

BOARD AGENDA

INDEPENDENT SCHOOL DISTRICT 191

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

- I. Call to Order
 - A. Welcome Public
 - B. Pledge of Allegiance
 - C. Oath of Office for New Board Member 3
 - D. Public Recognition
 - 1. BHS Student Advisor
 - 2. 2013 Midwest Region Outstanding Food Service Director
 - 3. Employees of the Year
- II. Business Meeting
 - A. Approval of Agenda
 - B. Consent Agenda

Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.

 - 1. Minutes 6
 - 2. Human Resources 9
 - 3. Donations 11
 - 4. Approve Cancellation of Superintendent Listening Session Scheduled on June 20, 2013 22
 - 5. Approve Cancellation of the Board Policy Committee Meeting Scheduled on June 17, 2013 23
- III. New Business
 - A. FY14 Adopted Budget (Rider) (30 minutes) 24
 - B. Approve 2014-15 Academic Calendar (10 minutes) (Lindholm) 190
 - C. Approve Student/Parent Handbook for 2013-14 School Year (10 minutes) (Lindholm) 194
 - D. Approve ECSE Handbook for 2013-14 School Year (5 minutes) (Corbey) 228
 - E. Approve BEST Handbook for 2013-14 School Year (5 minutes) (Corbey) 239
 - F. Approve on a First Reading Basis Board Policy 414: *Mandated Reporting of Child Neglect of Physical Abuse or Sexual Abuse* (5 minutes) (Clegg) 248
- IV. Reports
 - A. Student Advisor
 - B. Superintendent
 - C. Board Reports

1. Legislative Committee Report

V. Adjourn to Board Workshop on FY15 Budget Guiding Change Document,
Attendance Boundary Update, and Managed School Choice.

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SCHOOL BOARD MEMBER OATH OF OFFICE

It is an honor that you were elected/appointed to guide the education of our community’s children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community’s educational future and then formulates the goals, defines the outcomes and sets the course for the public schools.

To achieve the vision, the board establishes a structure and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

Because as a board we must be accountable to the community, we must ensure a continuous assessment of student achievement and all conditions affecting the education of our children.

As board members, we serve as education’s key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together with the superintendent and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

Having signed the acceptance of office and oath of office, I hereby publicly affirm my commitment to the oath of office:

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 191 to the best of my judgment and ability.

Board Chair

Date

Member

Date

A CEREMONIAL FRAMEWORK FOR ADMINISTERING THE OATH OF OFFICE TO SCHOOL BOARD MEMBERS

Please ask the new board member(s) to rise.

The current or acting board chair can read the following or your adaptation of it:

It is an honor that you were elected/appointed to guide the education of our community=s children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community=s educational future and then formulates the goals, defines the outcomes and sets the course for the public schools.

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As board members, we serve as education=s key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together and with the superintendent and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

Having signed the acceptance of office and oath of office, will you please publicly affirm your commitment by repeating the oath of office after me:

I SWEAR/AFFIRM THAT I WILL SUPPORT THE CONSTITUTION OF THE UNITED STATES AND OF THIS STATE, AND THAT I WILL DISCHARGE FAITHFULLY THE DUTIES OF THE OFFICE OF SCHOOL BOARD MEMBER OF INDEPENDENT SCHOOL DISTRICT No. 191 TO THE BEST OF MY JUDGMENT AND ABILITY.

At this time the chair should shake hands with the new member(s) and perhaps allow an opportunity for pictures to be taken.

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
May 16, 2013

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

Call to Order

Members present: Directors VandenBoom, Schmid, Hill, Currier, and Chair Sweep. Others in attendance were Superintendent Clegg, administrators and staff.

Attendance

Members absent: Director Luth

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

Pledge of Allegiance

Board members recognized the Blazing Cats, Metcalf Junior High's Chess Team, Burnsville Alternative High School, and the Burnsville High School National Merit Finalists.

Public Recognition

Moved by Director Currier, seconded by Director Schmid, to approve the agenda. Motion carried unanimously (5, 0).

Agenda

Moved by Director Hill, seconded by Director VandenBoom, to approve the consent items as follows:

Consent Agenda

- Minutes of the May 2, 2013, board meeting.
- Personnel changes for D. Goeldner, T. Akin, K. Parkin, D. Quamme, N. Short, E. Abrahamson, E. Robb, A. Naas, D. Powers, E. Armstrong, and K. Roark.
- Donation of \$850.00 from Burnsville Lion's Club to Sioux Trail Elementary for eye exams and glasses; \$1,000.00 from L. and L. Solfest to Harriet Bishop for classrooms or school community, \$500.00 from Burnsville Lion's Club to Burnsville High School for the Hall of Fame fund; \$150.00 from C. Lane-Yousufzai to Burnsville High School through Wells Fargo community support; 2,250 programs valued at \$898.20 from Cornerstone Copy of Burnsville to Burnsville High School for the Beauty and the Beast Musical; Yamaha stage custom drum set valued at \$549.99 from K., R., and M. Hardegger to Burnsville High School for the Mraz Center; 2001 Saturn from A. Barr to Burnsville High School to be used in the auto class; \$250.00 from Dakota Electric to Burnsville High School for the BHS Hall of Fame; and \$50.00 from V. Berra to Burnsville High School for the BHS Hall of Fame.

Minutes
HR Report

Donations

- Approve April payroll checks numbered 717134-717184, and direct deposit notices numbered 497650-500513, in the net amount of \$3,531,612.22. April & May claims to date represented by checks numbered 423786-424427, 1007263-1007458, and 100796-100805 and wire transfers and adjustments totaling \$5,619,760.01. Accept April receipts of \$11,390,279.43 and investments for the General Fund, 2011 Alt. Facilities, 2012A Alt Facilities, and OPEB of \$66,838,032.17 as of April 30, 2013.
- Accept budget analysis for the month ending April 30, 2013.
- Approve, on a second reading basis, Board Policy 415: *Mandated Reporting of Maltreatment of Vulnerable Adults.*
- Approve on a second reading basis, Board Policy 715: *Purchasing and Bid Requirements.*
- Approve, on a second reading basis, Board Policy 803: *Health and Safety.*
- Approve the extended field trip to England for Eagle Ridge Junior High School ninth grade students during the summer of 2013 and allow an exception for the frequency of this trip. Drew Goeldner was introduced as the new principal of Sky Oaks. Chair Sweep made special mention of the generous donations Motion carried unanimously (5, 0).

Payroll, Claims and Receipts

Budget Analysis Policy 415

Policy 715

Policy 803

Extended Field Trip

Moved by Director Hill, seconded by Director VandenBoom, that the Board of Education determine, by a simple majority vote of the quorum, an appointee to fill the vacant director's position.

Selection of Board Member

Round one: Director VandenBoom voted for A. Alt, S. Hume, and W. Streff; Director Schmid voted for A. Alt, S. Hume, and W. Streff; Chair Sweep voted for A. Alt, J. Doll, and S. Hume; Director Hill voted for A. Alt, C. Smith, and W. Streff; and Director Currier voted for A. Alt, J. Doll, and S. Hume.

Resolution filling Board Vacancy

Round two: A. Alt - Directors VandenBoom, Hill, Currier, and Chair Sweep; S. Hume - Director Schmid; and W. Streff - no votes.

Motion carried unanimously (5, 0).

Moved by Director Currier, seconded by Director Schmid, to adopt the following resolution filling a school board vacancy by appointment.

WHEREAS, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2015; and

WHEREAS, the vacancy has occurred on or after the first day to file affidavits of candidacy for the school district general election and less than two years remain in the unexpired term; and

WHEREAS, Abigail Alt meets the qualifications established by Minnesota law to serve as a school board member;

NOW THEREFORE BE IT RESOLVED by the Board of Education of Independent School District No. 191, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5, Abigail Alt is hereby appointed to fill the vacancy and shall serve until a successor is elected and qualifies to fill the unexpired part of the term. Motion carried unanimously (5, 0).

Moved by Director Schmid, seconded by Director VandenBoom, to approve the FY14 premiums and rates for employee benefits. Motion carried unanimously (5, 0).

Employee
Benefit
Premiums

Moved by Director Hill, seconded by Director Currier, to approve the proposed revisions and re-adopt the unchanged language in the 2013-2015 terms and conditions of employment for the confidential employees of Independent School District 191. Motion carried unanimously (5, 0).

Terms and
Conditions of
Confidential
Employees

Moved by Director Schmid, seconded by Director VandenBoom, to adjourn at 7:23 p.m. to attend a work session on principal evaluation systems, teacher evaluation system, and transportation update. Motion carried unanimously (5, 0).

Adjourn to
Work Session

The work session began at 7:34 p.m. and concluded at 10:00 p.m.

Bob VandenBoom, clerk

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

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Stacey Sovine, Director of Labor Relations

DATE: June 6, 2013

RE: Recommended Personnel Changes

**Administrative
Appointment**

Stacey Sovine -Replacement-Executive Director of Human Resources,
12 months per year/8 hrs per day, effective 7/1/13

Resignation
Elaine Mehdizadeh

-Principal, Rahn, effective 6/30/13

**Certified
Appointment**

Janaya Anderson -Replacement-Teacher, Grade 5, 1.0 FTE, VV, effective
8/20/13

Jessica Davidson *New-Assessment and Intervention Teacher, 1.0 FTE,
SO, effective 8/20/13

Joshua Flug -Replacement-Teacher, Social Studies, .8 FTE, MJH,
effective 8/20/13

Heidi Lamont -New-Teacher, Grade 3, 1.0 FTE, Byrne, effective
8/20/13

Elizabeth Odegard -Replacement-Teacher, Reading/Enrichment, 1.0 FTE,
ST, effective 8/20/13

Angela Ridgley -Replacement-Licensed School Nurse, Byrne, .9 FTE,
effective 8/20/13

Arielle Thibeault *Replacement-Teacher, LA, 1.0 FTE, ERJH, effective
8/20/13

Crystal Tomala -New-Teacher, Grade 3, 1.0 FTE, Byrne, effective
8/20/13

Kendra Vogt -Replacement-Teacher, Math, 1.0 FTE, BHS, effective
8/20/13

Leave of Absence
Molly Holmes

*Teacher, ERJH/BHS, requests a .2 FTE general leave
of absence, working .8 FTE, effective 2013/14 school
year

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

Recall from Layoff

Mary Stucynski

-Teacher, Social Studies, 1.0 FTE, MJH, effective 2013/14 school year

Katherine Wiegand

-Teacher, Grade 1, 1.0 FTE, Byrne, effective 2013/14 school year

Resignation

Kristine Branyon

*Teacher, ERJH, effective 6/7/13

Carol Burhans

*Teacher (currently on leave), effective 6/7/13

Erin Copeland

*SPED Coordinator, West Cluster, effective 6/30/13

Sarah Kloeckl

-Teacher, from a teaching position, in order to continue with another position in the District, effective end of school year 2012/13

Sarah Thomes

-Teacher (currently on leave), effective 6/7/13

Classified

Appointment

Sarah Kloeckl

-Replacement-SPED Coordinator, East Cluster, 8 hrs/day, 12 months per year, effective 2013/14 school year

Charles Robasse

*Replacement-B-Shift Custodian, 12 months per year, 8 hours per day, effective 6/3/13

Resignation

Ronald Anderson

-Custodian, BHS, effective 7/5/13

Dan Gormley

-Custodian, DEC, effective 5/31/13

Sherry Torgersen

-MEA, SO, effective 6/6/13

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



**Agenda II.B.3.
June 6, 2013**

To: Members, Board of Education
From: Tom Umhoefer, community education director
Date: May 30, 2013
Re: BrainPower in a Backpack Donations

RECOMMENDATION: That the ISD 191 Board of Education accept the following donations to BrainPower in a Backpack totaling \$19,044.42.

1/25/2013	Howard and Mary Hall	\$1,000.00	7395		
1/23/2013	Monica Dorow	\$100.00	online		
2/1/2013	BHS Snow Week Food Drive			food	\$350.00
1/31/2013	Debbie Dhanraj			food	\$25.00
2/12/2013	Jerome Melhouse (The RiversResidents)	\$135.00	11800		
2/3/2013	Rachel H. Marty	\$200.00	1166		
2/5/2013	Virginia J. Potter	\$10.00	17454		
2/10/2013	Ernestine Donnell	\$10.00	1728		
2/5/2013	Deborah A. Nelson	\$20.00	9546		
2/5/2013	Marcella C. Benson	\$25.00	8437		
2/5/2013	Lorna R. Johnson	\$10.00	3143		
2/13/2013	Disney Store Employees			300+ books	
2/10/2013	Sheryl and Mike Burkhardt	\$50.00	10253		
2/25/2013	Kimberly Steeg (Vista View Raffle)	\$144.00	14974		
2/25/2013	Vista View Raffle	\$84.00	cash		
2/21/2013	Debbie Dhanraj			food	\$25.00
3/8/2013	Sheryl and Mike Burkhardt	\$50.00	10272		
3/18/2013	Burnsville Noon Rotary	\$1,500.00	1025		
3/21/2013	Kathryn Wendling's classes			food	\$75.00
4/3/2013	Sheryl Burkhardt	\$50.00	10290		
4/18/2013	Empty Bowls for Full Bellies	\$10,712.62	various		
4/5/2013	Eagle Ridge Food Drive			food	\$150.00
5/2/2013	Sheryl and Mike Burkhardt	\$50.00	10308		
4/30/2013	ISD 191 Giving Campaign Jan 15-Apr15	\$2,229.80			
5/2/2013	Prom Food Collection			food	\$200.00
5/6/2013	9th grade dance food collection			food	\$40.00
5/9/2012	New Spirit United Church of Christ	\$299.00			
5/13/2013	Burnsville Breakfast Rotary	\$1,500.00	5110		

Total Checks and Cash	\$18,179.42	
Total Food Donations		\$ 865.00
Total Value of Contributions	\$ 19,044.42	

TO: Board of Education
Dr. Randall Clegg, Superintendent

Agenda II.B.3
June 6, 2013

FROM: Taber Akin, Principal – Sioux Trail School

DATE: May 23, 2013

RE: Special Donation

Members of the Sioux Trail community work tirelessly for the success of all our students. Evidence of this can be seen in the extensive volunteerism and generosity of monetary gifts.

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

Sioux Trail PTO	For Sioux Trail Office	\$1739.95
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TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: May 16, 2013
RE: Donation

Please accept the donation of a \$150.00 to Burnsville High School presented by:

Christine Lane-Yousufzai
13000 Glenhurst Ave S
South Savage, MN 55378

This check was presented as a contribution through the Wells Fargo Community Support/United Way Campaign.



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: May 16th 2013
RE: Donation

Please accept the donation of a \$74.04 to Burnsville High School presented by:

Debra Anderson
11513 River Hills Drive
Burnsville, MN 55337

This check is funded through the Wells Fargo Community Support Campaign in which employees pledges funds to be withheld during their annual Giving Campaign.



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: May 16th 2013
RE: Donation

Please accept the donation of a \$250.00 to Burnsville High School presented by:

Laurie Blexrud
6081 North Ridge Drive
Savage, MN 55378

This check is funded through the Wells Fargo Community Support Campaign in which employees pledges funds to be withheld during their annual Giving Campaign.



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: May 16th 2013
RE: Donation

Please accept the donation of a \$18.84 to Burnsville High School presented by:

Nisa Rian
13808 Yosemite Ave. South
Savage, MN 55378

This check is funded through the Wells Fargo Community Support Campaign in which employees pledges funds to be withheld during their annual Giving Campaign.



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: May 16th 2013
RE: Donation

Please accept the donation of a \$200.00 to Burnsville High School presented by:

Wilfred & Janet Williams
4664 Bohn Ct
Savage MN 55378

This check is presented to the Burnsville Hall of Fame fund.

To: ✓Dr. Randy Clegg
From: Rob Nelson *RN*
CC: Rose Herrmann (Please deposit – 01-491-203-000-096-007)
Date: May 14, 2013
Memo: Wells Fargo Community Support Campaign

I am pleased to inform you that Harriet Bishop Elementary School has received a Wells Fargo Community Support charitable donation in the amount of \$100.00. I would like to recognize and thank Kevin Ly, a parent, who recognized Harriet Bishop for this contribution.

I recommend that the School Board accept this gift from Kevin Ly in the amount of \$100.00.

Kevin Ly
5949 Waterford Court
Shakopee, MN 55379

RN/jh

Memorandum

To: ✓ Randy Clegg

CC: Alerus Mortgage & Rose Herrmann

From: Rob Nelson

Date: 5/13/2013

Re: Donation

I recommend that the Board of Education accept the donation of \$100 from Alerus Mortgage. Richard and Sally Jensen selected Harriet Bishop as a beneficiary in conjunction with their loan closing. This money will be used to pay for instructional supplies and materials.

We are grateful for the generous support provided by the Jensen family.

Please code the entire amount as follows:
01-491-203-000-096-007.

Richard & Sally Jensen
14928 Credit View Drive
Savage, MN 55378

Jody Grieger
Mortgage Banker
Alerus Mortgage
11100 Wayzata Blvd., Suite 570
Minnetonka, MN 55305

To: Randy Clegg, Superintendent of Schools

Agenda II.B.3

From: Jon Bonneville, Principal

June 6, 2013

Date: May 24, 2013

RE: PTO Donations


It is my recommendation that the School Board of Independent School District #191 accept a check for \$1600.00 in support of:

Classroom Money	\$1,050.00
PTO Copying Costs	\$ 550.00

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

MEMO

TO: Superintendent Randall Clegg and members of the District 191 School Board

FROM: Don Leake 

DATE: May 15, 2013

Re: Donations to Eagle Ridge Junior High School

I recommend that the Board of Education accept a donation of \$67.31 from the Ameriprise Financial Giving Campaign. The contributions earmarked for our school were donated by the following donor:

Susan Burton	\$67.31
14021 Lynn Ave	
Savage, MN 55378	

We are grateful for these generous donations, and want to extend our appreciation for their support of our school community.



Superintendent of Schools

TO: Members, Board of Education
Agenda II.B.4
June 6, 2013

FROM: Randall Clegg, Superintendent

DATE: June 6, 2013

RE: Cancel Superintendent Listening Session

Recommendation: That the Board of Education cancels the superintendent listening session scheduled on June 20, 2013.



Superintendent of Schools

TO: Members, Board of Education
Agenda II.B.5
June 6, 2013

FROM: Randall Clegg, Superintendent

DATE: June 6, 2013

RE: Cancel Board Policy Committee Meeting

Recommendation: That the Board of Education cancels the Board Policy Committee meeting scheduled on June 17, 2013.

TO: Members, Board of Education

FROM: Lisa Rider, Executive Director of Business Services

DATE: June 06, 2013

RE: Proposed FY2013-2014 Adopted Budget

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

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

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

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

1. General education funding, on a per pupil basis, was increased as by legislation to \$5,302 per pupil unit.
2. Elementary class sizes averaging around 26.5:1 resulting from a range of class sizes of 23-30 depending on grade level and secondary class sizes averaging around 33-35:1.

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

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

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

GENERAL FUND

Overview

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

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

Basic Allowance

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

Special Education

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

Referendum

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

Alternative Teacher Compensation

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

Compensatory

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

English Learners

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

Enrollment

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

Revenue Restrictions

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

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

Operating Capital
Area Learning Center
Alternative Teacher Compensation
Staff Development

Capital Expenditures

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

Student Transportation

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

Site Based Budgeting

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

FOOD SERVICE

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

COMMUNITY EDUCATION

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

CAPITAL PROJECTS

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

DEBT REDEMPTION

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

FORMAT

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

SUMMARY

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

I am pleased to provide you with the FY 2013-2014 Adopted Budget for your consideration for approval on June 20, 2013. The copy will be bound after final board approval.

2014 Adopted Budget by Budget Unit

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

		2014
		Adopted Budget
01010	- General Elementary Instruction - Personnel	16,789,007
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. This budget unit consists of salaries and benefits for 191.70 FTEs.		
01030	- General Elementary Instruction - Subs	400,000
Provides the funding necessary for elementary substitutes. This budget unit consists of salaries and benefits for no FTEs.		
02010	- General Junior High Instruction - Personnel	5,165,570
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 59.88 FTEs.		
02020	- General Junior High Instruction - Subs	150,000
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	5,287,589
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 57.70 FTEs.		
03020	- General High School Instruction - Subs	100,000
Provides the funding necessary for high school substitutes. This budget unit consists of salaries and benefits for no FTEs.		
04010	- PhyEd, Health, Art, Music - Personnel	5,018,056
Provides the funding to provide K-12 physical education, 7-12 health, K-12 visual arts, K-12 general/vocal music and 5-12 Instructional music instruction. This budget unit consists of salaries and benefits for 59.30 FTEs.		
06010	- Family and Consumer Science Instruction	417,822
Provides the funding to operate the instructional program of family and consumer science. This budget unit consists of salaries and benefits for 5.10 FTEs.		
06020	- Trade and Industrial Education	539,916
Provides the funding to operate the instructional program of trade and industrial education. This budget unit consists of salaries and benefits for 5.90 FTEs.		
06040	- Business and Office Education	278,067
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	822,533
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.		

2014 Adopted Budget by Budget Unit

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

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

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2014 Adopted Budget by Budget Unit

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

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

2014 Adopted Budget by Budget Unit

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

		2014
		Adopted Budget
15010	- Instructional Development	495,640
<p>Provides the funding for district professional development (PD) to support the acquisition of district learning goals. Includes operational resources, purchased services, equipment, supplies, and \$300K for building level PD allocations.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
15020	- Curriculum Development	301,985
<p>Provides the funding for the ongoing development of a comprehensive written curriculum. Also includes operational resources, purchased services, equipment and supplies.</p> <p>This budget unit consists of salaries and benefits for 1.00 FTEs.</p>		
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	730,576
<p>Provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards through software fees, purchased services, equipment and supplies.</p> <p>This budget unit consists of salaries and benefits for 7.00 FTEs.</p>		
16010	- Board of Education	126,297
<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	328,183
<p>Provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals.</p> <p>This budget unit consists of salaries and benefits for 1.50 FTEs.</p>		
16030	- Assistant Superintendent	252,064
<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	731,676
<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	1,653,000
<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	597,344
<p>Provides the funding to operate the school district's business services- including accounting, payroll, and mandatory state and federal reporting.</p> <p>This budget unit consists of salaries and benefits for 9.50 FTEs.</p>		
16051	- Business - Salary Contingency	830,000
<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>		

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2014 Adopted Budget by Budget Unit

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

		2014
		Adopted Budget
16052	- Business - Internal Service Fund	600,000
Provides funding for required severance payouts as stipulated in the District's various bargaining agreements and contributions to the District's medical and dental internal service funds. This budget unit consists of salaries and benefits for no FTEs.		
16060	- Communications and Marketing	397,323
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	286,360
Provides the funding to operate the school district's student registration, enrollment, and reporting services. This budget unit consists of salaries and benefits for 4.90 FTEs.		
17011	- Elementary Administrators	1,191,470
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	510,754
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	327,174
Provides the funding various administrative and educational roles at each school. This budget unit consists of salaries and benefits for 15.44 FTEs.		
17014	- Elem. Admin Benefits	545,795
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	1,298,018
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	770,337
Provides the funding to operate the secondary principals' offices at each school. This budget unit consists of salaries and benefits for 17.62 FTEs.		
17023	- Secondary EAs	202,396
Provides the funding various administrative and educational roles at each school. This budget unit consists of salaries and benefits for 7.41 FTEs.		
17024	- Sec. Admin Benefits	659,390
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	136,487
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.		
17026	- Campus Cup	106,914
Provides the funding of the Café located at the Senior Campus at Diamondhead. This budget unit consists of salaries and benefits for no FTEs.		

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2014 Adopted Budget by Budget Unit

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

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

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

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

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$17,189,007

Budget Package Description:

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

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

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

Budget Packet Justification:

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

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

Budget Unit: 01010

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

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

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

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

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

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

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

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

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

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

Package ID#: 02010; 02020

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

FY2014 Funding Level: General

Budget Package Administrator(s): Junior High Principal

Budget Package Total: \$5,315,570

Budget Package Description:

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

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

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

Budget Packet Justification:

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

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

Budget Unit: 02010

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

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

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

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

Package ID#: 03010; 03020

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

FY2014 Funding Level: General

Budget Package Administrator(s): High School Principal

Budget Package Total: \$5,387,589

Budget Package Description:

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

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

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

Budget Packet Justification:

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

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

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

Budget Unit: 03010

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

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

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

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

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

Package ID#: 04010

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$5,018,056

Budget Package Description:

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

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

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

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

Budget Packet Justification:

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

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

Budget Unit: 04010

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

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

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
MUSIC TCR	METCALF	009402	HOLMES, MOLLY	0.20	27,100
	MW SAVAGE	017742	BUCK, REBECCA L	1.00	35,080
	RAHN	014982	LUCIUS, RACHEL H	1.00	63,760
	SIOUX TRAIL	017772	ADEDEJI, OLUWATONI	1.00	35,080
	SKY OAKS	004880	SHOOK, JOANN	1.00	84,050
	VISTA VIEW	017247	WOOD, KIMBERLY R	1.00	47,650
	WM. BYRNE	004609	KANNE, VICKI ANN	1.00	84,050
MUSIC TCR				12.40	721,784
PHY ED TCR	BHS	006818	ANDERSON, HOWARD	1.00	84,050
		007145	RIGGS, MARK D	1.00	84,050
		007841	VAN DER WOUDE, MARK B	1.00	84,050
		008269	VAN DER WOUDE, LORALIE A	1.00	84,050
		012439	STACHOWSKI, SUSAN C	1.00	73,920
	EAGLE RIDGE	009827	PEARSON, CHAD W	1.00	67,750
		011475	HERMES, SHELLEY	0.80	59,136
		013495	BROWN, CHRISTOPHER M	1.00	64,190
	EDWARD NEILL	015881	DUNGEY, NATHAN	1.00	47,650
	GIDEON POND	015046	MORRISSEY, KEVIN P	1.00	60,540
	HARRIET BISHOP	010820	SHELDEN, JON	0.40	31,748
		012303	LOESCH, JAKE	1.00	74,970
	HIDDEN VALLEY	014820	CEOLA, MICHAEL	1.00	42,180
	METCALF	006571	SCHOLL, WAYNE	1.00	84,050
		016001	FRITZ, KIMBERLY A	1.00	45,790
	MW SAVAGE	014605	MCKANE, MICHELLE M	1.00	55,210
	NICOLLET	014115	ANDREWS, BRIDGETTE	0.80	51,352
		014187	MILLER, CHAD	1.00	67,260
	RAHN	006429	HART, CYNTHIA K.	1.00	84,050
	SIOUX TRAIL	016376	SWEENEY, MICHAEL J	1.00	43,310
	SKY OAKS	016363	PENDER, BRIAN	1.00	45,790
		016539	MAY, GREGORY A	0.20	7,654
	VISTA VIEW	012889	MOORLACH, BRIAN	1.00	73,920
WM. BYRNE	014613	JOHNSON, RONNA E	1.00	73,920	
PHY ED TCR				22.20	1,490,590
STRINGS TCR	EAGLE RIDGE	017332	HEYDEN, SARAH L	0.30	12,654
	HARRIET BISHOP	017332	HEYDEN, SARAH L	0.80	33,744
		017807	ANDERSON, EMILY E	0.40	14,032
	RAHN	017807	ANDERSON, EMILY E	0.50	17,540
STRINGS TCR				2.00	77,970
Budget Unit 04010				59.30	3,702,527

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

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

FY2014 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$417,822

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

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

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

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

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

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

Budget Unit: 06010

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

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

Budget Package Title: Trade and Industrial Education

Package ID#: 06020

FY2014 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$539,916

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

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

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

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

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

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

Budget Unit: 06020

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

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

Budget Package Title: Business and Office Education

Package ID#: 06040

FY2014 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$278,067

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

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

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

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

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

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

Budget Unit: 06040

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

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

Budget Package Title: Post-Secondary Tuition

Package ID#: 06060

FY2014 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$675,000

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

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

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

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

Budget Package Title: K-12 Media Services

Package ID#: 07010

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$822,533

Budget Package Description:

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

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

Budget Packet Justification:

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

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

Budget Unit: 07010

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

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

Budget Package Title: K-12 Gifted and Talented

Package ID#: 07020

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$548,104

Budget Package Description:

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

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

Budget Packet Justification:

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

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

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

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

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

Budget Unit: 07020

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

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

Budget Package Title: 7-12 Guidance Services

Package ID#: 07030

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$1,049,460

Budget Package Description:

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

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

Budget Packet Justification:

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

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

Budget Unit: 07030

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

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

Budget Package Title: English Second Language Learner

Package ID#: 07060

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$2,904,374

Budget Package Description:

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

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

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

Budget Packet Justification:

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

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

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

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

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

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

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

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

Budget Unit: 07060

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

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

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

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

Budget Package Title: Instructional Resources

Package ID#: 08010; 08020

FY2014 Funding Level: General, local

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$983,344

Budget Package Description:

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

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

Budget Packet Justification:

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

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

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

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

Budget Package Title: Special Education Services

Package ID#: 09000

FY2012 Funding Level: Categorical

Budget Package Administrator: Executive Director of Individualized Student Services

Budget Package Total: \$24,464,175

Budget Package Description:

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

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

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

Budget Packet Justification:

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

Federal Legislation:

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

State Legislation/Rule:

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

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

Budget Unit: 09010

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

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

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ECSE TCR	ECSE CENTER	007047	JAEGER, JEAN M	1.00	84,050
		007211	REZMERSKI, CATHY A	1.00	84,050
		012139	HIMRICH, JOANNE	1.00	39,680
		013692	NIEMIEC, ALICIA	1.00	73,920
		015112	NELSON, TARA A	0.30	12,741
		015386	ORLICH-SULLIVAN, MEGAN	1.00	60,540
		016004	JORGENSON, SHANNON E	0.80	54,728
		016213	STAHLY, JANICE	1.00	70,500
		016309	BAIMA, STEPHANIE A	1.00	73,920
		016318	ANDERSON, SARAH R	1.00	48,010
		016501	NESS, KAREN M	1.00	46,110
		016999	RENKEN, CARISSA M	1.00	41,540
		017586	PERLICH, SHAWN	1.00	40,500
		017796	BLOMQUIST, STEPHANIE	1.00	35,080
017981	FILIPI, KELSEY JO	0.50	18,910		
ECSE TCR				16.50	966,858
MATH SPECIALIST	EDWARD NEILL	014652	HERKENHOFF, PATRICIA ANN	0.68	26,024
		017774	LUNDQUIST, KELLY	0.68	25,758
	SKY OAKS	004882	BERGE, PAUL D	0.68	57,154
		014633	LEIGHTON, ELIZABETH M	0.68	44,234
		017821	BRUINS, STEPHANIE	0.68	23,854
	VISTA VIEW	016431	WARD, KARI M	0.68	28,682
MATH SPECIALIST				4.08	205,707
NURSE	ALTERNATIVE HIGH SCHOOL	017764	COZAD, PATRICIA M	0.19	6,677
	BEST	015733	MCDERMOTT-BATY, JODY	0.20	8,436
	BHS	009091	WALCHER, PAMELA J	0.63	50,003
	EAGLE RIDGE	015482	EILERTSON, JANE ANN	0.43	19,638
	ECSE CENTER	015562	NIELSEN, HEIDI	0.88	36,908
	EDWARD NEILL	015733	MCDERMOTT-BATY, JODY	0.22	9,364
	GIDEON POND	017741	SMITH, MARY ELLEN T	0.17	7,276
	HARRIET BISHOP	015983	BAGGOT, LYNN	0.14	6,011
	HIDDEN VALLEY	009363	BIEN, BERNADETTE L	0.32	22,450
	METCALF	011320	WALDRON, RACHELLE	0.48	38,098
	MW SAVAGE	017632	SHERER, CAROL MARIE	0.15	5,402
	NICOLLET	010972	WITTNEBEL, KATHY	0.20	15,874
	RAHN	016826	BARR, BARBARA M	0.18	7,592
	SIOUX TRAIL	015394	BEAULIEU, KOURTNEY A	0.37	19,258
	SKY OAKS	016142	BEENKEN, JULIE D	0.27	9,488
	VISTA VIEW	010553	WARDELL, BARBARA J	0.08	3,543
	WM. BYRNE	016435	RIDGLEY, ANGELA K	0.25	10,629
NURSE				5.16	276,647
OCC THERAPIST	CLUSTER - CENT	007847	KOLSTAD, MICHELE M	1.00	78,380
		012294	RUMPZA, LAURIE	0.80	51,352

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Budget Unit: 09040

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

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

Budget Package Title: Alternative Learning Center

Package ID#: 10010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): BAHS Principal

Budget Package Total: \$3,540,197

Budget Package Description:

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

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

Budget Packet Justification:

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

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

Budget Unit: 10010

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

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

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

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

Budget Package Title: Mental Health Services

Package ID#: 10020

FY2014 Funding Level: General, LCTS grant

Budget Package Administrator(s): Director of Health Services

Budget Package Total: \$208,651

Budget Package Description:

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

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

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

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

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

Budget Package Title: K-12 Nursing/Health Services

Package ID#: 10030

FY2014 Funding Level: General

Budget Package Administrator(s): Director of Health Services

Budget Package Total: \$893,446

Budget Package Description:

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

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

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

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

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

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

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

Budget Package Justification:

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

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

State and Federal Laws Relevant to School Health Nursing

State legislation:

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

Federal legislation:

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

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

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

District #191 Policies Relevant to School Health Nursing

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

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

Budget Unit: 10030

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

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

Budget Package Title: Co-Curricular Activities (Non-Athletic) **Package ID#:** 11010

FY2014 Funding Level: General

Budget Package Administrator(s): Athletic Director

Budget Package Total: \$314,130

Budget Package Description:

This budget package provides the funding to operate the Co-Curricular Activities as well as other instructional and operational expenses including stipends and hourly pay. These funds are supplemented through ticket sales, fund raising, donations, etc. and include salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	294,138
Purchased Services, Supplies, Capital, Other	19,992

The purpose of the Burnsville-Eagan-Savage co-curricular activities is to provide additional educational and leadership opportunities for students. Co-curricular activities enrich the social fabric of a student's life and help them succeed in the world around them. After school activities such as music, drama, speech, and debate support in-class learning by generating school pride, a sense of community and nurturing a feeling of belonging that makes students want to achieve. Research proves that students in co-curricular activities tend to have higher grade point averages and better attendance records; lower dropout rates; and fewer discipline problems than students who are not actively involved in school activities. Student interaction in co-curricular activities with young people of varying races, beliefs, and cultures teaches them: Respect for the dignity of everyone; the ability to communicate with understanding; problem solving skills through values such as fairness, justice, and sportsmanship.

- Interscholastic activity programs enrich each student's educational experience.
- Participation in education-based activity programs promotes student academic achievement.
- Student participation in interscholastic activity programs is a privilege.
- Interscholastic participation develops good citizenship and healthy lifestyles.
- Interscholastic activity programs foster involvement of a diverse population.
- Interscholastic activity programs promote positive school/community relations.
- Interscholastic competition rules promote fair play and minimize risks for student participants.
- Properly trained administrators/coaches/directors promote the educational mission of the interscholastic experience.
- Properly trained officials/judges enhance interscholastic competition.

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

Budget Packet Justification:

Minnesota Statute (M.A.S. 123B.49) authorizes the board to take charge of and control all co-curricular school activities of the teachers and children held in the school building or school grounds or under the supervision or direction of the school board. The board must adopt rules and regulations for the conduct of co-curricular activities in which the schools of the district or any class or pupils may participate. Extracurricular activities means all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff members. If the board takes charge of and controls extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures for these activities shall be recorded in the same manner as other revenues and expenditures of the district.

Board Policy IDG: Co-Curricular, Extracurricular and Non-curricular Activities states it shall be the policy of the Board to provide all secondary students with the opportunity to participate in a varied program insofar as resources permit, including interscholastic or intramural athletics. The administration shall be responsible for all co-curricular activities held in the school building or on school grounds.

Co-curricular activities shall have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at times established by school authorities.
- Although not offered for credit, they are directed or supervised by instructional staff, hired by the District, in a learning environment similar to that found in courses offered for credit.
- They are funded all or in part by public monies for general instructional purposes under direction and control of the Board.

Extracurricular activities are those activities that include all direct and personal services for students for their enjoyment that are managed and generally operated under the guidance of an adult or staff member.

Non-curricular activities student activities shall be defined as those activities that are neither curricular, co-curricular, nor extracurricular in nature but are protected by the federal law known as the "Equal Access Act".

A dynamic high school co-curricular program is vital to the positive social, physical and educational development of students. The Athletic & Activity administrator is responsible for ensuring that the athletic * activity program functions as an integral part of the total curriculum. Athletics & Activities offer opportunities to serve the school; develop fellowship and goodwill; promote self-realization with physical, mental and emotional growth; and encourage the qualities of good citizenship.

Participation in athletics and activities is high, and with it comes the need to ensure that these programs support the academic mission of Burnsville-Eagan-Savage School District. The programs are not a diversion, but rather an extension of the regular classroom. One of the greatest challenges facing a secondary school administrator is the planning, development, organization, coordination and supervision of activity programs. The athletic and activity administrator position requires a wide range of abilities to properly accomplish these tasks.

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

Budget Unit: 11010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
AWARDS COORDINATOR	EAGLE RIDGE	000000	Open Position	0.00	474
	NICOLLET	000000	Open Position	0.00	474
AWARDS COORDINATOR				0.00	948
CLASS ADVISOR - SENIOR	BHS	000000	Open Position	0.00	815
CLASS ADVISOR - SENIOR				0.00	815
ELEM STUDENT COUNCIL	EDWARD NEILL	000000	Open Position	0.00	948
ELEM STUDENT COUNCIL				0.00	948
NEWSPAPER	BHS	000000	Open Position	0.00	3,982
	EAGLE RIDGE	000000	Open Position	0.00	1,972
NEWSPAPER				0.00	5,954
PLAY - FALL JR HIGH	METCALF	000000	Open Position	0.00	1,312
	NICOLLET	000000	Open Position	0.00	1,312
PLAY - FALL JR HIGH				0.00	2,623
SCIENCE CHALLENGE FAIR	BHS	000000	Open Position	0.00	2,326
SCIENCE CHALLENGE FAIR				0.00	2,326
SPEECH - ASST	BHS	000000	Open Position	0.00	1,296
SPEECH - ASST				0.00	1,296
THEATER MANAGER	BHS	010591	DAY, RANDELL	1.00	52,137
THEATER MANAGER				1.00	52,137
Budget Unit 11010				1.00	67,048

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

Budget Package Title: 9-12 Interscholastic Athletics

Package ID#: 11020

FY2014 Funding Level: General, Local

Budget Package Administrator(s): Athletic Director

Budget Package Total: \$1,032,702

Budget Package Description:

This budget package provides the funding to provide 9-12 athletics including salaries and benefits as well as other instructional and operational expenses including stipends and hourly pay. These funds are supplemented through ticket sales, fund raising, donations, etc., and includes salaries and benefits:

Salaries, Wages & Benefits	827,367
Purchased Services, Supplies, Capital, Other	125,335
Rentals and Leases	80,000

The purpose of the Burnsville-Eagan-Savage co-curricular athletic activities is to provide additional educational and leadership opportunities for students. Athletics enrich the social fabric of a student's life and help them succeed in the world around them. Research proves that students in co-curricular activities tend to have higher grade point averages and better attendance records; lower dropout rates; and fewer discipline problems than students who are not actively involved in school activities. Student interaction in co-curricular activities with young people of varying races, beliefs, and cultures teaches them: Respect for the dignity of everyone; the ability to communicate with understanding; problem solving skills through values such as fairness, justice, and sportsmanship.

- Interscholastic activity programs enrich each student's educational experience.
- Participation in education-based activity programs promotes student academic achievement.
- Student participation in interscholastic activity programs is a privilege.
- Interscholastic participation develops good citizenship and healthy lifestyles.
- Interscholastic activity programs foster involvement of a diverse population.
- Interscholastic activity programs promote positive school/community relations.
- Interscholastic competition rules promote fair play and minimize risks for student participants.
- Properly trained administrators/coaches/directors promote the educational mission of the interscholastic experience.
- Properly trained officials/judges enhance interscholastic competition.
- Special Education Adaptive Athletics programming is included.
- Only Football and Soccer of the 9th grade program are included as they participate in the High School Schedule.

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

Budget Packet Justification:

Minnesota Statute (M.A.S. 123B.49) authorizes the board to take charge of and control all co-curricular school activities of the teachers and children held in the school building or school grounds or under the supervision or direction of the school board. The board must adopt rules and regulations for the conduct of co-curricular activities in which the schools of the district or any class or pupils may participate. Extracurricular activities means all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff members. If the board takes charge of and controls extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures for these activities shall be recorded in the same manner as other revenues and expenditures of the district.

Board Policy IDG: Co-Curricular, Extracurricular and Non-curricular Activities states t shall be the policy of the Board to provide all secondary students with the opportunity to participate in a varied program insofar as resources permit, including interscholastic or intramural athletics. The administration shall be responsible for all co-curricular activities held in the school building or on school grounds.

Co-curricular activities, including interscholastic activities shall have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at times established by school authorities.
- Although not offered for credit, they are directed or supervised by instructional staff, hired by the District, in a learning environment similar to that found in courses offered for credit.
- They are funded all or in part by public monies for general instructional purposes under direction and control of the Board.

A dynamic high school co-curricular program is vital to the positive social, physical and educational development of students. The Athletic & Activity administrator is responsible for ensuring that the athletic * activity program functions as an integral part of the total curriculum. Athletics & Activities offer opportunities to serve the school; develop fellowship and goodwill; promote self-realization with physical, mental and emotional growth; and encourage the qualities of good citizenship.

Participation in athletics and activities is high, and with it comes the need to ensure that these programs support the academic mission of Burnsville-Eagan-Savage School District. The programs are not a diversion, but rather an extension of the regular classroom. One of the greatest challenges facing a secondary school administrator is the planning, development, organization, coordination and supervision of activity programs. The athletic and activity administrator position requires a wide range of abilities to properly accomplish these tasks.

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

Budget Unit: 11020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
DIR ACTIVITIES	BHS	011828	MARSHALL, JEFFREY	1.00	106,236
DIR ACTIVITIES				1.00	106,236
Budget Unit 11020				1.00	106,236

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

Budget Package Title: Title I, Part A, Regular- Improving Basic Programs **Package ID#:** 12010

FY2014 Funding Level: Federal

Budget Package Administrator(s): Director of Curriculum

Budget Package Total: \$1,292,459

Budget Package Description:

This program provides funding to help ensure all children meet challenging state academic standards including the salaries and benefits as well as other instructional, Supplemental Education Services and staff development expenses.

Salaries, Wages & Benefits	1,061,313
Purchased Services, Supplies, Capital, Other	231,146

Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965, as amended, Title 1, Part A; 20 U.S.C. 6301-6339, 6571-6578. Reauthorized in 1994 Title I requires states to adopt or develop challenging curriculum content and performance standards, align assessments with state content standards, and implement an accountability system to measure school and district progress in improving student achievement. In 2001, Congress passed new legislation to again reauthorize the Elementary and Secondary Education Act. The 2001 legislation augments the 1994 assessment and accountability requirements by requiring states to increase testing requirements that must be implemented through 2008 and establish progressively severe consequences for schools that fail to improve test scores. Under the 2001 legislation, among other things, states must

- develop content standards in science by the 2005-2006 school year that are applicable to all students and align content and performance standards in science and administer the science assessments by the 2007-2008 school year in grade spans 3 through 5, 6 through 9, and 10 through 12
- administer reading and math tests annually to all students in grades 3 through 8, including at least 95 percent of students in specific population subgroups who meet separate annual performance targets, beginning in the 2005-2006 school year (states need not administer these tests if Congress fails to appropriate specified funding in any one year)
- require some students in grades 4 and 8 to take the National Assessment for Educational Performance (NAEP) at federal expense
- annually assess limited English proficiency students by the 2002-2003 school year and test in English those students who have attended school in the United States for three consecutive years unless an alternative local assessment is more reliable

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

- make available annual information on student performance and teacher qualifications by the 2002-2003 school year
- show gains in academic achievement for all students and for specific population groups and measure the gains against the state's definition of adequate yearly progress, which must expect all students to perform at a proficient level within 12 years
- define by year the actions a school district must take to improve failing schools, including allowing students to attend other public schools, using Title I funds for supplemental services from public or private providers, undertaking corrective actions such as replacing school staff or implementing a new curriculum, and restructuring the school as a charter school.

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

Budget Unit: 12010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DIAMOND HEAD	007888	SHERIN, JUDITH L	0.33	16,877
	DISTRICT-WIDE	015940	ZELLMER, JULIE A	0.50	23,908
CLERICAL				0.83	40,784
COORD CURRICULUM	DISTRICT-WIDE	016735	GORTON, RACHEL	0.33	22,812
COORD CURRICULUM				0.33	22,812
COORDINATOR	DISTRICT-WIDE	000000	Open Position	1.00	67,250
COORDINATOR				1.00	67,250
EA - BILINGUAL	DISTRICT-WIDE	017991	ALI, MARYAN H	0.81	14,618
		017992	GUTIERREZ BELTRAN, MARIA L	0.81	14,618
		017995	ABTOW, ANAB A	0.81	2,788
EA - BILINGUAL				2.44	32,026
READING SPECIALIST	EDWARD NEILL	000000	Open Position	0.00	22,665
	GIDEON POND	010293	JOOSTEN, NANCY	0.50	39,685
	HIDDEN VALLEY	017787	CHISAKA, BRIDGET N	0.50	18,530
	MW SAVAGE	017222	ELLIOTT, RACHEL R	0.50	23,055
	SIOUX TRAIL	018012	ODEGARD, ELIZABETH A	0.50	21,655
	SKY OAKS	017408	PRUGH PLOEHN, KATHRYN A	0.50	20,770
	VISTA VIEW	013189	FACE, JENNIFER L	0.50	35,250
READING SPECIALIST				3.00	181,610
TITLE 1 TCR	EDWARD NEILL	000000	Open Position	0.50	45,737
		015626	PETRELLA, SARA M	0.50	24,875
	GIDEON POND	000000	Open Position	0.10	5,521
		010293	JOOSTEN, NANCY	0.50	39,685
	HIDDEN VALLEY	007923	GRISWOLD, CHERYL A	0.62	28,544
		017787	CHISAKA, BRIDGET N	0.50	18,530
	MW SAVAGE	013691	JARZYNA-INGLES, ANNE W	1.00	36,700
		017398	SCHMIDT, JENNIFER A	0.90	40,575
	SIOUX TRAIL	017910	RING, KATLIN	1.00	39,650
	SKY OAKS	011543	RUHLAND, MARIA	1.00	68,410
		017268	SINGLETON, SARAH K	1.00	36,540
	ST JOHNS	017009	BRUNNER, RENAE A	0.25	9,722
	VISTA VIEW	017790	KNUTSON, HEATHER J	1.00	37,060
017921		LEE, JENNIFER	1.00	35,080	
TITLE 1 TCR				9.88	466,630
Budget Unit 12010				17.48	811,111

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

Package ID#: 12020

Budget Package Title: Title II, Part A, Regular- Teacher/Principal Training and Recruiting

FY2014 Funding Level: Federal

Budget Package Administrator(s): Director of Curriculum

Budget Package Total: \$250,000

Budget Package Description:

Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement.

Salaries, Wages & Benefits	250,000
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Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S.C. 6601–6641, Section 201, which reads as follows:

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

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

Budget Unit: 12020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DIAMOND HEAD	007888	SHERIN, JUDITH L	0.33	16,826
CLERICAL				0.33	16,826
COORD CURRICULUM	DISTRICT-WIDE	016735	GORTON, RACHEL	0.33	22,812
COORD CURRICULUM				0.33	22,812
TLT COORDINATOR	DISTRICT-WIDE	014534	BABIASH, JENNIFER M	0.35	24,805
TLT COORDINATOR				0.35	24,805
Budget Unit 12020				1.02	64,443

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

Budget Package Title: Title III Regular- Limited English Proficient Students **Package ID#:** 12030

FY2014 Funding Level: Federal

Budget Package Administrator(s): Director of Curriculum

Budget Package Total: \$166,607

Budget Package Description:

The purpose of this funding is to support ESL personnel, their professional development, and for interpretation needs of our LEP families.

Salaries, Wages & Benefits	166,607
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Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965 (ESEA). Amended in 1998 as Section 301, P.L. 105-244, and again under the No Child Left Behind legislation of 2001. In general with the enactment of NCLB, States for the first time were required to establish English Language Proficiency (ELP) standards for LEP students. Under the ESEA, States also must assess, on an annual basis, the progress of LEP students served by language instruction educational programs funded under Title III. States must also set targets for three separate Annual Measurable Achievement Objectives (AMAOs) and measure improvements in the development and attainment of English proficiency by LEP students served by Title III.

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

Budget Unit: 12030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DIAMOND HEAD	007888	SHERIN, JUDITH L	0.33	16,826
CLERICAL				0.33	16,826
COORD CURRICULUM	DISTRICT-WIDE	016735	GORTON, RACHEL	0.33	22,803
COORD CURRICULUM				0.33	22,803
EA- LATINO COMM LIAISON	BHS	016970	RAMOS, VERONICA	1.00	30,176
	EAGLE RIDGE	016451	LOPEZ, MARIA T	0.50	19,099
	NICOLLET	016451	LOPEZ, MARIA T	0.50	19,099
EA- LATINO COMM LIAISON				2.00	68,375
Budget Unit 12030				2.67	108,005

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

Budget Package Title: Carl D. Perkins Grant

Package ID#: 12050

FY2014 Funding Level: Federal

Budget Package Administrator(s): Federal Program Director

Budget Package Total: \$68,000

Budget Package Description:

Funding pays for professional development and supplies to individuals who teach Family and Consumer Science, Business, and Technology Education at Burnsville Senior High School. Currently no FTEs are reflected in this unit.

Purchased Services, Supplies, Capital, Other	68,000
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Budget Packet Justification:

Enacted as the Carl D. Perkins Vocational and Technical Education Act of 1998 (Pub. L. 105-332, enacted October 31, 1998).

The law focuses the Federal investment in vocational and technical education on high-quality programs that integrate academic and vocational education; promote student attainment of challenging academic and vocational and technical standards; provide students with strong experience in, and understanding of all aspects of an industry; address the needs of individuals who are members of special populations; involve parents and employers; and provide strong linkages between secondary and postsecondary education.

Perkins III eliminates a number of prescriptive administrative requirements and restrictions on the use of funds in order to give States, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students.

To promote continuous program improvement, as well as to ensure optimal return on the Federal investment, Perkins III creates a State performance accountability system. Under this system, the Secretary and each State reach agreement on annual levels of performance for a number of "core indicators" specified in the law:

- Student attainment of challenging State-established academic, and vocational and technical, skill proficiencies.
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
- Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
- Student participation in, and completion of, vocational and technical education programs that lead to nontraditional training and employment.

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

Budget Package Title: Q-Comp/Pro-Pay

Package ID#: 13010

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Director of Instruction

Budget Package Total: \$2,860,853

Budget Package Description:

This budget package describes the expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries, benefits, stipends, performance incentives and other operating expenses.

Salaries, Wages & Benefits	2,860,853
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The Q-comp program aligns with goals set forth by the Minnesota Department of Education based on teacher performance as it relates to student achievement. The Director of Instruction oversees the Q-Comp program and coordinates with the BEA and clerical staff to accomplish the goals set forth by ISD 191 and the Minnesota Department of Education. Q-Comp is an incentive based program structure in which schools and licensed educators set goals for student achievement and develop specific action steps to implement and monitor goal attainment.

Budget Packet Justification:

The Q-comp was program put into place by Governor Pawlenty and is now part of state law (122A.414 Alternative teacher Pay) and it is also a key piece of compensation within the Burnsville Education Association Collective Bargaining Agreement. Both Minnesota state law and the BEA Collective Bargaining Agreement specify the structure of Q-Comp programming and the financial structures within the district.

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

Budget Unit: 13010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
QCOMP COACH	DISTRICT-WIDE	006326	NEPSUND, CYNTHIA J	1.00	84,050
		008189	BRAUN, JEAN C	1.00	84,050
		008729	SCHWARTZHOFF, HELEN	1.00	84,050
		008937	SAMPERS, CYNTHIA	1.00	45,670
		009277	ZEIGLER, SARAH	1.00	79,370
		009749	BLAIR, MICHAEL E.	1.00	84,050
		009750	CORONIS, ANTHONY L	0.50	42,025
		010299	WEIGHTMAN, ELIZABETH C	1.00	73,920
		013470	SMALLEY, AMY C	1.00	73,920
QCOMP COACH				8.50	651,105
QCOMP COORDINATOR	DISTRICT-WIDE	009750	CORONIS, ANTHONY L	0.50	42,025
QCOMP COORDINATOR				0.50	42,025
Budget Unit 13010				9.00	693,130

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

Budget Package Title: Integration

Package ID#: 13020

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Director of Instruction

Budget Package Total: \$1,384,279

Budget Package Description:

This budget package provides for expenditures related to the integration and equity program including salaries and benefits, professional development and other operating expenses.

Salaries, Wages & Benefits	1,330,876
Purchased Services, Supplies, Capital, Other	53,403

The integration and equity program is designed to enhance the cultural competency of all ISD 191 staff and support the differentiated needs of families in our communities. Legislation passed in May of 2013 requires a three year application setting goals. These goals must be met for continued funding. If these goals are not met, the District must work with MDE to establish a correction plan.

Budget Packet Justification:

Minnesota State Law (124D.86 Integration Revenue) outlines the parameters for the Integration and Equity program.

The majority of funding for the Integration and Equity programs is provided through the State of Minnesota.

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

Budget Unit: 13020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
AVID TCR	BHS	012647	WALLER MCDEVITT, JENNIFER	0.20	14,784
		013396	HUTCHINSON, JENNIFER L	0.20	14,784
		015580	MOFFITT, LESLIE ALLAN	0.20	10,584
		016602	GOMER, JENNA M	0.40	18,828
		016983	BROVIK, ERIN K	0.20	12,108
	NICOLLET	010313	OLSON, AMY	0.40	31,748
		014874	STILES, JENNIFER E	0.40	16,616
		014966	CHRISTY SIGSTAD, DANIELLE C	0.40	25,504
AVID TCR				2.40	144,956
CLERICAL	DISTRICT-WIDE	014360	CECKA, NANETTE	0.50	24,482
CLERICAL				0.50	24,482
DIR INSTRUCTION	DISTRICT-WIDE	017523	BERNARD, DAVID	1.00	107,236
DIR INSTRUCTION				1.00	107,236
Budget Unit 13020				3.90	276,674

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

Budget Package Title: Compensatory Education
(Excludes ESL, see 07060)

Package ID#: 13030

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$6,154,543

Budget Package Description:

This budget package provides funding to operate the District's compensatory programs and initiatives including salaries and benefits. These funds are intended to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards:

Salaries, Wages & Benefits	5,631,108
Purchased Services, Supplies, Capital, Other	523,435

Compensatory revenues are considered part of the state's Basic Skills revenue. School sites where students are eligible for free and reduced priced lunches receive additional compensatory revenue based on the number of eligible students at the school site. Compensatory revenues increases as the percentage of free and reduced price students at a school site increases. A portion of the compensatory revenue is used to fund All Day Kindergarten providing equity in the opportunity to participate in All Day Kindergarten.

Budget Packet Justification:

Minnesota Statute 126C.15 states that Basic skills revenue must be used to meet the educational needs of pupils who enroll under-prepared to learn and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age. Services may include direct instructional, remedial instruction, additional teachers and teacher aides to provide individualized instruction, a longer school day or week during the regular school year or through a summer program, comprehensive and ongoing staff development and instructional materials and technology appropriate for meeting the individual needs of these learners.

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

Budget Unit: 13030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
AVID COORDINAOTR	NICOLLET	014874	STILES, JENNIFER E	0.20	8,308
AVID COORDINAOTR				0.20	8,308
AVID COORDINATOR	BHS	016983	BROVIAK, ERIN K	0.20	12,108
AVID COORDINATOR				0.20	12,108
BEHAVIOR SUPPORT	HIDDEN VALLEY	012319	CIN, STEPHANIE P	1.00	79,370
BEHAVIOR SUPPORT				1.00	79,370
CULTURAL LIAISON	CLUSTER - ECSE	000000	Open Position	0.50	18,864
CULTURAL LIAISON				0.50	18,864
EA MGMT 3	ALTERNATIVE HIGH SCHOOL	017874	JARYAN, ALFRED	1.00	17,715
EA MGMT 3				1.00	17,715
EA SUPPORT	GIDEON POND	015261	SILLGA, GALANIE	0.44	7,054
EA SUPPORT				0.44	7,054
EA- LATINO COMM LIAISON	SKY OAKS	015209	GRANT, HEIDI A	1.00	26,867
EA- LATINO COMM LIAISON				1.00	26,867
INSTRUCTIONAL COACH	HIDDEN VALLEY	007569	O'REILLY, GINA	1.00	84,050
INSTRUCTIONAL COACH				1.00	84,050
INTERVENTIONIST	ALTERNATIVE HIGH SCHOOL	014533	SLONEKER, ANGELA	0.20	13,010
		017214	BATES, DANIEL W	0.20	9,950
	BHS	007838	MOULSOFF, NORINE L	1.00	84,050
		012647	WALLER MCDEVITT, JENNIFER	0.20	14,784
		013419	WEBBER, GLORIA M	0.20	13,452
		014105	FETTIG, JENNIFER	0.40	16,872
		014748	JOHNSON, HILLARY E	0.80	41,752
		015995	FRANSSSEN, SARAH G	0.60	32,652
		016011	NELSON, JEFFREY P	0.60	28,590
		016669	PETTINELLI, STEPHEN M	0.20	9,158
	EAGLE RIDGE	016884	BURNHAM, CHARLES F	0.40	20,876
		015399	WILKINSON, PERRY J	0.20	14,784
		016881	AMADIO, RACHEL S	0.20	7,028
		016920	DETLING, AMY LYN	1.00	41,760
	EDWARD NEILL	017221	DURAND, ERIK M	0.20	7,028
		010637	KUGLER, JULIE	1.00	70,500
		017951	JUNTUNEN, MEGHAN	1.00	35,080
	GIDEON POND	000000	Open Position	0.50	27,605
		006803	MACNAUGHTON, LAURA	1.00	84,050
		016097	ZUCOLLO, SUSAN R	0.50	34,205
	HARRIET BISHOP	000000	Open Position	0.10	5,521
		007763	RISTEAU, JOSEPH S	0.30	23,811
		009752	CAMPEN, KIMBERLY A.	0.30	22,176
		016428	JORDAN, ALLISON A	0.30	18,615
		016951	JOHNSTON, JULIE M	0.50	26,095

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

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
INTERVENTIONIST	HIDDEN VALLEY	002063	MILLER, DIANE	1.00	84,050	
		009786	COLLINS, LEANNE	1.00	79,370	
		012875	MATHEWS, STEPHANIE A	0.50	32,095	
		013422	KRZEWKI, CATHERINE D	1.00	73,920	
		016648	LARSON, KIRSTIN M	1.00	55,210	
	METCALF	014527	BENSON, ROSS S	0.90	52,074	
		017240	SCHNOBRICH, ANGELA M	1.00	49,750	
	MW SAVAGE	008959	WURDEMAN, DEBRA SUE	1.00	57,680	
		017222	ELLIOTT, RACHEL R	0.50	23,055	
		018009	SIWARSKI, CASSANDRA	0.50	20,880	
	NICOLLET	000000	Open Position	2.40	132,504	
		014115	ANDREWS, BRIDGETTE	0.20	12,838	
		014118	KOMAR, KAREN K	0.50	36,960	
	RAHN	002257	LIPPERT, MARY E	1.00	84,050	
		011306	PETERSON, KERI	0.50	35,250	
	SIOUX TRAIL	010142	HOLCOMBE, SARA J	0.80	63,496	
		014226	STALOCK, SHARRON C	0.50	30,270	
		014318	HORWART, LESLIE	1.00	54,830	
	SKY OAKS	000000	Open Position	2.25	124,222	
		000709	NORGAARD, PATRICIA	1.00	84,050	
		011362	TEIEN, JOAN K	0.50	39,685	
		012947	BLOM, ANNE E	0.50	36,960	
		013288	LUTZ, AMANDA J	1.00	47,650	
		016539	MAY, GREGORY A	0.80	30,616	
		016885	CUNNIEN, LAURIE A	0.50	35,250	
		017408	PRUGH PLOEHN, KATHRYN A	0.50	20,770	
		017775	SASSAMAN, TYLER	1.00	50,030	
	VISTA VIEW	006500	MORRISSEY, JOANNE M	1.00	54,495	
		012554	DENNIS, TERESA L	1.00	42,180	
		016619	BORDONARO, JENNIFER ELIZABETH	0.50	23,825	
	WM. BYRNE	000000	Open Position	0.10	5,521	
		015572	ANDERSON, KRISTEN L	1.00	47,650	
		016401	WALGENBACH, RACHEL C	0.50	22,500	
	INTERVENTIONIST				39.35	2,347,090
	KINDERGARTEN TCR	EDWARD NEILL	009236	LIPPKA, JONALYN	1.00	84,050
			012095	PRAYFROCK, JUDIE A	1.00	70,500
			017751	BARNABY, BRIONNA	1.00	36,600
		GIDEON POND	012217	GRUENKE, BETH N	1.00	39,650
			015015	TREKELL, TERESE	1.00	55,210
			017685	MARCOTTE, JENNIFER JOY	1.00	36,700
		HIDDEN VALLEY	009569	ANDREWS, DONNA	1.00	79,370
			013352	FINCH, CHRISTINE M	1.00	38,710
017545			DONAHUE, KARA	1.00	40,500	

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

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
KINDERGARTEN TCR	MW SAVAGE	012400	DYBVG, JOAN E	1.00	64,190
		015682	GONZALEZ, MEGAN	1.00	50,030
	RAHN	009785	MCCARTHY, JENNIFER	0.50	39,685
		017608	RICHARDSON, SARAH	1.00	35,100
	SIOUX TRAIL	017829	DENOW, SONJA	1.00	35,080
		018015	STEVENS, ANNA J	1.00	35,080
	SKY OAKS	006090	RITCHIE, JACKI RAE	1.00	67,260
		014978	PUTMAN, TANJA	1.00	70,500
		017335	NICHOLSON, MARCIA L	1.00	45,790
		017880	KEDING, ANGELICA	1.00	37,820
	VISTA VIEW	009715	PEDERSON, ELIZABETH M	1.00	59,080
		011718	BROSTROM, JEANNE L	1.00	67,750
WM. BYRNE	017467	OLSSON, CHRISSE R	1.00	45,790	
KINDERGARTEN TCR				21.50	1,134,445
MATH SPECIALIST	EDWARD NEILL	014652	HERKENHOFF, PATRICIA ANN	0.32	12,246
		017774	LUNDQUIST, KELLY	0.32	12,122
	SKY OAKS	004882	BERGE, PAUL D	0.32	26,896
		014633	LEIGHTON, ELIZABETH M	0.32	20,816
		017821	BRUINS, STEPHANIE	0.32	11,226
	VISTA VIEW	016431	WARD, KARI M	0.32	13,498
MATH SPECIALIST				1.92	96,803
PBIS COORDINATOR	DISTRICT-WIDE	016087	ROBB, EMILY C	0.20	9,530
PBIS COORDINATOR				0.20	9,530
READING SPECIALIST	EDWARD NEILL	009295	WAGNER-SMITH, SHERRY	0.32	25,398
	HARRIET BISHOP	016428	JORDAN, ALLISON A	0.50	31,025
	RAHN	011306	PETERSON, KERI	0.50	35,250
	VISTA VIEW	016605	CRAWFORD, CINDY Y	0.32	17,667
		016608	DITMARSEN, SANDRA L	0.32	18,906
	WM. BYRNE	016313	HANSON, DEBRA A	0.50	24,005
READING SPECIALIST				2.46	152,251
SOCIAL WORKER	CLUSTER - ECSE	014751	KELLER, KATIE	0.50	27,605
SOCIAL WORKER				0.50	27,605
TLT COORDINATOR	DISTRICT-WIDE	014534	BABIASH, JENNIFER M	0.65	45,564
TLT COORDINATOR				0.65	45,564
WORK EXP TCR	BEST	013433	PAULSEN, KATHY MARIE	0.33	23,265
WORK EXP TCR				0.33	23,265
Budget Unit 13030				72.24	4,090,889

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

Budget Package Title: Technology

Package ID#: 14010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Information and Technology

Budget Package Total: \$2,940,760

Budget Package Description:

This budget package provides the funding to utilize technology in the delivery of curriculum and as a teaching and learning tool. Additionally this budget package provides the funding to manage and support the district's administrative and operational technologies. Operational resources, equipment and supplies including the District's intranet and telephone system are included in the following salaries and benefits for technology and support staff, instructional resources, equipment and supplies:

Salaries, Wages & Benefits	1,098,394
Purchased Services, Supplies, Capital, Other	1,539,729
Travel/Conferences	34,803
Rentals and Leases	23,869
Capital Lease - Principal	228,696
Capital Lease - Interest	15,269

This budget package achieves *two main operational goals*:

1. It provides funding for schools to **utilize technology to help instruct, enhance, and motivate students to achieve at high levels**. Some examples of this type of technology optimized in schools include, but not limited to:
 - Student desktop and laptop computers
 - Teacher computers
 - Internet and research tools
 - Projectors and Smart Boards
 - Communication tools for parents (websites, on-line grading/attendance portals, etc.)
 - Student assessment and data gathering tools
 - Staff training and technology (TIES conference, webinars, etc.)
2. The budget package provides **funding for staffing** that helps assist the school in efficiently and effectively implementing instructional technologies.

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

This budget package achieves *the following administrative functions*:

- Planning, implementing, maintaining, and improving the enterprise information systems and infrastructure to support distributed and centralized administrative/business functions and educational practices.
- Reporting data required by the Minnesota Department of Education.
- Maintaining district census data and processing open enrollments and school variances. Coordinating kindergarten and elementary school registration.
- Managing phone/voicemail systems, providing helpdesk services, managing user accounts.
- Providing primary support for the document management system.
- Maintaining district web sites, including integration of approved content to the site. Analyzing, installing, and supporting the district's computer systems and the local and wide area networks including servers, routers, switches, firewalls, data and voice communication lines.
- Providing repairs for district electronic equipment.
- Scanning and filing all district educational records.

Budget Packet Justification:

It is nearly impossible to deny the ongoing importance of utilizing technology as a vital part of our classrooms and schools. Educational leaders at a federal, state, and local level have all acknowledged the vital role technology has on our world and therefore needs to have in our educational systems. Information and the mandate for navigating through that information by using technological support systems, continues to grow at an intense rate, and it is the responsibility of the schools to prepare kids for that.

To meet current federal and state data reporting requirements, a comprehensive information management system and infrastructure is required. Instructional and assessment programs increasingly require students and faculty to have access to on-line resources and necessitates maintaining a robust information network.

Minnesota school districts are required to submit a technology plan to MDE for approval in order to be eligible for the federal E-rate telecommunications program, the state Telecommunications/Internet Access Equity Aid program, and the Enhancing Education Through Technology Grants program.

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

Budget Unit: 14010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
DIR TECHNOLOGY	DISTRICT-WIDE	011756	ERICKSON, CONSTANCE	1.00	106,878
DIR TECHNOLOGY				1.00	106,878
EA TECH	DISTRICT-WIDE	000000	Open Position	0.75	14,480
		008461	CARLSON, COLETTE	0.75	22,464
		010408	TAMASI, PHYLLIS	0.75	21,654
		010890	RETHLAKE-HOMOLKA, PAM	0.50	14,616
		011018	BARRETT, MARY LU	0.75	21,924
		011462	VAURIO, SONYA	0.50	14,616
		016345	WALCZAK, CHERYL M	1.00	27,072
		017002	KOPP, ELIZABETH A	0.75	19,514
		017435	LUND, ELLIOTT J	0.75	14,895
EA TECH				6.50	171,236
NETWORK SYS COORD	ADMIN	017725	ROMANSKY, ROBERT J	1.00	86,456
NETWORK SYS COORD				1.00	86,456
TECH SUPP	DIAMOND HEAD	009777	HENRY, JOEL E	1.00	50,905
	DISTRICT-WIDE	005573	WEILER, ROBERT M	1.00	76,800
		012287	LUND, TIMOTHY J	1.00	66,100
		016683	HREHA, JUSTIN T	1.00	46,800
		017127	WRUCKE, PATRICIA A	1.00	46,800
		017811	REED, GUY	1.00	48,800
TECH SUPP				6.00	336,205
TECHNICIAN LEVEL I	BHS	000000	Open Position	1.00	19,307
TECHNICIAN LEVEL I				1.00	19,307
Budget Unit 14010				15.50	720,082

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

Budget Package Title: Instructional Development

Package ID# 15010

FY2014 Funding Level: General Categorical

Budget Package Administrator: Assistant Superintendent

Budget Package Total: \$495,640

Budget Package Description:

This budget package provides the funding for district professional development (PD) to support the acquisition of district goals. Also includes operational resources, purchased services, equipment, supplies and building level PD allocations. These funds are used for salaries, benefits, purchased services, and other operating expenses:

Salaries, Wages & Benefits	43,760
Purchased Services, Supplies, Capital, Other	438,780
Travel/Conferences	4,000
Rentals and Leases	9,100

Professional development is defined in board policy to enhance employee effectiveness and contribute to professional growth. Professional development for teachers and building and district leadership is designed to support the effective delivery of the adopted curriculum, provide opportunities for staff to reflect critically on their practice, deepen their understanding of the processes of teaching and learning and the students they serve, and achieve challenging student outcomes. The budget includes \$300K for building level professional development allocations.

Budget Package Justification:

M.S. 122A.60 specifies that staff development activities must:

1. focus on the school classroom and research-based strategies that improve student learning;
2. provide opportunities for teachers to practice and improve their instructional skills over time;
3. provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
4. enhance teacher content knowledge and instructional skills;
5. align with state and local academic standards;
6. provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
7. align with the plan of the district or site for an alternative teacher professional pay system. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

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

Budget Package Title: Curriculum Development

Package ID# 15020

FY2014 Funding Level: General, Categorical

Budget Package Administrator: Director of Curriculum

Budget Package Total: \$301,985

Budget Package Description:

This budget package provides the funding for the ongoing development of a comprehensive written curriculum. These funds are used for salaries, benefits, purchased services, and other operating expenses. Also includes operational resources, purchased services, equipment and supplies:

Salaries, Wages & Benefits	191,775
Purchased Services, Supplies, Capital, Other	87,810
Travel/Conferences	22,400

The design and implementation of the curriculum will be consistent with the District 191 Board of Education's adopted mission and goals, state laws and Department of Education rules. The curriculum should be constantly reviewed to ensure that student learning is challenging and will prepare all students to function effectively in the 21st century. M.S. 120B.10 finds that a process is needed to enable school boards and communities to decide matters related to planning, providing, and improving education instruction and curriculum in the context of MN's high school graduation standards.

Budget Package Justification:

M.S.120B.11 mandates all school districts to have in place an adopted written policy that includes the following:

- District goals for instruction including the use of best practices, district and school curriculum, and achievement for all student subgroups;
- A process for evaluating each student's progress toward meeting academic standards and identifying the strengths and weaknesses of instruction and curriculum affecting students' progress;
- A system for periodically reviewing and evaluating all instruction and curriculum;
- A plan for improving instruction, curriculum, and student achievement; and
- An education effectiveness plan aligned with section 122A.625 that integrates instruction, curriculum, and technology.

District 191 Board Policy IF and IF-R charges the superintendent with the responsibility of developing a continual process of curriculum development and review for the school district. District 191's Board of Education deems it essential that the school district continually develops and modifies the written curriculum to provide a common direction of action for all instruction and programmatic efforts.

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

Budget Unit: 15020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
DIR CURRICULUM	DIAMOND HEAD	017175	FUNSTON, KATHY L	1.00	105,236
DIR CURRICULUM				1.00	105,236
Budget Unit 15020				1.00	105,236

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

Budget Package Title: Curriculum Adoption

Package ID# 15030

FY2014 Funding Level: General, Categorical

Budget Package Administrator: Director of Curriculum

Budget Package Total: \$600,000

Budget Package Description:

This budget package provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions including:

Purchased Services, Supplies, Capital, Other	600,000
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Budget Package Justification:

As indicated in Board Policy IIAA and IIAA-R, administration, in cooperation with community members, parents, and staff, is responsible for identifying textbooks and other learning materials which will be used for instruction. The instructional materials selection process includes provisions to consider the desired student outcomes of the written, taught and tested curriculum.

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

Budget Package Title: Assessment Program

Package ID# 15040

FY2014 Funding Level: General Categorical

Budget Package Administrator: Director of Assessment

Budget Package Total: \$730,576

Budget Package Description:

This budget package provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards. Also includes software fees, purchased services, equipment, supplies and other operating expenses including:

Salaries, Wages & Benefits	566,891
Purchased Services, Supplies, Capital, Other	163,685

Budget Package Justification:

M.S.120B.10 requires school districts to evaluate the impact of instruction and curriculum on students' abilities to meet graduation standards, use evaluation results to improve instruction and curriculum, and determine services that districts and other public education entities can provide collaboratively with institutions including families and private or public organizations and agencies. The legislature anticipates that a highly focused public education strategy will be an integral part of each district's review and improvement of instruction and curriculum.

District 191 Board of Education Policy IF and IF-R charges the superintendent with the responsibility for establishing procedures for determining the effectiveness of instructional programming at the district, school and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of specific learning objectives and the extent to which instructors are providing appropriate and effective instruction for students. The assessed curriculum shall include the following components:

- A comprehensive assessment plan;
- State-level assessments as required;
- An assessment approach developed for all grade levels and courses;
- A criterion-reference information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation;
- Use of assessment data to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

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

Budget Unit: 15040

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
AI TCR	EDWARD NEILL	000000	Open Position	0.50	27,605
	GIDEON POND	000000	Open Position	0.50	27,605
	HARRIET BISHOP	011321	WALLENTA, PAUL S	0.50	39,685
	HIDDEN VALLEY	000000	Open Position	0.50	27,605
	MW SAVAGE	018009	SIWARSKI, CASSANDRA	0.50	20,880
	RAHN	014619	SLATTERY, CARA	0.50	36,960
	SIOUX TRAIL	014226	STALOCK, SHARRON C	0.50	30,270
	SKY OAKS	000000	Open Position	0.50	27,605
	VISTA VIEW	016619	BORDONARO, JENNIFER ELIZABETH	0.50	23,825
	WM. BYRNE	016401	WALGENBACH, RACHEL C	0.50	22,500
AI TCR				5.00	284,540
CLERICAL	DISTRICT-WIDE	014360	CECKA, NANETTE	0.50	24,482
CLERICAL				0.50	24,482
DIR ASSESSMENT	DISTRICT-WIDE	009249	DARSOW, DELONNA J	1.00	113,980
DIR ASSESSMENT				1.00	113,980
INFO & ASSESSMENT COORD	DISTRICT-WIDE	012023	MCCARTHY, BRIGID M	0.50	34,802
INFO & ASSESSMENT COORD				0.50	34,802
Budget Unit 15040				7.00	457,804

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

Budget Package Title: Board of Education

Package ID#: 16010

FY2014 Funding Level: General Categorical

Budget Package Administrator(s): Superintendent

Budget Package Total: \$126,297

Budget Package Description:

The school board is the governing body of the school district. This budget package provides funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.

Salaries, Wages & Benefits	2,892
Purchased Services, Supplies, Capital, Other	118,365
Travel/Conferences	4,500
Rentals and Leases	540

Budget Packet Justification:

Members of the Board of Directors are elected by the community to serve four-year terms. The board acts as a corporate body and derives its authority to operate from Minnesota statutes (M.S. 123B.06). The Board of Education authority includes implied powers in addition to specific powers granted by the Minnesota legislature which include:

- Selecting a superintendent and delegating to that officer the authority and responsibility for carrying out the policies and regulations necessary operate the schools.
- Supervising management of the school district.
- Authorizing textbooks and courses of study.
- Making and authorizing contracts.
- The general charge of the business of the school district, its facilities and property.

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

Budget Unit: 16010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SCHOOL BOARD	DISTRICT-WIDE	006811	CURRIER, DEEDEE C	0.00	6,000
		013108	HILL, RONALD I	0.00	6,000
		014317	SWEEP, SANDRA M	0.00	6,600
		014416	LUTH, DANIEL W	0.00	6,000
		017471	SCHMID, JAMES D	0.00	6,000
		017593	VANDENBOOM, ROBERT J	0.00	6,000
		018011	ALT, ABIGAIL	0.00	6,000
SCHOOL BOARD				0.00	42,600
Budget Unit 16010				0.00	42,600

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

Budget Package Title: Superintendent

Package ID#: 16020

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Superintendent

Budget Package Total: \$328,183

Budget Package Description:

This budget package provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals including salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	255,733
Purchased Services, Supplies, Capital, Other	63,450
Travel/Conferences	9,000

The superintendent is the chief executive officer of the board whose powers and duties are prescribed by the rules adopted by the board or by statute. In the capacity of the board's main consultant and advisor the primary duties of the superintendent are as follows:

- Carry out policies, rules, regulations established by the board
- Keep the board informed about school programs and the school system
- Oversee the educational program (curriculum, instruction, co-curricula, materials, etc)
- Oversee support services program (plant services, transportation, foodservice, etc)
- Recommend on all personnel matters (hiring, assigning, evaluating, developing, terminating)
- Develop and administer the budget
- Manage the business and financial matters required by state statutes
- Take care of day-to-day management and administrative tasks

Budget Packet Justification:

M.S. 123B.143 requires all school districts maintaining a secondary school to employ a Superintendent who shall be an ex officio nonvoting member of the school board. The superintendent of a district shall perform the following:

- Visit and supervise the schools in the District, report and make recommendations about their condition when advisable or on request by the Board.
- Recommend to the Board employment and dismissal of teachers.
- Superintend school grading practices and examinations for promotions.
- Make reports required by the commissioner.
- Perform other duties prescribed by the Board.

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

Budget Unit: 16020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EXEC ADMIN ASSISTANT	DISTRICT-WIDE	017901	KENNEY, JAMI M	0.50	33,500
EXEC ADMIN ASSISTANT				0.50	33,500
SUPERINTENDENT	DISTRICT-WIDE	017994	GOTHARD, JOSEPH M	1.00	185,000
SUPERINTENDENT				1.00	185,000
Budget Unit 16020				1.50	218,500

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

Budget Package Title: Assistant Superintendents

Package ID#: 16030

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$252,064

Budget Package Description:

This budget package provides the funding to operate the office of Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs and the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	226,064
Purchased Services, Supplies, Capital, Other	26,000

The Assistant superintendent operates under the general direction of the superintendent, providing leadership and support for the development, operation and evaluation of the district's elementary and secondary instructional programs, district-wide curriculum development, guide the development and implementation of comprehensive district and school improvement plans, and district-wide professional development. The Assistant Superintendent is directly responsible for supervising and coaching building principals in the organization of instruction, and the effective use of data in coordinating and aligning school initiatives with the educational mission and goals of the Board.

Budget Packet Justification:

There is no statutory requirement for school district's to employ an assistant superintendent. School districts, however, are required to comply with a multitude of statutory provisions related to planning; providing, and improving instruction and curriculum; statewide testing and reporting; educational accountability and public reporting. Given the size of ISD 191 in terms of the number of employees and students, the scope of these various statutory requirements necessitate the employment of skilled and knowledgeable educational administrators to ensure the district meets its statutory obligations.

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

Budget Unit: 16030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ASST SUPERINTENDENT	DISTRICT-WIDE	000000	Open Position	1.00	138,998
ASST SUPERINTENDENT				1.00	138,998
EXEC ADMIN ASSISTANT	DISTRICT-WIDE	017901	KENNEY, JAMI M	0.50	33,500
EXEC ADMIN ASSISTANT				0.50	33,500
Budget Unit 16030				1.50	172,498

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

Budget Package Title: Human Resources

Package ID#: 16040;16041

FY2014 Funding Level: General

Budget Package Administrator(s): Executive Director of Human Resources

Budget Package Total: \$2,384,676

Budget Package Description:

This budget package provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, unemployment compensation insurance and compliance requirements and including the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	507,276
Purchased Services, Supplies, Capital, Other	219,900
Travel/Conferences	4,500
Workers Comp, Unemployment, & Property Casualty Ins.	1,653,000

The office of Human Resources is directly responsible for the ongoing development of the district's human resources to ensure effective delivery of the district's educational programs. The human resources office supports the superintendent in carrying out those function directly related to the recruitment, hiring and retention of personnel. The primary responsibilities of the Human Resources Office are to ensure the following functions are carried out effectively:

- Establishes and monitors all district hiring procedures.
- Actively recruits licensed and non-licensed personnel.
- Assists in the development of training programs for district personnel.
- Maintains and manages all aspects of the district's employee benefits program.
- Maintains personnel records for all staff.
- Plans, coordinates and monitors the districts collective bargaining.
- Supervises clerical staff in the assignment of substitute teachers.
- Ensures that the district complies with all state and federal employment regulations.

Budget Packet Justification:

There is no statutory requirement for a school district to employ an Executive Director for Human Resources. School districts, however, are required to comply with a multitude of statutory provisions related its employees including contract negotiations and contract management; the employment, evaluation and discipline of personnel; employee training and certification; maintenance of all state and federally required employment documents. With over 1,400 employees, the scope of these statutory requirements necessitate the employment of skilled and knowledgeable Director of Human Resources and staff to ensure the district meets its statutory obligations.

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

Budget Unit: 16040

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
COORD	DISTRICT-WIDE	016573	WEILER, TIFFANY M	1.00	71,634
COORD				1.00	71,634
DIR LABOR RELATIONS	DISTRICT-WIDE	017487	SOVINE, STACEY	1.00	138,998
DIR LABOR RELATIONS				1.00	138,998
HR EMPLOYMENT SPECIALIST	DISTRICT-WIDE	015581	KEOUGH, SUSAN A	1.00	51,902
HR EMPLOYMENT SPECIALIST				1.00	51,902
HR LABOR RELATIONS MGR	DISTRICT-WIDE	017174	DEMUTH, JOY S	1.00	66,221
HR LABOR RELATIONS MGR				1.00	66,221
HR BENEFITS SPECIALIST	DISTRICT-WIDE	012322	HARRIS, TRUDIE L	1.00	52,144
HR BENEFITS SPECIALIST				1.00	52,144
Budget Unit 16040				5.00	380,900

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

Budget Package Title: Business

Package ID#: 16050

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$597,344

Budget Package Description:

This budget package provides the funding to operate the school district's business services (accounting, payroll, and mandatory state and federal reporting, property casualty liability insurance) including the following salaries, benefits (negative amount is shown under Benefits due to the approximately \$550,000 offset from Other Postemployment Benefits (OPEB) trust shown within this budget unit) and other operating expenses:

Salaries, Wages & Benefits	273,637
Purchased Services, Supplies, Capital, Other	225,137
Travel/Conferences	7,570
Rentals and Leases	91,000

The Executive Director of Business Services is directly responsible for serving as the district's finance and business officer. In the capacity of the Superintendent's primary consultant and advisor regarding the district's financial affairs, the primary duties of the Executive Director of Business Services are as follows:

- Maintains accounting systems and records.
- Compiles costs' including the personnel budgets, fixed charges, operations and maintenance, etc.
- Develops statistical information and corresponding analyses.
- Assists in developing the annual budget.
- Supervises the handling of all funds, accounting, reporting procures.
- Provides long-range financial planning.
- Acts as the district's Treasurer and supervises the investments and debt management of the district.
- Organizes and supervises the purchasing, warehousing, and inventory control of the district.
- Supervises the payroll and fringe benefit programs of the district.
- Oversees all forms of district insurance.
- Oversees property purchases, sales and records of the district.
- Serves as the Board Secretary.

The district's accounting office is responsible for providing a number of financial services for the district under the direction of the Executive Director of Business Services. Primary functions maintained by the business office are as follows:

- Maintains accounting systems and records.
- Compiles costs' including the personnel budgets, fixed charges, operations and maintenance, etc.

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

Budget Packet Justification:

There is no statutory requirement for school district's to employ an Executive Director for Business Services. School districts, however, are required to comply with a multitude of statutory provisions related to its business functions including correctly implementing levy's authorized by statute, complying with federal and state financial accounting and reporting requirements, managing the investment of idle funds, and managing contracts for services. With annual assets in excess of \$200 million management of the district's financial resources requires a considerable degree of knowledge, skill and sophistication.

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

Budget Unit: 16050

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	ADMIN	000016	HERRMANN, ROSINA	1.00	51,991
	DISTRICT-WIDE	004732	JOHNSON, LORI ANN	1.00	50,530
		014243	LAQUA, NANCY A	1.00	48,964
		015662	WILSON, MICHELE L	1.00	47,586
		015940	ZELLMER, JULIE A	0.50	23,908
		015943	LEACH, CHARLOTTE	1.00	47,815
		016596	KAISERSHOT, STACY L	1.00	46,354
CLERICAL				6.50	317,146
DIR ACCOUNTING	DISTRICT-WIDE	017743	HOFFMAN, BRADY JOHN	1.00	106,486
DIR ACCOUNTING				1.00	106,486
DIR BUSINESS	DISTRICT-WIDE	016166	RIDER, LISA K	1.00	138,998
DIR BUSINESS				1.00	138,998
PYRL SUPERVISOR	DISTRICT-WIDE	016574	ROBASSE, CHRISTINE M	1.00	68,664
PYRL SUPERVISOR				1.00	68,664
Budget Unit 16050				9.50	631,295

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

Budget Package Title: Business-Salary Contingency

Package ID#: 16051

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$830,000

Budget Package Description:

This budget package provides the funding for unallocated FTEs for teacher reserves and overload schedules, yet to be determined including the following salaries, benefits:

Salaries, Wages & Benefits	830,000
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Business-Internal Service Fund

Package ID#: 16052

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$600,000

Budget Package Description:

This budget package provides the funding for required severance payouts as stipulated in the District's various bargaining agreements and contributions to the District's medical and dental internal service funds:

Salaries, Wages & Benefits	600,000
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Communications & Marketing

Package ID#: 16060

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Communications

Budget Package Total: \$397,323

Budget Package Description:

This budget package provides the funding to operate the school District's communications and marketing initiatives and includes salaries and benefits, maintenance of District websites, social networks, publications, etc.:

Salaries, Wages & Benefits	237,223
Purchased Services, Supplies, Capital, Other	158,600
Travel/Conferences	1,500

The Director of Marketing and Communications is directly responsible for developing and implementing a comprehensive marketing and communications plan to enhance the district's position within the education provider market in terms of constituent perception of the quality of educational opportunities and services provided by the school district. The primary duties of the Director of Communications are as follows:

- Writing and distributing press releases to the news media communicating key events, activities and accomplishments of the school district.
- Developing and implementing a multi-year marketing and communication plan that integrates with district short and long range planning.
- Assisting district leadership in identifying programs and services to meet the needs of school district constituents.
- Direct development of the district's website.
- Produce various communications tools including electronic newsletters, brochures, social media, and instant notification systems.

Budget Packet Justification:

There is no statutory requirement for a school district to maintain a formal marketing and communications function. Public schools, however, are no longer considered the sole purveyor of educational opportunities in any given community. Competition exists among private schools, parochial education, charter schools, home schooling, and evolving web-based instruction. Often the criteria individuals use in selecting a particular educational opportunity is based on perceptions of the quality, services and relationships a particular institution promises rather than factual knowledge of results program or services. A planned marketing and communications function assists the district in communicating what the school district does well, what makes the school district unique, nurtures positive perceptions about the school district, and helps the school district strategically adopt to changing needs and expectations of students and their families.

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

Budget Unit: 16060

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
COORD WEB & COMM	DISTRICT-WIDE	017462	TINKLENBERG, AARON D	1.00	73,406
COORD WEB & COMM				1.00	73,406
DIR COMMUNICATIONS	DISTRICT-WIDE	015922	DUNN, RUTH C	1.00	96,407
DIR COMMUNICATIONS				1.00	96,407
Budget Unit 16060				2.00	169,813

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

Budget Package Title: Student Registration and Census

Package ID#: 16070

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Technology

Budget Package Total: \$286,360

Budget Package Description:

This budget package provides the funding to operate the school district's student registration and enrollment services including the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	257,917
Purchased Services, Supplies, Capital, Other	27,453
Travel/Conferences	180
Rentals and Leases	810

The Director of Technology along with the Directors of Assessment and Community Education are directly responsible for developing and implementing a comprehensive student registration system. Recently, the District has implemented a welcome center at the Diamondhead Education Center to serve as a resource for both new and existing students and families.

Budget Packet Justification:

There is no statutory requirement for a school district to maintain a student registration program outside of separate budget units. Competition exists among private schools, parochial education, charter schools, home schooling, and evolving web-based instruction. Often the criteria individuals use in selecting a particular educational opportunity is based on perceptions of the quality, services and relationships a particular institution promises rather than factual knowledge of results program or services- the Student Registration budget package is an important leg of the student and family experience with the District.

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

Budget Unit: 16070

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
BILINGUAL GREETER CE	DISTRICT-WIDE	017843	CUAUTLE PLIEGO, SAMANTHA A	0.50	13,040
BILINGUAL GREETER CE				0.50	13,040
CLERICAL	DIAMOND HEAD	012435	GOODWIN, DE ANNA K	1.00	48,755
		015033	HARDT, ANNETTE	1.00	46,896
		016193	GARLOCK, NANCY J	0.90	37,396
	DISTRICT-WIDE	009940	ELVESTAD, JANET	1.00	50,425
CLERICAL				3.90	183,473
INFO & ASSESSMENT COORD	DISTRICT-WIDE	012023	MCCARTHY, BRIGID M	0.50	34,802
INFO & ASSESSMENT COORD				0.50	34,802
Budget Unit 16070				4.90	231,314

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

Budget Package Title: Elementary Administrators

Package ID#: 17011

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$1,191,470

Budget Package Description:

This budget package provides the funding to operate the elementary principals' offices at each school including the following administrative salaries:

Salaries, Wages & Benefits	1,191,470
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

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

Budget Unit: 17011

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
PRINCIPAL	EDWARD NEILL	017169	VAUGHT, ELIZABETH C	1.00	116,950
	GIDEON POND	017563	BLACK, KRISTINE C	1.00	107,230
	HARRIET BISHOP	009756	NELSON, ROBERT J	1.00	116,530
	HIDDEN VALLEY	009829	BONNEVILLE, JON G	1.00	116,530
	MW SAVAGE	008086	NEPSUND, JEFF L	1.00	110,790
	RAHN	007845	MEHDIZADEH, ELAINE H	1.00	114,530
	SIOUX TRAIL	000000	Open Position	1.00	109,290
	SKY OAKS	018003	GOELDNER, DREW S	1.00	113,030
	VISTA VIEW	013654	ROBB, BRADLEY E	1.00	105,680
	WM. BYRNE	017156	BOMSTA, LYLE J	1.00	113,030
PRINCIPAL				10.00	1,123,590
Budget Unit 17011				10.00	1,123,590

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

Budget Package Title: Elementary Building Clerical

Package ID#: 17012

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$510,754

Budget Package Description:

This budget package provides the funding to operate the elementary principals' offices at each school including the following clerical salaries:

Salaries, Wages & Benefits	510,754
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

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

Budget Unit: 17012

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	EDWARD NEILL	014558	STICKLE, CAROLYN E	1.00	43,856
	GIDEON POND	013867	ZIMMERMAN, SYBIL	1.00	43,856
	HARRIET BISHOP	013925	HINMAN, JENNIFER J	1.00	43,856
	HIDDEN VALLEY	013957	BERRA, ANGELA M	1.00	43,856
		016459	SCHERER, DEBRA M	0.88	25,631
	MW SAVAGE	009856	BYRNE, PATRICIA C	0.50	15,934
		011910	HREHA, KYLE J	1.00	43,856
	RAHN	015885	CROSBIE, CYNTHIA	1.00	41,586
	SIOUX TRAIL	010841	CENCI, BARB	1.00	43,856
	SKY OAKS	016287	PERALTA, NANCY E	1.00	41,586
	VISTA VIEW	006482	DAHLER, ELOISE J	1.00	45,218
	WM. BYRNE	012064	PETERSON, LAURA J	1.00	41,586
CLERICAL				11.38	474,682
Budget Unit 17012				11.38	474,682

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

Budget Package Title: Elementary EAs

Package ID#: 17013

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$327,174

Budget Package Description:

This budget package provides the funding for various administrative and educational roles at each school including the following educational assistant salaries:

Salaries, Wages & Benefits	327,174
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

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

Budget Unit: 17013

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
EA LUNCH	EDWARD NEILL	017006	ROSENBERGER, ROSE M	0.12	2,725	
		017618	HERMAN, LINDA R	0.38	6,046	
	GIDEON POND	015261	SILLGA, GALANIE	0.25	4,031	
		015754	KUMP, JOLENE	0.25	5,839	
	HARRIET BISHOP	013398	GUSTAFSON, RENEE D	0.28	6,885	
		013666	BECKER, SARAH J	0.06	1,418	
		017833	HEEREY, HEATHER	0.25	4,031	
		017838	TERFEHR, DIANE C	0.16	2,519	
	HIDDEN VALLEY	017839	KUDRNA, JILL	0.25	4,031	
		010373	AKKERMAN, MARY	0.25	6,210	
		016690	LARSON, DEBORAH M	0.31	5,168	
	MW SAVAGE	017431	QUINTANA, MARIANA	0.19	3,581	
		014441	BAKER, YVONNE M	0.38	8,759	
	RAHN	017895	BACHMEIER, MICHELLE M	0.38	6,046	
		010976	MOSLEY, JULIE G	0.25	6,210	
	SIOUX TRAIL	017898	SPONSEL, KAY	0.25	3,378	
		012372	MCCONNELL, DIANE	0.25	6,120	
	SKY OAKS	015131	HENLE, ANGELA G	0.25	5,450	
		016366	TORRALBA, KATHLEEN A	0.25	5,670	
	VISTA VIEW	017809	HARMSSEN, TERRIE J	0.50	8,062	
		012512	LUND, CYNTHIA J	0.50	8,269	
	WM. BYRNE	017600	LAKE, LISA L	0.25	4,515	
		013905	WENDLING, PAULA L	0.25	6,120	
		015501	KELJIK, SUSAN B	0.25	5,839	
			016036	KOCH, DONALD C	0.25	5,670
	EA LUNCH				6.75	132,593
	EA SUPPORT	EDWARD NEILL	017006	ROSENBERGER, ROSE M	0.69	14,986
GIDEON POND		015261	SILLGA, GALANIE	0.19	3,023	
		015754	KUMP, JOLENE	0.31	7,299	
HARRIET BISHOP		011373	FONTANA, PEGGY	1.00	24,840	
		013398	GUSTAFSON, RENEE D	0.19	4,590	
		017833	HEEREY, HEATHER	0.12	2,015	
HIDDEN VALLEY		017838	TERFEHR, DIANE C	0.19	3,023	
		000000	Open Position	0.38	6,046	
		007433	LESKINEN, JANE E	0.09	2,396	
MW SAVAGE		017431	QUINTANA, MARIANA	0.03	597	
RAHN		015460	SAMUEL, LAURIE	0.50	10,899	
SIOUX TRAIL		010976	MOSLEY, JULIE G	0.50	12,420	
SKY OAKS		012372	MCCONNELL, DIANE	0.25	6,120	
		015131	HENLE, ANGELA G	0.25	5,450	
		011193	BERGE, KRISTY K	0.25	6,210	
	017550	LETENDRE, LINDSEY N	1.00	18,061		

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

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EA SUPPORT	SKY OAKS	017809	HARMSSEN, TERRIE J	0.25	4,031
	VISTA VIEW	014670	CERMAK, BARBARA L	0.06	1,530
		016244	GILBERTSON, SHERRY A	0.69	15,592
		017600	LAKE, LISA L	0.25	4,515
	WM. BYRNE	013905	WENDLING, PAULA L	0.44	10,710
		015501	KELJIK, SUSAN B	0.25	5,839
		017583	MCBRIDE, KRISTEN	0.81	13,438
EA SUPPORT				8.69	183,632
Budget Unit 17013				15.44	316,225

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

Budget Package Title: Elementary Administrative Benefits

Package ID#: 17014

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$545,795

Budget Package Description:

This budget package provides the funding for the benefits of the Elementary administrator, clerical and educational assistant staff:

Salaries, Wages & Benefits	545,795
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

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

Budget Package Title: Secondary Administrators

Package ID#: 17021

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$1,298,018

Budget Package Description:

This budget package provides the funding to operate the secondary principals' offices at each school including the following administrator salaries and wages:

Salaries, Wages & Benefits	1,298,018
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

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

Budget Unit: 17021

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
DEAN	BHS	014612	MULLINS, CYNTHIA	1.00	73,920
DEAN				1.00	73,920
PRINCIPAL	BHS	014077	HELKE, DAVID M	1.00	131,450
	EAGLE RIDGE	007490	LEAKE, DONALD L	1.00	123,310
	METCALF	014914	RONN, KELLY J	1.00	115,690
	NICOLLET	011279	BRANDNER, RENEE	1.00	122,060
PRINCIPAL				4.00	492,510
PRINCIPAL ASST	BHS	007326	MORRISSETTE, BRUCE P	1.00	113,980
		007829	ROCZNIAK, EUGENE A	1.00	113,480
		014183	BELLMONT, CHRISTOPHER	1.00	109,980
	EAGLE RIDGE	014960	BRASPENICK, CHERIE	1.00	111,980
	METCALF	015977	HEIM, WILLIAM V	1.00	106,330
	NICOLLET	016900	LEACH, JEFFREY A	1.00	109,980
PRINCIPAL ASST				6.00	665,730
Budget Unit 17021				11.00	1,232,160

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

Budget Package Title: Secondary Building Clerical

Package ID#: 17022

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$770,337

Budget Package Description:

This budget package provides the funding to operate the secondary principals' offices at each school including the following clerical salaries and wages:

Salaries, Wages & Benefits	770,337
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

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

Budget Unit: 17022

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
BURSAR	BHS	016592	BECKERS, CHRISTINE A	1.00	46,828
BURSAR				1.00	46,828
CLERICAL	BHS	007970	MCCORMICK, MARY M	1.00	40,102
		008305	DECKER, WENDY	1.00	45,409
		011374	FRATZKE, JAYNE M	1.00	36,630
		015803	RIGGS, JEANINE L	1.00	40,297
		017141	WADE, LISA P	0.62	18,952
		017676	BRISCOE, MELANIE A	1.00	43,639
		017943	MANN, LINDSEY	1.00	33,199
	EAGLE RIDGE	009963	CLEVELAND, KATHRYN	1.00	41,496
		014316	SIMON, LYDIA	1.00	41,496
		017903	PETROSKEY, KELLIE A	1.00	39,463
	METCALF	007010	FISCHER, CHERI RAE	1.00	41,496
		008233	BIELECK, DEBORAH D	1.00	41,496
		012853	MATERNOWSKI, PATRICIA	1.00	50,425
	NICOLLET	003613	STEPHES, JANET	1.00	42,404
		011378	MARO, JULIE A	1.00	50,425
		011980	DERENDAL, BARBARA L	1.00	41,496
	CLERICAL				15.62
REGISTRAR	BHS	017539	WOOD, EMILY L	1.00	52,442
REGISTRAR				1.00	52,442
Budget Unit 17022				17.62	747,693

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

Budget Package Title: Secondary EAs

Package ID#: 17023

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$202,396

Budget Package Description:

This budget package provides the funding for various administrative and educational roles at each school including the following educational assistant salaries and wages:

Salaries, Wages & Benefits	202,396
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

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

Budget Unit: 17023

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EA MGMT 3	BHS	012978	RUZZI, YVONNE R	0.50	13,320
		014832	HOLLINGSWORTH, ACCOLON E	0.50	11,937
		016348	VILLE, JUANITA	0.88	21,735
	EAGLE RIDGE	009118	NEUMAN, JEAN M	0.81	21,645
		011497	SHAFFER, PENNY L	0.88	23,310
	METCALF	011635	LEE, NANCY L	0.81	21,645
		011892	PETERSON, KIM L	0.81	21,938
	NICOLLET	006653	PERKINS, TERRI M	0.88	24,255
		011936	DIDDE, SALLY	0.09	2,498
EA MGMT 3				6.16	162,282
EA SCIENCE LAB TECH	BHS	007431	LANDMARK, SHARON K	0.50	14,976
EA SCIENCE LAB TECH				0.50	14,976
EA SUPPORT	BHS	007431	LANDMARK, SHARON K	0.38	9,585
		012978	RUZZI, YVONNE R	0.38	9,180
EA SUPPORT				0.75	18,765
Budget Unit 17023				7.41	196,023

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

Budget Package Title: Secondary Admin. Benefits

Package ID#: 17024

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Secondary Principals

Budget Package Total: \$659,390

Budget Package Description:

This budget package provides the funding for the benefits of the administrator, clerical and educational assistant staff:

Salaries, Wages & Benefits	659,390
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

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

Budget Package Title: Miscellaneous Stipends

Package ID#: 17025

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Elementary Principals

Budget Package Total: \$136,487

Budget Package Description:

This budget package provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit:

Salaries, Wages & Benefits	136,487
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Campus Cup

Package ID#: 17026

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$106,914

Budget Package Description:

This budget package provided the startup of a café located at the Senior Campus at Diamondhead. The Campus Cup opened in November 2009. Since then the café has grown to the point of being self-sustaining and operating at a profit. Revenues collected in sales revenue sustain all costs associated with the Campus Cup. Below is the breakdown of the expenditures:

Salaries, Wages & Benefits	34,147
Purchased Services, Supplies, Capital, Other	72,767

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

Budget Package Title: K-12 Student Transportation

Package ID#: 18010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$3,988,855

Budget Package Description:

This budget package provides the funding to transport eligible students to and from school including during regular and extended year/day terms. This funding covers salaries and transportation educational assistant FTEs and contracted services:

Salaries, Wages & Benefits	172,255
Purchased Services, Supplies, Capital, Other	3,811,200
Travel/Conferences	5,400

Through Board Policy EEA the district provides school bus transportation to elementary students who live more than one mile from school and secondary students who live more than one and one-half miles from school. The Board has also identified a number of hazardous roadways within the district, across which students are not allowed to walk and must therefore be transported.

District transportation services are provided through a contract with a private operator.

Budget Packet Justification:

Minnesota Statutes 123B.84 to 123B.88 et al, define the district's responsibilities to manage its student transportation program. State Statute requires the district to offer transportation to all students that live more than two miles from their assigned schools.

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

Budget Unit: 18010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DISTRICT-WIDE	000000	Open Position	1.00	39,463
CLERICAL				1.00	39,463
EA TRANS	EDWARD NEILL	015757	TILLMAN, JACK R	0.19	4,379
	GIDEON POND	015754	KUMP, JOLENE	0.38	8,759
	HARRIET BISHOP	008372	SISLER, JANE L	0.06	1,598
		008958	CARNEY, CATHERINE	0.06	1,598
		013398	GUSTAFSON, RENEE D	0.12	3,060
		013666	BECKER, SARAH J	0.06	1,418
		017833	HEEREY, HEATHER	0.06	1,008
		017838	TERFEHR, DIANE C	0.06	1,008
		HIDDEN VALLEY	000000	Open Position	0.06
	007433		LESKINEN, JANE E	0.19	4,792
	017431		QUINTANA, MARIANA	0.12	2,387
	MW SAVAGE	015460	SAMUEL, LAURIE	0.38	8,174
	RAHN	009492	COPP, JILL L	0.12	3,195
		010976	MOSLEY, JULIE G	0.19	4,658
		017898	SPONSEL, KAY	0.06	845
	SIOUX TRAIL	000000	Open Position	0.12	2,015
		012072	ENGBERG, DENISE G	0.25	6,120
	SKY OAKS	016366	TORRALBA, KATHLEEN A	0.38	8,505
	VISTA VIEW	014670	CERMAK, BARBARA L	0.19	4,590
		016244	GILBERTSON, SHERRY A	0.19	4,252
	WM. BYRNE	013905	WENDLING, PAULA L	0.19	4,590
		015501	KELJIK, SUSAN B	0.09	2,190
		017583	MCBRIDE, KRISTEN	0.09	1,551
EA TRANS				3.62	81,698
Budget Unit 18010				4.62	121,162

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

Budget Package Title: Custodial

Budget Package ID#: 19010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$5,243,324

Budget Package Description:

This package provides the funding to operate the District's custodial services including salaries and benefits, supplies, equipment and contracted services. FY14 package includes budget of \$325,000 for capital needs at Burnsville High School cafeteria which are not able to be funded by Alternative Facilities funding.

Salaries, Wages & Benefits	4,717,511
Purchased Services, Supplies, Capital, Other	519,167
Travel/Conferences	6,565
Rentals and Leases	81

The district's custodial staff provides a variety of services including dusting, sweeping, mopping, vacuuming carpets, cleaning windows, sanitizing restrooms, sinks, drinking fountains, washing walls, doors and other surfaces as needed. They empty trash and secure building when required and monitors activities in building as needed. They also removal snow and ice, summer cleaning/refinishing, clean up after all sporting activities, plays, concerts, meetings, luncheons, rental activity usages, graduations, weekend usage by district or contracted entities. Custodial personnel are assisted in their efforts by the use of machinery and power equipment. This equipment is used extensively especially during the summer cleaning. Here is a representative list of equipment: wet/dry vacuums, carpet vacuums, automatic carpet extractors, floor polishers/stripping machines, floor burnishers, automatic floor scrubbers, snow blowers of various sizes.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

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

Budget Unit: 19010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CUSTODIAN	ADMIN	017694	WOLLERSHEIM, CHRISTIAN P	0.50	19,784
	ALTERNATIVE HIGH SCHOOL	015179	WENDORF, ERIC S	0.50	16,944
		016540	DEMMER, STEVEN B	1.00	48,003
		017639	PRESS, MARY	1.00	39,568
	BHS	003534	NIKOLAI, TODD	1.00	47,064
		005403	CHANTARA, THOMAS KHAM SING	1.00	47,836
		007303	HRIMNAK, JOSEPH MICHAEL	1.00	47,836
		011600	ANDERSON, RONALD	1.00	47,836
		011601	ZEIMET, EDWARD	1.00	49,047
		014778	CARRILLO, SILVIA	1.00	46,667
		014811	THURBER, LAURIE	1.00	49,611
		015467	ORELLANA, LAURA I	1.00	46,145
		015783	O'LEARY, DANIEL L	1.00	46,020
		015904	FOSTER, KENT M	1.00	46,792
		016567	ANDERSON, JOHN CHARLES	1.00	39,568
		017019	SCHMIDT, BRENT G	1.00	44,976
		017436	LAKE, DAVID	1.00	45,143
		017638	POWERS, DANIEL	1.00	39,568
	DIAMOND HEAD	011220	TOELLER, JOHN F.	1.00	47,064
		011614	NEEDHAM, TIMOTHY	1.00	46,896
		016544	O'LEARY, TIMOTHY J	1.00	46,020
		017334	OLDER, GLEN R	1.00	44,934
		017644	HENDERSON, SEAN M	1.00	39,568
		017917	GORMLEY, DAN	1.00	33,888
	DISTRICT-WIDE	010543	WURDEMAN, SCOTT	1.00	50,905
	EAGLE RIDGE	003670	JOHNSON, GLENN A.	1.00	47,836
		010273	SCHALLENBERG, CATHERINE	1.00	47,064
		012446	GORZYCKI, MARK	1.00	47,314
		014939	LY, TY V	1.00	48,400
		016566	ALVARADO, ANGEL	1.00	46,020
	EDWARD NEILL	005087	LEON, STEVEN F	0.50	23,532
		014228	BENNETT, HOWARD D	1.00	46,542
		017433	REIMERS, JAMES F	1.00	46,938
	GIDEON POND	005087	LEON, STEVEN F	0.50	23,532
		011234	CARLSON, KEITH A	1.00	47,064
		012926	SHAWBACK JR, ARTHUR	1.00	48,525
	HARRIET BISHOP	015758	CARLSON, SANDRA K	1.00	46,020
		017084	LAVALLE, PATRICK J	1.00	48,003
	HIDDEN VALLEY	007748	NELSON, KIRK A	1.00	49,047
		013074	MARTINEZ, ROBERT V	1.00	46,542
		017163	SULLIVAN, GERALDINE E	1.00	44,976
	METCALF	007692	MCCHESENEY, ANDREW W	1.00	47,836

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

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
CUSTODIAN	METCALF	008581	PELINKA, JAMES G	1.00	50,133	
		009152	ZISKOVSKY, RONALD	1.00	47,064	
		012453	STRAUSS, LON D	1.00	46,542	
		013225	BERG, HAROLD J	1.00	46,542	
		015752	JORGENSEN, STEVEN J	1.00	46,020	
		016890	KREPS, RODNEY V	1.00	45,748	
	MW SAVAGE	005868	FREDERICKSON, NORMAN D	1.00	49,047	
		012135	GRAUPMANN, DAVID A	1.00	46,542	
	NICOLLET	010163	WESTLUND, DALE V	1.00	47,836	
		011401	GOMEZ, OSCAR A	1.00	50,133	
		015476	MARCHESSAULT, PATRICK	1.00	46,792	
		015910	TESKE, JEFFREY J	1.00	46,020	
		017643	VENDEL, MATTHEW M	1.00	39,568	
	RAHN	015497	COMPTON, LISA M	0.50	23,010	
		015736	GILBERTSON, DALE	1.00	48,003	
		017620	GREEN, EDWARD	1.00	39,568	
	SIOUX TRAIL	011269	GLENDE, MARK	1.00	49,047	
		015179	WENDORF, ERIC S	0.50	16,944	
		017333	JONES, GARY A	1.00	44,934	
	SKY OAKS	014940	MORALES, MANUELA	1.00	46,542	
		016816	SAHLI, JONATHAN C	1.00	48,003	
		017328	KINYON, TERRY R	1.00	44,934	
	VISTA VIEW	009048	PAHL, NICK H	1.00	49,047	
		015784	WOODFORD, JOSEPH P	1.00	46,020	
		017694	WOLLERSHEIM, CHRISTIAN P	0.50	19,784	
	WM. BYRNE	006402	DIMBERIO, ROBBIE	1.00	49,047	
		009178	BERGUM, THOMAS J	1.00	47,064	
		015497	COMPTON, LISA M	0.50	23,010	
	CUSTODIAN				66.00	3,035,806
	DIR OF OPERATIONS	DISTRICT-WIDE	004356	SIMON, GLENN D.	0.40	42,094
	DIR OF OPERATIONS				0.40	42,094
	OPS SUPERVISOR	DISTRICT-WIDE	004439	JOHNSON, DONLEY D.	1.00	61,573
			004596	WEBER, DENNIS R	1.00	61,573
004715			BROWN, THOMAS G.	1.00	61,573	
006851			STEPHES, THOMAS J	1.00	61,573	
OPS SUPERVISOR				4.00	246,292	
Budget Unit 19010				70.40	3,324,192	

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

Budget Package Title: Building, Grounds and Maintenance **Budget Package ID#:** 19020

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$1,512,358

Budget Package Description:

This budget package provides the funding to operate the District's building, grounds and maintenance departments including salaries and benefits, FTEs, supplies, equipment and contracted services:

Salaries, Wages & Benefits	397,691
Purchased Services, Supplies, Capital, Other	1,107,422
Travel/Conferences	945
Rentals and Leases	6,300

The Grounds Department performs the duties necessary to keep the areas outside the Districts' buildings attractive, neat and safe. These duties include but are not limited to mowing and trimming grass, performing landscaping duties such as the pruning and watering of trees/shrubs, mulching and weeding landscaped areas and Spring/Fall cleanup of leaves, hauling trash from all outside waste receptacles, periodic cleanup of all parking lots, playgrounds and grass areas, snow removal, setup and clean-up of the football stadium before and after all outdoor athletic events. In addition the Grounds Department is responsible for assisting in the loading and unloading of supplies, equipment, furniture, fixtures, etc. on and off trucks and then transporting them to or from District facilities, performing routine maintenance on all Grounds Department equipment.

Maintenance personnel are responsible for performing their duties of carpentry work, plumbing/HVAC work, electrical and painting work at a journeyman skill level or better at all District facilities as requested through work orders, emergency situations or at the direction of the Director of Operations and Properties. The general tradesman performs all aspects of building maintenance at a high level of competence. In addition to these duties, they are also expected to assist other trades as needed, assist with the ordering of supplies in their trade areas, assist in the loading and unloading of supplies, equipment, furniture, fixtures on and off trucks and then transporting them to and from District facilities, assisting in the unloading and delivery of Food Service commodities, and snow removal.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

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

Budget Unit: 19020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CUSTODIAN	DISTRICT-WIDE	001524	WENDORF, GREG	0.75	35,877
		002941	LENO, CRAIG ALAN	1.00	47,836
		003873	JOHNSON, JAMES R	1.00	50,905
		004784	SCHOEPF, WILLIAM K	1.00	50,905
		012488	SCHUUR, MYRON G	1.00	50,383
		012673	DYKSTRA, BRYAN G.	1.00	47,314
CUSTODIAN				5.75	283,222
Budget Unit 19020				5.75	283,222

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

Budget Package ID#: 19030

Budget Package Title: Environmental Health and Safety / ADA Compliance

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$456,198

Budget Package Description:

This budget package provides the funding operate the District's environmental health and safety department including salaries and benefits, supplies, equipment and contracted services:

Salaries, Wages & Benefits	68,029
Purchased Services, Supplies, Capital, Other	388,169

The Director of Operations and Properties through the Environmental Health and Safety department provides the following services.

- Search out, define and prioritize work required to ensure that the district will provide a safe, productive environment for its employees and students.
- Annually determine and recommend to the school board the means and measures that will be required to meet our H&S obligations to students and staff in accordance with applicable federal, state and local statutes and regulations.
- Plan and direct the work of the Environmental Health & Safety (H&S) contractor according to applicable state and federal law, district policy and the terms of the current agreement.
- Plan and administer the \$500,000 annual Environmental Health & Safety budget.
- Initiate and obtain MDE approval of district H&S projects.
- Reconcile annual H&S actual district Uniform Financial and Reporting Standards (UFARS) expenditures with MDE project approvals.
- Plan and supervise the work of the H&S clerk.
- Organize and chair the district Security Committee.
- Organize and chair the district Safety Committee.

Budget Package Justification

Minnesota Statute 123B.57 requires school district to maintain a health and safety program. The program must include plans, where applicable, for hazardous substance removal, fire and life safety code repairs, regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management.

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

Budget Unit: 19030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DISTRICT-WIDE	011725	THOMPSON, SUSAN M	1.00	50,008
CLERICAL				1.00	50,008
Budget Unit 19030				1.00	50,008

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

Budget Package Title: Facility Leases

Budget Package ID#: 19040

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$614,507

Budget Package Description:

This budget package provides funding for the District's facility leases for BEST, Pates Stadium, Diamondhead Educational Center and the Hamilton Building. No FTEs are coded to this unit.

Rentals and Leases	170,000
Capital Lease - Principal	302,363
Capital Lease - Interest	142,144

The District has some leased educational facilities which we are allowed to levy taxpayers for 90% of the cost of the lease provided the space is educational in nature and not used solely for administrative services. This budget package includes only the principal and interest costs of the leases. Operational costs are included in the appropriate related budget package.

Budget Package Justification

The ability to lease educational space assists the district in providing services where we may not own a building with student capacity for specific programs. This provides us with additional options for programming and better service to our community.

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

Budget Package Title: Warehouse and Purchasing

Budget Package ID#: 19050

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$91,014

Budget Package Description:

This budget package provides funding to operate the school district's warehouse and purchasing departments including salaries and benefits, supplies and equipment:

Salaries, Wages & Benefits	89,274
Purchased Services, Supplies, Capital, Other	1,740

Warehousing and purchasing functions are performed by custodial staff. Our frozen food for our lunch program district-wide is delivered to a central location where it is stored until a site needs the product. Many other purchases, particularly during the summer months are delivered to the warehouse to facilitate the processing of the receipt of the goods. Purchasing plays a key role in the ordering of the goods on a district-wide basis.

Budget Package Justification

The District's use of a centralized warehouse takes advantage of the economy of scale for ordering processes and facilitates the receipt of goods during months outside of the normal school year. There is no requirement to provide a central warehousing function.

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

Budget Unit: 19050

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CUSTODIAN	DISTRICT-WIDE	001524	WENDORF, GREG	0.25	11,959
		008678	HARTMAN, THOMAS P	1.00	49,047
CUSTODIAN				1.25	61,006
Budget Unit 19050				1.25	61,006

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

Budget Package Title: Utilities

Budget Package ID#: 19060

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$1,694,250

Budget Package Description:

This budget package provides funding for the District's utilities. No FTEs are coded to this unit:

Purchased Services, Supplies, Capital, Other	1,694,250
--	-----------

The Grounds Department performs the duties necessary to keep the areas outside the Districts' buildings attractive, neat and safe. These duties include but are not limited to mowing and trimming grass, performing landscaping duties such as the pruning and watering of trees/shrubs, mulching and weeding landscaped areas and Spring/Fall cleanup of leaves, hauling trash from all outside waste receptacles, periodic cleanup of all parking lots, playgrounds and grass areas, snow removal, setup and clean-up of the football stadium before and after all outdoor athletic events. In addition the Grounds Department is responsible for assisting in the loading and unloading of supplies, equipment, furniture, fixtures, etc. on and off trucks and then transporting them to or from District facilities, performing routine maintenance on all Grounds Department equipment.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

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

Budget Package Title: School Resource Officers

Budget Package ID#: 20010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$260,000

Budget Package Description:

This budget package provides the primary funding for school police resource officers for the district's secondary schools. Agreements are in place with the cities of Burnsville, Eagan, and Savage. No FTEs are coded to this unit, all services are contracted.

Purchased Services, Supplies, Capital, Other	260,000
--	---------

Budget Packet Justification:

The potential for violence to occur at any public school is a reality that requires ongoing planning and implementation of protective measures. Minnesota Statute 126C.44 (Safe Schools Levy) allows school districts to impose a levy to fund police resource officer services.

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

Budget Package Title: Safe Schools

Budget Package ID#: 20030

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$222,984

Budget Package Description:

This budget package provides the primary funding for additional supervision at Burnsville Senior High including the salaries and benefits:

Salaries, Wages & Benefits	222,984
----------------------------	---------

Budget Packet Justification:

The potential for violence to occur at any public school is a reality that requires ongoing planning and implementation of protective measures. Minnesota Statute 126C.44 (Safe Schools Levy) allows school districts to impose a level to fund police resource officer services.

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

Budget Unit: 20030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EA MGMT 3	BHS	008955	LORIG, DIANE	0.88	23,625
		009806	WALLS, ELI	0.88	24,255
		011860	WOLFF, DENISE	0.88	23,625
		012451	ROBLES, MICHELLE R	0.44	11,812
		015056	DOVE, BETTY ANN	0.88	23,310
	METCALF	012065	ROBERTSON, PAULA	0.81	21,645
EA MGMT 3				4.75	128,272
EA MGMT 4	BHS	012451	ROBLES, MICHELLE R	0.44	12,789
EA MGMT 4				0.44	12,789
Budget Unit 20030				5.19	141,062
Overall				1102.39	61,683,593

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

Budget Package Title: Miscellaneous State and Local Grants

Budget Package ID#: 21000

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$6,000

Budget Package Description:

This budget package provides the primary funding for various grants received outside of Federal and Special Education funding:

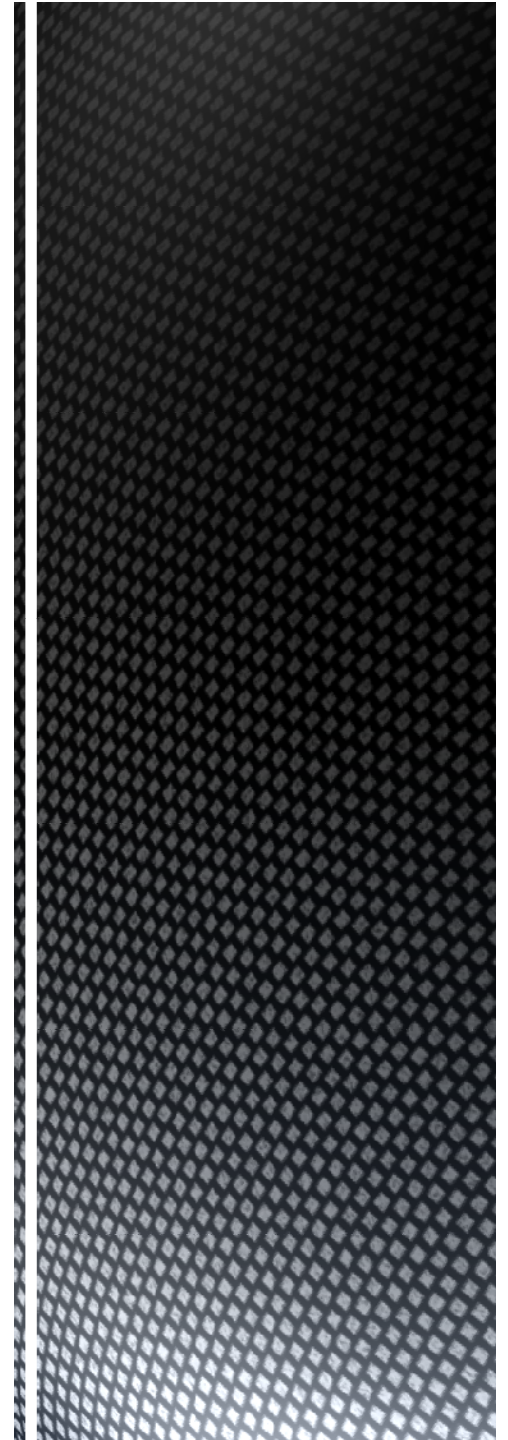
Salaries, Wages & Benefits	6,000
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ADOPTED BUDGET
2013-2014

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



INDEPENDENT SCHOOL DISTRICT 191



BUDGET 2013-2014

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

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

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

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

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



GENERAL FUND ASSUMPTIONS
STAFFING RATIOS

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

GENERAL FUND ASSUMPTIONS
2013-2014

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

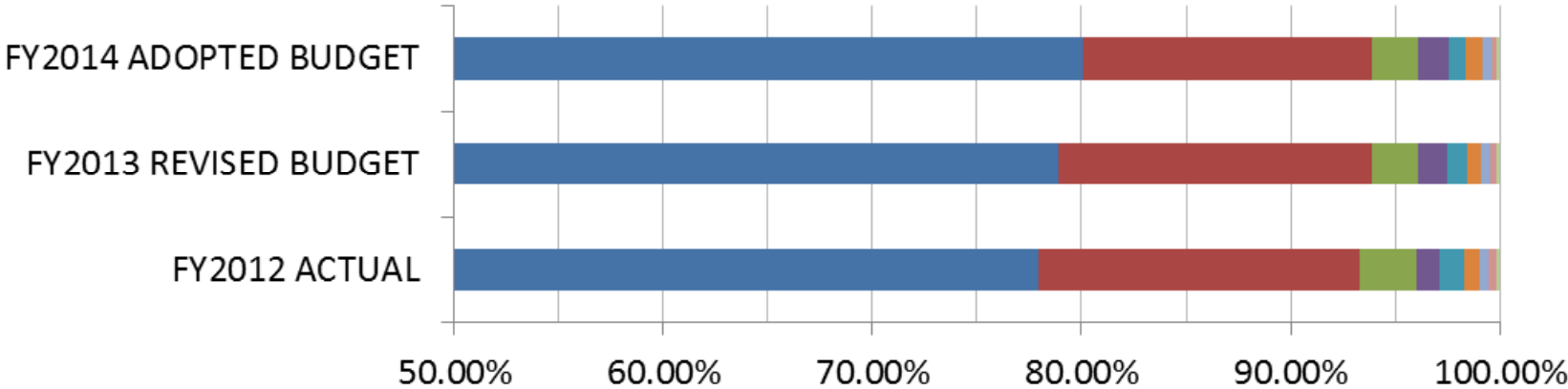
GENERAL FUND ASSUMPTIONS CONT'D
2013-2014

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

General Fund Budget Comparative Summary

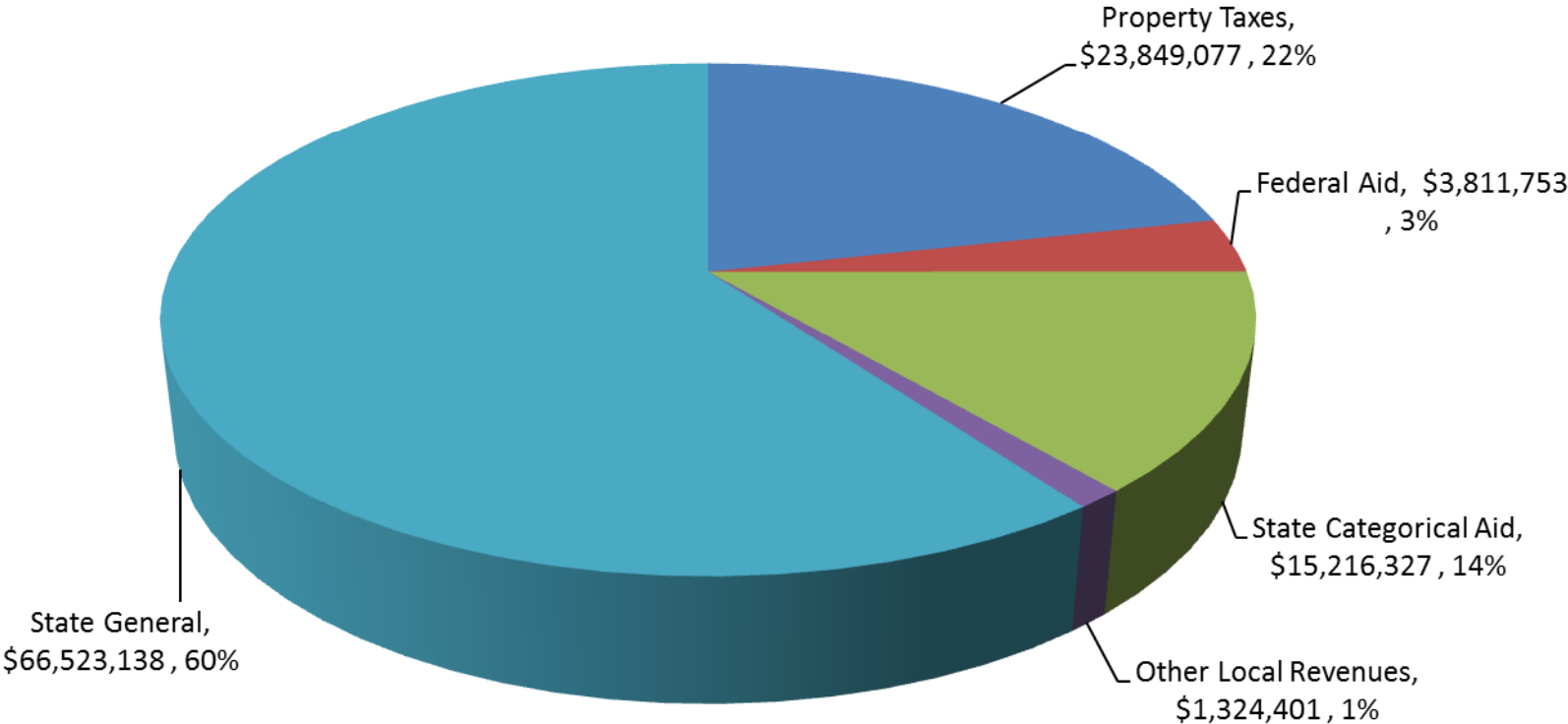
	Actual Results 2011-12	Revised Budget 2012-13	Adopted Budget 2013-14
Total Beginning Fund Balance	\$ 17,541,406	\$ 21,722,281	\$ 19,501,125
Revenues	110,320,643	109,511,368	110,724,696
Expenditures	106,139,768	111,732,524	114,468,317
Variance (Revenues - Expenditures)	4,180,875	(2,221,156)	(3,743,621)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

GENERAL FUND EXPENDITURES COMPARISON

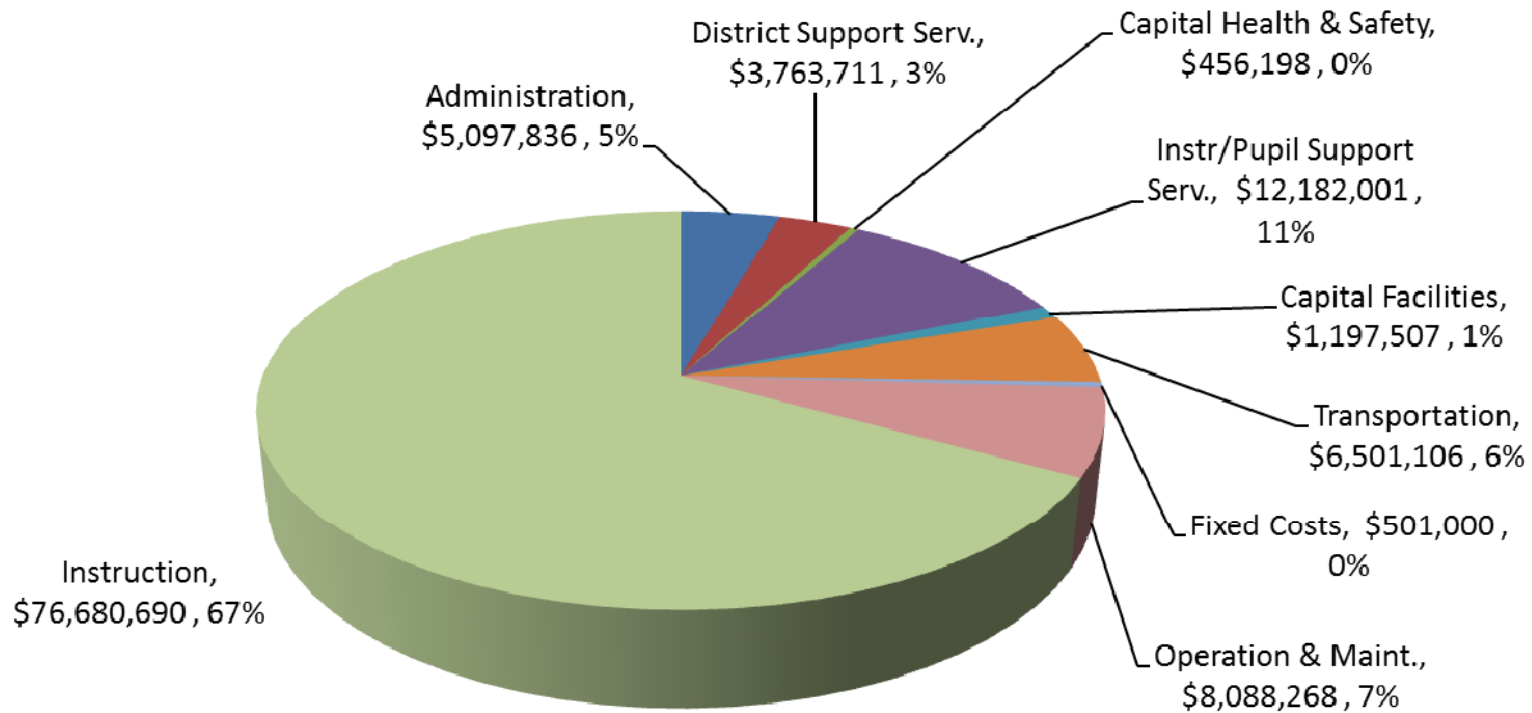


	FY2012 ACTUAL	FY2013 REVISED BUDGET	FY2014 ADOPTED BUDGET
Salaries, Wages & Benefits	77.92%	78.88%	80.05%
Purchased Services, Supplies, Capital, Other	15.41%	14.99%	13.84%
Special Education Transportation	2.70%	2.26%	2.19%
Workers Comp, Unemployment, & Property Casualty Ins.	1.13%	1.36%	1.44%
Substitutes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

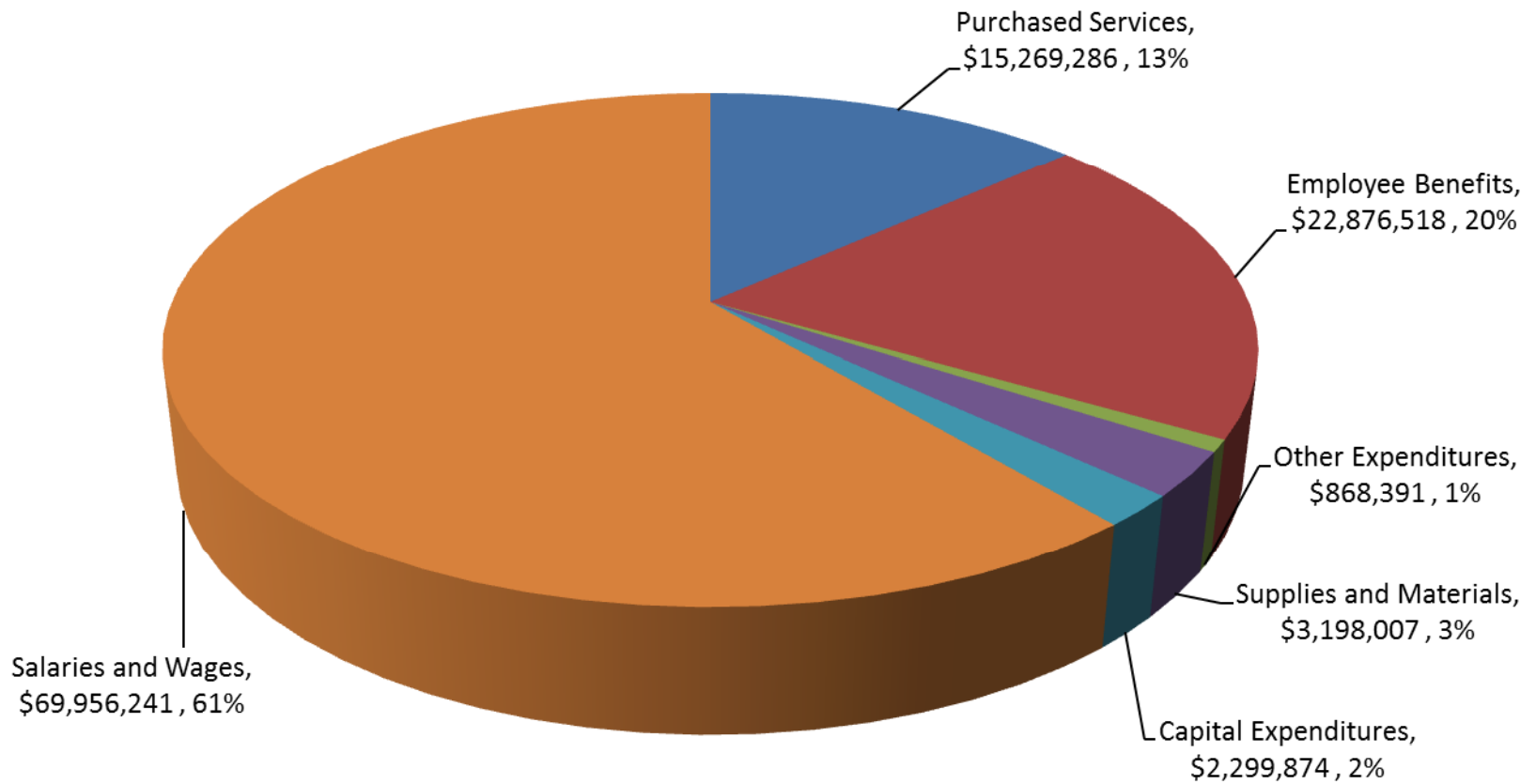
**INDEPENDENT SCHOOL DISTRICT 191
GENERAL FUND REVENUE
2013-2014 ADOPTED BUDGET
\$110,724,696**



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



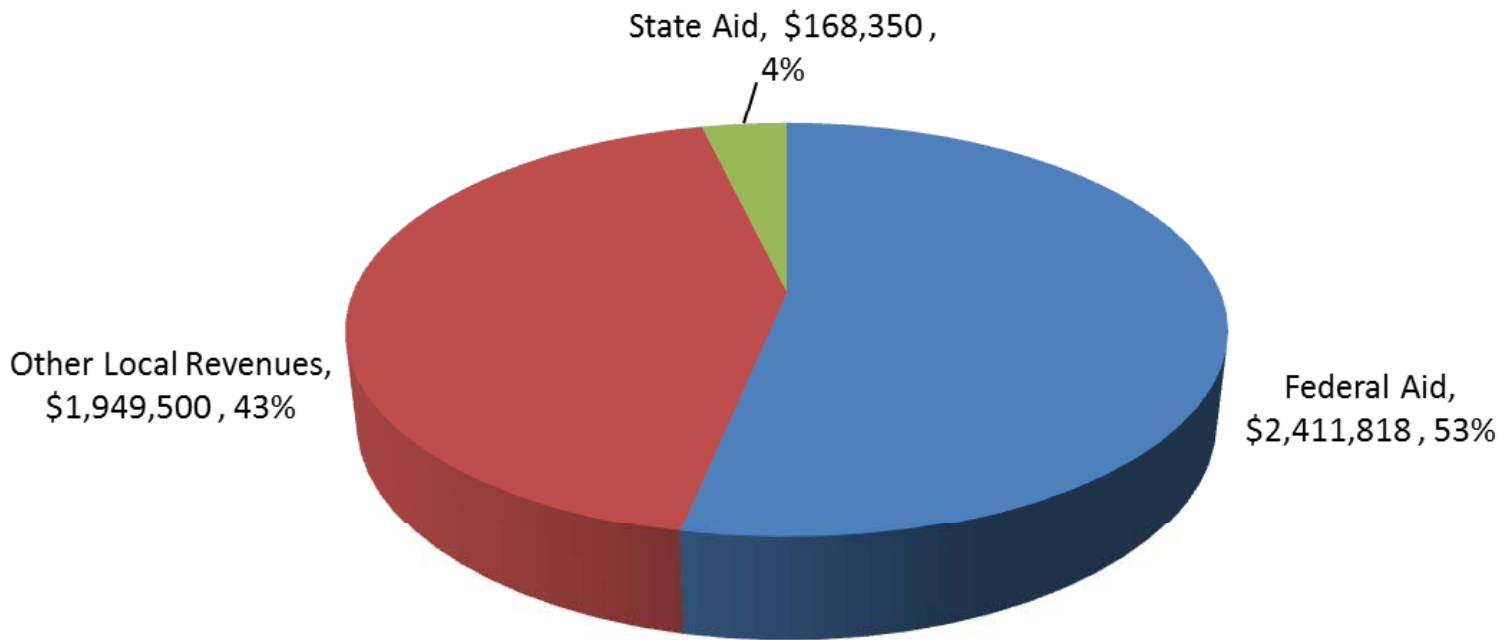
**INDEPENDENT SCHOOL DISTRICT 191
GENERAL FUND EXPENDITURES BY OBJECT
2013-2014 ADOPTED BUDGET
\$114,468,317**



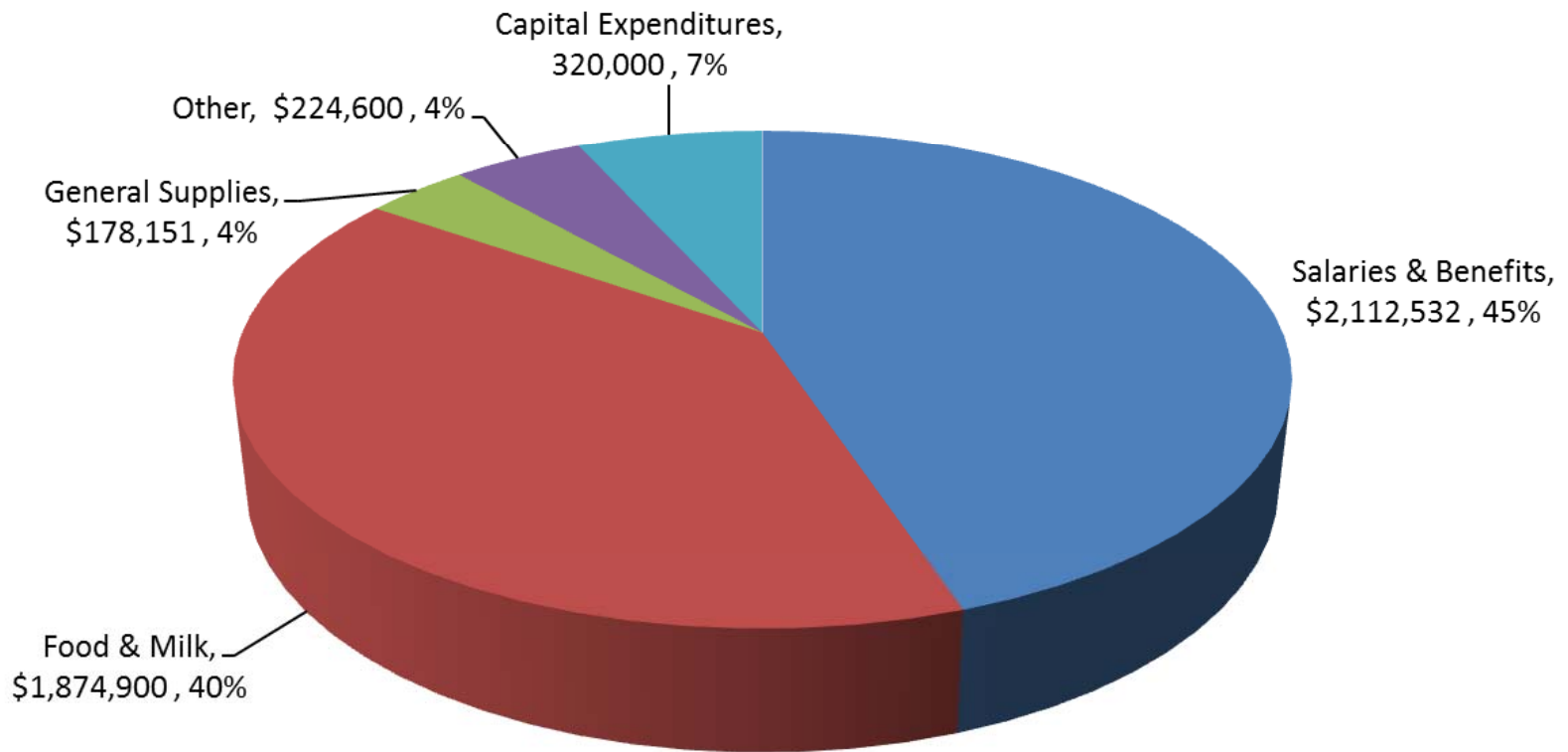
**ISD 191 BURNSVILLE - EAGAN - SAVAGE
2013-2014 ADOPTED BUDGET
FOOD SERVICE FUND**

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

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



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

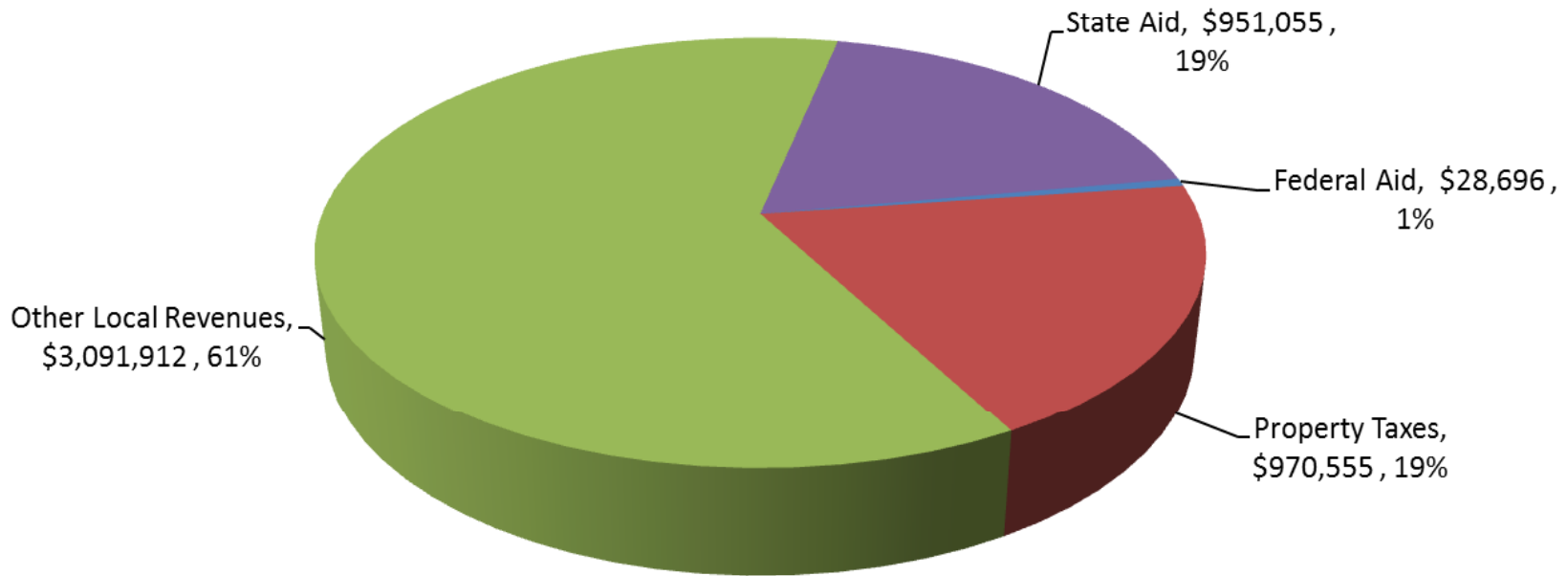


**ISD 191 BURNSVILLE - EAGAN - SAVAGE
2013-2014 ADOPTED BUDGET
COMMUNITY SERVICE FUND**

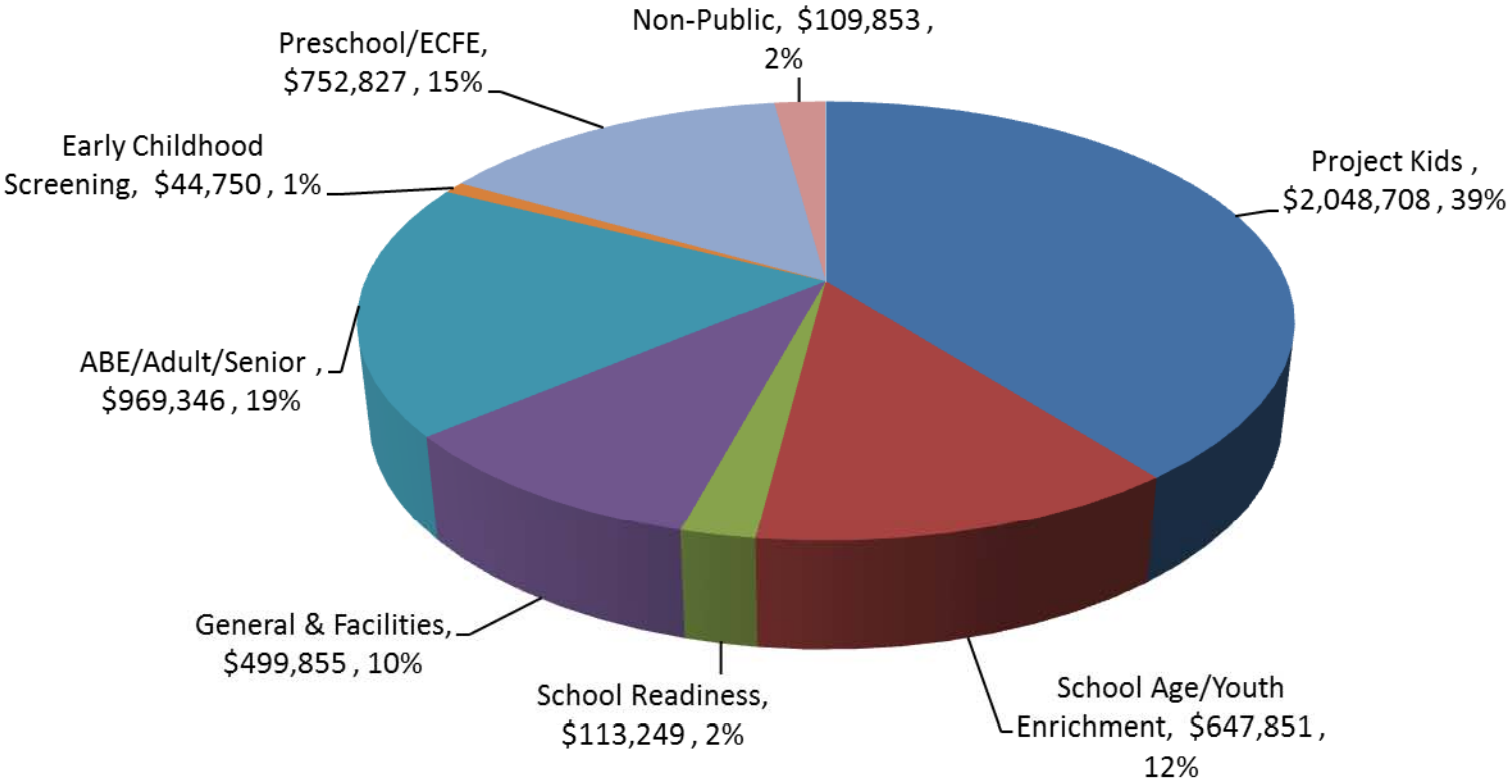
Projected Beginning Fund Balance	\$ 688,665
Revenues	5,042,218
Expenditures	<u>(5,186,439)</u>
Net Change in Fund Balance	(144,221)
Projected Ending Fund Balance	<u><u>\$ 544,444</u></u>



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



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



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

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

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

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

ADOPTED BUDGET 2013-2014

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





Assistant Superintendent

TO: Members of the Board of Education June 6, 2013
Superintendent Randall Clegg Agenda III.B

FROM: Chris Lindholm, Assistant Superintendent

DATE: May 30, 2013

RE: 2014-15 Academic Calendar Approval

RECOMMENDATION:

The Board of Education approve option B for the 2014-15 academic calendar

When the 2013-14 calendar was brought to the board for approval in late January/early February, the late start task force requested additional time to pursue a discussion about how parent-teacher conferences are scheduled before approval of a 2014-15 calendar. Several discussions have taken place among administrators, the task force, and some of our Building Leadership Teams resulting in a better common understanding of contract language and policy impacting how conferences are scheduled. The discussions did not however, result in any consensus about the need to modify the academic calendar as sites currently have significant latitude to approach conferences in creative ways within existing parameters.

The late start/calendar task force then proceeded to develop several options for the 2014-15 academic calendar. Input was solicited from staff on three options with the following results:

Option A:	132
Option B:	163
Option C:	78

Input from the community has been solicited via the district Facebook page (posted 5/28). Comments were quite neutral to trending slightly toward option A early this week. Input will be monitored leading up to the June 6th board meeting.

ISD191 Academic Calendar 2014-15 Draft A

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

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

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

October				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

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

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

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

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

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

April				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

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

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

New Teachers 8/19 - 8/20
Fall Workshop 8/25 - 8/28

Labor Day 9/1
First Student Day 9/2

Professional Day 10/13
Conferences 10/14-10/15
Fall Break 10/16-10/17

Professional Day 11/26
Thanksgiving 11/27-11/28

Sem 1 Ends 1/16

Professional Day 1/19

Professional Day 2/13

Holiday - 2/16

Conferences 3/19-3/20

Spring Break 3/23-3/27

Easter 4/5

Professional Day 4/17

Memorial Day 5/25

Last Student Day 6/4

Professional Day 6/5

21 9
18 18
17 15
17 21
10 20
4
83 87 170

83	Sem 1
87	Sem 2
170	Student Contact Days
4	Fall workshop
6	Professional Days
4	Conference Days
184	Teacher Days

ISD191 Academic Calendar 2014-15 Draft B

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

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

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

October				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

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

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

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

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

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

April				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

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

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

New Teachers 8/19 - 8/20
Fall Workshop 8/25 - 8/28

Labor Day 9/1
First Student Day 9/2

Professional Day 10/13
Conferences 10/14-10/15
Fall Break 10/16-10/17

Professional Day 11/26
Thanksgiving 11/27-11/28

Sem 1 Ends 1/16

Professional Day 1/19

Professional Day 2/16

Professional Day 3/18

Conferences 3/19-3/20

Spring Break 3/23-3/27

Easter 4/5

Memorial Day 5/25

Last Student Day 6/4

Professional Day 6/5

21 9
18 19
17 14
17 21
10 20
4
83 87
170

83	Sem 1
87	Sem 2
170	Student Contact Days
4	Fall workshop
6	Professional Days
4	Conference Days
184	Teacher Days

ISD191 Academic Calendar 2014-15 Draft C

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

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

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

October				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

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

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

January				
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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February				
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16	17	18	19	20
23	24	25	26	27

March				
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16	17	18	19	20
23	24	25	26	27
30	31			

April				
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May				
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18	19	20	21	22
25	26	27	28	29

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

New Teachers 8/19 - 8/20
Fall Workshop 8/25 - 8/28

Labor Day 9/1
First Student Day 9/2

Professional Day 10/13
Conferences 10/14-10/15
Fall Break 10/16-10/17

Professional Day 11/26
Thanksgiving 11/27-11/28

Sem 1 Ends 1/16

Professional Day 1/19

Professional Day 2/13

Holiday - 2/16

Conferences 3/19-3/20

Spring Break 3/23-3/27

Easter 4/5
Professional Day 4/3

Memorial Day 5/25

Last Student Day 6/4

Professional Day 6/5

21 9
18 18
17 15
17 21
10 20
4
83 87
170

83	Sem 1
87	Sem 2
170	Student Contact Days
4	Fall workshop
6	Professional Days
4	Conference Days
184	Teacher Days

TO: Members, Board of Education Agenda III.C
June 6, 2013
FROM: Chris Lindholm, Assistant Superintendent
DATE: June 6, 2013
RE: ISD 191 K-12 Parent/Student Handbook

Recommendation: The Board of Education approve the 2013-14 Student/Parent Handbook

The district 2012-13 student/parent handbook was drafted by a team of principals, assistant principals and deans during the 2011-12 school year and approved in May of 2012 as part of an intentional effort to establish more consistency across the district. School administrators have voiced appreciation for the district-wide guidelines, and as expected, have recommended several minor changes to the handbook for 2013-14. Below is a list of the changes that have been made:

- Update of dates in several areas
- Pg. 5 - Added "change of address" clause
- Pg. 5 - Updated "directory information" clause
- Pg. 7 - Added "fundraising" clause
- Pg. 9 - Added "lockers" section
- Pg. 9 - Added "lost and found" clause
- Pg. 12 - Added "search and seizure" section
- Pg. 13 - Added "loss of privilege" clause
- Pg. 31 - Added "including electronic cigarette devices" to the section addressing tobacco
- Removed the appendices containing policies JBA/ACA, JBC/ACC, and IIBG.



2013-14 Parent/Student Handbook

*Detailing the rights and responsibilities
of students and parents in School District 191.*



Each student real-world-ready.



August 2013

Dear District 191 Parents and Guardians:

Welcome to the 2013-14 school year! The staff in our district works hard to create a safe, caring environment for students in all of our schools and programs. This handbook is published annually to explain student rights and responsibilities as well as consequences for misbehaviors. Our goal is to be proactive in our communications, equitable in our work with students, and thorough in our efforts to establish a positive school environment.

Please take some time to review the information covered in our handbook, discuss it with your school-aged children and keep it to reference during this upcoming academic year. Teachers and administrators will also review it briefly with students during the first weeks of school.

Thank you for taking time to review the information in this handbook. If you have any questions, please contact your school principal.

Have a wonderful school year!!

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About this handbook:

This handbook includes an overview of District 191 policies and regulations about student rights and responsibilities. Documents are updated periodically in response to changes in law and other circumstances. Therefore, changes may have been made to the documents or policies reviewed in this handbook since it was printed. Please contact your school principal if you have questions or need more information.

ISD 191 Strategic Roadmap

Adopted March 1, 2012

<p>Mission <i>Our Core Purpose</i></p> <p style="text-align: center;"><i>Our Schools will Empower Learning, Energize Achievement, Embrace Community</i></p> <p style="text-align: center;">Each Student Real-World-Ready</p>	<p>District Core Values <i>Drivers of our Words and Actions</i></p> <p>Expectations: <i>I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community</i></p> <p>Respect: <i>I will honor the uniqueness of myself and others</i></p> <p>Integrity: <i>I will do the right thing...even when no one is looking</i></p> <p>Partnership: <i>I will engage in relationships and action which empowers learning for ALL</i></p>
<p>Vision 2015 <i>What We Intend to Create and Experience</i></p> <p>ISD 191 will become the leading and preferred source of learning and education for its students and adult learners because we:</p> <ul style="list-style-type: none"> • Serve the unique needs of our students, families and communities first and foremost • Provide relevant and engaging student learning and enrichment leading to college and career readiness for all • Develop innovative, attractive and aligned academic programs, support services, and opportunities • Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with district mission and core values • Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world-ready learners and citizens • Attract, value, retain and develop the very best employees in education and operations to serve our students and families 	<p>Strategic Directions <i>Focused Allocation of Resources</i></p> <ol style="list-style-type: none"> A. Increase student engagement and learning, dramatically reduce the achievement gap and improve the process of teaching and learning based on relevancy to students and results B. Redesign for equitable allocation of district human, financial, and physical resources based on meeting specific student needs for learning, support, services and development C. Develop staff capacity to engage in the Mission and Vision work of the District through professional development and professional evaluation / feedback D. Implement continuous improvement across all aspects of District programming, operations and services through the development and use of leading data, analysis, feedback and application systems and practices E. Fast-track the development of a compelling and competitive District brand and message increasingly backed by student, staff and family experience and performance F. Reframe and redefine the district partnership practices, preferences and performance across those who govern, those who manage and those who consult.

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General District Information

ANIMALS IN SCHOOLS

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

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 (952-707-4180).

COMMUNITY EDUCATION

Educational enrichment courses, sports and recreation, and special tours are available outside the school day. Community Education sponsors youth service courses and special programs. For more information, contact the Community Education Department at 952-707-4150.

DIRECTORY INFORMATION/RELEASE OF INFORMATION/RECORD INFORMATION

Educational data is recorded on individual students in areas related to health, academic progress, attendance, testing and special education. Most data 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 students, unless permission is granted by the student or parent/guardian.

But according to state and federal guidelines, data 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, and photographs for school-approved publications, newspapers and video tapes.

If the student or parent/guardian does not wish any or all of this data to be made public, she can "opt out" by notifying her school principal in writing within 30 days of publication of this notice.

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.

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. Records of parent or guardian phone numbers and emergency contact information is 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 and 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 AND 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 School Messenger:** The school district has 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.
- **E-mail:** Sign up for email message by going to the district website at www.isd191.org and clicking on "Subscribe to eNews."
- **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.

FEES

ISD 191 families who qualify for free or reduced meal benefits can apply for a waiver from fees that are assessed at the buildings. Applications are available at the school office or online at <http://www.schoollunchapp.com>. Families qualifying for free or reduced meal benefits must provide the approval letter they receive once qualified.

FIELD TRIPS

Students take both transported and walking field trips to broaden their educational experiences. Parents are often asked to help with supervision. An informational letter and permission form will be sent home and this must be completed and returned to the school.

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 check with school staff before sending in treats for a party or other event.

FOOD SERVICE PROGRAM

All buildings use a computerized breakfast and lunch meal accounting software program that allows parents to deposit money into a personal lunch account. This account may be used for breakfast, lunch, milk or ala carte purchases. PINs (Personal Identification Numbers) are assigned at the school.

Money may be deposited into the account in several ways. **If paying by check, please include the student's name and PIN number in the memo area.** Cash payments must be in an envelope and have the student's name, PIN and deposit amount on the envelope.

All schools have payment collection boxes placed in the food service area. Junior high schools and the Burnsville Senior High School have NetCash kiosks installed onsite for cash deposits. Please note that these machines take cash only (no coins), do not provide change and require the input of the student's PIN and birth date. Funds deposited in these kiosks are available immediately for purchases. Cash or coins are not accepted on the serving lines at secondary schools.

SchoolView/FeePay may be used to manage student lunch accounts, make online payments with a credit/debit card, check account balances and monitor cafeteria purchases. Send an e-mail to schoolview@burnsville.k12.mn.us to set up a SchoolView account. Please include the student's first and last name, grade, student ID (if known), birth date and school presently attending.

School breakfast/lunch menus are published on the district website. Pop and glass containers are not allowed.

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 at the school office, included in the school calendar mailed to families, at the Welcome Center or online at <http://www.schoollunchapp.com>.

FUNDRAISING

All fundraising activities must have administrative approval. Questions should be directed to the school office.

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 are available to assist parents in maintaining, improving and promoting the health of their school-aged 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 schools, Minnesota state law requires documentation of required immunizations 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 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 dispensed 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 contact 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 – A child is eligible for homebound instruction if he/she is ill or hospitalized and will miss 10 or more consecutive school days. Contact the school nurse for more information.

Human Growth and Development – Each school year, 4th, 5th and 6th grade students receive Human Growth and Development classes. A licensed school nurse teaches these classes which are designed to promote a healthy attitude toward maturing bodies and an awareness of the physical and emotional changes that occur during the adolescent years. Boys and girls are instructed separately at each grade level. The school nurse will also be teaching the state-mandated Human Immune Deficiency (HIV) education along with communicable disease education to 6th grade students. Dates for these classes are communicated through newsletters and websites. Parents or guardians must contact the school if they do not want their child to participate. Children not participating in this class will take part in other health classes led by a classroom teacher. Questions related to human growth and development and Human Immune Deficiency (HIV)/communicable disease education may be directed to the school nurse.

Screening – Health screening takes place for students in grades kindergarten, 2, 4, 6, and 8 each school year. Students may also receive hearing and/or vision screening upon request from their parents or guardians or when the teacher suspects that there may be a hearing or vision concern that is impacting the student's ability to learn. The nurse may recommend further evaluation by a physician for hearing and vision concerns in accordance with guidelines from the Minnesota Department of Health. During spring conferences, a letter will be handed out with the results of the height, weight and BMI measurements. Parents may contact the school health office if they do not want their child to participate in the school screening program.

LOCKERS (SECONDARY SCHOOLS)

All lockers are school property and may be opened at any time by school officials. The school is not responsible for replacing lost or stolen student property. Replacement costs will be assessed for school property reported missing from a student's locker unless forced entry can be demonstrated. Lockers should always be locked properly, as well as kept in good condition. Theft from lockers should be reported immediately to the police liaison officer or the main office. Students should not tell anyone their locker combination. If a locker is not operating properly, report it to the attendance desk.

Students enrolled in physical education are assigned a locker. Students are encouraged to mark all of their personal clothing and equipment with appropriate identification. These lockers must be cleared of all clothing and equipment as directed by school staff at the end of scheduled terms. The school will not assume responsibility for the return or condition of student equipment or clothing left in lockers.

Students may also be assigned athletic lockers for use during a specific athletic season. On the date that equipment is due at season's end, all locks and belongings must be removed. Please note that there are no lockers at the Senior Campus.

LOST AND FOUND

Check at the main office for lost and found articles. Placing names on all articles brought to school may facilitate the return of lost items. Articles not claimed in a timely manner will be donated to a local charity.

PLEDGE OF ALLEGIANCE

In accordance with state policy, all students will be led in reciting the Pledge of Allegiance at least one time per week. The recitation will be conducted as follows:

- by each individual classroom teacher or the teacher's surrogate; or
- over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

Students may opt to not participate in reciting the pledge.

PROJECT KIDS

Project KIDS is a before and after school child care program for elementary students. For hours of service and registration information call 952-707-4165 or visit the district website.

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, truancy 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.

REPORTING STUDENT PROGRESS

Parents are encouraged to monitor the daily work of their students, along with checking classroom websites, reviewing report cards and utilizing SchoolView. SchoolView is an online portal for parents or guardians to monitor their student's attendance, grades, lunch account information, discipline, and graduation progress. **Please e-mail schoolview@burnsville.k12.mn.us if you wish to set up a SchoolView account.** Please be sure to include the parent or guardian's full name and the student's full name in the email.

RETENTION

The school board expects all students to achieve at an acceptable level of proficiency. Students who have not met acceptable levels of local and state standards may be retained. Retention of a student may also be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors will be considered as well as scholastic achievement (Policy IKE).

SPECIAL EDUCATION

Students with special learning, mobility, sensory, speech, medical, and/or social emotional behavioral needs may receive additional educational services from the special education and/or nursing staff at school. A variety of special services are available to eligible students such as speech therapy, specialized academic and behavior skills instruction, occupational therapy, nursing, itinerant hearing/vision teacher, physical therapy, developmental adapted physical education, and social work.

A child study team (CST) meets regularly to discuss students with academic, behavior, and other needs identified by classroom teachers, specialists, interventionists, and parents that are interfering with school success. CST is comprised of the student's parent/guardian, principal/school administrator, classroom teacher(s), special education staff, the school nurse, and a special education cluster team member. Information and data regarding student learning progress is reviewed to determine if a special education evaluation should be conducted. If so, parent permission is requested.

If a student qualifies in one of thirteen areas of disability and is in need of specialized instruction, an Individual Education Program (IEP) plan is developed by an IEP team that includes the parent/guardian. The IEP documents the special education services that are uniquely designed to address a student's individual needs identified from the comprehensive special education evaluation. Specialized instruction goals are written as part of the IEP and are reviewed annually by the team.

Students are dismissed from special education services when their IEP goals are met, they no longer need services, and/or when after a re-evaluation they no longer are eligible for services. If you have questions regarding special education services/programs contact the school office.

VISITORS/VOLUNTEERS

Adult visitors and volunteers are welcome at schools. **All visitors and volunteers must come directly to the office upon entering the building.** Each visitor and volunteer will be given a badge or sticker by office staff in order to access to the building. Students visiting from other schools must have an academic purpose for the visit and pre-approval from the building principal.

Rights and Responsibilities

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.

STATEMENT OF PHILOSOPHY ON CONDUCT AND DISCIPLINE

It is the position of the Burnsville-Eagan-Savage School District that its mission of providing an exemplary educational program to the students of the district cannot be achieved without appropriate student conduct and behavior. The School Board of District 191 believes that all students have the right to a learning environment that is conducive to the learning process and safety of students and staff members.

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.

SEARCH AND SEIZURE

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct inspection of the interior of lockers at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. The school authorities must provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials, as soon as practicable after the search of a student's personal possessions. The policy for school lockers also applies equally to students' desks, personal possessions, and vehicles on school property.

It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions, including vehicles. If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition. A school official conducting a search may determine when it is appropriate to have a second official present as an observer. School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness. A school official of the same sex shall conduct a search of a person in privacy. A second school official of the same sex shall be present as an observer during the search whenever feasible.

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups, and posters which may constitute sexual harassment, etc. A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Code of Conduct, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal authorities.

LOSS OF PRIVILEGE

The administration reserves the right to take away any privilege a student may have as a result of violation of school district and/or building policies. The privileges that can be taken away include, but are not limited to, attendance at events, parking, and early release/late arrival. Students who do not fulfill assigned consequences in accordance with school district and building policy will have their privileges taken away.

RESPONSIBILITIES

School Board - The school board leads the school district by communicating the district mission, vision and core values, through establishing the annual district budget, and through articulating district policy.

Superintendent - The superintendent provides support and assistance to principals, staff members, parents and students in situations involving conflict. The school board will be informed of serious behavior problems in the schools and the efforts made to correct or resolve these problems.

Principals - The principals will establish all necessary procedures, rules and regulations to effectively implement the school board policies related to the standards of student behavior. They will be responsible to the superintendent and the school board for discipline in the public schools. The principals have the responsibility in discipline procedures to lead the staff in a positive manner, to deal with disciplinary measures objectively and fairly, and to provide good communication with staff, parents, students, and the community.

Teachers - The teachers have the responsibility to provide the best possible education by creating and maintaining an atmosphere conducive to learning, to respect all students and parents as individuals, and to provide good communication with staff, parents, students and the community.

Parent/Guardian. Parents and guardians have the responsibility to see that the child attends school on a regular basis, to support school rules, to work together with the student and school personnel, and to accept legal responsibility for behavior of the student as established by law and common practice.

Student. The student's responsibilities include:

- To attend school daily, except when excused, and to be on time;
- To conduct themselves in a manner that maintains a safe school
- To pursue and attempt to complete all schoolwork that is assigned;
- To make necessary arrangements for making up work when absent from school;
- To be aware of all school rules and regulations and conduct themselves in accordance with them;
- To be aware of and comply with state and local laws;
- To provide information in disciplinary cases and cooperate with school staff;
- To protect and take care of the school's property;

- To dress and groom to meet fair standards of safety, health and comply with school dress code guidelines, and
- To express ideas in a manner that will not offend or slander others.

ISD 191 ONLINE CODE OF ETHICS

Internet tools provide powerful opportunities for teachers and students to facilitate teaching and learning. They also include some inherent risks, and all individuals using these tools must accept responsibility for appropriate use. ISD 191 students and staff are expected to comply with our district acceptable use policy and the following code of ethics.

Definition: Online, Web 2.0, or Internet tools will be defined as any web based tool that involves online activity and communication with others (may include but not limited to: blogs, wikis, podcasts, email, Google Apps, Moodle, and video sharing).

1. Students accessing or using internet-based products for student assignments are required to keep personal information out of their postings. Students will not post or give out photographs of themselves or others, their family name, password, user name, email address, home address, school name, city, country or other information that could help someone locate or contact them in person.
2. Students will keep their username and password private and will respect the privacy of others. Students will not use any other person's information to access the network or web based tools.
3. Students using Web 2.0 Internet based tools will treat these tools as a classroom space and are expected to treat others and their ideas online with respect.
4. Students using Web 2.0 Internet based tools for communications and assignments must abide by policies and procedures outlined in the student handbooks and district policies, including the policies regarding plagiarism, copyright laws, and acceptable use of technology.
5. Student blogs and other Web 2.0 Internet based writing platforms are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in board policy.
6. Students will treat information, sources, subjects, colleagues and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people. Always identify sources and test the accuracy of information from all sources. Students are to admit mistakes, correct them promptly, and inform school staff of any known unethical information or practices.

7. Students shall not use the Internet to harass, discriminate, bully or threaten the safety of others. If students receive a comment on a blog or other Web 2.0 tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher, and must not respond to the comment.
8. Students accessing Web 2.0 Internet based tools from home or school, using school equipment, shall not download or install any software without permission, and not click on ads or competitions.
9. School board policies concerning student conduct and acceptable use of electronic technology include the use of these Web 2.0 Internet based tools for school activities (Policy IIBG: Internet and Electronic Communication Acceptable Use and Safety, Policy JFC-R: Student Conduct Policy, Policy EGAAA-R: Copyright).

Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action

BEHAVIORAL EXPECTATIONS

We believe that each individual has the right to learn and to develop to his/her full potential. This applies to students as well as adults in our school community. We expect that our schools will be a physically and emotionally safe environment for all. To foster and maintain a positive climate, expectations must be clearly communicated. We also believe that behaviors, which interfere with a positive climate, must be handled equitably and fairly, with the main goal being to regain appropriate behavior and to refocus on learning.

Minor misbehavior is dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators and other appropriate district staff. Cheating, lying, plagiarism, copyright violations and other “academic” misbehavior will be dealt with in the context of the student’s classroom or co-curricular activities and are not addressed in the following chart of misbehavior. Teachers have behavior guidelines for their classrooms or teaching area. In addition, each school has school-wide guidelines for behaviors in and out of the classroom. Questions should be directed to a teacher or the principal.

The following guidelines outline consequences for misbehavior that are designed to be fair, firm and equitable for all students in District 191. They apply to k-12, early childhood and adult basic education (ABE) students in any school or other district building, on district property, in district vehicles, at school bus stops and at school or district events. It is not possible to list all misbehavior that occurs in school settings, and district administrators are charged with using sound professional judgment in all situations. Multiple disciplinary incidents may result in consequences that are more severe than detailed in these guidelines and likewise, administrators have the latitude to arrange for alternative consequences to address unique situations or to meet the individual needs of a student. Students participating in co-curricular activities will also be expected to abide by the bylaws of the Minnesota State High School League, regardless of whether the particular activity is sponsored by the league.

In addition to the consequences detailed in this handbook, a school or the Transportation Department may respond to student misbehavior in a variety of ways which include, but are not limited to, dismissal from school, loss of bus transportation, removal from class, loss of co-curricular activities, loss of access to school facilities and grounds outside of the regular school day, reports to probation services, criminal reports, community service, fines, loss of driving and parking privileges (at the high school level), and chemical evaluation. Administrators may involve law enforcement authorities as necessary. If a student violates a district

policy or regulation, which is also a violation of a law, the student may be referred to the police in addition to being dealt with as described here. In accordance with state law, administrators will refer any student who brings a firearm to school to law enforcement. School staff members shall not interfere with a law enforcement decision to remove a student from school for law enforcement purposes; however, reasonable efforts will be made to inform a student's parent or guardian of the involvement of law enforcement. Law enforcement officers will not be involved in an educational decision to remove a student from school as a disciplinary consequence.

EXPLANATION OF CONSEQUENCES

Guidelines for consequences addressing first, second, and third violations for each misbehavior are described in the following sections. The definitions of those consequences, and other consequences for misbehavior, are as follows:

A "*" indicates:

Elementary schools – Student conference and parent or guardian notification; may include, but is not limited to, parent conference, restitution, peer mediation, adult-facilitated mediation, detention, police involvement, in-school suspension and up to one day out-of-school suspension.

Junior High Schools – Student conference and parent or guardian notification; may include, but is not limited to, parent conference, restitution, detention, police involvement, in-school suspension and up to one day out-of-school suspension.

High Schools – Student conference and parent or guardian notification; may include, but is not limited, to parent conference, restitution, detention, police involvement, in-school suspension, one day suspension from bus and up to one day out-of-school suspension.

Detention – Requirement for a student to remain in school or attend school outside normal school hours.

Dismissal – Dismissing a student from school for less than one school day.

Exclusion – Action taken by the school board to prevent a student from enrolling or re-enrolling for a period of time not to extend beyond the school year.

Expulsion – A school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled.

Expulsion from Bus – Transportation department student conduct specialist or school administrator action to prohibit a student from riding a school bus or other district vehicle for up to 12 months from the date of the expulsion from the bus.

Fine – A financial penalty assessed of a student by the school.

Mediation – Mediation is designed to:

- Prevent minor misbehaviors from escalating to the point where disciplinary consequences need to be applied. (For example, teasing, name-calling, spreading rumors, etc., can be mediated if both parties are willing to participate.)
- Resolve interpersonal conflicts that may also require disciplinary consequences. (For example, after a student has received the designated disciplinary consequences for physical fighting, he or she could be offered the option of mediation to prevent the problem from escalating in the future.)

Notification of Parent or Guardian – Conversation (in person or by telephone) and/or written contact between a school employee (usually a teacher, student support staff member or administrator) and a student's parent or guardian.

Notification of Police – Contact by the school administration or transportation department with the local police department to inform them about an illegal misbehavior engaged in by a student.

Parent Conference – Scheduled meeting between a school employee and a student's parent or guardian.

Removal from Class – Action taken by a teacher, principal or other district employee to prohibit a student from attending one class period or activity period.

Restitution – Compensation or compensatory service required of a student who has damaged, taken or destroyed school or personal property.

Suspension from Bus – Action taken by the transportation department student conduct specialist or an administrator to prohibit a student from riding a school bus or other district vehicle for a specific number of days per incident.

Suspension, In-school (ISS) – Action taken by an administrator to prohibit a student from attending more than one class and/or activity period for a period of time not to exceed five days.

Suspension, Out-of-school (OSS) – Action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. (A one-day suspension is for a consecutive period of time equivalent to one school day. For example, if a student is suspended at noon, he or she may be suspended until noon the following school day.) If a suspension is longer than five days, the suspending administrator shall provide the superintendent or designee with a reason for the suspension. A student who is on out-of school suspension may not be in the school, on school or district property or attend school or district activities during the period of the suspension. If a student's total days of removal from school exceeds 10 cumulative days in a school year, the district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian prior to removing the student from school, and with the permission of the parent or guardian, arrange for a mental health screening for the student. (The school district will not pay for the assessment unless it is part of an assessment for special education purposes.) The purpose of the meeting will be to attempt to determine the student's need for assessment, other services or whether the parent or guardian should have the student assessed to determine whether he/she needs treatment for a mental health disorder.

ATTENDANCE

Minnesota state law requires that every child attend school for the entire time school is in session. In compliance with Minnesota law and District Policy JE-R, students are expected to be in school every day unless they are ill or there is an emergency in the family. *Research is overwhelmingly clear that attendance is one of the key components to academic success for students. When a student will be absent for any reason, the parent is expected to notify the school.* Parents are requested to call the attendance line prior to the start of school to give the reason for the absence. School offices monitor student attendance. Students are referred to administration if their absences or tardiness are excessive or unexcused.

Excused Absences

An *excused absence* is an absence from school for a legitimate reason that is verified by a parent/guardian within 72 hours (three days). Students are allowed to make up work missed due to an excused absence without penalty.

Examples of excused absences include:

- Sickness (a note from a doctor may be required)
- Doctor's appointment
- Religious holiday
- Family emergency

Extended Absences

Parents are strongly encouraged to schedule family vacations during the school breaks which are printed in the school district calendar, student planners and school newsletters. If a student will be absent from school other than during scheduled school breaks, a signed parent note describing the specific circumstances should be sent to the school office well in advance of the planned absence. Students are expected to establish a written plan with their teacher(s) to complete assigned school work.

Unexcused Absences

An *unexcused absence* is an absence from school for part or all of the day for reasons other than what is identified as excused or for an absence that is not verified within 72 hours (three days) by a parent/guardian. Examples of unexcused absences include:

- Keeping a child at home to care for siblings
- Planned extended absence that is not pre-approved by the school
- Cold weather
- Missing the bus
- Child is not immunized

In all cases, proactive communication with the principal or assigned administrator is strongly encouraged to avoid misunderstandings. Students who accumulate seven unexcused absences may be reported to the county of their residence for truancy. The student's parent/guardian is notified when this action is taken. Students considered to have an excessive number of unexcused or excused absences are referred to administration and the school's student assistance team. The student may be required to have a doctor's note or other written documentation to excuse all future absences. Several interventions may be attempted prior to a student being reported for truancy. These interventions may include, but are not limited to, communication with the student and his/her parent by phone, letter, or conference, establishment of an attendance plan, referral to the school's Student Assistance Team, referral to an outside agency, detention, ISD/ISS and requiring all future absences be excused with a doctor's note. ISD 191 staff are required to report seven or more unexcused absences to county child protection officials as excessive absences may be considered educational neglect.

Notification Procedures for Student Absences

If the student is going to miss school or come in late, a parent/guardian must call the 24-hour attendance line as soon as possible for each day of absence. Leave a complete message including the name of the person calling, the relationship to the student, the student's name, grade, date of the absence, the reason for the absence, and a daytime phone number. An acceptable alternative to notify the school of an absence is to send a signed note containing the same information to school with the student. The student must bring the note to the main office immediately after returning from an absence.

If your student has to leave school during the day, a parent/guardian must notify the school of the absence as soon as possible. An acceptable alternative to calling the school is to send a signed note that your child can bring to the main office immediately after arriving at school for the day. Students must checkout in the office before leaving or the absence will be unexcused. Burnsville High School students who plan to leave school early need to have a note in the office before 9:00 a.m.

Attendance at Burnsville High School:

Students at Burnsville High School who have five unexcused absences in a course will be placed on an attendance contract. Students who continue to accumulate unexcused absences after being placed on an attendance contract may face additional consequences, including detention, out of school suspension, loss of privileges, and/or loss of credit for the course. Any loss of credit for a course due to the violation of an attendance contract may be appealed within one week of the end of the semester.

TARDINESS

Elementary Schools:

Students who arrive at school after the designated start time are defined as tardy and need to be checked in at the school office by their parent or guardian. The parent is responsible for reporting the reason for the absence and the definitions for excused and unexcused absence are used. Students who arrive at school after half or more of the school day has elapsed will be marked as absent for half of the day. ISD 191 counts four tardies as one full day absence. ISD 191 staff are required to report seven or more unexcused absences to county child protection officials as excessive absences may be considered educational neglect.

Junior High Schools:

Students are tardy any time they are not in the classroom and prepared at the start of class. An unexcused tardy is recorded if the student did not have permission from a staff member to be late. A student who misses more than 50% of the class will be marked as absent. Each time a student accumulates three unexcused tardies in the same class period, a detention will be assigned. Chronic tardiness will be referred to school administration.

Burnsville High School:

Students are tardy any time they are not in the classroom and prepared at the start of class. An unexcused tardy is recorded if the student did not have permission from a staff member to be late. A student who misses more than 50% of the class will be marked as absent. Each time a student accumulates three unexcused tardies in the same class period, a detention will be assigned. Chronic tardiness will be referred to school administration.

DRESS CODE

The wearing of hats, caps, gloves, hoods, coats or jackets (this may include jackets that are part of an outfit) is not allowed except when arriving to or departing from school. Students may not carry coats, backpacks, book bags, or bags of any kind at the junior high and elementary schools during the school day. Purses are allowed and are defined as bags that are not sufficient in size to carry a textbook. Students will be allowed to wear vests made of a single layer of material and conform to all other aspects of the dress code.

During school or school-sponsored events, students are also prohibited from wearing, any attire including jewelry, scarves, bandanas, symbols, or "colors" that signify or could be interpreted as signifying membership in gangs or other associations that cause a disruption to the learning environment. Exceptions may be made in this policy for attire that signifies membership in a school-sponsored activity (i.e., varsity sport jackets, cheerleading uniforms, etc.) Any manner of dress or personal grooming that presents a danger to students' health or safety, causes an interference with work, or creates classroom or school distraction is not allowed during school or school-sponsored events. Such attire includes, but is not limited to, chains, clothing with drug and alcohol, or sexually explicit or suggestive messages, weapons, representations that are inappropriate or demeaning to any groups.

In all cases, the school administration reserves the right to determine whether clothing violates the dress code established below. Clothing that is suggestive or provides inadequate coverage may not be worn. This includes:

- Spaghetti strap tank tops or dresses, unless a blouse or sweater is worn underneath the spaghetti straps or over the top of the spaghetti straps.
- Tube tops, scoop-neck tops or v-necked tops that are scooped low and are revealing. These may not be worn even if you have another shirt, blouse, jacket or sweater over the scoop neck top.

- Thin strapped tank tops, muscle shirts or "beaters" (even layered.) Straps must cover a majority of the shoulder and not scoop too low in the armpits.
- All clothing must cover the midsection of your body. This is the area between the top of your pants and the bottom of your shirt.
- Outer clothing must conceal all undergarments.
- Short shorts and mini-skirts must provide adequate coverage.

DISTRICT 191 SCHOOL DISCIPLINE POLICIES AND GUIDELINES

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, will be published and distributed annually to each student. Documents are periodically updated with changes in law and circumstances, and therefore some changes may not be reflected in this printed copy.

The guidelines below are intended to facilitate equitable application of district expectations. School and district administrators are expected to use sound professional judgment based upon the details of each situation and may find it necessary to address particular situations differently. Multiple or chronic misbehaviors may be addressed more severely and unique circumstances will be addressed with sound professional judgment.

Misbehaviors and Consequences

Student Conduct Violation	1st Offense	2nd Offense	3rd Offense
Alcohol/drugs possession - a.) Possession, use or being under the influence of any alcohol, narcotic or controlled substance is prohibited except in accordance with a doctor’s prescription. Students will be considered to be in possession of alcoholic, narcotic or controlled substances if in the area where such substances are present. In addition, possession, use or being under the influence of any prescription drug by an individual to whom the drug is not prescribed is prohibited. b.) Selling, distributing, delivering, exchanging or possessing with intent to sell, deliver, exchange or distribute any alcoholic, narcotic, controlled substance, prescription drugs, inhalants, over-the-counter drugs used for their mood altering effects, or other substances used for their mood altering effects is prohibited. c.) The sale or distribution or possession with intent to distribute or sell substances that look like chemicals or drugs and drug paraphernalia is prohibited. d.) The intentional misuse of over-the-counter drugs, prescription drugs used or taken by the person to whom the prescription is issued is prohibited. Misuse of inhalants and propellants is prohibited. Misuse such as swallowing, injecting, huffing or snorting of other substances for their mood altering effects is prohibited. The possession of drug paraphernalia is prohibited.			
Grades K-6	(*), 1-5 day suspension	3-5+ day suspension, possible recommendation for expulsion	5+ day suspension, possible recommendation for expulsion, police notification

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Grades 7-9	3-5 day suspension, possible police notification	5+ day suspension, police notification, possible recommendation for expulsion	5+ day suspension, police notification, possible recommendation for expulsion
Grades 10-12	3-5 day suspension, police notification	5+ day suspension, police notification, possible recommendation for expulsion	5+ day suspension, police notification, possible recommendation for expulsion
Arson is the intentional destruction or damage to school or district buildings or property by means of fire.			
Grades K-6	1-5 day suspension, parent meeting, police notification	5 day suspension, parent meeting, police notification, possible recommendation for expulsion	5+ day suspension, parent meeting, police notification, possible recommendation for expulsion
Grades 7-9	3-5 day suspension, parent meeting, police notification, possible recommendation for expulsion	5+ day suspension, parent meeting, police notification, possible recommendation for expulsion	5+ day suspension, parent meeting, police notification, possible recommendation for expulsion
Grades 10-12	5 day suspension, parent meeting, police notification, possible recommendation for expulsion	5+ day suspension, parent meeting, police notification, possible recommendation for expulsion	5+ day suspension, parent meeting, police notification, possible recommendation for expulsion
Assault/Battery/Fighting - (Policy JFC-R) - Assault shall be defined as an explicit or perceived threat of bodily harm or death to another person, with or without material physical contact. Assault may be further defined as fighting with another person. Fighting shall be characterized by violent aggressive behavior between two or more individuals with the intent of inflicting physical harm upon one another. A student who retaliates will be considered part of the fight and consequences will be assigned. Incitement to fight, including promoting/instigating a fight verbally or through other behaviors, such as videotaping and/or distributing, are subject to the same consequences.			
Grades K-6	(*)	(*), 1-3 day suspension, parent meeting	1-5 day suspension, parent meeting
Grades 7-9	(*), 1-5 day suspension, parent meeting, police notification	3-5+ day suspension , parent meeting, police notification	5+ day suspension, parent meeting, police notification, possible

			recommendation for expulsion
Grades 10-12	3-5 day suspension, parent meeting, police notification	5+ day suspension, parent meeting, police notification	5+ day suspension, parent meeting, police notification, possible recommendation for expulsion
Assault - Written and/or Verbal - (Policy JFC-R) Written or verbal confrontation involving a student, staff member, school volunteer, or other person at school or a school-sponsored activity which intimidates, threatens or causes fear of bodily harm or death. The use of written or verbal assault will result in action by the building administration. Consequences will be progressive.			
Grades K-6	(*)	(*), 1-3 day suspension, parent meeting, police notification	(*), 1-3+ day suspension, parent meeting, police notification
Grades 7-9	(*), 1-3 day suspension, parent meeting, police notification	(*), 1-5 day suspension, parent meeting, police notification	3-5 day suspension, parent meeting, police notification
Grades 10-12	(*), 1-5 day suspension, parent meeting, police notification	(*), 1-5 day suspension, parent meeting, police notification	3-5+ day suspension, parent meeting, police notification
Bomb Threats/Terroristic Threats/Other Threats - (Including False Alarms) Threats include bomb threats or any threat of harm to students, staff or the building. Threats may be verbal, graphic or written. It is a felony to indicate that some type of harm is present in the school building, on the grounds, or at an area used for school activities. This is a crime whether something harmful is actually present or not.			
Grades K-6	(*), parent meeting	(*), 1-3 day suspension, parent meeting	1-5 day suspension, parent meeting
Grades 7-9	(*), 1-5 day suspension, parent meeting, police notification possible recommendation for expulsion	3-5+ day suspension, parent meeting, police notification possible recommendation for expulsion	5+ day suspension, parent meeting, police notification possible recommendation for expulsion
Grades 10-12	5+ day suspension, possible recommendation for expulsion, police notification	5+ day suspension, possible recommendation for expulsion, police notification	5+ day suspension, possible recommendation for expulsion, police notification

Bullying Prohibition - (Policy JBD/ACD) - Bullying is defined as any written or verbal expression, physical act or gesture, or pattern thereof that is intended to hurt, threaten, upset, distress, or frighten. Bullying includes, but is not limited to; conduct against a person that a reasonable person under the circumstances knows or should know has the effect of harming a student, damaging property, causing fear of harm to a person or their property, and/or creating a hostile environment. The use or misuse of technology may also constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources. This policy applies to all people while on school district property or at a school sponsored activity. Retaliation against a victim, reporter, or witness is prohibited. False accusations or reports are prohibited.			
Grades K-6	(*), parent meeting	(*), 1-3 day suspension, parent meeting, possible police notification	3-5 day suspension, parent meeting, possible recommendation for expulsion, possible police notification
Grades 7-9	(*), parent meeting	1-3 day suspension, parent meeting, police notification	3-5 day suspension, parent meeting, police notification, possible recommendation for expulsion
Grades 10-12	(*), parent meeting	1-3 day suspension, parent meeting, police notification	3-5+ day suspension, parent meeting, police notification, possible recommendation for expulsion
Bus Misconduct - Students are expected to follow all bus rules and all school rules while waiting for, riding, and leaving the bus. In addition to possible loss of bus transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for the specific behaviors.			
Grades K-6	(*), possible loss of privilege	(*), possible loss of privilege	(*), possible loss of privilege
Grades 7-9	(*), possible loss of privilege	(*), possible loss of privilege	(*), possible loss of privilege
Grades 10-12	(*), possible loss of privilege	(*), possible loss of privilege	(*), possible loss of privilege

<p>Cheating/Academic Misrepresentation - (Policy JFC-R) Cheating is defined as copying another student's homework, assignment guides, tests, or any other academic material. This may include but is not limited to copying, claiming another's work as your own, collusion, allowing another person to copy your work, using crib notes on tests when not allowed, violating copyright law, and Internet plagiarism.</p>			
Grades K-6	*	*	*
Grades 7-9	(*), parent notification, may include grade reduction, loss of credit, and/or suspension	(*), parent notification, may include grade reduction, loss of credit, and/or suspension	(*), parent notification, may include grade reduction, loss of credit, and/or suspension
Grades 10-12	(*), parent notification, may include grade reduction, loss of credit, and/or suspension	(*), parent notification, may include grade reduction, loss of credit, and/or suspension	(*), parent notification, may include grade reduction, loss of credit, and/or suspension
<p>Disorderly/Disrespectful/Insubordinate/Disruptive Conduct - (Policy JFC-R) Any act which interferes with the effective operations of the school, in or out of the classroom, including but not limited to: engaging in offensive, obscene, or abusive behavior; boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others; gang symbols, drawings/messages, or any other type of insignia to display association with an organization that is disruptive to the learning environment; inappropriate cheers or other examples of poor sportsmanship at athletic events; failure to respect private property; gambling or possession of gambling paraphernalia; selling of non-school-sponsored school items; failure to comply with staff directions; disruptive behavior in detention or in-school suspension. Exceptions may be made in this policy for attire that signifies membership in a school-sponsored activity.</p>			
Grades K-6	(*)	(*)	1-3 day suspension, police notification
Grades 7-9	(*), 1-3 day suspension	(*), 1-3 day suspension	(*), 1-5 day suspension, police notification, possible recommendation for expulsion
Grades 10-12	(*), 1-3 day suspension	(*), 1-3 day suspension, police notification	(*), 1-5 day suspension, police notification, possible recommendation for expulsion

<p>Driving - Careless or reckless operation of a vehicles Operating any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited.</p>			
<p>Grades 7-9</p>	<p>Junior high school students do not have parking privileges and may not park a vehicle on campus</p>	<p>Junior high school students do not have parking privileges and may not park a vehicle on campus</p>	<p>Junior high school students do not have parking privileges and may not park a vehicle on campus</p>
<p>Grades 10-12</p>	<p>Verbal warning and assessment of fine, loss of parking privileges for duration of 1-2 weeks. Possible loss of parking privileges for the remainder of the academic year and no refund.</p>	<p>Verbal warning and assessment of fine, loss of parking privileges for duration of 1-2 weeks. Possible loss of parking privileges for the remainder of the academic year and no refund.</p>	<p>Verbal warning and assessment of fine, loss of parking privileges for duration of 1-2 weeks. Possible loss of parking privileges for the remainder of the academic year and no refund.</p>
<p>Dress Code Any manner of dress or personal grooming that presents a danger to students' health or safety, provides inadequate coverage or is suggestive, causes an interference with work, or creates classroom or school distraction is not allowed during school or at school-sponsored events. Such attire includes, but is not limited to, chains, clothing with drugs, weapons and/or alcohol, sexually explicit or suggestive messages, or representations that are inappropriate or demeaning to any groups.</p>			
<p>Grades K-6</p>	<p>Students will be required to alter / change their attire to comply with the policy ; parents may be required to bring a change of clothing ; parent notification</p>	<p>(*)</p>	<p>(*)</p>
<p>Grades 7-9</p>	<p>Students will be required to alter / change their attire to comply with the policy ; parents may be required to bring a change of clothing ; parent notification</p>	<p>(*)</p>	<p>(*)</p>

Grades 10-12	Students will be required to alter / change their attire to comply with the policy ; parents may be required to bring a change of clothing ; parent notification	(*)	(*)
Electronic Devices (CD Players/Mp3/pagers/cellular phones) Any electronics brought to school are at the students' own risk. The school assumes no liability for stolen or missing items left in hallway lockers, the locker rooms, or any other location at school. Possession of cell, Mp3 players, and other electronic devices may be permitted, but the use of such devices during the instructional day is prohibited unless otherwise communicated by the classroom teacher and / or school administrator.			
Grades K-6	Turning the item in to administration, item returned to parent only, or other disciplinary consequences, (*)	Turning the item in to administration, item returned to parent only, or other disciplinary consequences, (*)	Turning the item in to administration, item returned to parent only, or other disciplinary consequences, (*)
Grades 7-9	Turning the item in to administration, item returned to parent only, (*)	Turning the item in to administration, item returned to parent only, (*)	Turning the item in to administration, item returned to parent only, (*)
Grades 10-12	Turning the item in to administration, item returned to student, (*)	Turning the item in to administration, item returned to parent only, (*)	Turning the item in to administration, item returned to parent only, (*)
Harassment - (Policy JBA and JFC-R) Harassment is participating in or conspiring for others to engage in acts that injure, degrade, intimidate or disgrace other individuals or classes based on: race, color, sex, disability, religion or creed, national origin or culture, age or grade level, sexual orientation, socio-economic status, or physical or mental attributes. Harassment includes, but is not limited to, words, spoken or written, or actions that negatively impact an individual or groups as defined above.			
Grades K-6	(*)	(*), 1-2 day suspension, parent meeting, possible police notification	3-5 day suspension, parent meeting, possible police notification

Grades 7-9	(*)	(*), 1-5 day suspension, parent meeting, possible police notification	3-5+ day suspension, parent meeting, possible police notification
Grades 10-12	(*)	(*), 1-5 day suspension, parent meeting, possible police notification	3-5+ day suspension, parent meeting, possible police notification, possible recommendation for expulsion
<p>Hazing Prohibition - (Policy JFCF)</p> <p>"Hazing" means committing an act toward someone or coercing them to engage in an act that is demeaning, humiliating, or creates a substantial risk of harm to a person or property in the context of initiating that person into a student group. Any student present at an incident where a student is hazed may receive disciplinary consequences as outlined in this policy. This includes observers, willing victims, and those who transport students as well as those aggressively hazing other students. Apparent permission, cooperation, or consent by a person being hazed does not lessen the prohibitions contained in this policy and will not influence the action taken by the district. Because of the impact which student hazing has on the educational environment, this policy applies to year-round behavior that occurs at school, during school-sponsored activities, outside the school day, in the community and/or in other communities.</p> <p>Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct, which may constitute hazing, should report it to the school administration. Upon completion of the investigation, the school district will take appropriate action.</p> <p>Disciplinary consequences will be sufficiently severe to deter future violations and to appropriately discipline prohibited behavior. Retaliation against an individual for reporting a hazing incident will be considered a second offense.</p>			
Grades K-6	(*), 1-3 day suspension, parent meeting	(*), 1-5 day suspension, parent meeting	(*), 1-5 day suspension, parent meeting, possible police notification
Grades 7-9	(*), 1-5 day suspension, parent meeting, possible police notification, possible recommendation for expulsion, appropriate Minnesota State High School League sanctions	(*), 1-5 day suspension, parent meeting, possible police notification, possible recommendation for expulsion, appropriate Minnesota State High School League sanctions	(*), 1-5+ day suspension, parent meeting, possible police notification, possible recommendation for expulsion, appropriate Minnesota State High School League sanctions

<p>Grades 10-12</p>	<p>(*), 1-5 day suspension, parent meeting, possible police notification, possible recommendation for expulsion, appropriate Minnesota State High School League sanctions</p>	<p>(*), 1-5+ day suspension, parent meeting, possible police notification, possible recommendation for expulsion appropriate Minnesota State High School League sanctions</p>	<p>(*), 1-5+ day suspension, parent meeting, possible police notification, possible recommendation for expulsion appropriate Minnesota State High School League sanctions</p>
<p>Nuisance Objects: Possession or use of any object that causes distractions, such as wallet chains, lighters, pagers, radios, phones, squirt guns not classified as look-alike weapons, games, laser pointers, etc., is prohibited. If a nuisance object is used in a manner which constitutes a threat, physical assault and/or a weapons violation, the appropriate consequences will be applied. Possessing, using, or offering for sale any type of fireworks, including, but not limited to, firecrackers, bottle rockets and snappers (other than fireworks that also fall within the definition of an explosive) or any device which dispenses odor causing aerosols e.g. stink bomb, bullets or ammunition is prohibited. These devices, if used as a weapon, will be treated as a weapons violation. Any threat to student safety, intentional or unintentional, may be addressed as a threat.</p>			
<p>Grades K-6</p>	<p>(*)</p>	<p>(*)</p>	<p>(*)</p>
<p>Grades 7-8</p>	<p>(*)</p>	<p>(*)</p>	<p>(*)</p>
<p>Grades 10-12</p>	<p>(*)</p>	<p>(*)</p>	<p>(*)</p>
<p>Sexual Harassment/Sexual Misconduct- (Policy - ACA) Sexual violence is a verbal or physical act of aggression that includes a sexual act or sexual purpose. Sexual violence may include, but is not limited to: unwelcome and inappropriate comments or gestures, nonconsensual sexual intercourse or sexual contact with another person; touching, patting, grabbing or pinching another person’s intimate parts, whether that person is of the same sex or the opposite sex; intentional removal or attempted removal of clothing covering a person’s intimate parts or clothing covering a person’s undergarments. Sexual misconduct is defined as engaging in non-consensual or consensual sexual intercourse or sexual contact or indecent exposure with another person, including intentional touching of clothing covering a person’s intimate parts, or intentional removal or attempted removal of clothing covering a person’s intimate parts or clothing covering a person’s undergarments, if the action is performed with sexual or aggressive intent is prohibited.</p>			

Grades K-6	(*)	(*)	(*), 1-3 day suspension, parent meeting
Grades 7-9	1-5 day suspension, parent meeting, possible recommendation for expulsion, police notification	5 day suspension, parent meeting, possible recommendation for expulsion, police notification	5+ day suspension, parent meeting, possible recommendation for expulsion, police notification
Grades 10-12	1-5 day suspension, parent meeting, possible recommendation for expulsion, police notification	5+ day suspension, parent meeting, possible recommendation for expulsion, police notification	5+ day suspension, parent meeting, possible recommendation for expulsion, police notification
<p>Technology Misuse: Access to district technologies, including internet and network based tools accessed through personal devices, is for educational purposes only, such as researching a specific topic for a classroom project. While on the Internet, students should stay focused on the topic they are researching. Students are expressly prohibited from using any ISD 191 technologies to:</p> <ul style="list-style-type: none"> *Access, upload, download, or distribute any material that violates ISD 191's violence/harassment (ACA) or respectful behavior (ACB) policies or is for personal use *Internet plagiarism *Transmit obscene, abusive or sexually explicit material *Violate any local, state, or federal statute *Vandalize, damage or disable the property of another person or organization *Access another person's materials, information or files without the implied or direct permission of that person *Violate copyright laws, or otherwise use another's intellectual property without their prior approval or proper citation, including the downloading or exchanging of private software or copying software to or from any school computer; or *Use for unauthorized commercial purposes and/or financial gain of the user. Improper use may result in the loss of use of the equipment. If the misbehavior also violates any other areas of the district behavior guidelines, appropriate consequences for those behaviors will be applied (harassment, vandalism, assault, inappropriate behavior, bullying, etc...). Inappropriate conduct that takes place off of school property and/or using non-district technologies may be addressed with consequences if the school learning environment has been negatively impacted. 			

Grades K-6	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors
Grades 7-9	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors
Grades 10-12	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors	(*), possible loss of technology privileges, additional consequences aligned to specific behaviors
Theft and Vandalism - (Policy JFC-R) This includes taking or damaging someone else's property, breaking into lockers, falsely using someone else's lunch PIN, and using intimidation to get someone else's property. This includes burglary as defined by law enforcement. Theft/vandalism of items valued over \$200 will be considered a major offense with more severe consequences.			
Grades K-6	(*), restitution	(*), 1-3 day suspension, restitution	(*), 1-5 day suspension, police notification, restitution
Grades 7-9	(*), 1-3 day suspension, police notification, restitution	(*), 1-5+ day suspension, police notification, restitution, possible recommendation for expulsion	1-5+ day suspension, police notification, restitution, possible recommendation for expulsion
Grades 10-12	(*), 1-5 day suspension, police notification, restitution, possible recommendation for expulsion	1-5+ day suspension, police notification, restitution, possible recommendation for expulsion	1-5+ day suspension, police notification, restitution, possible recommendation for expulsion
Tobacco - (Policy JFCG) Smoking and the possession of tobacco products, including electronic cigarette devices, on school district property are prohibited. This shall include school buildings, grounds, school activities, school-owned vehicles, and on transportation provided by the school district including bus stops.			

Grades K-6	(*)	(*), 1-3 day suspension, police notification	1-3 day suspension, police notification
Grades 7-9	(*)	(*), 1-3 day suspension, police notification	3-5 day suspension, police notification
Grades 10-12	(*)	(*), 1-3 day suspension, police notification	3-5 day suspension, police notification
Trespassing - Presence at any school location without permission of school personnel is prohibited. Students are not to go into other district buildings unless they have permission from an administrator of that building. Any student on suspension who goes to a school location without permission is subject to additional consequences. Students enrolled at Burnsville Alternative High School who trespass on school property will be subjected to additional consequences up to and including expulsion.			
Grades K-6	(*)	(*)	(*)
Grades 7-9	(*)	(*)	(*)
Grades 10-12	(*)	(*)	(*)
Weapons Violation - (Policy JFC, JFC-R) Students are forbidden to possess any instrument that is a weapon in school, on school grounds, or at a school-sponsored activity. Weapons are defined as any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use capable of threatening or producing bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death. Specific examples of weapons are guns whether loaded or unloaded, including pellet guns and non-functioning guns; knives of any size; metal knuckles, nunchucks; throwing stars; stun guns; explosives; bullets, ammunition, poisons, and other objects that have been modified to serve as a weapon. A student who finds a weapon on the way to school or in the school building or who discovers that he or she accidentally has a weapon in his or her possession and takes the weapon immediately to any staff member or to the principal's office shall not be considered in possession of a weapon. Possessing, using, or offering for sale any type of fireworks, including, but not limited to, firecrackers, and bottle rockets (other than fireworks that also fall within the definition of an explosive). These devices, if used as a weapon, will be treated as a weapons violation.			

Grades K-6	(*), 1-5 day suspension, police notification, possible recommendation for expulsion	3-5+ day suspension, police notification, possible recommendation for expulsion notification	5+ day suspension, police notification, possible recommendation for expulsion notification
Grades 7-9	3-5+ day suspension, police notification, possible recommendation for expulsion	5+ day suspension, police notification, possible recommendation for expulsion	5+ day suspension, police notification, possible recommendation for expulsion
Grades 10-12	5+ day suspension, police notification, possible recommendation for expulsion	5+ day suspension, police notification, possible recommendation for expulsion	5+ day suspension, police notification, possible recommendation for expulsion

All district policies are accessible to the public on the school district website at www.isd191.org.



OFFICE OF INDIVIDUALIZED STUDENT SERVICES

Agenda Item III. D.
June 6, 2013

TO: Members of the School Board
Superintendent Randall Clegg

FROM: Stephanie Corbey, Executive Director
Individualized Student Services

DATE: May 30, 2013

RE: 2013-14 Early Childhood Special Education (ECSE)
Program Parent Handbook

RECOMMENDATION: That the school board approve the
2013-14 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 the 2013-14 school year has been updated to include a few minor changes. The following section has been revised:

- ASD Parent Support Groups

EARLY

CHILDHOOD

SPECIAL

EDUCATION

2013-2014 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
ECSE Supervisor

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Early Childhood Special Education (ECSE) Program Overview

A variety and continuum of special education services are provided to children and families through the ECSE program. These services are designed to meet the individual needs of the children who attend and participate in the ECSE program. The birth – three year old services are primarily provided in the children’s natural setting which is either the home or the childcare setting.

Children ages three – five years of age have a variety of classes and services available to meet their needs which are provided in both the mornings (9-11:30) and the afternoons (12:30-3:00), on Monday, Tuesday, Wednesday, Thursday and/or Friday. Services may be provided in ECSE center-based classrooms, community based settings and/or in the home. Based on each child’s individual needs and determined by their IEP team, children may receive ECSE services 1, 2, 3, 4, or 5 days per week. Below is a brief description 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 visits include direct services to the child as well as time for parent involvement and consultation.

Itinerant ECSE Services: Itinerant services are designed for children who may have needs in different areas of development and are already in a preschool or daycare setting that is appropriate for them. An ECSE teacher or educational speech and language pathologist travel to the community based 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’s Community Education Preschool programs and 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 working 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

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.

Autism Services: This program provides intensive services to meet the needs of children whose primary disability is most often Autism Spectrum Disorders. The emphasis in these classrooms is on the introduction to the classroom experience, communication, development of play, cognition, motor, imitation, social, 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.

ASD Parent Support Groups: ECSE offers a monthly Autism Support Group facilitated by an ECSE school social worker and ECSE teacher. This group helps parents meet other parents with children on the Autism spectrum, share difficulties and successes, as well as learn about resources and strategies. Daycare is provided for both the ECSE student and siblings.

Speech Therapy Services: Speech Therapy may be provided in a variety of ways. Therapy 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.

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 will be 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: ISD 191, County Social Services, Public Health, Mental Health Providers, parents and ARC. Through interagency teamwork, Help Me Grow provides: parent support, staff education, interagency planning, and childfind materials. For more information: www.helpmegrowdakotaco.com

GENERAL INFORMATION

Calendar: All families with children in the Burnsville-Eagan-Savage School District are provided with a Calendar/Answer Book prior to the first day of school. The calendar lists the major events at each of the fifteen schools. In addition you will be provided with a calendar for your ECSE student.

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. 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 in School District 191: 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" on the left color bar on 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

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 integral part of the reporting system. 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's current home, work, daycare, telephone number 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: It may be necessary to close school due to severe weather or for other reasons. Closings will be announced for the Burnsville-Eagan-Savage Schools via the Instant Parent Notification System and over the following local radio and television stations:

Radio on WCCO/AM 830

Television on KARE Channel 11, WCCO Channel 4, and KSTP Channel 5.

ISD 191 website, www.isd191.org

It may not be possible to provide advance notice to parents in the event the schools need to close early. Parents should be alert to such a possibility, particularly during severe weather.

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 items for school parties must be purchased from a store; home prepared food items are not permitted. 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.

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 ECSE students. The school nurse is available during regular school day hours to provide care to students.

Illness/Accidents: In case of 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 Care Information card.

If you 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.

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 as follows: Go to "Our Schools" tab, click on your child's school, click on "The Office", click on "Health" or "Nurses Office" and then click on Health Forms.

Health Records: As required by State law, a health record is kept for each child. Please report any additional immunization(s) or significant health condition(s) to the school nurse for recording in your child's health record. Growth results of vision and hearing screening, immunizations and findings from health assessments are entered in children's health records.

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 on the district website.

Newsletter (ECSE): One key feature of effective schools is good communication between school and home. The ECSE school newsletter will be sent home regularly with your child. This newsletter is also posted on the program webpage where it is available online to families who do not wish a hardcopy. We encourage you to let us know if our communications efforts meet your needs.

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 Stephanie Corbey at 952-707-6261. Watch the newsletter for information about meeting times and dates. Everyone is welcome to attend.

School Social Work Services: The ECSE program has a School Social Worker who may help families to access community resources and services.

To contact the social worker, please call **(952) 895-6610**.

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 are bound 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.

Transportation: Transportation for your child is provided throughout District 191 to children attending the district ECSE program sites. 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/Volunteers: Adult visitors and volunteers are always welcome at school. Visitors must make arrangements with the teacher and the ECSE supervisor prior to the visit. All visitors and volunteers must check in at the front desk upon entering the building. Each visitor/volunteer will be given a badge or sticker that allows access to 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. E
June 6, 2013

TO: Members of the School Board
Superintendent Randall Clegg

FROM: Stephanie Corbey, Executive Director
Individualized Student Services

DATE: May 30, 2013

RE: 2013-14 BEST Services Transition Program
Student/Parent Handbook

RECOMMENDATION: That the school board approve the 2013-14 student/parent handbook for the BEST Services Transition Program

The BEST Services Transition Program educates approximately 40-50 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 2013-14 school year has been revised to incorporate the following sections:

- Food Services Program
- Reporting Maltreatment of Vulnerable Adults

BEST Services

Burnsville-Eagan-Savage Transition Program



Student Handbook

2013-2014

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



"Innovative Schools, Extraordinary Opportunities"

www.isd191.org

Dear Students:

The BEST Services Handbook is written to you as an adult student. Please share this with your parents and/or others who support you as a way to enhance the line of communication between you and your program. There are services, program guidelines and policies discussed 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 discussed in this handbook. We are always available to clarify any school matter. 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 post school desired outcomes or exit criteria as determined by your IEP. Your parents/guardians and other agency supports 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 helpful 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
Secondary Special Education Supervisor

BEST Services

ISD191 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.

Access

Students will participate in these program components based on their IEPs

LIFE SKILLS CENTER

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

LIFE SKILLS CENTER

- Housing the main office, classroom seminar areas, meeting rooms and independent living skills instruction areas.
- Students with IEP goals in independent living will participate in seminars, community based instruction and recreation and leisure activities.

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

CORE

Career and Occupational Readiness
Education Site
TBD
612.490.2512

CORE

- District wide work experience program serving students in the areas of career and employment.
- Students with IEP goals in jobs and job training will have opportunities to develop their skills in all aspects of employment. Emphasis is placed on coaching students to reach their full employment potential.

- Career Assessment
- Career interests & investigation
- Community work sites
- Job & career exploration
- Soft search skills
- Job skills of employment
- Job support
- Job training

DCSTC

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

DCSTC

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

- 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

Transition Partnerships with ISD 191

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

ANIMALS IN SCHOOL

Service Animals: A student with a disability may be accompanied by a service animal in public places within District 191 consistent with Minnesota Statutes 256C.

Non-Service Animals: A student with a disability who wishes to be accompanied in a school building including a classroom, lunchroom or other area within the school building by a non-service animal should request that the student's Individual Education Program (IEP) team or Section 504 team consider whether the non-service animal is necessary to provide the student with a free appropriate public education.

Refer to the district website: www.isd191.org for details of the policies.

ATTENDANCE & SCHOOL HOURS

The student day is from 8:00 a.m. to 2:30 p.m. unless otherwise determined by the IEP team. Student attendance is determined by the IEP team on an individual basis. 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 progress on IEP goals and Transition needs.** The student is encouraged to call in their own absence. Parents and students have a responsibility to notify BEST at 952-746-7520 about an expected absence and also to notify Durham at 952-894-3460 to cancel transportation services when there is an absence.

BUS AND VAN BEHAVIOR

The majority of students behave well in school and on the school bus. Students will be expected to remain respectful to others and property at all times.

COMMUNICATION: HOME AND SCHOOL

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. Students are encouraged to speak with teachers regularly to address questions, or concerns.

COMMUNITY BASED INSTRUCTION

Specialized instruction is conducted at various district locations and in many different community settings. Students may walk or be transported by bus or van to community destinations.

CONFERENCES

IEP and progress conferences are scheduled individually throughout the school year. The conferences are scheduled to review each student's program and to make plans for future programming.

DISCIPLINE - CODE OF CONDUCT

Behavior, centering on self-discipline and consideration for others and property, is encouraged and expected. Maintaining an atmosphere conducive to learning is a priority for everyone at school. Contact the building administrator to review the complete Code of Conduct Policy.

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 tolerate any form of discrimination, harassment or violence. This 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: www.isd191.org

DRESS CODE

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

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 and consider the impact of this behavior on achieving IEP/transition goals.

ELECTRONIC NEWSLETTERS

The district's communication is through an e-mail news service. To subscribe, just go online to <http://www.isd191.org>. Look under "Sign Up for Electronic News" (on the left-hand side of the page) and click on the email link for instructions. Then select from the following information options:

- **News Releases** - Meet the people, mark the progress and take pride in the performance of District 191. Frequency – Once per week.
- **Calendars** – Check dates; plan your schedules, etc. Frequency – As needs arise.

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 SCHOOL CLOSINGS

It may be necessary to close school due to severe weather or for other reasons. Closings will be announced for **the Burnsville-Eagan-Savage Schools** using the following media:

*Radio on WCCO AM 830
Television on KARE Channel 11, WCCO Channel 4, KSTP Channel 5
ISD 191 Website at www.isd191.org*

Please make contingency plans for emergency situations.

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. In the unlikely event of a bomb threat, the proper officials will determine if the building is to be evacuated. Specific procedures also will be followed for severe weather drills and other emergencies.

FOOD POLICY

The State Department of Health requires that the food served in schools be obtained from the appropriate sources. Food prepared in a home shall not be used in school during the school day. Baked goods for parties, birthday treats, etc., must be purchased from a store.

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 their free or reduced lunch population. Applications are available through the school office or by contacting the Food Service Department at 952-707-2031 or 952-707-2032.

FOOD SERVICE PROGRAM

Students are encouraged as part of the curriculum to shop for and prepare their lunches at BEST. 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.

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

Students do their best work when they are physically and emotionally healthy. Students are encouraged to be self-advocates for their own health care. School health services are available as needed.

Illness/Accidents - In case of illness or an accident at school, parents are notified. Transportation home and all medical care is the responsibility of the parent. If you cannot be contacted, the person(s) whom you list as an emergency contact will be called. This person should be able and willing to provide transportation and supervision for your young adult. Be sure that the school has this information by filling out the Health Office Emergency Information form.

If you will be absent from school, please call the school. If you should become ill with a communicable disease, please notify the school. In most cases, students should stay at home for 24 hours after antibiotics have been started. Students should be free of fever for 24 hours before returning to school.

Immunization Records – In order for students to enroll or remain enrolled in a secondary school, Minnesota State Law requires documentation of required immunization or written proof of exemption. Students are required to be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, and varicella (chickenpox). Your young adult 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 forms are available in the school health office or on your school website as follows: Go to the “Schools” tab, click on a school, click on “The Office”, click on “Health” or “Nurse’s Office” and then click on “Health Forms”.

Health Records – As required by State Law, a health record is kept for each student. Please report any additional immunization(s) or significant health condition(s) to the school nurse for recording in your health record.

Homebound Instruction – A student is eligible for homebound instruction if he/she is ill or hospitalized and will miss 10 consecutive school days or more.

Medications – If your young adult needs to take medicine at school, please contact the school nurse. Teachers should not be asked to be responsible for a student’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 on the district website.

HOMEWORK

Based on Individual Education Program plans, students will be asked to follow through with

assignments and activities to attain their individual goals.

INTERNET

The Internet is a powerful educational tool. In accordance with ISD #191 policy, 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).

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 your child. 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. After completing registration at the Welcome Center, an appointment with your child’s school will be scheduled. **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 release of 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. Students or guardians 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.

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 other school staff.

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 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.

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. If you are interested in serving on SEAC contact Stephanie Corbey at 952-707-6261.

SCHOOL SOCIAL WORKER SERVICES:

BEST Services has a School Social Worker who may help students and families to access community resources and disability related services. To contact the social worker, please call (952) 746-7520.

TELEPHONE CALLS

Calls to teachers and students during class time are discouraged. Contact with teachers prior to or after classes is encouraged. Instructors communicate with students or parents on a regular basis

regarding students' programs. 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

Transportation is primarily provided through Durham School Service. The dispatcher will contact you regarding the 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 Durham should be notified. **Durham School Services Phone Number: (952) 736-8004**

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.

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.

A student who finds a weapon on the way to school or in the school building or who discovers that he or she accidentally has a weapon in his or her possession and takes the weapon immediately to any staff member or to the principal's office, shall not be considered in possession of a weapon. A complete copy of this policy is available in the school office and on the district website.

STUDENT POLICIES

District 191's Student Policies and Procedures are summarized here to meet the federal requirement that parents are notified of the policies. The complete policies are available in the principal's office or online at the district website (www.isd191.org).

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.

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 assessment and/or the development of or revision of a behavior support plan and completion of a restorative process.



Superintendent of Schools

TO: Members, Board of Education Agenda Item III.F
FROM: Randall Clegg, superintendent
DATE: June 6, 2013
RE: Board Policy 414: *Mandated Reporting of Child Neglect or Physical Abuse or Sexual Abuse*

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

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

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

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

I. PURPOSE

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

II. SCOPE

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

III. DEFINITIONS

A. Accidental - a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

- 1. is not likely to occur and could not have been prevented by exercise of due care; and
2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence or event.

B. Child - one under age 18.

C. Immediately - as soon as possible but in no event longer than 24 hours.

D. Mandated Reporters - any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. Mental injury - means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

F. Neglect - means the commission or omission of the following acts, other than by accidental means:

- 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter or medical care when reasonably able to do so;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;

Table with 2 columns: History, Approved by, Clerk's Signature, Date. History: Issued as GBHA on 7/01, In review 4/2013. Approved by: Board of Education.

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

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

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

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

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

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

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

IV. POLICY STATEMENT

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

V. RESPONSIBILITIES

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

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

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

VI. CONTACTS

Offices that can be contacted regarding the policy.

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

VII. LEGAL REFERENCES

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

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

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

Minn. Stat. § 609.379 (Reasonable Force)

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

Minn. R. 9560.0214 (Definitions)

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

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

Descriptor Term: **Staff Student Relations
Mandated Reporting of Child Neglect
or Physical Abuse or Sexual Abuse**

Descriptor Code: **GBHA**

Issued Date: **7/01**

Reviewed Date:

Revised Date:

Rescinds:

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to fully comply with Minn. Stat. §626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. It shall be a violation of this policy for any school personnel to fail to report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Child" means one under age 18.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "Mandated Reporters" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years shall immediately report the information to the local welfare agency, police department, or the county sheriff. ("Immediately" means as soon as possible but in no event later than 24 hours.)
- D. "Neglect" means failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter or medical care when reasonably able to do so, failure to protect a child from conditions or actions which imminently and seriously endanger the child's physical or mental health when reasonably able to do so, or failure to take steps to ensure that a child is educated in accordance with state law. Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected such means for treatment or care of disease, except where the lack of medical care may cause imminent and serious danger to the child's health.
- E. "Physical Abuse" means any physical or mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child's history of injuries. ("Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an

observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.)

- F. "School Personnel" means professional employee of the school district.
- G. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, or by a person in a position of authority to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse. (Threatened injury means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.)

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- D. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- E. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.
- F. A mandated reporter shall immediately (within 24 hours) report the neglect or physical abuse or sexual abuse of a child in the school setting by school personnel to the local police or the Minnesota Department of Education and to the Executive Director of Human Resources.
- G. The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of the local welfare or law enforcement agency.
- E. Upon request by MDE, the district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.

- B. The school district will develop a method of discussing this policy with employees.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:

Minn. Stat. § Ch. 13 (Minnesota Government Data Practices Act)

Decision Making

Part of the FrameWorks™ Series

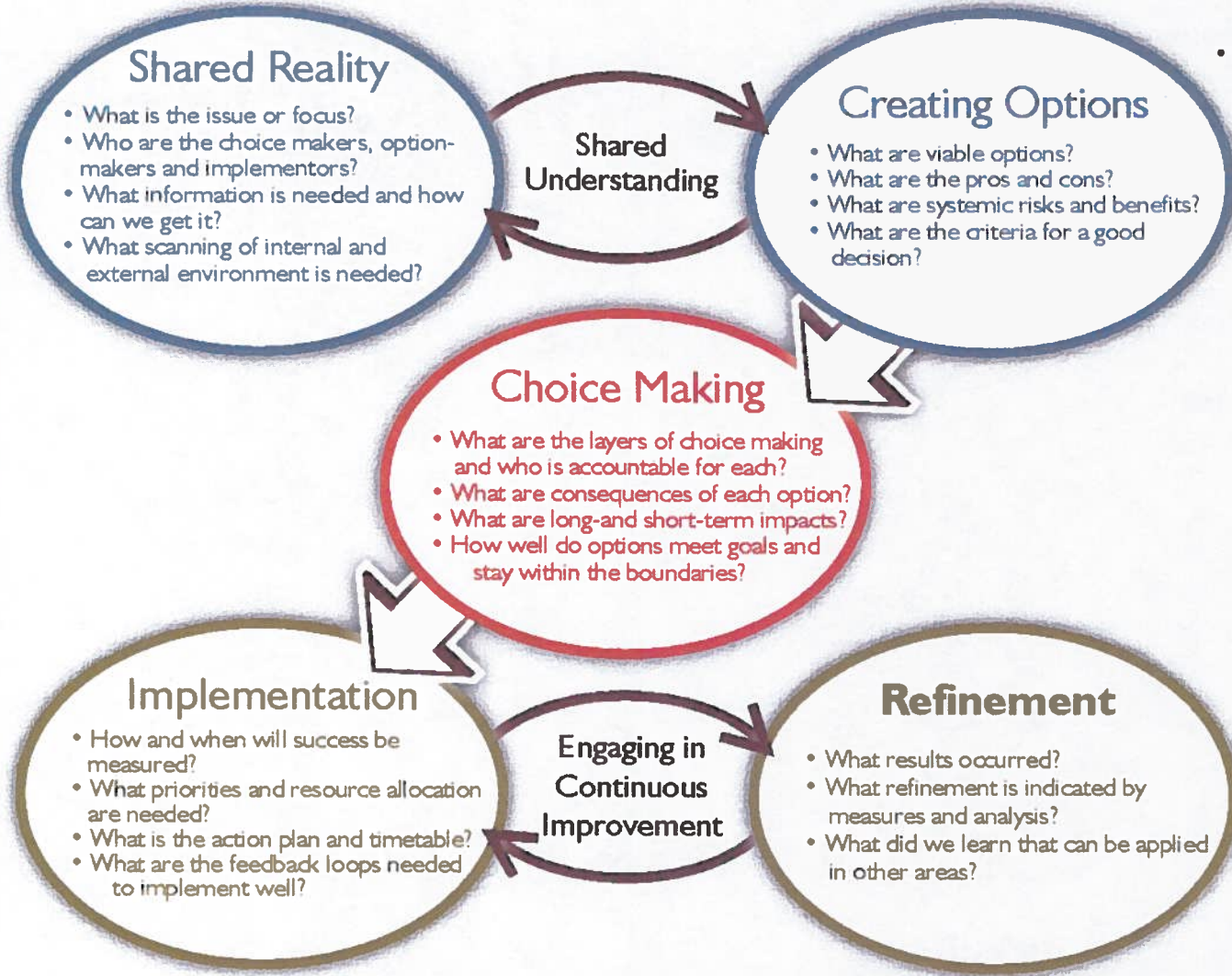
Used For:

- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority

Consultation

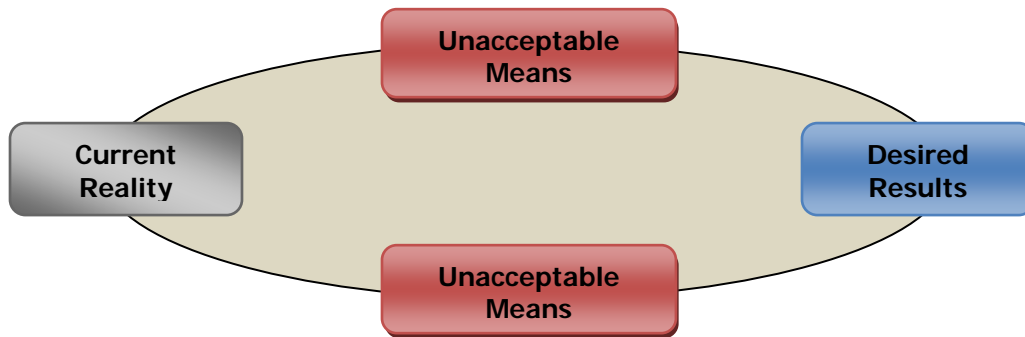
Governance

Management



GUIDING CHANGE DOCUMENT

Attendance Boundaries



Driving Question: How will Board policies be fair to students in all socioeconomic and racial groups and provide for the orderly and equitable assignment of all elementary school students enrolled in ISD 191?

Current Reality	Unacceptable Means	Desired Results
<ul style="list-style-type: none"> • Enrollment at five of ten elementary schools exceeds suggested enrollment capacities. • There is a 56% variance between schools in the percentage of students receiving free/reduced priced meals. • Acceptance of variances has further concentrated poverty in four schools. • Acceptance of variance requests and open enrollment applications have, in some situations, resulted in grade level enrollments exceeding building capacities. • One school has been designated by the Dept. of Education as racially identifiable. • Attendance boundaries have not been changed in more than fifteen years and there has been resistance to suggested changes in the past. 	<p>It is unacceptable to:</p> <ul style="list-style-type: none"> • Violate state or federal laws, district policies, or collective bargaining contracts. • Create attendance boundaries that result in exceeding the enrollment capacities of any school. • Create enrollment policies that result in exceeding the enrollment capacities of any school. • Requiring students to change schools once they have enrolled unless for programmatic reasons. • Create thematic programs that cannot be supported at the secondary school level. 	<ul style="list-style-type: none"> • Attendance zones that take into consideration safety issues, walking and traffic patterns, logical and natural boundaries. • Maximize classroom usage in each school without overcrowding. • Balance socio-economic enrollment across the district with a variance not to exceed +/- 10% of the district's overall average. • All schools within a defined geographical area available to students through preference selection. • Schools with thematic and pedagogical approaches that are attractive to parents and students. • Students able to remain in their current school until they complete its top grade. • A Board policy that requires periodic review and adjustments of attendance boundaries to ensure efficient building utilization and balanced socio-economic enrollment across all schools.

Deadline: Policy developed by June 2013. Implementation fall 2014.

ISD 191 Strategic Roadmap
Adopted March 1, 2012

<p>Mission <i>Our Core Purpose</i></p> <p align="center"><i>Our Schools will Empower Learning, Energize Achievement, Embrace Community</i></p> <p align="center">Each Student Real-World-Ready</p>	<p>District Core Values <i>Drivers of our Words and Actions</i></p> <p>Expectations: <i>I will set a high bar for myself and others in learning, behavior, commitment to do one’s best and service to others and community</i></p> <p>Respect: <i>I will honor the uniqueness of myself and others</i></p> <p>Integrity: <i>I will do the right thing...even when no one is looking</i></p> <p>Partnership: <i>I will engage in relationships and action which empowers learning for ALL</i></p>
<p>Vision 2015 <i>What We Intend to Create and Experience</i></p> <p>ISD 191 will become the leading and preferred source of learning and education for its students and adult learners because we:</p> <ul style="list-style-type: none"> • Serve the unique needs of our students, families and communities first and foremost • Provide relevant and engaging student learning and enrichment leading to college and career readiness for all • Develop innovative, attractive and aligned academic programs, support services, and opportunities • Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with district mission and core values • Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world-ready learners and citizens • Attract, value, retain and develop the very best employees in education and operations to serve our students and families 	<p>Strategic Directions <i>Focused Allocation of Resources</i></p> <ul style="list-style-type: none"> A. Increase student engagement and learning, dramatically reduce the achievement gap and improve the process of teaching and learning based on relevancy to students and results B. Redesign for equitable allocation of district human, financial, and physical resources based on meeting specific student needs for learning, support, services and development C. Develop staff capacity to engage in the Mission and Vision work of the District through professional development and professional evaluation / feedback D. Implement continuous improvement across all aspects of District programming, operations and services through the development and use of leading data, analysis, feedback and application systems and practices E. Fast-track the development of a compelling and competitive District brand and message increasingly backed by student, staff and family experience and performance F. Reframe and redefine the district partnership practices, preferences and performance across those who govern, those who manage and those who consult.

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ISD191 Attendance Boundaries

<p>Decision: How will Board policies be fair to students in all socioeconomic and racial groups and provide for the orderly and equitable assignment of all elementary school students enrolled in ISD 191?</p>		
<p>Choice Makers: Board of Education</p>	<p>Design Team: Randy Clegg Glenn Simon Lisa Rider Rob Nelson Kristine Black Stacey Sovine CESO (Chuck Corliss)</p>	<p>Input Teams (Stakeholders): Policy Committee Elementary Principals All Administration Parents/Community</p>
<p style="text-align: center;">Design Team:</p> <p>4/17: Design Team reviewed database provided through TIES 4/19 & 4/24: Design Team worked with database to identify potential options to move forward for input</p> <p>5/14: Design Team discussed timelines and meeting dates upcoming. 5/15: Design Team discussed input received thus far, processed and option revisions were made</p> <p>5/30: Design Team met to discuss June 6 materials and web messaging</p>		<p style="text-align: center;">Input Teams/Processes:</p> <p>5/2: Elementary Principals Red, Yellow, Blue options presented and discussed 5/9: Teachers and Parent leaders invited as possible, 37 People plus 8 Principals were present. Key question was “Key educational benefits and challenges related to options Red, Yellow, and Blue. Feedback was sought on small group input sheets. Began with Teachers and Parents separate, paired and shared from there. 5/13: Updated SLT and discussed Guiding Change process. 5/13-5/24: Elementary Principals discuss with staff the current options (Red, Yellow, Blue) 5/16: Principal Meeting: Update on current options 5/22th: Exec BEA mtg (small group) to discuss benefits and challenges related to options Red, Yellow, and Blue 5/23:5/28:5/29: Public Input meetings held at Diamondhead, Sioux Trail, and Hidden Valley. Approximately 60-70 involved. 5/30: All Admin mtg to update on status.</p>

ISD 191 May 9, 2013 Initial Input Meeting reviewing original Yellow, Blue and Red examples

Goal is no site more than 10% difference from the district average with FRP. Our district average of FRP is 48%.

Yellow Option Overview

- Yellow-Combined buildings of the areas with a level change of K-3 / 4-6 buildings
- No boundary changes included in this-leaves boundaries in tact and combines two schools. There would be some slight changes for Rahn and MWS.
- Doesn't accomplish the 10% average at all schools
- Impacts the fewest students as far as moving but impacts many students with the level change.

Pros

- Begins to address balance
- Would help with class size
- Nice to have partner school
- Retains current boundaries
- Only one PTO/carnival activities
- Shift into junior high?
- Creative grouping
- Kids would go to junior high as a group
- Natural break, K-3; 4-6
- 6th grade opportunities to get together
- Less disruptive for kids now
- Kids stay together
- More possibility of 1.0 classes, not .5
- Programming for K-3;4-6 can be fitted together, academic/emotional/soc
- Like neighborhood schools together
- The two schools that are paired are often close
- Already happening
- Ease of being able to shift to a junior high - it's an opportunity
- Could be an opportunity for 7 & 8 to get support as well
- Could do some creative grouping to support needs and differentiation
- Provides more equitable school with the exception of GP and SO which is still too high

Cons

- Should be K-3; 4-6 across district
- Does not address the possible compensatory at MWS and Rahn
- Sense of feeling "forgotten" for (?)
- What does research say on K-3;4-6 type of building?
- Does not fit into the disparity 10% difference
- This is a huge change and not fully taking care of the issue at hand
- Kids in the (?) going into junior high could feel like they know less
- Kids to junior high in the K-6 school move to junior high with a smaller group
- Maybe some program perspective challenges
- Lose older kids that are used as "buddies" - benefits both leadership and support
- Separate elementary life cycle
- Any building change is a disruption
- GP & SO is still not at the target
- Capacity - two schools

ISD 191 May 9, 2013 Initial Input Meeting reviewing original Yellow, Blue and Red examples

- Bullying in mass of kids and concentration of ages
- Splitting families at the two levels
- PTO stretched across two different schools - draining for families
- Not affiliated with just one school for families with siblings
- Matching teachers and kids throughout education experience could be really difficult

Discussion Points Brought Forward

- MWS and Neill
- Staffing and tenure
- PD implications
- What about?...
 - W/GP
 - EN/MWS
 - SO/WB
 - Rahn/ST
 - HV/HB
- What will happen to magnets?
- We lose kids - equiv. of 700+ kids
- How would ed. diff for the K-6 vs the K-3;4-6, how is junior high impacted
- Prior Lake - Kindergarten Center model. Have we looked into this?
- If _____ - why not shift to red - it addresses everything
- Kindergarten at Rahn and MWS and add in pre-school and then 1-6
- Other options
 - K-4; 5-8
 - K-5? Kindergarten center

Blue Option Overview

- Blue means Boundary
- All schools remain K-6 and there would be a boundary change
- All sites would be within the average for FRP
- Creates equity over time but suffocates magnets in the process
- Two different lenses-slow or fast change
- Neighborhood numbers of the kids in this neighborhood. If we provide lots of choices, you lose control of the security of the numbers because kids are moving fluidly throughout the district.

Pros

- Traditional approach
- Less impactful to teachers
- Less program change
- Grandfathering in a possibility
- Keep older students as mentors to younger

ISD 191 May 9, 2013 Initial Input Meeting reviewing original Yellow, Blue and Red examples

- All elementary school ages kids in a family go to same school at the same time
- More contiguous than what we currently have
- Neighborhood school
- PTO could remain the same - structurally
- Least amount of change as it relates to partnering schools - remain K-6
- 10% reduction in FRP for HV
- SO 73% to 63% reduction in FRP
- We are exploring boundary changes with the goal of providing equitable education
- Managed choice would be easier under this plan with a possibility of expansion within the cluster model
- Less staff changes
- Parents may be more receptive to a traditional boundary change model
- Less staff mobility
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Cons

- Longer grandfathering may need to happen
- The actual populations that are being moved are the lower SE status - is that ethical?
- Because it's traditional it may need to change again
- Less flexible than the K-3/4-6 options
- Least equitable option in regard to compensatory aid
- Harriet Bishop, Pond and Neill would be over capacity
- Sky Oaks under capacity but it may balance out by being able to better meet student needs
- Sky Oaks would lose some neighborhoods that have single family homes - impact on stability
- Less likely to have equal distribution of class sizes across buildings
- Magnet flow of students to Metcalf would be interrupted for some neighborhoods.
- This type of boundary change has been presented previously and was not well received by the parents

Discussion

- Neighborhoods 35/36
- Concerned about moving lower SE status families
- Impact on junior high population
- There need to be equity in which neighborhoods are moved (SE status)
- Is equity the only goal? If it is, this option doesn't work
- Want an equal opportunity for children throughout the district to work w/all kinds of students/peers - does this option do that?
- Look at school managed choice at the same time
- What are some other possible grade level configurations?
- What is the timeline for transitions to change boundaries?
- Would students be grandfathered in at a particular school?
- How will shifting of neighborhoods impact the junior highs that we (elementary) are feeding into?
- Does it improve equity of socioeconomic status?
- How will the boundary changes impact equity of staffing for non-classroom?
- How will it impact class sizes?

Red Option Overview

- Red Option-The combining of two different options.
- Make the boundaries make more sense (contiguous with a logical boundary shift) and a level change with K-3 / 4-6
- Aligning a couple of different philosophies

ISD 191 May 9, 2013 Initial Input Meeting reviewing original Yellow, Blue and Red examples

- Tried to make it along a natural border

Pros

- Utilizes natural boundaries combines with stable neighborhoods
- Vertical teaming is benefitted with the grade levels concentrated
- Balancing FRP is a positive
- More balanced enrollment with K-3/4-6 schools
- Similar age = similar age opportunities support teared towards K-3 and 4-6

Cons

- Parents would have multiple sites for those families (communication/family ability to participate)
- Outliers (Rahn & MWS) not coordinated w/other 8 schools
- Plan for magnet's increase not included
- With no older students, how do you handle safety patrols
- Lose benefit of being able to "buddy" w/other role models
- _____ @ K-3 school
- Two fundraisers
- Parents in two schools
- Why Rahn/MWS stay K-6, why not all K-3/\$-6??
- Splitting teachers up or having larger _____ making adult _____ a challenge
- Larger sections = less or possibility
- Parents would lose the right to drop off their students

Discussion Points Brought Forward

- Does #917 stay at Pond or does it move to another site?
- Focus/Magnet programs should be offered at VV, EN, SO, GP
- Does collaboration between teachers decrease w/larger teacher times?
- What happens to district focus/special education students as they change grade levels?
- As re taking into account our community members from various ethnic groups - how will we ensure there is communication/cultural support at all sites?
- Vertical collaboration between schools with themes/curriculum
- How does class size caps fit with these models
- How implemented? Timeline? Grandfather?
- Do we know where these 1000
- How or when will "1000" students come? All year or once? 100 a year for 10 years?
- Magnets

Summary

	Current				Blue 5/9/13(K-6 Boundary chg)				Blue 5/21/13(K-6 Boundary chg)			
	# Served	Comp	%	Capacity	# Served	Comp	%	Capacity	# Served	Comp	%	Capacity
EN	395	215	54.43%	83.16%	440	221	50.23%	92.63%	440	221	50.23%	92.63%
GP	436	201	46.10%	102.59%	443	176	39.73%	104.24%	415	173	41.69%	97.65%
HB	705	142	20.14%	112.80%	886	282	31.83%	141.76%	678	237	34.96%	108.48%
HV	607	392	64.58%	101.17%	576	319	55.38%	96.00%	607	340	56.01%	101.17%
MWS	465	185	39.78%	80.87%	531	264	49.72%	92.35%	531	264	49.72%	92.35%
R	444	182	40.99%	98.67%	511	219	42.86%	113.56%	511	219	42.86%	113.56%
ST	427	195	45.67%	94.89%	447	235	52.57%	99.33%	498	279	56.02%	110.67%
SO	651	478	73.43%	108.50%	418	302	72.25%	69.67%	523	284	54.30%	87.17%
VV	472	267	56.57%	104.89%	419	251	59.90%	93.11%	468	252	53.85%	104.00%
WB	581	207	35.63%	129.11%	512	195	38.09%	113.78%	512	195	38.09%	113.78%
	5183	2464	47.54%		5183	2464	47.54%		5183	2464	47.54%	
kids impacted								1160				1449

	Yellow 5/9/13				Red 5/9/13				Yellow 5/16/13			
	# Served	Comp	%	Capacity	# Served	Comp	%	Capacity	# Served	Comp	%	Capacity
EN & VV	867	482	55.59%	93.73%	880	518	58.86%	95.14%	867	482	55.59%	93.73%
GP & SO	1087	679	62.47%	106.05%	1000	569	56.90%	97.56%	1007	603	59.88%	98.24%
HB & HV	1312	534	40.70%	107.10%	1372	575	41.91%	112.00%	1312	534	40.70%	107.10%
ST & WB	1008	402	39.88%	112.00%	955	398	41.68%	106.11%	1021	441	43.19%	113.44%
MWS	465	185	39.78%	80.87%	465	185	39.78%	80.87%	465	185	39.78%	80.87%
R	444	182	40.99%	98.67%	511	219	42.86%	113.56%	511	219	42.86%	113.56%

Blue 5/21/13 - includes boundary adjustments keeping K-6 configuration.

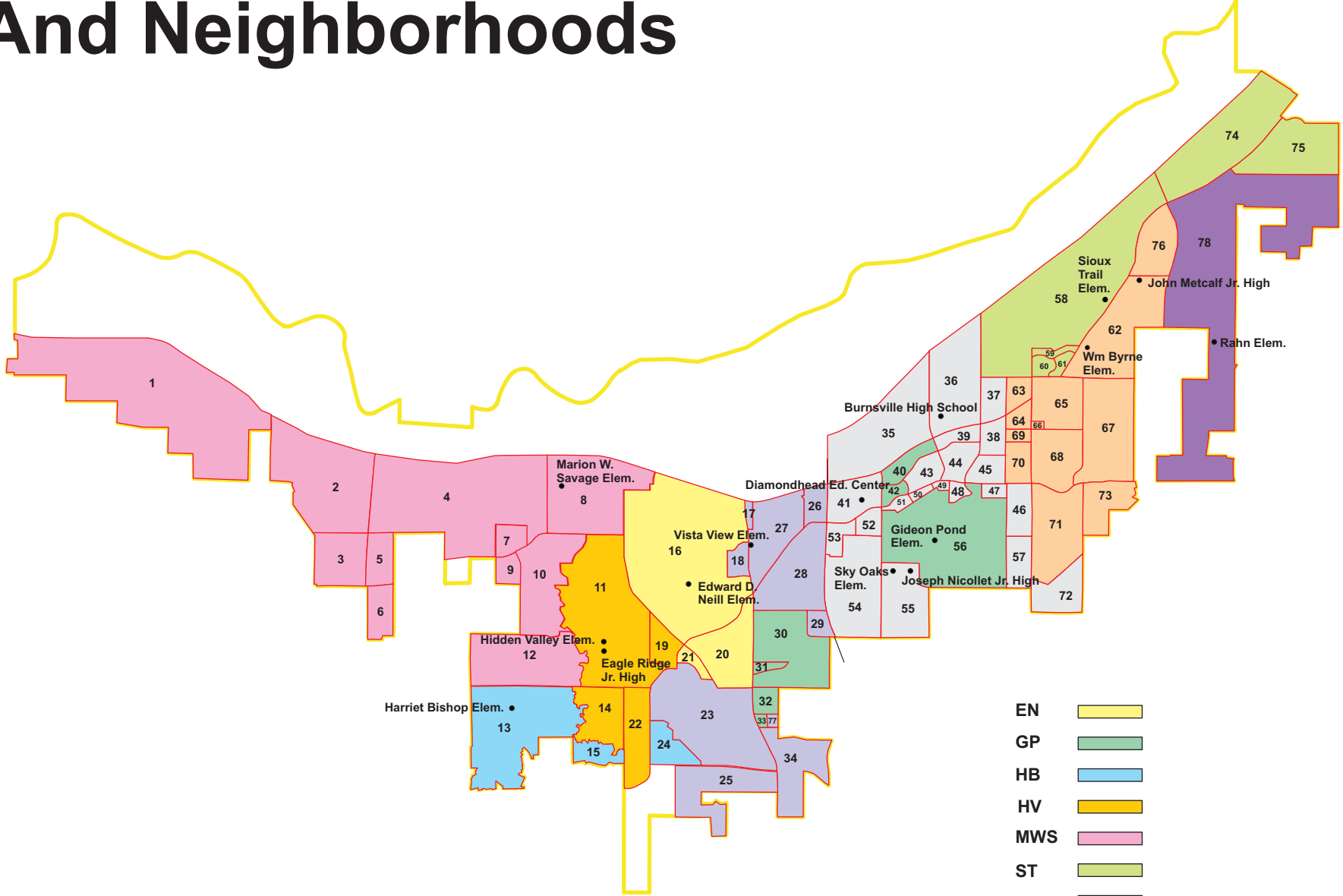
Yellow 5/16/13 - includes current boundaries with 5 neighborhood shifts between SO, ST and Rahn, reconfiguration of grades

Red 5/9/13 includes a combination of boundary changes and reconfiguration of grades.

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Burnsville Attendance Areas And Neighborhoods

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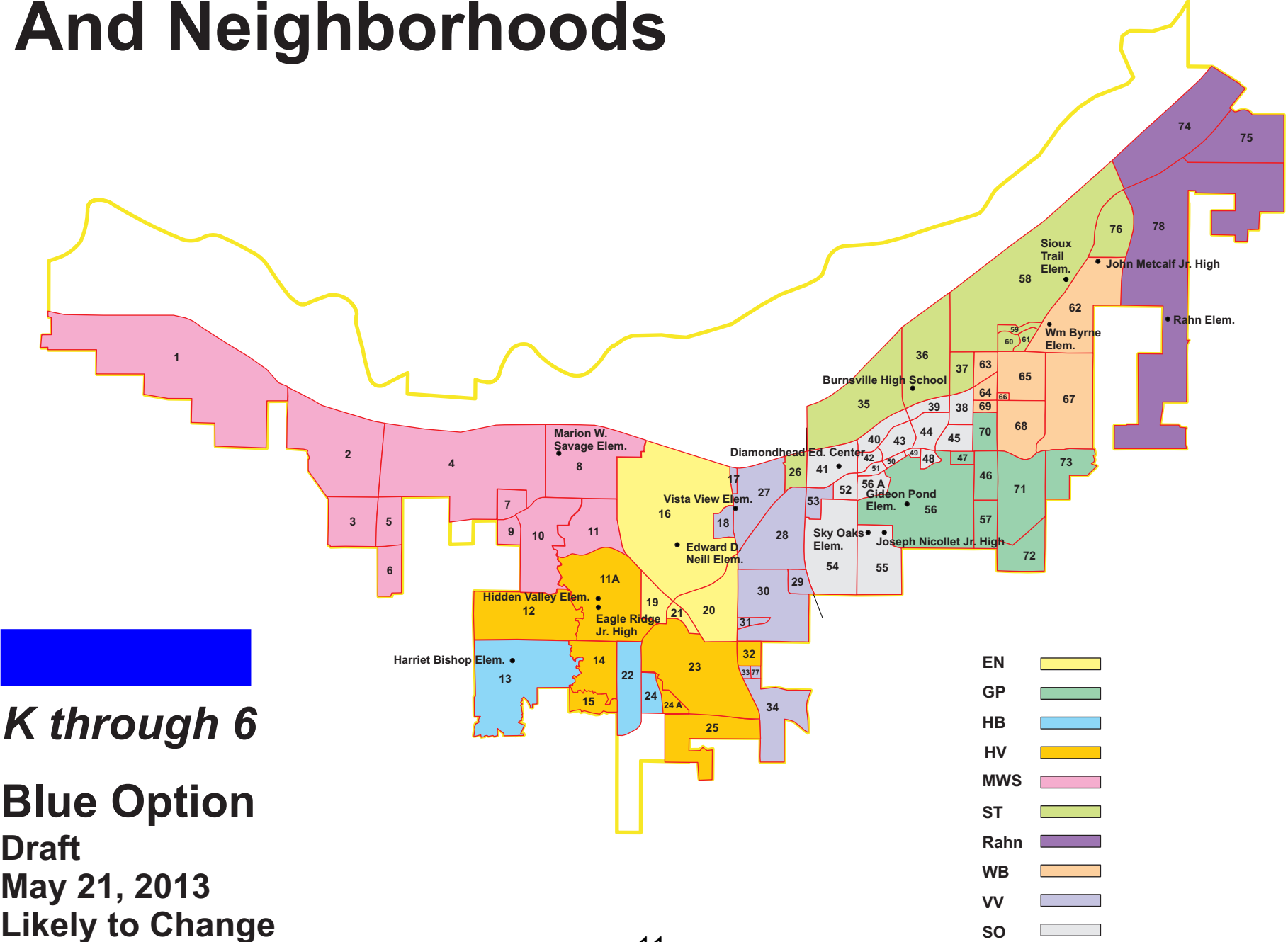


CURRENT configuration

- EN
- GP
- HB
- HV
- MWS
- ST
- Rahn
- WB
- VV
- SO

Burnsville Attendance Areas And Neighborhoods

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K through 6

Blue Option

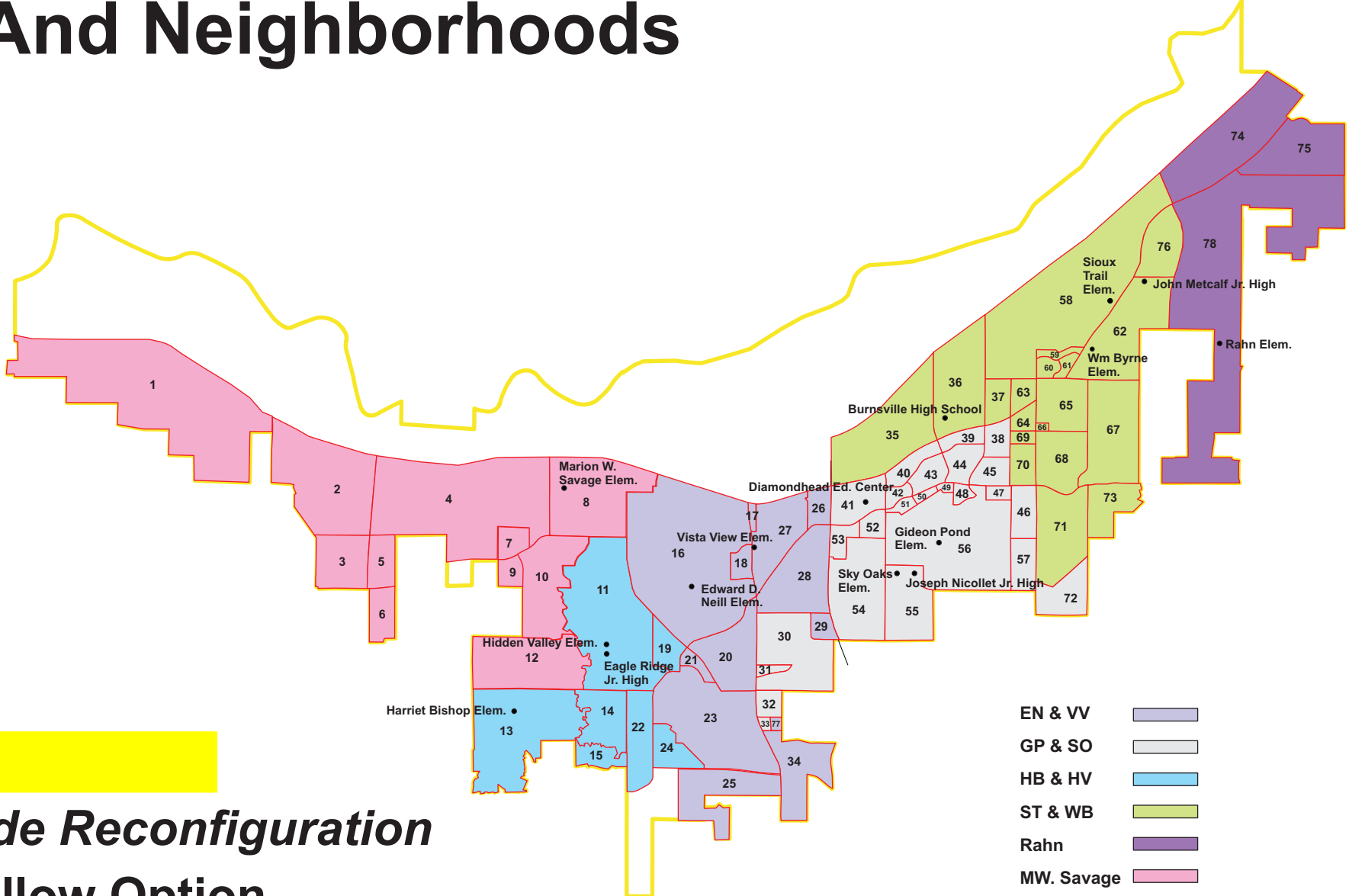
Draft

May 21, 2013

Likely to Change

Burnsville Attendance Areas And Neighborhoods

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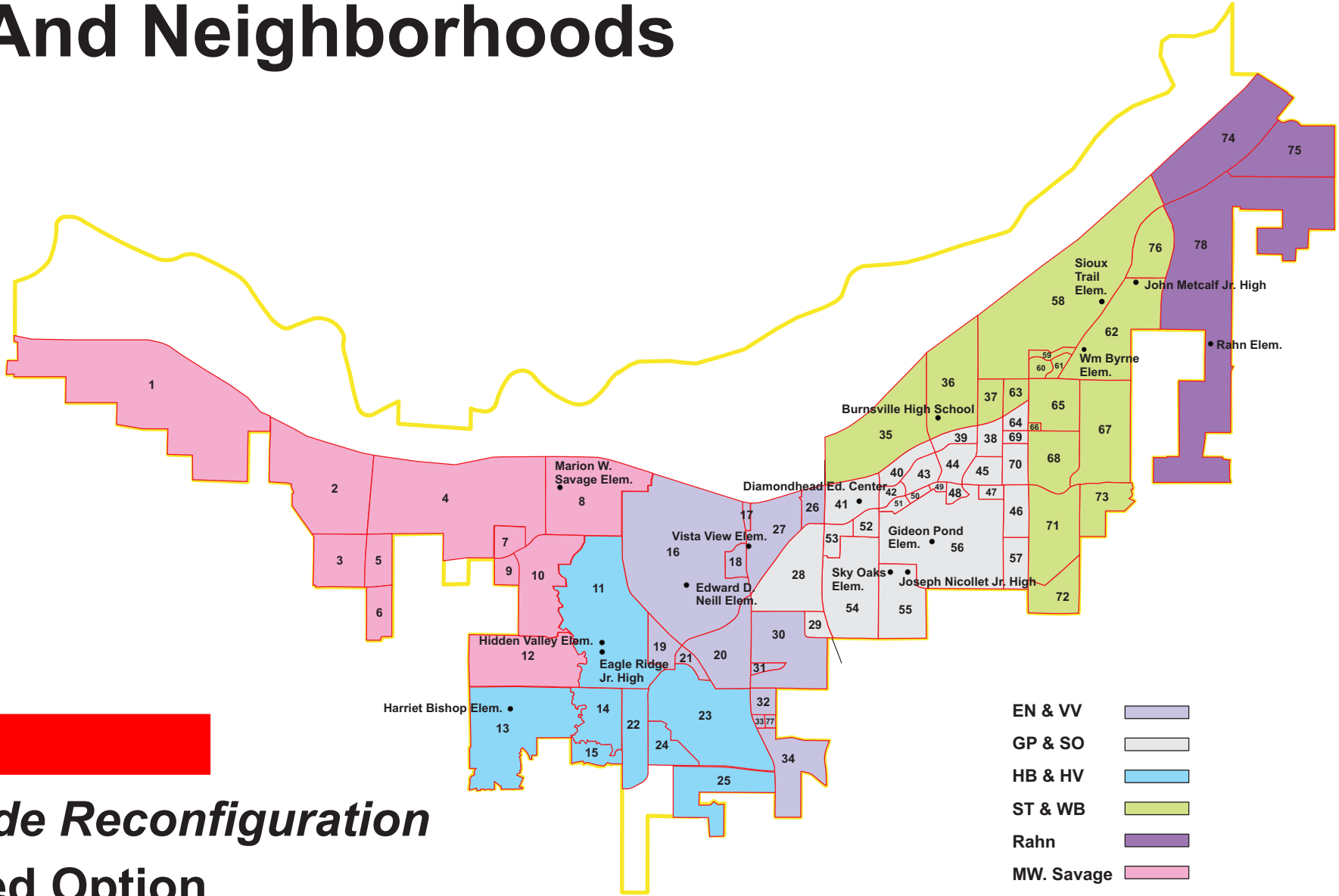


Grade Reconfiguration
Yellow Option

Draft
May 16, 2013
Likely to Change

Burnsville Attendance Areas And Neighborhoods

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Grade Reconfiguration

Red Option

Draft
May 9, 2013
Likely to Change

Boundary Input Meetings - May 23, 2013

Things to Consider		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • Transition period was necessary • HB would be below district average • Sky Oaks would be under utilized • 4 schools would be over capacity • Seems like a lot of the schools are at the upper end of the +10 range • The other options seem to be lower overall • Seems like a lot of schools over 100% capacity. Can they truly handle that many students? • Rahn and WB schools are overloaded at 113% OUCH! • 6 schools are over 100% capacity • HV high 56% and HB 34% - disparity 22% • The magnets and GP have the lowest FRL • Kids are pulled out of a school they are already invested in • Dakota Station area moves from SO to ST...farther away. SO or GP makes more sense. • To allow for future flexibility with demographics: still have neighborhood school but allow parents to rank the other 2 closest schools in preference if necessary to attend another school to help demographics. Still keeps as close as possible. • Please still allow variances. • Would parents still be able to get variances or to open enroll? 	<ul style="list-style-type: none"> • No mentoring • Kids in different schools • Magnets - training teachers • 3 schools out of 10 are really over capacity 113.56% • GP minus and SO is unacceptable 59.88% is too much FRL • Primary levels wouldn't have older students around for mentoring - child care etc. • What other districts around us are doing this? What is working for them? 	<ul style="list-style-type: none"> • What other districts around us are doing this? What is working for them? • ? Consideration of kindergarten centers at MWS and Rahn? • EN, VV, GP and SO seem too high

Boundary Input Meetings - May 23, 2013

Challenges		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • Some are over 100% capacity in this option and the population is projected to increase • Push back from neighbors effected - mainly HB • What happens with transient population? • Kids who are established at a school would need to change schools • If schools need to be changed lose parent support (i.e. PTO involvement for that school) • Siblings at different schools • Does not have flexibility for future demographic changes • Grandfather in for current students to stay in current school through entire elementary? • HB is still very disparate (low) and 6 of 10 are over 100% capacity. • Harriet Bishop and Byrne are very low in terms of FRL populations and once variance students are input, those disparities will grow. 	<ul style="list-style-type: none"> • Could increase transportation costs • How would it affect things like patrols, big buddies, etc. • Still have SO/GP outlier • Siblings at different schools - stretch parents' time & resources • Lose big buddies for kindergarteners • Siblings at 2 different schools - logistics for working parents who don't bus but drive to PK program. • A lot of transitions to new buildings, etc. • Probably more kids having to bus because of distances. • Increase amount of stress on parents double everything (if students in 2 buildings) • Staff adjustment, loss of upper grade students as patrols, buddies. • Splits most schools into k-3 / 4-6 *more difficult logistics for family life - 2 bldgs for conf, pick-up *lose leadership roles/mentors/buddies between grade levels. Is this best for our kids? • Not all schools are the same configuration (8 are K-3 / 4-6 2 are K-6) • Major staff turnover necessary • Families go to two different elementariness if they have a 1st and 4th grader • K classrooms - some will be too small / need to be changed? • Unfamiliar with grade 	<ul style="list-style-type: none"> • Try to bring down so GP FRL % to more evenly match the other schools % • Lose big buddies for kindergarteners • Siblings at 2 different schools - logistics for working parents who don't bus but drive to PK program. • A lot of transitions to new buildings, etc. • Probably more kids having to bus because of distances. • Increase amount of stress on parents double everything (if students in 2 buildings) • Staff adjustment loss of upper grade students as patrols, buddies. • Splits most schools into K-3 / 4-6 *more difficult logistics for family life - 2 bldgs for conf, pick-up *lose leadership roles/mentors/buddies between grade levels. Is this best for our kids? • Not all schools are the same configuration (8 are K-3 / 4-6 2 are K-6) • Major staff turnover necessary • Families go to two different elementariness if they have a 1st and 4th grader • K classrooms - some will be too small / need to be changed? • Unfamiliar with grade reconfiguration • Is there data/experience from other districts? • Rahn & MWS would still be K-6 so transition to junior high for those students

Boundary Input Meetings - May 23, 2013

	<p>reconfiguration</p> <ul style="list-style-type: none"> • Is there data/experience from other districts? • Seems like busing nightmare! • Not a fan of K-3 then a 4-6 school. Kids have to switch schools 2X in elementary school • Parents have to split time at schools • SO/GP is the highest % of FR lunch again. • Magnets • Teacher training • Bullying issues • Magnets - more teacher/staff training. Spreading the program across two schools. • Rahn & MWS would still be K-6 so transition to junior high for those students would be more unfamiliar as the paired schools would have larger friend groups. • Coordinating siblings at different sites... creative scheduling could help, such as different calendars for conferences. • Financial cost to reconfigure classrooms (i.e. kindergarten) 	<p>would be more unfamiliar as the paired schools would have larger friend groups.</p> <ul style="list-style-type: none"> • Coordinating siblings at different sites... creative scheduling could help, such as different calendars for conferences. • Financial cost to reconfigure classrooms (i.e. kindergarten)
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Boundary Input Meetings - May 23, 2013

<i>Positives</i>		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • Changes boundaries for free and reduced lunches • Keeps the schools mostly the same • Older kids in the same building to mentor, walk to school with, etc. • More equal #'s at schools • Kids are closer to neighborhood school • Maintains a K-6 structure • Makes % compensatory in range for most schools • Geographically makes more sense • Traditional approach - may be easier to accept • 9/10 schools with 10% range • Keeps all schools K-6 • Keeps neighborhood schools • Does not rely on magnets - too many starts to seem like a gimmick • Does not create the budget/logistics issues of "school choice" pick school on your side of 35W • Keeps K-6 things like buddies for kindergarteners • Keeps elementary schools K-6 in one building • Reduces Sky Oaks student body to 523 and FR lunch from 73.43% down to 54.30% • Schools % more equaled out • More continuous (not fully, but closer) • Closer to a range across the board • Specific to VV - neighborhood 26 would not have to walk to VV, but 	<ul style="list-style-type: none"> • Kids are closer in age so more resources to focus on same age groups. • Address some FRL students • Class size would change for the better • Better sound peers • More training for teachers • I love the fact that upper elementary would have access to jr high staff and resources. • STEM magnet can finally accept families interested in the program. • Kids get to know a broader range of students • Even though there is an outlier for both yellow and red, but it is closer to the 47.54% than the blue option. • Does get compensatory % w/in range for most schools • Pena/SO are not in range • All kids are around same age - i.e. fewer big kid bullies? • Like the possibility of 6th graders doing a class at jr high, but gifted group can help accommodate that • More teachers at same level to share ideas. • Love Rob's idea of 2 STEMS, 2 GT, and 2 Fine Arts • Hidden Valley really is so much better than current reality • Larger attendance boundary would absorb changes over time (demographically) better than blue plan. • Like the staffing possibilities and opportunity for grouping by ability or need that is 	<ul style="list-style-type: none"> • Boundary changes make a bit more sense • Brings SOLGP % FRL down a bit (but still higher than most) • I love the fact that upper elementary would have access to jr high staff and resources. • Pena/SO are not in range • All kids are around same age - i.e. fewer big kid bullies? • Like the possibility of 6th graders doing a class at jr high, but gifted group can help accommodate that • More teachers at same level to share ideas. • Larger attendance boundary would absorb changes over time (demographically) better than blue plan. • Like the staffing possibilities and opportunity for grouping by ability or need that is afforded by larger population of a single grade. • Transition to junior high would be easier for combined schools. • Staff could focus on prim - intervention, beh, etc. Same for a 4-6 center. • Not having kindergarteners with 6th grader would be better. • I like the potential of 6th grade using jr. high facility. • You could also expand offerings with jr. high science rooms/ tech ed. rooms/etc. dedicated art rooms. • More activity opportunity for older kids?

Boundary Input Meetings - May 23, 2013

<p>would be bused to ST</p> <ul style="list-style-type: none"> • Keeps K-6 • Most schools within 10% 	<p>afforded by larger population of a single grade.</p> <ul style="list-style-type: none"> • Transition to junior high would be easier for combined schools. • Staff could focus on prim - intervention, beh, etc. Same for a 4-6 center. • I like the idea. It keeps the kids together - neighborhoods - school. Moving the kids as a group. • Not having kindergarteners with 6th grader would be better. • I like the potential of 6th grade using jr. high facility. • You could also expand offerings with jr. high science rooms/ tech ed. rooms/etc. dedicated art rooms. • More activity opportunity for older kids? • Geographically more concentrated (red better). • Larger combined bands, choirs • Get to know more friends you would be in junior high with. • 6th could get instruction (advanced) at jr. high 	<ul style="list-style-type: none"> • Geographically more concentrated (red better). • Larger combined bands, choirs • Get to know more friends you would be in junior high with. • 6th could get instruction (advanced) at jr. high
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Boundary Input Meetings - May 28, 2013

Things to Consider		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • Show the budgetary impact to each school and the district as a whole. Possibly include which funds are restricted or unrestricted. • It would be helpful on the charts to have them also show the change amount between the original and new numbers. • Build other magnet programs (we want more schools to be magnets) • Make HB more neighborhood school by moving 22 & 24 to HV and 14 & 18 to HB (I realizes this may throw off %'s but it gets to a more neighborhood feel) • Same thing w/VV move 34 to HV and others to VV • Change school grades from K-5 elementary, 6-8 jr high and 9-12 HS • Does not address total capacity issues at some schools, especially Rahn, Sioux Trail, and William Byrne. 	<ul style="list-style-type: none"> • Hard to "marry" magnet programs. Not all parents want magnet schools. • Request each principal email all parents again Wed. • Have you explored increasing magnet school's current boundary? • What does research say about K-3 and 4-6? • Is this the best? • What are other districts doing? Eden Prairie, New Ulm, Richfield, Bloomington, Lakeville and ISD 196? • Incomplete without mirrored magnet themes, which are essential to attract families which keep comp% stable. • Show the budgetary impact to each school and the district as a whole. Possibly include which funds are restricted or unrestricted. • It would be helpful on the charts to have them also show the change amount between the original and new numbers. • Plans do not address building capacities. • Would larger student enrollments mean larger class sizes? • More class sections make it harder for students to know all their grade-level peers. • Transportation costs? • How does this fit into a global plan, especially if the district moves to middle school model (grades 6-8) and adds 9th grade to the high school? • Please elaborate more on 	<ul style="list-style-type: none"> • Incomplete without mirrored magnet themes, which are essential to attract families which keep comp% stable. • School communities are ideal at 300 students. When schools get too large this can be a NEGATIVE. • Show the budgetary impact to each school and the district as a whole. Possibly include which funds are restricted or unrestricted. • It would be helpful on the charts to have them also show the change amount between the original and new numbers. • Shift 12 from MWS to HB or something similar to increase capacity of MWS. • Shift one or more from Rahn to ST/MWS to get Rahn % under 110%. • Within the ST & WB area I think distance should play a part (all areas of each school) for busing distances. Example districts 35+36+72 would be closer to GP/SO area. I agree with redistricting but distances should play and factor too. • Is it possible to reduce class sizes across district to make schools more appealing to those sending kids outside the district? • Plans do not address building capacities. • Would larger student enrollments mean larger class sizes? • More class sections make it harder for students to know

Boundary Input Meetings - May 28, 2013

	<p>the grandfathering for older students.</p> <ul style="list-style-type: none"> • I strongly urge you to solve the issue at the school level where the problem resides and leave the other schools out of the equation. 	<p>all their grade-level peers.</p> <ul style="list-style-type: none"> • Transportation costs? • How does this fit into a global plan, especially if the district moves to middle school model (grades 6-8) and adds 9th grade to the high school? • Please elaborate more on the grandfathering for older students. • I strongly urge you to solve the issue at the school level where the problem resides and leave the other schools out of the equation.
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Boundary Input Meetings - May 28, 2013

Challenges		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • GP surrounded by Sky Oaks • Many schools still over 100% capacity. Class sizes of 27+ in elementary are not okay. • HB is off variance for "comp" students. Perhaps due to # of students from outside district. • The percentages still need tweaking. Harriet Bishop is too low. Can't it be better? • Goals of magnet has not been addressed. • 2 schools are high capacity R and WB • What happens to resident students who are part of a magnet and want to remain part of the magnet but are in a new boundary? • Does nothing to bring attractive enrichment to non-magnet schools. • HB & HV districts still intertwine • Schools still at >100% cap 	<ul style="list-style-type: none"> • Several schools over 110% capacity • Busing would be needed for more kids = more \$ • Excludes 2 elementary schools • Splits families across schools • May not be attractive to people moving or possibly moving into the district • Don't like combining schools and having the grades separated out. I want my daughter to remain in her neighborhood school. • Safety patrols, disability kids, conferences, activities, kids not being able to get to know the teachers if school is split • I prefer K-6 schools. I like the opportunity for the younger kids to interact with older kids. Safety patrols, reading buddies, care club, band concerts are all things both older and younger kids enjoy sharing. • GP & SO still too high, school patrols? • Rahn & MWS left out, PTO's disconnect with no older children to look up to, what do we do about children who are too young to be at home by themselves if older siblings at diff. • How do we keep the closeness? • How do parents get to two schools for events? • What do we do about walkers/busers with students in families split up? • Would pair school marry the 	<ul style="list-style-type: none"> • Too many sections of each grade. • Rahn & MWS left out • Combining schools means more kids in magnets and STEM Schools - not all kids need this. • People may choose to not move into the district. • What do we do about PTO events? • What do we do with taking two kids in a family and splitting them into one walker and one buser? • As for the magnets, have costs for teacher training and transportation been considered and are they worth it? WB - STEM teachers are well trained! • Students have to make more transitions to new schools. Transitions can cause drops in transitions. • This can separate siblings. Many older siblings (4-6 grades) care for younger siblings (K-3 grades) • Parent involvement - struggles with conferences scheduling, PTO, school fundraiser, school functions. • School configurations are not consistent throughout the district. • Splits families across schools - hard for conferences, loss of school pride to continue over 7 years • Bussing for more students = more \$ • Excludes 2 elementary schools • 2 students in 2 different

Boundary Input Meetings - May 28, 2013

	<p>magnet?</p> <ul style="list-style-type: none"> • When we are looking at splitting schools (K-3) (4-5) student on antistic spectrum would be highly disruptive • PTOs shared • Volunteers split between 2 schools • Bussing • GP and SO is 60% FRL - unacceptable. • How do we address students w/disabilities and chg the grade level. I believe students with physical and cognitive disabilities are clustered by school. • Bussing - could bussing be a possibility for more magnets? • Magnet programs? MWS still at 80.87% • There will be more school transitions for kids • Transitions - drop in achievement difficult to get back • School configurations are not consistent throughout the district. • PD for teachers. 2 schools K-6 and 8 schools - split. • This will separate older from younger siblings. Some of these siblings care for younger siblings before and after school. • Parent involvement will be more of a struggle with 2 schools. Conferences and school functions would be a struggle. • Lose community/family feel with kids at different schools. • Needing to manage two different schools for many 	<p>schools - both parents work and older kid watches younger sibling.</p>
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Boundary Input Meetings - May 28, 2013

	<p>families since most families have kids 2-3 years apart.</p> <ul style="list-style-type: none">• Impact on the kids with increased transitions• Don't want to mix magnet school with standard school• Financial hardship on families with increased before/after programs.• The older kids not being able to be mentors to the younger kids (i.e. reading buddies, school patrol, etc.)	
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Boundary Input Meetings - May 28, 2013

<i>Positives</i>		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • K-6 schools • Keeps neighborhood schools • Visually makes more sense - more geographic • Evens out school capacity • Keeps students K-6 • Keeps neighborhoods by the neighborhood school • Stays K-6 • Helps to correct the percentages • Offers relief to the schools struggling with concentrated poverty. • Most boundaries more contiguous. • Free and reduced percentages all within or below the 10% goal. • Neighborhood schools = strong community • Keep K-6 in one school • Neighborhood schools • K-6 configuration • Less transitions between buildings • Balances capacity • Balances free reduced lunch rations • Makes compensatory % more fairly distributed • Makes neighborhoods more cohesive around their school 	<ul style="list-style-type: none"> • More options within grades for specialized teaching/groups • Evens out "comp" percentages. • Do not see any at this time • ESL • Still can stay in neighborhoods • Fairly distributes comp% with the exception of SO, so must tweak • Good option. Seems to meet most of the requirements • Like the 2 school options • Transition made easier because community moves together. • Percentages are better • Large teacher pools of each grade - great resource of ideas to share amongst teachers. • K-3 school allows concentration of programs (like ESL) that are more effective at an early age. • None! (in my opinion) How is this working in other districts? 	<ul style="list-style-type: none"> • The most equitable plan • Seems to meet most all objectives the best • Only miss the % by 1% for the EN & VV schools • Like the two schools! • Fairly distributes comp% with the exception of SO, so must tweak • Transition made easier because community moves together. • Percentages seem most equitable • Teachers can share ideas and can even out class sizes.

Boundary Input Meetings - May 29, 2013

Things to Consider		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • I would be all for school choice. • You cannot create utopia by redistricting. Inequalities will always remain. How do we focus on mission and vision rather than just talk about equitable allocation? • Don't quit the magnets. • What about making 2 schools 5-6 and the others K-4? • Consider allowing kids to stay in their current school and make the change with new residence or kids coming into K (grandfather). • Are housing developments that are in the works (e.g. Dan Patch Trail and houses going in south of Savage sports dome) being taken into consideration when projected enrollments are calculated? • The publicity about this is causing confusion and apprehension from developers in our city. • Let families/children "age out" or offer voluntary switch. • Only changing boundaries without pairing school populations makes SES makeup volatile to quick increased. Boundary changes would need frequent adjustments. • I don't like 22/24 going to HB but not 14/15. Don't split. Either 14/15 should ALSO go to HB or just 14/15 go to HB and 22/24 go to HV. Please don't base it only of free 	<ul style="list-style-type: none"> • What about making MWS & Rahn pre-k & kindergarten centers vs. stand alone K-6 schools? • Does the public understand that the status quo cannot continue and be the best way to meet the needs of kids? There will be a change... • What happened to expanding / duplicating magnet schools across the district? • Place documents in Somali and Spanish, as well. • How will changing boundaries with option yellow and red be effected in the future if 9th grade does move up to the H.S. and 6th grade to jr high? Is it worth it to make this change now just to have to re-evaluate in a few years? • Will busing work? Not to all that is great if special programs extended to almost all schools but will busing provided to all elementary kids? • In bldgs of K-3 grades, how will "patrols" work? • It appears the yellow plan would case portion of the district and alleviate high % but not necessarily is the area of capacity. • Do we build additions onto existing buildings? • Appears very favorable because the paring is in helping with vicinity. • Please consider that older siblings babysit younger 	<ul style="list-style-type: none"> • Splitting K-6 removes (peer) role models from daily contact • What about making MWS & Rahn pre-k & kindergarten centers vs. stand alone K-6 schools? • Not fans of grade reconfigure. MW and Rahn kids would be stronger. • If K-3, 4-6 option is considered would magnet be at both sites? i.e. HB/HV gifted and then move to ERJH gifted or ST/WB Stem moving toward Metcalf • If Sky Oaks is 4-6, it is a bigger school than Pond and has more classes. K-3 has lower class sizes and needs more classrooms because of that. It would need to be K-3 at SO but that does not work with the jr. high extension. • What do we do about K classrooms and the sizes?

Boundary Input Meetings - May 29, 2013

<p>lunch #.</p> <ul style="list-style-type: none"> • When 719 sees a development coming they assign the whole development in specific school. Board 191 needs to meet with Savage City Council. • Challenging to comment at this point not exactly knowing the exact streets included in the boundaries. However, I see blue as appealing for me however my challenge ever since is BUSING. Will 191 ever offer option to pay for BUS service (because it is frustrating?) • We need to have further meetings where there are translators for Spanish and Somali members. • Whichever option is chosen, I think that a long enough transition period needs to be implemented so variance students WILL NOT be forced to change schools until they're through with elementary at the variance school. It's not fair to families who were eager and excited about the magnet options, enrolled / jumped on board and now this change! I know a lot of the magnet schools stopped taking K students. So, I think a reasonable transition period is 4 or 5 years to phase the variance students through the magnet schools. 	<p>siblings after school.</p> <ul style="list-style-type: none"> • Not fans of grade reconfigure. MW and Rahn kids would be stronger. • If K-3, 4-6 option is considered would magnet be at both sites? i.e. HB/HV gifted and then move to ERJH gifted or ST/WB Stem moving toward Metcalf. • Switching to paired buildings needs to be for ACADEMIC reasons • Please don't just fix boundaries on paper. Fix academic opportunity disparity between bldgs. • I'm not a teacher but does the reconfiguration option work well for teachers? • Where are we at with getting 9th grade into the HS? Needs to happen. • Where is the projected bump in population of 1,000 coming from? (What city?) • Why are there no K-5 options shown? • If Sky Oaks is 4-6, it is a bigger school than Pond and has more classes. K-3 has lower class sizes and needs more classrooms because of that. It would need to be K-3 at SO but that does not work with the jr. high extension. • What do we do about K classrooms and the sizes? 	
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Boundary Input Meetings - May 29, 2013

Challenges		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • Not enough of a fix to FRL% • Keep K-6, 1-3 or 4-6 will be difficult on families • Equal amount of low income among all schools • Remove magnets! • Still jumping neighborhoods too much, Sky Oaks increase in apartment census. My kids would like some friends they can keep.. My ADHD kid has less opportunity-where is the best education for her? • This doesn't address the underlying issues of the district. I fear we would have just end up back here having this discussion 5 years down the road but with different building(s) experiencing the disparate percentages. • Why do I live in a Burnsville neighborhood next to Sky Oaks but only 1 out of 10 kids go to that school because opportunities are elsewhere but I pay the same taxes? • Why can't my kid play the violin at Sky Oaks or GP? • Why does Sky Oaks' maps always have the largest groups of apartments? • Why do schools have to be racially separated in Burnsville, aren't we passed that? Sky Oaks 80% minority and Rahn 10% minority. • Why is Sky Oaks the poverty school? Why do some schools get more science and math and some don't but end up in the same high school? 	<ul style="list-style-type: none"> • Too few years in one building • Capacity 3 groups close or over 110% • 2 schools K-6 difficult for PD • More transitions - drop in achievement with transitions. Don't always make up the difference. • Parent involvement at two PTO's • K-3 & 4-6 buildings make for too many transitions at such a young age • Too many school transitions for younger students • Not in favor because of the difficulties to make it work. • "Can't own" a school by a family • I can't volunteer at the school • I can't do conferences at the school • No 5th grade buddies • No kindergarten patrols • Re-do all the libraries? • 2 stand alone K-6 bldgs every other bldg major changes. • Child care issues • All kids need to move up to older schools at same time, Jr. High big social change • Patrols #1 goal of elementary kids • Adult patrol in K-3? - \$ • More bussing K-3? - \$ • Families have to juggle multiple buildings. (Volunteering, etc.) at a child's age(s) when parents are typically the most involved. • Messes up PTO 	<ul style="list-style-type: none"> • Too few years in one building • More transitions - drop in achievement with transitions. Don't always make up the difference. • Parent involvement at two PTO's • K-3 & 4-6 buildings make for too many transitions at such a young age • Too many school transitions for younger students • Families have to juggle multiple buildings. (Volunteering, etc.) at a child's age(s) when parents are typically the most involved. • Messes up PTO • Student groups divided • This option makes it difficult on families with more than one child (which is probably most families in the district). My guess is that this would drive more ISD 191 parents to enroll their children in other districts. The more parents who open enroll elsewhere, the higher the percentages of FRL students in the district – assuming that parents who are more involved in their children's education are more likely to be higher income. This will snowball. The best way to retain the district's students is to have as many magnets as possible within K-6 elementary schools. We would not have removed our children from Sky Oaks if they hadn't eliminated the

Boundary Input Meetings - May 29, 2013

<ul style="list-style-type: none"> • Does not solve the FRP% disparity (@HB) • Does not solve the capacity issue. • I want to see the capacity of the schools (each) to NOT be over 105% +/- 2.5% from that a couple schools are at 92%, one @ 87% two at 113% and a 108% & a 111% this is too much variance – Work harder at evening this 	<ul style="list-style-type: none"> • Student groups divided • This option makes it difficult on families with more than one child (which is probably most families in the district). My guess is that this would drive more ISD 191 parents to enroll their children in other districts. The more parents who open enroll elsewhere, the higher the percentages of FRL students in the district – assuming that parents who are more involved in their children’s education are more likely to be higher income. This will snowball. The best way to retain the district’s students is to have as many magnets as possible within K-6 elementary schools. We would not have removed our children from Sky Oaks if they hadn’t eliminated the seekers program and other enrichment opportunities. We were told by our son’s kindergarten teacher and 1st grade teacher (both at Sky Oaks) that he was not being challenged at Sky Oaks and was not likely to be changed there in the future. • No older students to “mentor” – patrols, big buddies, general examples around school • PD w/K-6 & K-3 & 4-6 very challenging for specialists and having district wide PD • Families with kids at MANY schools – a lot of navigation for ESL families. • Not effective unless magnet expansion is part and parcel • Families with several young 	<p>seekers program and other enrichment opportunities. We were told by our son’s kindergarten teacher and 1st grade teacher (both at Sky Oaks) that he was not being challenged at Sky Oaks and was not likely to be changed there in the future.</p> <ul style="list-style-type: none"> • Not effective unless magnet expansion is part and parcel • Families with several young kids would/could be separated putting stress on parents to make sure walkers are able to get to school safely without a sibling attending the same school. • Families that have moved to this area to be in a specific school may not end up going to that school. • I wonder who will move/open enroll out of our district because we have chosen to split up our schools. • All kids need to change into above schools together. No K-6 in some schools and not others – integrating big social group in jr high • Patrols is #1 goal of most elementary school kids • \$ for patrols lower grade schools? \$ more bussing? • I am from Hidden Valley). I am afraid my child may not be welcome at HB because I have heard from some that “we don’t want those people.” • Confusion about why FRL matters – want to bring lunch from home to make
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	<p>kids would/could be separated putting stress on parents to make sure walkers are able to get to school safely without a sibling attending the same school.</p> <ul style="list-style-type: none"> • Families that have moved to this area to be in a specific school may not end up going to that school. • I wonder who will move/open enroll out of our district because we have chosen to split up our schools. • Add'l cost of reconfigure /remodel , equip, move • K-3 walkers may not be ok walking to school w/out older siblings. More carpoolers – more congestion in already crazy parking lots! • Crossing guards? Staff would maybe get stuck with that job daily. • Safety concerns! • School patrols / crossing guards – who would do that? 	<p>them stay at school</p> <ul style="list-style-type: none"> • GP, EN, SC, and VV lose out because they aren't part of a STEM or GI magnet. • Add'l cost of reconfigure /remodel , equip, move • K-3 walkers may not be ok walking to school w/out older siblings. More carpoolers – more congestion in already crazy parking lots! • Crossing guards? Staff would maybe get stuck with that job daily. • Safety concerns! • No older students to “mentor” patrols, big buddies, general examples • PD w/K-6 & K-3 & 4-6 challenging for specialists and district PD • Families w/kids @ 4 different schools a lot of navigation for ESL families. • Convenience of close line boundaries • A family can't “own” a school, which creates caring and taking care of a school • What about special education? • School patrols / crossing guards – who would does that? • Too many transitions for kids/parents and staff. Sometimes it takes over three years to learn how a school works, make friends, get to know staff, etc. • Please consider that older siblings babysit younger siblings after school. • Nowhere do these plans show the projected financial impacts between blue /
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Boundary Input Meetings - May 29, 2013

		yellow / red and current. Show the financials.
Positives		
Blue Option	Yellow Option	Red Option
<ul style="list-style-type: none"> • In favor of this option because it created a sense of belonging for elementary years. • K-6 gives opportunity for older kids to reach/mentor younger kids – i.e. book buddies, bus patrol, bus buddies, etc. • Familiar routine for families – keeps young kids in school. • Keep it K-6 • Retain space for magnet • 1 school remains out of the 10% margin. It's better to have HB @ 35% rather than the red and yellow options which are over 10%. • Good for transportation • Same family going through the same school. • Volunteering parents cannot split themselves. • Like keeping K-6 in all schools or K-5 • Fewer changes for students for teachers. • Building on what is already successful. Doesn't divide families into more buildings. 	<ul style="list-style-type: none"> • Easier to get more kids into magnets • HV would have less poverty (41.91%) • Keep families and neighborhoods that schools have created relationships with • Neighborhoods stay together • I prefer yellow option or plan • Share staff resources, programs, and profession development • Wouldn't need to change boundaries so often as blue option • It seems like a lot of change but at least it would create potential programmatic changes that could be exciting AND would create better equity. • Larger numbers at elementary schools could accommodate fluctuations better than current or blue models. • Looking over many years, both the red and yellow allows stable free/reduced lunch percentages; reduced behavior issues and special magnet programming for all. 	<ul style="list-style-type: none"> • Best fix for FRL% • Natural boundaries - makes sense. • Large pooled students stabilize the SES changes caused by families moving in and out • Wouldn't need to change boundaries so often as blue option • The pairings would bring better educational balance to junior highs • This is my favorite option but ONLY if there is an increase in the magnet schools • Provides less disruption if done at the same time. • It seems like a lot of change but at least it would create potential programmatic changes that could be exciting AND would create better equity. • We at HV could be part of the gifted and talented magnet • More clear boundaries than on yellow • Looking over many years, both the red and yellow allows stable free/reduced lunch percentages; reduced behavior issues and special magnet programming for all. • Larger numbers at elementary schools could accommodate fluctuations better than current or blue models.

5/23/2013

Which of the two concepts aligns best with our mission?

K-6

Reconfiguration

This will assist Design Team to focus energy.

This information is intended as part of the input process only.

Poll Recap / Boundary Input Meetings

5/23/2013 Poll

K-6	Reconfigure	n/a	Comments on K-6 ballots	Comments on Reconfigure ballots
8	7		<p>Either option is fine</p> <p>Need more input in how it (Reconfiguration) will affect things logistically</p> <p>W/boundary adjustments</p> <p>Reconfiguration - red over yellow (want more info) like the nat. boundaries esp. if we are going to look at reg. Drop off yellow - look at blue and red.</p>	<p>Either option is fine</p> <p>I think it's crucial to take a long look at middle school (6-8 or even 5-8)</p> <p>However, do not want to see EN, VV, GP, SO with high FRL</p>

5/28/2013 Poll

K-6	Reconfigure	Undecided	Comments on K-6 ballots	Comments on Reconfigure ballots
11.5	5.5	2	<p>Neither</p> <p>I am not happy with HV and ST FRL % however</p> <p>I would like to do more research/thinking on these concepts</p> <p>I feel very strongly about this</p>	None

5/29/2013 Poll

K-6	Reconfigure	n/a	Comments on K-6 ballots	Comments on Reconfigure ballots
26.5	14.5		<p>Either</p> <p>I don't see how reconfiguring does enough to positively impact what the board needs to decide.</p>	Either

Poll Totals from May 2013

K-6	Reconfigure	Undecided
46	27	2

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Policy 509.1 Attendance Center Boundaries

I. PURPOSE

Attendance boundaries are established to maximize efficient use of existing district facilities, avoid crowded conditions and avoid socioeconomically and/or racially identifiable schools.

II. SCOPE

Applies to all district elementary and middle school students.

III. DEFINITIONS

Attendance Boundary—the attendance boundary in which a student’s parent/guardian resides determines the schools which he or she may attend.

Racially Identifiable School—a school with an enrollment of protected students that is more than 10 percentage points above or below the enrollment of protected students in the entire district for the grade levels served by that school.

Socioeconomically Identifiable School—a school with an enrollment of students qualifying for free/reduced priced meals that is more than 10 percentage points above or below the enrollment of students qualifying for free/reduced priced meals in the entire district for the grade levels served by that school.

IV. POLICY STATEMENT

In order to ensure the efficient use of school district facilities and to avoid socioeconomic and racial isolation, the Board of Education will establish school attendance boundaries for each elementary and junior high school. Each student shall be assigned to an attendance boundary based on the student’s legal address.

Annually, the superintendent will analyze student enrollments at the elementary and junior high school levels to determine if building populations are exceeding established building capacities. The superintendent will recommend attendance boundary options taking into consideration staff utilization, enrollment capacities, geographical configuration of the school district, the condition and location of school facilities, the socio-economic and racial balance across all district schools, location of the student population, transportation efficiencies, financial condition of the school district and other factors deemed relevant by the superintendent or board of education.

To the extent possible and feasible, attendance boundaries will balance the student population among existing schools, optimize the use of existing facilities, and avoid creating socioeconomically and/or racially identifiable schools.

V. RESPONSIBILITIES

Superintendent – It shall be the responsibility of the superintendent to make recommendations to the board regarding any changes or modifications to established attendance centers and attendance center boundaries.

Board of Education—It shall be the responsibility of the Board of Education to take the necessary actions to ensure efficient use of existing district facilities, avoid crowded conditions and avoid socioeconomically and/or racially identifiable schools.

VI. EXCLUSIONS

None

VII. CONTACTS

Offices that can be contacted regarding the policy. The format is:

Office/Department

Superintendent

Telephone Number

(952) 707-2001

VIII. LEGAL REFERENCES

DRAFT

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Policy 509.2 Manage School Choice Policy

I. PURPOSE

The ISD 191 Board of Education recognizes that parents may wish to choose a school of attendance other than the school within their attendance boundary. This policy will be included as a feature of the district's instructional offerings.

II. SCOPE

III. DEFINITIONS

Attendance area - For elementary students, the school cluster in which a student's parent resides determines the schools to which he or she may apply. The attendance boundary in which a student's parent resides determines the school for junior high school.

Siblings - Where possible, siblings will be placed at the same elementary school when requested by a parent. If placement of all siblings is not possible at the first choice school, placement will be attempted at each of the other ranked schools. Siblings are defined as a brother, sister, half-brother, half-sister, step-brother, step-sister or foster child living in the same household.

Socio-Economic Status - One of the factors that will be used in assigning students to schools is socio-economic status (SES). The Managed School Choice policy seeks to ensure that the percentage of students eligible for free and reduced price meals at each elementary school is reflective of the percentage of students eligible for free and reduced price meals in the school district varying by not more than ten percentage points from the district average.

IV. POLICY STATEMENT

Parental choice is an important component of the Managed School Choice policy. Parents are expected to make choices concerning the elementary school they would like their children to attend. Efforts will be made to accommodate parent preferences.

Attendance area, school enrollment capacities and established class size targets are established to optimize the use of existing schools and to maintain relatively balanced enrollments.

Annually, the superintendent will determine and report to the ISD 191 Board of Education the number of seats available for new elementary school enrollments for each grade (K-6) at each elementary school based upon established building capacities and approved staffing levels. Annually, the superintendent will report to the ISD 191 Board of Education the order in which preferences will be considered when filling available seats in each school to ensure classrooms do not become overcrowded and to avoid creating socioeconomically and/or racially identifiable schools.

In this analysis, the superintendent will consider the following elements:

- Current enrollments as it rolls forward and provides a basis for the following year's enrollment.
- Projected new enrollments for the schools entry grade level.

Factors considered in school choice assignment:

Annual Report to the Board - Each fall, in conjunction with the annual enrollment report, the superintendent will report to the ISD 191 Board of Education the following information for each elementary school: the percentage of students on free and reduced price meals, the racial composition of the student enrollment, the number of students that did not receive their first choice and the number of unfilled seats for each grade level.

Once a student is enrolled in attendance at a school, the student will be allowed to continue at the same school until completion of the highest grade so long as the student resides within the attendance cluster area.

V. RESPONSIBILITIES

Superintendent – to develop procedures for implementing a school choice program within the school district.

VI. EXCLUSIONS

None

VII. CONTACTS

Offices that can be contacted regarding the policy.

Office/Department

Telephone Number

Superintendent

(952) 707-2001

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Regulation 509.2 Managed School Choice

PURPOSE:

To allow parents of students the opportunity to choose the schools they want their children to attend within their respective school cluster.

DEFINITIONS:

Attendance Area—The district is divided into multiple residential neighborhoods. Each neighborhood is assigned to one of ten elementary schools and one of three junior high schools. The neighborhoods that are assigned to an elementary school or junior high school will constitute the school's attendance area.

School Cluster—The school district is divided into two geographical areas east and west. Each area will encompass five area elementary schools and the associated residential neighborhoods. .

Special Programs—To the extent possible, English Language Learners and Special Education programs will be distributed among the district's ten elementary schools and three junior high schools. Programs serving students with unique learning needs, but with enrollments too small to allow for duplication in each school or school cluster, will be located in a district school with the intent of providing all students who require the special programming access. Students may be placed in a school other than their attendance area school or outside their school cluster in order to meet individual special educational needs.

REGULATION:

Annually, the superintendent will determine and report to the ISD 191 Board of Education the number of seats available for new pupil enrollments for each grade (K-6) at each elementary school and each grade (7-9) at each junior high school. The number of seats available will be based upon established building capacities, approved staffing levels and current and projected student enrollments. The superintendent will report to the ISD 191 Board of Education the order in which preferences will be considered when filling available seats in each school to ensure classrooms do not become overcrowded and to avoid creating socioeconomically and/or racially identifiable schools.

Preference Criteria:

Annually for each elementary school, the superintendent will identify the order in which preference criteria will be used in assigning students to each school. The preference criteria may include

Building pupil capacity: The objective is not to exceed the recommended pupil enrollment capacity in any of the district's schools or exceed the staffing capacity assigned to any of the district's schools as a result of granting enrollment requests.

Socioeconomic status: To avoid creating socioeconomically identifiable schools, a student's eligibility for free or reduced priced school meals may be used as a selection criteria. The goal is for each school to be within a range of plus or minus 10 percentage points of the district-wide percentage of students who are eligible for free and reduced price meals.

Proximity: To avoid transportation costs, the location of a student's residence in proximity to their preferred school(s) may be considered in school assignment. Students may be assigned to the school closest to where the student resides when requested by the parents and to the extent that space is available and that the assignment does not negatively affect the socioeconomic balance at the school requested. Students who live within walking distance as defined by board policy will not be eligible for transportation service even if the school assigned is outside of their attendance area.

Siblings: To afford families the greatest continuity possible, the presence of a sibling in the school of preference may be considered in making school assignments. Students may be assigned to the same school as their sibling when requested by parents to the extent that space is available and that the assignment does not negatively affect the socioeconomic balance at the school requested.

Initial Enrollment Process:

At the time of their initial registration in the Burnsville-Eagan-Savage School District parents will be required to indicate their school preferences in rank order identifying at least three elementary schools in their school cluster or two district junior high schools they would like their student to attend. Students will be assigned to a school based on their ranked order of preference, space availability and/or district assignment preference criteria. Students who cannot be accommodated in their first school of choice will be assigned to their secondary school of choice. Students who cannot be accommodated in their second school of choice will be assigned to their third school of choice. If the number of applications for an elementary school exceeds the number of openings available, students will be assigned to a school within their school cluster based on a lottery system in accordance with the preference criteria established annually by the superintendent.

At the time the parent completes their initial registration in the Burnsville-Eagan-Savage School District parents will be asked to indicate if their eligibility for free and reduced meals may be used for school assignment purposes. There will be no obligation for any parent to release their free and reduced meal information. For student assignment purposes only, students will be considered as not eligible for free and reduced meals if their parent/guardian chooses not to release free and reduced meal information.

Kindergarten Enrollment:

Enrollment applications for kindergarten will be due by February 15 of the preceding school year and parents will be notified no later than March 1 of their student's school assignment. Kindergarten school assignments will be made on the first day of each month thereafter until school is in session. When registering for kindergarten, parents will be required to indicate their school preferences in rank order identifying at least three elementary schools in their school cluster they would like their student to attend. Students will be assigned to a school based on their ranked order of preference, space availability and/or district assignment preference criteria. Students who cannot be accommodated in their first school of choice will be assigned to their second school of choice. Students who cannot be accommodated in their second school of choice will be assigned to their third school of choice. If the number of applications for an elementary school exceeds the number of openings available, students will be assigned to a school within their school cluster based on a lottery system in accordance with the preference criteria established annually by the superintendent. There is no guarantee that a new kindergarten student will be placed in the same school as an older sibling.

Gifted-Talented Magnet:

Students who meet the enrollment qualifications for the gifted and talented magnet schools will be selected based upon district assignment preference criteria and space availability. If the number of applications for the gifted and talented magnet school exceeds the number of openings available, students will be selected based on a lottery system in accordance with the preference criteria established annually by the superintendent.

Variations:

Variance requests must be completed by March 1 of the preceding school year and parents will be notified no later than March 15 of the status of their application. Variance application will be considered on the 15th of each month thereafter until school is in session. To be eligible for a variance request, the student must have been enrolled in the Burnsville-Eagan-School District for at least one full academic year. Variances are granted for individual students and not for families, thus there is no guarantee that siblings will be granted a variance to the same school. Students will be permitted only one variance transfer per school year with no variance transfers granted after September 30. In the

event a particular school has available space and the number of variance requests exceeds the remaining seats available, variance requests will be approved or denied on the basis of a lottery in accordance with the preference criteria established annually by the superintendent. Once available classroom capacity has been reached at a school, no more variances will be accepted at that school.

Open Enrollments:

Open enrollment applications will be considered to the extent that there is space available as determined by the ISD 191 Board of Education. Open enrollment applications will be considered on the 20th of each month. In the event a particular school has available space but the number of open enrollment applications exceeds the remaining available capacity, open enrollment applications will be approved or denied on the basis of a lottery. Once available classroom capacity has been reached at a school, no more open enrollment applications will be accepted at that school.

Lottery Process:

In the event a lottery is necessary to select students for the seats remaining in a particular school, a unique random number will be computer generated for each school applicant. The numbers that would be randomly generated to each application would be based on the total number of applicants that were batched together by preference criteria to form the applicant pool. Applications will be selected beginning with the lowest number.

Waiting List:

A student who is not placed in one of their parent's preferred school choices will automatically be placed on a waiting list for each of the preferred choice schools. If an opening becomes available, the student may be assigned in order of the numerical ranking established through the lottery process. In all cases, the student will be given priority placement on each waiting list over a child who is seeking a variance or open enrollment.

A student who has been assigned to one of their parent's preferred school choices will automatically be placed on a waiting list for any of the choices that are higher than the one to which the student was assigned. If an opening becomes available, the student may be assigned in order of the numerical ranking established through the lottery process. In all cases, the student will be given priority placement on each waiting list over a child who seeking a variance or open enrollment.

Parents who reject the opportunity for their student to move into one of their preferred schools when a seat becomes available will be removed from the school's wait list.

All waiting lists will expire by April 1 of each school year.

Family moves during the school year:

Students who move, but continue to live within their current school cluster will be allowed to remain in their current school through the completion of their elementary school career. Students who move into a new school cluster will be allowed to finish the school year at the current school of attendance provided their parents provide transportation. Upon the beginning of a new school year, students will need to enroll in a school located within their school cluster.

Family moves during the summer:

Students who move, but continue to live within their current school cluster will be allowed to remain in their current school through the completion of their elementary school career. Students who move into a new school cluster will be required to enroll in a school located within their school cluster. Exception, students who have attained 6th grade status will be allowed to finish their elementary school career at their current school provided their parents provide transportation.

Pedagogy/Theme Identification and Development

To ensure the pedagogical or thematic approach selected by each elementary school is attractive to a greater number of parents/guardians, each school will survey parents of student who are currently residing in the school's attendance area. Specifically, the survey will inquire of parents if they would be interested in their child attending a school that offers a specified pedagogy or thematic approach. Once a potential pedagogical approach or theme has been identified, it must be reviewed by the superintendent and secondary school principals to ensure there is district capacity to articulate the approach at the secondary level. All themes must be formally approved by the board of education.

Student Recruitment:

The goal of student recruitment is to increase parent access to information and knowledge about all schools in the district and to market under chosen schools. The Welcome Center will be responsible for implementing recruitment strategies including:

1. On an ongoing basis, analyze and disaggregate the application pool for each school and identify schools that are under chosen and over chosen with respect to total number of applicants for a school and the diversity of the application pool.
2. In conjunction with the director of communications, develop and implement a district-level plan to recruit students to schools, particularly those schools that are under chosen through the managed school choice process.
3. In conjunction with the director of communications, develop information packets that explain the programs offered at each school and the registration process and distribute the packet to parents.
4. Maintain displays at the Welcome Center highlighting the programs offered at each elementary school.
5. Conduct kindergarten informational meetings at various locations throughout the school district. At these meetings provide parents with information packets and with the opportunity to register their children for kindergarten.

The principal at each elementary school will be responsible for developing a plan to recruit students to their school. The plan will include recruitment goals, strategies to attract diverse groups of students, including students from groups that are underrepresented at the school; identification of the individuals who will implement these strategies, timeline for implementation and a process for determining the success of the strategies.

Annually, the superintendent will review the effectiveness of the district-level and school-based student recruitment strategies. As a result of this review, the superintendent will recommend revisions to the district-level and school-based recruitment strategies and/or changes or modifications to pedagogical or thematic approach that are presently implemented.