of service for previous District 191 Title I experience is equal to the Title I standard set the previous year.~~

Subd. 1. Educational assistants must be employed prior to February 1 to move to the **second next** step **beginning the first pay period for the unit in** the following school year.

Subd. 2. Experience Allowance: Administration may place newly employed but experienced personnel on the step above the starting salary.

Subd. 3. The Employer shall credit prior experience as an EA in District #191 for purposes of wage step placement.

Subd. 4. In the event an educational assistant has been incorrectly paid, corrections either to the employee's favor or detriment will be made back to the start of the fiscal year in which the error is discovered and reported to the Executive Director of Human Resources.

Section 5. Longevity Pay: ~~Effective July 1, 2010 the following longevity rates apply: Educational assistants shall receive an additional \$.47 per hour above their hourly rate of pay after completing 6 years of continuous service in the unit. Educational assistants shall receive an additional \$1.00 per hour above their hourly rate of pay after completing 9 years of continuous service in the unit. Educational assistants shall receive an additional \$1.22 per hour above their hourly rate of pay after completing 14 years of continuous service in the unit. Effective July 1, 2010 educational assistants shall receive an additional \$1.62 per hour after completing 19 years of continuous service in the unit.~~

Effective July 1, 2012 the following longevity rates apply: Educational assistants shall receive an additional \$1.25 per hour above their base hourly rate of pay after completing 9 years of continuous service in the unit. Educational assistants shall receive an additional \$1.50 per hour above their base hourly rate of pay after completing 14 years of continuous service in the unit. Educational assistants shall receive an additional \$2.00 per hour above their base hourly rate of pay after completing 19 years of continuous service in the unit.

Section 6. Holiday pay: ~~After four (4) years of continuous service, employees under this Agreement shall earn the regular hourly wage on the following holidays: Thanksgiving, Christmas, Martin Luther King Day, and Memorial Day. After seven (7) years of continuous service, employees shall earn the regular hourly wage on the preceding four (4) holidays plus the Friday after Thanksgiving, New Years Day, and Good Friday. Should a student contact day be scheduled on any of the preceding dates, an appropriate alternate shall be determined.~~

Effective July 1, 2012, after four (4) years of continuous service, employees under this Agreement shall earn their daily rate of pay on the following holidays: Labor Day, Thanksgiving, the Friday after Thanksgiving, Christmas Eve, Christmas, New Years Day, and Memorial Day. **Eligible employees need to record their holiday hours in the time reporting system.**

Section 7. Mileage: Educational assistants who use their personal cars for school business shall be reimbursed at the rate in effect according to District policy. Requests for reimbursement should be made monthly, but must be made quarterly or claims are forfeited.

Section 8. Flexible Benefit Plan: The School District will establish a Flexible Benefit Plan under IRS Code 125. Regulations and procedures will be available in the Human Resources office. A Board policy and accompanying regulation will be developed and updated annually to comply with IRS Regulations.

Section 9. Tax Sheltered Annuity and Deferred Compensation Plans: Tax sheltered annuities and deferred compensation plans, either variable or fixed, shall be made available to educational assistants. Regulations and procedures are available in the Human Resources office. The Board policy and regulations will be updated annually for compliance with State and Federal laws.

ARTICLE VI
GROUP INSURANCE

Section 1. Health and Hospitalization Insurance.

Subd. 1. Single Coverage: The School District shall provide individual coverage under the highest cost HMO/PPO program offering choices among a number of health care providers and an office visit co-payment provision for each employee who works twenty (20) hours or more per week, is employed by the School District, and who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost of another plan shall be borne by the employee and paid by payroll deduction. Effective July 1, 2010, the district will contribute 95% of the premium for those with single coverage. The employee shall pay the remainder.

Subd. 2. Dependent Coverage: Under the same conditions as set forth in Subd. 1, above, for educational assistants working twenty (20) hours or more per week, the District contribution for dependent coverage shall be equal to 70% of the rate for the highest cost HMO/PPO program offering choices among a number of health care providers and an office visit co-payment provision. The balance of the premium for dependent coverage shall be paid by the educational assistant.

Subd. 3. Husband/Wife: Effective July 1, 2010, when both husband and wife are employed by the district and carry dependent coverage, the husband or wife must contribute an amount equal to 5% of the single premium towards dependent coverage. The district will pay the remainder.

Subd. 4. Title I: Title I Educational Assistants hired after June 15, 2006 are only eligible for single health insurance and single dental insurance provided they work at least 130 days per school year, 4 hours per day. Title I educational assistants who elect family coverage must pay the difference in premium between single and family.

Title I Educational Assistants hired prior to the end of the 2005-2006 school year are eligible for health and dental insurance as per Subd. 1 and Subd. 2 above.

Subd. 5. Except during open enrollment, changes in insurance can only be made when an educational assistant experiences a significant life event (see COBRA information sheet in Appendix D.)

Subd 1. Single Health and Hospitalization Insurance: The District will contribute an amount equal to 95% of the composite premium for an eligible employee who enrolls the single plan. The composite premium will be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby the HRA and the in-network deductible equals the in-network out of pocket maximum. The remainder of the cost of the plan will be borne by the employee via payroll deduction.

Subd 2. Dependent Health and Hospitalization Insurance: The District will contribute an amount equal to 70% of the composite premium for an eligible employee who enrolls in the dependent health insurance plan. The composite premium will be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby the HRA and the in-network deductible equals the in-network out of pocket maximum. The remainder of the cost of the plan will be borne by the employee via payroll deduction.

Subd 3. Both Spouses Employed: If an eligible employee and his/her spouse are both employed by the district full-time and are enrolled in dependent coverage, either the husband or the wife will contribute an amount equal to 5% of the single composite premium towards family coverage.

Subd 4. Eligibility: An Education Assistant who works twenty (20) hours or more per week and is employed by the School District may enroll in the School District group health and hospitalization insurance.

Section 2: Dental Insurance

Subd. 1. Single coverage: The School District shall provide individual dental coverage for each full-time employee who enrolls in the plan. Benefits shall be in accordance with the insurance policy purchased by the School District.

Subd. 2. Dependent coverage: Dependent coverage shall be available to each employee eligible for single coverage. The cost of dependent coverage shall be paid by the employee via payroll deduction. Employees eligible for dependent coverage must enroll before the inception day or within thirty (30) days of becoming eligible for dependent coverage. Failure to apply for coverage on the inception date or upon becoming eligible shall result in the forfeiting of future rights to dependent coverage.

~~Subd. 3. Except during open enrollment, changes can be made in insurance only when an educational assistant experiences a significant life event (see COBRA information sheet in Appendix D.)~~

Section 3. Duration of Insurance Contribution: An employee is eligible for District contributions as provided in this Article as long as the employee is employed by the School District. Insurance contributions will cease when an employee is on an extended leave of absence, professional leave of absence, or a general leave of absence that is due to a medical emergency in the immediate family that is longer than a month. Upon termination of employment, all District participation and contribution shall cease effective on the last working day.

Section 4. Life Insurance: Effective July 1, 2008, employees who work twenty (20) hours or more hours per week shall be provided life and dismemberment insurance coverage in the amount of \$40,000 at District expense. Insurance is to be subject to the insurance company's terms and conditions.

Section 5. PERA Option: The PERA group term life insurance program shall be made available to educational assistants. Regulations and procedures are available in the Human Resources office.

Section 6. Income Protection:

Subd. 1. Long Term Disability: The District will furnish income protection insurance, which takes effect after a qualified absence of thirty (30) working days. Disability pay will be governed by the policy in effect. Coverage will be 66 2/3% of the base pay when coordinated with other sources of income as described in the insurance policy. In the event secondary social security benefits are a factor in coordination, the limit shall be seventy-five percent (75%) of base pay. Coordination with social security benefits, both primary and secondary, shall be based on benefits in effect on the date of disability. Subsequent changes in primary and secondary social security benefits shall not affect the original amount paid by the insurance carrier.

Subd. 2. Income Protection: After an educational assistant has been ill for more than thirty (30) consecutive days the educational assistant may use fractional sick absence, if accumulated, for one third (1/3) or one-fourth (1/4) day subject to Subd 1. above together with the income protection plan to equal full salary for additional forty-five (45) fractional days. A maximum of fifteen (15) full sick days per illness may be used by the educational assistant in this manner. When sick absence is used to supplement long-term disability, the number of days used (not to exceed 15) shall be counted towards step advancement.

Subd. 3. Leave of Absence: If an educational assistant anticipates an extended absence due to disability, he or she should apply for and will be granted a medical leave of absence. In the event an educational assistant is absent because of illness or injury for more than thirty (30) consecutive working days and does not have thirty (30) personal illness absence days, the Board shall grant the number of days needed (without pay) to reach the thirty (30) day requirement and receive LTD benefits.

Subd. 4. Insurance Contributions: As per Article VI, the district will continue to make contributions to insurance for 12 months from the time an employee begins receiving long-term disability benefits. After 12 months of leave due to long-term disability, contributions to insurance will cease. The employee may continue to participate in insurance at his/her expense.

Section 7. Coverage Continuation:

Subd. 1. Employees with at least ten (10) years experience in the District and who are at least forty-five (45) years of age may continue in the group plan after leaving District employment until age sixty-five (65). The employee shall pay the total cost of such coverage. This section is subject to the rules of the carrier. Educational assistants who are participating in insurance under the above conditions as of June 30, 2008 may continue as provided in this subdivision.

Subd. 2. Effective July 1, 2008, an educational assistant who is eligible to draw a PERA pension may continue in the group plan until age eligibility for Medicare. The employee shall pay the total cost of such coverage. This section is subject to the rules of the carrier.

Section 8. Liability Insurance: As per MN Statute 466.07, the District shall defend and indemnify any of its employees for damages, including punitive damages, claimed or levied against the employee provided the employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

ARTICLE VII LEAVES OF ABSENCE

Section 1. All Leaves and Absences:

- Subd. 1. It is the responsibility of the administration and members of the Unit to prevent or remedy any abuse of policies on leaves and absences.
- Subd. 2. When administration has reason to believe that policies on leaves and absences are being abused, special action, investigation, questioning, is necessary for the benefit of all concerned. When such action is taken, the Association shall so be informed.

Section 2. Sick Leave:

- Subd. 1. All full-time employees shall be credited with twelve (12) days of sick leave on the first workday of each school year. Employees that work less than a full school year shall have sick leave pro-rated.
- Subd. 2. Effective July 1, 2012, unused sick leave days may accumulate to a maximum credit of one hundred five (105) days of sick leave per employee.
- Subd. 3. Doctor or dental appointment may be considered sick leave absence.
- Subd. 4. Educational Assistants under contract and employed during summer school or extended school year programs, may use one (1) day of sick leave if necessary. Time used will be deducted on an hourly, pro-rata basis.
- Subd 5. Employees may use sick leave for illness of employee's spouse, children, significant other, **siblings, grandparents, step-parents** or parents.

Section 3. Maternity Leave:

- Subd. 1. The start of a physical disability absence for pregnancy, delivery, and recovery from childbirth shall be determined by the employee's physician. The end of a physical disability absence for childbirth shall be determined by the employee's physician at the time of the child's birth.
- Subd. 2. To access paid personal illness days and, if necessary, long-term disability insurance, the educational assistant must provide the estimated start of a physical disability to Human Resources no later than two (2) months prior to the estimated date of delivery. Estimated start and end times can be modified by the physician.
- Subd. 3. An employee who becomes disabled as a result of pregnancy, childbirth, and delivery shall have the right to utilize accrued sick leave and long-term disability benefits for the period of time they are disabled due to pregnancy, childbirth, and delivery.

Section 4. Worker's Compensation:

- Subd. 1. Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Worker's Compensation Act, the School District will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employees regular rate of pay to thirty (30) days. After thirty (30) days, LTD insurance may coordinate.
- Subd. 2. A deduction shall be made from the employee's accumulated personal illness leave accrual time according to the pro-rata portions of days of personal illness absence time, which is used to supplement Workers Compensation.
- Subd. 3. Such payment shall be paid by the School District to the employee only during the period of disability.

Subd. 4. In no event shall the additional compensation paid to the employee by virtue of personal illness absence result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Subd. 5. An employee who is absent from work as a result of an injury compensable under the Workers Compensation Act shall receive the workers compensation check and have the same amount withheld from earned District compensation.

Section 6. Bereavement Absence: Bereavement leave shall be pro-rated for Title I educational assistants.

Subd. 1. Up to five (5) days bereavement absence with pay will be granted upon the death of an employee's:

- A. Spouse
- B. Child
- C. Parent
- D. In-law of a similar degree of relationship

Subd. 2. Up to three (3) days bereavement absence with pay will be granted upon the death of one of the following members of an employee's family:

- A. Grandparent
- B. Grandchild
- C. Brother
- D. Sister
- E. Or in-law of similar degree of relationship

Subd. 3. One (1) day bereavement absence with pay will be granted upon the death of one of the following members of an employee's family:

- A. Aunt
- B. Uncle
- C. Niece
- D. Nephew
- E. Or in-law of similar degree of relationship

Subd. 4. If an educational assistant has exhausted all accrued personal days in a given school year, he or she may use (1) personal sick day per year to attend the funeral of a person with whom they have a significant relationship.

Subd. 5. When travel is involved, an additional two (2) days may be granted by administration. (Generally, *travel* refers to the need for an overnight stay to reach the site of a service.)

Section 7. Personal Absence: Each member of this Unit who works four (4) or more hours per day shall be granted one (1) day per year cumulative to two (2) days for personal absence. hour of personal absence for each one (1) hour of their daily assignment at the beginning of the fiscal year. If an employee is hired or the assignment changes after the beginning of the fiscal year, the rate shall be prorated. Personal Leave may accrue to a maximum amount of (16) sixteen hours. Such absence must be that it requires the personal attention of the employee and scheduling of such is out of control of the employee. The request shall be made at least eighteen (18) hours in advance to the Human Resources office to be approved automatically. In case of emergency, the building principal shall determine whether the day shall be granted or not, retroactively. Personal absence leave shall be pro-rated for educational assistants that begin after the start of the school year.

Section 8. Extended Leave of Absence.

Subd. 1. Requests for extended leaves of absence for acceptable causes without pay or any supplemental benefits, for a period of up to twelve (12) months, shall be submitted to and subject to recommendation by the Executive Director of Human Resources and Board of Education approval.

Subd. 2. Answers to requests for leave for extended periods will be made, in writing, subject to Board approval at the next regular Board meeting.

- Subd. 3. Requests must be submitted in writing and be dated, signed, and shall include reasons for request and approximate duration of the requested leave.
- Subd. 4. Answers to written requests for emergency leave shall be given in writing.
- Subd. 5. No benefits accrue while on leave.
- Subd. 6. An educational assistant who returns from a leave prior to sixty-seven (67) working days will return to the previously held position. An educational assistant who returns from leave after sixty-seven (67) working days shall be assigned to the position occupied by the least senior educational assistants in the individuals sub-group as defined in Article XII, Section 2. Upon return, the educational assistant will be placed on the salary step she/he was on at the time the leave began and all benefits will be reinstated.
- Subd. 7. An educational assistant hired to replace an educational assistant on leave shall be on probation for sixty-seven (67) days as defined in Article II, Section 1, of this Agreement. An educational assistant occupying a position in excess of sixty-seven (67) days shall become a member of the Unit and shall achieve seniority in the group for which the educational assistant is employed as defined in Article XIII, Section 2.
- Subd. 8. An educational assistant is limited to general leaves in no more than three (3) school years regardless of the FTE of the leave.
- Subd. 9. An educational assistant on an extended leave of absence must notify Human Resources of their intent to return by March 1st for the upcoming school year. If an educational assistant fails to notify Human Resources by March 1st of their intent to return, ~~they lose their right to return at the beginning of the school year. They must wait to be recalled to an equivalent, open position they will be terminated by the Board of Education.~~

Section 9. Professional Leave: Professional leave is an unpaid leave, which is not limited by Article VII, Section 9. Persons wishing professional leave of absence should make application to the Assistant Superintendent for Human Resources three (3) months in advance of the starting date. The Board of Education will consider each application on the basis of the recommendation of the Assistant Superintendent for Human Resources and contingent upon ability to secure a replacement for the period of time.

Section 10. General Absence Without Pay: Members of this Unit will be permitted to take one (1) absence without pay of no more than (10) consecutive educational assistant work days only once during the school year. Notice of such absence shall be given to the Human Resources Office two (2) weeks ahead of that absence, except in an emergency. Failure to obtain permission to take time off without pay will result in discipline. A second absence without pay, due to emergency circumstances, can be granted at the discretion of the District.

Section 11. Medical Leave of Absence:

- Subd.1. FMLA: Educational Assistants are eligible for FMLA leave only if they satisfy the federal work eligibility requirements. Under federal law employees must have worked 1250 hours the previous school year.
- Subd. 2. Unpaid Leave of Absence for the serious illness or injury of an immediate family member: Educational Assistants may request up to a 12 week unpaid, leave of absence in the event of a serious illness or injury in the immediate family. No benefits will accrue during the leave. In order to maintain insurance, employees must pay the full premium during such a leave. For serious personal illness or injury, see Article VI, Section 6, Subd. 3.

Section 12. Lost Time Because of Assault: Reasonable time lost in connection with any incident of attack upon a staff member, not compensable under Worker's Compensation shall not be charged against the staff member's personal illness leave unless he/she is judged guilty by a court of competent jurisdiction.

Section 13. All assaults, blood borne pathogen exposure incidents and any injuries incurred on the job must be reported to the educational assistant's supervisor/principal within 24 hours of the incident. The educational assistant must participate in the completion of "First Report of Injury" form within 24 hours of the incident.

Section 14 Attendance incentive

Employees with a minimum of forty five (45) days in their leave bank are eligible to participate in the incentive of selling back sick days at \$60.00 per day, contributed to the employee's CHP account. Leave days include all absences except Bereavement.

The eligibility for conversion will be based on the following schedule:

If you use 1 or less leave days in the previous year, you will be allowed to sell back up to 5 days at \$60.00 per day.

If you use more than 1 day but no more than 3 leave days, you will be allowed to sell back up to 3 days at \$60.00 per day.

An employee who as of July 1 (a) qualifies for and is enrolled in the ISD 191 group health care insurance plan, (b) has accumulated leave time in excess of two hundred and seventy (270) hours determined as of April 15th of the same tax year, and (c) has taken one (1) or less leave days in the 365 day measurement period immediately preceding that April 15, shall have sufficient leave days converted at the rate in effect on that April 15 to equal three hundred dollars (\$300) which shall be contributed to an ISD 191 sponsored HRA as of July 1 for use in connection with the ISD 191 group health care insurance plan and applicable law.

An employee who as of July 1 (a) qualifies for and is enrolled in the ISD 191 group health care insurance plan, (b) has accumulated leave time in excess of two hundred and seventy hours (270) hours determined as of April 15th of the same tax year, and (c) has taken more than 1 leave day up to three (3) leave days in the last 365 day measurement period immediately preceding that April 15 shall have sufficient leave days converted at the rate of pay in effect on that April 15 to equal one hundred and eighty dollars (\$180) which shall be contributed to an ISD 191 sponsored HRA as of July 1 for use in connection with the ISD 191 group health care insurance plan and applicable law.

An employees that takes more than three (3) leave days during the measurement period is not eligible for the conversion of leave days to an HRA contribution.

"Leave days" include all absences except Bereavement and paid days substituted for unpaid leave under the Family and Medical Leave Act of 1993 (FMLA), as amended.

Effective July 1, 2012 the conversion rate for leave days shall be sixty dollars (\$60) per day.

ARTICLE VIII HOURS OF SERVICE

Section 1. Basic Work Year: A basic work year shall consist of student contact days plus one day of preparation. The day of preparation will be scheduled prior to the start of the school year.

Section 2. Work Schedule for Late Start Days:

Subd. 1. Management educational assistants, ESL educational assistants, Title I Education Assistants, and General Instructional 2B educational assistants: On scheduled two-hour late start days, management educational assistants, ESL educational assistants, Title I Education Assistants, and General Instructional 2B educational assistants shall report two hours later than their normal start time but no later than when students report for class.

Time lost due to scheduled late start days (the employee's normal number of work hours) will be scheduled by administration to provide any number of preparation, training, or team meeting opportunities during preschool workshop week. The calendar for the upcoming school year, including time lost due to late start days and the (1) day of preparation, will be posted by May 15th of the preceding school year.

Subd. 2. Campus supervisors, technology assistants, health assistants, media educational assistants, and science lab technicians work normal hours on late start days. The calendar for the upcoming school year, including the one day of preparation, will be posted by May 15th of the preceding school year.

~~Subd. 3. In the event scheduled late start days are eliminated from the calendar, educational assistants will revert to working student contact days plus one.~~

Section 2. Extra Hours: Employees required to work more hours or days than anticipated in their annual Master Agreement shall be compensated at their hourly rate. During the course of the school year, any regularly scheduled hours added will be considered contract time. Hours exceeding the number of hours worked on the first workday of the school year will end at the conclusion of the school year. Any hours worked over forty (40) hours per week shall be compensated at one and one-half (1 and 1/2) times their hourly rate. Such compensation shall be authorized in advance by the building principal.

Section 3. Breaks and Lunch: All employees who work at least four (4) hours but less than five (5) hours are entitled to one (1) fifteen-minute break per day. All employees who work at least five (5) hours per day but less than six and a half (6.5) hours are entitled to one (1) twenty-minute break per day. Employees who work six and half (6.5) hours or more hours or more per day are entitled to two (2) fifteen-minute breaks or one (1) thirty-minute break per day. Lunch and breaks are scheduled by the employer. All employees may use their break time for lunch but the break shall not exceed the number of minutes allotted for the employee. Employees, at their discretion, may work one-half hour extra per day for an unpaid lunch break. The portion of lunch that is unpaid is the employee's own time. Employees may leave the building when on unpaid time, provided site sign-out procedures are followed.

Section 4. Emergency Closing: ~~In the event of a student day lost for any emergency, the educational assistant shall perform duties on that day or other day as the School Board or its designated representative shall determine.~~

~~Subd. 1. However, one (1) day of such loss will be forgiven, thereby allowing the total number of duty days to decrease by one day in the school year in which a lost time emergency occurs.~~

~~Subd. 2. If staff is sent home due to an emergency prior to the end of the workday, the educational assistant shall be paid for the remainder of the assigned day if that day is not rescheduled as a student contact day.~~

~~Subd. 1. If after arriving on the job, the employee is dismissed by the Executive Director of Human Resources, the educational assistant shall be paid for the remainder of the assigned day if that day is not rescheduled as a student contact day.~~

~~Subd. 2. When the decision is made that school will not be open for any emergency, including inclement weather, it will be announced as per the District 191 emergency school closing regulations. When such an announcement is made, employees in the unit are not to report. The first emergency closing day will be forgiven, thereby allowing the total number of duty days to decrease by one day in the school year in which a lost time emergency occurs. If additional closing days occur due to an emergency, which includes inclement weather, employees may use available personal business time to avoid a dock in pay. In the event make up days are required, the educational assistant shall perform duties at their daily rate of pay on the day or days as the School Board or its designated representative shall determine.~~

ARTICLE IX JOB POSTING

Section 1. Job vacancies of three (3) hours or more shall be posted in each building, providing all details of job. This posting will state if this position is replacing an educational assistant on leave.

Section 2. Any additional hours available in a building must be posted by building principal so that all educational assistants in that building have an opportunity to apply. Hours added after the first work day as described in Article VIII Section 1 of the Agreement shall be subject to withdrawal by the Administration.

Section 3. Jobs that are so posted will not be filled for at least one (1) week from the date of posting, to allow all interested employees to apply.

Section 4. Seniority, ability, and job performance will be considered in filling posted positions. The educational assistants recognize that the administration shall make the final decision based on these criteria. A senior applicant, within the District, not granted a position, shall be provided in writing the reasoning behind the administrations rejection

of said application within a reasonable period of time, with the intent being to increase or correct any qualifications that are lacking in order to be considered in future job posting. Administration reserves the right of final decision.

ARTICLE X MISCELLANEOUS

Section 1. Pre-employment physical: Effective July 1, 2008, an applicant applying for a Level 4, SPED management educational assistant position must successfully complete a pre-employment physical. The physical will be conducted following an offer of employment but prior to the actual start of work. The offer of employment may be withdrawn if the applicant is unable to perform the physical requirements of the position.

Section 2. Physical Examinations: A physician's statement that the employee is able to perform duties is required of all personnel returning from an extended health leave or from an incident covered by Worker's Compensation.

Section 3. Jury Duty: Employees shall be paid the difference between their regular daily salary and their jury duty if required to serve on jury duty.

Section 4. Transporting Students: At no time will any educational assistant transport any student in a private vehicle during normal working hours.

ARTICLE XI PERFORMANCE REVIEW

Section 1. Evaluation/Goal Setting: Employees shall conference annually with a supervisor according to District procedures. Performance reviews shall be placed in the employees' personnel files in the Human Resource Office.

Subd. 1. Contents of personnel files are available to employees during business hours.

Subd. 2. Employees may attach a signed explanation, rebuttal, or amplification to any materials in the permanent personnel file.

Subd. 3. Any material in the file may be reproduced at the request of the employee. Cost of reproduction shall be paid by the employee.

ARTICLE XII DISCIPLINE

Section 1. An educational assistant shall be deemed to have had a year of satisfactory service unless that educational assistant has been given notification of substandard performance in writing.

Section 2. An employee shall not be disciplined without just cause.

Section 3. The District shall draw an educational assistant's attention to misconduct in the following ways:

- a. Oral reprimand
- b. Written reprimand
- c. Suspension without pay
- d. Discharge

Use of items a. to d. above need not be in progressive order; dependent on the frequency and severity of the lack of the professional conduct any or all of the above may be used.

Section 4. The following information will be provided with notice of disciplinary action:

- a. a review of the rule, regulation, code, policy etc. that defines the expected behavior;
- b. a description of the inaction or failure of the employee to comply with the expectations, including an outline of previous oral or written reprimands; and
- c. a reference to the grievance process as defined in the Master Agreement.

Section 5. All instances of disciplinary action shall be documented, shown to the employee for signature and comment.

Section 6. **The District will notify** employees **that they** may, if they desire, have a representative present at any disciplinary conference.

Section 7. When any material that does not contain the signature or initials of the educational assistant is placed into the personnel file a copy shall be sent to the educational assistant.

ARTICLE XIII
SENIORITY/REDUCTION IN STAFF

Section 1. Seniority Date:

Subd 1. Each employee will accumulate seniority from the first date of continuous hire as an educational assistant. In case of identical seniority dates, the lower employee number shall prevail. The Executive Director of Human Resources will provide the Association negotiators with a copy of the seniority list by February 15th of each year for review. The list will include number of hours worked per day and hourly rate of pay. This list will become official on March 15. The seniority list with names, categories, employment date and seniority dates shall be posted online after March 15th.

Subd 2. In the event of dual assignment, seniority shall be determined on the basis of the assignment in which the employee spends the most time. In the event time is equally split in two levels, seniority will be based upon the assignment the employee selects at the beginning of the assignment placement. For equally split assignments, the employee shall provide written notification of their selection to the Executive Director of Human Resources within thirty (30) days of the placement. In the absence of any notification, seniority will be based upon the highest pay grade of the equally split assignment.

Subd 3. Employees may apply for positions in other BAEA groups and, if selected, will carry their seniority from their original BAEA group. Employees who leave the bargaining unit for twelve (12) months or less to take another District position outside BAEA may return to BAEA with no interruption of their seniority. If a classified district employee becomes part of the BAEA, their accrued sick leave and holiday pay from the previous unit will be carried over into the BAEA up to the maximum accrual amount for the position assumed, provided the bargaining unit they leave has reciprocal language with the BAEA.

Subd 4. Seniority shall accumulate if an employee is reinstated off of the preferential hiring list, following a reduction in the work force.

Section 2. For the purpose of seniority for reduction in force, employees will be divided into the following **eleven (11)** categories descriptions:

1. ~~Elementary General~~

2. ~~Secondary General~~

3. ~~Secondary Management Level 3
Campus Supervisors
BHS department assistants~~

4. ~~Secondary Management Level 4
BHS parking lot attendant,
Special Education job coaches,
science lab technicians.~~

5. ~~ESL/General Instructional 2B~~

6. ~~Title I~~

7. ~~Health~~

8. Elementary Management Level 3

9. Elementary Management Level 4

10. Media

11. Technology

Level 4 Descriptions

- Level 4, Media
- Level 4, Health
- Level 4, Sped (secondary)
- Level 4, Sped (elementary)
- Level 4, Tech

Level 3 Descriptions

- Level 3, Support

Level 2 Descriptions

- Level 2, Support

Section 3. In the event of a reduction in the work force in one of the above groups levels, the displaced person will be placed in an equivalent (same level, same description, same number of hours) open position, if any. If there is not an equivalent open position, the employee will bump the least senior person (same level, same description, same number of hours) in that group description or accept the layoff. If the person displaced by the first person is not the least senior in the appropriate job group description, he/she will bump the least senior person, in that group description regardless of the number of hours with the following exceptions:

A. A Title I Educational Assistants at Pay Grade 4 who is laid off can bump the least senior Title I Educational Assistant at Pay Grade 4, and if none, then bump the least senior 2B elementary general instructional educational assistant.

B. A Media Educational Assistant at Pay Grade 4 Level 4, Media Education Assistant who is laid off can bump the least senior Media Educational Assistant at Pay Grade 4 Level 4, Media Education Assistant, and if none, then bump the least senior 2A elementary non-instructional general Level 2, Support educational assistant.

Section 4. If, because of a reduction in work force, reassignments are necessary, the employer shall develop with the employee reassigned retraining appropriate for the new position.

Section 5. In the event replacement and/or displacement of educational assistants is necessary due to a reduction in the work force, the Association shall be represented at a meeting with the Human Resources Office prior to the affected educational assistants being notified to determine the final outcome of the procedures.

Section 6. All educational assistants who are to be terminated or reduced in hours will be notified in writing by the last student contact day-of each and every year. Those who retain their status will be entitled to the number of hours they were assigned the first work day of the current school year, even though maintaining those hours may require service in more than one (1) department or school. Level 4, SPED EA's assigned to a 1 on 1, whose student leaves the District, may be laid off after 15 working days notice, according to seniority, during the school year. But any EA's who are is laid off as a result of this paragraph will be recalled first to any open position in their level.

Section 7. The District shall establish a preferential hiring list including all educational assistants who have been terminated due to a reduction in work force or reduced in hours. Employees will be placed and rehired from the specific preferential hiring list grouping based on the following eleven (11) categories descriptions:

1. Elementary General

2. Secondary General

3. Secondary Management Level 3, Campus Supervisors, BHS department assistants
4. Secondary Management Level 4
BHS Parking lot attendant
Special Education Job Coaches
Science Lab Technicians
5. ESL/General Instructional 2b
6. Title I
7. Health
8. Elementary Management Level 3
9. Elementary Management Level 4
10. Media
11. Technology

Level 4 Descriptions

- Level 4, Media
- Level 4, Health
- Level 4, Sped (secondary)
- Level 4, Sped (elementary)
- Level 4, Tech

Level 3 Descriptions

- Level 3, Support

Level 2 Descriptions

- Level 2, Support

Section 8 Educational assistants terminated due to a reduction in work force or are reduced in hours, shall remain on a preferential hiring list until June 30th of the following fiscal year. An open position will be awarded to an applicant on the preferential hiring list who applies for the position with the highest seniority within the job description.

Section 9 Seniority, ability, and job performance will be considered in filling posted positions. The educational assistants recognize that the administration shall make the final decision based on these criteria. A senior applicant, within the District, not granted a position, shall be provided in writing the reasoning behind the administrations rejection of said application within a reasonable period of time, with the intent being to increase or correct any qualifications that are lacking in order to be considered in future job posting. Administration reserves the right of final decision.

ARTICLE XIV RETIREMENT

Members of the unit who selected Plan A prior to July 1, 1998 are committed to that plan. All employees hired after July 1, 1998 are only eligible for Plan B.

Section 1. Plan A: Employees with at least ten (10) years of service shall receive a one (1) time lump sum payment of \$500.00 \$750.00. Employees terminated for cause shall not be eligible for severance pay. Severance pay shall not apply to any educational assistant hired after July 1, 1988 or to Title I educational assistants.

Section 2. Plan B:

Subd. 1. A District match to a 403b plan is available to members of the unit hired on or after July 1, 1988 who are beginning their fourth (4th) year of work in the District at .5 F.T.E. or more.

Subd. 2. Effective July 1, 2010, if the employee makes a contribution to a 403(b) plan, the district will match up to \$525.00 Commencing July 1, 2012, the District shall match up to \$600 (six hundred dollars) per school year of the employee's contribution to the 403(b) plan. Effective July 1, 2014, the District shall match up to \$700 (seven hundred dollars) per school year of the employee's contribution to the 403(b) plan.

- Subd 3. Any employee on unpaid leave of absence shall not be eligible to participate in the plan.
- Subd 4. Once an eligible employee elects to participate in the 403(b) annuity matching program, said election is for that school year and will continue each subsequent year unless modified by the employee.
- Subd 5. Maximum District Contribution: The amount the District shall contribute to any employee's 403(b) plan shall not exceed Twenty thousand dollars (\$20,000.00) during the time of the employee's employment with the District.

ARTICLE XV GRIEVANCE PROCEDURE

- Section 1. A claim by an employee of the exclusive representative that there has been a violation, misinterpretation, or misapplication of any provision of the Agreement may be processed as a grievance as hereinafter provided.
- Section 2. Level I. In the event that an employee or the Association believes there is a basis for a grievance, a written grievance shall be filed with the HR Director within one month of the time the grievant knew of the alleged grievance.
- Section 3. Level II: The HR Director may take up the grievance or choose to refer the grievance back to the supervisor or principal in the department or school from which the grievance arose.
- Section 4. If not resolved in discussions with the Association, the HR Director will provide the Association with a written response to the grievance.
- Section 5. If the Association does not agree with the written response, it may request arbitration of the grievance. To be timely, this written request to arbitrate must be given to the HR Director within one month of the HR Director's written response, or if no written response is provided, within four months of the date of the filing of the original grievance.
- Section 6. The dispute will be submitted to an arbitrator, selected and agreed upon by both parties. If the parties cannot agree upon an arbitrator within five (5) calendar days from the notification date that arbitration will be pursued, the B.M.S., in accord with its rules, shall govern the arbitration proceeding. The arbitrator shall have no power to alter, add to, or subtract from the express terms of this Agreement. Both parties agree to be bound by the award of the arbitrator.
- Section 7. Notwithstanding the expiration of this Agreement, any claim or grievance arising thereunder may be processed through the grievance procedure until resolution.
- Section 8. No reprisals of any kind will be taken by the Board of the School Administration against any employee because of their participation in this grievance procedure.
- Section 9. When mutually agreed, grievance may be heard during the school day. The Board agrees to pay the regular salary for up to three (3) employees per grievance who participate in a grievance during the school day. Additional employees up to seven (7) per grievance may be available for grievances held during the school day at no pay from the District.

DURATION

- Section 1. Term and Reopening Negotiations: This Agreement will remain in effect for a period commencing July 1, 2014 2013, through June 30, 2013 2015, and thereafter until modifications are made pursuant to the P.E.L.R.A. of 1971. If either party desires to modify or amend this Agreement commencing at its expiration, it will give written notice of such intent no later than ninety (90) days prior to the expiration of this Agreement.
- Section 2. Effect: This Agreement constitutes the full and complete Agreement between the School Board and the exclusive representative representing the employees.
- Section 3. Finality: Any matters relating to the terms and conditions of employment whether or not referred to in this Agreement, shall not be open for negotiations during the term of this Agreement.

Section 4. Severability: The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof.

Master Agreement
~~2011-2013~~ 2013-2015
Board of Education
Independent School District 191

And

Burnsville Association of Educational Assistants

IN WITNESS WHEREOF, The parties have executed this Agreement as follows:

FOR BURNSVILLE ASSOCIATION OF EDUCATIONAL ASSISTANTS

Negotiator Date

Negotiator Date

FOR INDEPENDENT SCHOOL DISTRICT 191

Board Chair Date

Lead Negotiator Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and Burnsville Association of Educational Assistants (hereinafter referred to as the Union), representing the Educational Assistants of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2011 through June 30, 2013.
2. Notwithstanding the collective bargaining agreement Article V, Section 5, the following Educational Assistants shall receive longevity pay at the rate of \$.47 per hour for the period from July 1, 2013 through June 30, 2014.

YVONNE M BAKER
~~DIANE E BEAL~~
~~DEBBIE BRINGGOLD~~
 SARAH BURRILL
 MELANIE A BUTORAC
 JACQUELINE CALLAHAN
~~DIANNE CUNNINGHAM~~
~~BETTY ANN DOVE~~
 SHERYL L DROEGE
~~SHARON M FRANK~~
~~BARBARA F GRUBER~~
 SARAH J HANSEN
~~SUSAN B KELJIK~~
 JOLENE KUMP
 POLLY G MACDONALD
~~RATNA MALAKAPALLI~~
 REBECCA A MUESKE
~~DENISE PETERSON~~
~~JANELL C POFAHL~~
 ERIC D PULLEY
~~KAMI S ROARK~~
 JACK R TILLMAN
 RUTHANN WHITE

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2014.

 Union Representative Chair

 Employee Representative Clerk

Dated: _____ 2014

Dated: _____ 2014

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and Burnsville Association of Educational Assistants (hereinafter referred to as the Union), representing the Educational Assistants of the School District as follows:

- 1. The parties have entered into a collective bargaining agreement covering the period July 1, 2013 through June 30, 2015.
- 2. Notwithstanding the collective bargaining agreement Article V, Section 2, the following educational assistants shall receive pay at the rate of \$18.80 per hour starting July 1, 2013. This shall continue until their pay is within the wage range of the BAEA job description they are working in. This does not include any differentials in the contract that they might be eligible for.

LANDMARK, SHARON K
 ROBLES, MICHELLE R
 SEXTON, MARCIA

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2015.

Union Representative Chair _____

Employee Representative _____

Dated: _____ 2014

Dated: _____ 2014

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and Burnsville Association of Education Assistants (hereinafter referred to as the Union), representing the Education Assistants of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2013 through June 30, 2015.
2. The intent of this MOU is to avoid any unforeseeable penalties under the Health Care Reform Act. If faced with a pending fine, the district may improve the health care coverage for one or more individuals within the Union according to paragraph three (3) of this MOU.
3. With respect to health coverage subject to Health Care Reform, the District reserves the right to provide coverage "in addition to" the coverage described herein, for one or more individuals covered by this agreement, in order to manage the potential penalties to which the District may be subject. Such coverage in addition to the coverage described herein will be considered bargained but specifically will not be considered part of the aggregate value of the benefits and specifically will not be subject to any applicable aggregate reduction in value limitations.

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2015.

Union Representative Chair

Employer Representative

Dated: _____ 2014

Dated: _____ 2014

Appendix A

Policy GBEA-R: BOARD POLICY ON DISTRICT COVERAGE IN THE EVENT OF A STUDENT ASSAULT

Board Policy states "reasonable time lost in connection with any incident of attack upon a staff member, not compensable under Worker's Compensation shall not be charged against the staff member unless he/she is judged guilty by a court of competent jurisdiction."

In the event a student assaults an educational assistant, the following process needs to be followed:

1. Participate in completion of First Report of Injury
2. Report the incident to your immediate supervisor and building principal immediately.
report precipitating factors, if any
report witnesses to the incident, if any
3. Seek medical attention within 24 hours
The District recommends but does not require the use of Park Nicollet Occupational Health Clinic and/or Park Nicollet Urgent Care in non-emergency situations. They are authorized to handle worker's compensation claims. Please provide Human Resources with a physician's statement regarding time needed off from working
4. Report your absence on the automated system under personal illness
5. Report your absence on the yellow Absence Form under Jury Duty/Other
Please make a notation on the form that this absence is due to a student assault
6. With a physician's statement, absences will not be charged against the employee

NON-EMERGENCIES:
Park Nicollet Airport Occupational Health Clinic
7550 34th Ave. S.
Minneapolis, MN 993-9700

Please contact Human Resources if you have Questions.

Appendix B

Description of Special Education Settings

Management Educational Assistants work with students with disabilities that receive special education services. Students have disabilities that range from mild to severe. Students with more significant disabilities and those with low incident disabilities are educated in specialized, site-based programs. Educational Assistants that work in these programs are often asked to assist students with personal hygiene and activities of daily living. They may be required to diaper, feed, lift, and position students. They may be asked to work with students with volatile behaviors and may have an increased risk of personal injury. They may be required to have specialized skills in Braille or sign language.

Federal Setting definitions are as follows:

Setting I Regular Class

The student receives the majority of special education and related services in a general education classroom and is outside the general education classroom (or in the resource room) for no more than 21% of the school day. Home school is considered a general education setting.

Setting II Resource Room

The student receives special education and related services in a resource room outside the general education classroom for at least 21% but not more than 60% of the school day.

Setting III Separate Class

The student receives special education and related services in a separate class outside of the general education classroom for more than 60% of the school day.

Setting IV Public Separate Day School

The student receives special education and related services in a separate day school facility for greater than 50% of the school day.

The District has the following site-based programs. The District may add or eliminate site-based programs as needed. The location of these programs may change over time.

Early Childhood Special Education

Setting IV EBD —Vale Educational Center

Setting III EBD

Setting III Autism

Setting III Developmental Cognitive Delay Program (formerly known as MSMI and MSMI Plus)

Setting III Neurobiological Disorders Program

Appendix C

Definition of Title I Educational Requirements

On January 8, 2002 President Bush signed the new Elementary and Secondary Education Act (ESEA) P.L. 107-110. Effective January 8, 2002 paraprofessionals who assist in classroom instruction and are hired using Title I funds must meet the following requirements:

- Complete two years of higher education study, OR
- Obtain an Associate's or higher degree, OR
- Pass a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

Paraprofessionals who assist in classroom instruction and are hired using Title I funds before the enactment of the law will have until January 8, 2006, to complete the above requirements.

Upon receiving documentation of completion, Title I educational assistants that have met the above requirements will be placed on the appropriate step on Level IV. Title I educational assistants that have NOT met the above requirements will be placed on the appropriate step on Level IIB.

The above requirements will be further clarified when the regulations have been written

Appendix D

NOTICE OF COBRA RIGHTS

Independent School District 191 complies with federal and state continuation of coverage requirements as defined and modified by the Consolidated Omnibus Reconciliation Act of 1985 (COBRA) and its changes, the Public Health Services Act (PHSA), the Family and Medical Leave Act of 1993 (FMLA), and Chapter 488 of Minnesota Public Law, 1992. In short, these laws require employers to provide continuation coverage under their group health plans if certain events would otherwise cause the loss of coverage.

A group health plan is any plan maintained by an employer to provide medical care (either directly or through insurance reimbursement or otherwise) to the employer's employees, former employees (e.g., retiree medical plan) or the families of the employees or former employees. Continuation coverage must be offered for each group health plan offered by the District under which health benefits are provided; i.e., health insurance, dental insurance and life insurance.

Continuation coverage generally must consist of coverage which, as of the time it is being provided, is identical to the coverage provided under the group health plan to similarly situated employees or dependents who have not experienced a qualifying event. If coverage does not have value to an individual (e.g., a region-specific HMO plan) he/she must be given an opportunity to continue COBRA under an alternate plan if a different plan covers similarly situated active employees or to change during open enrollment.

NOTIFICATION REQUIREMENTS UPON ELIGIBILITY FOR COVERAGE

At the time coverage under a group health, dental or life insurance plan begins, the *Notice of Right to Continuation Coverage* under COBRA must be provided to the qualified employee and the qualified employee's dependent(s).

An employee eligible for benefits in ISD 191 shall receive from Human Resources personnel the following information regarding continuation coverage for medical, dental and life insurance benefits:

* **NOTICE OF RIGHT TO CONTINUATION COVERAGE (COBRA)**

Receipt of this information is noted on the **Orientation List** at the time of orientation and is kept in the employee's personnel file.

* The employee's Master Agreement or Employment Policy shall repeat the "Notice of Right to Continuation Coverage" (COBRA)

An eligible employee shall be asked to identify at orientation for benefit coverage his or her spouse and family that would be eligible for COBRA. Human Resources shall send to these individuals by U.S. Mail **NOTICE OF RIGHT TO CONTINUATION COVERAGE (COBRA)** at the time that coverage under a group health plan begins.

It is the responsibility of the Executive Director of Human Resources to determine if one of the following qualifying events has occurred: approved leave, reduction of hours resulting in loss of benefit, layoff, retirement, strike, termination or death.

It is the responsibility of the eligible employee to notify in writing the Assistant Superintendent for Human Resources if one of the following qualifying events has occurred: divorce or legal separation, coverage under Medicare or a dependent child ceasing to be dependent.

A "qualifying event" is an event, which, but for the required continuation coverage, would result in the loss of coverage (or reduction in terms and conditions of coverage) under the group health plan for the qualified employee and/or his/her dependent. Mere eligibility on the day before a qualifying event is not enough. To receive continuation benefits, an individual must have been actually covered before the qualifying event.

NOTIFICATION FOLLOWING A QUALIFYING EVENT

NOTICE OF COBRA RIGHTS, the **COBRA Benefit Election Form**, and **Health and Dental Change of Benefit Forms** shall be sent by U.S. Mail to "Employee and Eligible Dependent(s)" by the Executive Director of Human Resources when any of the following qualifying events occurs: approved leave, reduction of hours resulting in loss of benefit, layoff, retirement, strike, termination, or coverage under Medicare. For death of an employee, notification shall be sent to "Spouse and/or Other Dependents."

NOTICE OF COBRA RIGHTS shall be sent by U.S. Mail to an eligible employee's spouse or dependent(s) by the Executive Director of Human Resources if informed by the eligible employee of any of the following qualifying events: divorce, legal separation, or a dependent child ceasing to be dependent.

TIME LINES

Minnesota law requires coverage be provided through the last day of the month in which a termination of employment occurs. The continuation period runs from the date coverage would otherwise have ended.

A qualified individual must be provided an election period of at least 60 days measured from the later of (1) the date the individual would otherwise lose coverage under the plan as a result of a qualifying event; or (2) the date the notice is sent informing the individual of his/her rights to elect coverage.

An individual who waives COBRA coverage can revoke the waiver and elect COBRA any time before the end of the election period. The decision of the individual as of the last day of the election period is the binding decision. Elections, waivers and revocations of waivers are all considered to have been made on the date they are sent to the Executive Director of Human Resources.

If an individual has not waived his/her right to continuation coverage by the sixtieth day, the Executive Director shall notify the individual by first class, return receipt requested to the last known address or addresses that the election timeline has expired (Form M)

A qualified individual has 45 days from the date on which he or she elects (date on which he/she sends the election to the Executive Director of Human Resources) continuation coverage to submit any premiums. The Business Office shall notify the individual by first class, return receipt requested to the last known address or addresses that the premium payment time line has expired (Form N).

The individual is not covered until insurance is paid. If COBRA coverage was initially waived and then the individual changed his/her mind within the election period, the effective date of coverage is the date on which the election was made (i.e., there will be a gap in coverage).

Following the initial payment, there is a grace period of 30 days. Failure to make a timely payment of premium will result in loss of coverage. The Business Office shall notify the individual by first class, return receipt requested to the last known address or addresses that the premium payment time line has expired (Form O).

When the employee through which coverage is received dies, failure of the survivor to make premium or fee payments within 90 days after notice of the requirement to pay the premiums or fees shall be a basis for the termination of the coverage without written consent. In event of termination by reason of the survivor's failure to make required premium or fee contributions, written notice of cancellation must be mailed to the survivor's last known address at least 30 days before the cancellation.

OPTIONS

Conversion

The option for conversion shall be available to individuals who have exercised their right to continue coverage. The Executive Director of Human Resources shall provide notice of the right to convert to an individual policy within 180 days prior to the expiration of the 18, 29 or 36 month period of continuation coverage.

Disability

An additional eleven (11) months of coverage is available if an eligible employee and/or dependent receives a social security disability determination which relates back to the time of a qualifying event. The individual eligible for continuation benefits (or a representative) must notify the Executive Director of Human Resources within 30 days of receiving the determination and prior to the expiration of the 18-month Period of Continuation Coverage.

Minnesota law provides in part that, "No employer or insurer of that employer shall terminate, suspend or otherwise restrict the participation in or receipt of benefits otherwise payable under any program or policy of group insurance to any covered employee who becomes totally disabled while employed by the employer solely on account of absence caused by such total disability."

"Total disability" is defined as, "(a) the inability of an injured or ill employee to engage in or perform the duties of the employee's regular occupation or employment within the first two years of such disability and (b) after the first two years of such disability, the inability of the employee to engage in any paid employment or work for which the employee may, by education and training, including rehabilitative training, be or reasonably become qualified."

Disability may result in higher benefits; the 2% administrative fee may not be charged.

Death or Divorce

When the employee through which coverage is received dies or is divorced or legally separated from a spouse, coverage is continued until the earlier of (a) the date the surviving spouse becomes covered under another group health plan, or (b) the date coverage would otherwise have ended had the employee lived or the marriage continued.

Leave

An approved leave is a qualifying event in that the District shifts the entire cost of coverage to the employee during the leave. Such a cost shift is a change in the "terms and conditions" and, therefore, is a loss of coverage and, thus, is a qualifying event.

Medicare/Medicaid

Medicare does not impact an individual's entitlement to COBRA.

Pre-existing Coverage

COBRA is available without regard to other coverage.

Retirement

Benefits provided by a Master Agreement or Employment Policy in effect at the time of retirement apply towards satisfying the maximum period of continuation coverage. Any qualified dependent shall be given the opportunity to elect COBRA or reject COBRA and receive alternate coverage instead. Electing alternative coverage under alternative coverage provided by a Master Agreement or Employment Policy removes the obligation for the District to provide a

COBRA election at the end of alternative coverage. There is a limited exception in cases where a qualifying event occurs during the period of alternative coverage which would result in a spouse and/or dependent child(ren) losing the alternative coverage.

PREMIUMS

The District may pay all or part of the premium in all or specified circumstances for all or part of the period of continuation coverage as provided by FMLA or the applicable Master Agreement or Employment Policy in effect at the time of a qualifying event.

Except for the additional 11 months available in cases of disability, the premium may not exceed 102% of the "applicable premium" under a group plan. "Applicable premium" is the cost to the plan for coverage provided to similarly situated active employees who have not experienced the qualifying event.

Premium amounts are guaranteed until the end of a plan year, September 30. That is, someone who becomes eligible in June will be subject to a rate increase in four months.

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

AGENDA ITEM: III.F.

To: Members of the Board of Education
Superintendent Joseph Gothard

From: Stacey Sovine
Executive Director of Human Resources

Date: June 5, 2014

RE: **Resolution relating to the Termination of Teaching Contracts for the following Long Term Substitute Teachers effective at the close of the 2013 - 14 school year**

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

BE IT RESOLVED, by the School Board of Independent School District 191, that the teaching contracts of the following long-term substitute teachers be terminated at the close of the 2013 - 2014 school year.

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

LAST	FIRST	SCHOOL
Bogdanove	Arthur	MJH
Herman	Stacy	BHS
Schneck	Chantel	SO

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

AGENDA ITEM: III.G.

To: Members of the Board of Education
Superintendent Joseph Gothard

From: Stacey Sovine
Executive Director of Human Resources

Date: June 5, 2014

RE: **Resolution relating to the Termination and Nonrenewal of the Teaching Contracts of Probationary Certified Personnel at the close of the 2013 - 2014 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 2013 - 2014 school year.

Name	Location	FTE Amount
Reid Wixson	ERJH/HB	0.9 FTE
Sarah Bettendorf	ST	1.0 FTE

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

**Agenda III-H
June 05, 2014**

TO: Members, Board of Education
FROM: Lisa Rider, Executive Director of Business Services
DATE: June 05, 2014
RE: Proposed FY2014-2015 Adopted Budget

Since February 6, 2014, when the board approved a preliminary General Fund Budget for FY2014-15 representing revenues of \$114,990,490 and expenditures of \$120,268,655; the administration has worked to finalize positions for the coming year and to modify line item budgets within the given parameters.

Below is a summary of the Proposed FY2014-2015 Adopted Budget for your review. A full summary of the General Fund budget units and their narratives and details will be provided June 5, 2014 for review prior to action for adoption at the June 19, 2014 board meeting.

<u>Fund</u>	<u>Revenue</u>	<u>Expenditure</u>
General	\$ 115,657,087	\$ 120,295,546
Food Service	4,953,260	4,862,172
Community Service	5,158,552	5,319,213
Capital Projects	25,000	2,016,114
Debt Service	10,391,961	9,719,341
Total Governmental	136,185,860	142,212,386
Trust & Agency	682,250	680,000
Internal Service	20,710,800	20,797,350
All Funds	<u>\$ 157,578,910</u>	<u>\$ 163,689,736</u>

The 2014-2015 Budget was prepared in accordance with the following Board of Education decisions. The parameters used to develop the budget are detailed in the presentation materials but are essentially as follows:

1. General education funding, on a per pupil basis, was increased as by legislation to \$5,831 per pupil unit.
2. Elementary class sizes averaging around 25.2:1 resulting from a range of class sizes of 21-30 depending on grade level and secondary class sizes averaging around 33-35:1.

3. Enrollment decreased with estimates based on projected end of year Early Childhood-12 average daily membership of 9,414 for 2014-2015 and 9,474 for 2013-2014, a decrease of 60 average daily memberships. Magnet enrollments are included in this estimate.
4. An estimated \$550,000 reduction in Health Insurance costs across the operating funds is included as a result of the OPEB Trust implicit rate contributions.
5. Fourteen percent increase in 2014-2015 health insurance premium costs as a part of the transition into the second year of being self-insured for employee health benefits.
6. After pulling in actual salaries versus the average used in planning and adjusting for other line item budgets, expenditure estimates are about \$27,000 more than the total expenditures preliminarily approved in February. Additionally the increase in revenue is the result of an increase in the general education formula from \$5,806 to \$5,831 and in increase in the estimated aid for desegregation and nonpublic pupil transportation aid of approximately \$300,000. Together, these assumptions result in an estimated projected end of year Unassigned Fund Balance for the General Fund of about 10.46% considering the use of restricted and committed fund balances in the areas of Area Learning Center, Capital, Program Carryover, and ProPay.

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

Given the projected fund balance is above the current Board Policy, there is no need for a waiver; however, prior to adopting the 2014-2015 budget the board will need to define what fund balances they would be committing for 2014-2015.

GENERAL FUND

Overview

On February 6, 2016, the Board acted to preliminarily approve the general fund total revenues and total expenditures. The revenue assumptions indicated within this adopted FY15 budget are greater than the February estimates as a result of the change in the general education formula recently passed by the legislature and updated estimates for desegregation and nonpublic pupil transportation aid. Federal assumptions are conservative and are expected to be modified mid-year. The budget proposed calls for a spend down of Restricted Capital funds of \$20,000, Restricted Area Learning Center funds of \$987,000 and a spend down of Committed Fund Balance by \$375,000. The projected spend down of fund balance and the resulting Unassigned Fund Balance is 10.46% of general fund expenditures. As more current information becomes available, the budget will be revised accordingly.

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

Basic Allowance

The basic funding allowance is \$5,831 per pupil unit.

Special Education

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

Referendum

The district's referendum authority is a combined \$1,684.75 per adjusted pupil unit (the state maximum) as approved by the voters in November 2002 and November 2007. Legislation has pulled \$424 per adjusted pupil unit out as a separate category of funding called Location Equity Revenue of approximately \$4.4 million for FY15. This results in the remainder of \$1,260.75 per adjusted pupil unit being used to calculate referendum revenue of approximately \$13 million. Total referendum revenue adjusts each year in direct proportion to adjusted pupil unit adjustment. Combined, the location equity revenue and referendum revenue equal approximately \$17.4 million, or roughly 15% of total general fund revenues.

Alternative Teacher Compensation

Alternative teacher compensation revenue of approximately \$2.48 million is included in the 2014-2015 budget. The expenditures in this area are in excess of revenues as a purposeful spend down of previous years of committed fund balance. These funds may only be utilized for Alternative Teacher Compensation.

Compensatory

Compensatory revenue of approximately \$7.1 million is included and a portion of these funds is budgeted to cover the addition of social workers at the elementary buildings. The remainder of this funding continues to be dedicated to providing educational programs for at risk students through various District initiatives.

English Learners

The estimate is based on the assessment of student needs within our district. The degree of services needed by students range and our assessment of students and the responding services will fluctuate.

Enrollment

Enrollment is a crucial factor in determining a school district's revenue because most funding formulas are student based. The 2014-2015 adopted budget assumes a decline in estimated EC-12 enrollment from 9,474 students (Average Daily Membership) in 2013-2014 to 9,414 in 2014-2015. Enrollment uncertainty creates the potential for significant increases or decreases in student-based revenue. This assumption will need to be re-evaluated when the October 1, 2014, enrollment is known and the retention factor for 2013-2014 is determined. With each student generating approximately \$8,775 in revenue, a small deviation in enrollment can produce a significant change in revenue.

Revenue Restrictions

Restrictions on the use of general education revenue are offset with dedicated revenue. Following are restrictions imposed on general education revenue in 2014-2015:

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

Operating Capital
Area Learning Center
Alternative Teacher Compensation
Staff Development

Capital Expenditures

Capital expenditures are budgeted in the General Fund but are supported by revenue that is dedicated to this purpose. Capital expenditures included in this budget amount to approximately \$3.16 million and are projected to exceed revenue by approximately \$19,000.

Site Based Budgeting

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

District-wide Copier Leases

On May 15, 2014, the board took action to revoke the funds preliminarily budgeted to cover the current copier leases for the district. This proposed budget includes funding for new copier leases, yet to be determined, as copiers are considered essential to the functions of a school district. The budgeted amounts are included in budget units 08020, 09030, 10010, 14010, 15020, 16050, and 16070.

FOOD SERVICE

The Food Service Fund budget shows a surplus of \$91,088 for the 2014-2015 year. Three components have contributed to the current budget. One is recent legislation which allows students qualifying for reduced-price school meals to receive free lunches and breakfasts. Additionally, all Kindergarten students qualify for free breakfasts. Second is the Paid Lunch Equity federal requirement has been calculated for our district and requires a 5 cent increase in meal prices. Third is, to help offset the impact to families of the required increase, this budget reflects the decision as a district to absorb the service fees when electronic payment is used to pay for meals. This will make it cost-effective and easy for parents/guardians to pay for meals electronically.

The lunch prices for 2014-2015 are \$2.40 for elementary and \$2.50 for Junior High and High School Students, and \$3.60 for adults. Milk prices remain at \$0.45. Breakfast prices remain at \$1.40 for all students above Kindergarten and \$2.00 for adults.

COMMUNITY EDUCATION

The Community Education Fund shows a planned spend down of fund balance of approximately \$161,000 with no transfer from the General Fund.

CAPITAL PROJECTS

The Capital Projects Fund indicates a projected spend down of fund balance for the 2014-2015 year of approximately \$2 million. This spend down is reflective of the deferred maintenance projects across the district and in particular that which is in process at Burnsville High School.

DEBT REDEMPTION

The Debt Redemption Fund is used to record revenues and expenses relating to principal and interest on bonded debt. These funds are dedicated to debt redemption and cannot be used for any other purpose.

SUMMARY

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

2015 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of Jun 4, 2014)

185

		2015
		Adopted Budget
01010	- General Elementary Instruction - Personnel	17,818,123
Provides the funding necessary to provide instruction in the core academic subjects of language arts, math, and social studies at the district's ten elementary schools. This budget unit consists of salaries and benefits for 214.50 FTEs.		
01030	- General Elementary Instruction - Subs	408,000
Provides the funding necessary for elementary substitutes. This budget unit consists of salaries and benefits for no FTEs.		
02010	- General Junior High Instruction - Personnel	5,123,102
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's three junior highs. This budget unit consists of salaries and benefits for 56.00 FTEs.		
02020	- General Junior High Instruction - Subs	153,000
Provides the funding necessary for junior high substitutes. This budget unit consists of salaries and benefits for no FTEs.		
03010	- General High School Instruction - Personnel	5,669,819
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's senior high. This budget unit consists of salaries and benefits for 58.50 FTEs.		
03020	- General High School Instruction - Subs	102,000
Provides the funding necessary for high school substitutes. This budget unit consists of salaries and benefits for no FTEs.		
04010	- PhyEd, Health, Art, Science, Music - Personnel	5,948,344
Provides the funding to provide K-12 physical education, 7-12 health, K-12 visual arts, K-12 general/vocal music, K-6 science, and 5-12 Instructional music instruction. This budget unit consists of salaries and benefits for 70.60 FTEs.		
06010	- Family and Consumer Science Instruction	389,704
Provides the funding to operate the instructional program of family and consumer science. This budget unit consists of salaries and benefits for 4.00 FTEs.		
06020	- Trade and Industrial Education	457,710
Provides the funding to operate the instructional program of trade and industrial education. This budget unit consists of salaries and benefits for 5.00 FTEs.		
06040	- Business and Office Education	292,880
Provides the funding to operate the instructional program of business and office education. This budget unit consists of salaries and benefits for 3.00 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). This budget unit consists of salaries and benefits for no FTEs.		
07010	- K-12 Media Services	915,440
Provides the funding to provide K-12 media services- media specialists and media educational assistants. This budget unit consists of salaries and benefits for 14.34 FTEs.		

2015 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of Jun 4, 2014)

186

		2015
		Adopted Budget
07020	- K-12 Gifted and Talented	609,253
<p>Provides the funding to provide for a half-time gifted and talented instructor at each elementary school and an additional 1.0 at the gifted and talented magnet school.</p> <p>This budget unit consists of salaries and benefits for 6.00 FTEs.</p>		
07030	- 7-12 Guidance Services	1,155,467
<p>Provides the funding to provide 7-12 guidance services.</p> <p>This budget unit consists of salaries and benefits for 12.00 FTEs.</p>		
07060	- English Second Language Learner	3,178,867
<p>Provides funding for the district's K-12 English Second Language Learner program and includes salaries, benefits, and other instructional expenses.</p> <p>This budget unit consists of salaries and benefits for 39.00 FTEs.</p>		
08010	- Site Allocation of Instructional/Operational Resources	653,725
<p>Provides the per pupil funding allocation for instructional and operational related expenses. This funding is intended to cover the costs of building level equipment repairs, purchase of general supplies, classroom supplies, telephone, etc.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
08020	- Building Level Copier Leases	341,033
<p>Provides the funding for the monthly lease costs of the main multi-functional device within each school.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
09010	- Special Ed Salaries/Benefits	21,487,024
<p>Provides funding for staff costs necessary to operate the Office of Individualized Student Services. Most, but not all of these expenditures, are either reimbursed with state or federal special education funds or are related to general education functions.</p> <p>This budget unit consists of salaries and benefits for 303.34 FTEs.</p>		
09030	- Special Ed Purchased Services	2,527,574
<p>Provides funding for Individualized Student Services purchased services, supplies and equipment.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
09040	- Special Ed Transportation	2,393,700
<p>Required transportation, purchased services, supplies and equipment for students served by Individualized Student Services.</p> <p>This budget unit consists of salaries and benefits for 1.00 FTEs.</p>		
10010	- Alternative Learning Center	3,801,010
<p>Provides categorical funds to operate the alternative high school, school within a school, extended day and extended year programs for elementary and junior high school students.</p> <p>This budget unit consists of salaries and benefits for 34.85 FTEs.</p>		
10020	- Mental Health Services	235,824
<p>Licensed mental health professionals, through a financial partnership with Headway, who are able to respond to pressing mental health needs, proactively support student success, and be readily available in case of a crisis.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
10030	- K-12 Nursing/Health Services	1,030,781
<p>Provides funding to operate the district health services department including salaries, benefits and other operating expenses for the district school health offices. Certain FTEs may also be included in Special Ed Salaries, 09010.</p> <p>This budget unit consists of salaries and benefits for 11.33 FTEs.</p>		

2015 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of Jun 4, 2014)

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		2015
		Adopted Budget
11010	- Co-Curricular Activities (Non-Athletic)	342,884
Provides the funding to support co-curricular activities. These funds are supplemented through ticket sales, fund raising, donations, etc. This budget unit consists of salaries and benefits for 1.00 FTEs.		
11020	- High School Interscholastic Athletics	1,109,862
Provides the funding to provide high school athletics. These funds are supplemented through ticket sales, fund raising, donations, etc. This budget unit consists of salaries and benefits for 1.38 FTEs.		
11021	- Jr High Interscholastic Athletics	91,269
Provides the funding to provide junior high athletics. These funds are supplemented through ticket sales, fund raising, donations, etc. This budget unit consists of salaries and benefits for no FTEs.		
12010	- Title I, Part A Regular - Improving Basic Programs	1,146,577
Provides funding to help ensure all children meet challenging state academic standards. Includes staffing, instructional, Supplemental Education Services and staff development expenses. This budget unit consists of salaries and benefits for 14.72 FTEs.		
12020	- Title II, Part A Regular - Teacher/Principal Training & Recruiting	251,587
Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement. This budget unit consists of salaries and benefits for 1.21 FTEs.		
12030	- Title III Regular - Limited English Proficient Students	176,862
Funding supports ESL personnel, their professional development, and for interpretation needs of our LEP families. This budget unit consists of salaries and benefits for 1.07 FTEs.		
12050	- Carl Perkins Grant	68,000
Funding pays for professional development and supplies to teachers of Family and Consumer Science, Business, and Technology Education at Burnsville Senior High School. This budget unit consists of salaries and benefits for no FTEs.		
13010	- Q-Comp/Pro-Pay	2,860,853
Provides for expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries and benefits, stipends, performance incentives and other operating expenses. This budget unit consists of salaries and benefits for 10.00 FTEs.		
13020	- Integration and Achievement	1,786,369
Provides for expenditures related to the integration and achievement program including salaries and benefits, professional development and other operating expenses. This budget unit consists of salaries and benefits for 13.88 FTEs.		
13030	- Compensatory Education	6,005,905
Provides funding for compensatory programs and initiatives to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards. This budget unit consists of salaries and benefits for 46.98 FTEs.		
14010	- Technology	2,991,617
Provides funding manage and support the district's technologies including instructional, operational resources, equipment and supplies including the District's intranet and telephone systems. This budget unit consists of salaries and benefits for 15.88 FTEs.		

2015 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of Jun 4, 2014)

188

		2015
		Adopted Budget
15010	- Instructional Development	651,714
<p>Provides the funding for district professional development (PD) to support the acquisition of district learning goals. Includes operational resources, purchased services, equipment, supplies, and building level PD allocations.</p> <p>This budget unit consists of salaries and benefits for 2.00 FTEs.</p>		
15020	- Curriculum Development	341,837
<p>Provides the funding for the ongoing development of a comprehensive written curriculum. Also includes operational resources, purchased services, equipment and supplies.</p> <p>This budget unit consists of salaries and benefits for 1.50 FTEs.</p>		
15030	- Curriculum Adoptions	600,000
<p>Provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
15040	- Assessment Program	370,912
<p>Provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards through software fees, purchased services, equipment and supplies.</p> <p>This budget unit consists of salaries and benefits for 2.00 FTEs.</p>		
16010	- Board of Education	151,240
<p>Provides the funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
16020	- Superintendent	438,811
<p>Provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals.</p> <p>This budget unit consists of salaries and benefits for 2.00 FTEs.</p>		
16030	- Assistant Superintendent	257,308
<p>Provides the funding to operate the office of the Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs.</p> <p>This budget unit consists of salaries and benefits for 1.50 FTEs.</p>		
16040	- Human Resources	798,628
<p>Provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, and compliance requirements.</p> <p>This budget unit consists of salaries and benefits for 5.00 FTEs.</p>		
16041	- Workers Comp, Unemployment, & Premiums for Property Casualty Liability Insurance	1,376,680
<p>Provides the funding to support the District's workers comp, unemployment, and property, casualty liability insurance and contingencies for deductibles.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
16050	- Business	1,228,168
<p>Provides the funding to operate the school district's business services- including accounting, payroll, and mandatory state and federal reporting.</p> <p>This budget unit consists of salaries and benefits for 10.00 FTEs.</p>		
16051	- Business - Salary Contingency	850,000
<p>Unallocated FTEs for teacher reserves and overload schedules, yet to be determined.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		

2015 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of Jun 4, 2014)

189

		2015
		Adopted Budget
16052	- Business - Internal Service Fund	600,000
Provides transfer of funds for severance payouts as stipulated in the District's various bargaining agreements and contributions to the District's medical and dental internal service funds. This budget unit consists of salaries and benefits for no FTEs.		
16054	- Business - OPEB Implicit Chargeback	-566,719
Represents allowable medical, dental, and life insurance costs reimbursable by the district's other postemployment benefits trust. This budget unit consists of salaries and benefits for no FTEs.		
16060	- Communications and Marketing	405,474
Provides the funding to the District's communications and marketing initiatives, maintenance of District websites, social networks, publications, etc. This budget unit consists of salaries and benefits for 2.00 FTEs.		
16070	- Student Registration and Census	349,551
Provides the funding to operate the school district's student registration, enrollment, and reporting services. This budget unit consists of salaries and benefits for 5.00 FTEs.		
17011	- Elementary Administrators	1,211,741
Provides the funding to operate the elementary principals' offices at each school. This budget unit consists of salaries and benefits for 10.00 FTEs.		
17012	- Elementary Building Clerical	501,262
Provides the funding to operate the elementary principals' offices at each school. This budget unit consists of salaries and benefits for 11.38 FTEs.		
17013	- Elementary EAs	323,177
Provides the funding various administrative and educational roles at each school. This budget unit consists of salaries and benefits for 16.22 FTEs.		
17014	- Elementary Admin Benefits	578,931
Provides the funding for the benefits of the above administrator, clerical and EA staff. This budget unit consists of salaries and benefits for no FTEs.		
17021	- Secondary Administrators	1,314,261
Provides the funding to operate the secondary principals' offices at each school. This budget unit consists of salaries and benefits for 11.00 FTEs.		
17022	- Secondary Building Clerical	815,258
Provides the funding to operate the secondary principals' offices at each school. This budget unit consists of salaries and benefits for 18.62 FTEs.		
17023	- Secondary EAs	193,843
Provides the funding various administrative and educational roles at each school. This budget unit consists of salaries and benefits for 7.41 FTEs.		
17024	- Secondary Admin Benefits	723,963
Provides the funding for the benefits of the above administrator, clerical and EA staff. This budget unit consists of salaries and benefits for no FTEs.		
17025	- Miscellaneous Stipends	146,902
Provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit. This budget unit consists of salaries and benefits for no FTEs.		

2015 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of Jun 4, 2014)

190

		2015
		Adopted Budget
17026	- Campus Cup	109,582
Provides the funding of the Café located at the Senior Campus at Diamondhead. This budget unit consists of salaries and benefits for no FTEs.		
18010	- Student Transportation	4,290,463
Provides the funding to transport eligible students to and from school including during regular and extended year/day terms. This budget unit consists of salaries and benefits for 4.59 FTEs.		
19010	- Custodial	5,204,715
Provides the funding to operate the District's custodial services. Includes supplies, equipment and contracted services. This budget unit consists of salaries and benefits for 71.40 FTEs.		
19020	- Building, Grounds and Maintenance	1,265,388
Provides the funding to operate the District's building, grounds and maintenance departments. Includes supplies, equipment and contracted services. This budget unit consists of salaries and benefits for 5.75 FTEs.		
19030	- Environmental Health and Safety/ADA Compliance	481,715
Provides the funding to operate the District's environmental health and safety department. Includes supplies, equipment and contracted services. This budget unit consists of salaries and benefits for 1.00 FTEs.		
19040	- Facility Leases	616,707
Provides the funding for the District's facility leases for BEST, Pates Stadium and the Hamilton Building. This budget unit consists of salaries and benefits for no FTEs.		
19050	- Warehouse and Purchasing	93,601
Provides the funding to operate the school district's warehouse and purchasing departments. This budget unit consists of salaries and benefits for 1.25 FTEs.		
19060	- Utilities	1,880,183
Provides the funding for the District's utilities. This budget unit consists of salaries and benefits for no FTEs.		
20010	- School Resource Officers	265,200
Provides the primary funding for school police resource officers for the district's secondary schools. This budget unit consists of salaries and benefits for no FTEs.		
20030	- Safe Schools	219,885
Provides the primary funding for additional supervision at Burnsville Senior High and Metcalf Junior High. This budget unit consists of salaries and benefits for 5.19 FTEs.		
21000	- Miscellaneous State and Local Grants	6,000
Provides the primary funding for various grants received outside of Federal and Special Education funding. This budget unit consists of salaries and benefits for no FTEs.		
Total General Fund Expenditure Budget		120,295,546
Total General Fund Period FTEs - 1,134.38		

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

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

FY2015 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$18,226,123

Budget Package Description:

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

Salaries, Wages & Benefits	17,818,123
Substitutes	408,000

The funding of this budget unit covers the salary, benefit, and substitute costs associated with the licensed staff required to teach the courses and maintain average class sizes consistent with district guidelines. For the Adopted FY15 Budget, ranges from 21-30 were used for this budget unit with an average district-wide class size ratio of 25.2.

Budget Packet Justification:

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 01010

Description	Location Description	Employee Number	Employee Name	Period FTE	
1ST GRADE TCR	EDWARD NEILL	007300	ROSSINI, CATHERINE L	1.00	
		014129	OLSEN, LAURA	1.00	
		017212	ALLMAN, KELLIE R	1.00	
	GIDEON POND	008371	MEAGHER, LORI A	1.00	
		016727	SELBY, HANNAH	1.00	
		017685	MARCOTTE, JENNIFER JOY	1.00	
		017856	LYNCH, MICHELLE	1.00	
	HARRIET BISHOP	011875	MARSHALL, DEBRA L	1.00	
		015065	STROWBRIDGE, STACI	1.00	
		016643	BEEGLE, ANDREA L	1.00	
		017365	KOPEL, JACLYN C	1.00	
	HIDDEN VALLEY	014189	HIEBERT, TRACY	1.00	
		014261	LANGRECK, LORI	1.00	
		016049	BRIGGS, LORI A	1.00	
	MW SAVAGE	007770	ANDERSON, MEGAN	1.00	
		009901	BUSSE, CYNTHIA	1.00	
		013315	ARAKAWA, ANNE K	1.00	
	RAHN	007076	WHITE-JARZYNA, SUSAN L	1.00	
		007314	GAMBUCCI, ANN MARIE	1.00	
		017311	HOINS, DAWN	1.00	
		017885	CAUGHEY, RACHEL M	1.00	
	SIOUX TRAIL	014988	KUNKEL, ROBERTA E	1.00	
		016429	PETERSON, CHRISTINE K	1.00	
		017765	OAKES, MACKENZIE	1.00	
	SKY OAKS	007207	OSTDIEK, TERESA L	1.00	
		014325	SCHNEIDER, MARISA LYNN MOE	1.00	
		017821	BRUINS, STEPHANIE	1.00	
		018111	WARRICK, ASHLEY	1.00	
		018133	GILIUSON, KRISTA	1.00	
	VISTA VIEW	012724	STEEG, KIMBERLY KAYE	1.00	
		013360	IVORY, COURTENEY	1.00	
		014453	RHINEVAULT, LYNN	1.00	
	WM. BYRNE	008412	OSTENDORF, CHARLENE M	1.00	
		012779	SMITH, MELISSA	0.50	
		014128	SIMPSON, LISA	1.00	
		016675	MASON, BRIDGET C	0.50	
	1ST GRADE TCR				35.00
	2ND GRADE TCR	EDWARD NEILL	003833	LAMB, CYNTHIA L	1.00
			007279	BEARTH, LUKE A	1.00
			012899	LENTON, TIFFANEY	1.00
GIDEON POND		011595	STONEKING, STACY	1.00	
		011789	RAU, JESSICA	1.00	

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE	
2ND GRADE TCR	GIDEON POND	018034	AMBUEHL, JENNIFER A	1.00	
		008791	SVARE, JANE	1.00	
	HARRIET BISHOP	010295	ENGEN, AMY	1.00	
		012866	SCHMIDT-BOYLES, DAWN	1.00	
		016759	BERRYMAN, ASHLEY A	1.00	
		HIDDEN VALLEY	008217	DWIRE, MELINDA	1.00
	011354		SCHAFFER, KRISTY J	1.00	
	016740		NURMELA, CRYSTAL	1.00	
	017260		JAEGER, MOLLY E	1.00	
	MW SAVAGE	002051	DEERING, KARI	1.00	
		009755	CHRISTEN, LISA K.	1.00	
		017222	ELLIOTT, RACHEL R	1.00	
	RAHN	009771	PLUCINAK, JODY L	1.00	
		010311	MATHYS, SANDRA	1.00	
		014112	HARTL, ARAN J	1.00	
	SIOUX TRAIL	007295	OTREMB, KAREN ANN HOBERG	1.00	
		014308	BOCHE, SONIA R	1.00	
		016364	WILLIAMS, SACIA A	1.00	
	SKY OAKS	008392	BUEGE, ROXANE M	1.00	
		012698	JERMELAND, MEGHAN M	1.00	
		012790	KOSMALSKI, ERIN J	1.00	
		015696	MULDER, LINDSEY	1.00	
	VISTA VIEW	008281	PLASCHKO, MARY BETH	1.00	
		011357	GANDRUD, JENNIFER L	1.00	
		013000	TUCCI, AMY J	1.00	
	WM. BYRNE	004991	BIGELOW, DEBRA K	1.00	
		009820	ORLANDO, KARI R	1.00	
		015597	HERKENHOFF, ALYSSA	1.00	
		018290	JORGENSON, LINDSEY E	1.00	
	2ND GRADE TCR				34.00
	3RD GRADE TCR	EDWARD NEILL	006933	ZAKARIASEN, LYNDA K	1.00
			013372	HAYDEN, SUZANNE	1.00
			018033	THIES, BENJAMIN D	1.00
		GIDEON POND	015398	SKOGLUND, ALLISON L	1.00
018073			CAMPBELL, ALEXIS K	1.00	
HARRIET BISHOP		007347	SMITH, KELLY L	1.00	
		007546	HABERLACK, CHERYL A	1.00	
		009294	MORLOCK, KATHERINE R	1.00	
		012343	HUBER, ERIN	1.00	
HIDDEN VALLEY		006810	KNUDSEN, EYENIA	1.00	
		008543	TOLLERUD, TERESA JO	1.00	
		015700	REID, LISA M	1.00	
		016679	MERKLING, ANGELA MARTIN	1.00	

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
3RD GRADE TCR	MW SAVAGE	006375	PRESTON, ANGELA	1.00
		010787	STOLTZ, LISA A	1.00
		010826	KACHMAN, ANGELA	1.00
	RAHN	000000	Open Position	1.00
		009764	HILL, GARY S	1.00
		018076	BLAKE, JULIE A	1.00
	SIOUX TRAIL	012528	KLEVEN, MARK A	1.00
		015745	ENGDAHL, ANN MARY	1.00
		018312	KRANZ, CALLA M	1.00
	SKY OAKS	017176	POLLITT, LINDSEY M	1.00
		017236	GABBERT, LINLEY K	1.00
		017864	BIEN, MEGAN M	1.00
	VISTA VIEW	010911	SILVERS, KATHRYN	1.00
		013189	FACE, JENNIFER L	1.00
		017784	BELGRAVE, ANGELA I	1.00
	WM. BYRNE	015044	COOPER, KIRENZA I	1.00
		018007	LAMONT, HEIDI O	1.00
		018008	TOMALA, CRYSTAL M	1.00
3RD GRADE TCR				31.00
4TH GRADE TCR	EDWARD NEILL	007308	HOVLAND, SUSAN C	1.00
		007322	CONDON, JAMES F	1.00
	GIDEON POND	008289	GALLUS, JEFFREY	1.00
		013528	KING, DANIEL AUSTIN	1.00
	HARRIET BISHOP	000000	Open Position	1.00
		010346	CORONIS, STACY S	1.00
		016895	GANT, SARAH M	1.00
		016951	WARD JOHNSTON, JULIE MARGARET	1.00
	HIDDEN VALLEY	011867	SCHLINK, JOANNE	1.00
		012397	PELTIER, BRAD W	1.00
		015572	ANDERSON, KRISTEN L	1.00
	MW SAVAGE	010888	JENSEN, LETA	1.00
		016629	VILLAS, HOLLIE R	1.00
		018113	MCCARTNEY, VERONICA M	1.00
	RAHN	008255	HILL, KARI L	1.00
		014242	TOFTE, ALISSA G	1.00
	SIOUX TRAIL	013117	BATTERMAN, JESSICA M	1.00
		017801	MULLIKEN, ASHLEY E	1.00
	SKY OAKS	016691	BERG, MATTHEW T	1.00
		016926	BRYANT, MELANIE A	1.00
		017759	TAYLOR, DAVID	1.00
	VISTA VIEW	014649	DRAYTON, MARGOT ELIZABETH	1.00
		017819	ABRAHAMSON, JONATHAN	1.00
		018323	MILLER, ALICIA M	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
4TH GRADE TCR	WM. BYRNE	011966	WEAR, LISA	1.00
		016167	KNUTSON, CHRISTINE	1.00
		017752	BRAGG, KAITLIN J	1.00
4TH GRADE TCR				27.00
5TH GRADE TCR	EDWARD NEILL	014779	ZAK, GLORIA	1.00
		016654	GILRAY, REBECCA J	1.00
	GIDEON POND	006803	MACNAUGHTON, LAURA	1.00
		016859	SPROUL, SARAH C	1.00
	HARRIET BISHOP	011321	WALLENTA, PAUL S	1.00
		016154	MECHAVICH, EMILY A	1.00
		016896	NAEF, NATHAN A	1.00
	HIDDEN VALLEY	007257	O'REILLY, JOHN T	1.00
		016016	SCHWENN, JEFFREY A	1.00
		016463	LECOMPTTE, EMILIE S	1.00
	MW SAVAGE	008220	FEELY, EILEEN	1.00
		008735	GRANT, ANNETTE	1.00
		009298	ZUPKE, SAMUEL	1.00
	RAHN	002469	LAWELLIN, MARCIA	1.00
		013382	MIKELSON, TERESA	1.00
	SIOUX TRAIL	013583	TOFTE, ALEXANDER J	1.00
		017293	DEZIEL, TRACY J	1.00
	SKY OAKS	006855	SCHILLING, PAM A	1.00
		009669	WALLS, JENNIFER A	1.00
		018046	WEBSTER, SUSAN M	1.00
	VISTA VIEW	017921	LEE, JENNIFER	1.00
		017953	ANDERSON, JANAYA L	1.00
	WM. BYRNE	008128	GIERADA, BARBARA L	1.00
		008287	KRUPKE, GRETA	1.00
		013378	HAPPE, NICOLE	0.25
		017758	STUART, JULIA	1.00
	5TH GRADE TCR			
6TH GRADE TCR	EDWARD NEILL	017677	GLAS, JOHN M	1.00
		017754	HYER, AARON	1.00
	GIDEON POND	006421	ROBISON, THOMAS C	1.00
		017307	TRAETOW, ANDREA	1.00
	HARRIET BISHOP	009293	SCHROEDER, PATRICIA	1.00
		014051	HIEB, MEGAN L	1.00
		015404	SORUCO, MARIA R	1.00
	HIDDEN VALLEY	000000	Open Position	1.00
		009302	BOHR, JENNIFER L	1.00
		016600	DAY, MARLYS L	1.00
	MW SAVAGE	000000	Open Position	1.00
		011318	STORCK, MARK R	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
6TH GRADE TCR	MW SAVAGE	013569	SAWDEY, MARY E	1.00
		012304	LUNDAHL, TIMOTHY	1.00
	RAHN	017767	JACOBSON, DANIEL	1.00
		007837	ISTAS, BARBARA E	1.00
	SIOUX TRAIL	010150	BARTON, DUANE	1.00
		016899	BLACK, DIANE M	1.00
	SKY OAKS	017915	VOLKART, STESHA	1.00
		018091	KENNEDY, MATTHEW	1.00
		007339	PODRATZ, ANNE MARIE	0.50
	VISTA VIEW	016631	ORLENKO, CORBIN D	0.50
		018284	MASON, ALEXANDRIA C	1.00
		003383	ILES, CORNELIA	1.00
	WM. BYRNE	012317	ENGLE, JOSEPH	1.00
		013378	HAPPE, NICOLE	0.25
		016320	GEDDES, RICHARD W	1.00
6TH GRADE TCR				25.25
KINDERGARTEN TCR	EDWARD NEILL	009236	LIPPKA, JONALYN	1.00
		012095	PRAYFROCK, JUDIE A	1.00
		017751	BARNABY, BRIONNA	1.00
	GIDEON POND	010401	ODEGARD, ELISA	1.00
		012217	GRUENKE, BETH N	1.00
		015015	TREKELL, TERESE	1.00
	HARRIET BISHOP	011361	HARROLD, STACEY L	1.00
		012306	MEYER, TANYA L	1.00
		016645	PAVEK, BROOKE C	1.00
		017798	NIELSEN, BRITTNEY	1.00
	HIDDEN VALLEY	009569	ANDREWS, DONNA	1.00
		013352	FINCH, CHRISTINE M	1.00
		014130	MCCROSKEY, SHARI	1.00
	MW SAVAGE	013290	LINDELL, MICHELLE M	1.00
		015682	GONZALEZ, MEGAN	1.00
		018316	EDWARDS, LAURA J	1.00
	RAHN	009785	MCCARTHY, JENNIFER	1.00
		016946	DAHL, SABRINA LYNN	1.00
		017608	RICHARDSON, SARAH	1.00
	SIOUX TRAIL	009715	PEDERSON, ELIZABETH M	1.00
		017910	RING, KATLIN	1.00
		018298	ZABOROWSKI, ALYSSA	1.00
	SKY OAKS	006090	RITCHIE, JACKI RAE	1.00
		014978	PUTMAN, TANJA	1.00
		017335	NICHOLSON, MARCIA L	1.00
		017880	KEDING, ANGELICA	1.00
	VISTA VIEW	000000	Open Position	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
KINDERGARTEN TCR	VISTA VIEW	011718	BROSTROM, JEANNE L	1.00
		016614	HAGEN, AIMEE E	1.00
	WM. BYRNE	008557	HANSMANN, PATRICIA I	1.00
		011322	FARRELL, TRACY E	1.00
		017292	CALNON, JENNIFER	1.00
KINDERGARTEN TCR				32.00
READING SPECIALIST	EDWARD NEILL	016286	MARQUARDT, LISA N	0.50
	GIDEON POND	018185	BURKE, MAUREEN	0.50
	HARRIET BISHOP	016428	JORDAN, ALLISON A	0.50
	HIDDEN VALLEY	017787	CHISAKA, BRIDGET N	0.50
	MW SAVAGE	017398	SCHMIDT, JENNIFER A	0.50
	RAHN	016667	KEULER, LORI J	0.50
	SIOUX TRAIL	018012	ODEGARD, ELIZABETH A	0.50
	SKY OAKS	017408	PRUGH PLOEHN, KATHRYN A	0.50
	VISTA VIEW	016605	CRAWFORD, CINDY Y	0.50
	WM. BYRNE	016313	HANSON, DEBRA A	0.50
READING SPECIALIST				5.00
Budget Unit 01010				214.50

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Package ID#: 02010; 02020

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

FY2015 Funding Level: General

Budget Package Administrator(s): Junior High Principal

Budget Package Total: \$5,276,102

Budget Package Description:

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

Salaries, Wages & Benefits	5,123,102
Substitutes	153,000

The Burnsville-Eagan-Savage School District supports three comprehensive junior high schools, grades 7-9. The funding of this budget unit covers the salary, benefit, and substitute costs associated with the licensed staff required to teach the courses and maintain average class sizes consistent with district guidelines. For the Adopted FY15 Budget, a building class size average of 33:1 was used for this budget unit.

Budget Packet Justification:

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 02010

Description	Location Description	Employee Number	Employee Name	Period FTE
BEA PRESIDENT	DIAMONDHEAD	006804	NYSTROM, ROBERT J	1.00
BEA PRESIDENT				1.00
LANG ARTS TCR	EAGLE RIDGE	006874	STEAD, AMY JO	1.00
		017204	WALKER, ETHAN D	0.80
		018037	GRAMENTZ, JACQUELYN R	0.60
		018307	ELWARD, LUCIUS P	1.00
		018309	BAILEY, ALEXA	1.00
	METCALF	008627	ORTH, STEVEN D. R.	1.00
		008871	NASH, STEPHANIE	1.00
		015277	HANSEN, WILLIAM C	1.00
		018031	THOMAS, JESSICA	1.00
	NICOLLET	000000	Open Position	1.00
		010823	SMOLKE, ANGELA S	0.80
		012894	SORENSEN, BRAD	0.80
		014966	CHRISTY SIGSTAD, DANIELLE H	0.40
		014991	NEMETH, HEATHER	1.00
LANG ARTS TCR				12.40
MATH TCR	EAGLE RIDGE	011805	NELSON, AMY MAI-LEE	1.00
		012283	NELSON, MICHELLE L	1.00
		015399	WILKINSON, PERRY J	0.80
		017221	DURAND, ERIK M	0.80
		017361	CZAPAR, RYAN J	0.20
		018311	HAGEN, ALISON M	0.80
	METCALF	004490	RIBNICK, BRIAN	1.00
		009760	KUZIEJ, JANET L	1.00
		014106	MUELLER, SARAH K	1.00
		014122	LOTZE, TIMOTHY	1.00
		014527	BENSON, ROSS S	0.40
	NICOLLET	000000	Open Position	0.70
		007817	AMUNDSON, JANE E	0.60
		012099	FUNCHES, MONIQUE ROY	0.50
		014989	GRUENEICH, JANELLE	1.00
		017014	WEGLEITNER, ELIZABETH M	0.50
017791	BANITT, JUSTIN	0.70		
MATH TCR				13.00
SCIENCE TCR	EAGLE RIDGE	000000	Open Position	0.60
		006842	CHALLGREN, MARGARET TEN BROEK	0.80
		011818	HAMMER, JEFFREY	1.00
		014601	HOESCHEN, KERRY	1.00
		017771	HELWIG, KRISTINE K	1.00
	METCALF	007715	MARONDE, JOHN W	1.00
		011073	MEYER, CHAD	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

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Description	Location Description	Employee Number	Employee Name	Period FTE
SCIENCE TCR	METCALF	014938	ABBE, ANNA P	1.00
		018038	LINDELL, NICOLE L	1.00
	NICOLLET	006968	SODERHOLM, WM ERIC	1.00
		007690	GORES, CHERYL L	1.00
		008274	HOLT, CLAYTON B	1.00
		017753	GYSBERG, JILL	0.60
		018079	HEATH, AUSTIN	0.40
SCIENCE TCR				12.40
SOC STU TCR	EAGLE RIDGE	008487	ALLEN, TRUDY L	1.00
		012432	KLUBBERUD, MICHAEL	0.80
		017361	CZAPAR, RYAN J	0.80
		017795	SIMMONS, SEAN D	1.00
		018037	GRAMENTZ, JACQUELYN R	0.40
	METCALF	005031	SHELERUD, SHARON	1.00
		008284	JEFFERS, LUCRETIA	1.00
		016894	BOUSU, MOLLIE J	1.00
		018010	FLUG, JOSHUA W	1.00
	NICOLLET	011911	ELFERING, JEAN	0.60
		013438	SCHWEIM, ROBERT W	1.00
		013468	SILBERMAN, KEVIN	1.00
		014431	IVERSON, ADAM	1.00
		014874	STILES, JENNIFER E	0.40
	018099	RAMIREZ, KIMBERLY A	0.20	
SOC STU TCR				12.20
WORLD LANG TCR	EAGLE RIDGE	017540	BARRY, AMBER LEIGH	1.00
		018068	REDIG, ESSIA M	1.00
	METCALF	005853	CHALLGREN, MARK A	1.00
		017737	BLAZQUEZ, JAVIER	0.20
	NICOLLET	000000	Open Position	0.40
		005728	SAUERMANN-PAGE, KARIN G	0.20
		010823	SMOLKE, ANGELA S	0.20
		017786	LARSON, KATIE	1.00
WORLD LANG TCR				5.00
Budget Unit 02010				56.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Package ID#: 03010; 03020

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

FY2015 Funding Level: General

Budget Package Administrator(s): High School Principal

Budget Package Total: \$5,771,819

Budget Package Description:

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

Salaries, Wages & Benefits	5,669,819
Substitutes	102,000

Burnsville High School is a comprehensive suburban high school encompassing two sites referred to as Burnsville High School and Senior Campus at Diamondhead Education Center. The funding of this budget unit covers the salary, benefit, and substitute costs associated with the licensed staff required to teach the courses and maintain average class sizes consistent with district guidelines. For the Adopted FY15 Budget, a building class size average of 35:1 was used for this budget unit. In addition to covering the salary, benefit, and substitute costs to the regular courses offered in each area, the funding covers costs associated with remedial courses in reading and math, basic courses, elective courses, and advanced placement and CIS courses.

Budget Packet Justification:

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

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 03010

Description	Location Description	Employee Number	Employee Name	Period FTE
LANG ARTS TCR	BHS	004912	WALTERS, TERRY J.	1.00
		009554	MEYER, JOSEPH	0.60
		012647	WALLER MCDEVITT, JENNIFER	0.40
		013366	DYRHAUG, MICHELLE	1.00
		013419	WEBBER, GLORIA M	0.80
		014101	BURKE, KATIE J	1.00
		014970	DEUTSCH, MATTHEW R	0.40
		016319	CONNELL, PAUL J	1.00
		016328	RUDOLPH, ROXANNE J	1.00
		016617	HANSEN, MARIE C	1.00
		016854	STAUM, ANNE C	1.00
		016884	BURNHAM, CHARLES F	0.60
		017521	KREBS, TYLER JON	1.00
		017781	EGGERS, SHEANA	1.00
		017844	WEINBERG, DAVID M	0.50
018041	MILLEA, ALLISON B	1.00		
018221	BURK, BENJAMIN	0.40		
LANG ARTS TCR				13.70
MATH TCR	BHS	000000	Open Position	1.00
		010805	MEUSER, TERESA	1.00
		011284	NOSS, JEAN	1.00
		012100	DELMONT, BROOKE	1.00
		013364	CHRISTIAN, DAVID	0.40
		013385	SPERAL, JAMES S	0.60
		013863	FLOYD, KEVIN S	1.00
		014075	CROATT, CHARLES C	1.00
		014105	VANOEKEL, JENNIFER	0.60
		014443	FEIG, PETER E	1.00
		014589	WUENSCH, WENDY DRUGGE	1.00
		014622	HARROD, KIMBERLEE N	1.00
		016011	NELSON, JEFFREY P	0.40
		016602	GOMER, JENNA M	0.60
		016612	GEHRKE, ANDREW R	0.50
017882	VOGT, KENDRA M	1.00		
018075	SCHLAGER, DEREK A	0.40		
MATH TCR				13.50
SCIENCE TCR	BHS	001779	DAILY, LAWRENCE W	1.00
		003547	HUGSTAD-VAA, JENNIFER JO	1.00
		008728	MORGAN, WILLIAM E	1.00
		009394	HUEMOELLER, MICHAEL T	1.00
		011821	BLANDIN, MELISSA	1.00
		011833	DOUGLAS, LORI	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
SCIENCE TCR	BHS	013396	HUTCHINSON, JENNIFER L	0.20
		013425	HUBER, JON ALAN	1.00
		015372	BANE, DEANNA S	0.60
		015980	AAMODT, WILLIAM P	1.00
		016497	SCHERRER, HUEL C	1.00
		016612	GEHRKE, ANDREW R	0.50
		016669	PETTINELLI, STEPHEN M	0.80
		016888	DAVIDSON, ELIZABETH A	1.00
SCIENCE TCR				12.10
SOC STU TCR	BHS	008188	ANDERSON, SUZANNE E	1.00
		011282	GRAFF, JENNIFER	0.50
		011887	MCDEVITT, PAUL DAVID	1.00
		012944	STRAND, NATHAN R	0.60
		013373	AARS, KRISTINA	0.60
		013413	COLEMAN, COLLEEN M	0.50
		013426	MILINOVICH, CHRIS M	1.00
		013445	WENDLING, KATHRYN	1.00
		014137	STAFFA, CARLA A	0.40
		014596	JENSEN, JENNIFER	1.00
		015288	STAPP, BENJAMIN	1.00
		015377	ENGELHARDT, WILLIAM T	1.00
		015580	MOFFITT, LESLIE ALLAN	0.80
		015689	FRANSSEN, MICHAEL S	1.00
		016089	VAN SCHOONHOVEN, KATHERINE	1.00
		016304	EPPEN, MATTHEW W	1.00
SOC STU TCR				13.40
WORLD LANG TCR	BHS	005728	SAUERMANN-PAGE, KARIN G	0.80
		009250	DUNDON, MARY LOU	1.00
		009773	LEHNER, TIMOTHY	1.00
		010142	HOLCOMBE, SARA J	0.20
		014984	JENSEN, AMANDA LYNN	1.00
		015003	OLSON, KIM MARIE	1.00
		017737	BLAZQUEZ, JAVIER	0.80
WORLD LANG TCR				5.80
Budget Unit 03010				58.50

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Package ID#: 04010

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

FY2015 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$5,948,344

Budget Package Description:

This budget package provides the funding to provide K-12 physical education, 7-12 health, K-12 visual arts, K-6 science, K-12 general/vocal music and 5-12 instructional music instruction including the following salaries and benefits:

Salaries, Wages & Benefits	5,948,344
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The Physical Education and Health teachers instruct students in physical education activities in elementary, junior or senior high school(s) by promoting the development of each student's physical attributes and social skills through individual and team sports, indoor, outdoor games, and life-long fitness activities. Students are provided direct instruction in the benefits of daily fitness activities; cardiovascular, flexibility, strength training, balance and core strength activities.

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

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

Budget Packet Justification:

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 04010

Description	Location Description	Employee Number	Employee Name	Period FTE
ART TCR	BHS	000184	WOLF, PATRICIA ANNE	1.00
		008737	HAMMES, TIMOTHY	0.30
	EAGLE RIDGE	009625	WITTSTRUCK, JAMES	1.00
	EDWARD NEILL	017547	MERKEL, SARA A	1.00
	GIDEON POND	017241	SCHRIVER, MARA C	1.00
		005733	LAWRENCE, ROELY	1.00
	HARRIET BISHOP	016428	JORDAN, ALLISON A	0.20
		007820	PAULY, LYNN L	1.00
	METCALF	007284	QUIRK, KATHLEEN	0.20
		008737	HAMMES, TIMOTHY	0.70
	MW SAVAGE	017289	THOMPSON, LINDEE G	1.00
	NICOLLET	007284	QUIRK, KATHLEEN	0.80
	RAHN	017565	PETRI, KATHRYN E	1.00
	SIOUX TRAIL	000000	Open Position	1.00
	SKY OAKS	008797	KNOTT, KELLY S	1.00
		016885	CUNNIEN, LAURIE A	0.20
	VISTA VIEW	018045	VO, KELLY RAE	1.00
	WM. BYRNE	014143	WEILANDGRUBER, ELIZABETH	1.00
ART TCR				14.40
BAND TCR	BHS	009402	HOLMES, MOLLY	1.00
		015996	FRENCH, KEITH J	1.00
	EAGLE RIDGE	000000	Open Position	0.70
	EDWARD NEILL	015992	ELLISON, NICHOLAS	0.34
	GIDEON POND	008180	NORDMARK, PAMELA J	0.50
	HARRIET BISHOP	008180	NORDMARK, PAMELA J	0.50
	HIDDEN VALLEY	016979	SYLVESTER, GREGORY	0.33
	METCALF	003524	MRAZ, MARK T	0.50
	MW SAVAGE	015992	ELLISON, NICHOLAS	0.33
	NICOLLET	012349	BAKKEN, ANN	0.50
	RAHN	006829	LANGSJOEN, SONJA	0.31
	SIOUX TRAIL	016979	SYLVESTER, GREGORY	0.33
	SKY OAKS	006829	LANGSJOEN, SONJA	0.32
	VISTA VIEW	015992	ELLISON, NICHOLAS	0.33
	WM. BYRNE	006829	LANGSJOEN, SONJA	0.31
BAND TCR				7.30
MUSIC TCR	EDWARD NEILL	011452	TRANBY, BONITA K.	1.00
	GIDEON POND	018100	SCHOENECK, BETHANY	1.00
	HARRIET BISHOP	000000	Open Position	0.20
		016624	PERRY, JESSICA A	1.00
	HIDDEN VALLEY	016353	OWENS, KARI J	1.00
	MW SAVAGE	017742	BUCK, REBECCA L	1.00
	RAHN	014982	LUCIUS, RACHEL H	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE	
MUSIC TCR	SIOUX TRAIL	017772	ADEDEJI, OLUWATONI	1.00	
	SKY OAKS	004880	SHOOK, JOANN	1.00	
		016885	CUNNIEN, LAURIE A	0.20	
	VISTA VIEW	017247	WOOD, KIMBERLY R	1.00	
	WM. BYRNE	004609	KANNE, VICKI ANN	1.00	
MUSIC TCR				10.40	
PHY ED TCR	BHS	006818	ANDERSON, HOWARD	1.00	
		007145	RIGGS, MARK D	1.00	
		007841	VAN DER WOUDE, MARK B	1.00	
		008269	VAN DER WOUDE, LORALIE A	1.00	
		012439	STACHOWSKI, SUSAN C	1.00	
	EAGLE RIDGE	009827	PEARSON, CHAD W	1.00	
		011475	HERMES, SHELLEY	1.00	
		013495	BROWN, CHRISTOPHER M	1.00	
	EDWARD NEILL	015881	DUNGEY, NATHAN	1.00	
	GIDEON POND	015046	MORRISSEY, KEVIN P	1.00	
	HARRIET BISHOP	010820	SHELDEN, JON	0.20	
		012303	LOESCH, JAKE	1.00	
	HIDDEN VALLEY	014820	CEOLA, MICHAEL	1.00	
	METCALF	006571	SCHOLL, WAYNE	1.00	
		016001	FRITZ, KIMBERLY A	1.00	
	MW SAVAGE	014605	MCKANE, MICHELLE M	1.00	
	NICOLLET	014115	ANDREWS, BRIDGETTE	0.80	
		014187	MILLER, CHAD	1.00	
	RAHN	006429	HART, CYNTHIA K.	1.00	
	SIOUX TRAIL	016376	SWEENEY, MICHAEL J	1.00	
	SKY OAKS	016363	PENDER, BRIAN	1.00	
		016539	MAY, GREGORY A	0.20	
	VISTA VIEW	012889	MOORLACH, BRIAN	1.00	
	WM. BYRNE	014613	JOHNSON, RONNA E	1.00	
	PHY ED TCR				22.20
	SCIENCE TCR	EDWARD NEILL	015982	ANDERSON, BJORN RS	1.00
		GIDEON POND	018078	WILDE, ALLISON	1.00
HARRIET BISHOP		007763	RISTEAU, JOSEPH S	0.20	
		007858	WARMKA, CHERI R	1.00	
HIDDEN VALLEY		009501	MOSEY, PATRICIA	1.00	
MW SAVAGE		016046	STRAHOTA, SARA J	1.00	
RAHN		000000	Open Position	1.00	
SIOUX TRAIL		016693	KHAMRATTHANOME, BOUNTHAVY	1.00	
SKY OAKS		011352	KNUDSEN, JULIE A	1.00	
		016885	CUNNIEN, LAURIE A	0.20	

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

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Description	Location Description	Employee Number	Employee Name	Period FTE
SCIENCE TCR	VISTA VIEW	014969	DEMPSEY, JODI JEAN	1.00
	WM. BYRNE	016589	PLANTE, MARY TRACEY	1.00
SCIENCE TCR				10.40
STRINGS TCR	BHS	000000	Open Position	0.20
	EAGLE RIDGE	017332	HEYDEN, SARAH L	0.40
	HARRIET BISHOP	017332	HEYDEN, SARAH L	0.60
		017807	ANDERSON, EMILY E	0.50
	METCALF	000000	Open Position	0.20
	RAHN	017807	ANDERSON, EMILY E	0.50
STRINGS TCR				2.40
VOCAL TCR	BHS	014149	SCHMIDT, MARTHA H	1.00
		018101	AKERVIK, ERIK M	1.00
	EAGLE RIDGE	000000	Open Position	0.30
	METCALF	000000	Open Position	0.20
		003524	MRAZ, MARK T	0.50
	NICOLLET	012349	BAKKEN, ANN	0.50
VOCAL TCR				3.50
Budget Unit 04010				70.60

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

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

FY2015 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$389,704

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

Salaries, Wages & Benefits	389,704
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Career and Technical Education provides a contextual application of academic competencies, skills, and standards as prescribed by board policy or by statute. In the capacity of curriculum delivery Career and Technical Education enhances the preparation of tomorrow's workforce. This is achieved through:

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

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

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 06010

Description	Location Description	Employee Number	Employee Name	Period FTE
FACS TCR	BHS	004518	THOM, MARLYS	1.00
		009374	ASFELD, BETH M	1.00
	EAGLE RIDGE	015691	KING, LAURIE J	0.40
		016015	EICHTEN, HEIDI J	0.30
	METCALF	015691	KING, LAURIE J	0.60
	NICOLLET	016015	EICHTEN, HEIDI J	0.70
FACS TCR				4.00
Budget Unit 06010				4.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Trade and Industrial Education

Package ID#: 06020

FY2015 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$457,710

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

Salaries, Wages & Benefits	457,710
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Career and Technical Education provides a contextual application of academic competencies, skills, and standards as prescribed by board policy or by statute. In the capacity of curriculum delivery Career and Technical Education enhances the preparation of tomorrow's workforce. This is achieved through:

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

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

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 06020

Description	Location Description	Employee Number	Employee Name	Period FTE
IND TECH TCR	BHS	009586	WOLF, NICHOLAS	1.00
		013441	TESMER, RUSSELL	1.00
	EAGLE RIDGE	010290	BRADY, STEVE	0.50
	METCALF	010290	BRADY, STEVE	0.50
		013431	PAETZOLD, ROBERT JAMES	0.30
		018229	FRANKS, ALEXANDER	1.00
	NICOLLET	013431	PAETZOLD, ROBERT JAMES	0.70
IND TECH TCR				5.00
Budget Unit 06020				5.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Business and Office Education

Package ID#: 06040

FY2015 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$292,880

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

Salaries, Wages & Benefits	292,880
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Career and Technical Education provides a contextual application of academic competencies, skills, and standards as prescribed by board policy or by statute. In the capacity of curriculum delivery Career and Technical Education enhances the preparation of tomorrow's workforce. This is achieved through:

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

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

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 06040

Description	Location Description	Employee Number	Employee Name	Period FTE
BUSINESS TCR	BHS	015991	DRAHOS, CYNTHIA	1.00
		017324	MALONE, MEGGAN J	1.00
	EAGLE RIDGE	008784	CARROLL, MICHELE	1.00
BUSINESS TCR				3.00
Budget Unit 06040				3.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Post-Secondary Tuition

Package ID#: 06060

FY2015 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$675,000

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

Purchased Services, Supplies, Capital, Other	675,000
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Budget Packet Justification: The District's Post-Secondary Enrollment Options (PSEO) and College In the Schools (CIS) programs provide excellent opportunities for the District's students to obtain college credit through concurrent enrollment with the University of Minnesota and local community colleges. This program allows students and families to access college level courses and receive college credit while still enrolled in High School. This results in a tremendous savings to families as it may result in tuition savings once the students attend a college or university after graduation from high school.

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

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: K-12 Media Services

Package ID#: 07010

FY2015 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$915,440

Budget Package Description:

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

Salaries, Wages & Benefits	915,440
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School libraries and media centers provide access to a wide variety of both print and electronic information resources for teachers and students. They support achievement of curriculum goals, assist teachers with integration of information and technology resources with curriculum, assist teachers in reaching continuing education goals, and teach students to use information resources effectively, ethically, and safely.

Budget Packet Justification:

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 07010

Description	Location Description	Employee Number	Employee Name	Period FTE
EA MEDIA	BHS	017600	LAKE, LISA L	1.00
	EDWARD NEILL	006496	STICKLE, SHARON ANN	0.75
	GIDEON POND	014484	SCHMEICHEL, LINDA	0.75
	HARRIET BISHOP	013666	BECKER, SARAH J	0.75
	HIDDEN VALLEY	007433	LESKINEN, JANE E	0.25
		010373	AKKERMAN, MARY	0.50
	MW SAVAGE	009053	FELDHAKA, M. MICHELLE	0.75
	RAHN	000000	Open Position	0.75
	SIoux TRAIL	012072	ENGBERG, DENISE G	0.75
	SKY OAKS	011193	BERGE, KRISTY K	0.75
	VISTA VIEW	014670	CERMAK, BARBARA L	0.75
	WM. BYRNE	011405	HORTON, SHEILA M	0.75
EA MEDIA				8.50
EA MGMT 3	NICOLLET	009303	KINSELLA, JOSEPH	0.84
EA MGMT 3				0.84
MEDIA COORDINATOR	MW SAVAGE	009216	MEYER, NANCY L	1.00
MEDIA COORDINATOR				1.00
MEDIA SPECIALIST	BHS	010804	OIE, ROGER	1.00
	EAGLE RIDGE	008297	GALLAND, JOHN	1.00
	METCALF	015999	GRIFFITHS, ROBERT H	1.00
	NICOLLET	018090	SALMELA, KATHRYN	1.00
MEDIA SPECIALIST				4.00
Budget Unit 07010				14.34

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: K-12 Gifted and Talented

Package ID#: 07020

FY2015 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$609,253

Budget Package Description:

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

Salaries, Wages & Benefits	609,253
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The state of Minnesota designates specific revenue to school districts for identifying gifted and talented students, provide education programs for gifted and talented students, as well as provide staff development to prepare teachers to best meet the unique needs of gifted and talented students. Gifted and talented participation is included in the federal civil rights reports. Gifted and Talented programs, by design, capitalize on the special cognitive needs of students and should be distinguished from enrichment activities available to all learners. Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary and secondary levels. These students are capable of high performance when compared to others of similar age, experience and environment, and represent the diverse populations of our communities. These are students whose potential requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts.

Budget Packet Justification:

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

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

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

Gifted and talented revenue (Minnesota Statute §126C.10 Subd. 2 (b)) provides school districts and charter schools with \$13 times a district's adjusted pupil units.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 07020

Description	Location Description	Employee Number	Employee Name	Period FTE
GIFTED/ENRICH TCR	EDWARD NEILL	015626	PETRELLA, SARA M	0.50
	GIDEON POND	013149	MIRS, LAUREL	0.50
	HARRIET BISHOP	007763	RISTEAU, JOSEPH S	0.50
		009752	CAMPEN, KIMBERLY A.	0.50
		012377	ANDERSON, MELISSA	0.50
	HIDDEN VALLEY	012875	MATHEWS, STEPHANIE A	0.50
	MW SAVAGE	012521	HOLDEN, NICHOLE L	0.50
	RAHN	014619	SLATTERY, CARA	0.50
	SIOUX TRAIL	018012	ODEGARD, ELIZABETH A	0.50
	SKY OAKS	011362	TEIEN, JOAN K	0.50
	VISTA VIEW	007339	PODRATZ, ANNE MARIE	0.50
	WM. BYRNE	015074	CHAMERLIK, KAREN	0.50
	GIFTED/ENRICH TCR			
Budget Unit 07020				6.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: 7-12 Guidance Services

Package ID#: 07030

FY2015 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$1,155,467

Budget Package Description:

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

Salaries, Wages & Benefits	1,155,467
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Comprehensive counseling programs in schools provide general guidance for students at all grade levels and career guidance for middle and high school students. A comprehensive school counseling program includes four components: curriculum, individual student planning, responsive services and system support. These components are designed to ensure that every student receives the program's benefits. Counselors monitor student progress, gather data, seek program improvement and share best practices.

Budget Packet Justification:

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 07030

Description	Location Description	Employee Number	Employee Name	Period FTE
COUNSELOR	BHS	008288	WALSH, JEFFREY	1.00
		010808	LIMKE, JEFFREY	1.00
		011858	MARSHALL, VERONICA JEAN	1.00
		017554	WELKE, ASHLEY L	1.00
		018065	GAULKE, KAYLA M	1.00
	EAGLE RIDGE	013371	HARRISON, P SCOTT	1.00
		018025	HENDERSON, MICHELLE A	1.00
	METCALF	006550	SODERHOLM, JOHN	1.00
		010819	MAIDMENT, LORI	1.00
	NICOLLET	006865	KELSON, FREDERICK A	0.70
		015857	BRETT, CARRIE A	0.30
		016009	MARKHAM, ANGELA L	1.00
	COUNSELOR			
EA CAREER CNTR	BHS	013651	SEXTON, MARCIA	1.00
EA CAREER CNTR				1.00
Budget Unit 07030				12.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: English Second Language Learner

Package ID#: 07060

FY2015 Funding Level: Categorical

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$3,178,867

Budget Package Description:

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

Salaries, Wages & Benefits	3,174,769
Purchased Services, Supplies, Capital, Other	4,098

There are approximately 87 languages spoken by English Language Learners in district 191. ESL teachers support ESL students at every site in the district. Assessments of every student have been made in preparation for the FY15 school year. This program will continue to be monitored for continued improvement in our delivery of services.

Budget Packet Justification:

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

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

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

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

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

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

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 07060

Description	Location Description	Employee Number	Employee Name	Period FTE
ESL TCR	BHS	014964	PARENT, ANDREA J	1.00
		017144	ERICKSON, CHRISTINE D	1.00
	EAGLE RIDGE	009748	BLAIR, FRANCES M.	1.00
		018313	KACK, AMANDA	1.00
	EDWARD NEILL	015021	DALY, JULIE	1.00
		016025	YOUNG, KRISTEN A	0.50
		018285	SCHAUER, ELI D	1.00
	GIDEON POND	010518	NORDRUM, BRITT	1.00
		016025	YOUNG, KRISTEN A	0.50
		017785	OLSON-WYMAN, SAMANTHA L	1.00
	HARRIET BISHOP	009629	MCKINNEY, MARGARET	1.00
		015741	PHILLIPS, MARIA	1.00
		017837	ANDERSON, ALYSSA KAE	1.00
	HIDDEN VALLEY	011315	PROCTOR, BETH	1.00
		011586	HOOSTAL, JULIE	1.00
		014131	MICHELS, CHRISTINE	1.00
		014986	KESSLER, CECILIA	1.00
		018085	O'BRIEN, BRIANNA	1.00
	METCALF	012887	FRIENDT, ANDREA LYNN	1.00
		018074	SHAW, OKSANA	1.00
	MW SAVAGE	015383	BENSON, BRIANA M	1.00
		018094	KO, SEUKHWAN	1.00
	NICOLLET	010313	OLSON, AMY	0.60
		017753	GYSBERG, JILL	0.40
		017883	HELENBURG, JESAMINE C	1.00
	RAHN	015697	OLSON, KIMBERLY LENORA	1.00
		017003	OLSON, ANGELA JOY	1.00
	SIOUX TRAIL	010638	FREDRICKSON, REBECCA	1.00
		013456	CONDON, ANNE T	1.00
	SKY OAKS	012947	BLOM, ANNE E	1.00
		015565	CADWELL, ANN M	1.00
		016507	STITZMEYER, ELIZABETH A	1.00
		016618	HENNEN, JENNIFER S	1.00
		017656	RIPHENBURG, WENDY A	1.00
		017770	CULLISON, CAROLINE E	1.00
		017822	JONES, NOELLE	1.00
	VISTA VIEW	013535	GROVER, MELISSA MANGER	1.00
		014138	THOMPSON, SALOUA	1.00
		015527	LIMBERG, MINDI L	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

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Description	Location Description	Employee Number	Employee Name	Period FTE
ESL TCR	WM. BYRNE	017234	MARSHALLA, ASHLEY A	1.00
		017776	WINTERLIN, JEFFREY	1.00
ESL TCR				39.00
Budget Unit 07060				39.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Instructional Resources

Package ID#: 08010; 08020

FY2015 Funding Level: General, local

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$994,758

Budget Package Description:

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

Purchased Services, Supplies, Capital, Other	643,565
Travel/Conferences	7,610
Rentals and Leases	343,583

Budget Packet Justification:

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

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

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

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Special Education Services

Package ID#: 09000

FY2015 Funding Level: Categorical

Budget Package Administrator: Executive Director of Individualized Student Services

Budget Package Total: \$26,408,298

Budget Package Description:

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

Salaries, Wages & Benefits	21,527,624
Purchased Services, Supplies, Capital, Other	2,138,657
Substitutes	109,600
Travel/Conferences	111,677
Special Education Transportation	2,353,100
Rentals and Leases	167,640

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

Budget Packet Justification:

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

Federal Legislation:

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

State Legislation/Rule:

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 09010

Description	Location Description	Employee Number	Employee Name	Period FTE
ASSISTIVE TECH	DISTRICT-WIDE	014623	JOHNSHOY, JANET	0.20
ASSISTIVE TECH				0.20
BEHAVIOR SPECIALIST	DISTRICT-WIDE	017322	CZAPAR, KELLY N	1.00
BEHAVIOR SPECIALIST				1.00
CLERICAL	ASC	007572	KAISER, TANYA J	0.50
		011825	SIEBER, ANDREA	1.00
		013879	REISINGER, TONETTE A	1.00
	CLUSTER - CENT	004467	BARLAGE, SUSAN	0.60
		016377	ALEXON, BETH J	1.00
		017583	MCBRIDE, KRISTEN	1.00
	CLUSTER - EAST	004467	BARLAGE, SUSAN	0.40
		015133	MOBERG, CARLENE	1.00
	CLUSTER - ECSE	000000	Open Position	1.00
	CLUSTER - SEC	016194	SCALZO, KRISTIN	0.60
	CLUSTER - WEST	014219	GRIES, BRENDA J	1.00
		016194	SCALZO, KRISTIN	0.40
	ECSE CENTER	014210	WILLENBURG, JOANNA	1.00
CLERICAL				10.50
CULTURAL LIAISON	CLUSTER - ECSE	017905	RIVEROS, ANNA-MARIA	1.00
CULTURAL LIAISON				1.00
DAPE	CLUSTER - CENT	009267	HOLDEN, MATTHEW J	0.40
		010820	SHELDEN, JON	0.40
	CLUSTER - EAST	009239	OPATZ, LARRY	1.00
		009267	HOLDEN, MATTHEW J	0.30
	CLUSTER - SEC	009267	HOLDEN, MATTHEW J	0.30
	CLUSTER - WEST	010820	SHELDEN, JON	0.40
DAPE				2.80
DIR SPED	ASC	012806	CORBEOY, STEPHANIE A	1.00
DIR SPED				1.00
EA HEALTH	DISTRICT-WIDE	006831	SPENCE, LORETTA	0.35
		010844	LUTH, DONITA	0.88
		012009	STENE, BARBARA	0.70
		013681	HANSEN, SARAH J	0.35
		015833	GADDY, KESHIA	0.70
EA HEALTH				2.98
EA TECH	DISTRICT-WIDE	006624	WESSEN, JANE E	1.00
		011462	VAURIO, SONYA	0.38
EA TECH				1.38
ECSE TCR	CLUSTER - ECSE	007255	HAUER, PAMELA A	1.00
		015112	NELSON, TARA A	0.50
	ECSE CENTER	000000	Open Position	0.20
		007047	JAEGER, JEAN M	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
ECSE TCR	ECSE CENTER	007211	REZMERSKI, CATHY A	1.00
		012139	HIMRICH, JOANNE	1.00
		013692	NIEMIEC, ALICIA	1.00
		015112	NELSON, TARA A	0.50
		015386	ORLICH-SULLIVAN, MEGAN	1.00
		016004	JORGENSON, SHANNON E	0.80
		016213	STAHLY, JANICE	1.00
		016309	BAIMA, STEPHANIE A	1.00
		016318	ANDERSON, SARAH R	1.00
		016501	NESS, KAREN M	1.00
		016999	RENKEN, CARISSA M	1.00
		017586	PERLICH, SHAWN	1.00
		017796	BLOMQUIST, STEPHANIE	1.00
		017981	FILIPI, KELSEY JO	1.00
018026	PAGE, MARGARET L	1.00		
ECSE TCR				17.00
MATH SPECIALIST	EDWARD NEILL	014652	HERKENHOFF, PATRICIA ANN	0.68
		017774	BIELKE, KELLY M	0.68
	HIDDEN VALLEY	009786	COLLINS, LEANNE	0.34
		013422	KRZEWKI, CATHERINE D	0.34
		016648	LARSON, KIRSTIN M	0.34
	SKY OAKS	008687	RISTEAU, JILL A	0.68
		013416	GRIFFIN, MICHELE C	0.68
		014633	LEIGHTON, ELIZABETH M	0.68
	VISTA VIEW	016431	WARD, KARI M	0.68
		017790	KNUTSON, HEATHER J	0.68
MATH SPECIALIST				5.78
NURSE	ALTERNATIVE HIGH SCHOOL	017764	COZAD, PATRICIA M	0.10
	BEST	015733	MCDERMOTT-BATY, JODY	0.20
	BHS	009091	WALCHER, PAMELA J	0.65
	EAGLE RIDGE	015482	EILERTSON, JANE ANN	0.44
	ECSE CENTER	015562	NIELSEN, HEIDI	0.88
	EDWARD NEILL	015733	MCDERMOTT-BATY, JODY	0.37
	GIDEON POND	000000	Open Position	0.28
	HARRIET BISHOP	015983	BAGGOT, LYNN	0.20
	HIDDEN VALLEY	009363	BIEN, BERNADETTE L	0.27
	METCALF	011320	WALDRON, RACHELLE	0.53
	MW SAVAGE	017632	SHERER, CAROL MARIE	0.17
	NICOLLET	010972	WITTNEBEL, KATHY	0.16
	RAHN	016826	BARR, BARBARA M	0.23
	SIoux TRAIL	015394	BEAULIEU, KOURTNEY A	0.67
	SKY OAKS	016142	BEENKEN, JULIE D	0.39

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

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Description	Location Description	Employee Number	Employee Name	Period FTE
NURSE	VISTA VIEW	010553	WARDELL, BARBARA J	0.13
	WM. BYRNE	016435	RIDGLEY, ANGELA K	0.15
NURSE				5.82
OCC THERAPIST	CLUSTER - CENT	007847	KOLSTAD, MICHELE M	1.00
		012294	RUMPZA, LAURIE	0.30
		014609	ROESKE, MELISSA L	0.10
	CLUSTER - EAST	007304	GOSSMAN, LISA ANN	1.00
	CLUSTER - ECSE	007268	MESARCHIK, MARY L	1.00
		009670	ROBOLE, VICKI M	0.80
		012294	RUMPZA, LAURIE	0.70
		014609	ROESKE, MELISSA L	0.30
	CLUSTER - WEST	014609	ROESKE, MELISSA L	0.40
		014623	JOHNSHOY, JANET	0.60
OCC THERAPIST				6.20
PSYCHOLOGIST	CLUSTER - CENT	000000	Open Position	1.00
		009960	BOEKHOFF, LYNETTE	1.00
		011817	ALVEY, HEATHER	0.80
		014118	KOMAR, KAREN K	0.50
	CLUSTER - EAST	017716	NEWBY, MATTHEW	1.00
		018310	THOMPSON, DAVID P	1.00
	CLUSTER - ECSE	007836	NANIA, PAULA A	0.80
		011935	SCHULTZ, HOLLY	1.00
		018004	SHORT, NICHOLE	0.50
	CLUSTER - SEC	015381	KRAL, MELISSA M	1.00
		017719	NIERENGARTEN, BRIANNA L	1.00
	CLUSTER - WEST	010321	LAUTIGAR-BEUTZ, JULIE	0.50
		014949	CHRISTENSON, ANNE	1.00
		018004	SHORT, NICHOLE	0.50
	DISTRICT-WIDE	018294	LARABEE, KAITLYN	0.50
	PSYCHOLOGIST			
READING SPECIALIST	EDWARD NEILL	009295	WAGNER-SMITH, SHERRY	0.68
	HIDDEN VALLEY	009786	COLLINS, LEANNE	0.34
		013422	KRZEWKI, CATHERINE D	0.34
		016648	LARSON, KIRSTIN M	0.34
	VISTA VIEW	012554	DENNIS, TERESA L	0.68
READING SPECIALIST				2.38
SOCIAL WORKER	CLUSTER - CENT	011807	MAKI, CATHY	1.00
		013144	ROLF, BRENDA J	1.00
	CLUSTER - ECSE	014751	KELLER, KATIE	0.50
	CLUSTER - SEC	014594	HEWETT, THOMAS	1.00
SOCIAL WORKER				3.50

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE	
SPED COORD	DISTRICT-WIDE	018039	HUME, LAURIE A	1.00	
		018325	DIETRICH, KELLY J	1.00	
SPED COORD				2.00	
SPED EA	BHS	000000	Open Position	0.88	
		005969	BENGTSON, CAROL	0.88	
		007879	BERG, DAVID A	0.88	
		010398	THOENNES, SALLY	0.88	
		011860	WOLFF, DENISE	0.88	
		012061	HOLTAN, HELEN	0.88	
		013097	RINEVELD, DEBORAH J	0.88	
		013140	WAGNER, PATRICIA	0.88	
		013864	HOKS, LINDA	0.88	
		014021	VON ESCHEN, MERRIEJANE E	0.88	
		014312	ANDERSON, CHERYL L	0.88	
		014658	RAY, STEPHEN	0.88	
		015923	RUNNING, CATHY S	0.88	
		016055	LARSON, JANET ANNE	0.88	
		016095	GARVIS, ANGELA N	0.88	
		016344	CHRISSIS, ERIK R	0.88	
		017997	ZEIMET, KARLIE	0.88	
		018093	BUCKNER, ANTHONY L	0.88	
		018102	STRAND, JORDAN	0.88	
		018130	DUALEH, ABDULKARIM H	0.88	
		CLUSTER - CENT	000000	Open Position	0.41
			018207	LOPEZ, KASSANDRA	0.84
		CLUSTER - EAST	000000	Open Position	0.88
			018267	HORNE, TIFFANY J	0.81
		CLUSTER - SEC	000000	Open Position	0.88
			011865	PEARSON, SANDRA	0.88
		CLUSTER - WEST	017884	SMITH, NATHAN J	0.84
		DISTRICT-WIDE	000000	Open Position	0.84
		EAGLE RIDGE	009565	IAEGER, WANDA	0.88
			009616	HAYES, ERIC L	0.88
			015023	BRINGGOLD, DEBBIE	0.88
			016208	MCCRAY, SHARON	0.88
			016209	ULRICH, KIMBERLY A	0.88
		ECSE CENTER	000000	Open Position	0.65
			006168	FREDRIKSON, KAYE E	0.81
			008440	CALLAHAN, JACQUELINE	0.81
			012514	HO, LINDA S	0.65
			013037	WALTERSON, KRISTEN A	0.58
			013672	RINGGER, TRACY A	0.81
			014502	REILLY, TERRI LYNN	0.65

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
SPED EA	ECSE CENTER	014836	MACDONALD, POLLY G	0.81
		015715	ROBINSON, KARIN J	0.81
		015809	INSELMAN, SANDRA L	0.81
		015913	KENNEDY, LORA J	0.81
		017161	WEATHERFORD, ANDREA M	0.65
		017383	JOHNSON, KAREN A	0.65
		017496	ABDALLAH, HIBO SAAD	0.65
		017497	EISENBERG, RACHELLE L	0.65
		017612	HANDRAHAN, JOANN MARY	0.38
		017654	KEIRSTEAD, AMY	0.81
		017832	HASSAN, RAHMA	0.44
		018000	WESLEY, JANET M	0.38
		EDWARD NEILL	006535	ROARK, SUSAN L
	012533		ROCKETT, JOAN	0.84
	014868		POFAHL, JANELL C	0.84
	015757		TILLMAN, JACK R	0.84
	016375		KUHLMAN, SUSAN M	0.84
	016470		GILLIS, CINDY M	0.84
	017618		HERMAN, LINDA R	0.84
	GIDEON POND	007918	JENKS, KAREN L	0.84
		011968	HENDRICKSON, LISA	0.84
	HARRIET BISHOP	008372	SISLER, JANE L	0.84
		008958	CARNEY, CATHERINE	0.84
	HIDDEN VALLEY	007928	HUNTER, SANDRA J	0.84
		012912	JONES, JEAN	0.84
		014639	WIEDEMANN, LAURA E	0.84
		015305	MUESKE, REBECCA A	0.84
		015892	SOLBERG, CATHY	0.84
		015894	SANZ, MARGARET M	0.84
	METCALF	007662	BRIX, KATHY J	0.88
		009609	GREINER, JODELL	0.88
		010011	PAYNE, DEBRA K	0.88
		013202	HRIMNAK, SANDI J	1.00
		013591	DRUMMER, DOROTHY A	0.88
		013630	HOFFER, JESSICA M	0.88
		013641	WHITE, RUTHANN	0.88
		014293	BUTORAC, MELANIE A	0.88
		014871	ADRIAN, JANN L	0.88
		015936	THOMPSON, ROBERT L	0.88
		016518	ASHLEY, JAMES M	0.88
		MW SAVAGE	010469	HICKERSON, KAREN A
	010587		PETERSON, DENISE	0.84
	010686		LATOURELLE, SANDRA E	0.84

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
SPED EA	MW SAVAGE	011033	VAN GUILDER, SUZANN	0.84
		013478	LONG, RENEE K	0.84
		016378	SCHILLER, LORI L	0.84
		017282	SCHEUNEMAN, KRISTEN JOY	0.84
		018088	REDDY, ANN C	0.84
		018172	PACKER, TARA J	0.84
		018243	MYERS, PATRICIA	0.84
	NICOLLET	011936	DIDDE, SALLY	0.88
		012367	KAUFMAN, MARGARET M	0.88
		012492	NEEDHAM, DIANE M	0.88
		014511	FELTON, MICHELLE M.	0.88
	RAHN	000000	Open Position	0.84
		007092	SCHNEEWEIS, PATRICIA RAE	0.84
		010095	MANSANO, KATHLEEN M	0.84
		010377	CAMPBELL, SUSAN	0.84
		012562	SCHUNK, MARIANA S	0.84
		013483	WEGNER, LISA L	0.84
		015240	DROEGE, SHERYL L	0.84
		017640	RAICHERT, SARAH	0.84
	SIOUX TRAIL	009451	STREFF, THERESA G	0.84
		010470	HUGHES, DEBORAH JEAN	0.84
		010560	POLSKI, LEANN	0.84
		011032	ANDERSON, BARBARA J	0.84
		011868	PAYNE, BARBARA	0.88
		013485	THEYSON, BRENDA	0.84
		016433	DYLLA, TAMMY S	0.84
	SKY OAKS	009596	BOLDT, JULIE A	0.84
		009852	SHORT, CLAIRE	0.84
		013572	KEGLEY, RENEE C	0.84
		015128	ADAMSON, KIMBERLY S	0.84
		016460	SMITH, SHERI D	0.81
		016553	DATRES, SUSAN	0.84
		017513	HEY, LINDA L	0.84
	VISTA VIEW	009428	ZIEGLMEIER, KAREN C	0.84
		010053	ROARK, KARI L	0.84
		011513	BROWN, RUTH	0.84
		013150	DUBANOSKI, BARBARA JEAN	0.84
		013604	LARSON, JOANN C	0.84
		013980	AUGE, ELIZABETH	0.84
		016971	HOLKER, DIANE D	0.84
	WM. BYRNE	007646	BARTELLS, CAROL A	0.84
		008473	RASINEN, DIANA M	0.84
009964		ENGEL, SUSAN J	0.84	

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
SPED EA	WM. BYRNE	015532	BURRILL, SARAH	0.84
		016340	MISZKIEWICZ, KELLY A	0.84
		016665	KOECHLEIN, LAURIE LEEANNE	0.84
SPED EA				106.63
SPED EA JOB COACH	BEST	010425	GOODLING, BEVERLY	0.88
		010529	TOUSIGNANT, KARE KATHLEEN	0.88
		010922	IVERSON, WILLIAM C	0.88
		011041	NIVALA, SUSAN M	0.88
		013243	FINCH, JEANNE	0.88
		015516	FRANK, SHARON M	0.88
	CLUSTER - SEC	014641	ENGSTROM, HEATHER L	0.88
SPED EA JOB COACH				6.12
SPED LEAD TCR	BEST	017904	STASKYWICZ, SHELLY L	0.50
	BHS	016232	WORKMAN, CAROLYN J	1.00
	EAGLE RIDGE	000000	Open Position	0.50
	ECSE CENTER	000000	Open Position	0.50
	METCALF	017296	SWENSON, JENELLE M	0.50
	NICOLLET	012901	MCCUE, MICHELLE	0.50
SPED LEAD TCR				3.50
SPED SUPERVISOR	DISTRICT-WIDE	009802	O'NEILL-MAGER, JENNIFER	1.00
		017542	SMITH, JACQUELINE J	1.00
		018288	REMSING, JODY L	1.00
SPED SUPERVISOR				3.00
SPED TCR	ALTERNATIVE HIGH SCHOOL	012230	MCCOOL, MOLLY	1.00
		013156	MORRIS, ANGELA J	1.00
	BEST	000000	Open Position	2.00
		017904	STASKYWICZ, SHELLY L	0.50
	BHS	000000	Open Position	3.00
		006077	WEGLEITNER, JANE M	1.00
		009804	HULTING, LINDA JANE	1.00
		010825	WILLIAMS, KAREN	1.00
		014142	WEI, HAIHUA	1.00
		014998	NEUER, MICHELLE E	1.00
		016615	HALVERSON, DAWN M	1.00
		016823	BUNKERS, KATHLEEN K	1.00
		016898	KNOX, JACOB M	1.00
		017548	REGAN, HEATHER R	1.00
		017557	WALKER, RYAN M	1.00
		018066	FARRINGTON, TODD H	1.00
		018103	BALASIS, CHRISTINE M	1.00
		018135	EMPTING, BODIL	1.00
		CLUSTER - CENT	013437	SULLIVAN, JODI L
		014127	ZONDAG, KIMBERLY	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
SPED TCR	CLUSTER - CENT	017216	CHOUANARD, MARY E	1.00
	CLUSTER - EAST	012336	LOGAN, KARI M	0.50
		017246	TRASK, EMILIE J	1.00
	CLUSTER - SEC	012869	SCHEIT, ANDREA	0.50
	CLUSTER - WEST	007298	BRENNAN, CAROL ANN	1.00
		009390	ANDERSON, BARBARA JEAN	0.50
	DISTRICT-WIDE	004110	GOETZ, DEBORAH E	0.50
	EAGLE RIDGE	009835	MORTINSON, ELIZABETH	1.00
		010301	CARLSON, SCOTT A	1.00
		010375	BANKS, LEANNE	1.00
		011330	WEBBER, JEFFREY	1.00
	EDWARD NEILL	006092	DOYLE, SANDRA J.	1.00
		009811	BYRNE, EDWARD	1.00
		014744	BYRNE, ELISE R	1.00
		016311	DISCHER, TRACY L	1.00
		017360	KNUTZEN, DIANA K	0.50
	GIDEON POND	018291	BING, DENA M	0.80
		010755	LYNCH, MOLLY	1.00
	HARRIET BISHOP	017958	RASMUSSEN, EMILY	1.00
		018286	TEICH, JESSICA A	0.50
		009390	ANDERSON, BARBARA JEAN	0.50
	HIDDEN VALLEY	010323	MILLER, JILL ELIZABETH	1.00
		004110	GOETZ, DEBORAH E	0.50
		014144	WESTERHOUSE, BETH	1.00
		017678	JOHNSON, HOLLIE E	1.00
		017799	EILER, ELIZABETH P	1.00
	METCALF	017805	MILLER, ERIN M	1.00
		000000	Open Position	0.50
		009409	GEDITZ, RANDALL J	1.00
		010297	JOHNSON, DAVID P	1.00
		011317	COX, KELLY J	1.00
		011913	FOLEY, COLLEEN CHARLOTTE	1.00
		012754	NASH, DEREK B	1.00
		016878	TETZLOFF, MITZI R	1.00
	MW SAVAGE	017296	SWENSON, JENELLE M	0.50
		006793	BISEK, KATHRYN A	1.00
		009228	ROARK, KIMBERLY J	1.00
		009959	FECHNER, SUSAN	1.00
		012880	MURRAY, MARGARET E	1.00
		016045	TANGNEY, AMY K	1.00
	NICOLLET	000000	Open Position	1.00
		010741	RAPPE, BRIAN	1.00
		012339	BELL, ANGELA	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE	
SPED TCR	NICOLLET	012901	MCCUE, MICHELLE	0.50	
		016355	SCHROEDER, JEAN M	1.00	
		017681	KAPPEL, GENEVIEVE N	1.00	
		017966	STAMLER, MEGAN	1.00	
	RAHN	009244	LANGE, LINDA L	1.00	
		015148	WEGENER, KIMBERLY E	1.00	
		016186	LAUER, LISA N	1.00	
		016905	WADELL, DANIELLE M	1.00	
	SIOUX TRAIL	000000	Open Position	0.60	
		009789	HIRSCHEY, WENDY	1.00	
		011822	TUSHIE, PATRICIA	1.00	
		015010	NELSON, KATIE L	1.00	
	SKY OAKS	000000	Open Position	1.00	
		006100	SAUNDERS, SHARON D	1.00	
		006816	HATRICK, MARY MERRILL	1.00	
		014593	HANSON, AMY E	1.00	
		015135	PRED, RENEE R	1.00	
	VISTA VIEW	012312	STROH, CAROL	1.00	
		012346	BUSCH, BYRLA	1.00	
		013524	STEINKRAUS, JENNIFER	1.00	
		016013	PETERSON, JULIE A	1.00	
		017522	BORRELL, MARY	1.00	
	WM. BYRNE	015022	OGDAHL, MICHAEL A	1.00	
		017616	STEPHENS, DAWN M	1.00	
		017674	HOYT, KASEY D	1.00	
		018286	TEICH, JESSICA A	0.50	
	SPED TCR				84.90
	SPEECH TCR	CLUSTER - CENT	007839	BARNES, CHERISE C	0.75
			012335	SCHLICHTING, CATHERINE	1.00
			014479	KIBLER, JEANNE	0.50
			016315	JAMISON, DARCIE L	1.00
018002			NYEGGEN, EMILY	1.00	
CLUSTER - EAST		006452	BERG, JANET	1.00	
		014147	KLINNERT, ELIZABETH	1.00	
		014479	KIBLER, JEANNE	0.50	
		015993	FAUST, DANIELLE M	1.00	
CLUSTER - ECSE		007269	BARTH, TAMI RAE	1.00	
		007835	WOODCOCK, SUSAN M	0.80	
		008309	HENDRIX, EUGENIA M	1.00	
		012479	OSCARSON, KRISTI R	0.50	
		013693	NEAL, BRYENY B	1.00	
		014624	JORDAN, JOANNA	1.00	
	014961	SPRY, KARIE	1.00		

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
SPEECH TCR	CLUSTER - ECSE	015693	MEULEBROECK, SUSANNE	1.00
		015962	NIESEN, ELIZABETH A	1.00
		016023	VODNICK, SARAH A	1.00
	CLUSTER - SEC	013406	ALLEN, SUSAN M	0.80
	CLUSTER - WEST	005747	CORDAHL, AMBER	1.00
		011808	SPODEN, ANNEMARIE	1.00
		013406	ALLEN, SUSAN M	0.20
		013411	BRINKMAN, CAROLE I	0.50
		018097	MAGNER, HEIDI	1.00
	DISTRICT-WIDE	012301	HJERMSTAD, HEATHER	1.00
SPEECH TCR				22.55
WORK EXP TCR	CLUSTER - SEC	018063	LEHMKUHL, AMY	1.00
WORK EXP TCR				1.00
Budget Unit 09010				303.34

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 09040

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	ASC	000000	Open Position	1.00
CLERICAL				1.00
Budget Unit 09040				1.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Alternative Learning Center

Package ID#: 10010

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): BAHS Principal

Budget Package Total: \$3,801,010

Budget Package Description:

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

Salaries, Wages & Benefits	3,519,618
Purchased Services, Supplies, Capital, Other	242,989
Substitutes	14,280
Travel/Conferences	14,790
Rentals and Leases	9,333

Budget Packet Justification:

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 10010

Description	Location Description	Employee Number	Employee Name	Period FTE
ART TCR	ALTERNATIVE HIGH SCHOOL	017556	NAGAHASHI, ANDREW T	1.00
ART TCR				1.00
ASSESSMENT COACH	EDWARD NEILL	018055	NIFFENEGGER, KAMALA N	0.20
	GIDEON POND	018185	BURKE, MAUREEN	0.20
	HARRIET BISHOP	012377	ANDERSON, MELISSA	0.20
	HIDDEN VALLEY	009358	KRAFT, STEPHEN	0.20
	MW SAVAGE	011355	DUETHMAN, ELIZABETH A	0.20
	RAHN	014619	SLATTERY, CARA	0.20
	SIoux TRAIL	014226	STALOCK, SHARRON C	0.20
	SKY OAKS	018030	DAVIDSON, JESSICA J	0.20
	VISTA VIEW	016619	BORDONARO, JENNIFER ELIZABETH	0.20
	WM. BYRNE	016401	WALGENBACH, RACHEL C	0.20
ASSESSMENT COACH				2.00
CLERICAL	ALTERNATIVE HIGH SCHOOL	011345	DILLE, BARBARA L	1.00
		015821	NAAS, ANNE B	1.00
	BALC - SECONDARY	009223	REIHER, PAM	1.00
CLERICAL				3.00
COORDINATOR II	DIAMONDHEAD	017655	JENSEN, STEVEN	0.50
COORDINATOR II				0.50
COUNSELOR	ALTERNATIVE HIGH SCHOOL	016786	RUSSELL, DESHA S	1.00
COUNSELOR				1.00
LANG ARTS TCR	ALTERNATIVE HIGH SCHOOL	013329	MEILLEUR, STEPHANIE J	1.00
		014533	SLONEKER, ANGELA	0.60
	BHS	009554	MEYER, JOSEPH	0.40
		014970	DEUTSCH, MATTHEW R	0.60
	EAGLE RIDGE	018029	GOEBEL, ARIELLE THIBEAULT	1.00
	METCALF	015401	FOLDENAUR, HOLLY A	1.00
	NICOLLET	014966	CHRISTY SIGSTAD, DANIELLE H	0.40
LANG ARTS TCR				5.00
MATH TCR	ALTERNATIVE HIGH SCHOOL	012268	JOHNSON, DEBRA S	1.00
		017652	MCNEIL, ANTHONY M	1.00
	EAGLE RIDGE	018308	HEDEEN, SHANE S	1.00
	METCALF	018005	QUAMME, DAVID R	1.00
	NICOLLET	012099	FUNCHES, MONIQUE ROY	0.50
		017014	WEGLEITNER, ELIZABETH M	0.50
		017791	BANITT, JUSTIN	0.30
MATH TCR				5.30
NURSE	ALTERNATIVE HIGH SCHOOL	017764	COZAD, PATRICIA M	0.65
NURSE				0.65
PHY ED TCR	ALTERNATIVE HIGH SCHOOL	014892	REUSS, ERIC	1.00
PHY ED TCR				1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

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Description	Location Description	Employee Number	Employee Name	Period FTE
PRINCIPAL	BALC - SECONDARY	012351	PORTER, JANICE	1.00
PRINCIPAL				1.00
PRINCIPAL ASST	ALTERNATIVE HIGH SCHOOL	017873	DERDEN, WILLIAM M	1.00
PRINCIPAL ASST				1.00
READING TCR	ALTERNATIVE HIGH SCHOOL	014600	KIRCHNER, AMY	0.50
READING TCR				0.50
SCIENCE TCR	ALTERNATIVE HIGH SCHOOL	013415	ENGELHARDT, ANGELA C	1.00
		016103	PILNEY, MAUREEN A	1.00
	BHS	013396	HUTCHINSON, JENNIFER L	0.60
		015372	BANE, DEANNA S	0.40
	EAGLE RIDGE	017755	JOHNSON, CORY CHARLES	1.00
	METCALF	016003	PRANSCHKE, STEPHANIE T	1.00
SCIENCE TCR				5.00
SOC STU TCR	ALTERNATIVE HIGH SCHOOL	014195	SCHLOMANN, AMY M	1.00
		014600	KIRCHNER, AMY	0.50
		017126	BERGMAN, ANNA T	1.00
	BHS	012944	STRAND, NATHAN R	0.40
		014137	STAFFA, CARLA A	0.60
	EAGLE RIDGE	000000	Open Position	1.00
	METCALF	017243	STUCYNSKI, MARY E	1.00
	NICOLLET	011911	ELFERING, JEAN	0.40
SOC STU TCR				5.90
TARGETED SVC COORD	BALC - ELEM & J.H.	015375	BIRCH, NANCY A	1.20
TARGETED SVC COORD				1.20
WORK EXP TCR	ALTERNATIVE HIGH SCHOOL	017214	BATES, DANIEL W	0.80
WORK EXP TCR				0.80
Budget Unit 10010				34.85

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Mental Health Services

Package ID#: 10020

FY2015 Funding Level: General, LCTS grant

Budget Package Administrator(s): Director of Health Services

Budget Package Total: \$235,824

Budget Package Description:

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

For FY13-14, the contract in total allowed for fourteen full-time professionals at our sites, (this is an increase of 3 FTE from this school year) In this model, therapists are able to build a client load but will allow very little time to do non-therapy session collateral work such as staff support/consults or building support. As billable services increase, the actual cost to the district will decrease. This model does not meet the current demand but would provide at least some assistance district wide. The total cost to district takes into consideration the projected LCTS grant contribution of \$34,069 for FY14-15.

Purchased Services, Supplies, Capital, Other	235,824
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Budget Packet Justification:

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

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: K-12 Nursing/Health Services

Package ID#: 10030

FY2015 Funding Level: General

Budget Package Administrator(s): Director of Health Services

Budget Package Total: \$1,030,781

Budget Package Description:

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

Salaries, Wages & Benefits	1,007,280
Purchased Services, Supplies, Capital, Other	18,401
Travel/Conferences	5,100

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

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

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

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

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Justification:

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

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

State and Federal Laws Relevant to School Health Nursing

State legislation:

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

Federal legislation:

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

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

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

District #191 Policies Relevant to School Health Nursing

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

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 10030

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	BHS	010287	TANBERG, TERESA L	0.88
CLERICAL				0.88
DIR HEALTH SERVICES	ASC	015911	WILLSON, DAWN M	1.00
DIR HEALTH SERVICES				1.00
EA HEALTH	DISTRICT-WIDE	006831	SPENCE, LORETTA	0.35
		011895	WITTENKELLER, JANE E	0.88
		013681	HANSEN, SARAH J	0.52
EA HEALTH				1.75
NURSE	ALTERNATIVE HIGH SCHOOL	017764	COZAD, PATRICIA M	0.25
	BHS	009091	WALCHER, PAMELA J	0.35
	EAGLE RIDGE	015482	EILERTSON, JANE ANN	0.56
	EDWARD NEILL	015733	MCDERMOTT-BATY, JODY	0.03
	GIDEON POND	000000	Open Position	0.32
	HARRIET BISHOP	015983	BAGGOT, LYNN	0.70
	HIDDEN VALLEY	009363	BIEN, BERNADETTE L	0.63
	METCALF	011320	WALDRON, RACHELLE	0.47
	MW SAVAGE	017632	SHERER, CAROL MARIE	0.43
	NICOLLET	010972	WITTNEBEL, KATHY	0.84
	RAHN	016826	BARR, BARBARA M	0.37
	SIOUX TRAIL	015394	BEAULIEU, KOURTNEY A	0.23
	SKY OAKS	016142	BEENKEN, JULIE D	0.61
	VISTA VIEW	010553	WARDELL, BARBARA J	0.47
	WM. BYRNE	016435	RIDGLEY, ANGELA K	0.75
NURSE				7.00
NURSE - REGISTERED	DISTRICT-WIDE	012375	ROBISON, KIMBERLY A	0.70
NURSE - REGISTERED				0.70
Budget Unit 10030				11.33

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Co-Curricular Activities (Non-Athletic) **Package ID#:** 11010

FY2015 Funding Level: General

Budget Package Administrator(s): Athletic and Activity Director

Budget Package Total: \$342,884

Budget Package Description:

This budget package provides the funding to operate the Co-Curricular Activities as well as other instructional and operational expenses including stipends and hourly pay. These funds are supplemented through ticket sales, fund raising, donations, etc. and include salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	328,399
Purchased Services, Supplies, Capital, Other	14,485

The purpose of the Burnsville-Eagan-Savage co-curricular activities is to provide additional educational and leadership opportunities for students. Co-curricular activities enrich the social fabric of a student's life and help them succeed in the world around them. After school activities such as music, drama, speech, and debate support in-class learning by generating school pride, a sense of community and nurturing a feeling of belonging that makes students want to achieve. Research proves that students in co-curricular activities tend to have higher grade point averages and better attendance records; lower dropout rates; and fewer discipline problems than students who are not actively involved in school activities. Student interaction in co-curricular activities with young people of varying races, beliefs, and cultures teaches them: Respect for the dignity of everyone; the ability to communicate with understanding; problem solving skills through values such as fairness, justice, and sportsmanship.

- Interscholastic activity programs enrich each student's educational experience.
- Participation in education-based activity programs promotes student academic achievement.
- Student participation in interscholastic activity programs is a privilege.
- Interscholastic participation develops good citizenship and healthy lifestyles.
- Interscholastic activity programs foster involvement of a diverse population.
- Interscholastic activity programs promote positive school/community relations.
- Interscholastic competition rules promote fair play and minimize risks for student participants.
- Properly trained administrators/coaches/directors promote the educational mission of the interscholastic experience.
- Properly trained officials/judges enhance interscholastic competition.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Packet Justification:

Minnesota Statute (M.A.S. 123B.49) authorizes the board to take charge of and control all co-curricular school activities of the teachers and children held in the school building or school grounds or under the supervision or direction of the school board. The board must adopt rules and regulations for the conduct of co-curricular activities in which the schools of the district or any class or pupils may participate. Extracurricular activities means all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff members. If the board takes charge of and controls extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures for these activities shall be recorded in the same manner as other revenues and expenditures of the district.

Board Policy IGD: Co-Curricular, Extracurricular and Non-curricular Activities states it shall be the policy of the Board to provide all secondary students with the opportunity to participate in a varied program insofar as resources permit, including interscholastic or intramural athletics. The administration shall be responsible for all co-curricular activities held in the school building or on school grounds.

Co-curricular activities shall have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at times established by school authorities.
- Although not offered for credit, they are directed or supervised by instructional staff, hired by the District, in a learning environment similar to that found in courses offered for credit.
- They are funded all or in part by public monies for general instructional purposes under direction and control of the Board.

Extracurricular activities are those activities that include all direct and personal services for students for their enjoyment that are managed and generally operated under the guidance of an adult or staff member.

Non-curricular activities student activities shall be defined as those activities that are neither curricular, co-curricular, nor extracurricular in nature but are protected by the federal law known as the "Equal Access Act".

A dynamic high school co-curricular program is vital to the positive social, physical and educational development of students. The Athletic & Activity administrator is responsible for ensuring that the athletic * activity program functions as an integral part of the total curriculum. Athletics & Activities offer opportunities to serve the school; develop fellowship and goodwill; promote self-realization with physical, mental and emotional growth; and encourage the qualities of good citizenship.

Participation in athletics and activities is high, and with it comes the need to ensure that these programs support the academic mission of Burnsville-Eagan-Savage School District. The programs are not a diversion, but rather an extension of the regular classroom. One of the greatest challenges facing a secondary school administrator is the planning, development, organization, coordination and supervision of activity programs. The athletic and activity administrator position requires a wide range of abilities to properly accomplish these tasks.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 11010

Description	Location Description	Employee Number	Employee Name	Period FTE
THEATER MANAGER	BHS	010591	DAY, RANDELL	1.00
THEATER MANAGER				1.00
Budget Unit 11010				1.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Interscholastic Athletics

Package ID#: 11020; 11021

FY2015 Funding Level: General, Local

Budget Package Administrator(s): Athletic and Activity Director

Budget Package Total: \$1,201,131

Budget Package Description:

This budget package provides the funding to provide junior high and high school athletics including salaries and benefits as well as other instructional and operational expenses including stipends and hourly pay. These funds are supplemented through ticket sales, fund raising, donations, etc., and includes salaries and benefits:

Salaries, Wages & Benefits	958,118
Purchased Services, Supplies, Capital, Other	148,013
Rentals and Leases	95,000

The purpose of the Burnsville-Eagan-Savage co-curricular athletic activities is to provide additional educational and leadership opportunities for students. Athletics enrich the social fabric of a student's life and help them succeed in the world around them. Research proves that students in co-curricular activities tend to have higher grade point averages and better attendance records; lower dropout rates; and fewer discipline problems than students who are not actively involved in school activities. Student interaction in co-curricular activities with young people of varying races, beliefs, and cultures teaches them: Respect for the dignity of everyone; the ability to communicate with understanding; problem solving skills through values such as fairness, justice, and sportsmanship.

- Interscholastic activity programs enrich each student's educational experience.
- Participation in education-based activity programs promotes student academic achievement.
- Student participation in interscholastic activity programs is a privilege.
- Interscholastic participation develops good citizenship and healthy lifestyles.
- Interscholastic activity programs foster involvement of a diverse population.
- Interscholastic activity programs promote positive school/community relations.
- Interscholastic competition rules promote fair play and minimize risks for student participants.
- Properly trained administrators/coaches/directors promote the educational mission of the interscholastic experience.
- Properly trained officials/judges enhance interscholastic competition.
- Special Education Adaptive Athletics programming is included.
- Only Football and Soccer of the 9th grade program are included as they participate in the High School Schedule.
- Junior high sports are being offered for the 2014-15 school year for boys and girls soccer, boys and girls tennis, boys wrestling, girls dance team, and boys and girls track and field.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Packet Justification:

Minnesota Statute (M.A.S. 123B.49) authorizes the board to take charge of and control all co-curricular school activities of the teachers and children held in the school building or school grounds or under the supervision or direction of the school board. The board must adopt rules and regulations for the conduct of co-curricular activities in which the schools of the district or any class or pupils may participate. Extracurricular activities means all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff members. If the board takes charge of and controls extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures for these activities shall be recorded in the same manner as other revenues and expenditures of the district.

Board Policy IGD: Co-Curricular, Extracurricular and Non-curricular Activities states t shall be the policy of the Board to provide all secondary students with the opportunity to participate in a varied program insofar as resources permit, including interscholastic or intramural athletics. The administration shall be responsible for all co-curricular activities held in the school building or on school grounds.

Co-curricular activities, including interscholastic activities shall have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at times established by school authorities.
- Although not offered for credit, they are directed or supervised by instructional staff, hired by the District, in a learning environment similar to that found in courses offered for credit.
- They are funded all or in part by public monies for general instructional purposes under direction and control of the Board.

A dynamic high school co-curricular program is vital to the positive social, physical and educational development of students. The Athletic & Activity administrator is responsible for ensuring that the athletic * activity program functions as an integral part of the total curriculum. Athletics & Activities offer opportunities to serve the school; develop fellowship and goodwill; promote self-realization with physical, mental and emotional growth; and encourage the qualities of good citizenship.

Participation in athletics and activities is high, and with it comes the need to ensure that these programs support the academic mission of Burnsville-Eagan-Savage School District. The programs are not a diversion, but rather an extension of the regular classroom. One of the greatest challenges facing a secondary school administrator is the planning, development, organization, coordination and supervision of activity programs. The athletic and activity administrator position requires a wide range of abilities to properly accomplish these tasks.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 11020

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR ACTIVITIES	BHS	011828	MARSHALL, JEFFREY	1.00
DIR ACTIVITIES				1.00
EA MGMT 3	BHS	014832	HOLLINGSWORTH, ACCOLON E	0.38
EA MGMT 3				0.38
Budget Unit 11020				1.38

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Title I, Part A, Regular- Improving Basic Programs **Package ID#:** 12010

FY2015 Funding Level: Federal

Budget Package Administrator(s): Director of Curriculum

Budget Package Total: \$1,146,577

Budget Package Description:

This program provides funding to help ensure all children meet challenging state academic standards including the salaries and benefits as well as other instructional, Supplemental Education Services and staff development expenses.

Salaries, Wages & Benefits	1,106,006
Purchased Services, Supplies, Capital, Other	40,571

Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965, as amended, Title 1, Part A; 20 U.S.C. 6301-6339, 6571-6578. Reauthorized in 1994 Title I requires states to adopt or develop challenging curriculum content and performance standards, align assessments with state content standards, and implement an accountability system to measure school and district progress in improving student achievement. In 2001, Congress passed new legislation to again reauthorize the Elementary and Secondary Education Act. The 2001 legislation augments the 1994 assessment and accountability requirements by requiring states to increase testing requirements that must be implemented through 2008 and establish progressively severe consequences for schools that fail to improve test scores. Under the 2001 legislation, among other things, states must

- develop content standards in science by the 2005-2006 school year that are applicable to all students and align content and performance standards in science and administer the science assessments by the 2007-2008 school year in grade spans 3 through 5, 6 through 9, and 10 through 12
- administer reading and math tests annually to all students in grades 3 through 8, including at least 95 percent of students in specific population subgroups who meet separate annual performance targets, beginning in the 2005-2006 school year (states need not administer these tests if Congress fails to appropriate specified funding in any one year)
- require some students in grades 4 and 8 to take the National Assessment for Educational Performance (NAEP) at federal expense
- annually assess limited English proficiency students by the 2002-2003 school year and test in English those students who have attended school in the United States for three consecutive years unless an alternative local assessment is more reliable

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

- make available annual information on student performance and teacher qualifications by the 2002-2003 school year
- show gains in academic achievement for all students and for specific population groups and measure the gains against the state's definition of adequate yearly progress, which must expect all students to perform at a proficient level within 12 years
- define by year the actions a school district must take to improve failing schools, including allowing students to attend other public schools, using Title I funds for supplemental services from public or private providers, undertaking corrective actions such as replacing school staff or implementing a new curriculum, and restructuring the school as a charter school.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

254

Budget Unit: 12010

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	ASC	015940	ZELLMER, JULIE A	0.50
	DIAMONDHEAD	007888	SHERIN, JUDITH L	0.33
CLERICAL				0.83
EA INSTRUCTIONAL	DISTRICT-WIDE	017991	ALI, MARYAN H	0.81
		017992	GUTIERREZ BELTRAN, MARIA L	0.81
		017995	ABTOW, ANAB A	0.81
EA INSTRUCTIONAL				2.44
TITLE 1	HIDDEN VALLEY	017431	QUINTANA, MARIANA	0.47
TITLE 1				0.47
TITLE 1 TCR	EDWARD NEILL	016286	MARQUARDT, LISA N	0.50
		017951	JUNTUNEN, MEGHAN	1.00
	GIDEON POND	016097	ZUCOLLO, SUSAN R	0.50
	HIDDEN VALLEY	007923	GRISWOLD, CHERYL A	0.80
		017787	CHISAKA, BRIDGET N	0.50
	MW SAVAGE	013691	JARZYNA-INGLES, ANNE W	0.50
		017398	SCHMIDT, JENNIFER A	0.40
		018289	HARVES, NICOLE R	0.60
	SIOUX TRAIL	000000	Open Position	0.20
		010142	HOLCOMBE, SARA J	0.15
		018211	HENDRICKSON, CAROLINE	1.00
	SKY OAKS	000000	Open Position	1.00
		011543	RUHLAND, MARIA	0.25
		017268	SINGLETON, SARAH K	1.00
	ST JOHNS	018132	LUNDBERG, PHILLIP D	0.25
VISTA VIEW	016616	TAPPER, COURTNEY	1.00	
TITLE 1 TCR				9.65
TLT COORDINATOR	DISTRICT-WIDE	000000	Open Position	0.50
		018296	VAN OSDEL, BETHANY A	0.33
TLT COORDINATOR				0.83
TLT COORDNATOR	DISTRICT-WIDE	000000	Open Position	0.50
TLT COORDNATOR				0.50
Budget Unit 12010				14.72

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Package ID#: 12020

Budget Package Title: Title II, Part A, Regular- Teacher/Principal Training and Recruiting

FY2015 Funding Level: Federal

Budget Package Administrator(s): Director of Instruction

Budget Package Total: \$251,587

Budget Package Description:

Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement.

Salaries, Wages & Benefits	222,636
Purchased Services, Supplies, Capital, Other	25,200
Travel/Conferences	3,751

Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S.C. 6601–6641, Section 201, which reads as follows:

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 12020

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	007888	SHERIN, JUDITH L	0.33
CLERICAL				0.33
TLT COORDINATOR	ASC	014534	BABIASH, JENNIFER M	0.54
	DISTRICT-WIDE	018296	VAN OSDEL, BETHANY A	0.33
TLT COORDINATOR				0.88
Budget Unit 12020				1.21

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Title III Regular- Limited English Proficient Students **Package ID#:** 12030

FY2015 Funding Level: Federal

Budget Package Administrator(s): Director of Equity and Integrated Services

Budget Package Total: \$176,862

Budget Package Description:

The purpose of this funding is to support ESL personnel, their professional development, and for interpretation needs of our LEP families.

Salaries, Wages & Benefits	111,892
Purchased Services, Supplies, Capital, Other	49,970
Travel/Conferences	15,000

Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965 (ESEA). Amended in 1998 as Section 301, P.L. 105-244, and again under the No Child Left Behind legislation of 2001. In general with the enactment of NCLB, States for the first time were required to establish English Language Proficiency (ELP) standards for LEP students. Under the ESEA, States also must assess, on an annual basis, the progress of LEP students served by language instruction educational programs funded under Title III. States must also set targets for three separate Annual Measurable Achievement Objectives (AMAOs) and measure improvements in the development and attainment of English proficiency by LEP students served by Title III.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 12030

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	007888	SHERIN, JUDITH L	0.33
CLERICAL				0.33
TITLE 3 TCR	BHS	016983	BROVIAK, ERIN K	0.40
TITLE 3 TCR				0.40
TLT COORDINATOR	DISTRICT-WIDE	018296	VAN OSDEL, BETHANY A	0.33
TLT COORDINATOR				0.33
Budget Unit 12030				1.07

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Carl D. Perkins Grant

Package ID#: 12050

FY2015 Funding Level: Federal

Budget Package Administrator(s): Assistant Superintendent or designee

Budget Package Total: \$68,000

Budget Package Description:

Funding pays for professional development and supplies to individuals who teach Family and Consumer Science, Business, and Technology Education at Burnsville Senior High School. Currently no FTEs are reflected in this unit.

Purchased Services, Supplies, Capital, Other	68,000
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Budget Packet Justification:

Enacted as the Carl D. Perkins Vocational and Technical Education Act of 1998 (Pub. L. 105-332, enacted October 31, 1998).

The law focuses the Federal investment in vocational and technical education on high-quality programs that integrate academic and vocational education; promote student attainment of challenging academic and vocational and technical standards; provide students with strong experience in, and understanding of all aspects of an industry; address the needs of individuals who are members of special populations; involve parents and employers; and provide strong linkages between secondary and postsecondary education.

Perkins III eliminates a number of prescriptive administrative requirements and restrictions on the use of funds in order to give States, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students.

To promote continuous program improvement, as well as to ensure optimal return on the Federal investment, Perkins III creates a State performance accountability system. Under this system, the Secretary and each State reach agreement on annual levels of performance for a number of "core indicators" specified in the law:

- Student attainment of challenging State-established academic, and vocational and technical, skill proficiencies.
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
- Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
- Student participation in, and completion of, vocational and technical education programs that lead to nontraditional training and employment.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Q-Comp/Pro-Pay

Package ID#: 13010

FY2015 Funding Level: Categorical

Budget Package Administrator(s): Director of Instruction

Budget Package Total: \$2,860,853

Budget Package Description:

This budget package describes the expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries, benefits, stipends, performance incentives and other operating expenses.

Salaries, Wages & Benefits	2,860,853
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The Q-comp program aligns with goals set forth by the Minnesota Department of Education based on teacher performance as it relates to student achievement. The Director of Instruction oversees the Q-Comp program and coordinates with the BEA and clerical staff to accomplish the goals set forth by ISD 191 and the Minnesota Department of Education. Q-Comp is an incentive based program structure in which schools and licensed educators set goals for student achievement and develop specific action steps to implement and monitor goal attainment.

Budget Packet Justification:

The Q-comp was program put into place by Governor Pawlenty and is now part of state law (122A.414 Alternative teacher Pay) and it is also a key piece of compensation within the Burnsville Education Association Collective Bargaining Agreement. Both Minnesota state law and the BEA Collective Bargaining Agreement specify the structure of Q-Comp programming and the financial structures within the district.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 13010

Description	Location Description	Employee Number	Employee Name	Period FTE
INSTRUCTIONAL COACH	DISTRICT-WIDE	006326	NEPSUND, CYNTHIA J	1.00
		007569	O'REILLY, GINA	1.00
		008189	BRAUN, JEAN C	1.00
		008729	SCHWARTZHOFF, HELEN	1.00
		008937	SAMPERS, CYNTHIA	1.00
		009277	ZEIGLER, SARAH	1.00
		009749	BLAIR, MICHAEL E.	1.00
		009750	CORONIS, ANTHONY L	0.50
		010299	WEIGHTMAN, ELIZABETH C	1.00
		013470	SMALLEY, AMY C	1.00
INSTRUCTIONAL COACH				9.50
QCOMP COORDINATOR	DISTRICT-WIDE	009750	CORONIS, ANTHONY L	0.50
QCOMP COORDINATOR				0.50
Budget Unit 13010				10.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Integration and Achievement

Package ID#: 13020

FY2015 Funding Level: Categorical

Budget Package Administrator(s): Director of Equity and Integrated Services

Budget Package Total: \$1,786,369

Budget Package Description:

This budget package provides for expenditures related to the integration and equity program including salaries and benefits, professional development and other operating expenses.

Salaries, Wages & Benefits	1,416,594
Purchased Services, Supplies, Capital, Other	222,588
Substitutes	46,950
Travel/Conferences	100,237

The integration and achievement program is designed to enhance the cultural competency of all ISD 191 staff and support the differentiated needs of families in our communities. Legislation passed in May of 2013 requires a three year application setting goals. These goals must be met for continued funding. If these goals are not met, the District must work with MDE to establish a correction plan.

Budget Packet Justification:

Minnesota State Law (124D.86 Integration Revenue) outlines the parameters for the Integration program.

The majority of funding for the Integration and Equity programs is provided through the State of Minnesota.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

263

Budget Unit: 13020

Description	Location Description	Employee Number	Employee Name	Period FTE
ASSESSMENT COACH	EDWARD NEILL	018055	NIFFENEGGER, KAMALA N	0.30
	GIDEON POND	018185	BURKE, MAUREEN	0.30
	HARRIET BISHOP	012377	ANDERSON, MELISSA	0.30
	HIDDEN VALLEY	009358	KRAFT, STEPHEN	0.30
	MW SAVAGE	011355	DUETHMAN, ELIZABETH A	0.30
	RAHN	014619	SLATTERY, CARA	0.30
	SIOUX TRAIL	014226	STALOCK, SHARRON C	0.30
	SKY OAKS	018030	DAVIDSON, JESSICA J	0.30
	VISTA VIEW	016619	BORDONARO, JENNIFER ELIZABETH	0.30
	WM. BYRNE	016401	WALGENBACH, RACHEL C	0.30
ASSESSMENT COACH				3.00
AVID COORDINATOR	ALTERNATIVE HIGH SCHOOL	014533	SLONEKER, ANGELA	0.20
	BHS	016983	BROVIAK, ERIN K	0.20
	EAGLE RIDGE	012432	KLUBBERUD, MICHAEL	0.22
	NICOLLET	014874	STILES, JENNIFER E	0.20
AVID COORDINATOR				0.82
AVID TCR	ALTERNATIVE HIGH SCHOOL	014533	SLONEKER, ANGELA	0.20
		017214	BATES, DANIEL W	0.20
	BHS	012647	WALLER MCDEVITT, JENNIFER	0.20
		013396	HUTCHINSON, JENNIFER L	0.20
		015580	MOFFITT, LESLIE ALLAN	0.20
		016602	GOMER, JENNA M	0.40
		016983	BROVIAK, ERIN K	0.20
	NICOLLET	010313	OLSON, AMY	0.40
		012894	SORENSEN, BRAD	0.20
		014874	STILES, JENNIFER E	0.40
		014966	CHRISTY SIGSTAD, DANIELLE H	0.20
AVID TCR				2.80
CULTURAL LIAISON	BHS	016970	RAMOS, VERONICA	1.00
		018233	OMAR, ABDULAH I	1.00
	EAGLE RIDGE	016451	LOPEZ, MARIA T	0.50
	METCALF	000000	Open Position	0.50
	NICOLLET	016451	LOPEZ, MARIA T	0.50
	SKY OAKS	015209	GRANT, HEIDI A	1.00
		018158	ABDULLAHI, SAHRO	1.00
CULTURAL LIAISON				5.50
DIR EQUITY/INTEGRATED SVCS	ASC	018287	STANLEY, STACIE L	1.00
DIR EQUITY/INTEGRATED SVCS				1.00
INTEGRATION - NEW	SKY OAKS	016885	CUNNIEN, LAURIE A	0.30
INTEGRATION - NEW				0.30

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
TLT COORDINATOR	ASC	014534	BABIASH, JENNIFER M	0.46
TLT COORDINATOR				0.46
Budget Unit 13020				13.88

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Compensatory Education
(Excludes ESL, see 07060)

Package ID#: 13030

FY2015 Funding Level: Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$6,005,905

Budget Package Description:

This budget package provides funding to operate the District's compensatory programs and initiatives including salaries and benefits. These funds are intended to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards:

Salaries, Wages & Benefits	5,472,002
Purchased Services, Supplies, Capital, Other	533,903

Compensatory revenues are considered part of the state's Basic Skills revenue. School sites where students are eligible for free and reduced priced lunches receive additional compensatory revenue based on the number of eligible students at the school site. Compensatory revenues increases as the percentage of free and reduced price students at a school site increases. A portion of the compensatory revenue is used to fund social workers in each of the elementary buildings.

Budget Packet Justification:

Minnesota Statute 126C.15 states that Basic skills revenue must be used to meet the educational needs of pupils who enroll under-prepared to learn and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age. Services may include direct instructional, remedial instruction, additional teachers and teacher aides to provide individualized instruction, a longer school day or week during the regular school year or through a summer program, comprehensive and ongoing staff development and instructional materials and technology appropriate for meeting the individual needs of these learners.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 13030

Description	Location Description	Employee Number	Employee Name	Period FTE	
CULTURAL LIAISON	ECSE CENTER	017832	HASSAN, RAHMA	0.50	
CULTURAL LIAISON				0.50	
EA MGMT 3	ALTERNATIVE HIGH SCHOOL	017874	JARYAN, ALFRED	1.00	
EA MGMT 3				1.00	
EA SUPPORT	GIDEON POND	015261	SILLGA, GALANIE	0.50	
EA SUPPORT				0.50	
INTERVENTIONIST	BHS	007838	MOULSOFF, NORINE L	1.00	
		012647	WALLER MCDEVITT, JENNIFER	0.20	
		013385	SPERAL, JAMES S	0.40	
		013419	WEBBER, GLORIA M	0.20	
		014105	VANOEKEL, JENNIFER	0.40	
		016011	NELSON, JEFFREY P	0.20	
		016669	PETTINELLI, STEPHEN M	0.20	
		016884	BURNHAM, CHARLES F	0.40	
		016983	BROVIK, ERIN K	0.20	
		018075	SCHLAGER, DEREK A	0.60	
		018221	BURK, BENJAMIN	0.60	
		EAGLE RIDGE	015399	WILKINSON, PERRY J	0.20
			016920	DETLING, AMY LYN	1.00
			017221	DURAND, ERIK M	0.20
			018311	HAGEN, ALISON M	0.20
		EDWARD NEILL	010637	KUGLER, JULIE	1.00
			015626	PETRELLA, SARA M	0.50
			018055	NIFFENEGGER, KAMALA N	0.50
		GIDEON POND	010293	JOOSTEN, NANCY	1.00
			013149	MIRS, LAUREL	0.50
			015074	CHAMERLIK, KAREN	0.50
		HARRIET BISHOP	000000	Open Position	0.40
			007763	RISTEAU, JOSEPH S	0.30
			009752	CAMPEN, KIMBERLY A.	0.50
			016428	JORDAN, ALLISON A	0.30
		HIDDEN VALLEY	000000	Open Position	1.00
			002063	MILLER, DIANE	1.00
			007923	GRISWOLD, CHERYL A	0.20
			009358	KRAFT, STEPHEN	0.50
			012319	CIN, STEPHANIE P	1.00
			012875	MATHEWS, STEPHANIE A	0.50
		METCALF	014527	BENSON, ROSS S	0.60
			017240	SCHNOBRICH, ANGELA M	1.00
		MW SAVAGE	008959	WURDEMAN, DEBRA SUE	1.00
			011355	DUETHMAN, ELIZABETH A	0.50
			013691	JARZYNA-INGLES, ANNE W	0.50

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
INTERVENTIONIST	NICOLLET	014118	KOMAR, KAREN K	0.50
		018049	WOODS, REGINALD R	0.84
	RAHN	011306	PETERSON, KERI	1.00
		016667	KEULER, LORI J	0.50
	SIOUX TRAIL	010142	HOLCOMBE, SARA J	0.65
		014226	STALOCK, SHARRON C	0.50
		014318	HORWART, LESLIE	1.00
	SKY OAKS	000000	Open Position	0.50
		011362	TEIEN, JOAN K	0.50
		011543	RUHLAND, MARIA	0.75
		013288	LUTZ, AMANDA J	1.00
		016012	NEMETZ, J SCOTT	1.00
		016539	MAY, GREGORY A	0.80
		016885	CUNNIEN, LAURIE A	0.10
		017408	PRUGH PLOEHN, KATHRYN A	0.50
		017775	SASSAMAN, TYLER	1.00
		018030	DAVIDSON, JESSICA J	0.50
	VISTA VIEW	016605	CRAWFORD, CINDY Y	0.50
		016608	DITMARSEN, SANDRA L	1.00
		016619	BORDONARO, JENNIFER ELIZABETH	0.50
WM. BYRNE	013378	HAPPE, NICOLE	0.50	
	016313	HANSON, DEBRA A	0.50	
	016401	WALGENBACH, RACHEL C	0.50	
INTERVENTIONIST				34.44
MATH SPECIALIST	EDWARD NEILL	014652	HERKENHOFF, PATRICIA ANN	0.32
		017774	BIELKE, KELLY M	0.32
	HIDDEN VALLEY	009786	COLLINS, LEANNE	0.16
		013422	KRZEWKI, CATHERINE D	0.16
		016648	LARSON, KIRSTIN M	0.16
	SKY OAKS	008687	RISTEAU, JILL A	0.32
		013416	GRIFFIN, MICHELE C	0.32
		014633	LEIGHTON, ELIZABETH M	0.32
VISTA VIEW	016431	WARD, KARI M	0.32	
	017790	KNUTSON, HEATHER J	0.32	
MATH SPECIALIST				2.72
MATH TCR	BHS	013364	CHRISTIAN, DAVID	0.60
		016011	NELSON, JEFFREY P	0.40
MATH TCR				1.00
PBIS COORDINATOR	DISTRICT-WIDE	016087	ROBB, EMILY C	0.20
PBIS COORDINATOR				0.20
READING SPECIALIST	EDWARD NEILL	009295	WAGNER-SMITH, SHERRY	0.32
	HIDDEN VALLEY	009786	COLLINS, LEANNE	0.16
		013422	KRZEWKI, CATHERINE D	0.16

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Description	Location Description	Employee Number	Employee Name	Period FTE
READING SPECIALIST	HIDDEN VALLEY	016648	LARSON, KIRSTIN M	0.16
	VISTA VIEW	012554	DENNIS, TERESA L	0.32
READING SPECIALIST				1.12
SOCIAL WORKER	CLUSTER - ECSE	014751	KELLER, KATIE	0.50
	DISTRICT-WIDE	000000	Open Position	2.00
		018297	KOCH, REBECCA M	1.00
		018306	REICHERT, KRISTEN K	1.00
		018320	CHESLA, PATRICK J	1.00
SOCIAL WORKER				5.50
Budget Unit 13030				46.98

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Technology

Package ID#: 14010

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Information and Technology

Budget Package Total: \$2,991,617

Budget Package Description:

This budget package provides the funding to utilize technology in the delivery of curriculum and as a teaching and learning tool. Additionally this budget package provides the funding to manage and support the district's administrative and operational technologies. Operational resources, equipment and supplies including the District's intranet and telephone system are included in the following salaries and benefits for technology and support staff, instructional resources, equipment and supplies:

Salaries, Wages & Benefits	1,123,641
Purchased Services, Supplies, Capital, Other	1,564,169
Travel/Conferences	35,496
Rentals and Leases	24,346
Capital Lease - Interest	6,659
Capital Lease - Principal	237,306

This budget package achieves *two main operational goals*:

1. It provides funding for schools to **utilize technology to help instruct, enhance, and motivate students to achieve at high levels**. Some examples of this type of technology optimized in schools include, but not limited to:
 - Student desktop and laptop computers
 - Teacher computers
 - Internet and research tools
 - Projectors and Smart Boards
 - Communication tools for parents (websites, on-line grading/attendance portals, etc.)
 - Student assessment and data gathering tools
 - Staff training and technology (TIES conference, webinars, etc.)
2. The budget package provides **funding for staffing** that helps assist the school in efficiently and effectively implementing instructional technologies.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

This budget package achieves *the following administrative functions*:

- Planning, implementing, maintaining, and improving the enterprise information systems and infrastructure to support distributed and centralized administrative/business functions and educational practices.
- Reporting data required by the Minnesota Department of Education.
- Maintaining district census data and processing open enrollments and school variances. Coordinating kindergarten and elementary school registration.
- Managing phone/voicemail systems, providing helpdesk services, managing user accounts.
- Providing primary support for the document management system.
- Maintaining district web sites, including integration of approved content to the site. Analyzing, installing, and supporting the district's computer systems and the local and wide area networks including servers, routers, switches, firewalls, data and voice communication lines.
- Providing repairs for district electronic equipment.
- Scanning and filing all district educational records.

Budget Packet Justification:

It is nearly impossible to deny the ongoing importance of utilizing technology as a vital part of our classrooms and schools. Educational leaders at a federal, state, and local level have all acknowledged the vital role technology has on our world and therefore needs to have in our educational systems. Information and the mandate for navigating through that information by using technological support systems, continues to grow at an intense rate, and it is the responsibility of the schools to prepare kids for that.

To meet current federal and state data reporting requirements, a comprehensive information management system and infrastructure is required. Instructional and assessment programs increasingly require students and faculty to have access to on-line resources and necessitates maintaining a robust information network.

Minnesota school districts are required to submit a technology plan to MDE for approval in order to be eligible for the federal E-rate telecommunications program, the state Telecommunications/Internet Access Equity Aid program, and the Enhancing Education Through Technology Grants program.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

271

Budget Unit: 14010

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR TECHNOLOGY	ASC	011756	ERICKSON, CONSTANCE	1.00
DIR TECHNOLOGY				1.00
EA TECH	DISTRICT-WIDE	008461	CARLSON, COLETTE	0.75
		010408	TAMASI, PHYLLIS	0.75
		010890	RETHLAKE-HOMOLKA, PAM	0.75
		011018	BARRETT, MARY LU	0.75
		011462	VAURIO, SONYA	0.38
		016345	WALCZAK, CHERYL M	1.00
		017002	KOPP, ELIZABETH A	0.75
		017435	LUND, ELLIOTT J	0.75
EA TECH				5.88
NETWORK SYS COORD	ASC	017725	ROMANSKY, ROBERT J	1.00
NETWORK SYS COORD				1.00
TECH LEVEL I	BHS	000000	Open Position	1.00
TECH LEVEL I				1.00
TECH SPEC 1	ASC	018040	DOLNEY, ALEXANDER N	1.00
TECH SPEC 1				1.00
TECH SPEC 2	ASC	016683	HREHA, JUSTIN T	1.00
		017127	WRUCKE, PATRICIA A	1.00
		017811	REED, GUY	1.00
TECH SPEC 2				3.00
TECH SPEC 3	ASC	012287	LUND, TIMOTHY J	1.00
TECH SPEC 3				1.00
TECH SPEC 4	ASC	005573	WEILER, ROBERT M	1.00
TECH SPEC 4				1.00
TECH SUPP	DIAMONDHEAD	009777	HENRY, JOEL E	1.00
TECH SUPP				1.00
Budget Unit 14010				15.88

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Instructional Development

Package ID# 15010

FY2015 Funding Level: General Categorical

Budget Package Administrator: Assistant Superintendent

Budget Package Total: \$651,714

Budget Package Description:

This budget package provides the funding for district professional development (PD) to support the acquisition of district goals. Also includes operational resources, purchased services, equipment, supplies and building level PD allocations. These funds are used for salaries, benefits, purchased services, and other operating expenses:

Salaries, Wages & Benefits	170,179
Purchased Services, Supplies, Capital, Other	468,173
Travel/Conferences	4,080
Rentals and Leases	9,282

Professional development is defined in board policy to enhance employee effectiveness and contribute to professional growth. Professional development for teachers and building and district leadership is designed to support the effective delivery of the adopted curriculum, provide opportunities for staff to reflect critically on their practice, deepen their understanding of the processes of teaching and learning and the students they serve, and achieve challenging student outcomes. The budget includes building level professional development allocations.

Budget Package Justification:

M.S. 122A.60 specifies that staff development activities must:

1. focus on the school classroom and research-based strategies that improve student learning;
2. provide opportunities for teachers to practice and improve their instructional skills over time;
3. provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
4. enhance teacher content knowledge and instructional skills;
5. align with state and local academic standards;
6. provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
7. align with the plan of the district or site for an alternative teacher professional pay system. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models. and
8. provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

273

Budget Unit: 15010

Description	Location Description	Employee Number	Employee Name	Period FTE
COORD INSTRUCTION/TECHNOLOGY	ASC	016735	GORTON, RACHEL	1.00
COORD INSTRUCTION/TECHNOLOGY				1.00
DIR INSTRUCTION	ASC	018215	WATKINS, DAVID	1.00
DIR INSTRUCTION				1.00
Budget Unit 15010				2.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Curriculum Development

Package ID# 15020

FY2015 Funding Level: General, Categorical

Budget Package Administrator: Director of Curriculum

Budget Package Total: \$341,837

Budget Package Description:

This budget package provides the funding for the ongoing development of a comprehensive written curriculum. These funds are used for salaries, benefits, purchased services, and other operating expenses. Also includes operational resources, purchased services, equipment and supplies:

Salaries, Wages & Benefits	229,423
Purchased Services, Supplies, Capital, Other	89,566
Travel/Conferences	22,848

The design and implementation of the curriculum will be consistent with the District 191 Board of Education’s adopted mission and goals, state laws and Department of Education rules. The curriculum should be constantly reviewed to ensure that student learning is challenging and will prepare all students to function effectively in the 21st century. M.S. 120B.10 finds that a process is needed to enable school boards and communities to decide matters related to planning, providing, and improving education instruction and curriculum in the context of MN’s high school graduation standards.

Budget Package Justification:

M.S.120B.11 mandates all school districts to have in place an adopted written policy that includes the following:

- District goals for instruction including the use of best practices, district and school curriculum, and achievement for all student subgroups;
- A process for evaluating each student’s progress toward meeting academic standards and identifying the strengths and weaknesses of instruction and curriculum affecting students’ progress;
- A system for periodically reviewing and evaluating all instruction and curriculum;
- A plan for improving instruction, curriculum, and student achievement; and
- An education effectiveness plan aligned with section 122A.625 that integrates instruction, curriculum, and technology.

District 191 Board Policy IF and IF-R charges the superintendent with the responsibility of developing a continual process of curriculum development and review for the school district. District 191’s Board of Education deems it essential that the school district continually develops and modifies the written curriculum to provide a common direction of action for all instruction and programmatic efforts.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

275

Budget Unit: 15020

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	ASC	014360	CECKA, NANETTE	0.50
CLERICAL				0.50
DIR CURRICULUM	DIAMONDHEAD	017175	FUNSTON, KATHY L	1.00
DIR CURRICULUM				1.00
Budget Unit 15020				1.50

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Curriculum Adoption

Package ID# 15030

FY2015 Funding Level: General, Categorical

Budget Package Administrator: Director of Curriculum

Budget Package Total: \$600,000

Budget Package Description:

This budget package provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions including:

Purchased Services, Supplies, Capital, Other	600,000
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Budget Package Justification:

As indicated in Board Policy IIAA and IIAA-R, administration, in cooperation with community members, parents, and staff, is responsible for identifying textbooks and other learning materials which will be used for instruction. The instructional materials selection process includes provisions to consider the desired student outcomes of the written, taught and tested curriculum.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Assessment Program

Package ID# 15040

FY2015 Funding Level: General Categorical

Budget Package Administrator: Director of Assessment

Budget Package Total: \$370,912

Budget Package Description:

This budget package provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards. Also includes software fees, purchased services, equipment, supplies and other operating expenses including:

Salaries, Wages & Benefits	208,033
Purchased Services, Supplies, Capital, Other	159,819
Travel/Conferences	3,060

Budget Package Justification:

M.S.120B.10 requires school districts to evaluate the impact of instruction and curriculum on students' abilities to meet graduation standards, use evaluation results to improve instruction and curriculum, and determine services that districts and other public education entities can provide collaboratively with institutions including families and private or public organizations and agencies. The legislature anticipates that a highly focused public education strategy will be an integral part of each district's review and improvement of instruction and curriculum.

District 191 Board of Education Policy IF and IF-R charges the superintendent with the responsibility for establishing procedures for determining the effectiveness of instructional programming at the district, school and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of specific learning objectives and the extent to which instructors are providing appropriate and effective instruction for students. The assessed curriculum shall include the following components:

- A comprehensive assessment plan;
- State-level assessments as required;
- An assessment approach developed for all grade levels and courses;
- A criterion-reference information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation;
- Use of assessment data to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 15040

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	ASC	014360	CECKA, NANETTE	0.50
	DIAMONDHEAD	018293	SANDELL, HEIDI	0.50
CLERICAL				1.00
DIR ASSESSMENT	ASC	009249	DARSOW, DELONNA J	1.00
DIR ASSESSMENT				1.00
Budget Unit 15040				2.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Board of Education

Package ID#: 16010

FY2015 Funding Level: General Categorical

Budget Package Administrator(s): Superintendent

Budget Package Total: \$151,240

Budget Package Description:

The school board is the governing body of the school district. This budget package provides funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.

Salaries, Wages & Benefits	2,414
Purchased Services, Supplies, Capital, Other	143,685
Travel/Conferences	4,590
Rentals and Leases	551

Budget Packet Justification:

Members of the Board of Directors are elected by the community to serve four-year terms. The board acts as a corporate body and derives its authority to operate from Minnesota statutes (M.S. 123B.06). The Board of Education authority includes implied powers in addition to specific powers granted by the Minnesota legislature which include:

- Selecting a superintendent and delegating to that officer the authority and responsibility for carrying out the policies and regulations necessary operate the schools.
- Supervising management of the school district.
- Authorizing textbooks and courses of study.
- Making and authorizing contracts.
- The general charge of the business of the school district, its facilities and property.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

280

Budget Unit: 16010

Description	Location Description	Employee Number	Employee Name	Period FTE
SCHOOL BOARD	DISTRICT-WIDE	006811	CURRIER, DEEDEE C	0.00
		013108	HILL, RONALD I	0.00
		014317	SWEEP, SANDRA M	0.00
		014416	LUTH, DANIEL W	0.00
		017471	SCHMID, JAMES D	0.00
		017593	VANDENBOOM, ROBERT J	0.00
		018011	ALT, ABIGAIL	0.00
SCHOOL BOARD				0.00
Budget Unit 16010				0.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Superintendent

Package ID#: 16020

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Superintendent

Budget Package Total: \$438,811

Budget Package Description:

This budget package provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals including salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	330,071
Purchased Services, Supplies, Capital, Other	77,560
Travel/Conferences	31,180

The superintendent is the chief executive officer of the board whose powers and duties are prescribed by the rules adopted by the board or by statute. In the capacity of the board's main consultant and advisor the primary duties of the superintendent are as follows:

- Carry out policies, rules, regulations established by the board
- Keep the board informed about school programs and the school system
- Oversee the educational program (curriculum, instruction, co-curricula, materials, etc)
- Oversee support services program (plant services, transportation, foodservice, etc)
- Recommend on all personnel matters (hiring, assigning, evaluating, developing, terminating)
- Develop and administer the budget
- Manage the business and financial matters required by state statutes
- Take care of day-to-day management and administrative tasks

Budget Packet Justification:

M.S. 123B.143 requires all school districts maintaining a secondary school to employ a Superintendent who shall be an ex officio nonvoting member of the school board. The superintendent of a district shall perform the following:

- Visit and supervise the schools in the District, report and make recommendations about their condition when advisable or on request by the Board.
- Recommend to the Board employment and dismissal of teachers.
- Superintend school grading practices and examinations for promotions.
- Make reports required by the commissioner.
- Perform other duties prescribed by the Board.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 16020

Description	Location Description	Employee Number	Employee Name	Period FTE
EXEC ADMIN ASSISTANT	ASC	017901	KENNEY, JAMI M	1.00
EXEC ADMIN ASSISTANT				1.00
SUPERINTENDENT	ASC	017994	GOTHARD, JOSEPH M	1.00
SUPERINTENDENT				1.00
Budget Unit 16020				2.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Assistant Superintendents

Package ID#: 16030

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$257,308

Budget Package Description:

This budget package provides the funding to operate the office of Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs and the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	197,300
Purchased Services, Supplies, Capital, Other	52,720
Substitutes	5,416
Travel/Conferences	1,872

The Assistant superintendent operates under the general direction of the superintendent, providing leadership and support for the development, operation and evaluation of the district's elementary and secondary instructional programs, district-wide curriculum development, guide the development and implementation of comprehensive district and school improvement plans, and district-wide professional development. The Assistant Superintendent is directly responsible for supervising and coaching building principals in the organization of instruction, and the effective use of data in coordinating and aligning school initiatives with the educational mission and goals of the Board.

Budget Packet Justification:

There is no statutory requirement for school district's to employ an assistant superintendent. School districts, however, are required to comply with a multitude of statutory provisions related to planning; providing, and improving instruction and curriculum; statewide testing and reporting; educational accountability and public reporting. Given the size of ISD 191 in terms of the number of employees and students, the scope of these various statutory requirements necessitate the employment of skilled and knowledgeable educational administrators to ensure the district meets its statutory obligations.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 16030

Description	Location Description	Employee Number	Employee Name	Period FTE
ASST SUPERINTENDENT	ASC	018043	AMOROSO, CYNTHIA	1.00
ASST SUPERINTENDENT				1.00
CLERICAL	ASC	018189	LINDBERG, CHARLOTTE	0.50
CLERICAL				0.50
Budget Unit 16030				1.50

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Human Resources

Package ID#: 16040;16041

FY2015 Funding Level: General

Budget Package Administrator(s): Executive Director of Human Resources

Budget Package Total: \$2,175,308

Budget Package Description:

This budget package provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, unemployment compensation insurance and compliance requirements and including the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	529,784
Purchased Services, Supplies, Capital, Other	264,254
Travel/Conferences	4,590
Workers Comp, Unemployment, & Property Casualty Ins.	1,376,680

The office of Human Resources is directly responsible for the ongoing development of the district's human resources to ensure effective delivery of the district's educational programs. The human resources office supports the superintendent in carrying out those function directly related to the recruitment, hiring and retention of personnel. The primary responsibilities of the Human Resources Office are to ensure the following functions are carried out effectively:

- Establishes and monitors all district hiring procedures.
- Actively recruits licensed and non-licensed personnel.
- Assists in the development of training programs for district personnel.
- Maintains and manages all aspects of the district's employee benefits program.
- Maintains personnel records for all staff.
- Plans, coordinates and monitors the districts collective bargaining.
- Supervises clerical staff in the assignment of substitute teachers.
- Ensures that the district complies with all state and federal employment regulations.

Budget Packet Justification:

There is no statutory requirement for a school district to employ an Executive Director for Human Resources. School districts, however, are required to comply with a multitude of statutory provisions related its employees including contract negotiations and contract management; the employment, evaluation and discipline of personnel; employee training and certification; maintenance of all state and federally required employment documents. With over 1,400 employees, the scope of these statutory requirements necessitate the employment of skilled and knowledgeable Director of Human Resources and staff to ensure the district meets its statutory obligations.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 16040

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR HUMAN RESOURCES	ASC	017487	SOVINE, STACEY	1.00
DIR HUMAN RESOURCES				1.00
HR EMPLOYMENT SPECIALIST	ASC	015581	KEOUGH, SUSAN A	1.00
HR EMPLOYMENT SPECIALIST				1.00
HR LABOR RELATIONS MGR	ASC	017174	DEMUTH, JOY S	1.00
HR LABOR RELATIONS MGR				1.00
HR BENEFITS SPECIALIST	ASC	012322	WIESER, TRUDIE L	1.00
HR BENEFITS SPECIALIST				1.00
HR COORD	ASC	016573	WEILER, TIFFANY M	1.00
HR COORD				1.00
Budget Unit 16040				5.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Business

Package ID#: 16050

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$1,228,168

Budget Package Description:

This budget package provides the funding to operate the school district's business services (accounting, payroll, and mandatory state and federal reporting, property casualty liability insurance) including the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	883,912
Purchased Services, Supplies, Capital, Other	229,641
Travel/Conferences	11,495
Workers Comp, Unemployment, & Property Casualty Ins.	10,300
Rentals and Leases	92,820

The Executive Director of Business Services is directly responsible for serving as the district's finance and business officer. In the capacity of the Superintendent's primary consultant and advisor regarding the district's financial affairs, the primary duties of the Executive Director of Business Services are as follows:

- Maintains accounting systems and records.
- Compiles costs' including the personnel budgets, fixed charges, operations and maintenance, etc.
- Develops statistical information and corresponding analyses.
- Assists in developing the annual budget.
- Supervises the handling of all funds, accounting, reporting procures.
- Provides long-range financial planning.
- Acts as the district's Treasurer and supervises the investments and debt management of the district.
- Organizes and supervises the purchasing, warehousing, and inventory control of the district.
- Supervises the payroll and fringe benefit programs of the district.
- Oversees all forms of district insurance.
- Oversees property purchases, sales and records of the district.
- Serves as the Board Secretary.

The district's accounting office is responsible for providing a number of financial services for the district under the direction of the Executive Director of Business Services. Primary functions maintained by the business office are as follows:

- Maintains accounting systems and records.
- Compiles costs' including the personnel budgets, fixed charges, operations and maintenance, etc.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Packet Justification:

There is no statutory requirement for school district's to employ an Executive Director for Business Services. School districts, however, are required to comply with a multitude of statutory provisions related to its business functions including correctly implementing levy's authorized by statute, complying with federal and state financial accounting and reporting requirements, managing the investment of idle funds, and managing contracts for services. With annual assets in excess of \$200 million management of the district's financial resources requires a considerable degree of knowledge, skill and sophistication.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 16050

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	ASC	014243	LAQUA, NANCY A	1.00
		015662	WILSON, MICHELE L	1.00
		015940	ZELLMER, JULIE A	0.50
		015943	LEACH, CHARLOTTE	1.00
		016596	KAISERSHOT, STACY L	1.00
		018189	LINDBERG, CHARLOTTE	0.50
		018321	DITTER, NATALIE L	1.00
		018322	ROSE, RENAE A	1.00
CLERICAL				7.00
DIR ACCOUNTING	ASC	017743	HOFFMAN, BRADY JOHN	1.00
DIR ACCOUNTING				1.00
DIR BUSINESS	ASC	016166	RIDER, LISA K	1.00
DIR BUSINESS				1.00
PYRL SUPERVISOR	ASC	016574	ROBASSE, CHRISTINE M	1.00
PYRL SUPERVISOR				1.00
Budget Unit 16050				10.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Business-Salary Contingency

Package ID#: 16051

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$850,000

Budget Package Description:

This budget package provides the funding for unallocated FTEs for teacher reserves and overload schedules, yet to be determined including the following salaries, benefits:

Salaries, Wages & Benefits	850,000
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Business-Internal Service Fund

Package ID#: 16052

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$600,000

Budget Package Description:

This budget package provides the funding for required severance payouts as stipulated in the District's various bargaining agreements and contributions to the District's medical and dental internal service funds:

Salaries, Wages & Benefits	600,000
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Business-OPEB Implicit Chargeback **Package ID#:** 16054

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: (\$566,719)

Budget Package Description:

This budget package provides negative budget for the amount of health benefits to be offset from the Other Postemployment Benefits (OPEB) trust.

OPEB Implicit Chargeback	(566,719)
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Communications & Marketing

Package ID#: 16060

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Communications

Budget Package Total: \$405,474

Budget Package Description:

This budget package provides the funding to operate the school District's communications and marketing initiatives and includes salaries and benefits, maintenance of District websites, social networks, publications, etc.:

Salaries, Wages & Benefits	242,172
Purchased Services, Supplies, Capital, Other	161,772
Travel/Conferences	1,530

The Director of Marketing and Communications is directly responsible for developing and implementing a comprehensive marketing and communications plan to enhance the district's position within the education provider market in terms of constituent perception of the quality of educational opportunities and services provided by the school district. The primary duties of the Director of Communications are as follows:

- Writing and distributing press releases to the news media communicating key events, activities and accomplishments of the school district.
- Developing and implementing a multi-year marketing and communication plan that integrates with district short and long range planning.
- Assisting district leadership in identifying programs and services to meet the needs of school district constituents.
- Direct development of the district's website.
- Produce various communications tools including electronic newsletters, brochures, social media, and instant notification systems.

Budget Packet Justification:

There is no statutory requirement for a school district to maintain a formal marketing and communications function. Public schools, however, are no longer considered the sole purveyor of educational opportunities in any given community. Competition exists among private schools, parochial education, charter schools, home schooling, and evolving web-based instruction. Often the criteria individuals use in selecting a particular educational opportunity is based on perceptions of the quality, services and relationships a particular institution promises rather than factual knowledge of results program or services. A planned marketing and communications function assists the district in communicating what the school district does well, what makes the school district unique, nurtures positive perceptions about the school district, and helps the school district strategically adopt to changing needs and expectations of students and their families.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 16060

Description	Location Description	Employee Number	Employee Name	Period FTE
COORD WEB & COMM	ASC	017462	TINKLENBERG, AARON D	1.00
COORD WEB & COMM				1.00
DIR COMMUNICATIONS	ASC	015922	DUNN, RUTH C	1.00
DIR COMMUNICATIONS				1.00
Budget Unit 16060				2.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Student Registration and Census

Package ID#: 16070

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Technology

Budget Package Total: \$349,551

Budget Package Description:

This budget package provides the funding to operate the school district's student registration and enrollment services including the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	320,539
Purchased Services, Supplies, Capital, Other	28,002
Travel/Conferences	184
Rentals and Leases	826

The Director of Technology along with the Directors of Assessment and Community Education are directly responsible for developing and implementing a comprehensive student registration system. The District has implemented a welcome center at the Diamondhead Education Center to serve as a resource for both new and existing students and families.

Budget Packet Justification:

There is no statutory requirement for a school district to maintain a student registration program outside of separate budget units. Competition exists among private schools, parochial education, charter schools, home schooling, and evolving web-based instruction. Often the criteria individuals use in selecting a particular educational opportunity is based on perceptions of the quality, services and relationships a particular institution promises rather than factual knowledge of results program or services- the Student Registration budget package is an important leg of the student and family experience with the District.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 16070

Description	Location Description	Employee Number	Employee Name	Period FTE
BILINGUAL GREETER CE	ASC	018140	KAAHIYE, AXMAD	0.50
BILINGUAL GREETER CE				0.50
CLERICAL	DIAMONDHEAD	015033	HARDT, ANNETTE	1.00
		017843	CUAUTLE PLIEGO, SAMANTHA A	1.00
		018083	CURTIS, MICHELE A	1.00
		018293	SANDELL, HEIDI	0.50
CLERICAL				3.50
INFO & ASSESSMENT COORD	ASC	012023	MCCARTHY, BRIGID M	1.00
INFO & ASSESSMENT COORD				1.00
Budget Unit 16070				5.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Elementary Administrators

Package ID#: 17011

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$1,211,741

Budget Package Description:

This budget package provides the funding to operate the elementary principals' offices at each school including the following administrative salaries:

Salaries, Wages & Benefits	1,211,741
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 17011

Description	Location Description	Employee Number	Employee Name	Period FTE
PRINCIPAL	EDWARD NEILL	017169	VAUGHT, ELIZABETH C	1.00
	GIDEON POND	017563	BLACK, KRISTINE C	1.00
	HARRIET BISHOP	013381	NESVIG, ERIKA	1.00
	HIDDEN VALLEY	009829	BONNEVILLE, JON G	1.00
	MW SAVAGE	008086	NEPSUND, JEFF L	1.00
	RAHN	018070	BORER, BARBARA	1.00
	SIOUX TRAIL	018071	MCPARLAND, SHANNON	1.00
	SKY OAKS	018003	GOELDNER, DREW S	1.00
	VISTA VIEW	013654	ROBB, BRADLEY E	1.00
	WM. BYRNE	017156	BOMSTA, LYLE J	1.00
PRINCIPAL				10.00
Budget Unit 17011				10.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Elementary Building Clerical

Package ID#: 17012

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$501,262

Budget Package Description:

This budget package provides the funding to operate the elementary principals' offices at each school including the following clerical salaries:

Salaries, Wages & Benefits	501,262
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

300

Budget Unit: 17012

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	EDWARD NEILL	014558	STICKLE, CAROLYN E	1.00
	GIDEON POND	013867	ZIMMERMAN, SYBIL	1.00
	HARRIET BISHOP	013925	HINMAN, JENNIFER J	1.00
	HIDDEN VALLEY	013957	BERRA, ANGELA M	1.00
		016690	LARSON, DEBORAH M	0.88
	MW SAVAGE	009856	BYRNE, PATRICIA C	0.50
		011910	HREHA, KYLE J	1.00
	RAHN	015885	CROSBIE, CYNTHIA	1.00
	SIOUX TRAIL	010841	CENCI, BARB	1.00
	SKY OAKS	016287	PERALTA, NANCY E	1.00
	VISTA VIEW	006482	DAHLER, ELOISE J	1.00
	WM. BYRNE	012064	PETERSON, LAURA J	1.00
CLERICAL				11.38
Budget Unit 17012				11.38

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Elementary EAs

Package ID#: 17013

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$323,177

Budget Package Description:

This budget package provides the funding for various administrative and educational roles at each school including the following educational assistant salaries:

Salaries, Wages & Benefits	323,177
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 17013

Description	Location Description	Employee Number	Employee Name	Period FTE	
EA LUNCH	EDWARD NEILL	012668	CARLETON, PATRICIA J	0.38	
		017006	ROSENBERGER, ROSE M	0.12	
	GIDEON POND	015261	SILLGA, GALANIE	0.25	
		015754	KUMP, JOLENE	0.25	
	HARRIET BISHOP	013398	GUSTAFSON, RENEE D	0.28	
		013666	BECKER, SARAH J	0.06	
		017450	NGUYEN, TUNHI T	0.25	
		017833	HEEREY, HEATHER	0.25	
	HIDDEN VALLEY	017838	TERFEHR, DIANE C	0.16	
		000000	Open Position	0.25	
		017431	QUINTANA, MARIANA	0.19	
	MW SAVAGE	018150	CHRISTENSEN, MARY	0.31	
		014441	BAKER, YVONNE M	0.38	
	RAHN	017895	BACHMEIER, MICHELLE M	0.38	
		000000	Open Position	0.25	
	SIOUX TRAIL	010976	MOSLEY, JULIE G	0.25	
		017898	SPONSEL, KAY	0.25	
		012372	MCCONNELL, DIANE	0.25	
	SKY OAKS	015131	HENLE, ANGELA G	0.25	
		016366	TORRALBA, KATHLEEN A	0.25	
	VISTA VIEW	017809	HARMSSEN, TERRIE J	0.50	
		017120	OLSON, DIANE B	0.25	
	WM. BYRNE	018216	HALL, JENNIFER J	0.50	
		013905	WENDLING, PAULA L	0.25	
		015501	KELJIK, SUSAN B	0.25	
					0.25
	EA LUNCH				7.00
	EA SUPPORT	EDWARD NEILL	017006	ROSENBERGER, ROSE M	0.72
			GIDEON POND	015261	SILLGA, GALANIE
		HARRIET BISHOP	015754	KUMP, JOLENE	0.31
			011373	FONTANA, PEGGY	1.00
			013398	GUSTAFSON, RENEE D	0.19
		HIDDEN VALLEY	017833	HEEREY, HEATHER	0.12
017838			TERFEHR, DIANE C	0.19	
000000			Open Position	0.12	
007433			LESKINEN, JANE E	0.09	
MW SAVAGE		017431	QUINTANA, MARIANA	0.03	
		018150	CHRISTENSEN, MARY	0.25	
RAHN		015460	SAMUEL, LAURIE	0.50	
SIOUX TRAIL		000000	Open Position	0.50	
		010976	MOSLEY, JULIE G	0.50	
		012372	MCCONNELL, DIANE	0.25	

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

303

Description	Location Description	Employee Number	Employee Name	Period FTE
EA SUPPORT	SIOUX TRAIL	015131	HENLE, ANGELA G	0.25
	SKY OAKS	000000	Open Position	1.00
		011193	BERGE, KRISTY K	0.25
		017809	HARMSSEN, TERRIE J	0.25
	VISTA VIEW	014670	CERMAK, BARBARA L	0.06
		016244	GILBERTSON, SHERRY A	0.69
		017120	OLSON, DIANE B	0.25
	WM. BYRNE	013905	WENDLING, PAULA L	0.44
		015501	KELJIK, SUSAN B	0.25
		018167	VOIT, ELIZABETH	0.81
	EA SUPPORT			
Budget Unit 17013				16.22

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Elementary Administrative Benefits

Package ID#: 17014

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$578,931

Budget Package Description:

This budget package provides the funding for the benefits of the Elementary administrator, clerical and educational assistant staff:

Salaries, Wages & Benefits	578,931
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Secondary Administrators

Package ID#: 17021

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$1,314,261

Budget Package Description:

This budget package provides the funding to operate the secondary principals' offices at each school including the following administrator salaries and wages:

Salaries, Wages & Benefits	1,314,261
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

306

Budget Unit: 17021

Description	Location Description	Employee Number	Employee Name	Period FTE
DEAN	BHS	014612	MULLINS, CYNTHIA	1.00
DEAN				1.00
PRINCIPAL	BHS	014077	HELKE, DAVID M	1.00
	EAGLE RIDGE	007490	LEAKE, DONALD L	1.00
	METCALF	014914	RONN, KELLY J	1.00
	NICOLLET	011279	BRANDNER, RENEE	1.00
PRINCIPAL				4.00
PRINCIPAL ASST	BHS	007326	MORRISSETTE, BRUCE P	1.00
		007829	ROCZNIAK, EUGENE A	1.00
		014183	BELLMONT, CHRISTOPHER	1.00
	EAGLE RIDGE	014960	BRASPENICK, CHERIE	1.00
	METCALF	015977	HEIM, WILLIAM V	1.00
	NICOLLET	016900	LEACH, JEFFREY A	1.00
PRINCIPAL ASST				6.00
Budget Unit 17021				11.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Secondary Building Clerical

Package ID#: 17022

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$815,258

Budget Package Description:

This budget package provides the funding to operate the secondary principals' offices at each school including the following clerical salaries and wages:

Salaries, Wages & Benefits	815,258
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

308

Budget Unit: 17022

Description	Location Description	Employee Number	Employee Name	Period FTE	
BURSAR	BHS	016592	BECKERS, CHRISTINE A	1.00	
BURSAR				1.00	
CLERICAL	BHS	007970	MCCORMICK, MARY M	1.00	
		008305	DECKER, WENDY	1.00	
		011374	FRATZKE, JAYNE M	1.00	
		015803	RIGGS, JEANINE L	1.00	
		016459	SCHERER, DEBRA M	1.00	
		017141	WADE, LISA P	0.62	
		017676	BRISCOE, MELANIE A	1.00	
		017943	MANN, LINDSEY	1.00	
	EAGLE RIDGE	009963	CLEVELAND, KATHRYN	1.00	
		014316	SIMON, LYDIA	1.00	
		017903	PETROSKEY, KELLIE A	1.00	
	METCALF	007010	FISCHER, CHERI RAE	1.00	
		008233	BIELECK, DEBORAH D	1.00	
		012853	MATERNOWSKI, PATRICIA	1.00	
	NICOLLET	003613	STEPHES, JANET	1.00	
		011378	MARO, JULIE A	1.00	
		011980	DERENDAL, BARBARA L	1.00	
	CLERICAL				16.62
	REGISTRAR	BHS	017539	WOOD, EMILY L	1.00
REGISTRAR				1.00	
Budget Unit 17022				18.62	

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Secondary EAs

Package ID#: 17023

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$193,843

Budget Package Description:

This budget package provides the funding for various administrative and educational roles at each school including the following educational assistant salaries and wages:

Salaries, Wages & Benefits	193,843
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

310

Budget Unit: 17023

Description	Location Description	Employee Number	Employee Name	Period FTE
EA MGMT 3	BHS	012978	RUZZI, YVONNE R	0.50
		014832	HOLLINGSWORTH, ACCOLON E	0.50
		016348	VILLE, JUANITA	0.88
	EAGLE RIDGE	009118	NEUMAN, JEAN M	0.81
		011497	SHAFFER, PENNY L	0.88
	METCALF	011635	LEE, NANCY L	0.81
		011892	PETERSON, KIM L	0.81
	NICOLLET	006653	PERKINS, TERRI M	0.88
		011936	DIDDE, SALLY	0.09
EA MGMT 3				6.16
EA SCIENCE LAB TECH	BHS	007431	LANDMARK, SHARON K	0.50
EA SCIENCE LAB TECH				0.50
EA SUPPORT	BHS	007431	LANDMARK, SHARON K	0.38
		012978	RUZZI, YVONNE R	0.38
EA SUPPORT				0.75
Budget Unit 17023				7.41

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Secondary Admin. Benefits

Package ID#: 17024

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Secondary Principals

Budget Package Total: \$723,963

Budget Package Description:

This budget package provides the funding for the benefits of the administrator, clerical and educational assistant staff:

Salaries, Wages & Benefits	723,963
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Miscellaneous Stipends

Package ID#: 17025

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Elementary Principals

Budget Package Total: \$146,902

Budget Package Description:

This budget package provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit:

Salaries, Wages & Benefits	146,902
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Campus Cup

Package ID#: 17026

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$109,582

Budget Package Description:

This budget package provided the startup of a café located at the Senior Campus at Diamondhead. The Campus Cup opened in November 2009. Since then the café has grown to the point of being self-sustaining and operating at a profit. Revenues collected in sales revenue sustain all costs associated with the Campus Cup. Below is the breakdown of the expenditures:

Salaries, Wages & Benefits	35,360
Purchased Services, Supplies, Capital, Other	74,222

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: K-12 Student Transportation

Package ID#: 18010

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$4,290,463

Budget Package Description:

This budget package provides the funding to transport eligible students to and from school including during regular and extended year/day terms. This funding covers salaries and transportation educational assistant FTEs and contracted services:

Salaries, Wages & Benefits	177,881
Purchased Services, Supplies, Capital, Other	4,107,074
Travel/Conferences	5,508

Through Board Policy EEA the district provides school bus transportation to elementary students who live more than one mile from school and secondary students who live more than one and one-half miles from school. The Board has also identified a number of hazardous roadways within the district, across which students are not allowed to walk and must therefore be transported.

District transportation services are provided through a contract with a private operator.

Budget Packet Justification:

Minnesota Statutes 123B.84 to 123B.88 et al, define the district's responsibilities to manage its student transportation program. State Statute requires the district to offer transportation to all students that live more than two miles from their assigned schools.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

315

Budget Unit: 18010

Description	Location Description	Employee Number	Employee Name	Period FTE	
CLERICAL	ASC	000000	Open Position	1.00	
CLERICAL				1.00	
EA TRANS	EDWARD NEILL	015757	TILLMAN, JACK R	0.16	
	GIDEON POND	015754	KUMP, JOLENE	0.38	
	HARRIET BISHOP	008372	SISLER, JANE L	0.06	
		008958	CARNEY, CATHERINE	0.06	
		013398	GUSTAFSON, RENEE D	0.12	
		013666	BECKER, SARAH J	0.06	
		017833	HEEREY, HEATHER	0.06	
		017838	TERFEHR, DIANE C	0.06	
		HIDDEN VALLEY	000000	Open Position	0.06
	007433		LESKINEN, JANE E	0.19	
	017431		QUINTANA, MARIANA	0.12	
	MW SAVAGE	015460	SAMUEL, LAURIE	0.38	
	RAHN	000000	Open Position	0.12	
		010976	MOSLEY, JULIE G	0.19	
		017898	SPONSEL, KAY	0.06	
	SIOUX TRAIL	000000	Open Position	0.12	
		012072	ENGBERG, DENISE G	0.25	
	SKY OAKS	016366	TORRALBA, KATHLEEN A	0.38	
	VISTA VIEW	014670	CERMAK, BARBARA L	0.19	
		016244	GILBERTSON, SHERRY A	0.19	
	WM. BYRNE	013905	WENDLING, PAULA L	0.19	
		015501	KELJIK, SUSAN B	0.09	
		018167	VOIT, ELIZABETH	0.09	
	EA TRANS				3.59
	Budget Unit 18010				4.59

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Custodial

Budget Package ID#: 19010

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$5,204,715

Budget Package Description:

This package provides the funding to operate the District's custodial services including salaries and benefits, supplies, equipment and contracted services.

Salaries, Wages & Benefits	4,666,185
Purchased Services, Supplies, Capital, Other	531,751
Travel/Conferences	6,696
Rentals and Leases	83

The district's custodial staff provides a variety of services including dusting, sweeping, mopping, vacuuming carpets, cleaning windows, sanitizing restrooms, sinks, drinking fountains, washing walls, doors and other surfaces as needed. They empty trash and secure building when required and monitors activities in building as needed. They also removal snow and ice, summer cleaning/refinishing, clean up after all sporting activities, plays, concerts, meetings, luncheons, rental activity usages, graduations, weekend usage by district or contracted entities. Custodial personnel are assisted in their efforts by the use of machinery and power equipment. This equipment is used extensively especially during the summer cleaning. Here is a representative list of equipment: wet/dry vacuums, carpet vacuums, automatic carpet extractors, floor polishers/stripping machines, floor burnishers, automatic floor scrubbers, snow blowers of various sizes.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 19010

Description	Location Description	Employee Number	Employee Name	Period FTE
CUSTODIAN	ALTERNATIVE HIGH SCHOOL	006402	DIMBERIO, ROBBIE	1.00
		017639	PRESS, MARY	1.00
		018104	ABBOTT, MARK M	0.50
	BHS	005403	CHANTARA, THOMAS KHAMRING	1.00
		007303	HRIMNAK, JOSEPH MICHAEL	1.00
		011601	ZEIMET, EDWARD	1.00
		011614	NEEDHAM, TIMOTHY	1.00
		014940	MORALES, MANUELA	1.00
		015467	ORELLANA, LAURA I	1.00
		015783	O'LEARY, DANIEL L	1.00
		015904	FOSTER, KENT M	1.00
		016567	ANDERSON, JOHN CHARLES	1.00
		017019	SCHMIDT, BRENT G	1.00
		017436	LAKE, DAVID	1.00
		018190	JOHNSON, BRIAN J	1.00
		018192	WOLFRAM, MICHAEL	1.00
		018226	SCHWANKE, CRAIG A	1.00
		018305	WICK, DARRYL	1.00
	DIAMONDHEAD	000000	Open Position	1.00
		011220	TOELLER, JOHN F.	1.00
		014811	THURBER, LAURIE	1.00
		016544	O'LEARY, TIMOTHY J	1.00
		018047	MATYKIEWICZ, BRANDON J	1.00
	DISTRICT-WIDE	000000	Open Position	1.00
		010543	WURDEMAN, SCOTT	1.00
		018230	SAHLI, TERESEA	0.50
	EAGLE RIDGE	003670	JOHNSON, GLENN A.	1.00
		010273	SCHALLENBERG, CATHERINE	1.00
		012446	GORZYCKI, MARK	1.00
		014939	LY, TY V	1.00
		016566	ALVARADO, ANGEL	1.00
	EDWARD NEILL	005087	LEON, STEVEN F	0.50
		014228	BENNETT, HOWARD D	1.00
		017433	REIMERS, JAMES F	1.00
	GIDEON POND	005087	LEON, STEVEN F	0.50
		011234	CARLSON, KEITH A	1.00
		012926	SHAWBACK JR, ARTHUR	1.00
	HARRIET BISHOP	015758	CARLSON, SANDRA K	1.00
		017084	LAVALLE, PATRICK J	1.00
		017916	ROBASSE, CHARLES W	0.50
	HIDDEN VALLEY	007748	NELSON, KIRK A	1.00
		013074	MARTINEZ, ROBERT V	1.00

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

318

Description	Location Description	Employee Number	Employee Name	Period FTE	
CUSTODIAN	HIDDEN VALLEY	014778	CARRILLO, SILVIA	1.00	
		017163	SULLIVAN, GERALDINE E	1.00	
	METCALF	013225	BERG, HAROLD J	1.00	
		015179	WENDORF, ERIC S	1.00	
		016816	SAHLI, JONATHAN C	1.00	
		016890	KREPS, RODNEY V	1.00	
		017643	VENDEL, MATTHEW M	1.00	
	MW SAVAGE	005868	FREDERICKSON, NORMAN D	1.00	
		012135	GRAUPMANN, DAVID A	1.00	
		017916	ROBASSE, CHARLES W	0.50	
	NICOLLET	000000	Open Position	1.00	
		010163	WESTLUND, DALE V	1.00	
		011401	GOMEZ, OSCAR A	1.00	
		015476	MARCHESSAULT, PATRICK	1.00	
		015910	TESKE, JEFFREY J	1.00	
	RAHN	018191	POWERS, SCOTT D	1.00	
		015497	COMPTON, LISA M	0.50	
		015736	GILBERTSON, DALE	1.00	
	SIOUX TRAIL	017620	GREEN, EDWARD	1.00	
		011269	GLENDE, MARK	1.00	
		017333	JONES, GARY A	1.00	
	SKY OAKS	018104	ABBOTT, MARK M	0.50	
		017328	KINYON, TERRY R	1.00	
		017334	OLDER, GLEN R	1.00	
	VISTA VIEW	018153	KAISERSHOT, TROY M	1.00	
		009048	PAHL, NICK H	1.00	
		017694	WOLLERSHEIM, CHRISTIAN P	1.00	
	WM. BYRNE	018230	SAHLI, TERESEA	0.50	
		009178	BERGUM, THOMAS J	1.00	
		015497	COMPTON, LISA M	0.50	
			017644	HENDERSON, SEAN M	1.00
	CUSTODIAN				68.00
	DIR OF OPERATIONS	ASC	004356	SIMON, GLENN D.	0.40
	DIR OF OPERATIONS				0.40
	OPS SUPERVISOR	DISTRICT-WIDE	004439	JOHNSON, DONLEY D.	1.00
			004715	BROWN, THOMAS G.	1.00
			006851	STEPHES, THOMAS J	1.00
	OPS SUPERVISOR				3.00
	Budget Unit 19010				71.40

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Building, Grounds and Maintenance **Budget Package ID#:** 19020

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$1,265,388

Budget Package Description:

This budget package provides the funding to operate the District's building, grounds and maintenance departments including salaries and benefits, FTEs, supplies, equipment and contracted services:

Salaries, Wages & Benefits	465,859
Purchased Services, Supplies, Capital, Other	792,139
Travel/Conferences	964
Rentals and Leases	6,426

The Grounds Department performs the duties necessary to keep the areas outside the Districts' buildings attractive, neat and safe. These duties include but are not limited to mowing and trimming grass, performing landscaping duties such as the pruning and watering of trees/shrubs, mulching and weeding landscaped areas and Spring/Fall cleanup of leaves, hauling trash from all outside waste receptacles, periodic cleanup of all parking lots, playgrounds and grass areas, snow removal, setup and clean-up of the football stadium before and after all outdoor athletic events. In addition the Grounds Department is responsible for assisting in the loading and unloading of supplies, equipment, furniture, fixtures, etc. on and off trucks and then transporting them to or from District facilities, performing routine maintenance on all Grounds Department equipment.

Maintenance personnel are responsible for performing their duties of carpentry work, plumbing/HVAC work, electrical and painting work at a journeyman skill level or better at all District facilities as requested through work orders, emergency situations or at the direction of the Director of Operations and Properties. The general tradesman performs all aspects of building maintenance at a high level of competence. In addition to these duties, they are also expected to assist other trades as needed, assist with the ordering of supplies in their trade areas, assist in the loading and unloading of supplies, equipment, furniture, fixtures on and off trucks and then transporting them to and from District facilities, assisting in the unloading and delivery of Food Service commodities, and snow removal.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

320

Budget Unit: 19020

Description	Location Description	Employee Number	Employee Name	Period FTE
CUSTODIAN	DISTRICT-WIDE	001524	WENDORF, GREG	0.75
		002941	LENO, CRAIG ALAN	1.00
		003873	JOHNSON, JAMES R	1.00
		012488	SCHUUR, MYRON G	1.00
		012673	DYKSTRA, BRYAN G.	1.00
		017638	POWERS, DANIEL	1.00
CUSTODIAN				5.75
Budget Unit 19020				5.75

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package ID#: 19030

Budget Package Title: Environmental Health and Safety / ADA Compliance

FY2015 Funding Level: Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$481,715

Budget Package Description:

This budget package provides the funding operate the District's environmental health and safety department including salaries and benefits, supplies, equipment and contracted services:

Salaries, Wages & Benefits	68,687
Purchased Services, Supplies, Capital, Other	413,028

The Director of Operations and Properties through the Environmental Health and Safety department provides the following services.

- Search out, define and prioritize work required to ensure that the district will provide a safe, productive environment for its employees and students.
- Annually determine and recommend to the school board the means and measures that will be required to meet our H&S obligations to students and staff in accordance with applicable federal, state and local statutes and regulations.
- Plan and direct the work of the Environmental Health & Safety (H&S) contractor according to applicable state and federal law, district policy and the terms of the current agreement.
- Plan and administer the \$500,000 annual Environmental Health & Safety budget.
- Initiate and obtain MDE approval of district H&S projects.
- Reconcile annual H&S actual district Uniform Financial and Reporting Standards (UFARS) expenditures with MDE project approvals.
- Plan and supervise the work of the H&S clerk.
- Organize and chair the district Security Committee.
- Organize and chair the district Safety Committee.

Budget Package Justification

Minnesota Statute 123B.57 requires school district to maintain a health and safety program. The program must include plans, where applicable, for hazardous substance removal, fire and life safety code repairs, regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

Budget Unit: 19030

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	ASC	011725	THOMPSON, SUSAN M	1.00
CLERICAL				1.00
Budget Unit 19030				1.00

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Facility Leases

Budget Package ID#: 19040

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$616,707

Budget Package Description:

This budget package provides funding for the District's facility leases for BEST, Pates Stadium, Diamondhead Educational Center and the Hamilton Building. No FTEs are coded to this unit.

Rentals and Leases	172,200
Capital Lease - Interest	127,095
Capital Lease - Principal	317,412

The District has some leased educational facilities which we are allowed to levy taxpayers for 90% of the cost of the lease provided the space is educational in nature and not used solely for administrative services. This budget package includes only the principal and interest costs of the leases. Operational costs are included in the appropriate related budget package.

Budget Package Justification

The ability to lease educational space assists the district in providing services where we may not own a building with student capacity for specific programs. This provides us with additional options for programming and better service to our community.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Warehouse and Purchasing

Budget Package ID#: 19050

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$93,601

Budget Package Description:

This budget package provides funding to operate the school district's warehouse and purchasing departments including salaries and benefits, supplies and equipment:

Salaries, Wages & Benefits	91,826
Purchased Services, Supplies, Capital, Other	1,775

Warehousing and purchasing functions are performed by custodial staff. Our frozen food for our lunch program district-wide is delivered to a central location where it is stored until a site needs the product. Many other purchases, particularly during the summer months are delivered to the warehouse to facilitate the processing of the receipt of the goods. Purchasing plays a key role in the ordering of the goods on a district-wide basis.

Budget Package Justification

The District's use of a centralized warehouse takes advantage of the economy of scale for ordering processes and facilitates the receipt of goods during months outside of the normal school year. There is no requirement to provide a central warehousing function.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

325

Budget Unit: 19050

Description	Location Description	Employee Number	Employee Name	Period FTE
CUSTODIAN	DISTRICT-WIDE	001524	WENDORF, GREG	0.25
		008678	HARTMAN, THOMAS P	1.00
CUSTODIAN				1.25
Budget Unit 19050				1.25

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Utilities

Budget Package ID#: 19060

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$1,880,183

Budget Package Description:

This budget package provides funding for the District's utilities. No FTEs are coded to this unit:

Purchased Services, Supplies, Capital, Other	1,880,183
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The Grounds Department performs the duties necessary to keep the areas outside the Districts' buildings attractive, neat and safe. These duties include but are not limited to mowing and trimming grass, performing landscaping duties such as the pruning and watering of trees/shrubs, mulching and weeding landscaped areas and Spring/Fall cleanup of leaves, hauling trash from all outside waste receptacles, periodic cleanup of all parking lots, playgrounds and grass areas, snow removal, setup and clean-up of the football stadium before and after all outdoor athletic events. In addition the Grounds Department is responsible for assisting in the loading and unloading of supplies, equipment, furniture, fixtures, etc. on and off trucks and then transporting them to or from District facilities, performing routine maintenance on all Grounds Department equipment.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: School Resource Officers

Budget Package ID#: 20010

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$265,200

Budget Package Description:

This budget package provides the primary funding for school police resource officers for the district's secondary schools. Agreements are in place with the cities of Burnsville, Eagan, and Savage. No FTEs are coded to this unit, all services are contracted.

Purchased Services, Supplies, Capital, Other	265,200
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Budget Packet Justification:

The potential for violence to occur at any public school is a reality that requires ongoing planning and implementation of protective measures. Minnesota Statute 126C.44 (Safe Schools Levy) allows school districts to impose a level to fund police resource officer services.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Safe Schools

Budget Package ID#: 20030

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$219,885

Budget Package Description:

This budget package provides the primary funding for additional supervision at Burnsville Senior High including the salaries and benefits:

Salaries, Wages & Benefits	219,885
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Budget Packet Justification:

The potential for violence to occur at any public school is a reality that requires ongoing planning and implementation of protective measures. Minnesota Statute 126C.44 (Safe Schools Levy) allows school districts to impose a level to fund police resource officer services.

FY15 Adopted Budget Staffing By Budget Unit (As of Jun 4, 2014)

329

Budget Unit: 20030

Description	Location Description	Employee Number	Employee Name	Period FTE
EA MGMT 3	BHS	008955	LORIG, DIANE	0.88
		009806	WALLS, ELI	0.88
		012451	ROBLES, MICHELLE R	0.44
		015056	DOVE, BETTY ANN	0.88
		018246	GINGERY, GARY	0.88
	METCALF	012065	ROBERTSON, PAULA	0.81
EA MGMT 3				4.75
EA MGMT 4	BHS	012451	ROBLES, MICHELLE R	0.44
EA MGMT 4				0.44
Budget Unit 20030				5.19

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2015**

Budget Package Title: Miscellaneous State and Local Grants **Budget Package ID#:** 21000

FY2015 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$6,000

Budget Package Description:

This budget package provides the primary funding for various grants received outside of Federal and Special Education funding:

Salaries, Wages & Benefits	6,000
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BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT 191 ADOPTED BUDGET 2014-2015

Adopted Budget – Overview

2014-2015

- Proposed Budget for All Funds
- Based on Board of Education Parameters
 - Guiding Change Document
- Incorporates Budget Unit Breakdown

Adopted Budget – Overview

2014-2015 (cont'd)

- Represents best estimate of revenues & expenditures
- Subject to revisions
- Must be adopted by July 1
 - Board to take action June 19

Budget Process

- Design Team – 12 meetings between October 31, 2013 and January 16, 2014
- Input Teams/Processes
 - Superintendent Gothard held over 100 focused meetings
 - Design Team held approximately 20 input meetings with various groups and stakeholders
- January 16, 2014 – Board Retreat

Budget Process (cont'd)

- February 6, 2014 – Preliminary Budget Approval by Board of Education

- February 6, 2014 and forward
 - Administration completed line item budget for Board of Education including updated salaries and benefits for known settlements, updated estimates for unsettled contracts, incorporated additions proposed 2/6, as well as adjusted for other know items.

2014-2015 ADOPTED BUDGET

CHANGE IN FUND BALANCE

FUND	PROJECTED FUND BALANCE 6/30/14	REVENUES	EXPENDITURES	PROJECTED FUND BALANCE 6/30/15
GENERAL	\$ 20,642,738	\$ 115,657,087	\$ 120,295,546	\$ 16,004,279
FOOD SERVICE	1,161,430	4,953,260	4,862,172	1,252,518
COMMUNITY SERVICE	898,496	5,158,552	5,319,213	737,835
CAPITAL PROJECTS	6,883,616	25,000	2,016,114	4,892,502
DEBT SERVICE	1,295,930	10,391,961	9,719,341	1,968,550
TRUST & AGENCY FUND	205,664	682,250	680,000	207,914
INTERNAL SERVICE FUND	19,376,505	20,710,800	20,797,350	19,289,955
TOTAL ALL FUNDS	\$ 50,464,378	\$ 157,578,910	\$ 163,689,736	\$ 44,353,552

Enrollment History and Projection (EC-12)

2003-2015

	<u>Year</u>	<u>Total</u>	<u>Change</u>
2002-03	Actual	11,220	(260)
2003-04	Actual	11,080	(140)
2004-05	Actual	10,679	(401)
2005-06	Actual	10,535	(144)
2006-07	Actual	10,391	(144)
2007-08	Actual	10,213	(178)
2008-09	Actual	9,961	(252)
2009-10	Actual	9,838	(123)
2010-11	Actual	9,786	(52)
2011-12	Actual	9,585	(201)
2012-13	Actual	9,579	(6)
2013-14	Estimate	9,474	(105)
2014-15	Estimate	9,414	(60)

General Fund Assumptions

Staffing Ratios

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u> assumption
Elementary	30.42	26.85	26.85	26.85	25.80	26.50	26.50	25.20
Junior High	25.88	25.88	25.88	25.88	33.00	35.00	33.00	33.00
Senior High	33.66	30.95	30.95	30.95	35.00	35.00	35.00	35.00

General Fund Assumptions 2014-2015

- General Education Formula - \$5,831
- Elementary class sizes average approximately 25.2:1 with a range of 21-30.
- Secondary class sizes set with a goal of 33-35:1 with a range based on subject

General Fund Assumptions (cont'd)

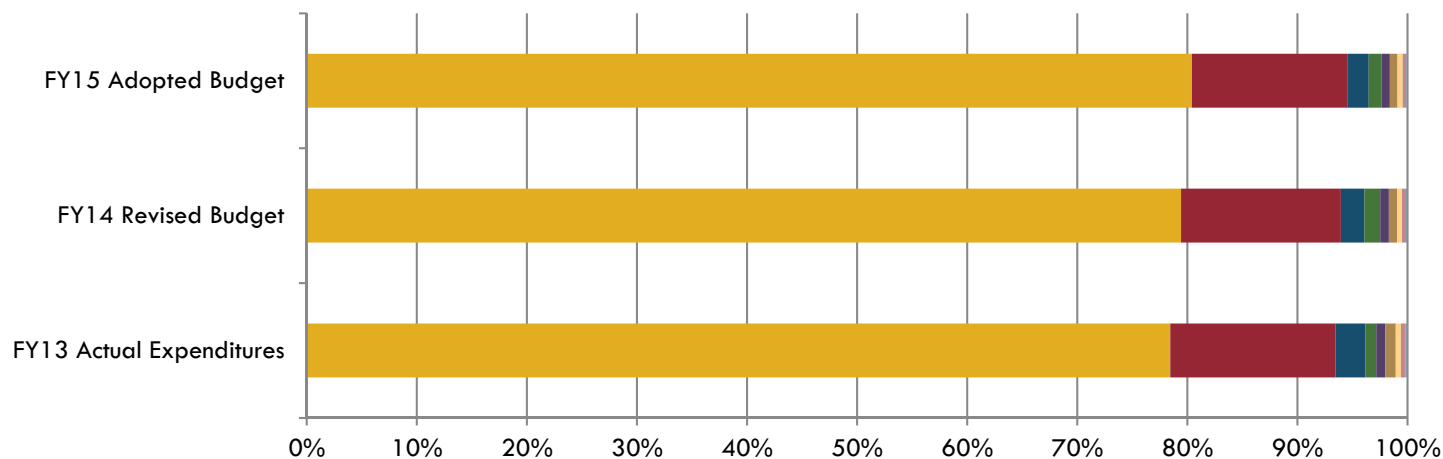
2014-2015

- Enrollment decrease of 60 students
- OPEB transfer to the operating funds of approximately \$550,000
- Fourteen percent increase in health insurance

General Fund Budget Comparative Summary

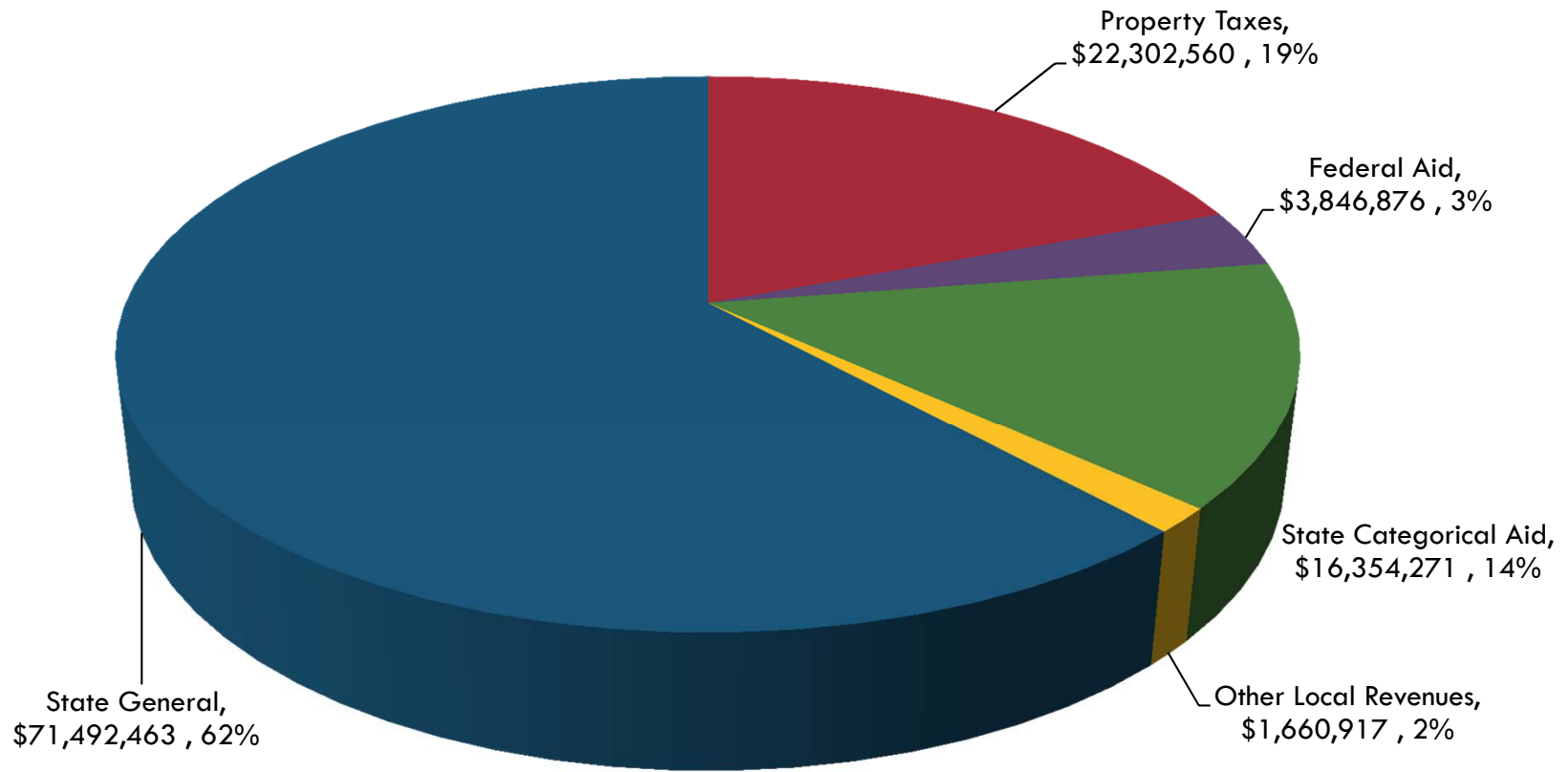
	Actual Results 2012-13	Revised Budget 2013-14	Projected 2014-15
Total Beginning Fund Balance	\$ 21,722,281	\$ 23,513,831	\$ 20,642,738
Revenues	112,117,128	112,496,929	115,657,087
Expenditures	110,325,578	115,368,022	120,295,546
Variance (Revenues - Expenditures)	1,791,550	(2,871,093)	(4,638,459)
Total Ending Fund Balance	<u>\$ 23,513,831</u>	<u>\$ 20,642,738</u>	<u>\$ 16,004,279</u>
Breakdown of Fund Balance Categories			
Nonspendable	\$ 270,695	\$ 270,695	\$ 270,695
Restricted	3,867,464	3,181,359	2,175,445
Committed	1,903,201	1,347,328	973,635
Unassigned	17,472,471	15,843,356	12,584,504
Total Ending Fund Balance	<u>\$ 23,513,831</u>	<u>\$ 20,642,738</u>	<u>\$ 16,004,279</u>
Unassigned Fund Balance %	15.84%	13.73%	10.46%

General Fund Expenditure Comparison

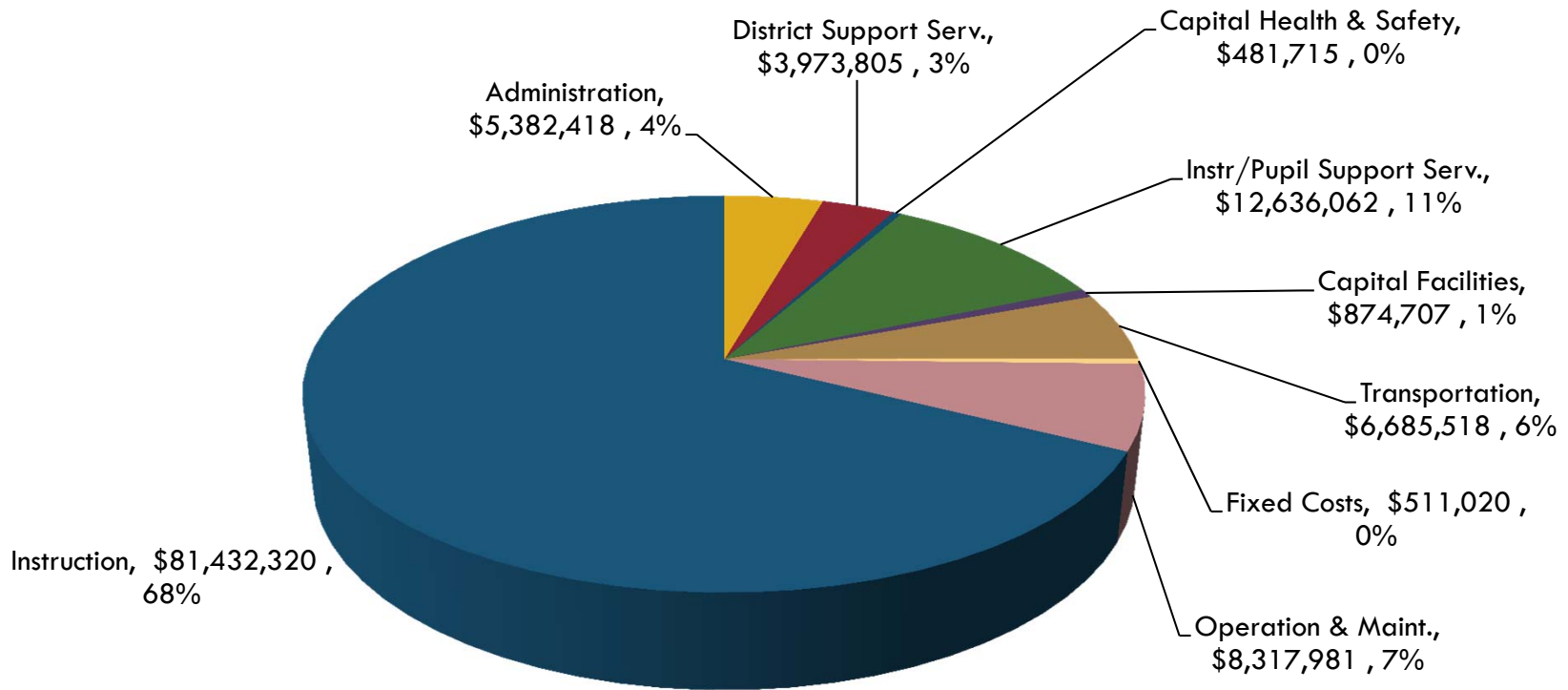


	FY13 Actual Expenditures	FY14 Revised Budget	FY15 Adopted Budget
Salaries, Wages & Benefits	78.46%	79.43%	80.42%
Purchased Services, Supplies, Capital, Other	15.01%	14.52%	14.10%
Special Education Transportation	2.73%	2.14%	1.96%
Workers Comp, Unemployment, & Property Casualty Ins.	0.97%	1.44%	1.15%
Rentals and Leases	0.82%	0.78%	0.77%
Substitutes	0.95%	0.74%	0.70%
Capital Lease - Principal	0.46%	0.46%	0.46%
Travel/Conferences	0.44%	0.36%	0.33%
Capital Lease - Interest	0.16%	0.14%	0.11%

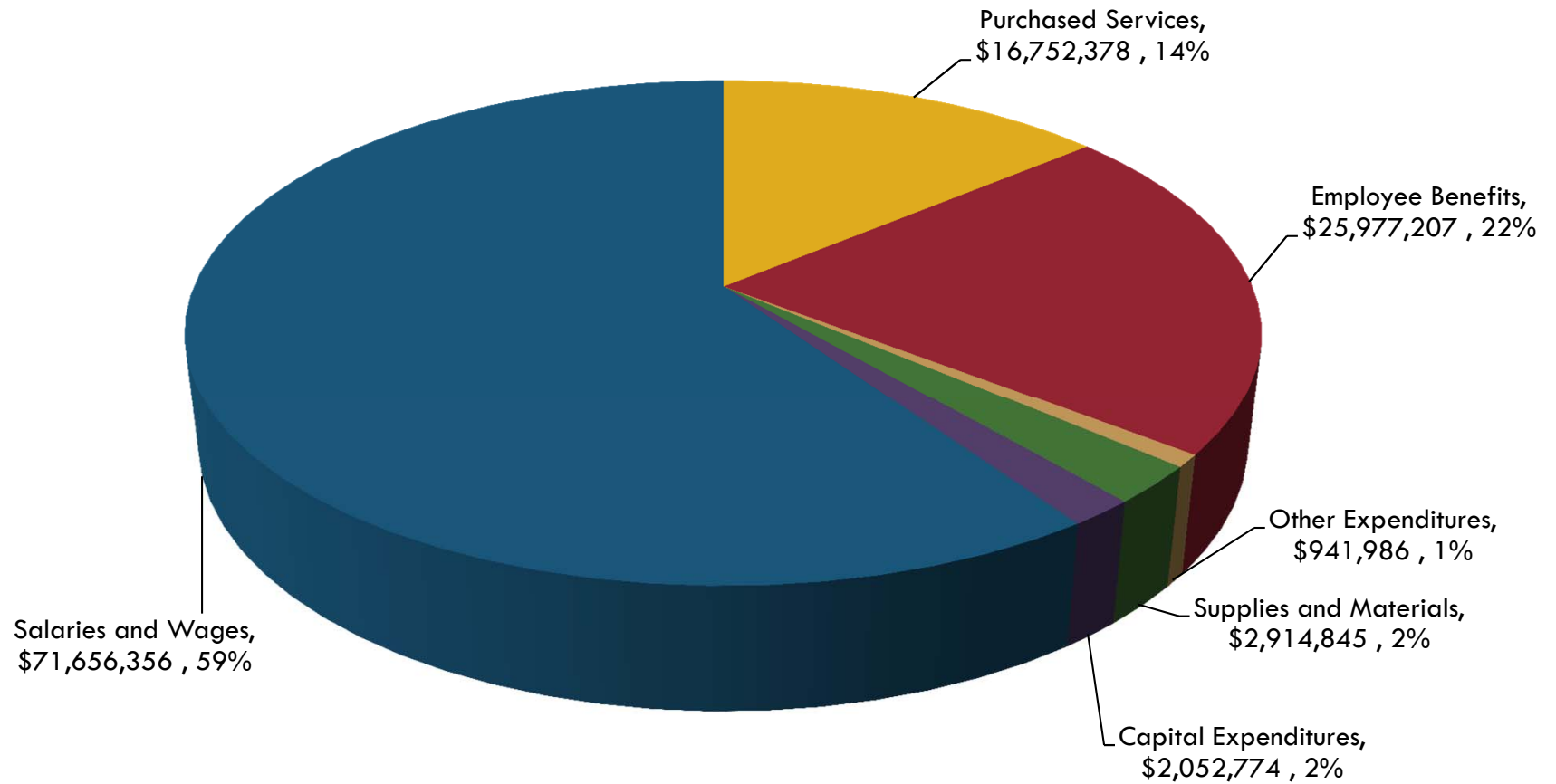
INDEPENDENT SCHOOL DISTRICT 191 GENERAL FUND REVENUE 2014-2015 ADOPTED BUDGET \$115,657,087



INDEPENDENT SCHOOL DISTRICT 191 GENERAL FUND EXPENDITURES BY PROGRAM 2014-2015 ADOPTED BUDGET \$120,295,546



INDEPENDENT SCHOOL DISTRICT 191 GENERAL FUND EXPENDITURES BY OBJECT 2014-2015 ADOPTED BUDGET \$120,295,546

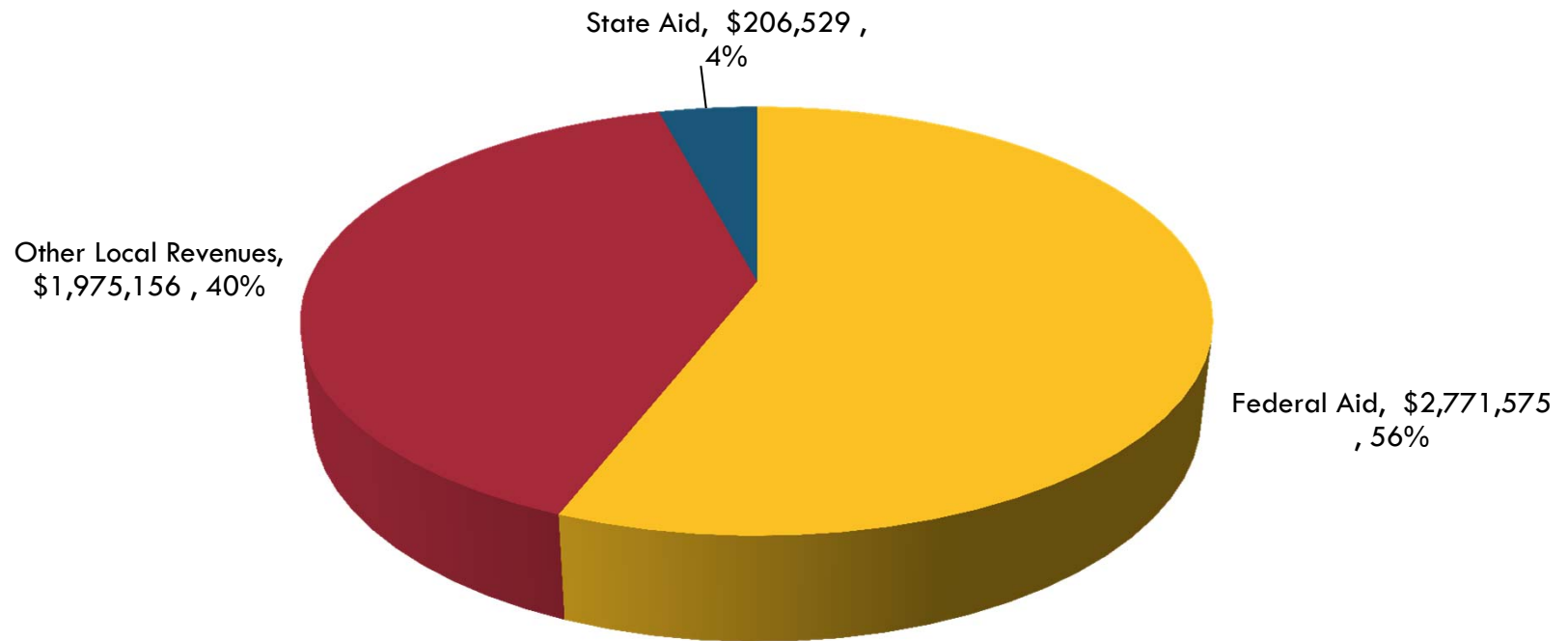


2014-2015 Adopted Budget

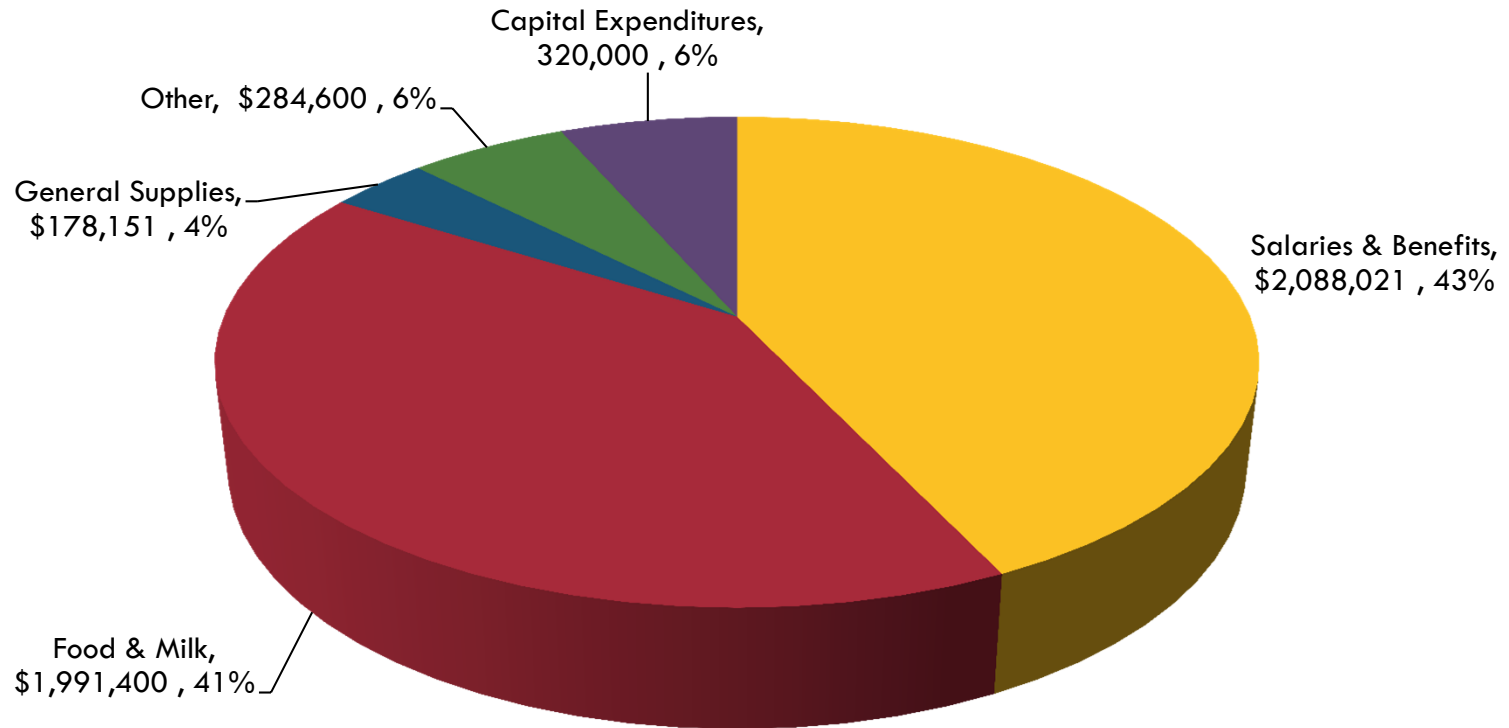
Food Service Fund

Projected Beginning Fund Balance	\$ 1,161,430
Revenues	4,953,260
Expenditures	(4,862,172)
Net Change in Fund Balance	<u>91,088</u>
Projected Ending Fund Balance	<u><u>\$ 1,252,518</u></u>

INDEPENDENT SCHOOL DISTRICT 191 FOOD SERVICE REVENUE 2014-2015 ADOPTED BUDGET \$4,953,260



INDEPENDENT SCHOOL DISTRICT 191 FOOD SERVICE EXPENDITURES BY OBJECT 2014-2015 ADOPTED BUDGET \$4,862,172

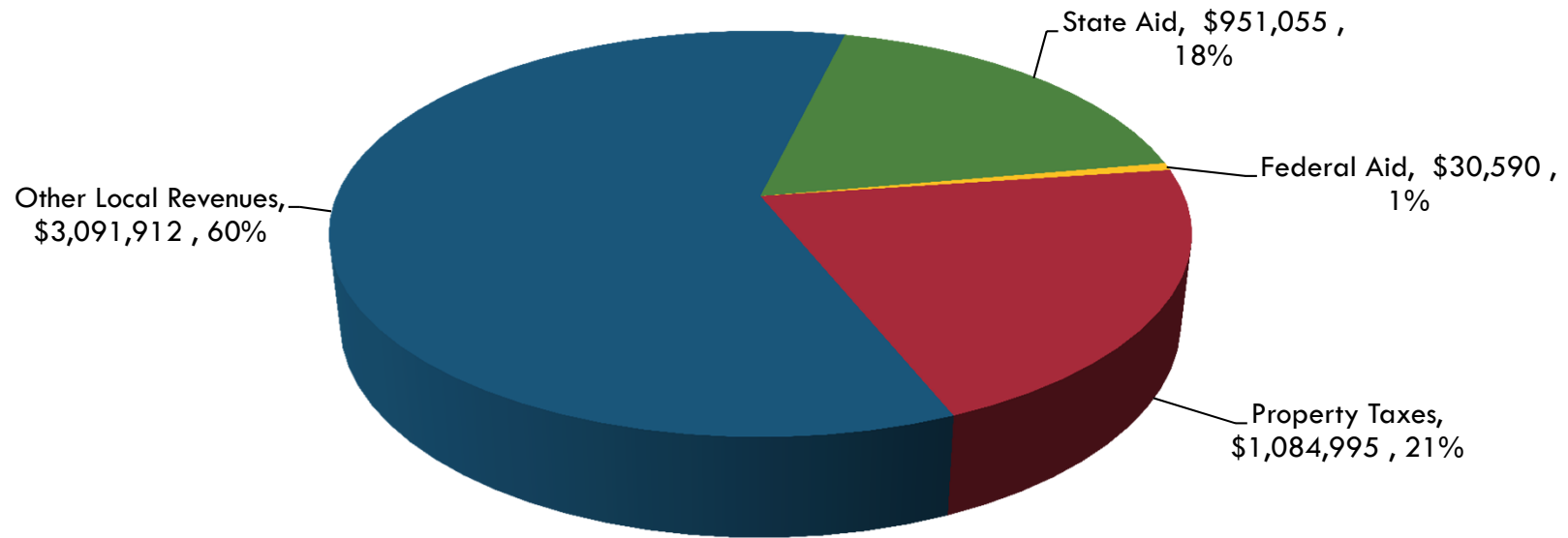


2014-2015 Adopted Budget

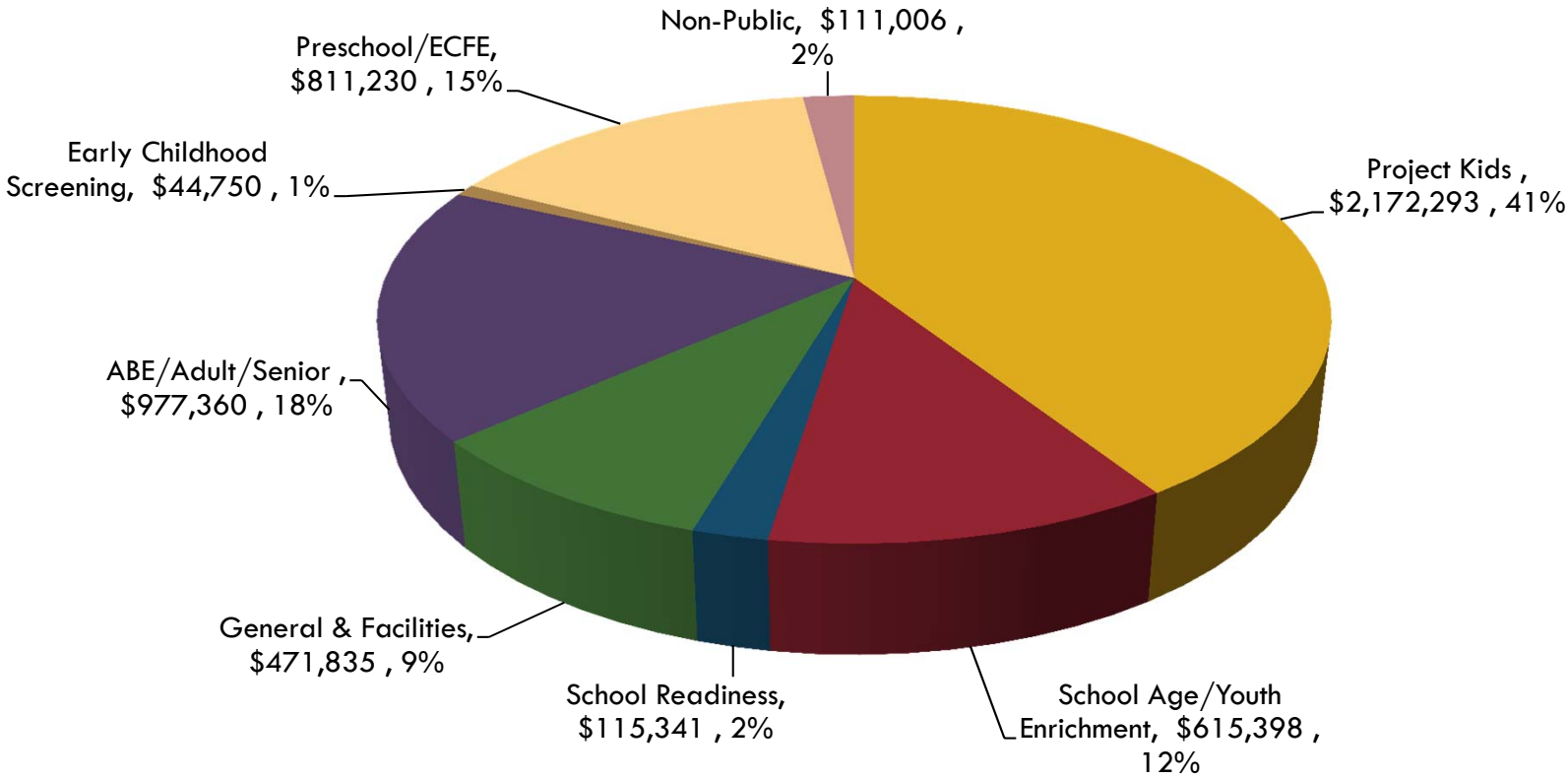
Community Service Fund

Projected Beginning Fund Balance	\$ 898,496
Revenues	5,158,552
Expenditures	(5,319,213)
Net Change in Fund Balance	<u>(160,661)</u>
Projected Ending Fund Balance	<u><u>\$ 737,835</u></u>

INDEPENDENT SCHOOL DISTRICT 191 COMMUNITY SERVICE REVENUE 2014-2015 ADOPTED BUDGET \$5,158,552



INDEPENDENT SCHOOL DISTRICT 191 COMMUNITY SERVICE EXPENDITURES BY PROGRAM 2014-2015 ADOPTED BUDGET \$5,319,213



2014-2015 Adopted Budget Capital Projects Fund

Projected Beginning Fund Balance	\$ 6,883,616
Revenues	25,000
Expenditures	(2,016,114)
Net Change in Fund Balance	<u>(1,991,114)</u>
Projected Ending Fund Balance	<u><u>\$ 4,892,502</u></u>

2014-2015 Adopted Budget

Debt Service Funds

Projected Beginning Fund Balance	\$ 1,295,930
Revenues	10,391,961
Expenditures	(9,719,341)
Net Change in Fund Balance	<u>672,620</u>
Projected Ending Fund Balance	<u><u>\$ 1,968,550</u></u>

Adopted Budget 2014-2015



- Next Steps – Formal Board Approval at the June 19, 2014 Board Meeting



**Agenda III.I.
June 5, 2014**

To: Members, Board of Education

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

Date: June 5, 2014

Re: Approve Lease Purchase for Technology Switches

RECOMMENDATION: That the Board of Education approves a lease purchase for technology switches through American Capital for a four year period in the amount not to exceed \$550,000 and authorizes the Executive Director of Business Services to complete the lease documents.

As phase 1 of a 2 phase process to expand wireless infrastructure in our schools, we have a need to install enhanced switches in each of our schools which will upgrade a majority of the switches to GigE and PoE+ capability, allowing for 1 Gigabyte of data to flow to desktops. The project description is to configure and install 180-185 Extreme Network switches at 18 sites within ISD 191. This is a necessity moving forward for our infrastructure and has been in the plan for Technology.

To facilitate the ability to have the access to the upgrade as soon as possible and stay within our current technology budget, we are proposing a lease purchase to fund the cost of the upgrade plus finance fees not to exceed \$550,000.00.

The lease purchase would be financed over a period of 48 months. We have received a quote for the switches through TIES taking advantage of our Joint Powers relationship with TIES and accessing a favorable pricing level TIES has with Extreme for the switches we need. The installation will be done by TIES, the lease purchase will be for hardware, software, installation and includes a \$1 buyout at the end of the lease which we fully expect to utilize. The lease purchase financing was put out for proposal by Strategic Source, Inc. on our behalf.

This recommendation addresses the funding needed for us to enter into an agreement for the actual switches. Acceptance of the financing and switch purchase will allow for the technology staff and TIES to have the switches installed in the evening in late June. Should this be addressed at a later date, we will need to plan to install in mid to late July depending on availability of installers. Our hope is to have all installed prior to the start of the school year allowing for an infrastructure with far greater access in our classrooms.



**Agenda III.J.
June 5, 2014**

To: Members, Board of Education

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

Date: June 5, 2014

Re: Approve Equipment Purchase through TIES for Technology Switches

RECOMMENDATION: That the Board of Education approves purchase of technology switches through TIES Master Price Agreement with Extreme Networks, Inc. in the amount of \$495,243.49 and authorizes the Executive Director of Business Services to complete the contract documents.

As noted in the previous agenda item, we have a need to install enhanced switches in each of our schools which will upgrade a majority of the switches to GigE and PoE+ capability, allowing for 1 Gigabyte of data to flow to desktops. This is a necessity moving forward for our infrastructure and has been in the plan for Technology.

A formal bid process had been done in past years by TIES which provides the pricing level proposed for the purchase of Extreme switches. Taking advantage of our Joint Powers relationship with TIES and accessing a favorable pricing level TIES has with Extreme for the switches, we need in the amount of \$495,243.49.

Installation	\$50,500.00
Hardware	\$412,226.05
Software	\$32,517.44
Total	\$495,243.49

Installation will be done by TIES and our technology staff in the evening in late June. Should this be addressed at a later date, we will need to plan to install in mid to late July depending on availability of installers. Our hope is to have all installed prior to the start of the school year allowing for an infrastructure with far greater access in our classrooms.



**Agenda III.K.
June 5, 2014**

To: Members, Board of Education

From: Lisa Rider, Executive Director of Business

Date: June 5, 2014

Re: Approve Lease Agreement between ISD 191 and Advanced Imaging Solutions

RECOMMENDATION: That the Board of Education authorize the budget necessary and approves a 48 month lease agreement with leasing company to be determined and an equipment and maintenance agreement with Advanced Imaging Solutions (AIS). The Board authorizes the Executive Director of Business Services to complete individual lease agreements, subject to attorney review, within the terms of the contract.

The district trialed 2 of the areas' leading vendors for copier equipment and services. Administrators conducted in-depth analysis through site visits, reference checks, software evaluation and numerous meetings and discussions. The following items were strong factors in the decision to recommend AIS.

- Copier management software compatible with current system
- Reliability of products and services
- Terms and conditions of contracts
- Locally and privately owned and operated business
- School district references
- AIS is our current print managed services provider

The administration will negotiate final configurations and details of the contract with a target installation date of July 1, 2014.

The AIS contract for copier machines, maintenance and service is included for approval.

It is my recommendation that the Board of Education authorize the budget necessary and approve the AIS contract for copier machines, maintenance and services for a 48 month term, giving the Executive Director of Business Services the right to complete individual lease agreements within the terms of the contract.

Scope of Services

This Equipment Sale and Maintenance Agreement ("Maintenance Agreement") is made by and between Advanced Imaging Solutions and FD 191 ("Customer").

1. **MAINTENANCE SERVICES** Provided. Advanced Imaging Solutions shall provide to Customer maintenance service, during regular business hours, 7:30am to 6:00pm Monday through Friday excluding holidays ((i) New Year's Day; (ii) Memorial Day; (iii) 4th of July; (iv) Labor Day; (v) Thanksgiving; (vi) Day after Thanksgiving; and (vii) Christmas Day) ("Normal Business Hours"), as follows (collectively, the "Maintenance Services"):

(a) Advanced Imaging Solutions will provide the Maintenance Services necessary to keep the covered Equipment in, or restore the covered Equipment to, good working order. Maintenance Services will include lubrication, cleaning, adjustments and replacement of maintenance parts deemed necessary by Advanced Imaging Solutions due to normal usage (other than consumable parts). In the event the Equipment becomes unserviceable as a result of normal usage, replacement parts will be furnished and installed on an exchange basis and will be new OEM; provided, however, if such OEM part is not available and in order to restore the functionality of the Equipment, Advanced Imaging Solutions shall be permitted to use a reconditioned or used part until such time as the new OEM part becomes available and is installed in the Equipment.. The provision of Maintenance Services does not assure uninterrupted operation of the covered Equipment.

(b) If available, Maintenance Services requested and performed outside Normal Business Hours will be charged to Customer at applicable time and material rates set forth in the Contract.

(c) The Maintenance Services provided by Advanced Imaging Solutions will not include the following: (i) Repairs resulting from misuse (including without limitation to improper voltage or the use of supplies that do not conform to Konica's specifications); (ii) Repairs made necessary by service performed by persons other than authorized Advanced Imaging Solutions representatives; (iii) Replacement of consumable parts which are consumed in normal Equipment operation, unless specifically included in the Order; (iv) Removable cassette, copy cabinet, exit trays, or any item not related to the mechanical or electrical operation of the Equipment; (v) Unless otherwise agreed, consumable supplies such as toner, developer, paper, staples or supplies that are consumed in the normal operation of the Equipment; (vi) Repairs and/or service calls resulting from attachments or accessories not acquired from Konica; (vii) Any Software, system support Or related connectivity unless otherwise agreed in the Order; (viii) Electrical work external to the Equipment, including problems resulting from overloaded or improper circuits; (ix) Charges for installation of the Equipment or de-installation and/or movement of the Equipment from one location to another; or (x) Repair of damage or increase in service time caused by: accident, disaster (which shall include but not be limited to fire, flood, water, wind and lightning), transportation, neglect, power transients, abuse or misuse, failure of the Customer to follow Konica's published operating instructions, and unauthorized modifications or repair of Equipment by persons other than authorized representatives of Advanced Imaging Solutions. All devices installed must have proper surge protectors per manufactures guidelines.

(d) Damage to the Equipment or its parts arising out of, or other causes beyond, the control of Advanced Imaging Solutions are not covered by this Maintenance Agreement and may subject Customer to a surcharge or to cancellation of the Maintenance Services by Advanced Imaging Solutions. In addition, Advanced Imaging Solutions may terminate this Maintenance Agreement if the Equipment is modified, damaged, altered or serviced by personnel other than those employed by Advanced Imaging Solutions or are authorized by Advanced Imaging Solutions to provide service and maintenance for the Equipment.

(e) Service necessitated as a result of inadequate key operator involvement, operator caused damage, lack of recommended service, or use of inadequate or incompatible supplies may result in service being rendered on a time-and-material basis in addition to the Maintenance Charges (as defined in Section 5).

2. **MAINTENANCE SERVICE CALLS.** Maintenance service calls under this Maintenance Agreement will be made during Normal Business Hours at the installation address shown on the Order. Travel and labor-time for the service calls after Normal Business Hours, on weekends and on holidays, if and when available, will be charged at overtime rates in effect at the time the service call is made. Advanced Imaging Solutions representatives will not handle, disconnect or repair unauthorized attachments or components. Customer is responsible for disconnecting and re-connecting unauthorized attachments or components. Customer hereby indemnifies and holds Advanced Imaging Solutions and its employees and representatives harmless for claims for damages to any unauthorized parts, components or accessories resulting from service performed on Equipment covered by this Maintenance Agreement.

3. **RECONDITIONING.** Rebuilding, reconditioning or major overhauls necessitated by usage not in accordance with manufacturer's published specifications, which shall be provided upon Customer's request and are covered by Maintenance Agreement. There is no extra charge for this, there should however be advanced notice.

4. **TERM.** This Maintenance Agreement shall become effective on the delivery and Customer acceptance of the Equipment and/or solution and shall continue for the term specified therein (the "Initial Term") so long as no ongoing default exists on Customer's part. At the expiration of the Initial Term or any renewal term, unless Customer provides written notice of its intention not to renew within thirty (30) days of the expiration of the Initial Term or any renewal term, this Maintenance Agreement shall automatically renew on a month-to-month basis. In addition to any other rights or remedies which either party may have under this Maintenance Agreement or at law or equity, either party shall have the right to cancel the Services provided under this Maintenance Agreement immediately: (i) if the other party fails to pay any fees or charges or any other payments required under this Maintenance Agreement when due and payable, and such failure continues for a period of thirty (30) days after being notified in writing of such failure; or (ii) if the other party fails to perform or observe any other material covenant or condition of this Maintenance Agreement, and such failure or breach shall continue un-remedied for a period of thirty (30) days after such party is notified in writing of such failure or breach.

5. **MAINTENANCE CHARGES.** Maintenance service charges are payable by Customer in accordance with terms set forth in the order. Advanced Imaging Solutions will not increase Maintenance Charges for the first two years of agreement, and will increase no more than 5% for final two years of agreement. Charges are based on standard 8.5 x 11 images.

6. Customer agrees to provide proper place for the use of the equipment, including electrical service as specified the manufacturer. Customer agrees to provide adequate area for equipment to be accessed for service.

7. **Service Levels Response time.** Advanced Imaging Solutions provides a one hour response to service calls by phone measured from the receipt of Customer's call. Advanced Imaging Solutions will meet a 3.5 hour response time to the customer's location.

8. Response time for all Customer service calls located fifty (50) miles or greater from a Advanced Imaging Solutions service center. Response time is measured in aggregate for all Equipment covered by the Order.

9. **UPTIME.** Advanced Imaging Solutions will service the Equipment provided under an Order to be operational with a quarterly uptime average of 95% (based on manufacturer's performance standards and an 8-hour day, during Normal Business Hours), excluding preventative and interim maintenance time. Downtime will begin at the time Customer places a service call to Advanced Imaging Solutions. Customer agrees to make the Equipment available to Advanced Imaging Solutions for scheduled preventative and interim maintenance Customer further agrees to give Advanced Imaging Solutions advance notice of any critical and specific uptime needs Customer may have so that Advanced Imaging Solutions can schedule with Customer interim and preventative maintenance in advance of such needs.

(d) **Replacement of Equipment.** Should a unit of Equipment or an accessory not be able to be maintained in conformance with manufacturer's specifications, Advanced Imaging Solutions shall, at its own expense, replace such equipment with another unit.

- First two years: replacement will be a brand new MFP like for like or better.
- After two years: replacement will be new or refurbished MFP like for like or better.
- **Additionally** – The customer will receive \$1,000.00 towards their next purchase or lease

10. **END OF TERM HARD DRIVE SERVICE.**

- Customer may request Advanced Imaging Solutions to remove hard drive where applicable and provide hard drive to customer.
- Customer may request Advanced Imaging Solutions to perform hard drive erase. If additional time is needed above and beyond what the manufacture provides for erase functions then AIS may ask for billable hours.

11. **GUARANTEES OF RESPONSE TIME.** AIS will guaranty 3.5 hour response to BES ISD 191 for the service of a "downed" unit. A downed unit is the inability to print/copy legibly caused by the device and not related to BES ISD 191 internal network issues and excludes "PM's" or preventative maintenance. If AIS fails to respond within 3.5 hours on any given downed unit, AIS will provide a credit to BES ISD 191 based on 10% of average monthly volume. For example: If average volume is 150,000 on particular unit, the credit would be 10% of 150,000 = 15,000 x rate of .00375 or \$56.25.

12. Uptime of 95% is based on per unit.

IN WITNESS WHEREOF, the parties have executed this Maintenance Agreement as of the date first written above,

CUSTOMER

By:
Name:
Title:
Date:

ADVANCED IMAGING SOLUTIONS

By: *MCO*
Name: *MICHAEL KEATING*
Title: *PRESIDENT*
Date: *6/5/14*

6121 Baker Road, Suite 110 • Minnetonka, MN 55345 • Phone: 952.930.1882 • Fax: 952.930.1929

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CUSTOMER (FULL LEGAL NAME)

NAME	ATTENTION	PHONE NO.	
Burnsville, Eagan, Savage Schools - ISD191	Lisa Rider	952-707-2050	
ADDRESS	CITY	STATE	ZIP
100 River Ridge Court	Burnsville	MN	55337

LEASE AGREEMENT

Advanced Imaging Solutions ("AIS") hereby provides the Customer with the Equipment listed below which are subject to the terms, provisions and conditions of this contract hereinafter set forth.

1. EQUIPMENT DESCRIPTION - The business property hereby provided by Advanced Imaging Solutions for the making of copies (hereinafter called Equipment) receipt of which in good condition is hereby acknowledged by Customer is described as follows:

Quantity	Description	Model #	Serial #	Starting Meter
1	John Metcalf Jr. High-1052 with/PF706,FS532 PI502,PK522,MK532,SD510			
1	John Metcalf Jr. High - KM 454e with/WT506, DF701,FS534,PK520,PC410			
1	John Metcalf Jr. High -KM 364e with/WT506,DF701,FS534,PC210,FK511			

2. PAYMENT TERMS - Customer hereby promises to pay Advanced Imaging Solutions the following Schedule of payments during the original term of this contract or any extension:

Term of Contract (in Months)	48	Amount of each payment	\$10,218.84	(plus applicable taxes)
Date of Delivery		Security Deposit*	0	(plus applicable taxes)

END OF LEASE OPTIONS: You may choose one of the following options within the area you check and initial at the end of the original term, provided that no event of default under the Lease has occurred and is continuing. If no box is checked and initialed, then Fair Market Value will be your end of lease option:

- 1) Purchase the Equipment for Fair Market Value. 2) Renew the lease per paragraph 4, or 3) Return the Equipment as provided in paragraph 8. _____ Lessee's Initials
- 1) Purchase the Equipment for \$1.00, or 2) Return the Equipment as provided in paragraph 8. _____ Lessee's Initials

*Note: Security Deposit (if applicable) must accompany this agreement.

This is a non-cancelable/irrevocable agreement; this agreement cannot be canceled or terminated.

The initial term (and commencement date) of this contract shall begin upon the date of delivery of the Equipment to the Customer. A late charge of 15% of the payment amount shall be applied to each payment not made within 3 days of its due date.

3. PERFORMANCE GUARANTY - ADVANCED IMAGING SOLUTIONS "AIS" WILL BE SOLELY RESPONSIBLE FOR INSTALLATION AND MAINTENANCE OF THE EQUIPMENT AND KEEPING THE EQUIPMENT IN GOOD MECHANICAL CONDITION AND RUNNING ORDER. AIS WILL FURNISH AND INSTALL ALL PARTS AND LABOR TO PROPERLY MAINTAIN THE EQUIPMENT. IF AIS IS UNABLE TO MAINTAIN THE EQUIPMENT IN GOOD WORKING ORDER, AIS, AT ITS DISCRETION, WILL PROVIDE EITHER AN IDENTICAL REPLACEMENT OR ANOTHER PRODUCT THAT PROVIDES EQUAL OR GREATER CAPABILITIES AT NO ADDITIONAL CHARGE FOR THE PERIOD OF THE THEN CURRENT TERM OF THE AGREEMENT. Customer agrees to provide suitable electrical service and approved supplies (paper, etc.) for the operation of the Equipment. All additions, attachments, accessories and repairs made to or placed upon the Equipment shall be the property of AIS. The Equipment shall not be removed from the location specified above without prior written consent of AIS. At the end of the Agreement's term, you will return the Equipment to a location we specify at your expense, in retail resalable condition, full working order, and in complete repair.

SEE REVERSE SIDE FOR ADDITIONAL TERMS AND CONDITIONS WHICH ARE PART OF THIS AGREEMENT.

The undersigned have read, understand and agree to all the terms and conditions set forth above, and in witness thereof hereby execute this agreement, receipt of a copy of which is acknowledged. By providing a telephone number for a cellular phone or other wireless device, you are expressly consenting to receiving communications (for NON-marketing or solicitation purposes) at that number, including, but not limited to, prerecorded or artificial voice message calls, text messages, and calls made by an automatic telephone dialing system from Lessor and its affiliates and agents. This Express Consent applies to each such telephone number that you provide to us now or in the future and permits such calls. These calls and messages may incur access fees from your cellular provider.

ADVANCED IMAGING SOLUTIONS

CUSTOMER ACCEPTANCE

By: _____
Name/Title (To Be Signed by Corporate Officer)

(Type or Print Legal Name of Customer)

Date: _____

By: _____
Name/Title (To Be Signed by Corporate Officer)

Print Name: _____

Federal Tax ID #: _____ Date: _____

~~**CONTINUING GUARANTY**~~

~~As additional inducement for us to enter into the Agreement, the undersigned ("you") unconditionally, jointly and severally, personally guarantees that the customer will make all payments and meet all obligations required under this Agreement and any supplements fully and promptly. You agree that we may make other arrangements including compromise or settlement with the customer and you waive all defenses and notice of those changes and will remain responsible for the payment and obligations of this Agreement. We do not have to notify you if the customer is in default. If the customer defaults, you will immediately pay in accordance with the default provision of the Agreement all sums due under the terms of the Agreement and will perform all the obligations of the Agreement. If it is necessary for us to proceed legally to enforce this guaranty, you expressly consent to the jurisdiction of the court set out in paragraph 17 and agree to pay all costs, including attorneys fees incurred in enforcement of this guaranty. It is not necessary for us to proceed first against customer before enforcing this guaranty. By signing this guaranty, you authorize us to obtain credit bureau reports for credit and collection purposes.~~

Date: _____ (Signature) _____

An individual

Home Address _____

City/State/Zip _____

4. LEASE AGREEMENT: You agree to lease from us the personal property described under "DESCRIPTION" and as modified by supplements to this Master Agreement from time to time signed by you and us (such property and any upgrades, replacements, repairs and additions referred to as "Equipment") for business purposes only. You agree to all of the terms and conditions contained in this Agreement and any supplement, which together are a complete statement of our Agreement regarding the listed Equipment ("Agreement") and supersedes any purchase order or outstanding invoice. This Agreement may be modified only by written Agreement and not by course of performance. You authorize us to insert in this Agreement serial numbers and other identification about the Equipment, as well as other omitted factual matters. This Agreement becomes valid upon execution by us and will begin on the date shown and will continue from the first day of the following month for the number of consecutive months shown. The term will be extended automatically for successive 12 month terms unless you send us written notice you do not want it renewed at least ninety (90) days before the end of any term. Leases with \$1.00 purchase options will not be renewed. THE BASE RENTAL PAYMENT SHALL BE ADJUSTED PROPORTIONATELY UPWARD OR DOWNWARD, IF THE ACTUAL COST OF THE EQUIPMENT EXCEEDS OR IS LESS THAN THE ESTIMATE PROVIDED TO LESSEE. If any provision of this Agreement is declared unenforceable in any jurisdiction, the other provisions herein shall remain in full force and effect in that jurisdiction and all others. You authorize us to insert or correct missing information on this lease including your proper legal name, serial numbers and any other numbers describing the Equipment. You agree to provide updated annual and/or quarterly financial statements to us upon request.

5. RENT: Rent will be payable in installments, each in the amount of the basic lease payment shown plus any applicable sales tax, use tax, or property tax. We will have the right to apply all sums, received from you, to any amounts due and owed to us under the terms of this Agreement. In the event this Agreement is not commenced, the security deposit will be retained by us to compensate us for our documentation, processing and other expenses. If for any reason, your check is returned for nonpayment, a \$35.00 bad check charge will be assessed.

6. OWNERSHIP OF EQUIPMENT: We are the Lessor of the Equipment and have sole title to the Equipment (excluding software). You agree to keep the Equipment free and clear of all liens and claims.

7. WARRANTY DISCLAIMER: WE MAKE NO WARRANTY, EXPRESS OR IMPLIED, OR THAT THE EQUIPMENT IS FIT FOR A PARTICULAR PURPOSE OR THAT THE EQUIPMENT IS MERCHANTABLE. YOU AGREE THAT YOU HAVE SELECTED THE SUPPLIER AND EACH ITEM OF EQUIPMENT BASED UPON YOUR OWN JUDGMENT AND DISCLAIM ANY RELIANCE UPON ANY STATEMENTS OR REPRESENTATIONS MADE BY US. WE DO NOT TAKE RESPONSIBILITY FOR THE INSTALLATION OR PERFORMANCE OF THE EQUIPMENT. THE SUPPLIER IS NOT AN AGENT OF OURS AND NOTHING THE SUPPLIER STATES CAN AFFECT YOUR OBLIGATION UNDER THE AGREEMENT. YOU WILL CONTINUE TO MAKE ALL PAYMENTS UNDER THIS AGREEMENT REGARDLESS OF ANY CLAIM OR COMPLAINT AGAINST SUPPLIER. Notwithstanding any other terms and conditions of the Agreement, you agree that as to software only: a) We have not had, do not have, nor will have any title to such software, b) You have executed or will execute a separate software license agreement and we are not a party to and have no responsibilities whatsoever in regard to such license agreement, c) You have selected such software and WE MAKE NO WARRANTIES OF MERCHANTABILITY, DATA ACCURACY, SYSTEM INTEGRATION OR FITNESS FOR USE AND TAKE ABSOLUTELY NO RESPONSIBILITY FOR THE FUNCTION OR NATURE OF SUCH SOFTWARE.

8. LOCATION OF EQUIPMENT: You will keep and use the Equipment only at your address shown above and you agree not to move it unless we agree to it. At the end of the Agreement's term, you will return the Equipment to a location we specify at your expense, in retail resalable condition, full working order, and in complete repair.

9. LOSS OR DAMAGE: You are responsible for the risk of loss or for any destruction of or damage to the Equipment. No such loss or damage relieves you from the payment obligations under this Agreement. You agree to promptly notify us in writing of any loss or damage and you will then pay to us the present value of the total of all unpaid lease payments for the full lease term plus the estimated fair market value of the Equipment at the end of the originally scheduled term, all discounted at four percent (4%) per year. Any proceeds of insurance will be paid to us and credited, at our option, against any loss or damage. You authorize us to sign on your behalf and appoint us as your attorney in fact to execute in your name any insurance drafts or checks issued due to loss or damage to the Equipment.

10. INSURANCE/COLLATERAL PROTECTION: You agree (a) to keep the Equipment fully insured through a carrier acceptable to Us against loss at its replacement cost, with Us named as loss payee; (b) to maintain comprehensive public liability insurance acceptable to Us; (c) to provide proof of insurance satisfactory to Us no later than thirty (30) days following the commencement of this Agreement (or at commencement if We so elect), and thereafter upon Our written request; (d) if You fail to obtain and maintain property loss insurance satisfactory to Us and/or You fail to provide proof of such insurance to Us within thirty (30) days of the commencement of the Agreement (or at commencement if We so elect), We have the option, but not the obligation, to do as provided in either (A) or (B) as follows, as determined in Our discretion: (A) We may secure property loss insurance on the Equipment from a carrier of Our choosing in such forms and amounts as We deem reasonable to protect Our interests. If We place insurance on the Equipment, We will not name You as an insured and Your interests may not be fully protected. If We secure insurance on the Equipment, You will pay Us an amount for the premium which may be higher than the premium that You would pay if You placed the insurance independently and may result in a profit to Us through an investment in reinsurance. Any insurance proceeds received will be applied, at Our option, (i) to repair, restore or replace the Equipment, or (ii) to pay Us the remaining balance of the Agreement plus Our estimated residual value, both discounted at 4% per year, provided We elect to apply this subsection A. (B) We may bill You and You shall pay Us a monthly property damage surcharge of up to .0035 of the total stream of payments as a result of our administrative costs, credit risk or other costs. We may make a profit on this program. Provided You are current in paying the property damage surcharge and all other obligations under this Agreement at the time of a loss (intentional acts are not included), the remaining balance owed on this Agreement will be forgiven, provided We elected to apply this subsection B. NOTHING IN THIS SECTION WILL RELIEVE YOU OF YOUR OBLIGATION TO MAINTAIN LIABILITY INSURANCE COVERING THE EQUIPMENT.

11. INDEMNITY: We are not responsible for any loss or injuries caused by the installation or use of the Equipment. You agree to hold us harmless and reimburse us for loss and to defend us against any claim for losses or injury caused by the Equipment.

12. TAXES AND FEES: You agree to pay when due all taxes (including personal property tax, fines and penalties) and fees relating to this Agreement or the Equipment. If we pay any of the above for you, you agree to reimburse us and to pay us a processing fee for each payment we make on your behalf. In addition you agree to pay us a UCC filing fee of \$35.00 and reimburse us for all costs involved in documenting and servicing this Agreement. You further agree to pay us up to \$79.50 on the date the first payment is due as an origination fee. If the total sum of the payments exceeds \$75,000, the origination fee will be no greater than \$99.50. We reserve the right to charge a fee upon termination of this Agreement either by trade-up, buy-out or default. Any fee charged under this Agreement may include a profit and is subject to applicable taxes.

13. ASSIGNMENT: YOU HAVE NO RIGHT TO SELL, TRANSFER, ASSIGN OR SUBLEASE THE EQUIPMENT OR THIS AGREEMENT. We may sell, assign, or transfer this Agreement without notice. You agree that if we sell, assign, or transfer this Agreement, the new Lessor will have the same rights and benefits that we have now and will not have to perform any of our obligations. You agree that the rights of the new Lessor will not be subject to any claims, defenses, or set offs that you may have against us.

14. DEFAULT AND REMEDIES: If you do not pay any lease payment or other sum due to us or other party when due or if you break any of your promises in the Agreement or any other Agreement with us, you will be in default. If any part of a payment is late, you agree to pay a late charge of 15% of the payment which is late or if less, the maximum charge allowed by law. If you are ever in default, we may retain your security deposit and at our option, we can terminate or cancel this Agreement and require that you pay (1) the unpaid balance of this Agreement (discounted at 4%); (2) the amount of any purchase option and if none is specified, 20% of the original Equipment cost which represents our anticipated residual value in the Equipment; (3) and return the Equipment to us to a location designated by us. We may recover interest on any unpaid balance at the rate of 8% per annum. We may also use any of the remedies available to us under Article 2A of the Uniform Commercial Code as enacted in the State of Lessor or its Assignee or any other law. If we refer this Agreement to an attorney for collection, you agree to pay our reasonable attorney's fees and actual court costs. If we have to take possession of the Equipment, you agree to pay the cost of repossession. The net proceeds of the sale of any repossessed Equipment will be credited against what you owe us under this Agreement. YOU AGREE THAT WE WILL NOT BE RESPONSIBLE TO PAY YOU ANY CONSEQUENTIAL OR INCIDENTAL DAMAGES FOR ANY DEFAULT BY US UNDER THIS AGREEMENT. You agree that any delay or failure to enforce our rights under this Agreement does not prevent us from enforcing any rights at a later time. It is further agreed that your rights and remedies are governed exclusively by this Agreement and you waive lessee's rights under Article 2A (508-522) of the UCC.

15. UCC FILINGS: You grant us a security interest in the Equipment if this Agreement is deemed a secured transaction and you authorize us to record a UCC-1 financing statement or similar instrument, in order to show our interest in the Equipment.

16. SECURITY DEPOSIT: The security deposit is payable upon execution and non-interest bearing and is to secure your performance under this Agreement. Any security deposit made may be applied by us to satisfy any amount owed by you, in which event you will promptly restore the security deposit to its full amount as set forth above. If all conditions herein are fully complied with and provided you have not ever been in default of this Agreement per paragraph 14, the security deposit will be refunded to you after the return of the Equipment in accordance with paragraph 8.

17. LAW: Any dispute arising under or related to this Agreement shall be adjudicated in a federal or state court in the state of Advanced Imaging Solutions ("AIS") principal place of business, or if this Agreement is assigned, in the federal or state court where the assignee's corporate headquarters is located. You hereby consent to personal jurisdiction and venue in such court and waive any right to transfer venue. Each party waives any right to a trial by jury.

18. DELIVERY OF ORIGINALS: You agree to submit the original master lease documents with the security deposit to the Lessor via overnight courier the same day of the facsimile transmission of the lease documents. Should we fail to receive these originals, you agree to be bound by the faxed copy of this Agreement with appropriate signatures. Lessee waives the right to challenge in court the authenticity of a faxed copy of this Agreement and the faxed copy shall be considered the original and shall be the binding Agreement for the purposes of any enforcement action under paragraph 14.

FOR MUNICIPALITIES ONLY

19-A. CUSTOMER COVENANTS: You covenant and warrant that (1) it has, in accordance with the requirements of law, fully budgeted and appropriated sufficient funds for the current budget year to make the payments scheduled to come due and to meet its other obligations under the Agreement and such funds have not been expended for other purposes; and (2) that there is no action, suit, proceeding or investigation pending, or threatened in any court or other tribunal or competent jurisdiction, state or federal or before any public board or body, which in any way would (a) restrain or enjoin the delivery of the Agreement or the ability of you to make its Base Payments (as set out above); (b) contest or affect the authority for the execution or delivery of, or the validity of, the Agreement; or (c) contest the existence and powers of you; nor is there any basis for any such action, suit, proceeding or investigation; and (3) That the Equipment will be operated and controlled by you and will be used for essential government purposes and will be essential for the term of the Agreement.

(4) You have not previously terminated a rental for non-appropriation, except as specifically described in a letter appended hereto.

19-B. SIGNATURES: Each signor (two if monthly payment exceeds \$1,200) warrants that he/she is fully conversant with the governing relevant legal and regulatory provisions and has full power and authorization to bind you. Signor(s) for you further warrant(s) its governing body has taken the necessary steps; including any legal bid requirements, under applicable law to arrange for acquisition of the Equipment; the approval and execution has been in accordance with all applicable open meeting laws; and that a resolution of the governing body of you authorizing execution of the Agreement has been duly adopted and remains in full force and effect.

19-C. NON APPROPRIATION: In the event you are in default under the Agreement because:

1. Funds are not appropriated for a fiscal period subsequent to the one in which the Agreement was entered into which are sufficient to satisfy all of your obligations under the Agreement during said fiscal period;
2. Such non-appropriation did not result from any act or failure to act of you;
3. You have exhausted all funds legally available for all payment due under the Agreement; and
4. There is no other legal procedure by which payment can be made to Lessor.

Then, provided that (a) you have given Lessor written notice of the occurrence of paragraph 1 above thirty (30) days prior to such occurrence; (b) Lessor has received a written opinion from your counsel verifying the same within ten (10) days thereafter upon receipt of the Equipment delivered to a location designated by Lessor, at your expense, Lessors remedies for such default shall be to terminate the Agreement at the end of the fiscal period during which notice is given; retain the advance payments, if any; and/or sell, dispose of, hold, use or rent the Equipment as Lessor in its sole discretion may desire, without any duty to account to you.

This Schedule "A" is to be attached to and becomes part of the Agreement dated _____ by and between the undersigned and **Advanced Imaging Solutions**.

EQUIPMENT DESCRIPTION

MAKE/MODEL/ACCESSORIES	SERIAL NO.	STARTING METER
Diamond Head 1 KM 554e copy/print/scan w WT-506,FS-534,PK-520,PC-410,FK-511		
Diamond Head 1 KM c364e copy/print/scan w DF-701,DK-510		
Diamond Head 1 KM 454e w WT-506,DF-701,FS-534,PK-520,PC-410,FK-511		
Diamond Head 1 KM C554e copy/print/scan w WT-506,FS-534,PK-520,PC-410		
Diamond Head 1 KM 554e w WT-506,DF-701,FS-534,PK-520,PC-410,FK-511		
Diamond Head 1 KM 454e w WT-506,DF-701,FS-534,PK-520,PC-410,FK-511		
Diamond Head 1 Lexmark XM3150 Copy/print/scan/fax		
Diamond Head 1 Lexmark XM3150 Copy/print/scan/fax		
Diamond Head 1 Lexmark CS748de Copy/print/scan-Color MFP		
Bryne Elementary 1 KM 454e with/WT506,DF701,FS534,PK520,PC410,FK511		
Sky Oaks Elementary 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Sky Oaks Elementary 1 KM 364e w WT-506, DF-701,FS-533,PC-210,FK-511		
ISD 191 District Office 1 KM 454e w WT-506,DF-701,FS-534,PK-520,PC-410,FK-511		
ISD 191 District Office 1 KM C454e w WT-506,FS-534,PK-519,PC-410		
William Byrne 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Vista View Elementary 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Vista View Elementary 1 Lexmark XM3150 Copy/print/scan/fax		
Edward Hamilton 1 KM 554e w WT-506,DF-701,FS-534,PK-520,PC-410,FK-511		
Edward D. Neil 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Hidden Valley Elementary 1 Lexmark XM3150 Copy/print/scan/fax		
Hidden Valley 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Eagle Ridge 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Eagle Ridge 1 Lexmark XM3150 Copy/print/scan/fax		
Eagle Ridge 1 KM 364e w WT-506, DF-701,FS-533,PC-210,FK-511		
Eagle Ridge 1 KM 364e w WT-506, DF-701,FS-533,PC-210,FK-511		
Harriet Bishop 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Harriet Bishop 1 Lexmark XM3150 Copy/print/scan/fax		
Gideon Pond Elem. 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
BES 1 KM 364e copy/print/scan w WT-506, DF-701,FS-534,PC-210,FK-511		

CUSTOMER ACCEPTANCE

This Schedule "A" is hereby verified as correct by the undersigned Customer, who acknowledges receipt of a copy.

X

CUSTOMER

SIGNATURE

TITLE

DATED

This Schedule "A" is to be attached to and becomes part of the Agreement dated _____ by and between the undersigned and **Advanced Imaging Solutions**.

EQUIPMENT DESCRIPTION

MAKE/MODEL/ACCESSORIES	SERIAL NO.	STARTING METER
Cedar School office 1 Lexmark XM3150 copy/print/scan/fax		
Cedar School Assistant Principals 1 Lexmark XM3150 copy/print/scan/fax		
Cedar School workroom 1 KM 654e copy/print/scan w WT-506,FS-535,PK-521		
Cedar School room 208 1 Lexmark XM3150 copy/print/scan/fax		
Sioux Trail Elementary 1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Sioux Trail Elementary office1 Lexmark XM3150 copy/print/scan/fax		
Joseph Nicolet Jr. High1 KM 1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Joseph Nicolet Jr. High 1 KM 554e copy/print/scan w WT-506,FS-534,PK-520,PC-410		
Joseph Nicolet Jr. High 1 KM 364E W WT-506,DF-701,FS-534,PC-210,FK-511		
Joseph Nicolet Jr. High 1 Lexmark XM3150 copy/print/scan/fax		
Rahn Elementary1 KM1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Rahn Elementary 1 Lexmark XM3150 copy/print/scan/fax		
Marion W. Savage1 KM1052 w PF-706,FS-532,PI-502,PK-522,MK-732,SD-510		
Marion W. Savage 1 Lexmark XM3150 copy/print/scan/fax		
Burnsville High 1 KM 554e copy/print/scan w WT-506,FS-535,PK-520,PC-410		
Burnsville High 1 KM1250 w PF-703,RU-510,SD-506,FD-503,FS-532		
Burnsville High 1 KM1250 w PF-706,FS-532PI-502,PL-522,MK-732,SD-510,RU-510		
Burnsville High 1 KM 654e copy/print/scan w WT-506,FS-535,PK-521,FK-511		
Burnsville High 1 Lexmark XM3150 copy/print/scan/fax		
Burnsville High 1 KM 554e copy/print/scan w WT-506,FS-535,PK-520,PC-410		
Diamond Head1 KM 554e copy/print/scan w WT-506,FS-534,PK-520,PC-410		
Diamond Head1 KM C654e copy/print/scan w WT-506,FS-535,PK-521		
Diamond Head 1 Lexmark M3150 printer		

CUSTOMER ACCEPTANCE

This Schedule "A" is hereby verified as correct by the undersigned Customer, who acknowledges receipt of a copy.

CUSTOMER	X	SIGNATURE	TITLE
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DATED



MAINTENANCE AGREEMENT

6121 BAKER RD SUITE 110
 MINNETONKA, MN 55345
 www.ais-mn.com PHONE: (952)930-1882 FAX: (952)930-1929

(Refer to SLA)	Account Manager	Guy Rustad
Agreement #:		
Contract Term:	Annual	

CUSTOMER INFORMATION SHIP TO:		CUSTOMER INFORMATION BILL TO:	
COMPANY NAME		COMPANY NAME	
ADDRESS		ADDRESS	
CITY, STATE		CITY, STATE, ZIP	
PHONE #		PHONE #	
CONTACT NAME		CONTACT NAME	

Burnsville-Eagan-Savage Schools - ISD 191
100 River Ridge Court
Burnsville, Minnesota
55337
9852-707-2050
952-707-2002
Lisa Rider
 EMAIL ADDRESS CLINDBERG@burnsville.k12.mn.us

MODEL	QTY	PRODUCT CODE	SERIAL NUMBER METER READING	EQUIPMENT ID #	COPY / MONTH	BASE CHARGE B&W CLR	OVERAGES
KM 1052	13			1052/1250			0.00375 pp
KM 1250	2						
KM 364e	6			364e,454e,554e,654e			B&W @.0065pp
KM 454e	5						
KM 554e	6						
KM 654e	2						

BASE ALLOWANCE	0	BILLING CYCLE Indicate Billing Preferences on Comment Line MONTHLY _____ QUARTERLY _____ ANNUAL _____ SEMI ANNUAL _____ GROUP _____	SUBTOTAL _____ MN TAX of 6.5% _____ TOTAL _____
BASE PRICE			
OVERAGES			
START DATE			
END DATE			
# OF MACHINES	34		

COMMENTS: KM 1052, 1250 produciton B&W = 15 units

KM 364e,454e,554e,654e midrange B&W = 19 units

Network Hardware	Print Server	FAX / PRINTER AGREEMENT Includes parts, labor, & preventative maintenance. Does not included paper, labels, supplies, or transparencies.
Maintenance	All Others	
PROGRAM TYPE <input type="checkbox"/> COST PER COPY: Includes parts, labor, drums, toner, developer and lease payment <input type="checkbox"/> SUPPLY INCLUSIVE: Includes parts, labor, drums, toner, developer		<input type="checkbox"/> PARTS/LABOR INCLUSIVE: Includes parts & labor <input type="checkbox"/> TIME & MATERIALS: Rate: _____

Customer Acceptance: This agreement consisting of the terms & conditions appearing is hereby approved, accepted & executed by the respective parties, hereto on the dates set forth adjacent to their signatures. See reverse for additional terms.

X _____ Date / / X _____
 Customer Signature (Required) Print Name & Title (Required)



MAINTENANCE AGREEMENT

367

(Refer to SLA)	Account Manager	Guy Rustad
Agreement #:		
Contract Term:	Annual	

6121 BAKER RD SUITE 110
 MINNETONKA, MN 55345
 www.ais-mn.com PHONE: (952)930-1882 FAX: (952)930-1929

CUSTOMER INFORMATION SHIP TO:		CUSTOMER INFORMATION BILL TO:	
COMPANY NAME		COMPANY NAME	
ADDRESS		ADDRESS	
CITY, STATE		CITY, STATE, ZIP	
PHONE #		PHONE #	
CONTACT NAME		CONTACT NAME	
Suite		Suite	
Zip Code		Zip Code	
FAX #		FAX #	
EMAIL ADDRESS CLINDBERG@burnsville.k12.mn.us		EMAIL ADDRESS	

MODEL	QTY	PRODUCT CODE	SERIAL NUMBER METER READING	EQUIPMENT ID #	COPY / MONTH	BASE CHARGE B&W CLR	OVERAGES
KM c364e	1			Midrange Color			color @ .055pp
KM c454e	1						
KM c554e	1						
KM c654e	1						

BASE ALLOWANCE	0	BILLING CYCLE Indicate Billing Preferences on Comment Line MONTHLY _____ QUARTERLY _____ ANNUAL _____ SEMI ANNUAL _____ GROUP _____	SUBTOTAL _____ MN TAX of 6.5% _____ TOTAL _____
BASE PRICE			
OVERAGES			
START DATE			
END DATE			
# OF MACHINES	4		

COMMENTS: KM C364,454,554,654 midrange color units = 4 total

Network Hardware	Print Server	FAX / PRINTER AGREEMENT <input type="checkbox"/> Includes parts, labor, & preventative maintenance. <input type="checkbox"/> Does not included paper, labels, supplies, or transparencies.
Maintenance	All Others	
PROGRAM TYPE <input type="checkbox"/> COST PER COPY: Includes parts, labor, drums, toner, developer and lease payment <input type="checkbox"/> SUPPLY INCLUSIVE: Includes parts, labor, drums, toner, developer		<input type="checkbox"/> PARTS/LABOR INCLUSIVE: Includes parts & labor <input type="checkbox"/> TIME & MATERIALS: Rate: _____

Customer Acceptance: This agreement consisting of the terms & conditions appearing is hereby approved, accepted & executed by the respective parties, hereto on the dates set forth adjacent to their signatures. See reverse for additional terms.

X _____ / / _____ X _____
 Customer Signature (Required) Date Print Name & Title (Required)



MAINTENANCE AGREEMENT

368

(Refer to SLA)	Account Manager	Guy Rustad
Agreement #:		
Contract Term:	Annual	

6121 BAKER RD SUITE 110
 MINNETONKA, MN 55345
 www.ais-mn.com PHONE: (952)930-1882 FAX: (952)930-1929

CUSTOMER INFORMATION SHIP TO:		CUSTOMER INFORMATION BILL TO:	
COMPANY NAME		COMPANY NAME	
ADDRESS		ADDRESS	
CITY, STATE		CITY, STATE, ZIP	
PHONE #		PHONE #	
CONTACT NAME		CONTACT NAME	

Burnsville-Eagan-Savage Schools - ISD 191
100 River Ridge Court
Burnsville, Minnesota 55337
9852-707-2050
952-707-2002
Lisa Rider
 EMAIL ADDRESS CLINDBERG@burnsville.k12.mn.us

MODEL	QTY	PRODUCT CODE	SERIAL NUMBER METER READING	EQUIPMENT ID #	COPY / MONTH	BASE CHARGE B&W CLR	OVERAGES
Lexmark M3150	1			M3150, XM3150			b&w @.0081pp
Lexmark XM3150	14						
Lexmark CS748de	1			CS748de			b&w @.01pp color @.07pp
BASE ALLOWANCE	0		BILLING CYCLE		SUBTOTAL _____		
BASE PRICE			Indicate Billing Preferences on Comment Line		MN TAX of 6.5% _____		
OVERAGES			MONTHLY _____		TOTAL _____		
START DATE			QUARTERLY _____				
END DATE			ANNUAL _____				
# OF MACHINES	16		SEMI ANNUAL _____				
			GROUP _____				

COMMENTS: Lexmark M3150, XM3150, CS748de total units = 16

Network Hardware	Print Server	
Maintenance	All Others	
PROGRAM TYPE		FAX / PRINTER AGREEMENT
<input type="checkbox"/> COST PER COPY: Includes parts, labor, drums, toner, developer and lease payment	<input type="checkbox"/> PARTS/LABOR INCLUSIVE: Includes parts & labor	Includes parts, labor, & preventative maintenance.
<input type="checkbox"/> SUPPLY INCLUSIVE: Includes parts, labor, drums, toner, developer	<input type="checkbox"/> TIME & MATERIALS: Rate: _____	Does not include paper, labels, supplies, or transparencies.

Customer Acceptance: This agreement consisting of the terms & conditions appearing is hereby approved, accepted & executed by the respective parties, hereto on the dates set forth adjacent to their signatures. See reverse for additional terms.

X _____ / / X _____
 Customer Signature (Required) Date Print Name & Title (Required)



Each Student Real-World Ready

Type: Regular	Meeting Date: June 5, 2014	Place on Agenda: New Business	Agenda Item: III.L
Topic: Board Policies			
Presenter(s): Superintendent Joe Gothard			
<p>Recommendation:</p> <p>The recommendation is to approve, on a first reading basis, Policy 406: <i>Public and Private Personnel Data</i>; Policy 410: <i>Family and Medical Leave Policy</i>, Policy 413: <i>Harassment and Violence</i>; and revisions to Policy 412: <i>Expense Reimbursement</i> and to rescind policies GBLA: <i>Public and Private Personnel Data</i>; GBEAC: <i>Staff Protection Family and Medical Leave Policy</i>, and JBA-ACA: <i>Nondiscrimination Sexual Harassment and Violence</i>.</p> <p>Background Information:</p> <p>These policies have been reviewed and revised by MSBA, the Policy Review Committee and administration. Copies of the policies with the markups have been included in your board packet.</p>			

Descriptor Term: **Public and Private Personnel Data**

Descriptor Code: **GBLA 406**

Issued Date: **12/03**

Reviewed Date:

Revised Date: **11/04**

Rescinds:

I. PURPOSE

The purpose of this policy is to provide guidance to Independent School District 191 employees as to the data the school district collects and maintains regarding its personnel.

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained or disseminated by Independent School District 191, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

III. DEFINITIONS

- A. "Public" means that the data is available to anyone who requests it.
- B. "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- C. "Confidential" means the data is not available to the subject.
- ~~D. "Parking space leasing data" means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.~~
- ~~E. "Personnel data" means government data on individuals collected because they are or were employees of the school district, or an individual was an applicants for employment, volunteers or independent contractors for the school district, or is a members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.~~
- F. "Finalist" means an individual who is selected to be interviewed by the school board for a position.
- G. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records

covered by FERPA and employment records held by a school district in its role as employer.

- H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least 50 percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals.

IV. PUBLIC PERSONNEL DATA

- A. The following information on employees, including volunteer and independent contractors, is public:

1. name;
2. employee identification number, which may not be the employee's social security number;
3. actual gross salary;
4. salary range;
5. **terms and conditions of employment relationship;**
6. contract fees;
7. actual gross pension;
8. the value and nature of employer-paid fringe benefits;
9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
10. job title;
11. bargaining unit;
12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minn. Stat. §13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the **complete** terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout

agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

19. work location;
 20. work telephone number;
 21. badge number;
 - 22. work-related continuing education;**
 23. honors and awards received;
 24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.
- B. The following information on applicants for employment or advisory board/ commission is public:
1. veteran status;
 2. relevant test scores;
 3. rank on eligible list;
 4. job history;
 5. education and training; **and**
 6. work availability;
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.
- D. ~~Names and home addresses of applicants for appointment to and members of an advisory board/commission are public. Applicants for appointment to a public body.~~
- 1. ~~Data about applicants for appointment to a public body are private data on individuals except that the following are public:~~**
- a. ~~name;~~**
 - b. ~~city of residence, except when the appointment has a residency requirement that requires the entire address to be public;~~**
 - c. ~~education and training;~~**

- ~~d. — employment history;~~
- ~~e. — volunteer work;~~
- ~~f. — awards and honors;~~
- ~~g. — prior government service;~~
- ~~h. — any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. § 15.0597; and~~
- ~~i. — veteran status.~~

~~2. — Once an individual is appointed to a public body, the following additional items of data are public:~~

- ~~a. — residential address;~~
- ~~b. — either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;~~
- ~~c. — first and last dates of service on the public body;~~
- ~~d. — the existence and status of any complaints or charges against an appointee; and~~
- ~~e. — upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.~~

~~3. — Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.~~

E. Regardless of whether there has been a final disposition as defined in Minn. Stat. §13.43, Subd.2 (b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

F. **Data relating to a complaint or charge against a public official is public only if: (1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or (2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement. Data that is classified as private under another law is not made public by this provision.**

V. PRIVATE PERSONNEL DATA

- A. All other personnel data is private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data pertaining to an employee's dependents is private data on individuals.
- C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.
- ~~D. Parking space leasing data are private.~~
- E. Personal data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- F. Independent School District 191 may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- G. Independent School District 191 may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. §253.07, Subd. 1; or
 3. A court, law enforcement agency or prosecuting authority.
- H. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- I. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- J. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
 1. threaten the personal safety of the complainant or a witness; or
 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- K. Independent School District 191 shall make any report to the board of teaching or the state board of education as required by Minn. Stat. §122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. §122A.20, Subd. 2.
 - L. Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under Minn. Ch. 268.
 - M. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Minnesota Department of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of informing a parent, legal guardian, or custodian of a child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
 - N. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data.
 - O. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.
 - P. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
 - Q. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
 - R. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- VI. MULTIPLE CLASSIFICATIONS
- If data on individuals is classified as both private and confidential by Chap. 13, or any other state or federal law, the data is private.

VII. CHANGE IN CLASSIFICATIONS

The classification of data in the possession of Independent School District 191 shall change if **the school district** is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated Stacey Sovine, executive director of human resources as the authority responsible for personnel data. If you have any questions, contact him at 952-707-2010.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. §13.02 (Definitions)
 Minn. Stat. §13.37 (General Nonpublic Data)
 Minn. Stat. §13.39 (Civil Investigation Data)
 Minn. Stat. §13.43 (Personnel Data)
 Minn. Stat. §122A.20, Subd. 2 (Mandatory Reporting)

Cross References:

Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
 Policy 515 (Protection and Privacy of Pupil Records)
 MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: 4/01
Reviewed: 1/11
Revised: 3/11
Rescinds: GBEAC

Burnsville-Eagan-Savage School District Policy 410

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to Independent School District 191 employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under Minnesota law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee’s fulfillment of his or her National Guard or Reserve military service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.
- D. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember’s spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember’s next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember’s only next of kin.
- E. “Outpatient status” means, with respect to a covered servicemember, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- F. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:
1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 2. to attend military events and related activities of a covered military member;
 3. to address issues related to childcare and school activities of a covered military member’s child;
 4. to address financial and legal arrangements for a covered military member;

5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 6. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 7. to attend post-deployment activities related to a covered military member; and
 8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- G. “Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
 2. continuing treatment by a health care provider.
- H. “Veteran” has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee’s child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee’s spouse, son, daughter, or parent with a serious health condition;
 - d. the employee’s serious health condition makes the employee unable to perform the functions of the employee’s job; and/or
 - e. any qualifying exigency arising from the employee’s spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.

2. For the purposes of this policy, “year” is defined as a rolling 12-month period measured backward from the date an employee’s leave is to commence.
3. An employee’s entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A “serious health condition” typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief. ~~Family and medical leave generally is not intended to cover short term conditions for which treatment and recovery are very brief.~~
5. A “serious injury or illness,” in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating; and
 - b. a “serious injury or illness,” in the case of a veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces) and that manifested itself before or after the member became a veteran.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee’s own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically

necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the

employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Six-week Leave

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a six-week unpaid parenting leave for birth or adoption of a child. The employee may qualify if he or she has worked for the school district for at least 12 consecutive months and has worked an average number of hours per week equal to one-half of the full time equivalent. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or

2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- C. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)

Adopted: _____

MSBA/MASA Model Policy 413

Orig. 1995

Rescinds: JBA-ACA

Rev. 2012

413 HARASSMENT AND VIOLENCE

[Note: State law (Minn. Stat. § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn. Stat. Ch. 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minn. Stat. § 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minn. Stat. § 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

- C. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
 - 1. "Disability" means any condition or characteristic that renders a person a

disabled person. A disabled person is any person who:

- a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or

physical conduct or communication of a sexual nature when:

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

F. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:

- a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

G. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a pupil, teacher, administrator, or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.
- B. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the school district human rights officer by the reporting party or complainant. School district personnel who fail to inform the building report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.
- C. Upon receipt of a report, the building report taker must notify the school district

human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

- D. In the District. The school board hereby designates the executive director of human resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.¹
- E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- F. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

¹ In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who makes a good faith report of alleged harassment or violence prohibited by this policy or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human

Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall be given to each school district employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. § 609.341 (Definitions)
 Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
 42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
 MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
 MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
 MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
 MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
 MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
 MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
 MSBA/MASA Model Policy 525 (Violence Prevention)
 MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

INDEPENDENT SCHOOL DISTRICT NO. 191
HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence

Independent School District No. 191 maintains a firm policy prohibiting all forms of discrimination. Harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability is strictly prohibited. All persons are to be treated with respect and dignity. Harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant _____
Home Address _____
Work Address _____
Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Name of person you believe harassed or was violent toward you or another person or group.

If the alleged harassment or violence was toward another person or group, identify that person or group. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by _____

(Date)

Adopted:
 Reviewed:
 Revised: 4/13
 Rescinds: DLCA

Burnsville-Eagan-Savage School District Policy 412

412 EXPENSE REIMBURSEMENT

I. PURPOSE

The purpose of this policy is to control school district business expenses by identifying those expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the school board member, employee, or board appointed agent seeks reimbursement.

II. SCOPE

This policy applies to all school board members, employees, and board appointed agents.

III. DEFINITIONS

“Authorizing Administrator,” means the individual with the authority and accountability for the budget which is funding and approving the expense.

IV. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the authorizing administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the standard mileage rates set by the Internal Revenue Service. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

Deleted: school board

VI. AIRLINE TRAVEL CREDIT [NOTE: THIS IS THE PORTION OF THE POLICY REQUIRED BY STATUTE]

- A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.
1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
 2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.
- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.
- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

VII. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 15.435 (Airline Travel Credit)
 Minn. Stat. § 471.665 (Mileage Allowances)
 Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
 Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)
 Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members).

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BURNSVILLE EAGAN SAVAGE
Independent School District 191
Human Resources

AGENDA ITEM: III.M

To: Members of the Board of Education
Superintendent Joseph Gothard

From: Stacey Sovine
Executive Director of Human Resources

Date: June 5, 2014

RE: **Collective Bargaining Agreement with the Information Technology Specialists**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE REVISIONS AND READOPT THE UNCHANGED LANGUAGE IN THE 2013-2015 MASTER AGREEMENT WITH THE INFORMATION TECHNOLOGY SPECIALISTS

The District reached a tentative agreement on a new two-year contract with the Information Technology Specialists on June 4, 2014. There are 6 members currently within the unit. Work on a new two year agreement started in the spring of 2014 and extended over one bargaining session. The union was represented by Union Steward, Bob Weiler. The district was represented by Brady Hoffman and Stacey Sovine. During the collective bargaining process, 10 language items were on the table for discussion. IT ratified the agreement on June 5, 2014.

The major language items agreed upon in the tentative agreement include:

- Update dates, small grammatical issues, and remove MOU's
- Align Emergency closing language with other contracts
- Clarify longevity criteria
- Align leave language with current statute
- Update language for Medical plan to reflect current design
- Include reimbursement for tech certification training

Economic terms agreed to include:

- 1.75% increase each year on career increment steps
- 2 year increased cost \$34,246.70.
- MSBA 2 year package increase is 7.06%

MASTER AGREEMENT

**BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT 191
BURNSVILLE, MINNESOTA**

and

INFORMATION TECHNOLOGY SPECIALISTS

July 1, ~~2011~~ 2013 – June 30, ~~2013~~ 2015

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 Information Technology Specialists Employees
~~2011-2013~~ 2013-2015

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ARTICLE I
PURPOSE

Section 1. Parties: THIS AGREEMENT, entered into between the School Board of Independent School District 191, Burnsville, Minnesota, hereinafter called the Employer, and the Information Technology Specialists, hereinafter called the Union, pursuant to and in compliance with the Public Employment Relations Act of 1971, provides the terms and conditions of employment for Information Technology Specialists during the duration of this Agreement.

ARTICLE II
RECOGNITION OF EXCLUSIVE REPRESENTATIVE

- Section 1. Recognition: The Employer recognizes the Union as the exclusive representative, under the PELRA for all classifications listed as Information Technology Specialists.
- Section 2. Appropriate Unit: All employees in the above categories are members of the appropriate unit except those excluded under P.E.L.R.A.
- Section 3. In the event the Employer and the Union are unable to agree as to the inclusion or exclusion of a new or modified job position, the issue shall be submitted to the Bureau of Mediation Services for determination.

ARTICLE III
DEFINITIONS

- Section 1. Full-time Employees: Shall mean an employee who is assigned to work at least 1400 hours per year.
- Section 2. Union: Information Technology Specialists.
- Section 3. Union Member: A member of the Information Technology Specialists.
- Section 4. Employee: A member of the exclusively recognized bargaining unit.
- Section 5. Probationary Period: Effective July 1, 2010 all newly hired or rehired employees will have a nine (9) month (calendar) probationary period from their date of hire. After 90 working days of service, the District shall conduct a performance review. At that meeting it shall be determined if further performance reviews shall be required prior to the completion of the probationary period.
- Section 6. Employer: The Independent School District 191, Burnsville, Eagan, Savage.
- Section 7. Superintendent: Superintendent of Independent School District 191.
- Section 8. Union Officer: Officer elected or appointed by the Information Technology Specialists.

- Section 9. **Duty Day:** The basic duty day for most full-time employees will be eight hours in length, but employees in an exempt position are expected to work the number of hours necessary to perform their job duties and to meet the professional expectations of their job.
- Section 10. **Basic Work Year:** The employee work year shall correspond to the School District's fiscal year which is July 1st through the following June 30th.
- Section 11. **Direction of Duties:** All technology work assignments requiring the use of district property, whether regularly assigned or temporary because of outside agency rentals, are under the direction of the Information Technology Specialists.
- Section 12. **Overtime:** Hours worked beyond a forty-hour workweek will not constitute overtime and will not result in any overtime pay or any other form of additional compensation for employees who hold an exempt position under the FLSA. Employees who hold a non-exempt position will receive one and one-half (1.5) times their regular rate of pay for all time worked in excess of forty (40) hours per week. Non-Duty days and paid holiday hours will not be counted as hours worked when determining overtime obligations in a given week. Beyond the basic duty day, all employees may be required to attend and participate in meetings and school-sponsored events and activities. Employees eligible for overtime shall be paid in the next pay period following when submission of overtime is made within the District payroll schedule.

ARTICLE IV EMPLOYER AUTHORITY

- Section 1. The employer retains the sole right to operate and manage all personnel, facilities, and equipment in accordance with applicable laws and regulations of appropriate authorities.
- Section 2. Any term and condition of employment not specifically established or modified by this Agreement shall remain solely with in the discretion of the Employer to modify, establish or eliminate.

ARTICLE V UNION SECURITY

- Section 1. **Dues Check-off:** The employer shall deduct from the wages of employees who authorize such a deduction, in writing, an amount necessary to cover monthly Union dues. The Employer shall remit the collected dues to the Union monthly.
- Section 2. **Fair Share Fee:** In accordance with the PELRA, any employee included in the appropriate unit who is not a member of the exclusive representative may be required by the exclusive representative to contribute a fair share fee for services rendered as exclusive representative. The fair share fee for any employee shall be in an amount equal to the regular membership dues of the exclusive representative, less the cost of benefits financed through the dues and available

only to members of the exclusive representative, but in no event shall the fee exceed 85% of the regular membership dues.

The exclusive representative shall provide written notice of the amount of the fair share fee assessment to the Commissioner, the School District, and to each employee to be assessed the fair share fee.

A challenge by an employee or by a person aggrieved by the assessment shall be filed in writing with the Commissioner, the School District, and the exclusive representative within thirty (30) days after the receipt of the written notice. All challenges shall specify those portions of the assessment challenged and the reasons therefore but the burden of proof relating to the amount of the fair share fee shall be on the exclusive representative. The School District shall deduct the fee from the earnings of the employee and transmit the fee to the exclusive representative thirty (30) days after the written notice was provided, or, in the event a challenge is filed the deductions for a fair share fee shall be held in escrow by the School District pending a decision by the Commissioner or the Court. Any fair share challenge shall not be subject to the grievance procedure.

The exclusive representative hereby warrants and covenants that it will defend, indemnify, and save the School District harmless from any and all actions, suits, or damages, judgments, and executions or other forms of liability, liquidated or unliquidated, which any person may have or claim to have, now or in the future, arising out of or by reason of the deduction of the fair share fee specified by the exclusive representative as provided herein.

- Section 3. Steward Designation: The Union may designate employees from the bargaining unit to act as a steward and an alternate steward and shall inform the Employer, in writing, of such choice and changes in the position of steward and/or alternate steward.
- Section 4. Union Business: The Employer agrees to allow two (2) membership meetings per year on District property for the purpose of formulating wage requests and presenting final proposal. One hour of release time with no salary deduction shall be granted for each meeting. The district will provide reasonable time off to elected officers or appointed representatives of the Exclusive Representative for the purpose of conducting the duties of Exclusive Representative including, but not limited to, grievance investigation and processing and conferring with District representatives and immediate supervisors with respect to the establishment, interpretation, and application of the provisions of this Agreement. The Exclusive Representative shall notify his/her immediate supervisor at least two (2) days prior to the use of such time except in emergency situations.
- Section 5. Union Notices: The Employer shall make space available on the employee bulletin board for posting of Union notice(s) and announcement(s).
- Section 6. Hold Harmless: The Union agrees to indemnify and hold the Employer harmless against any and all claims, suits, orders or judgments brought or issued against

the Employer as a result of any action taken or not taken by the Employer under the provisions of the Article.

ARTICLE VI PERFORMANCE OF DUTIES

- Section 1. Employees must faithfully perform, at a professional level of competence, the services and duties prescribed by the District, regardless of whether such duties are specifically described in this policy, in a job description, in a notice of assignment, or in another document. Prompt and regular attendance is an essential function of each employee's job. Employees must also comply with all lawful directives issued by the Superintendent or by any other individual with supervisory authority. In addition, employees must comply with all applicable federal and state laws and with all rules, regulations, and policies established by the District. Employees may not, directly or indirectly, engage or participate in any action or conduct **that which** conflicts in any respect with the interests of the District. Toward that end, employees may not engage or participate in any action or conduct that is inconsistent with their job duties, the basic educational mission of the District, or the desired image of the District.
- Section 2. The number of paid duty days shall not exceed two-hundred and thirty-one (231) days. After an employee has completed ten (10) years of district service as an Instructional Technology Specialist, the number of duty days shall not exceed two-hundred and twenty-one (221) days.
- Section 3. Daily and Hourly Rate of Pay: In the event the District needs to determine a daily rate of pay for an exempt employee, the employee's annual salary will be divided by the number of duty days assigned to the employee. In the event the District needs to determine an hourly rate of pay for **an** non-exempt employee, the employee's daily rate of pay will be divided by eight hours.

ARTICLE VII HOLIDAYS

- Section 1. In the absence of an emergency or a change in the school calendar, employees are not expected to work on the following holidays: Independence Day, Labor Day, Thanksgiving and the day following, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Memorial Day and one floating holiday to be scheduled with the approval of the Instructional Technology specialist's immediate supervisor.
- Section 2. In the case of an emergency or a change in the school calendar requiring an employee to work a holiday identified in Section 1, the employee shall be awarded a floating holiday and a personal day to use within the current fiscal year.

ARTICLE VIII
CLOSING AND EMERGENCY DISMISSALS

- Section 1. ~~In the event the superintendent cancels classes because of inclement weather or an emergency, the first emergency closing will be paid at the employee's daily rate of pay. In the event the schools of the District are closed a second time or more because of inclement weather, employees shall have a choice of working, taking a personal day or taking a non-duty day, taking a vacation day, taking a dock, or making up the lost time within seven (7) working days with supervisor pre-approval. There shall be no requirement to make up more than two (2) hours per day on scheduled workdays.~~
- Section 2. If, after arriving on the job, the employee is dismissed by the Superintendent of Schools or designee, the employee shall be compensated for the day.

ARTICLE IX
COMPENSATION

Section 1.

~~2011-2012~~ 2013-2014

	Step 1	Step 2	Step 3
TECH SPEC 1	\$ 34,300	\$ 35,800	\$ 37,350
TECH SPEC 2	\$ 47,600	\$ 49,650	\$ 51,700
TECH SPEC 3	\$ 62,450	\$ 64,300	\$ 66,250
TECH SPEC 4	\$ 70,800	\$ 73,150	\$ 75,600

~~2012-2013~~ 2014-2015

	Step 1	Step 2	Step 3
TECH SPEC 1	\$ 34,900	\$ 36,450	\$ 38,000
TECH SPEC 2	\$ 48,450	\$ 50,500	\$ 52,600
TECH SPEC 3	\$ 63,550	\$ 65,450	\$ 67,400
TECH SPEC 4	\$ 72,050	\$ 74,450	\$ 76,900

- Section 3. Step Movement: Instructional Technology Specialists hired after January 1st shall not advance a step until July 1st the following calendar year. Thereafter, Instructional Technology Specialists will advance one step on July 1st, provided they have successfully completed a year of service.
- Section 4. At the time of employment, relevant outside experience may be considered for appropriate step placement.
- Section 5. Stipend: Effective July 1, 2011, a Video Production Technology Stipend in the amount of \$3,500 will be paid to the Information Technology Specialist who prepares and edits the Board of Education's monthly meeting and district's monthly cable show. Special board meetings in excess of 23 per year, shall be compensated

at \$100 per meeting, provided the meeting requires significant preparation and time.

- Section 6. Longevity: Effective July 1, 2011, after ten (10) years of district service within the unit, an Instructional Technology Specialist will receive \$1,000 above their base salary. After fifteen (15) years of district service, an Instructional Technology Specialist will receive \$1,500 above their base salary. After twenty (20) years of district service, an Instructional Technology Specialist will receive \$2,500 above their base salary.

ARTICLE X LEAVES

- Section 1. Sick Leave: Each full-time employee will earn sick leave at the rate of seventeen (17) days per school year and may accumulate a maximum of 150 days of sick leave. Part-time employees will earn sick leave on a prorated basis. An employee's use of sick leave is subject to the following conditions:
- a. The Superintendent may allow an employee to use up to five days of annual sick leave in advance of the monthly accrual, but the advance of sick leave will be deducted from subsequent accrual in that year. Any absences due to illness that are in excess of the employee's accumulated sick leave and annual accrual will be without pay.
 - b. An employee may use accumulated sick leave whenever he/she is absent due to illness or a serious health condition that prevents his/her attendance or the performance of his/her job duties; to care for a sick or injured child who is eighteen years of age or younger; and for any other reason expressly permitted by state or federal law. An employee may use up to five (5) days of accumulated sick leave to care for a spouse who is suffering from an illness or serious health condition. In addition, an employee may use up to one (1) day of accumulated sick leave per school year to attend the funeral of an individual who is not in the employee's immediate family. Sick leave may not be used to conduct personal business.
 - c. If the employee reports being absent due to illness or serious health condition, the District may require the employee to provide a certification from a qualified physician stating that the absence was due to an illness or a serious health condition. The District will make the final determination as to whether the employee is entitled to receive sick leave for a given absence.
 - d. Upon separating from employment with the District for any reason, an employee will have no right to receive any compensation for any unused days of accumulated sick leave.
- Section 2. Bereavement Leave: An employee may take up to five (5) days of paid bereavement leave per year for any death(s) that occurs in the employee's immediate family. For purposes of this Agreement, "immediate family" includes a

spouse, children, parents, siblings, grandparents, grandchildren, and in-laws (mother-in-law, father-in-law, son-in-law, brother-in-law, and sister-in-law). The Superintendent may, in his/her sole discretion, grant up to ten (10) additional days of bereavement leave per school year for reasons such as multiple deaths in the immediate family and out-of-state funerals.

- Section 3. **Personal Leave:** An employee may take up to two (2) days of paid personal leave each school year. The employee must obtain permission from his/her supervising administrator to take personal leave on a given day. The Superintendent or the supervising administrator may deny any request for personal leave at a given time based upon the Superintendent's or administrator's assessment of the needs of the District. Days of personal leave do not accumulate and will be forfeited if they are not used. Upon separating from employment with the District for any reason, an employee will have no right to receive any compensation for any unused days of personal leave.
- Section 4. **Jury Duty:** An employee who is called for jury duty will be reimbursed for the difference between the amount paid for serving on the jury and the employee's regular salary during the period of service. To the extent possible, employees will be expected to report or otherwise perform their regular duties when temporarily excused from attending court.
- Section 5. **Other Types of Leave:** To the extent required by law, the District will grant other types of leave. In addition, the School Board may, in its discretion, grant additional types of leave that are not required by law.

ARTICLE XI GROUP INSURANCE

- Section 1. **Insurance Benefits:** As described below, the District will contribute toward the cost of the premium for certain types of insurance for full-time employees who otherwise qualify for and enroll in the insurance policy, plan, or program. The District will select the insurance policies, plans, and programs. To the extent permitted by law, upon separating from employment with the District a former employee may continue to participate in a group health insurance plan, but such participation will be at the former employee's sole expense.
- a. ~~Single Health and Hospitalization Insurance: The District will contribute an amount equal to 100% of the composite premium for an employee who enrolls the single plan. The composite premium will be based on an insurance plan consisting of a high deductible insurance plan with a 105 plan and a CHP (health insurance account) whereby the in-network deductible is fully paid via the CHP (health insurance account) and 105 plan and the in-network deductible equals the in-network out of pocket maximum. The remainder of the cost of the plan will be borne by the employee via payroll deduction.~~

- ~~b. Dependent Health and Hospitalization Insurance: Effective July 1, 2011, the District will contribute an amount equal to 80% of the composite premium for an employee who enrolls in the dependent health insurance plan. The composite premium will be based on an insurance plan consisting of a high deductible insurance plan with a 105 plan and a CHP (health insurance account) whereby the in-network deductible is fully paid via the CHP (health insurance account) and 105 plan and the in-network deductible equals the in-network out-of-pocket maximum. The remainder of the cost of the plan will be paid by the employee via payroll deduction.~~
- a. Single Health and Hospitalization Insurance. The District will contribute an amount equal to 100% of the composite premium for an employee who works 30 hours or more and who enrolls the single plan. The composite premium will be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby the HRA and the in-network deductible equals the in-network out of pocket maximum. The remainder of the cost of the plan will be borne by the employee via payroll deduction.
- b. Dependent Health and Hospitalization Insurance. The District will contribute an amount equal to 80% of the composite premium for an employee who works 30 hours or more and who enrolls in the dependent health insurance plan. The composite premium will be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby the HRA and the in-network deductible equals the in-network out of pocket maximum. The remainder of the cost of the plan will be borne by the employee via payroll deduction.
- c. Both Spouses Employed: If an employee and his/her spouse are both employed by the district full-time and are enrolled in dependent coverage, either the husband or the wife will contribute an amount equal to 5% of the single composite premium towards family coverage.
- d. Dental Insurance: The District will pay 100% of the premium for single or dependent coverage for a full-time employee who elects to participate in the District's group dental plan.
- e. Group Term Life Insurance: All employees shall be provided life and dismemberment insurance coverage in the amount of \$50,000 at District expense, subject to the insurance company's terms and conditions. Effective July 1, 2005, Instructional Technology Specialists will each purchase an additional \$100,000 of life insurance. All District participation and contribution shall cease effective on the last working day. However, upon separation from employment, employees may continue coverage in the group plan, at the employee's expense, pursuant to COBRA extensions provided in state and federal statutes.
- f. Long-Term Disability (LTD) Insurance: Income Protection coverage will be provided each employee at District expense. Upon request, instructional

technology specialists may supplement LTD payments with 20 days of accrued personal sick leave on a fractional basis (1/3) of a day to yield up to 60 days of full pay.

- g. Disclaimer: No claim or cause of action may be brought against the District for any claim that is not covered or paid by insurance. The District is not insuring or guaranteeing that any particular claim will be paid or covered by any insurance policy, plan, or program, or that any specific amount will be paid out under any policy, plan, or program. Any description of insurance benefits in this policy is intended to be general and informational only and is subject to change in the discretion of the School Board. The eligibility of any particular employee and the employee's dependent(s) is governed by the terms of the actual insurance policy, plan, or program. The District's only obligation is to make the premium contributions that are identified in this policy, as it currently is written or as amended at any time in the future, for full-time employees who otherwise qualify for and enroll in the particular insurance plan or program.

ARTICLE XII BENEFIT PLANS

- Section 1. Flexible Benefit Plan: The School District will establish a Flexible Benefit Plan under IRS Code 125. Regulations and procedures will be available in the Human Resources Office. A board policy and accompanying regulations will be developed and updated annually to comply with IRS Regulations.
- Section 2. Tax Sheltered Annuity and Deferred Compensation Plans: Tax sheltered annuities and deferred compensation plans, either variable or fixed, are available. Regulations and procedures are available in the Human Resources Office. Board Policy and regulations will be updated annually for compliance with State and Federal Laws. Effective July 1, 2007, the District will match up to \$750 per year to an approved Minnesota deferred compensation program. In the tenth year of service, the district will contribute \$1,000.
- Section 3. Post-Retirement Healthcare Savings Plan: Effective July 1, 2006, the District will contribute \$750.00 for each I.T. Specialist to the Minnesota State Retirement System's Post-Retirement Healthcare Savings. In the tenth year of service the district will contribute \$1,150.

ARTICLE XIII SENIORITY

- Section 1. Employee seniority shall be determined by the employee's length of continuous employment in the bargaining unit.
- Section 2. Seniority lists will be published by the Employer on January 1st of each year.

- Section 3. Probationary periods can be extended up to an additional 90 calendar days by mutual agreement between the Employer and the Union.
- Section 4. During the probationary period a newly hired or rehired employee may be discharged at the sole discretion of the Employer.
- Section 5. In the event conditions necessitate a reduction of bargaining unit employees within any position title classification, the following procedure will be used:

Seniority will decide any reduction. The least senior person in any group based on the employee's seniority pursuant to Section 1 of this Article to be reduced will be the first one laid off, and the next in line would follow, and so on, until the reduction has been met, providing the remaining employees have the ability to perform the work required. Position by group shall be the determining factor and any employee eliminated shall then have the right to displace the next least senior employee in the same group or successively lower groups. A junior employee may not displace a senior employee.

Upon rehiring, the laid off employee with the most seniority shall be the first recalled. Employees laid off shall hold recall rights for a period of one year. Employees rejecting re-employment shall forfeit recall rights. In no case shall an employee displace an employee with more seniority or an employee in a higher classification.

ARTICLE XIV DISCIPLINE

- Section 1. The employer will discipline employees for just cause only. Upon investigation and finding of facts, the employer shall give the affected employee and the steward a written letter explaining such findings. Discipline will be in one or more of the following forms: a) Letter of Reprimand, b) Letter of Deficiency, c) suspension, d) demotion, or e) discharge.
- Section 2. Suspension, demotions, and discharges will be in written form.
- Section 3. Written reprimands, notices of suspension, and notices of discharge which are to become part of an employee's personnel file shall be presented, read, and the employee given an opportunity to sign. Employees and the Union will receive a copy of such reprimands and/or notices.
- Section 4. Employees may examine their own individual personnel files at reasonable times under the direct supervision of the Employer.
- Section 5. Any material in the employee's permanent personnel file may be reproduced at the request of the employee and cost of reproduction paid by the employee.

- Section 6. Employees will not be questioned concerning an investigation of disciplinary action unless the employee has been given an opportunity to have a Union Representative present at such questioning.
- Section 7. Written directives or conference summaries which are not disciplinary but which were created by a supervisor and given to the employee to more clearly define performance expectations may be used in disciplinary actions when the purpose is to establish that the employee should have been aware of those expectations

ARTICLE XV
EMPLOYEE RIGHTS - GRIEVANCE

- Section 1. Definitions.
- Subd. 1. Grievance: A grievance is defined as a dispute or disagreement as the interpretation or application of the specific terms and conditions of this Agreement.
- Subd. 2. Days: Days shall mean workdays.
- Section 2. Union Representatives: The Employer will recognize representatives designated by the Union as the grievance representatives of the bargaining unit having the duties and responsibilities established by this Article. The Union shall notify the Employer in writing of the names of such Union Representatives and of their successors.
- Section 3. Processing of a Grievance: It is recognized and accepted by the Union and the Employer that the processing of grievances as hereinafter provided is limited by the job duties and responsibilities of the employees and shall therefore be accomplished during normal working hours only when consistent with such employee duties and responsibilities. The aggrieved employee and a Union representative shall be allowed a reasonable amount of time without loss in pay when a grievance is investigated and presented to the Employer during normal working hours. However, the employee and the Union representative must have notified and received the approval of the designated supervisor who has determined that such absence is reasonable and would not be detrimental to the work program of the Employer.
- Section 4. Procedure:
- Subd. 1. Step 1: An employee claiming a violation concerning the interpretation or application of this Agreement shall, within twenty-one (21) days after such alleged violation has occurred, present such grievance to the employee's supervisor as designated by the Employer on the proper form. The Supervisor will meet and discuss the allegation within five (5) days of notification and give an answer to such Step 1 grievance within ten (10) days after the meeting.
- Subd. 2. Step 2: In the event the grievance is not resolved in Step 1, the decision rendered may be appealed to the Superintendent of Schools, provided such appeal is made in writing within ten (10) days after receipt of the decision in Step 1. If a grievance is properly appealed to the Superintendent of Schools, the Superintendent shall set a time to hear the grievance within twenty (20) days after

receipt of the appeal. Within ten (10) days after the meeting, the Superintendent shall issue a decision in writing to the parties involved.

- Subd. 3. Step 3: A grievance unresolved in Step 2 and appealed to Step 3 by the Union shall be submitted to arbitration subject to the provisions of the Public Employment Labor Relations Act of 1971 as amended.

Section 5. Arbitrator's Authority

Subd. 1. The arbitrator shall have no right to amend, modify, nullify, ignore, add to, or subtract from the terms and conditions of this Agreement. The arbitrator shall consider and decide only the specific issue(s) submitted in writing by the Employer and the Union, and shall have no authority to make a decision on any other issue not so submitted.

Subd. 2. The arbitrator shall be without power to make decisions contrary to, or inconsistent with, or modifying or varying in any way the application of laws, rules, or regulations having the force and effect of law. The arbitrator's decision shall be submitted in writing within thirty (30) days following close of the hearing or the submission of briefs by the parties, whichever be later, unless the parties agree to an extension. The decision shall be binding on both the Employer and the Union subject, however, to the limitations of arbitration decisions as provided in P.E.L.R.A. of 1971 as amended, and shall be based solely on this Agreement and to the facts of the grievance presented.

Subd. 3. The fees and expenses for the arbitrator's services and proceedings shall be borne equally by the Employer and the Union provided that each party shall be responsible for compensating its own representatives and witnesses. If either party desires a verbatim record of the proceedings, it may cause such a record to be made, providing it pays for the record. If both parties desire a verbatim record of the proceedings, the cost shall be shared equally.

Section 6. Waiver: If a grievance is not presented within the time limits set forth above, it shall be considered "waived". If a grievance is not appealed to the next step within the specified time limit or any agreed extension thereof, it shall be considered settled on the basis of the Employer's last answer. If the Employer does not answer a grievance or an appeal thereof within the specified time limits, the Union may elect to treat the grievance as denied at that step and immediately appeal the grievance to the next step. The time limit in each step may be extended by mutual written agreement of the Employer and the Union in each step.

ARTICLE XVI MISCELLANEOUS

Section 1. Employees who must use their car for School District purposes during the regular working day are entitled to reimbursement for such mileage according to current District policy. In order to be reimbursed, employees must use the proper form and should submit forms on a monthly basis.

Section 2. Tuition Reimbursement: The District will reimburse tuition costs to each member of this unit hired prior to July 1, 2000, for approved coursework that is of benefit to the District. Advance approval and verification of successful completion are required. Tuition will not be paid to members of this unit while on leave. For every 32 college semester credits completed an instructional technology specialist will pledge two years of service to the District. In the event an instructional technology specialist leaves prior to fulfilling this commitment; he/she must refund the District tuition expenses.

Effective July 1, ~~2011~~ 2014, for employees hired into the unit after July 1, 2006, shall be eligible for up to \$1,000 in tuition reimbursement on an annual basis for ~~post-graduate college~~ coursework germane to their assignment and of benefit to the district. All coursework must be preapproved by the Executive Director of Human Resources. The employee must earn at least a C or a Passing grade in a Pass/Fall system in order to be eligible for tuition reimbursement.

Effective July 1, 2014, employees hired into the unit after July 1, 2006, shall be eligible for up to \$1000 in reimbursement on an annual basis for certification coursework germane to their assignment and of benefit to the district. All coursework must be preapproved by the Executive Director of Human Resources.

Section 3. Work Stoppages: In the event of a strike or work stoppage by other employees, it is mutually agreed that Information Technology Specialists covered by this Agreement shall be on duty and carry out policy, rules, and assignments as may directed by the Employer. The Employer reserves the right to make whatever directives that are in the Employer's judgment necessary for the operation or protection of District programs and facilities. The members agree that it will not directly or indirectly engage in, support, or assist in any strike against the employer.

Section 4. Professional Development: The District will pay expenses associated with authorized attendance at conferences and seminars germane to an instructional technology specialist's assignment. Attendance and expenses require advance authorization of the instructional technology specialists' supervisor.

Section 5. Retirement Age: Retirement age shall be that determined by applicable statutes.

Section 6. Position Elimination: For An Instructional Technology Specialist hired prior to July 1, 2000, who leaves the District because of a discontinued position, and choose not to exercise their seniority rights under Article XIII, shall receive two (2) days pay for each year of service in the District. An Instructional Technology Specialist will not receive severance if he/she voluntarily resigns from a position or if he/she is terminated for cause.

ARTICLE XVII DURATION

Section 1. Term and Reopening Negotiations: This Agreement shall remain in full force and effect for a period commencing as of the effective date of this Agreement through June 30, 2013. If either party desires to modify or amend this Agreement commencing at its expiration, it shall give written notice of such intent no later than ninety (90) days prior to the expiration of this Agreement.

In the event a new Agreement is not in effect on July 1, ~~2013~~ 2015, all terms of this contract will remain in effect as set forth in this Agreement until a successive Agreement is in effect.

Section 2. This Agreement constitutes the full and complete Agreement between the School Board and the Union. The provisions herein relating to terms and conditions of employment supersede and take precedence over any and all prior agreements inconsistent with these provisions.

Section 3. The provisions of this Agreement shall be severable, and if any provisions thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof under different circumstances.

Section 4. This Agreement shall constitute the full complete commitment between both parties and may be altered, changed, added to, deleted from, or modified only through the voluntary mutual consent of the parties in written, signed agreement to this contract.

Section 5. Any provision contained in any previous Master Agreement and not contained in this Agreement is no longer valid or applicable after July 1, ~~2013~~ 2015.

IN WITNESS WHEREOF, The parties have signed this Agreement:

For: IN WITNESS WHEREOF, The parties have signed this Agreement:

For: Information Technology Specialists

For: Independent School District 191

Union Lead Negotiator

District Chief Negotiator

Union Steward

Board Chair

Date

Board Clerk

Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Information Technology Specialists (hereinafter referred to as the Union), representing the Information Technology Specialists of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2011 through June 30, 2013.

2. Notwithstanding the collective bargaining agreement Article IX, Section 1, Robert Weiler and Tim Lund shall receive a one-time only payment of two thousand, five hundred dollars (\$2,500) upon settlement of the agreement.

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2013.

The Information Technology Specialists	Independent School Dist. 191
Burnsville, MN 55337	100 River Ridge Court
	Burnsville, MN 55337

_____	_____
Union Representative Chair	Employer Representative

Dated: _____ 2013	Dated: _____ 2013
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MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Information Technology Specialists (hereinafter referred to as the Union), representing the Information Technology Specialists of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2011 through June 30, 2013.

2. Notwithstanding the collective bargaining agreement Article XIII, Section 1, Employee seniority shall be determined by the employee's length of continuous employment in the district for Robert Weiler and Tim Lund.

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2013.

The Information Technology Specialists	Independent School Dist. 191
Burnsville, MN 55337	100 River Ridge Court
	Burnsville, MN 55337

_____	_____
Union Representative Chair	Employer Representative

Dated: _____ 2013	Dated: _____ 2013
-------------------	-------------------

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Information Technology Specialists (hereinafter referred to as the Union), representing the Information Technology Specialists of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2011 through June 30, 2013.

2. The employees identified herein shall be paid a lump sum equal to their accrued unused vacation as of June 30, 2012. Such payment shall be made no later than 21 days from the date of this MOU, and the payment shall be subject to applicable payroll withholdings and deductions.

3. This MOU applies to the following employees:

Robert Weiler
Tim Lund

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2013.

The Information Technology Specialists	Independent School Dist. 191
Burnsville, MN 55337	100 River Ridge Court
	Burnsville, MN 55337

_____	_____
Union Representative Chair	Employer Representative

Dated: _____ 2013 Dated: _____ 2013



Each Student Real-World Ready

Type: Regular	Meeting Date: June 5, 2014	Place on Agenda: Reports	Agenda Item: IV
Topic: Reports			
Presenter(s): Chair Schmid			
Reports <ul style="list-style-type: none"> • Student Representative • Superintendent • Board Members 			

Descriptor Term: **Revenues from Investments**
Descriptor Code: **DFA**
Issued Date: **1/05**
Reviewed Date:
Revised Date: **7/09**
Rescinds:

It is the policy of the Board that any temporary cash balance in a fund, which will remain, unexpended for a reasonable period shall be invested as permitted by law, except that assets of the OPEB Trust shall not be invested in those investments described Minnesota Statutes Section 356A.06, Subdivision 7. The primary criteria for the investment of funds shall be safety of principal, liquidity and yield. The Superintendent, Business Manager and Director of Accounting Services are authorized to make investment decisions on behalf of the school district.

Legal Reference:
Minn. Stat. Chapter 118A