

**John Bergs**  
Activities Director  
**Margot Hansen**  
Director of Teaching & Learning  
**Jeff Heine**  
Buildings & Grounds Director



**Chuck Keller**  
Business Director  
**Angie Kahle**  
Student Support Services Director  
**Dorothy Koller**  
Community Education Director

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**REGULAR BOARD MEETING**  
District Office, 130 South Willow Street, Belle Plaine, MN 56011  
6:00 PM Monday, September 24, 2012

*Our mission is to pursue excellence in academics, programming, and the social and emotional development of our students. Fostering a culture of kindness, inclusion, and pride in ourselves, our school, and our community.*

**1. Call to Order:**

**2. Reports:**

**1. Updates on School District Test Results:** **3**

**2. Update on Teacher Evaluation System:**

**3. Other items as Brought before the board & Consideration of Agenda:**

**4. Consensus Items:**

**1. Previous Board Meeting Minutes:** **26**

**2. Personnel:**

**3. Student Enrollment:**

**4. Donations:**

**5. Discussion Items:**

**1. Superintendent Update:**

**2. Board Member Reports:**

**3. Building Administrator Reports:** **30**

**6. Action Items:**

<b><u>1. Approve Monthly Expenditures:</u></b>	<b><u>35</u></b>
<b><u>2. Approve Resolution Authorizing Issuance and Awarding Sale of Building Bond Refunding:</u></b>	<b><u>52</u></b>
<b><u>3. Approve Job Descriptions and Job Points System:</u></b>	<b><u>76</u></b>
<b><u>4. Approve Preliminary 2012 Payable 2013 Levy:</u></b>	<b><u>153</u></b>
<b><u>5. Approve Revisions to Policy:</u></b>	<b><u>154</u></b>
<b><u>6. Approve MSBA Legislative Resolution:</u></b>	<b><u>182</u></b>
<b><u>7. Upcoming Meetings:</u></b>	
<b><u>8. Adjourn:</u></b>	

Board Clerk \_\_\_\_\_

Date \_\_\_\_\_

**Strategic Area Student Learning & Career/College Readiness**

**District Scorecard A: Maximize the achievement of all students by developing and implementing personalized learning for each student.**

	<b>Measure</b>	<b>Wt</b>	<b>Level 1 Intervention 1.0 – 1.9</b>	<b>Level 2 High Concern 2.0 – 2.9</b>	<b>Level 3 Baseline 3.0 – 3.9</b>	<b>Level 4 Progressing 4.0 – 4.9</b>	<b>Level 5 Vision 5.0 +</b>	<b>2011-2012 Baseline Score</b>
<b>Proficiency (30%)</b>	A1; Pre-School Screening Tools  Language and Literacy Development (Listening, Speaking, Emerging Reading, Emerging Writing)	<b>10%</b>	Less than 65% of all kindergarten students assessed in the fall are proficient.	65-74% of all kindergarten students assessed in the fall are proficient.	75-85% of all kindergarten students assessed in the fall are proficient.	85-90% of all kindergarten students assessed in the fall are proficient.	90% + of all kindergarten students assessed in the fall are proficient.	<b>Letter Naming 71%</b>
	A2; MAP Assessment Reading Kindergarten	<b>10%</b>	Less than 65% of all kindergarten students assessed in the spring are proficient in reading and math	65-74% of all kindergarten students assessed in the spring are proficient in reading and math	75-85% of all kindergarten students assessed in the spring are proficient in reading and math.	85-90% of all kindergarten students assessed in the spring are proficient in reading and math.	90% + of all kindergarten students assessed in the spring are proficient in reading and math.	<b>66.7% reading  71.4% math</b>
	A3: MAP Assessment Math	<b>15%</b>	Less than 65% of all assessed students in grades 1-9 are above the 50% nationally.	65-74% of all assessed students in grades 1-9 are above the 50% nationally.	75-85% of all assessed students in grades 1-9 are above the 50% nationally.	85-90% of all assessed students in grades 1-9 are above the 50% nationally.	90% + of all assessed students in grades 1-9 are above the 50% nationally.	<b>69.8%</b>
	A4: MCA – Math (Grades 3-8)	<b>15%</b>	Less than 65% of all assessed students are proficient.	65-74% of all assessed students are proficient.	75-85% of all addressed students are proficient.	85-90% of all assessed students are proficient.	90% + of all assessed students are proficient.	<b>65.1%</b>
	A5: MAP Assessment Reading	<b>15%</b>	Less than 65% of all assessed students in grades 1-9 are above the 50% nationally.	65-74% of all assessed students in grades 1-9 are above the 50% nationally.	75-85% of all assessed students in grades 1-9 are above the 50% nationally.	85-90% of all assessed students in grades 1-9 are above the 50% nationally.	90% + of all assessed students in grades 1-9 are above the 50% nationally.	<b>60.9%</b>
	A5: MCA – Reading (Grades Tested)	<b>15%</b>	Less than 65% of all assessed students are proficient.	65-74% of all assessed students are proficient.	75-85% of all addressed students are proficient.	85-90% of all assessed students are proficient.	90% + of all assessed students are proficient.	<b>76.8%</b>
	A6: MCA – Science (Grades Tested)	<b>10%</b>	Less than 65% of all assessed students are proficient.	65-74% of all assessed students are proficient.	75-85% of all assessed students are proficient.	85-90% of all assessed students are proficient.	90% + of all assessed students are proficient.	<b>56.6%</b>

	A7: Equity in MCA Proficiency	10%	Less than 50% of students in lowest performing student group are proficient in both Reading and Math	50-74% of students in lowest performing student group are proficient in both Reading and Math	75-85% of students in lowest performing student group are proficient in both Reading and Math	85-90% of students in lowest performing student group are proficient in both Reading and Math.	90% + of students in lowest performing student group are proficient in both Reading and Math.	<b>SpEd: 48% Math 49% Reading</b>
Growth (40%)	A9: MAP Growth Reading	40%	Less than 65% of all students assessed met their growth target from fall to spring.	65-74% of all students assessed met their growth target from fall to spring.	75-85% of all students assessed met their growth target from fall to spring.	85-90% of all students assessed met their growth target from fall to spring.	90% + of all students assessed met their growth target from fall to spring.	<b>59.1%</b>
	A10: MAP Growth Math	40%	Less than 65% of all students assessed met their growth target from fall to spring.	65-74% of all students assessed met their growth target from fall to spring.	75-85% of all students assessed met their growth target from fall to spring.	85-90% of all students assessed met their growth target from fall to spring.	90% + of all students assessed met their growth target from fall to spring.	<b>71.9%</b>
	A11: Equity in MAP Growth Assessment across NCLB Groups and Enriched Students	20%	Greater than 30 percentile points on national scale difference between highest and lowest student groups	21-30 percentile points on national scale difference between highest and lowest student groups.	11-20 percentile points on national scale difference between highest and lowest student groups.	6-10 percentile points on national scale difference between highest and lowest students groups.	Less than 5 percentile points on national scale difference between highest and lowest student groups.	
College Readiness (30%)	A12: ACT College Readiness Benchmarks Graduation Test (English, Math, Science, Social Studies)	40%	Less than 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-85% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	90% + of assessed students achieve college readiness benchmarks	<b>Overall 36% English 76% Algebra 59% Social 60% Biology 42%</b>
	A13: PLAN	20%	Less than 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-85% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	90% + of assessed students achieve college readiness benchmarks	
	A14: EXPLORE	20%	Less than 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-85% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	90% + of assessed students achieve college readiness benchmarks	
	A15: Graduation Rate	20%	Less than 90% of students graduate on time with cohort	90-93% of students graduate on time with cohort	94-95% of students graduate on time with cohort	96-98% of students graduate on time with cohort	98% + of students graduate on time with cohort	<b>82.91%</b>



# Where Are We Today?

## BP Public Schools



Fall 2012

# Who Are Today's Students?



These students  
have experienced  
a different reality...

The Mind Set List – Beloit College

# Who are today's students?

- They have always had an answering machine.
- Popcorn has always been cooked in microwaves.
- They have never seen a TV that had only 13 channels.



# Who are today's students?

- The expression ... you sound like a broken record ... means nothing to them.
- They have never owned a record player.
- They have probably never dialed a telephone or opened an icebox.



# Who are today's students?

- Barbie has always had a job.
- Women have always had tattoos.
- There has always been a woman on the Supreme Court and women have always been traveling in space.
- 'PC' has come to mean Personal Computer, not political correctness.



# Who are today's students?

- To them, the moonwalk is a Michael Jackson dance step, not a Neil Armstrong giant step.
- There has always been a holiday for Martin Luther King Jr.
- They never took a swim and thought about Jaws.



# Who are today's students?

- They have always had access to email.
- 'Spam' and 'cookies' are not necessarily food.
- Computers have always fit in their backpacks.
- 'Google' has always been a verb.





# What will be their reality?

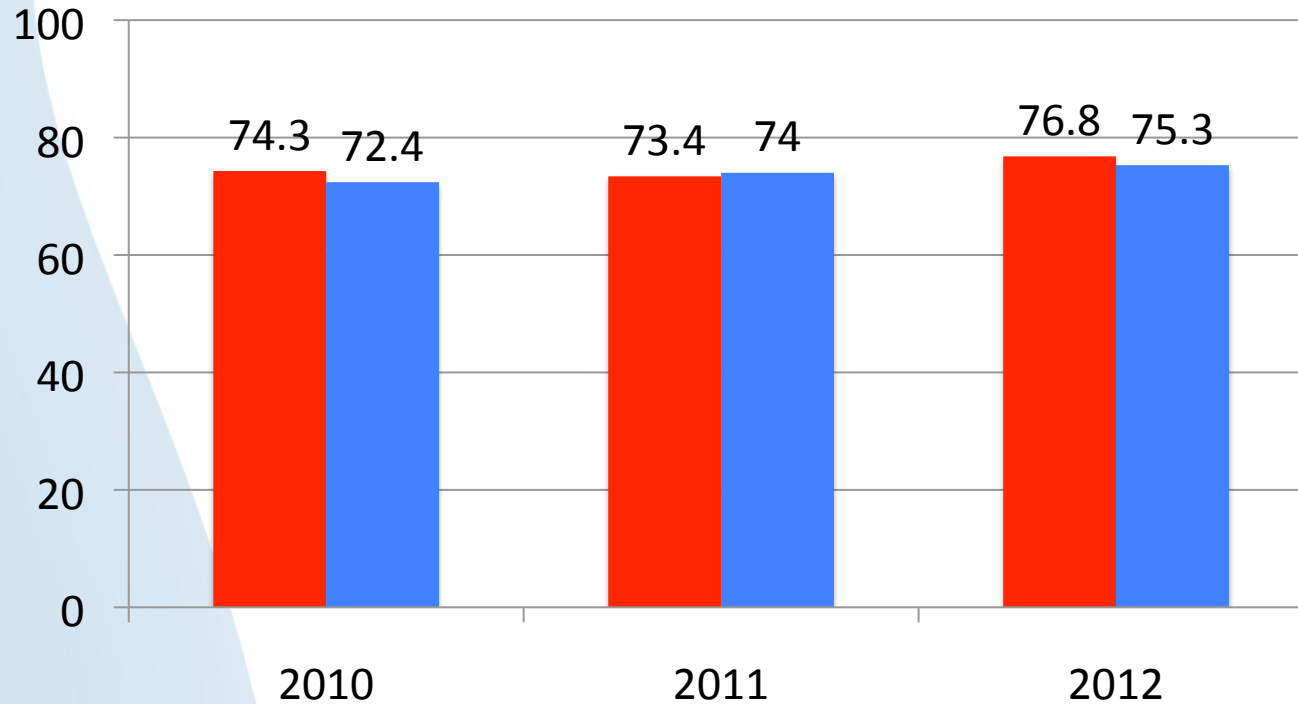
We are preparing students for jobs that don't exist, using technologies that haven't been invented, to solve problems that we don't know are problems yet.

<http://www.youtube.com/watch?v=F9WDtQ4Ujn8>

# State Reading Results!

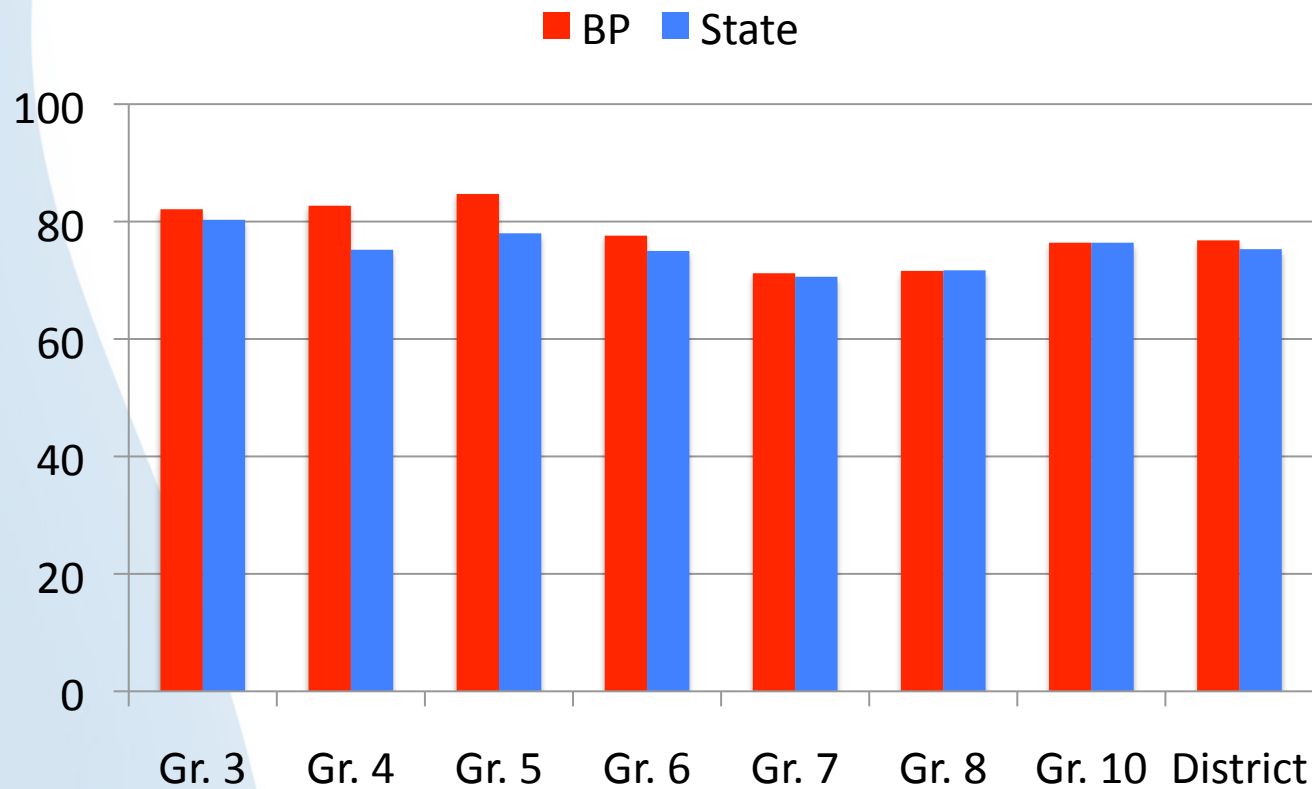
## Proficiency on All Assessments

■ BP ■ State



# State Reading Results!

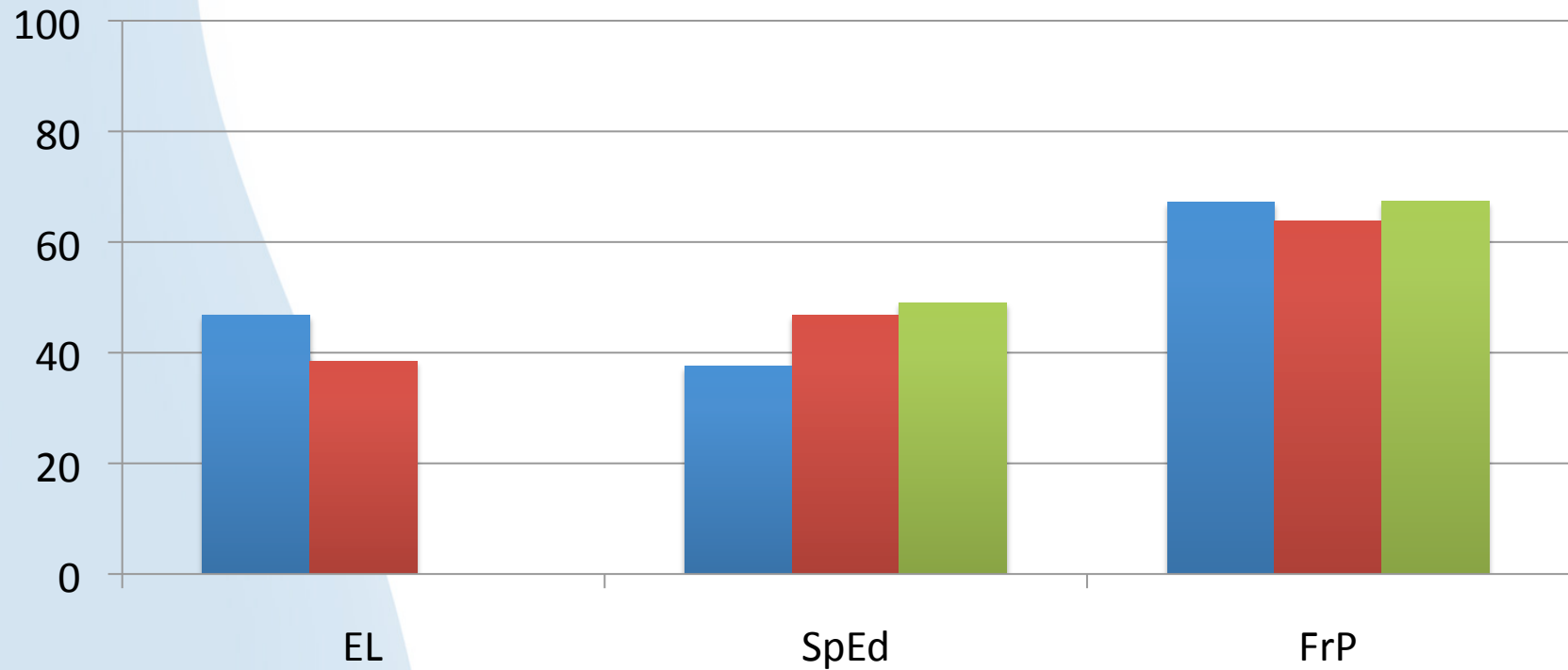
## All Assessments by Grade Level



# State Reading Results!

## Proficiency by SubGroup

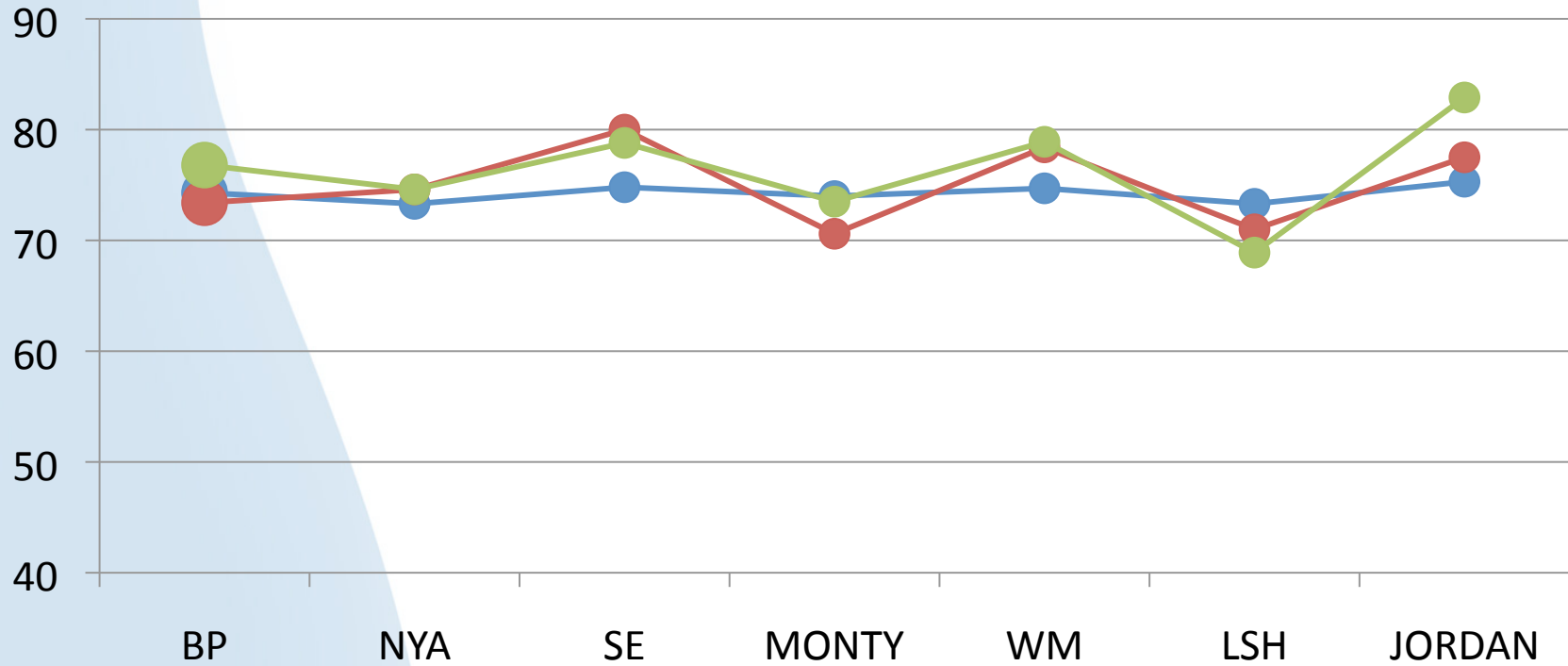
■ 2010 ■ 2011 ■ 2012



# How Do We Compare?

## State Reading Results

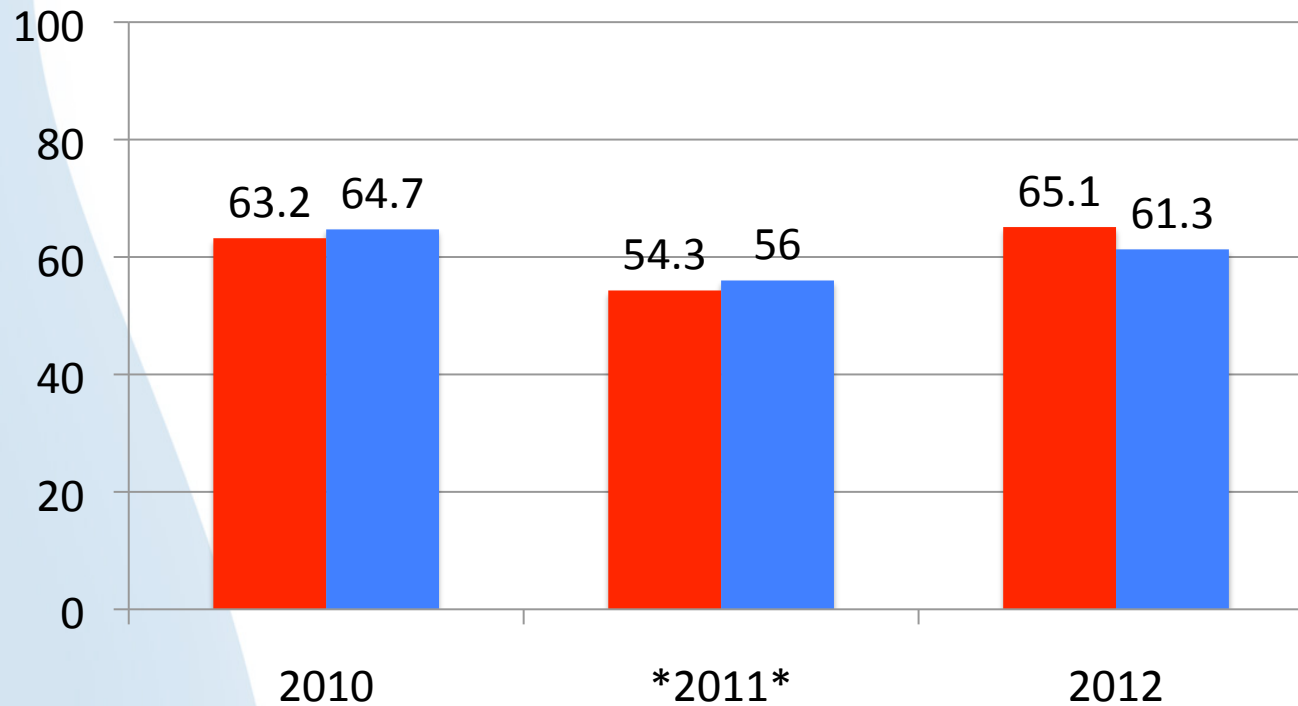
● 2010 ● 2011 ● 2012



# State Math Results!

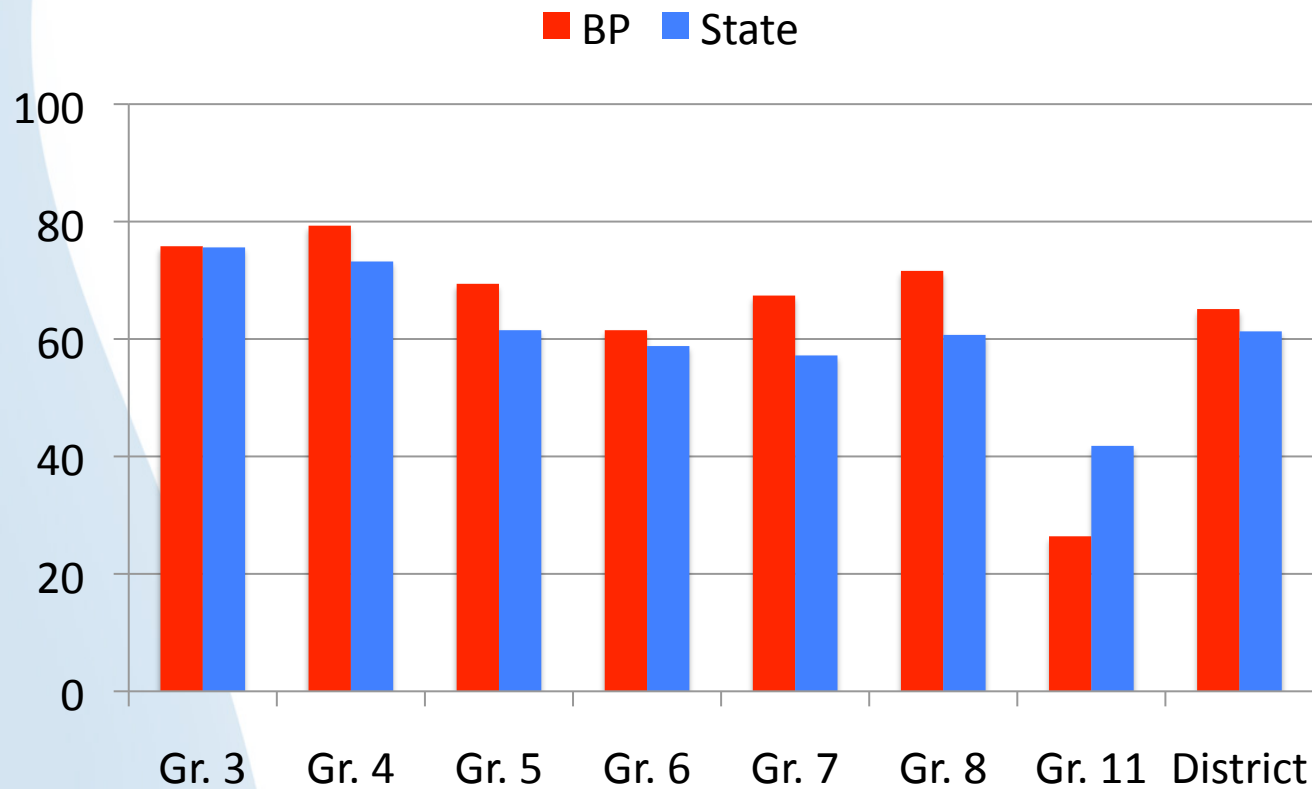
## Proficiency on All Assessments

■ BP ■ State



# State Math Results!

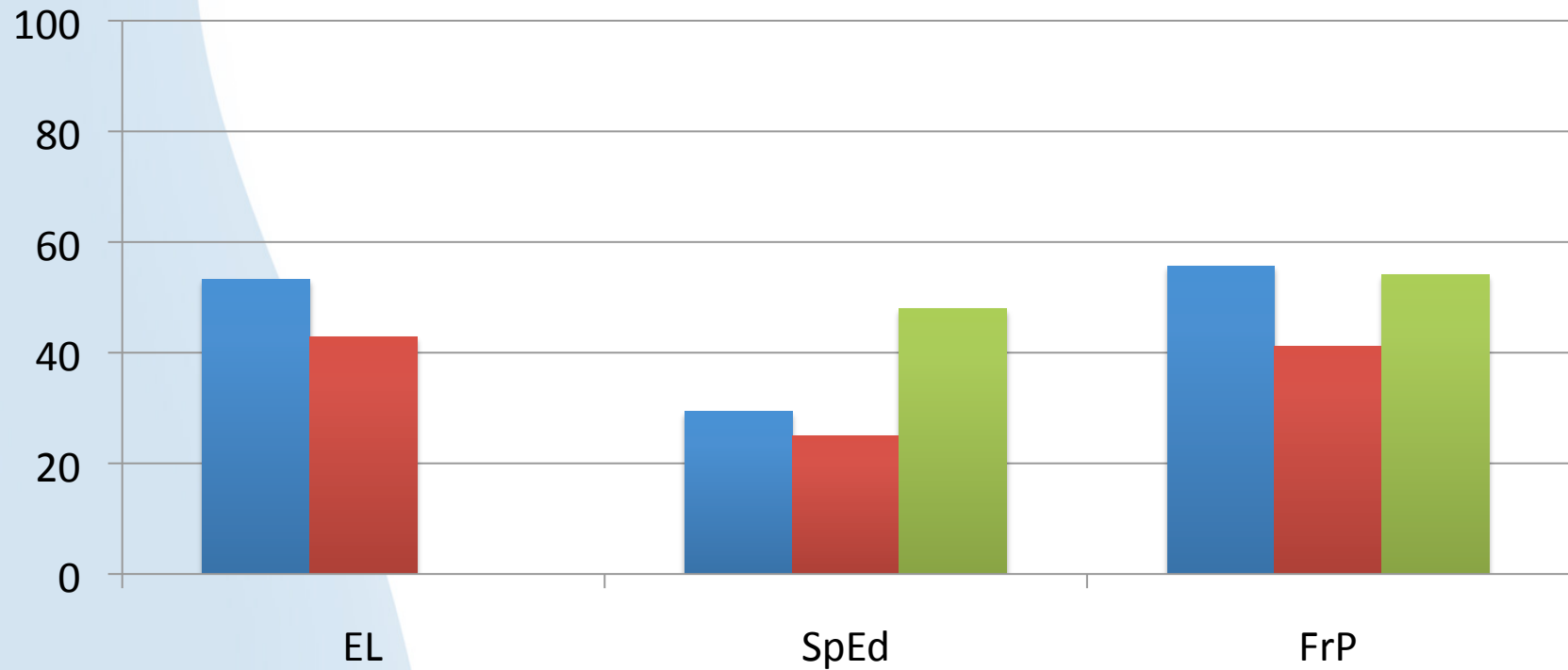
## All Assessments by Grade Level



# State Math Results!

## Proficiency by SubGroup

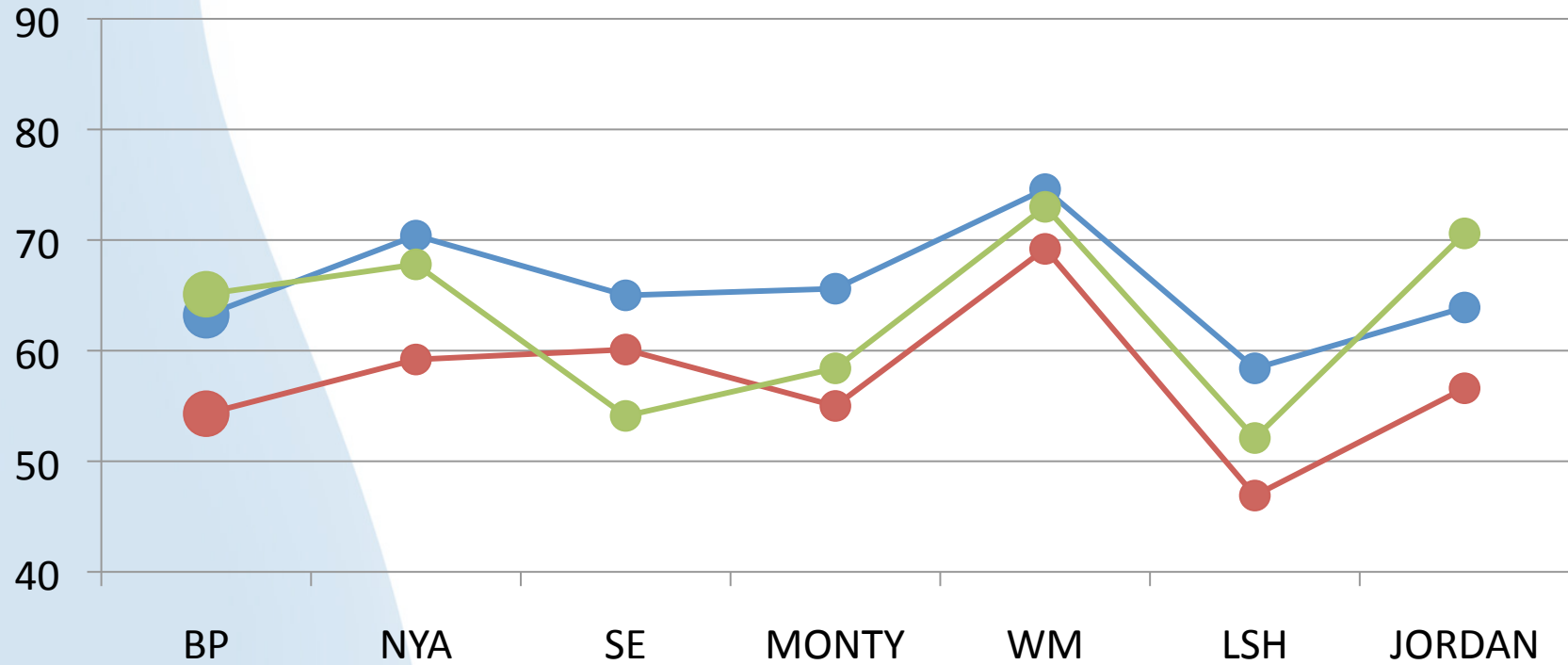
■ 2010 ■ 2011 ■ 2012



# How Do We Compare?

## State Math Results

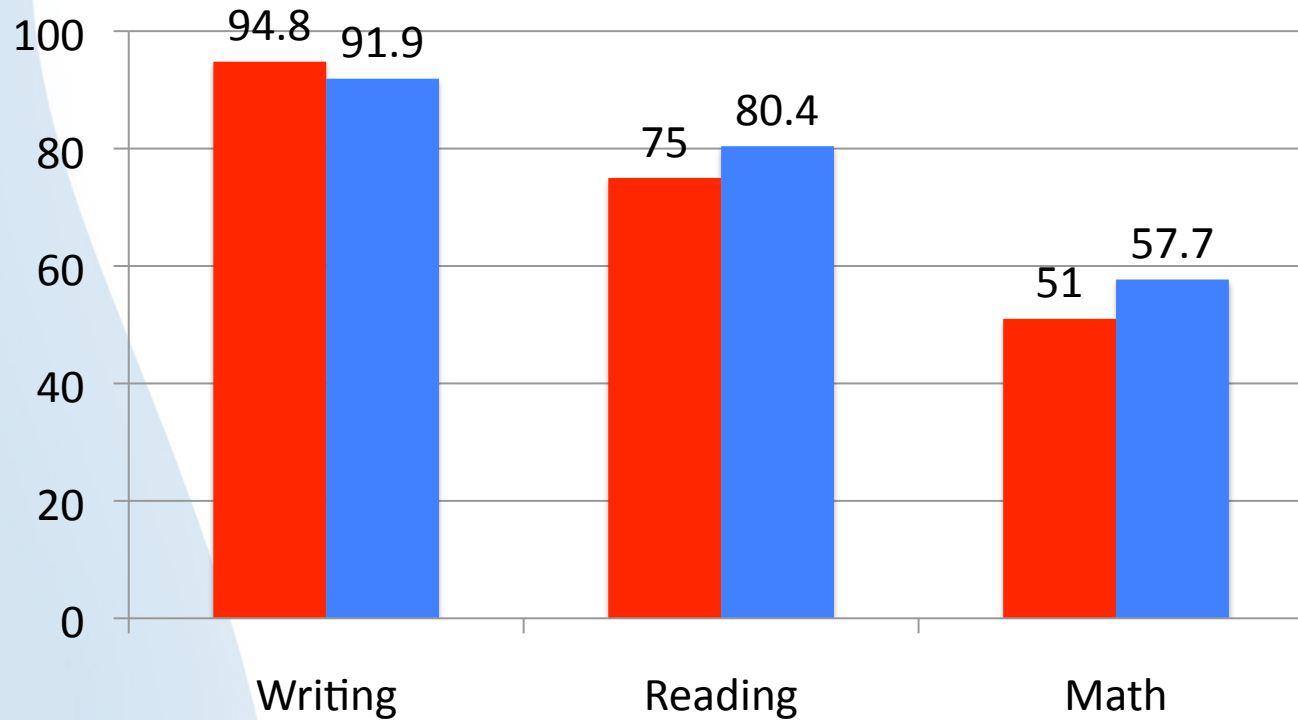
● 2010 ● 2011 ● 2012



# High School Results!

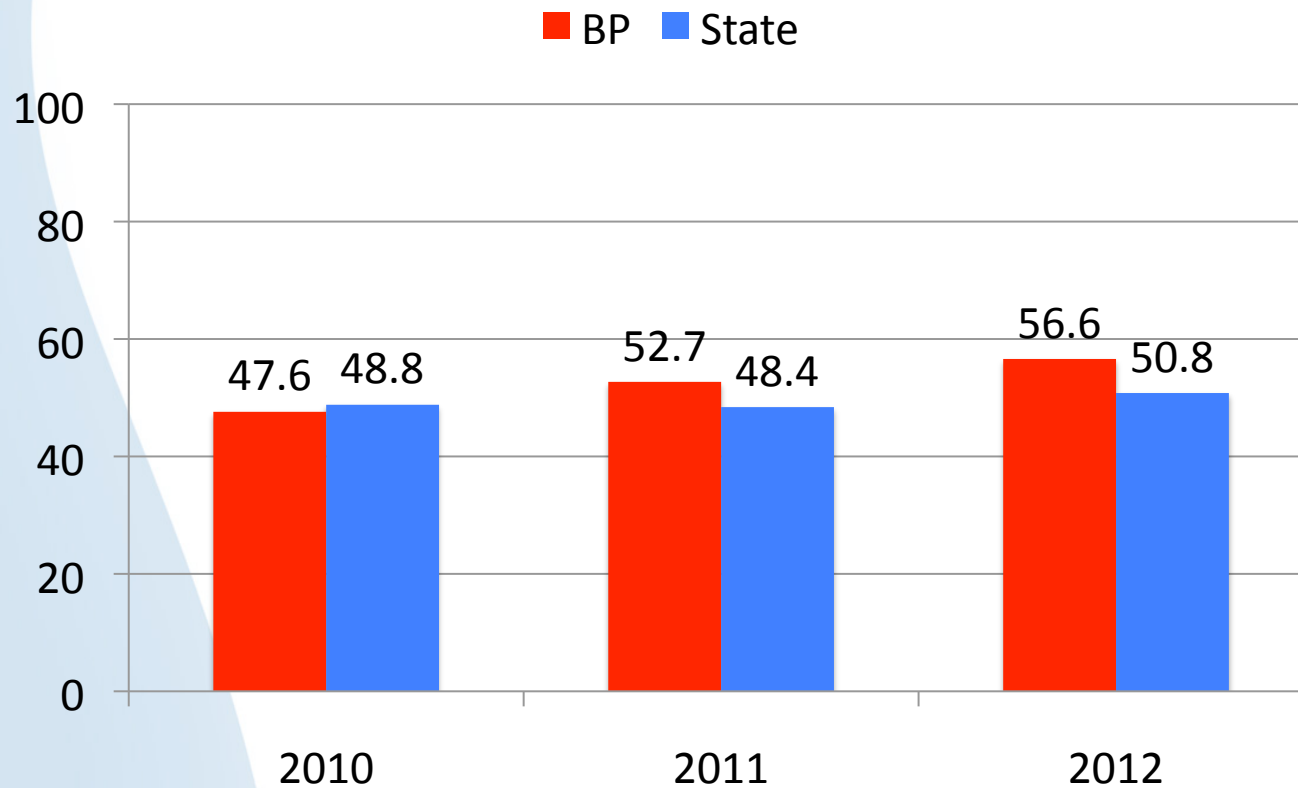
## GRAD Proficiency

■ BP ■ State



# State Science Results!

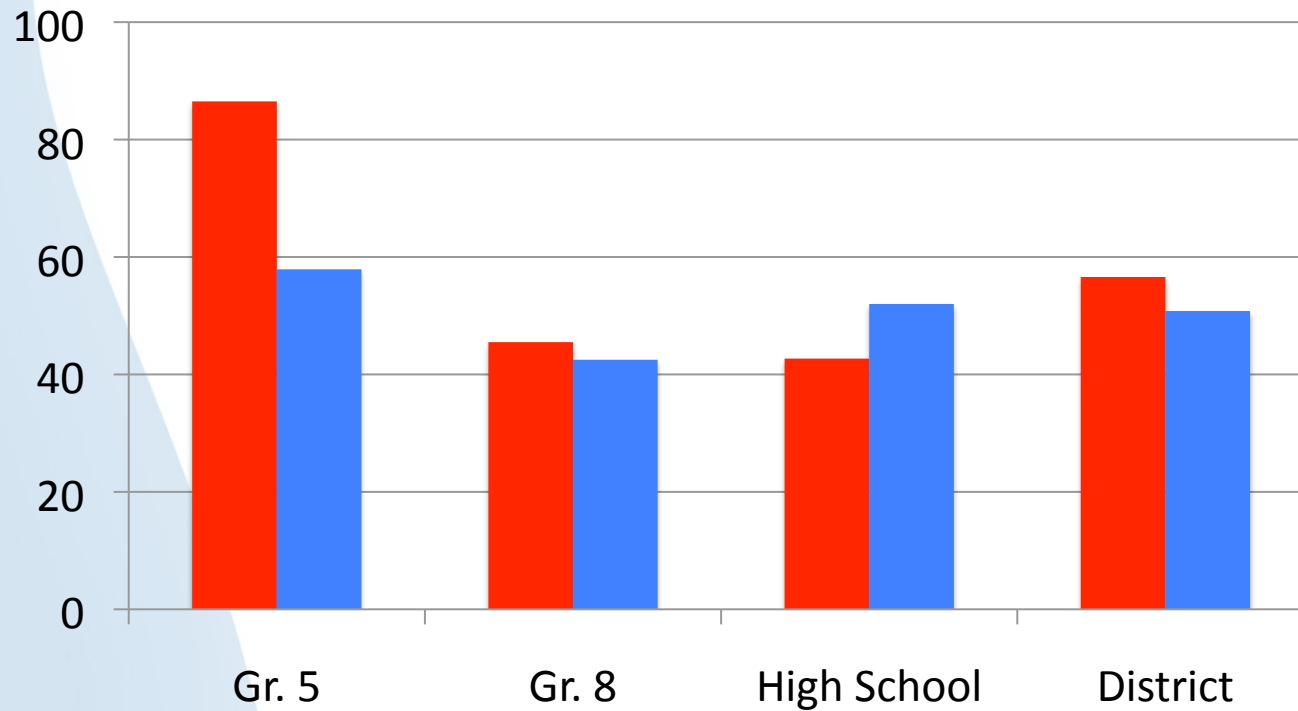
## Proficiency on All Assessments



# State Science Results!

## All Assessments by Grade Level

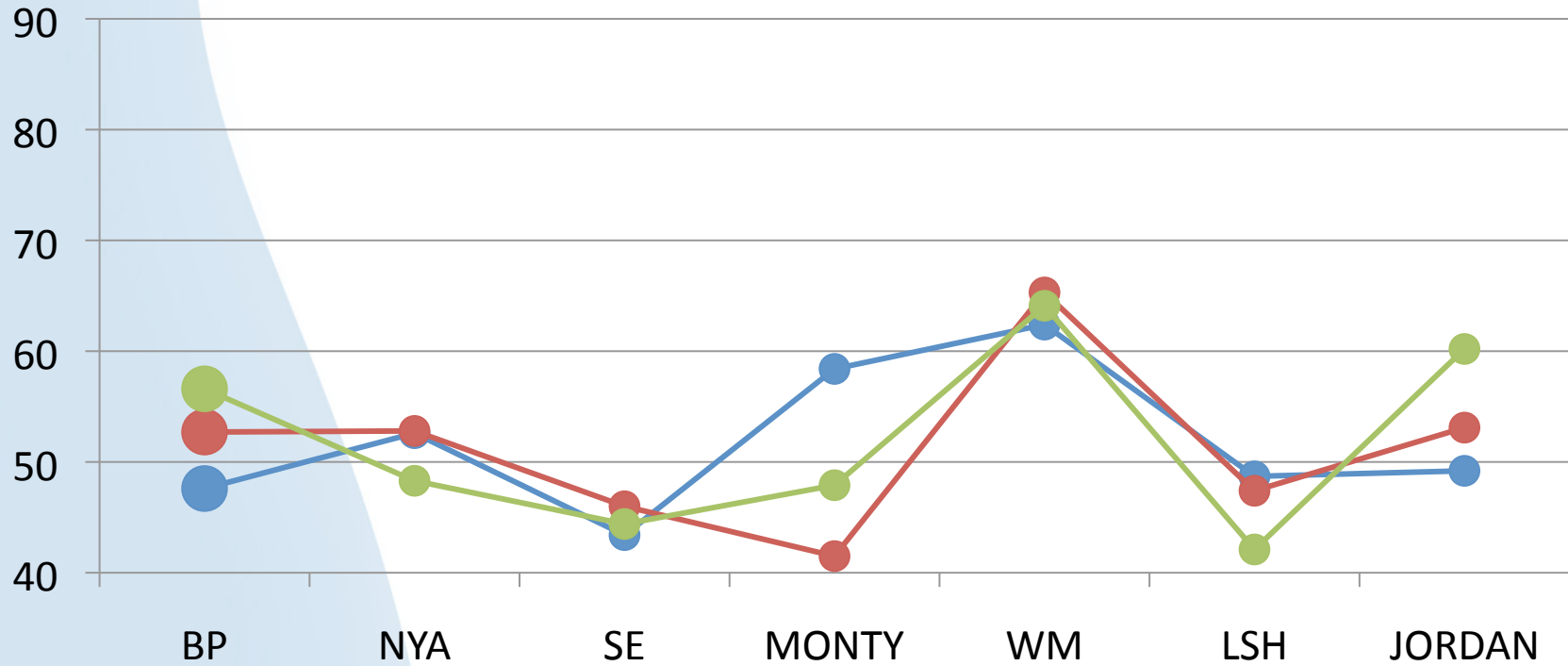
■ BP ■ State



# How Do We Compare?

## State Science Results

● 2010 ● 2011 ● 2012





# What's Next?

- Language Arts ... new standards will be tested this spring and staff trainings on the increased rigor have started.
- Math ...curriculum mapping is continuing through PLC meetings every Thursday.
- Science ... textbook adoption will be aligned to current state Science standards.

# **Preliminary Minutes of Regular Board Meeting**

**MINUTES WILL NOT BE APPROVED UNTIL THE NEXT BOARD MEETING**

## **The School Board of the Belle Plaine Public Schools**

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A Regular Board Meeting of the Board of Trustees of Belle Plaine Public Schools was held Monday, August 27, 2012, beginning at 7:00 PM in the District Service Center.

1. Call to Order:

*The regular monthly meeting of the Belle Plaine School Board was called to order by Chairperson Lenz on Monday, August 27, 2012 at 7:03 pm at the District Center Board Meeting Room with the following members present: Nagel, Steinhagen, Daly, Bigaouette, Ludvik and Supt. Smith.*

2. Acknowledgment of Visitors and Special Presentations:

Chairperson will ask if visitors wish to be placed on the Agenda.

2. 1. Bond Refunding Presentation:

Don Lifto, Senior Vice President of Springsted & Associates, will be here to discuss the process of refunding our bonds. It is estimated that refunding of our bonds would save Belle Plaine taxpayers over \$2.0 million for the term of the bonds. Mr. Lifto will go through the process of refunding and will answer any questions that board members have about this process. Later in the agenda, the board will be asked to act on a resolution to move forward with this refunding effort.

Presenter: Don Lifto, Springsted Inc.

2. 2. Food Service Review:

Jayme Sundby, Taher Co. and Carrie Donovan, local food service manager for Taher, will be present to discuss changes to our food services program as a result of new federal regulations. They will share information with board members and public about how Taher ensures compliance with all the new meal regulations.

Presenter: Jayme Sundby & Carrie Donovan, Taher Food Service

3. Other items as Brought before the board & Consideration of Agenda:

Chairperson will ask if there are any items that need to be brought before the board and for consideration of the Agenda.

*Motion by Nagel and second by Ludvik to approve the agenda as presented. Motion carried unanimously.*

4. Consensus Items:

If any board member has concerns about the adoption of the following consensus items, please acknowledge the chairperson prior to the final vote. If there are no concerns, these items will be voted on as a group.

4. 1. Previous Board Meeting Minutes:

Enclosed are the July 23, 2012 Special Board Meeting Minutes, July 23, 2012

Regular Board Meeting Minutes and the August 7, 2012 Special Board Meeting Minutes for your review and adoption.

4. 2. Personnel:

Approve the maternity leave request for Angela Kalal from approximately October 25, 2012 to February 28, 2013. Approve the maternity leave request for Stephanie Moore from approximately December 21, 2012 to March 15, 2013. Approve the maternity leave request for Melissa Hanson from approximately February 4, 2013 to March 15, 2013.

Approve with regrets the resignation of Amanda Ollig, Oak Crest Paraprofessional and Cayla Menke, Title I Paraprofessional.

Approve the hire of Jane Claggett as Jr/Sr High Activities Secretary (24 hours/week), Kathy Joerg as Jr/Sr High Special Education Paraprofessional (30 hours/week), Allison Jaspers as Chatfield Media Technology Paraprofessional (40 hours/week), Alicia Potter as Jr/Sr High Special Education Paraprofessional (32.5 hours /week) and Thea McKinney as Jr/Sr High RtI Paraprofessional (35 hours/week) for the 2012-13 school year.

Approve lane changes for the following teaching staff: Benson (Anhalt), Rachel BA45/30 to MA; Earney, Chelsey BA to BA15/10; Geller, Sara BA45/30 to MA; Hanson, Melissa MA15/10 to MA30/20; Hartmann, Anthony MA45/30 to MA60/40; Kubes, Mary Beth MA30/20 to MA60/40; LaJeunesse, Kristin MA45/30 to MA 60/40; Service, Jenae MA to MA15/10; Tocko (Culligan), Kristine MA15/10 to MA30/20; Zimanske, Katie BA to BA15/10; Stowe, Timothy BA60/40 to MA15/10.

4. 3. Student Enrollment:

Approve the enrollment of a grade 3 Belle Plaine resident in Houston Public Schools; approve the enrollment of a grade 3 and grade 4 Belle Plaine resident in Mankato Area Public Schools; and approve the enrollment of a grade 2 St. Paul District 625 resident and a Kindergarten New Prague resident in Belle Plaine Schools for the 2012-13 school year.

4. 4. Donations:

Accepted with sincere thanks the donations of: \$300 from Coborn's to the Oak Crest Activity Account; \$250 from Walmart to the Oak Crest Activity Account; \$486.20 from Kwik Trip and Dean Foods for Chatfield and Oak Crest Activity Accounts; \$634.60 from Mary Beth Hauser for the Chatfield Music Program; and \$330 in reimbursement for a grade 6 field trip from the Minnesota Historical Society through a Legacy Field Trip Grant.

4. 5. Cooperative Agreement:

A district resident will be attending Cologne Academy this fall and wishes to participate in our activities program at the Junior High level. This agreement with Cologne Academy will provide the student that option while hopefully keeping the door open to his enrollment in the Belle Plaine Schools.

*Motion by Daly and second by Bigaouette to approve all of the above consensus items. Motion carried unanimously.*

5. Discussion Items:

5. 1. Superintendent Update:  
Supt. Smith will report on upcoming Open House schedules prior to school opening, receipt of School Finance Award from MDE and recent MDE Back to School Conference.
5. 2. Board Member Reports:  
Board members will have an opportunity to share information about meetings they have attended over the past month.
6. Action Items:
  6. 1. Approve Monthly Expenditures:  
At the board finance meeting, expenditures for the month of August were reviewed. Administration recommends approval of the August 2012 disbursements totaling \$1,007,247.35. This includes hand payables of \$65,138.00, electronic payments of \$787,743.42 and board payments of \$154,365.93.  
*Motion by Ludvik and second by Daly to approve the August bills. Motion carried unanimously.*
  6. 2. Review Student Handbooks:  
I have included copies of student handbooks for each of our buildings for your review. Adjustments have been made by adding the mission statement to all except the high school handbook and a correction was made to the electronic devices section of the Oak Crest document. There have been calendar and personnel adjustments made throughout all the handbooks and some clarifications regarding dress code at Oak Crest and the JH-SH building. No other significant changes have been made from last year's handbooks. If acceptable, approval is recommended at this time.  
*Motion by Ludvik and second by Bigaouette to approve the student handbooks for the 2012-13 school year. Motion carried unanimously.*
  6. 3. Approve Resolution to Begin Process of Bond Refunding:  
If we are to move forward with the bond refunding proposal that Springsted has shared with us, formal action is required. Administration recommends that approval be given to proceed with the bond refunding process through Springsted, Inc. A resolution has been provided by Springsted and its approval is recommended.
  6. 4. Review Data Warehouse Options:  
Our district currently uses a tool called ViewPoint to store all assessment data for students and to generate reports on this data for principals and teachers. While the ViewPoint software has served us well, it has some limitations and we have been exploring another tool that works more seamlessly with our student data system, Infinite Campus. A system that is compatible with Infinite Campus is Tableau. We believe that the Tableau system can provide us with more detail in the way we look at test data. There would be a first year cost of \$12,140 for Tableau software and set up plus an additional server cost of \$3,820 – total cost of \$15,960. In future years, Tableau annual fee would be \$3,820 compared to our annual fee of \$4,473. Administration recommends the approval additional funds for the purchase of the

Tableau System to allow utilization of this resource as quickly as possible.  
*Motion by Nagel and second by Daly to approve the purchase of the Tableau System. Motion carried unanimously.*

6. 5. School District Banners/Logos:

The board has reviewed different logos/banners that have been submitted for review and adoption. Recommendation is for board to approve two designs that could be used by district administration/staff on various district communication items – banners, letterhead, website, etc. The designs that have been most recommended are the first and last designs on each page.

*Motion by Bigaouette and second by Daly to approve the first logo option. Motion carried unanimously.*

7. Upcoming Meetings:

Monday, Sept. 10, 2012                      6:00 School Board Work Session

Monday, Sept. 24, 2012                      5:30 Finance Meeting  
6:00 Regular Board Meeting  
District Center Board Room

8. Adjourn:

*Motion by Daly and second by Ludvik to adjourn at 8:12 pm. Motion carried unanimously.*

Chatfield Elementary  
Board Report  
September 24, 2012  
Kimberly DeWitte

**Appreciation:**

- As a new administrator to the district, the opportunity to meet with each staff to talk about their learning goal has been an absolute joy. I am so glad to be a part of a district that takes pride in learning by adults and students.
- Thanks to all the staff at Chatfield for their willingness and flexibility to tweak a few things to help organization and flow with our lunch program and after school procedures.

**Acceleration:**

- PLC: We had our first PLC meeting on September 13. The teams were busy creating NORMS for their groups and talking about goals for the school year. By the completion of the 12-13 school year, all grade levels should have math common assessments created and a good start to reading common assessments. The goal is to start the 13-14 school year with those assessments in place so that interventions can start by the 2<sup>nd</sup> week of school.  
The teams are also taking time to look more closely at the data this year so that we can provide more direct interventions for our students.
- Interventions: The second grade team will be starting math interventions the week of September 24. We have used AIMS and MAP data as well as teacher input to place students in the appropriate skill based group.
- Learning Goals/Observations/Walk Throughs: Teachers are continuing to meet with me regarding their learning goals. I have been able to visit every classroom one time and now I am working on the second visit. I have noticed the common language used by the staff, various methods to enhance student engagement, and the true desire to want each child to learn.
- The Early Childhood PLC is moving forward. They are currently looking at standards birth-age 5 and aligning those to student learning. They are also taking a close look at incorporating MN Reading Core into their program.

**Anticipation:**

- Formal and informal observations will be continuing.
- There will be learning around learning targets, how to use them, and how they align with standards.
- Math Interventions will be rolled out in First grade and Kindergarten
- Staff will be continuing to learn information regarding the new Reading Common Core standards, how the standards are organized, and how the new standards change the manner in which we deliver instruction and ultimately student learning.

# **Oak Crest Elementary Board Report September 24<sup>th</sup>, 2012**

## **Appreciation**

- Thanks to all of our staff members and our students who posted some great learning gains in the MCA data!
- Thanks to the staff for wonderful coaching conversations throughout the month of September!
- Thanks to the Chatfield RTI staff for coming over to Oak Crest and helping us Aims Web test!

## **Acceleration**

- All of our special education teachers have a plan time this school year? (That hasn't happened in awhile!)
- Specialists are aligning their standards and their curriculum and setting goals each month within their PLCs!
- Special Education: worked on steps 3 and 4 of Data Driven Dialogue (from workshop week) and came up with some strategies to look at the learning of students based on skill and how to assess those skills.
- 3rd Grade: were separating students into their intervention groups and were talking about the skills that students needed for reading and math and how to assess skills in math.
- 4th Grade: talked about their interventions groups, the schedule they would use to collect data and looking at the calendar to see when the RTI team was coming to them next so they could all look at data together. They used the fluency data from Aims Web (Thanks Jill and Sara) to make their reading intervention groups!
- 5th Grade: discussed formative assessments and how to use that data to move students forward in their learning.
- 6th Grade: finished up on their norms and dug into the new literacy standards and realized it will take more alignment and discussions to properly move forward with the new literacy standards.
- Counselors: went through the counseling standards and narrowed down to 10 standards they will focus on K-6 and how they were going to meet those standards in the buildings.
- Specialists: Met with their small content area groups. They set goals as a big group last week to report on next month. The content groups discussed their goals, how they will achieve their goals, and continued to look at aligning their standards to instruction.
- 4th grade

## **Anticipation**

- There will be work done around learning targets, how to post them, how to use them, and how they align to our Power Benchmarks!
- Staff will be continuing their learning around the new Reading Common Core Standards and how that changes our instruction and the student learning!
- Math and Reading interventions are slowly being rolled out!
- Formal and informal observations have started and will continue!

**Dave Kreft**  
*Jr.-Sr. High Principal*  
**Liann Hanson**  
*Oak Crest Elementary Principal*  
**Kim DeWitte**  
*Chatfield Elementary Principal*  
**Tricia Denzer**  
*Special Services Director*



**Superintendent Kelly D. Smith, Ed. D.**

**Chuck Keller**  
*Business Manager*  
**Jeff Heine**  
*Buildings & Grounds Director*  
**Nelson Ladd**  
*Community Services Director*  
**Mindy Sparby**  
*Activities Director & JH-SH Dean*

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Board Report: 9/24/12

Mindy Sparby, JH Dean / Activities Director

### **Appreciation:**

- Thanks to Mr. Kreft for a great start to the school year. It's been fun to watch him work with our staff and bring his own style to the job. It has been a smooth transition.
- Thanks to the Junior High staff for their efforts and great attitudes with the implementation of the ZAP (zero's aren't permitted) study halls.
- Thank you to everyone who helped out with the Drive for Education. We had 231 drivers come out for a total of \$4620 for the Activities Department. Sandy Fjelde and the Pep Club had students out generating support. Mr. Kreft, Mrs. DeWitte and Dr. Hanson were also generating excitement with the "Tiger Costume" competition. I regret to inform you that the Elementary Administration won 113-86...but the ethics of the winning team were questionable at best! None-the-less it was all for a great cause!
- Thank you to all of our coaches for their hard work, the seasons are well under way! Tennis starts Section play on October 1<sup>st</sup>.
- Ihigh is up and running thanks to the efforts of Sandy Fjelde and Josh Otto! We have 8 students taking on the task of filming this year: Marcus Giesen, Paul Nasby, Derek May, Aiden Ladd, Johnny Vinkemeier, Noah Reutzel, Wally Schultz, Mitchell Stier

### **Acceleration:**

- We had our first set of PLC meetings as a 7-12 and Mr. Kreft did a great job of getting us acclimated to the process of what norms should look like and how to set SMART goals for our teams.
- We had our first JH staffings and Grade Level meetings last week as well, and it was fun to hear from staff how well our students are doing! We were also able to identify students who could use some extra assistance.
- ZAP study halls are in place and we are working hard to get the kinks out. We have reduced the amount of late work, and students and parents are finding the process valuable.
- CLIMB Theater is presenting to our 7<sup>th</sup> graders on Tuesday, September 25<sup>th</sup>. The presentation this year is: "Twisted Ride to Nowhere". (The dangers of Heroin and Meth)
- We met with Ken Rosen from FIRST Robotics last week and this looks like a valuable program to add for our students. More information to com
- Follow Belle Plaine Athletics/Activities on Twitter: Belle Plaine Sports @MindySparbyAD.

### **Anticipation**

- Homecoming is a week away! Candidates have been identified as well as activities for the week.
- The Tiger Target Team members for 2012-2013 are being selected Tuesday, September 25<sup>th</sup>.



**Belle Plaine High School  
School Board Report  
Submitted by Dave Kreft  
September 24, 2012 Board Meeting**

**Appreciation:**

- As the school year started, our academic counseling department provided significant assistance in completing and adjusting student schedules. By the third day of school, very few student changes needed to take place.
- We were presented with a unique challenge a couple of weeks ago as a staff member faced a significant medical issue. The immediate response from our staff and the emergency response team was amazing. Since then members of the technology department have stepped up to fill the needs we have across the district.
- Our cross country coaches have put a system in place for when their student-athletes miss class time due to early bus times. They complete a sheet of paper listing the work they missed and then are required to attend a work session before school the following day.

**Acceleration:**

- Our PLC teams are being established and SMART goals are being identified. The staff was trained on how to establish “norms” (adult behavior expectations for meetings) and how to write SMART goals to use within PLCs.
- We are on an every other week rotation with PLC teams. One Thursday is grade level meetings and the following Thursday is department meetings. The team assignments are subject to change as staff members find which team’s SMART goal(s) best fit them.
- Mindy Sparby, Jeff Heine, Bruce Mathiowetz and myself met with Ken Rosen from FIRST Robotics about the possibility of starting a MSHSL sponsored robotics team in the high school. We were all intrigued by this possibility, as it provides an activity for a group of students with different abilities and interests that our current activities address. November deadlines exist for the submission of grants to assist in registration and equipment costs. These costs are separate from the travel costs and the stipend paid to the advisor(s).

**Anticipation:**

- PLC teams will soon gain an understanding of “Power Standards.” Powers Standards are defined as the essential standards that our classes should be focused on. While there is no magic number for the number of Power Standards that should exist, ideally 6-8 in a semester.
- Dr. Smith and I will be attending a gathering at Prairie Oaks to gain an understanding of their Youth Leaders for Community Change initiative.
- Homecoming week is nearly upon us! The events begin with coronation on October 1<sup>st</sup> and conclude with the homecoming dance on October 5<sup>th</sup>, after the football game.
- Please stay in tune to daily developments in our building by following me on Twitter (@HSPrincipal716).

# Hand Pays

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
p30302	0716	28333	SBC	54149	CH	1	5752	LOLLIPOP THE CLOWN	Y	Y	8/23/2012	C N	USD	100.00
P30302	0716	28375	SBC	54188	CH	1	2272	US BANK	Y	N	8/28/2012	C N	USD	2,175,395.82
p30302	0716	28377	SBC	54190	CH	1	1812	MESPA	Y	Y	8/28/2012	C N	USD	425.00
P30302	0716	28380	SBC	54191	CH	1	4112	HANOVER INSURANCE GROUP	Y	N	9/4/2012	OC N	USD	882.00
p303p1	0716	28388	SBC	54192	CH	1	1134	BELLE PLAINE SCHOOL	Y	N	9/5/2012	OC N	USD	3,329.49
p303p1	0716	28389	SBC	54193	CH	1	1555	HEALTH PARTNERS	Y	N	9/5/2012	OC N	USD	10,246.80
p303p1	0716	28390	SBC	54194	CH	1	1753	MADISON NATIONAL LIFE	Y	N	9/5/2012	OC N	USD	390.00
p303p1	0716	28390	SBC	54194	CH	1	1753	MADISON NATIONAL LIFE	Y	N	9/5/2012	OC N	USD	1,300.00
p303p1	0716	28391	SBC	54195	CH	1	1836	NCPERS MINNESOTA	Y	N	9/5/2012	OC N	USD	32.00
p303p1	0716	28392	SBC	54196	CH	1	5360	Reliance Standard Life	Y	N	9/5/2012	OC N	USD	1,071.48
P30302	0716	28401	SBC	54197	CH	1	5761	CHRIS JOSTOCK	Y	N	9/5/2012	OC N	USD	83.00
P30302	0716	28393	SBC	54198	CH	1	1630	JEFF OLSON	Y	N	9/5/2012	OC N	USD	83.00
P30302	0716	28394	SBC	54199	CH	1	1640	JERRY LITFIN	Y	N	9/5/2012	OC N	USD	83.00
P30302	0716	28395	SBC	54200	CH	1	1773	MARK VAN ZEE	Y	N	9/5/2012	OC N	USD	96.00
P30302	0716	28396	SBC	54201	CH	1	1787	MASSP	Y	N	9/5/2012	OC N	USD	833.00
P30302	0716	28399	SBC	54202	CH	1	2430	MRC	Y	N	9/5/2012	OC N	USD	150.00
P30302	0716	28397	SBC	54203	CH	1	1901	NATE HUETTL	Y	N	9/5/2012	OC N	USD	96.00
P30302	0716	28400	SBC	54204	CH	1	4722	PHIL KERN	Y	N	9/5/2012	OC N	USD	83.00
P30302	0716	28398	SBC	54205	CH	1	2235	TIM LITFIN	Y	N	9/5/2012	OC N	USD	83.00
P30302	0716	28407	SBC	54206	CH	1	1608	INTERMEDIATE DIST 917	Y	N	9/7/2012	OC N	USD	3,833.86
P30302	0716	28408	SBC	54207	CH	1	1687	KIM STEVENSEN	Y	N	9/7/2012	OC N	USD	96.00
P30302	0716	28409	SBC	54208	CH	1	1970	PAULA VAN ZEE	Y	N	9/7/2012	OC N	USD	96.00
P30302	0716	28435	SBC	54214	CH	1	5343	AGAPE RIDING CENTER	Y	N	9/13/2012	C N	USD	490.00
P30302	0716	28438	SBC	54215	CH	1	5776	ANDREW SOWADA	Y	N	9/13/2012	C N	USD	83.00
P30302	0716	28418	SBC	54216	CH	1	1084	APPLE VALLEY HIGH SCHOOL	Y	N	9/13/2012	C N	USD	100.00
P30302	0716	28434	SBC	54217	CH	1	4835	ARCTIC ICE	Y	N	9/13/2012	C N	USD	51.00
P30302	0716	28419	SBC	54218	CH	1	1158	BILL EADS	Y	N	9/13/2012	C N	USD	83.00
P30302	0716	28436	SBC	54219	CH	1	5361	BLOOMINGTON KENNEDY HIGH SCHOOL	Y	N	9/13/2012	C N	USD	125.00
P30302	0716	28427	SBC	54220	CH	1	2329	BLUE CROSS BLUE SHIELD of MN	Y	N	9/13/2012	C N	USD	354.00
P30302	0716	28420	SBC	54221	CH	1	1238	CENTRAL HIGH SCHOOL	Y	N	9/13/2012	C N	USD	150.00
P30302	0716	28429	SBC	54222	CH	1	3645	CHASKA HIGH SCHOOL	Y	N	9/13/2012	C N	USD	240.00
P30302	0716	28421	SBC	54223	CH	1	1460	FARMINGTON HIGH SCHOOL	Y	N	9/13/2012	C N	USD	50.00
P30302	0716	28440	SBC	54224	CH	1	5778	JULIE TESCH	Y	N	9/13/2012	C N	USD	105.00
P30302	0716	28432	SBC	54225	CH	1	4172	LAKEVILLE NORTH	Y	N	9/13/2012	C N	USD	160.00

# Hand Pays

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P30302	0716	28441	SBC	54226	CH	1	5779	LISA JEURISSEN	Y	N	9/13/2012	C N	USD	105.00
P30302	0716	28422	SBC	54227	CH	1	1759	MANKATO EAST HIGH SCHOOL	Y	N	9/13/2012	C N	USD	80.00
P30302	0716	28433	SBC	54228	CH	1	4755	MARSHALL HS	Y	N	9/13/2012	C N	USD	225.00
P30302	0716	28439	SBC	54229	CH	1	5777	MICHAEL KAUFMAN	Y	N	9/13/2012	C N	USD	83.00
P30302	0716	28423	SBC	54230	CH	1	1878	MONTGOMERY-LONSDALE SCHOOL	Y	N	9/13/2012	C N	USD	175.00
P30302	0716	28428	SBC	54231	CH	1	2582	MSHSL	Y	N	9/13/2012	C N	USD	30.00
P30302	0716	28425	SBC	54232	CH	1	2214	NEFF MOTIVATION, INC	Y	N	9/13/2012	C N	USD	253.50
P30302	0716	28431	SBC	54233	CH	1	4149	NEW PRAGUE HS ATHLETIC OFFICE	Y	N	9/13/2012	C N	USD	100.00
P30302	0716	28424	SBC	54234	CH	1	2015	RANDY JOHNTSON	Y	N	9/13/2012	C N	USD	83.00
P30302	0716	28430	SBC	54235	CH	1	3826	ST JAMES HIGH SCHOOL	Y	N	9/13/2012	C N	USD	55.00
P30302	0716	28437	SBC	54236	CH	1	5775	TODD KLUSMANN	Y	N	9/13/2012	C N	USD	83.00
P30302	0716	28426	SBC	54237	CH	1	2287	WACONIA HIGH SCHOOL	Y	N	9/13/2012	C N	USD	75.00
P30302	0716	28442	SBC	54238	CH	1	1867	MN SECRETARY OF STATE - NOTARY	Y	N	9/17/2012	C N	USD	120.00
p303p2	0716	28451	SBC	54239	CH	1	1134	BELLE PLAINE SCHOOL	Y	N	9/20/2012	C N	USD	3,513.71
P30302	0716	28452	SBC	54240	CH	1	1687	KIM STEVENSEN	Y	N	9/20/2012	C N	USD	96.00
P30302	0716	28453	SBC	54241	CH	1	1812	MESPA	Y	N	9/20/2012	C N	USD	95.00
P30302	0716	28454	SBC	54242	CH	1	1970	PAULA VAN ZEE	Y	N	9/20/2012	C N	USD	96.00

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**Total** **\$ 2,206,047.66**

## Wires

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
p303p1	0716	28381	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	9/5/2012	OC N	USD	33,586.82
p303p1	0716	28382	SBC		WX	1	1977	PERA	N	N	9/5/2012	OC N	USD	7,904.16
p303p1	0716	28383	SBC		WX	1	2330	FEDERAL	N	N	9/5/2012	OC N	USD	26,205.66
p303p1	0716	28383	SBC		WX	1	2330	FEDERAL	N	N	9/5/2012	OC N	USD	8,503.32
p303p1	0716	28383	SBC		WX	1	2330	FEDERAL	N	N	9/5/2012	OC N	USD	30,494.74
p303p1	0716	28384	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	9/5/2012	OC N	USD	11,765.72
p303p1	0716	28385	SBC		WX	1	2581	MN CHILD SUPPORT CENTER	N	N	9/5/2012	OC N	USD	545.00
p303p1	0716	28386	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	9/5/2012	OC N	USD	109,882.43
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	1,004.30
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	100.00
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	1,558.36
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	100.00
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	100.00
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	1,415.00
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	5,682.98
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	500.00
p303p1	0716	28387	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/5/2012	OC N	USD	1,818.18
p303p2	0716	28443	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	9/20/2012	C N	USD	35,784.42
p303p2	0716	28444	SBC		WX	1	1977	PERA	N	N	9/20/2012	C N	USD	6,611.56
p303p2	0716	28445	SBC		WX	1	2330	FEDERAL	N	N	9/20/2012	C N	USD	25,899.19
p303p2	0716	28445	SBC		WX	1	2330	FEDERAL	N	N	9/20/2012	C N	USD	8,953.54
p303p2	0716	28445	SBC		WX	1	2330	FEDERAL	N	N	9/20/2012	C N	USD	32,109.44
p303p2	0716	28446	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	9/20/2012	C N	USD	11,754.54
p303p2	0716	28447	SBC		WX	1	2581	MN CHILD SUPPORT CENTER	N	N	9/20/2012	C N	USD	545.00
p303p2	0716	28448	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	9/20/2012	C N	USD	3,914.51
p303p2	0716	28449	SBC		WX	1	5277	Preferred One	N	N	9/20/2012	C N	USD	98,453.28
p303p2	0716	28449	SBC		WX	1	5277	Preferred One	N	N	9/20/2012	C N	USD	25,342.94
p303p2	0716	28450	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2012	C N	USD	1,004.30
p303p2	0716	28450	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2012	C N	USD	100.00
p303p2	0716	28450	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2012	C N	USD	1,558.36
p303p2	0716	28450	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2012	C N	USD	100.00
p303p2	0716	28450	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2012	C N	USD	1,715.00
p303p2	0716	28450	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2012	C N	USD	5,872.98
p303p2	0716	28450	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2012	C N	USD	511.12
p303p2	0716	28450	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	9/20/2012	C N	USD	1,818.18
P30302	0716	28331	SBC		WX	1	2336	XCEL ENERGY	N	N	8/21/2012	C N	USD	16,055.12

# Wires

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P30302	0716	28332	SBC		WX	1	3414	CENTERPOINT ENGERGY	N	N	8/21/2012	C N	USD	244.11
														51,332.83
														210,038.21
														224,667.66
<b>Total</b>													<b>\$ 1,005,552.96</b>	

August 2012 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
SD BELLE PLAINE	291961073	7/27/2012	7/30/2012	8/27/2012	BIFFS INC	519.86
SD BELLE PLAINE	293802267	8/22/2012	8/23/2012	8/27/2012	SAMS CLUB#6311	184.68
SD BELLE PLAINE	293944978	8/23/2012	8/24/2012	8/27/2012	SAMS CLUB#6510	79.98
SD BELLE PLAINE	293944979	8/23/2012	8/24/2012	8/27/2012	THE HOME DEPOT #2829	40.16
HIGH SCHOOL BELLE PLAINE	292866058	8/10/2012	8/10/2012	8/27/2012	1235 THE FREE PRESS	116.00
HIGH SCHOOL BELLE PLAINE	292866059	8/10/2012	8/10/2012	8/27/2012	RRS*ROADRUNNER VIPCLUB	(24.99)
HIGH SCHOOL BELLE PLAINE	293395417	8/16/2012	8/17/2012	8/27/2012	MIDAMERICA LIB BOOKFAI	210.76
HIGH SCHOOL BELLE PLAINE	293395418	8/16/2012	8/17/2012	8/27/2012	MIDAMERICA LIB BOOKFAI	537.57
HIGH SCHOOL BELLE PLAINE	293620159	8/20/2012	8/21/2012	8/27/2012	GROTH MUSIC	42.85
HIGH SCHOOL BELLE PLAINE	293620160	8/20/2012	8/21/2012	8/27/2012	GROTH MUSIC	1,285.45
HIGH SCHOOL BELLE PLAINE	293620161	8/20/2012	8/21/2012	8/27/2012	NATIONAL RECOGNITION	18.28
HIGH SCHOOL BELLE PLAINE	293620162	8/20/2012	8/21/2012	8/27/2012	SSI*PREMIER HAM&STEPH	2,813.00
HIGH SCHOOL BELLE PLAINE	293620163	8/20/2012	8/21/2012	8/27/2012	J W PEPPER	229.99
HIGH SCHOOL BELLE PLAINE	293700921	8/20/2012	8/22/2012	8/27/2012	IDEASTAGE PROMOTION	647.50
HIGH SCHOOL BELLE PLAINE	293944984	8/24/2012	8/24/2012	8/27/2012	PAYPAL *MASTERYCONN	159.00
HIGH SCHOOL BELLE PLAINE	294087510	8/26/2012	8/27/2012	8/27/2012	OFFICE MAX	79.99
DAVIS KRIS	291961075	7/27/2012	7/30/2012	8/27/2012	RUTTIGERS SUGAR LAKE L	119.75
DAVIS KRIS	292041164	7/30/2012	7/31/2012	8/27/2012	USPS 26073001733418328	2.10
DAVIS KRIS	292362303	8/3/2012	8/3/2012	8/27/2012	FLAGHOUSE INC	120.61
DAVIS KRIS	292362304	8/2/2012	8/3/2012	8/27/2012	BEYOND PLAY LLC	144.67
DAVIS KRIS	292525004	8/5/2012	8/6/2012	8/27/2012	LEARNING RESOURCES	86.50
DAVIS KRIS	292525005	8/5/2012	8/6/2012	8/27/2012	WM EZPAY	215.80
DAVIS KRIS	292525006	8/5/2012	8/6/2012	8/27/2012	WM EZPAY	206.12
DAVIS KRIS	292586408	8/5/2012	8/7/2012	8/27/2012	WM EZPAY	136.81
DAVIS KRIS	292586409	8/5/2012	8/7/2012	8/27/2012	WM EZPAY	613.59
DAVIS KRIS	292643957	8/7/2012	8/8/2012	8/27/2012	USPS 26073001733418328	1.30
DAVIS KRIS	293248933	8/14/2012	8/16/2012	8/27/2012	METRO SALES INC	2,468.45
DAVIS KRIS	293395425	8/17/2012	8/17/2012	8/27/2012	FLAGHOUSE INC	42.70
DAVIS KRIS	293395426	8/16/2012	8/17/2012	8/27/2012	BEYOND PLAY LLC	86.48
DAVIS KRIS	293802270	8/22/2012	8/23/2012	8/27/2012	FLAGHOUSE INC	330.24
HEINE JEFF	292525000	8/3/2012	8/6/2012	8/27/2012	Mills Fleet Farm #2 50	163.73
HEINE JEFF	292525001	8/3/2012	8/6/2012	8/27/2012	THE HOME DEPOT 2809	51.20
HEINE JEFF	292643952	8/7/2012	8/8/2012	8/27/2012	SHERWIN WILLIAMS #3169	206.84
HEINE JEFF	292729892	8/8/2012	8/9/2012	8/27/2012	WW GRAINGER	135.88
HEINE JEFF	292729893	8/7/2012	8/9/2012	8/27/2012	THE HOME DEPOT #2841	51.49
HEINE JEFF	292729894	8/7/2012	8/9/2012	8/27/2012	ALPHA VIDEO + AUDIO IN	6,259.00

## August 2012 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
HEINE JEFF	292866046	8/9/2012	8/10/2012	8/27/2012	COBORN S SUPERSTORE	50.04
HEINE JEFF	292866047	8/9/2012	8/10/2012	8/27/2012	COBORN S SUPERSTORE	292.73
HEINE JEFF	292866048	8/9/2012	8/10/2012	8/27/2012	PIONEER REVERE 8008771	1,695.00
HEINE JEFF	292866049	8/10/2012	8/10/2012	8/27/2012	LAMPERT YARDS 1030	(874.31)
HEINE JEFF	293081350	8/13/2012	8/14/2012	8/27/2012	SIP*STATEINDUSTRIAL US	830.00
HEINE JEFF	293248930	8/15/2012	8/16/2012	8/27/2012	JA SEXAUER	2,040.72
HEINE JEFF	293395407	8/16/2012	8/17/2012	8/27/2012	MENARDS BURNSVILLE	465.98
HEINE JEFF	293535293	8/18/2012	8/20/2012	8/27/2012	MENARDS MANKATO	65.07
HEINE JEFF	293620148	8/20/2012	8/21/2012	8/27/2012	WW GRAINGER	69.08
HEINE JEFF	293700912	8/21/2012	8/22/2012	8/27/2012	HERMANS LANDSCAPE SUPP	1,640.00
HEINE JEFF	293802262	8/22/2012	8/23/2012	8/27/2012	SURPLUS OFFICE SUPPLY	1,250.00
HEINE JEFF	293802263	8/22/2012	8/23/2012	8/27/2012	MENARDS BURNSVILLE	190.82
HEINE JEFF	293944975	8/23/2012	8/24/2012	8/27/2012	HERMANS LANDSCAPE SUPP	1,640.00
SMITH KELLY	293395408	8/17/2012	8/17/2012	8/27/2012	NSBA	47.00
SMITH KELLY	294087506	8/24/2012	8/27/2012	8/27/2012	KWIK TRIP 33000003301	31.24
SMITH KELLY	294087507	8/24/2012	8/27/2012	8/27/2012	EAGLE RIDGE RESTAU	169.07
WICK KEN	292124051	8/1/2012	8/1/2012	8/27/2012	APL*APPLEONLINESTOREUS	199.00
WICK KEN	292124052	8/1/2012	8/1/2012	8/27/2012	APL*APPLEONLINESTOREUS	899.00
WICK KEN	292124053	8/1/2012	8/1/2012	8/27/2012	APL*APPLEONLINESTOREUS	145.00
WICK KEN	292124054	8/1/2012	8/1/2012	8/27/2012	APL*APPLEONLINESTOREUS	79.00
WICK KEN	292124055	8/1/2012	8/1/2012	8/27/2012	APL*APPLEONLINESTOREUS	395.00
WICK KEN	292586410	8/6/2012	8/7/2012	8/27/2012	APL*APPLEONLINESTOREUS	49.00
WICK KEN	293395431	8/17/2012	8/17/2012	8/27/2012	UPS*292704L5FK7	5.35
WICK KEN	293535298	8/18/2012	8/20/2012	8/27/2012	APL*APPLEONLINESTOREUS	399.00
WICK KEN	293620165	8/21/2012	8/21/2012	8/27/2012	DNH*GODADDY.COM	178.47
WICK KEN	293802272	8/23/2012	8/23/2012	8/27/2012	CDW GOVERNMENT	296.66
WICK KEN	293944986	8/24/2012	8/24/2012	8/27/2012	CDW GOVERNMENT	185.00
WICK KEN	293944987	8/23/2012	8/24/2012	8/27/2012	OFFICE MAX	119.99
WICK KEN	293944988	8/23/2012	8/24/2012	8/27/2012	UPS*295812FOPFP	5.35
WICK KEN	293944989	8/23/2012	8/24/2012	8/27/2012	UPS*1ZT095410395840085	54.16
WICK KEN	294087512	8/27/2012	8/27/2012	8/27/2012	CDW GOVERNMENT	80.00
MATHIOWETZ BRUCE	291961074	7/27/2012	7/30/2012	8/27/2012	Mills Fleet Farm #2 50	48.59
MATHIOWETZ BRUCE	292041163	7/30/2012	7/31/2012	8/27/2012	Best Buy 00014639	99.99
MATHIOWETZ BRUCE	292124049	7/31/2012	8/1/2012	8/27/2012	COBORN S SUPERSTORE	103.26
MATHIOWETZ BRUCE	292124050	7/31/2012	8/1/2012	8/27/2012	ALCO 00381	25.50
MATHIOWETZ BRUCE	292362302	8/2/2012	8/3/2012	8/27/2012	KOOL HAUS	41.67

August 2012 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
MATHIOWETZ BRUCE	292866060	8/10/2012	8/10/2012	8/27/2012	TARGET 00012724	24.73
MATHIOWETZ BRUCE	293535294	8/18/2012	8/20/2012	8/27/2012	ACE HARDWARE & PAINT	24.95
DEUTSCH JOE	292866061	8/8/2012	8/10/2012	8/27/2012	COOKE CUSTOM S00 OF 00	844.75
ANDERSON DOUG	292729903	8/8/2012	8/9/2012	8/27/2012	FACTORY OUTLET MAXTOOL	164.98
ANDERSON DOUG	292866062	8/8/2012	8/10/2012	8/27/2012	THE WEBSTAUANT STORE	542.24
ANDERSON DOUG	293162821	8/14/2012	8/15/2012	8/27/2012	SAMS CLUB#6311	(14.01)
ANDERSON DOUG	293162822	8/14/2012	8/15/2012	8/27/2012	SAMS CLUB#6311	235.89
ANDERSON DOUG	293395422	8/16/2012	8/17/2012	8/27/2012	ALPHABETSIGNS	40.34
ANDERSON DOUG	293395423	8/16/2012	8/17/2012	8/27/2012	SAMS INTERNET	725.49
ANDERSON DOUG	293395424	8/16/2012	8/17/2012	8/27/2012	THE WEBSTAUANT STORE	152.93
ANDERSON DOUG	293535295	8/17/2012	8/20/2012	8/27/2012	KERNEL CONCESSION SUPP	225.81
ANDERSON DOUG	293535296	8/17/2012	8/20/2012	8/27/2012	KERNEL CONCESSION SUPP	209.65
ANDERSON DOUG	293620164	8/20/2012	8/21/2012	8/27/2012	Amazon.com	35.29
GROTBERG CAREN	293395427	8/17/2012	8/17/2012	8/27/2012	WM SUPERCENTER#3513	39.46
KELLER CHUCK	292362308	8/1/2012	8/3/2012	8/27/2012	VERIZON WRLS MYACCT VW	590.50
KELLER CHUCK	292643958	8/7/2012	8/8/2012	8/27/2012	MINNESOTA ASSOCIATION	50.00
KELLER CHUCK	292643959	8/7/2012	8/8/2012	8/27/2012	MINNESOTA ASSOCIATION	50.00
KELLER CHUCK	292866064	8/9/2012	8/10/2012	8/27/2012	USPS 26073001733418328	90.00
KELLER CHUCK	292866065	8/8/2012	8/10/2012	8/27/2012	DOMINO S 7300	21.38
KELLER CHUCK	293802271	8/21/2012	8/23/2012	8/27/2012	VERIZON WRLS MYACCT VW	721.01
ACTIVITIES BELLE P	293162823	8/13/2012	8/15/2012	8/27/2012	LOOP PARKING 23	6.00
ACTIVITIES BELLE P	293248934	8/15/2012	8/16/2012	8/27/2012	CHILI S-SHAKOPEE	62.17
ACTIVITIES BELLE P	293248935	8/14/2012	8/16/2012	8/27/2012	PLZA MPLSPARKING	12.00
ACTIVITIES BELLE P	293395428	8/15/2012	8/17/2012	8/27/2012	PLZA MPLSPARKING	9.00
ACTIVITIES BELLE P	294087511	8/26/2012	8/27/2012	8/27/2012	COBORN S SUPERSTORE	171.73
SPARBY MINDY	292362300	8/2/2012	8/3/2012	8/27/2012	PCI*MEDCO SUPPLY	13.35
SD BELLE PLAINE	291961072	7/27/2012	7/30/2012	8/27/2012	CHANHASSEN DINNER THEA	170.00
SD BELLE PLAINE	292041159	7/30/2012	7/31/2012	8/27/2012	COBORN S SUPERSTORE	17.94
SD BELLE PLAINE	292041160	7/29/2012	7/31/2012	8/27/2012	FAIRBRIDGE INN AND SUI	499.98
SD BELLE PLAINE	292041161	7/29/2012	7/31/2012	8/27/2012	FAIRBRIDGE INN AND SUI	499.98
SD BELLE PLAINE	292041162	7/30/2012	7/31/2012	8/27/2012	ECC*DSS-Disc Sch Suppl	93.08
SD BELLE PLAINE	292124045	7/31/2012	8/1/2012	8/27/2012	USPS 26073001733418328	4.30
SD BELLE PLAINE	292124046	7/31/2012	8/1/2012	8/27/2012	USPS 26073001733418328	135.00
SD BELLE PLAINE	292124047	7/30/2012	8/1/2012	8/27/2012	CENEX CONVENIE07038920	744.10
SD BELLE PLAINE	292214076	8/1/2012	8/2/2012	8/27/2012	OTTO DRG EXPRSS & VRIE	3.99
SD BELLE PLAINE	292362292	8/2/2012	8/3/2012	8/27/2012	USPS 26073001733418328	5.90

August 2012 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
SD BELLE PLAINE	292362293	8/1/2012	8/3/2012	8/27/2012	CHANHASSEN DINNER THEA	70.52
SD BELLE PLAINE	292586405	8/6/2012	8/7/2012	8/27/2012	USPS 26073001733418328	682.90
SD BELLE PLAINE	292643953	8/7/2012	8/8/2012	8/27/2012	OTTO DRG EXPRSS & VRIE	3.99
SD BELLE PLAINE	292643954	8/7/2012	8/8/2012	8/27/2012	STAPLES ADVANTAGE	52.75
SD BELLE PLAINE	292729895	8/8/2012	8/9/2012	8/27/2012	USPS 26073001733418328	450.00
SD BELLE PLAINE	292866050	8/9/2012	8/10/2012	8/27/2012	COBORN S SUPERSTORE	17.16
SD BELLE PLAINE	292866051	8/9/2012	8/10/2012	8/27/2012	USPS 26073001733418328	90.00
SD BELLE PLAINE	292866052	8/9/2012	8/10/2012	8/27/2012	USPS 26073001733418328	45.40
SD BELLE PLAINE	293081351	8/13/2012	8/14/2012	8/27/2012	USPS 26073001733418328	6.10
SD BELLE PLAINE	293248931	8/15/2012	8/16/2012	8/27/2012	COBORN S SUPERSTORE	20.54
SD BELLE PLAINE	293248932	8/15/2012	8/16/2012	8/27/2012	USPS 26073001733418328	104.20
SD BELLE PLAINE	293395409	8/16/2012	8/17/2012	8/27/2012	USPS 26073001733418328	37.00
SD BELLE PLAINE	293620149	8/20/2012	8/21/2012	8/27/2012	TARGET 00012724	22.11
SD BELLE PLAINE	293620150	8/20/2012	8/21/2012	8/27/2012	TARGET 00012724	(5.98)
SD BELLE PLAINE	293620151	8/20/2012	8/21/2012	8/27/2012	LOWES #02628*	45.90
SD BELLE PLAINE	293620152	8/20/2012	8/21/2012	8/27/2012	OTTO DRG EXPRSS & VRIE	3.99
SD BELLE PLAINE	293620153	8/20/2012	8/21/2012	8/27/2012	WM SUPERCENTER#3513	(14.90)
SD BELLE PLAINE	293620154	8/20/2012	8/21/2012	8/27/2012	WM SUPERCENTER#3513	14.90
SD BELLE PLAINE	293620155	8/20/2012	8/21/2012	8/27/2012	WM SUPERCENTER#3513	13.94
SD BELLE PLAINE	293700913	8/21/2012	8/22/2012	8/27/2012	USPS 26073001733418328	11.00
SD BELLE PLAINE	293700914	8/21/2012	8/22/2012	8/27/2012	TPC*GOPHER	348.66
SD BELLE PLAINE	293802264	8/22/2012	8/23/2012	8/27/2012	USPS 26073001733418328	29.65
SD BELLE PLAINE	293802265	8/22/2012	8/23/2012	8/27/2012	USPS 26073001733418328	450.00
SD BELLE PLAINE	293802266	8/22/2012	8/23/2012	8/27/2012	OTTO DRG EXPRSS & VRIE	1.38
SD BELLE PLAINE	293944976	8/24/2012	8/24/2012	8/27/2012	USPS 26073001733418328	16.85
SD BELLE PLAINE	293944977	8/22/2012	8/24/2012	8/27/2012	FASTECH OF JACKSONVILL	40.26
SD BELLE PLAINE	294087508	8/24/2012	8/27/2012	8/27/2012	G & K RENTAL	209.50
COMM ED BELLE PLAINE	292124048	7/31/2012	8/1/2012	8/27/2012	COBORN S SUPERSTORE	32.97
COMM ED BELLE PLAINE	292525002	8/5/2012	8/6/2012	8/27/2012	TARGET 00024497	309.88
COMM ED BELLE PLAINE	292525003	8/4/2012	8/6/2012	8/27/2012	KAPLAN EARLY LEARNING	(22.12)
COMM ED BELLE PLAINE	292643956	8/7/2012	8/8/2012	8/27/2012	COBORN S SUPERSTORE	11.92
COMM ED BELLE PLAINE	292729902	8/8/2012	8/9/2012	8/27/2012	TARGET 00018333	112.78
COMM ED BELLE PLAINE	293162820	8/14/2012	8/15/2012	8/27/2012	COBORN S SUPERSTORE	13.51
COMM ED BELLE PLAINE	293395419	8/16/2012	8/17/2012	8/27/2012	COBORN S SUPERSTORE	19.22
COMM ED BELLE PLAINE	293395420	8/16/2012	8/17/2012	8/27/2012	COBORN S SUPERSTORE	(19.22)
COMM ED BELLE PLAINE	293395421	8/16/2012	8/17/2012	8/27/2012	COBORN S SUPERSTORE	17.98

August 2012 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
COMM ED BELLE PLAINE	293700922	8/21/2012	8/22/2012	8/27/2012	COBORN S SUPERSTORE	12.86
COMM ED BELLE PLAINE	293700923	8/20/2012	8/22/2012	8/27/2012	WALGREENS #5325	27.23
COMM ED BELLE PLAINE	293944985	8/24/2012	8/24/2012	8/27/2012	COBORN S SUPERSTORE	18.27
ELEMENTARY CHATFIELD	292586406	8/1/2012	8/7/2012	8/27/2012	MINDSTEPS INC	35.46
ELEMENTARY CHATFIELD	293081352	8/13/2012	8/14/2012	8/27/2012	SSI*SCHOOL SPECIALTY	340.67
ELEMENTARY CHATFIELD	293395410	8/16/2012	8/17/2012	8/27/2012	DRAPHIX/TEACHER DIRECT	26.24
ELEMENTARY CHATFIELD	293395411	8/17/2012	8/17/2012	8/27/2012	RGS*REALLY GOOD STUFF	54.43
ELEMENTARY CHATFIELD	293395412	8/16/2012	8/17/2012	8/27/2012	NYSTROM E-COMMERCE	1,785.77
ELEMENTARY CHATFIELD	293395413	8/16/2012	8/17/2012	8/27/2012	RAPTOR TECHNOLOGIES L	864.00
ELEMENTARY CHATFIELD	293620156	8/20/2012	8/21/2012	8/27/2012	OFFICEMAX CT*IN#713041	23.61
ELEMENTARY CHATFIELD	293620157	8/20/2012	8/21/2012	8/27/2012	SSI*SCHOOL SPECIALTY	52.83
ELEMENTARY CHATFIELD	293620158	8/20/2012	8/21/2012	8/27/2012	DRAPHIX/TEACHER DIRECT	31.92
ELEMENTARY CHATFIELD	293700915	8/21/2012	8/22/2012	8/27/2012	IKEA BLOOMINGTON	54.47
ELEMENTARY CHATFIELD	293802268	8/22/2012	8/23/2012	8/27/2012	SSI*SCHOOL SPECIALTY	131.50
ELEMENTARY CHATFIELD	293802269	8/21/2012	8/23/2012	8/27/2012	LAKESHORE LEARNING MAT	91.54
ELEMENTARY CHATFIELD	293944980	8/24/2012	8/24/2012	8/27/2012	FLAGHOUSE INC	384.43
ELEMENTARY CHATFIELD	293944981	8/24/2012	8/24/2012	8/27/2012	TPC*GOPHER	323.33
ELEMENTARY CHATFIELD	294087509	8/25/2012	8/27/2012	8/27/2012	TARGET 00012021	19.25
ELEMENTARY OAK CREST	292586407	8/6/2012	8/7/2012	8/27/2012	SUPREME GRAPHICS	273.19
ELEMENTARY OAK CREST	292643955	8/7/2012	8/8/2012	8/27/2012	RGS*REALLY GOOD STUFF	73.71
ELEMENTARY OAK CREST	292729896	8/8/2012	8/9/2012	8/27/2012	SSI*SCHOOL SPECIALTY	108.88
ELEMENTARY OAK CREST	292729897	8/8/2012	8/9/2012	8/27/2012	SSI*SCHOOL SPECIALTY	185.85
ELEMENTARY OAK CREST	292729898	8/8/2012	8/9/2012	8/27/2012	SSI*SCHOOL SPECIALTY	253.23
ELEMENTARY OAK CREST	292729899	8/8/2012	8/9/2012	8/27/2012	SSI*SCHOOL SPECIALTY	181.34
ELEMENTARY OAK CREST	292729900	8/9/2012	8/9/2012	8/27/2012	RGS*REALLY GOOD STUFF	45.93
ELEMENTARY OAK CREST	292729901	8/9/2012	8/9/2012	8/27/2012	REMEDIA PUBLICATIONS	21.98
ELEMENTARY OAK CREST	292866053	8/10/2012	8/10/2012	8/27/2012	TREND ENTERPRISES INC	33.07
ELEMENTARY OAK CREST	292866054	8/9/2012	8/10/2012	8/27/2012	RGS*REALLY GOOD STUFF	55.14
ELEMENTARY OAK CREST	292866055	8/10/2012	8/10/2012	8/27/2012	SSI*SCHOOL SPECIALTY	990.53
ELEMENTARY OAK CREST	292866056	8/9/2012	8/10/2012	8/27/2012	ABC ZONE BURNSVILLE	43.40
ELEMENTARY OAK CREST	292866057	8/9/2012	8/10/2012	8/27/2012	TEACHER CREATED RESOUR	39.72
ELEMENTARY OAK CREST	293002453	8/12/2012	8/13/2012	8/27/2012	TARGET 00013524	36.94
ELEMENTARY OAK CREST	293002454	8/10/2012	8/13/2012	8/27/2012	ORDWAY CNTR-TICKET & D	437.50
ELEMENTARY OAK CREST	293081353	8/12/2012	8/14/2012	8/27/2012	Mills Fleet Farm #3 20	35.97
ELEMENTARY OAK CREST	293081354	8/13/2012	8/14/2012	8/27/2012	CREATIVETEACHINGPRESS	28.95
ELEMENTARY OAK CREST	293162817	8/14/2012	8/15/2012	8/27/2012	TARGET 00012724	122.15

August 2012 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
ELEMENTARY OAK CREST	293162818	8/14/2012	8/15/2012	8/27/2012	SAMS CLUB#6311	35.00
ELEMENTARY OAK CREST	293162819	8/14/2012	8/15/2012	8/27/2012	SAMS CLUB#6311	67.90
ELEMENTARY OAK CREST	293395414	8/16/2012	8/17/2012	8/27/2012	SSI*CLASSROOM DIRECT	145.75
ELEMENTARY OAK CREST	293395415	8/16/2012	8/17/2012	8/27/2012	TWX*SPORTS ILLS KIDS	25.96
ELEMENTARY OAK CREST	293395416	8/16/2012	8/17/2012	8/27/2012	SOLUTION TREE INC	84.85
ELEMENTARY OAK CREST	293700916	8/21/2012	8/22/2012	8/27/2012	TARGET 00011858	83.22
ELEMENTARY OAK CREST	293700917	8/21/2012	8/22/2012	8/27/2012	DOLRTREE 3150 00031500	36.00
ELEMENTARY OAK CREST	293700918	8/20/2012	8/22/2012	8/27/2012	TRIARCO ARTS AND CRAF	44.48
ELEMENTARY OAK CREST	293700919	8/21/2012	8/22/2012	8/27/2012	SSI*SCHOOL SPECIALTY	171.88
ELEMENTARY OAK CREST	293700920	8/21/2012	8/22/2012	8/27/2012	LAKESHORE LEARNING #41	31.48
ELEMENTARY OAK CREST	293944982	8/22/2012	8/24/2012	8/27/2012	WRIGHT PRINTING CO	44.00
ELEMENTARY OAK CREST	293944983	8/23/2012	8/24/2012	8/27/2012	TWX*SPORTS ILLS KIDS	(25.96)
HANSON LIANN	291961076	7/27/2012	7/30/2012	8/27/2012	RUTTGENS SUGAR LAKE L	233.51
HANSON LIANN	292214077	8/1/2012	8/2/2012	8/27/2012	COBORN S SUPERSTORE	16.45
HANSON LIANN	292362307	8/3/2012	8/3/2012	8/27/2012	ASSOC SUPERV AND CURR	164.00
HANSON LIANN	292866063	8/8/2012	8/10/2012	8/27/2012	NAESP.ORG	235.00
HANSON LIANN	293162824	8/13/2012	8/15/2012	8/27/2012	PLZA MPLSPARKING	12.00
HANSON LIANN	293248936	8/14/2012	8/16/2012	8/27/2012	PLZA MPLSPARKING	12.00
HANSON LIANN	293248937	8/16/2012	8/16/2012	8/27/2012	Amazon.com	72.87
HANSON LIANN	293395429	8/15/2012	8/17/2012	8/27/2012	PLZA MPLSPARKING	9.00
HANSON LIANN	293395430	8/16/2012	8/17/2012	8/27/2012	SOLUTION TREE INC	698.92
HANSON LIANN	293535297	8/19/2012	8/20/2012	8/27/2012	Amazon.com	25.81

<b>Total</b>	<b>51,332.83</b>
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## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	4332	N	ABBIGAIL VOLEK	V30301	35961	09302012	186.59	0.00	186.59	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$186.59			
1	4640	N	ABRAKADOODLE	V30301	35868	1640	288.00	0.00	288.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$288.00			
1	3753	N	AG POWER ENTEPRISES INC	V30301	35851	460589	50.31	0.00	50.31	09/17/2012	09/17/2012	09/17/2012
1	3753	N	AG POWER ENTEPRISES INC	V30301	35849	461243	306.00	0.00	306.00	09/17/2012	09/17/2012	09/17/2012
1	3753	N	AG POWER ENTEPRISES INC	V30301	35850	461075	95.11	0.00	95.11	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$451.42			
1	5343	N	AGAPE RIDING CENTER	V30301	35895	12019	70.00	0.00	70.00	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$70.00			
1	4272	N	AMY FRANCK	V30301	35948	09302012	42.74	0.00	42.74	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$42.74			
1	1069	N	ANDY LANE	V30301	35958	09302012	119.57	0.00	119.57	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$119.57			
1	3166	N	ANGELA KALAL	V30301	35830	09102012	18.84	0.00	18.84	09/17/2012	09/17/2012	09/17/2012
1	3166	N	ANGELA KALAL	V30301	35964	09302012	65.61	0.00	65.61	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$84.45			
1	4589	N	BANC OF AMERICA LEASING	V30301	35865	40	8,256.74	0.00	8,256.74	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$8,256.74			
1	1125	N	BELLE PLAINE HERALD	V30301	35547	12799	136.00	0.00	136.00	09/07/2012	09/07/2012	09/07/2012
1	1125	N	BELLE PLAINE HERALD	V30301	35902	12964	200.00	0.00	200.00	09/12/2012	09/12/2012	09/12/2012
							Check Amount:		\$336.00			
1	1143	N	BERGER INTERIORS	V30301	35917	07312012	6,533.40	0.00	6,533.40	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$6,533.40			
1	1149	N	BEST PREP	V30301	35859	10858	80.00	0.00	80.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$80.00			
1	4427	N	BP FIREARM SAFETY CLUB	V30301	35896	12018	90.00	0.00	90.00	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$90.00			
1	5792	N	BRANDON GAIKOWSKI	V30301	35963	09302012	49.95	0.00	49.95	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$49.95			
1	3876	N	CENTERPOINT ENERGY SERVICE	V30301	35828	2464042	60.00	0.00	60.00	09/17/2012	09/17/2012	09/17/2012

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	3876	N	CENTERPOINT ENERGY SERVICE	V30301	35827	2464092	60.00	0.00	60.00	09/17/2012	09/17/2012	09/17/2012
1	3876	N	CENTERPOINT ENERGY SERVICE	V30301	35869	2471572	66.07	0.00	66.07	09/13/2012	09/13/2012	09/13/2012
							Check Amount:		\$186.07			
1	1237	N	CENTRAL FIRE PROTECTION IN	V30301	35838	27411-27412	1,334.25	0.00	1,334.25	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$1,334.25			
1	5310	N	CHUCK KELLER	V30301	35943	09302012	224.78	0.00	224.78	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$224.78			
1	5760	N	COMPUTER INFORMATION CONCEV	V30301	35833	PSI17416	11,340.00	0.00	11,340.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$11,340.00			
1	1321	N	DANIEL SCHMIDT LIGHTING	V30301	35834	4641	369.17	0.00	369.17	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$369.17			
1	2730	N	DAVE KREFT	V30301	35949	09302012	342.99	0.00	342.99	09/20/2012	09/20/2012	09/20/2012
1	2730	N	DAVE KREFT	V30301	35941	09302012	16.49	0.00	16.49	09/20/2012	09/20/2012	09/20/2012
1	2730	N	DAVE KREFT	V30301	35955	09302012	24.42	0.00	24.42	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$383.90			
1	4565	N	DE LAGE LANDEN	V30301	35829	15004311	418.00	0.00	418.00	09/08/2012	09/08/2012	09/08/2012
							Check Amount:		\$418.00			
1	3278	N	DIRECT DIGITAL CONTROLS INC	V30301	35840	121210	1,410.00	0.00	1,410.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$1,410.00			
1	1390	N	DR DAN'S REF & ELECT	V30301	35857	11325	1,260.00	0.00	1,260.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$1,260.00			
1	5579	N	EDUCATORS BENEFIT CONSULTA	V30301	35863	15172	200.00	0.00	200.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$200.00			
1	5785	N	EHOLZ GRAPHIX	V30301	35909	09032012	380.00	0.00	380.00	09/03/2012	09/03/2012	09/03/2012
							Check Amount:		\$380.00			
1	2993	N	GWEN KELLER	V30301	35930	09302012	71.76	0.00	71.76	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$71.76			
1	1579	N	HOUGHTON MIFFLIN	V30301	35815	948569269	8,077.50	0.00	8,077.50	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$8,077.50			
1	3163	N	JANELLE LAURENT	V30301	35947	09302012	34.22	0.00	34.22	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$34.22			

**Belle Plaine Public Schools  
Pre Payment Report**

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	1202	N	JANIS BUESGENS	V30301	35945	09302012	42.18	0.00	42.18	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$42.18			
1	3167	N	JAROD WERNER	V30301	35940	09302012	79.94	0.00	79.94	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$79.94			
1	3168	N	JENAE SERVICE	V30301	35939	09302012	179.85	0.00	179.85	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$179.85			
1	5787	N	JENNIFER GRABOW	V30301	35931	09302012	41.85	0.00	41.85	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$41.85			
1	5211	N	JILL PROVANCHA	V30301	35935	09302012	165.84	0.00	165.84	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$165.84			
1	4525	N	JILL WALLERT	V30301	35962	09302012	169.52	0.00	169.52	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$169.52			
1	2681	N	JULIE MINER	V30301	35953	09302012	190.48	0.00	190.48	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$190.48			
1	5789	N	KIM DEWITTE	V30301	35950	09302012	182.16	0.00	182.16	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$182.16			
1	4119	N	KRIS DAVIS	V30301	35942	09302012	90.47	0.00	90.47	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$90.47			
1	1707	N	LANGE'S PLUMBING & HEATING	V30301	35839	121202	22.00	0.00	22.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$22.00			
1	5791	N	LAURA NELSON	V30301	35957	09302012	51.06	0.00	51.06	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$51.06			
1	1725	N	LESUEUR COMM ED	V30301	35898	12016	153.00	0.00	153.00	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$153.00			
1	5357	N	LIANN HANSON	V30301	35938	09302012	238.54	0.00	238.54	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$238.54			
1	5737	N	LIFE'S GREAT MOMENTS	V30301	35912	08312012	3,754.73	0.00	3,754.73	08/31/2012	08/31/2012	08/31/2012
							Check Amount:		\$3,754.73			
1	1778	N	MARTY HARTMANN	V30301	35944	08172012	33.86	0.00	33.86	09/20/2012	09/20/2012	09/20/2012

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date	
1	1778	N	MARTY HARTMANN	V30301	35936	09302012	57.45	0.00	57.45	09/20/2012	09/20/2012	09/20/2012	
							Check Amount:		\$91.31				
1	3668	N	MARY KUBES	V30301	35959	09302012	96.27	0.00	96.27	09/20/2012	09/20/2012	09/20/2012	
							Check Amount:		\$96.27				
1	5341	N	MCDOWELL AGENCY INC	V30301	35862	35867	256.50	0.00	256.50	09/17/2012	09/17/2012	09/17/2012	
1	5341	N	MCDOWELL AGENCY INC	V30301	35904	36266	71.40	0.00	71.40	09/14/2012	09/14/2012	09/14/2012	
							Check Amount:		\$327.90				
1	3069	1	N	MCGRAW Hill Companies	V30301	35826	68914066001	3,805.48	0.00	3,805.48	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$3,805.48				
1	5736	N	MCGRAW-HILL EDUCATION	V30301	35823	68754162001	1,698.84	0.00	1,698.84	09/17/2012	09/17/2012	09/17/2012	
1	5736	N	MCGRAW-HILL EDUCATION	V30301	35825	68686428001	3,360.61	0.00	3,360.61	09/17/2012	09/17/2012	09/17/2012	
1	5736	N	MCGRAW-HILL EDUCATION	V30301	35824	68943526001	5,071.81	0.00	5,071.81	09/17/2012	09/17/2012	09/17/2012	
							Check Amount:		\$10,131.26				
1	4145	N	MEDICAREBLUE RX	V30301	35905	26135018	501.00	0.00	501.00	09/14/2012	09/14/2012	09/14/2012	
							Check Amount:		\$501.00				
1	2594	N	MELISSA BRUESKE	V30301	35951	09302012	32.48	0.00	32.48	09/20/2012	09/20/2012	09/20/2012	
							Check Amount:		\$32.48				
1	5788	N	MELISSA HANSON	V30301	35960	09302012	168.02	0.00	168.02	09/20/2012	09/20/2012	09/20/2012	
1	5788	N	MELISSA HANSON	V30301	35932	09302012	150.58	0.00	150.58	09/20/2012	09/20/2012	09/20/2012	
							Check Amount:		\$318.60				
1	1813	N	METRO ATHLETIC SUPPLY	V30301	35546	143479	231.60	0.00	231.60	09/07/2012	09/07/2012	09/07/2012	
							Check Amount:		\$231.60				
1	2670	N	NAPA	V30301	35845	348746	11.54	0.00	11.54	09/17/2012	09/17/2012	09/17/2012	
							Check Amount:		\$11.54				
1	4652	N	NARDINI FIRE EQUIP COMPANY INV30301	V30301	35848	416308	193.78	0.00	193.78	09/17/2012	09/17/2012	09/17/2012	
1	4652	N	NARDINI FIRE EQUIP COMPANY INV30301	V30301	35847	416232	220.47	0.00	220.47	09/17/2012	09/17/2012	09/17/2012	
1	4652	N	NARDINI FIRE EQUIP COMPANY INV30301	V30301	35846	416231	250.00	0.00	250.00	09/17/2012	09/17/2012	09/17/2012	
							Check Amount:		\$664.25				
1	2787	N	NATIONAL GEOGRAPHIC BEE	V30301	35860	09172012	100.00	0.00	100.00	09/17/2012	09/17/2012	09/17/2012	
							Check Amount:		\$100.00				

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	1696	N	NELSON LADD	V30301	35897	12017	5.65	0.00	5.65	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$5.65			
1	1918	N	NIEMAN ROOFING CO. INC	V30301	35841	3602	1,990.00	0.00	1,990.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$1,990.00			
1	5780	N	NYSTROM PUBLISHING CO, INC	V30301	35864	25759	583.08	0.00	583.08	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$583.08			
1	1953	N	PANDY ANDERSON	V30301	35867	11969	7.90	0.00	7.90	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$7.90			
1	3340	N	PEARSON EARLY LEARNING	V30301	35821	BK 66927963	3,835.08	0.00	3,835.08	09/17/2012	09/17/2012	09/17/2012
1	3340	N	PEARSON EARLY LEARNING	V30301	35820	4021631425	9,064.18	0.00	9,064.18	09/17/2012	09/17/2012	09/17/2012
1	3340	N	PEARSON EARLY LEARNING	V30301	35819	7021519689	11,592.21	0.00	11,592.21	09/17/2012	09/17/2012	09/17/2012
1	3340	N	PEARSON EARLY LEARNING	V30301	35818	BK 66927957	13,906.53	0.00	13,906.53	09/17/2012	09/17/2012	09/17/2012
1	3340	N	PEARSON EARLY LEARNING	V30301	35817	7021736171	5,425.23	0.00	5,425.23	09/17/2012	09/17/2012	09/17/2012
1	3340	N	PEARSON EARLY LEARNING	V30301	35816	4021631423	17,470.92	0.00	17,470.92	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$61,294.15			
1	5587	N	PRAIRIE RIVER HOME CARE, INC	V30301	35814	AUG/SEPT	1,527.50	0.00	1,527.50	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$1,527.50			
1	2001	N	PROGRESSIVE PRINTING	V30301	35907	20120418	155.66	0.00	155.66	08/29/2012	08/29/2012	08/29/2012
							Check Amount:		\$155.66			
1	2002	N	PROTECTION SYSTEMS INC	V30301	35836	18580	7,555.00	0.00	7,555.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$7,555.00			
1	2039	N	RICHARD FOUST	V30301	35956	09302012	43.85	0.00	43.85	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$43.85			
1	5497	N	SARA BUNGARDEN	V30301	35937	09302012	166.20	0.00	166.20	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$166.20			
1	4547	N	SAUTER ENTERPRISES	V30301	35915	0000001	3,425.00	0.00	3,425.00	09/20/2012	09/20/2012	09/20/2012
1	4547	N	SAUTER ENTERPRISES	V30301	35844	08232012	1,460.00	0.00	1,460.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$4,885.00			
1	3733	N	SAXE CHEV/BUICK	V30301	35548	11962	3,008.84	0.00	3,008.84	09/07/2012	09/07/2012	09/07/2012
							Check Amount:		\$3,008.84			

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	2066	N	SCHINDLER ELEVATOR CORP	V30301	35842	8103284677	437.19	0.00	437.19	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$437.19			
1	2081	N	SCOTT CO EXTENSION SERVICE	V30301	35549	182	180.00	0.00	180.00	09/07/2012	09/07/2012	09/07/2012
							Check Amount:		\$180.00			
1	2674	N	SCOTT RENNE	V30301	35933	09302012	22.76	0.00	22.76	09/20/2012	09/20/2012	09/20/2012
1	2674	N	SCOTT RENNE	V30301	35913	09202012	680.12	0.00	680.12	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$702.88			
1	2112	N	SHELLY JUAIRE	V30301	35551	11957	560.00	0.00	560.00	09/07/2012	09/07/2012	09/07/2012
							Check Amount:		\$560.00			
1	2137	N	SOUTH CENTRAL ECSU	V30301	35835	13259	1,925.00	0.00	1,925.00	09/17/2012	09/17/2012	09/17/2012
1	2137	N	SOUTH CENTRAL ECSU	V30301	35916	13434	3,911.25	0.00	3,911.25	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$5,836.25			
1	3442	N	SOUTH CENTRAL GLASS	V30301	35837	15454	660.00	0.00	660.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$660.00			
1	4622	N	STAPLES ADVANTAGE	V30301	35906	8023004569	7,930.13	0.00	7,930.13	09/08/2012	09/08/2012	09/08/2012
							Check Amount:		\$7,930.13			
1	2153	N	STASNEY ELECTRIC	V30301	35856	24980	1,012.35	0.00	1,012.35	09/17/2012	09/17/2012	09/17/2012
1	2153	N	STASNEY ELECTRIC	V30301	35855	24953	2,872.62	0.00	2,872.62	09/17/2012	09/17/2012	09/17/2012
1	2153	N	STASNEY ELECTRIC	V30301	35854	24937	287.99	0.00	287.99	09/17/2012	09/17/2012	09/17/2012
1	2153	N	STASNEY ELECTRIC	V30301	35853	24883	15,386.21	0.00	15,386.21	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$19,559.17			
1	2157	N	STEFFEN HARDWARE	V30301	35852	JULY/AUG	198.61	0.00	198.61	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$198.61			
1	4473	N	STEPHANIE MOORE	V30301	35946	09302012	160.12	0.00	160.12	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$160.12			
1	5745	N	SUPERIOR SEALCOAT SERVICES	V30301	35914	295-12	1,044.00	0.00	1,044.00	09/04/2012	09/04/2012	09/04/2012
							Check Amount:		\$1,044.00			
1	2188	N	TAHER INC	V30301	35908	0035227-IN	9,861.51	0.00	9,861.51	09/10/2012	09/10/2012	09/10/2012
							Check Amount:		\$9,861.51			
1	3348	N	TEACHER DIRECT	V30301	35861	P449338400016	53.76	0.00	53.76	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$53.76			

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	2195	N	TERI KIEWATT	V30301	35934	09302012	201.48	0.00	201.48	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$201.48			
1	2363	N	TEXTBOOK WAREHOUSE INE	V30301	35822	SI0173651	1,174.42	0.00	1,174.42	09/17/2012	09/17/2012	09/17/2012
1	2363	N	TEXTBOOK WAREHOUSE INE	V30301	35903	SI0192712	249.48	0.00	249.48	09/07/2012	09/07/2012	09/07/2012
							Check Amount:		\$1,423.90			
1	2230	N	THINKING CAP QUIZ BOWL	V30301	35831	09122012	70.00	0.00	70.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$70.00			
1	5669	N	TITAN ENERGY SYSTEMS	V30301	35832	120209-017	777.92	0.00	777.92	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$777.92			
1	4105	N	TRANE	V30301	35858	3980713	1,925.00	0.00	1,925.00	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$1,925.00			
1	5790	N	TRICIA DENZER	V30301	35952	09302012	242.97	0.00	242.97	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$242.97			
1	4139	N	VEOLIA	V30301	35843	212412810	2,422.93	0.00	2,422.93	09/17/2012	09/17/2012	09/17/2012
							Check Amount:		\$2,422.93			
1	4855	N	VIRG HANSON	V30301	35954	09302012	25.53	0.00	25.53	09/20/2012	09/20/2012	09/20/2012
							Check Amount:		\$25.53			
							Report Total:		\$199,448.00			

\*Does not meet minimum amount  
\*\*Exceeds maximum amount

CERTIFICATION OF MINUTES RELATING TO \$24,960,000 GENERAL OBLIGATION  
SCHOOL BUILDING REFUNDING BONDS, SERIES 2012A

Issuer: Independent School District No. 716 (Belle Plaine), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on September 24, 2012 at 7:00 p.m. at the School District offices.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION NO. \_\_\_\_\_

RESOLUTION AUTHORIZING ISSUANCE, AWARDING SALE, PRESCRIBING  
THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT OF  
\$24,960,000 GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS,  
SERIES 2012A

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said bonds; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on September 24, 2012.

\_\_\_\_\_  
School District Clerk

It was reported that nine (9) sealed proposals for the purchase of General Obligation School Building Refunding Bonds, Series 2012A were received prior to 10:00 a.m., pursuant to the Official Statement distributed to potential purchasers of the Bonds by Springsted Incorporated, independent financial advisor to the District. The proposals have been publicly opened, read and tabulated and were found to be as follows:

(See Attached)



Springsted Incorporated  
 380 Jackson Street, Suite 300  
 Saint Paul, MN 55101-2887

Tel: 651-223-3000  
 Fax: 651-223-3002  
 Email: advisors@springsted.com  
 www.springsted.com

**\$26,070,000\***

**INDEPENDENT SCHOOL DISTRICT NO. 716  
 BELLE PLAINE, MINNESOTA**

**GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2012A**

**(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)**

**(BOOK ENTRY ONLY)**

**AWARD: PNC CAPITAL MARKETS**

**SALE: September 24, 2012 Standard & Poor's MNSDCEP Rating: AA+  
 Standard & Poor's Underlying Rating: A+**

<b>Bidder</b>	<b>Interest Rates</b>	<b>Price</b>	<b>Net Interest Cost</b>	<b>True Interest Rate</b>
PNC CAPITAL MARKETS	3.00% 2016-2017 4.00% 2018-2023 3.00% 2024-2026	\$28,638,046.65	\$5,139,217.79	2.2062%
PIPER JAFFRAY & CO.	3.00% 2016 4.00% 2017-2021 3.00% 2022-2026	\$28,121,650.80	\$5,282,128.78	2.2968%
ROBERT W. BAIRD & COMPANY, INCORPORATED	4.00% 2016-2017 3.00% 2018-2026	\$27,583,095.14	\$5,255,433.89	2.3075%
C.L. KING & ASSOCIATES COASTAL SECURITIES L.P. KILDARE CAPITAL FIDELITY CAPITAL MARKETS SERVICES EDWARD D. JONES & COMPANY CRONIN & COMPANY, INC. SAMCO CAPITAL MARKETS, INC. LOOP CAPITAL MARKETS, LLC CREWS & ASSOCIATES BANK OF NEW YORK MELLON, CAPITAL MARKETS DAVENPORT & COMPANY LLC INCAPITAL, LLC NORTHLAND SECURITIES FIRST SOUTHWEST CO. STERNE, AGEE & LEACH, INC. ROSS, SINCLAIRE & ASSOCIATES WEDBUSH MORGAN SECURITIES CASTLEOAK SECURITIES, L.P. BERNARDI SECURITIES, INCORPORATED VINING-SPARKS IBG, LIMITED PARTNERSHIP DOUGHERTY & COMPANY LLC				

(Continued)

Bidder	Interest Rates	Price	Net Interest Cost	True Interest Rate
WILLIAM BLAIR & COMPANY	3.00% 2016-2017 4.00% 2018-2021 3.00% 2022-2026	\$28,010,112.20	\$5,301,594.74	2.3086%
BMO CAPITAL MARKETS GKST INC. RAYMOND JAMES & ASSOCIATES, INC. MORGAN STANLEY & CO. INC. JEFFERIES & COMPANY, INC.	3.00% 2016 2.00% 2017 4.00% 2018 3.00% 2019 4.00% 2020-2026	\$28,922,914.06	\$5,560,164.55	2.3545%
CITIGROUP GLOBAL MARKETS, INC. UBS FINANCIAL SERVICES INC. J.P. MORGAN SECURITIES LLC	2.00% 2016 3.00% 2017-2021 4.00% 2022-2025 3.00% 2026	\$28,030,716.71	\$5,637,857.32	2.4358%
FTN FINANCIAL CAPITAL MARKETS	4.00% 2016-2017 5.00% 2018-2026	\$30,829,125.46	\$6,092,338.85	2.4799%
WELL FARGO BANK, NATIONAL ASSOCIATION	4.00% 2016-2023 3.00% 2024-2026	\$28,184,102.46	\$5,754,193.51	2.4999%
HUTCHINSON, SHOCKEY, ERLEY & CO.	2.00% 2016-2018 3.00% 2019-2022 2.25% 2023 3.00% 2024-2026	\$26,563,670.59	\$5,711,599.83	2.5547%

REOFFERING SCHEDULE OF THE PURCHASER

<u>Rate</u>	<u>Year</u>	<u>Yield</u>
3.00%	2016	0.60%
3.00%	2017	0.85%
4.00%	2018	1.125%
4.00%	2019	1.36%
4.00%	2020	1.61%
4.00%	2021	1.83%
4.00%	2022	1.93%
4.00%	2023	2.07%
3.00%	2024	2.56%
3.00%	2025	2.71%
3.00%	2026	2.81%

BBI: 3.72%  
Average Maturity: 8.465 Years

\* Subsequent to bid opening, the issue size decreased from \$26,070,000 to \$24,960,000.

Member \_\_\_\_\_ introduced the following resolution and moved its adoption, which motion was seconded by Member \_\_\_\_\_:

RESOLUTION AUTHORIZING ISSUANCE, AWARDING SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT OF \$24,960,000 GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2012A

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 716 (Belle Plaine), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION AND SALE.

1.01. Authorization. This Board hereby authorizes the issuance and sale of its General Obligation School Building Refunding Bonds, Series 2012A, in the aggregate principal amount of \$26,070,000 (the Bonds), pursuant to Minnesota Statutes Chapter 475. The District believes a substantial debt service savings can be achieved by the issuance and sale of the Bonds. The proceeds of the Bonds will be used, together with any additional funds of the District which might be required, to refund in advance of maturity and to redeem and prepay on February 1, 2015 (the Crossover Date), the 2016 through 2026 maturities, aggregating \$25,515,000 in principal amount, of the District's outstanding \$33,335,000 General Obligation School Building Bonds, Series 2005A, originally dated as of April 1, 2005 (the Refunded Bonds), in a "crossover refunding" as defined in Minnesota Statutes, Section 475.67, Subdivision 13.

1.02. Sale. The District has retained Springsted Incorporated, in St. Paul, Minnesota, as independent financial advisor in connection with the sale of the Bonds. Pursuant to the Official Statement prepared on behalf of the District by Springsted Incorporated, sealed proposals for the purchase of the Bonds were received at or before the time specified for receipt of proposals. The proposals have been opened, publicly read and considered and the purchase price, interest rates and net interest cost under the terms of each proposal have been determined. The most favorable proposal received is that of PNC Capital Markets, in Philadelphia, Pennsylvania, (the Purchaser), to purchase the Bonds at a price of \$27,418,809.90 plus accrued interest on all Bonds to the day of delivery and payment, on the further terms and conditions hereinafter set forth.

1.03. Award. The sale of the Bonds is hereby awarded to the Purchaser, and the Chairperson and Clerk are hereby authorized and directed on behalf of the District to execute a contract for the sale of the Bonds in accordance with the terms of the proposal. The good faith deposit of the Purchaser shall be retained and deposited by the District until the Bonds have been delivered, and shall be deducted from the purchase price paid at settlement. Any good faith deposit of other bidders shall be returned to them forthwith.

1.04. Savings. It is hereby determined that:

(a) by the issuance of the Bonds the District will realize a substantial interest rate reduction, a gross savings of approximately \$2,725,812.50 and a present value savings (using the yield on the Bonds, computed in accordance with Section 148 of the Internal

Revenue Code of 1986, as amended (the Code), as the discount factor) of approximately \$2,324,615.55;

(b) as of the Crossover Date, the present value of the debt service on the Bonds, computed to their stated maturity dates, after deducting any premium, is at least 3% lower than the sum of (i) the present value of the debt service on the Refunded Bonds, computed to their stated maturity dates, plus (ii) any expenses of the refunding payable from a source other than the proceeds of the Bonds or investment earnings thereon, using the yield of the Bonds as the discount rate.

**SECTION 2. BOND TERMS; REGISTRATION; EXECUTION AND DELIVERY.**

2.01. Issuance of Bonds. All acts, conditions and things which are required by the Constitution and laws of the State of Minnesota to be done prior to the issuance of the Bonds having been done, existing and having happened, it is necessary for this Board to establish the form and terms of the Bonds, to provide for the security thereof, and to issue the Bonds forthwith.

2.02. Maturities, Interest Rates and Denominations. The Bonds shall be originally dated as of October 30, 2012, shall be in denominations of \$5,000 or any integral multiple thereof of single maturities, shall mature on February 1 in the years and amounts stated below and shall bear interest from date of issue until paid or duly called for redemption at the annual rates set forth opposite such years and amounts, as follows:

<u>Year</u>	<u>Amount</u>	<u>Rate</u>	<u>Year</u>	<u>Amount</u>	<u>Rate</u>
2016	\$1,885,000	3.00%	2022	\$2,310,000	4.00%
2017	1,940,000	3.00	2023	2,400,000	4.00
2018	2,090,000	4.00	2024	2,490,000	3.00
2019	2,180,000	4.00	2025	2,480,000	3.00
2020	2,280,000	4.00	2026	2,535,000	3.00
2021	2,370,000	4.00			

For purposes of complying with the maturity provisions of Minnesota Statutes, Section 475.54, Subdivision 1, the maturity schedule for the Bonds is being combined with the maturity schedule for the unrefunded portion of District's \$33,335,000 General Obligation School Building Bonds, Series 2005A.

The Bonds shall be issuable only in fully registered form. The interest thereon and, upon surrender of each Bond, the principal amount thereof, shall be payable by check or draft issued by the Registrar described herein; provided that, so long as the Bonds are registered in the name of a securities depository, or a nominee thereof, in accordance with Section 2.08 hereof, principal and interest shall be payable in accordance with the operational arrangements of the securities depository.

2.03. Dates and Interest Payment Dates. Upon initial delivery of the Bonds pursuant to Section 2.07 and upon any subsequent transfer or exchange pursuant to Section 2.06, the date of

authentication shall be noted on each Bonds so delivered, exchanged or transferred. The interest on the Bonds shall be payable on February 1 and August 1, commencing August 1, 2013, to the owners of record thereof as of the close of business on the fifteenth day of the immediately preceding month, whether or not such day is a business day.

2.04. Redemption. Bonds maturing in 2022 and later years shall be subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and within a maturity by lot as selected by the Registrar in multiples of \$5,000, on February 1, 2021, and on any date thereafter, at a price equal to the principal amount thereof and accrued interest to the date of redemption. The Clerk shall cause notice of the call for redemption thereof to be published as required by law and, at least thirty (30) days prior to the designated redemption date, shall cause notice of the call for redemption to be mailed, by first class mail, to the registered owners of any Bonds to be redeemed at their addresses as they appear on the bond register described in Section 2.06 hereof but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

2.05. Appointment of Initial Registrar. The District hereby appoints Bond Trust Services Corporation, in Roseville, Minnesota, as the initial bond registrar, transfer agent and paying agent (the Registrar). The Chairperson and the Clerk are authorized to execute and deliver, on behalf of the District, a contract with the Registrar. Upon merger or consolidation of the Registrar with another corporation, if the resulting corporation is a bank or trust company authorized by law to conduct such business, such corporation shall be authorized to act as successor Registrar. The District agrees to pay the reasonable and customary charges of the Registrar for the services performed. The District reserves the right to remove the Registrar upon thirty (30) days' notice and upon the appointment of a successor Registrar, in which event the predecessor Registrar shall deliver all cash and Bonds in its possession to the successor Registrar and shall deliver the bond register to the successor Registrar.

2.06. Registration. The effect of registration and the rights and duties of the District and the Registrar with respect thereto shall be as follows:

(a) Register. The Registrar shall keep at its principal corporate trust office a bond register in which the Registrar shall provide for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged.

(b) Transfer of Bonds. Upon surrender for transfer of any Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an

attorney duly authorized by the registered owner in writing, the Registrar shall authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until such interest payment date.

(c) Exchange of Bonds. Whenever any Bonds are surrendered by the registered owner for exchange the Registrar shall authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity, as requested by the registered owner or the owner's attorney in writing.

(d) Cancellation. All Bonds surrendered upon any transfer or exchange shall be promptly canceled by the Registrar and thereafter disposed of as directed by the District.

(e) Improper or Unauthorized Transfer. When any Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the same until it is satisfied that the endorsement on such Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar shall incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

(f) Persons Deemed Owners. The District and the Registrar may treat the person in whose name any Bond is at any time registered in the bond register as the absolute owner of such Bond, whether such Bond shall be overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on such Bond and for all other purposes, and all such payments so made to any such registered owner or upon the owner's order shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

(g) Taxes, Fees and Charges. For every transfer or exchange of Bonds, the Registrar may impose a charge upon the owner thereof sufficient to reimburse the Registrar for any tax, fee or other governmental charge required to be paid with respect to such transfer or exchange.

(h) Mutilated, Lost, Stolen or Destroyed Bonds. In case any Bond shall become mutilated or be destroyed, stolen or lost, the Registrar shall deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of any such mutilated Bond or in lieu of and in substitution for any such Bond destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that such Bond was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar of an appropriate bond or indemnity in form, substance and amount satisfactory to it, in which both the District and the Registrar shall be named as obligees. All Bonds so surrendered to the Registrar shall be canceled by it and evidence of such cancellation

shall be given to the District. If the mutilated, destroyed, stolen or lost Bond has already matured or been called for redemption in accordance with its terms it shall not be necessary to issue a new Bond prior to payment.

(i) Authenticating Agent. The Registrar is hereby designated authenticating agent for the Bonds, within the meaning of Minnesota Statutes, Section 475.55, Subdivision 1, as amended.

(j) Valid Obligations. All Bonds issued upon any transfer or exchange of Bonds shall be the valid obligations of the District, evidencing the same debt, and entitled to the same benefits under this Resolution as the Bonds surrendered upon such transfer or exchange.

2.07. Execution; Authentication and Delivery. The Bonds shall be prepared under the direction of the Clerk and shall be executed on behalf of the District by the signatures of the Chairperson and the Clerk, provided that all signatures may be printed, engraved, or lithographed facsimiles of the originals. In case any officer whose signature, or a facsimile of whose signature, shall appear on the Bonds shall cease to be such officer before the delivery of any Bond, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Notwithstanding such execution, no Bond shall be valid or obligatory for any purpose or entitled to any security or benefit under this resolution unless and until a certificate of authentication on such Bond has been duly executed by the manual signature of the Registrar. The executed certificate of authentication on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution. When the Bonds have been so delivered and authenticated, they shall be delivered by the Clerk to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser shall not be obligated to see to the application of the purchase price.

2.08. Securities Depository. (a) For purposes of this section the following terms shall have the following meanings:

"Beneficial Owner" shall mean, whenever used with respect to a Bond, the person in whose name such Bond is recorded as the beneficial owner of such Bond by a Participant on the records of such Participant, or such person's subrogee.

"Cede & Co." shall mean Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Bonds.

"DTC" shall mean The Depository Trust Company of New York, New York.

"Participant" shall mean any broker-dealer, bank or other financial institution for which DTC holds Bonds as securities depository.

"Representation Letter" shall mean the Representation Letter pursuant to which the District agrees to comply with DTC's Operational Arrangements.

(b) The Bonds shall be initially issued as separately authenticated fully registered bonds, and one Bond shall be issued in the principal amount of each stated maturity of the Bonds. Upon initial issuance, the ownership of such Bonds shall be registered in the bond register in the name of Cede & Co., as nominee of DTC. The Registrar and the District may treat DTC (or its nominee) as the sole and exclusive owner of the Bonds registered in its name for the purposes of payment of the principal of or interest on the Bonds, selecting the Bonds or portions thereof to be redeemed, if any, giving any notice permitted or required to be given to registered owners of Bonds under this resolution, registering the transfer of Bonds, and for all other purposes whatsoever; and neither the Registrar nor the District shall be affected by any notice to the contrary. Neither the Registrar nor the District shall have any responsibility or obligation to any Participant, any person claiming a beneficial ownership interest in the Bonds under or through DTC or any Participant, or any other person which is not shown on the bond register as being a registered owner of any Bonds, with respect to the accuracy of any records maintained by DTC or any Participant, with respect to the payment by DTC or any Participant of any amount with respect to the principal of or interest on the Bonds, with respect to any notice which is permitted or required to be given to owners of Bonds under this resolution, with respect to the selection by DTC or any Participant of any person to receive payment in the event of a partial redemption of the Bonds, or with respect to any consent given or other action taken by DTC as registered owner of the Bonds. So long as any Bond is registered in the name of Cede & Co., as nominee of DTC, the Registrar shall pay all principal of and interest on such Bond, and shall give all notices with respect to such Bond, only to Cede & Co. in accordance with DTC's Operational Arrangements, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than DTC shall receive an authenticated Bond for each separate stated maturity evidencing the obligation of the District to make payments of principal and interest. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the Bonds will be transferable to such new nominee in accordance with paragraph (e) hereof.

(c) In the event the District determines that it is in the best interest of the Beneficial Owners that they be able to obtain Bonds in the form of bond certificates, the District may notify DTC and the Registrar, whereupon DTC shall notify the Participants of the availability through DTC of Bonds in the form of certificates. In such event, the Bonds will be transferable in accordance with paragraph (e) hereof. DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the District and the Registrar and discharging its responsibilities with respect thereto under applicable law. In such event the Bonds will be transferable in accordance with paragraph (e) hereof.

(d) The execution and delivery of the Representation Letter to DTC by the Chairperson or Clerk, if not previously filed with DTC, is hereby authorized and directed.

(e) In the event that any transfer or exchange of Bonds is permitted under paragraph (b) or (c) hereof, such transfer or exchange shall be accomplished upon receipt by the Registrar of the Bonds to be transferred or exchanged and appropriate instruments of transfer to the permitted transferee in accordance with the provisions of this resolution. In the event Bonds in the form of certificates are issued to owners other than Cede & Co., its successor as nominee for DTC as

owner of all the Bonds, or another securities depository as owner of all the Bonds, the provisions of this resolution shall also apply to all matters relating thereto, including, without limitation, the printing of such Bonds in the form of bond certificates and the method of payment of principal of and interest on such Bonds in the form of bond certificates.

2.09. Form of Bonds. The Bonds shall be prepared in substantially the following form:

UNITED STATES OF AMERICA  
STATE OF MINNESOTA  
SCOTT, CARVER, SIBLEY AND LESUEUR COUNTIES

INDEPENDENT SCHOOL DISTRICT NO. 716 (BELLE PLAINE)

GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BOND, SERIES 2012A

<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Date of Original Issue</u>	<u>CUSIP No.</u>
%	February 1, 20--	October 30, 2012	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: THOUSAND DOLLARS

INDEPENDENT SCHOOL DISTRICT NO. 716 (BELLE PLAINE), SCOTT, CARVER, SIBLEY AND LESUEUR COUNTIES, STATE OF MINNESOTA (the District), acknowledges itself to be indebted and for value received hereby promises to pay to the registered owner specified above, or registered assigns, the principal sum specified above on the maturity date specified above, and to pay interest thereon from the date of original issue specified above, or from the most recent interest payment date to which interest has been paid or duly provided for, at the annual rate specified above, payable on February 1 and August 1 in each year, commencing August 1, 2013, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month, all subject to the provisions referred to herein with respect to the redemption of the principal of this Bond prior to its stated maturity. The interest hereon and, upon presentation and surrender hereof at the principal office of the Registrar described below, the principal hereof, are payable in lawful money of the United States of America by check or draft drawn on Bond Trust Services Corporation, in Roseville, Minnesota, as bond registrar, transfer agent and paying agent, or its successor designated under the Resolution described herein (the Registrar).

This Bond is one of an issue in the aggregate principal amount of \$24,960,000 (the Bonds), issued by the District to provide funds to refund certain outstanding general obligation school building bonds of the District, and is issued pursuant to and in full conformity with a resolution adopted by the School Board on September 24, 2012 (the Resolution), pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling, including Minnesota Statutes, Chapter 475. The Bonds are issuable only in fully registered form, in denominations of \$5,000 or any integral multiple thereof, of single maturities.

Bonds maturing in 2022 and later years are each subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and, within a maturity, by lot as selected by the Registrar in multiples of \$5,000, on February 1, 2021, and on any date thereafter, at a price equal to the principal amount thereof plus interest accrued to the date of redemption. The District will cause notice of the call for redemption to be published as required by law and, at least thirty (30) days prior to the designated redemption date, will cause notice of the call thereof to be mailed by first class mail to the registered owner

of any Bond to be redeemed at the owner's address as it appears on the bond register maintained by the Registrar, but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

As provided in the Resolution and subject to certain limitations set forth therein, this Bond is transferable upon the books of the District at the principal office of the Registrar, by the registered owner hereof in person or by the owner's attorney duly authorized in writing upon surrender hereof together with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owner's attorney, and may also be surrendered in exchange for Bonds of other authorized denominations. Upon such transfer or exchange, the District will cause a new Bond or Bonds to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, bearing interest at the same rate and maturing on the same date, subject to reimbursement for any tax, fee or governmental charge required to be paid with respect to such transfer or exchange.

The District and the Registrar may deem and treat the person in whose name this Bond is registered as the absolute owner hereof, whether this Bond is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Registrar shall be affected by any notice to the contrary.

Notwithstanding any other provisions of this Bond, so long as this Bond is registered in the name of Cede & Co., as nominee of The Depository Trust Company, or in the name of any other nominee of The Depository Trust Company or other securities depository, the Registrar shall pay all principal of and interest on this Bond, and shall give all notices with respect to this Bond, only to Cede & Co. or other nominee in accordance with the operational arrangements of The Depository Trust Company or other securities depository as agreed to by the District.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED AND AGREED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to exist, to happen and to be performed preliminary to and in the issuance of this Bond in order to make it a valid and binding general obligation of the District in accordance with its terms, have been done, do exist, have happened and have been performed as so required; that the Bonds are payable from a separate debt redemption fund of the District and from certain investment earnings on the proceeds of the Bonds and ad valorem taxes on all taxable property in the District, which will be collectible in the years and in amounts sufficient to produce sums not less than five percent in excess of the principal of and interest on the Bonds when due, and has appropriated such investment earnings and ad valorem taxes to its to its General Obligation School Building Refunding Bonds, Series 2012A Debt Service Fund for the payment of principal and interest; that if necessary for payment of principal and interest, ad valorem taxes are required to be levied upon all taxable property in the District, without limitation as to rate or amount; and



ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto \_\_\_\_\_ the within Bond and all rights thereunder, and does hereby irrevocably constitute and appoint \_\_\_\_\_ attorney to transfer the said Bond on the books kept for registration of the within Bond, with full power of substitution in the premises.

Dated: \_\_\_\_\_

NOTICE: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatsoever.

Signature Guaranteed: \_\_\_\_\_

Signature(s) must be guaranteed by an "eligible guarantor institution" meeting the requirements of the Registrar, which requirements include membership or participation in STAMP or such other "signature guaranty program" as may be determined by the Registrar in addition to or in substitution for STAMP, all in accordance with the Securities Exchange Act of 1934, as amended.

Please insert social security or other identifying number of assignee: \_\_\_\_\_

[end of bond form]

SECTION 3. USE OF PROCEEDS. Upon payment for the Bonds by the Purchaser, Bond proceeds shall be used as follows: (a) \$27,418,809.90 shall be deposited in escrow with Bond Trust Services Corporation, in Roseville, Minnesota (the Escrow Agent), together with funds of the District in such amount as may be required, to be invested in securities authorized for such purpose by Minnesota Statutes, Section 475.67, Subdivision 13, maturing on such dates and bearing interest at such rates as are required to provide funds sufficient, with cash retained in the escrow account, (i) to pay all interest to become due on the Bonds to and including the Crossover Date, and (ii) to pay and redeem the outstanding principal of the Refunded Bonds on the Crossover Date; (b) \$96,685.22 shall be used to pay issuance expenses of the Bonds; and (c) \$0 shall be deposited in the Debt Service Fund created pursuant to Section 4 hereof. The Chairperson and Clerk are hereby authorized to enter into an Escrow Agreement with the Escrow Agent establishing the terms and conditions for the escrow account in accordance with Minnesota Statutes, Section 475.67.

SECTION 4. DEBT SERVICE FUND AND TAX LEVIES.

4.01. General Obligation School Building Refunding Bonds, Series 2012A Debt Service Fund. The Bonds shall be payable from a separate General Obligation School Building Refunding Bonds, Series 2012A Debt Service Fund (the Debt Service Fund) which shall be created and maintained on the books of the District as a separate debt redemption fund until the Bonds, and all interest thereon, are fully paid. All interest earned on the investments held in the escrow account established in Section 3 to and including the Crossover Date, and all ad valorem taxes levied and collected as hereinafter specified, shall be credited to the Debt Service Fund, as well as any other funds appropriated by the Board for the payment of the Bonds.

4.02. Tax Levy. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing powers of the District shall be and are hereby irrevocably pledged. To provide moneys for the payment of the principal of and interest on the Bonds, in addition to the funds specified in Section 4.01, there is hereby levied on all taxable property in the District a direct, annual ad valorem tax which shall be spread upon the tax rolls for collection in the years and in the amounts as follows, with and as part of other general taxes of the District, as follows:

<u>Levy Years</u>	<u>Collection Years</u>	<u>Amount</u>
2012-2024	2013-2025	See attached Levy Computation

The taxes shall be irrevocable as long as any of the Bonds are outstanding and unpaid; provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61.

4.03. Debt Service Fund Balance Restriction. In order to ensure compliance with the Code and applicable Treasury Regulations (the Regulations), upon allocation of any funds to the Debt Service Fund, the balance then on hand in the Fund shall be ascertained. If it exceeds the amount of principal and interest on the Bonds to become due and payable through February 1 next following, plus a reasonable carryover equal to 1/12th of the debt service due in the following bond year, the excess shall (unless an opinion is otherwise received from bond counsel) be used to prepay or purchase Bonds, or invested at a yield which does not exceed the yield on the Bonds calculated in accordance with Section 148 of the Code.

**SECTION 5. DEFEASANCE.** When all of the Bonds have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the registered owners of the Bonds shall cease. The District may discharge its obligations with respect to any Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full; or, if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued from the due date to the date of such deposit. The District may also discharge its obligations with respect to any prepayable Bonds called for redemption on any date when they are prepayable according to their terms, by depositing with the Registrar on or before that date an amount equal to the principal, interest and redemption premium, if any, which are then due, provided that notice of such redemption has been duly given as provided herein. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a bank qualified by law as an escrow agent for this purpose, cash or securities which are authorized by law to be so deposited, bearing interest payable at such time and at such rates and maturing or callable at the holder's option on such dates as shall be required to pay all principal and interest to become due thereon to maturity or earlier designated redemption date. Provided, however, that if such deposit is made more than ninety days before the maturity date or specified redemption date of the Bonds to be discharged, the District shall have received a written opinion of Bond Counsel to the effect that such deposit does not adversely affect the exemption of interest on any Bonds from federal income taxation and a written report of an accountant or investment banking firm verifying that the deposit is sufficient

to pay when due all of the principal and interest on the Bonds to be discharged on and before their maturity dates or earlier designated redemption date.

## SECTION 6. CERTIFICATION OF PROCEEDINGS.

6.01. Filing with County Auditors. The Clerk is hereby authorized and directed to file with the County Auditors of Scott, Carver, Sibley and LeSueur Counties, a certified copy of this resolution together with such other information as the County Auditors shall require and to obtain from the County Auditors a certificate that the Bonds have been entered upon the bond register and that the tax for the payment of the Bonds has been levied as required by law.

6.02. Certification of Proceedings. The officers of the District and the County Auditors are hereby authorized and directed to prepare and furnish to the Purchaser and to Dorsey & Whitney LLP, Bond Counsel, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of the Bonds as they appear from the books and records under the officer's custody and control or as otherwise known to the them. All such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District to the correctness of all statements contained herein.

6.03. Official Statement. The Official Statement relating to the Bonds, dated as of August 31, 2012, relating to the Bonds prepared and distributed by Springsted Incorporated, the financial advisor for the District, is hereby approved. Springsted Incorporated is hereby authorized on behalf of the District to prepare and distribute to the Purchaser within seven business days from the date hereof, an Addendum to the Official Statement listing the offering price, the interest rates, selling compensation, delivery date, the underwriters and such other information relating to the Bonds required to be included in the Official Statement by Rule 15c2-12 adopted by the Securities and Exchange Commission (the SEC) under the Securities Exchange Act of 1934. The officers of the District are hereby authorized and directed to execute such certificates as may be appropriate concerning the accuracy, completeness and sufficiency of the Official Statement.

## SECTION 7. TAX COVENANTS, ARBITRAGE MATTERS, AND CONTINUING DISCLOSURE.

7.01. Restrictive Action. The District covenants and agrees with the registered owners of the Bonds, that it will not take or permit to be taken by any of its officers, employees or agents any actions that would cause interest on the Bonds to become includable in gross income of the recipient under the Code and applicable Regulations, and covenants to take any and all actions within its powers to ensure that the interest will not become includable in gross income of the recipient under the Code and the Regulations. It is hereby certified that the proceeds of the Refunded Bonds were used to finance the acquisition and betterment of school facilities owned and operated by the District and the District covenants and agrees that, so long as the Bonds are outstanding, the District shall not enter into any lease, management agreement, use agreement or other contract with any nongovernmental entity relating to the school facilities so financed which

would cause the Bonds to be considered “private activity bonds” or “private loan bonds” pursuant to Section 141 of the Code.

7.02. Arbitrage Certification. The Chairperson and Clerk being the officers of the District charged with the responsibility for issuing the Bonds pursuant to this resolution, are authorized and directed to execute and deliver to the Purchaser a certificate in accordance with the provisions of Section 148 of the Code and applicable Regulations stating the facts, estimates and circumstances in existence on the date of issue and delivery of the Bonds which make it reasonable to expect that the proceeds of the Bonds will not be used in a manner that would cause the Bonds to be “arbitrage bonds” within the meaning of the Code and the Regulations.

7.03. Arbitrage Rebate. The District acknowledges that the Bonds are subject to the rebate requirements of Section 148(f) of the Code. The District covenants and agrees to retain such records, make such determinations, file such reports and documents and pay such amounts at such times as are required under Section 148(f) and applicable Regulations to preserve the exclusion of interest on the Bonds from gross income for federal income tax purposes, unless the Bonds qualify for an exception from the rebate requirement pursuant to one of the spending exceptions set forth in Section 1.148-7 of the Regulations and no “gross proceeds” of the Bonds (other than amounts constituting a “bona fide debt service fund”) arise during or after the expenditure of the original proceeds thereof.

7.04. Not Qualified Tax-Exempt Obligations. The District has not designated the Bonds as “qualified tax-exempt obligations” for purposes of Section 265(b)(3) of the Code relating to the disallowance of interest expense for financial institutions.

7.05. Continuing Disclosure. (a) Purpose and Beneficiaries. To provide for the public availability of certain information relating to the Bonds and the security therefor and to permit the Purchaser and other participating underwriters in the primary offering of the Bonds to comply with amendments to Rule 15c2-12 promulgated by the SEC under the Securities Exchange Act of 1934 (17 C.F.R. § 240.15c2-12), relating to continuing disclosure (as in effect and interpreted from time to time, the Rule), which will enhance the marketability of the Bonds, the District hereby makes the following covenants and agreements for the benefit of the Owners (as hereinafter defined) from time to time of the outstanding Bonds. The District is the only obligated person in respect of the Bonds within the meaning of the Rule for purposes of identifying the entities in respect of which continuing disclosure must be made. The District has complied in all material respects with any undertaking previously entered into by it under the Rule. If the District fails to comply with any provisions of this section, any person aggrieved thereby, including the Owners of any outstanding Bonds, may take whatever action at law or in equity may appear necessary or appropriate to enforce performance and observance of any agreement or covenant contained in this section, including an action for a writ of mandamus or specific performance. Direct, indirect, consequential and punitive damages shall not be recoverable for any default hereunder to the extent permitted by law. Notwithstanding anything to the contrary contained herein, in no event shall a default under this section constitute a default under the Bonds or under any other provision of this resolution. As used in this section, Owner or Bondowner means, in respect of a Bond, the registered owner or owners thereof appearing in the bond register maintained by the Registrar or any Beneficial Owner (as hereinafter defined) thereof, if such Beneficial Owner provides to the Registrar evidence of such beneficial

ownership in form and substance reasonably satisfactory to the Registrar. As used herein, Beneficial Owner means, in respect of a Bond, any person or entity which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, such Bond (including persons or entities holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of the Bond for federal income tax purposes.

(b) Information To Be Disclosed. The District will provide, in the manner set forth in subsection (c) hereof, either directly or indirectly through an agent designated by the District, the following information at the following times:

- (1) on or before 12 months after the end of each fiscal year of the District, commencing with the fiscal year ending June 30, 2012, the following financial information and operating data in respect of the District (the Disclosure Information):
  - (A) the audited financial statements of the District for such fiscal year, prepared in accordance with generally accepted accounting principles in accordance with the governmental accounting standards promulgated by the Governmental Accounting Standards Board or as otherwise provided under Minnesota law, as in effect from time to time, or, if and to the extent such financial statements have not been prepared in accordance with such generally accepted accounting principles for reasons beyond the reasonable control of the District, noting the discrepancies therefrom and the effect thereof, and certified as to accuracy and completeness in all material respects by the fiscal officer of the District; and
  - (B) to the extent not included in the financial statements referred to in paragraph (A) hereof, the information for such fiscal year or for the period most recently available of the type contained in the Official Statement under the headings: District Property Values; District Indebtedness; District Tax Rates, Levies and Collections; and District Enrollment and Employment, which information may be unaudited.

Notwithstanding the foregoing paragraph, if the audited financial statements are not available by the date specified, the District shall provide on or before such date unaudited financial statements in the format required for the audited financial statements as part of the Disclosure Information and, within 10 days after the receipt thereof, the District shall provide the audited financial statements. Any or all of the Disclosure Information may be incorporated by reference, if it is updated as required hereby, from other documents, including official statements, which have been filed with the SEC or have been made available to the public on the Internet Web site of the Municipal Securities Rulemaking Board ( the MSRB). The District shall clearly identify in the Disclosure Information each document so incorporated by reference. If any part of the Disclosure Information can no longer be generated because the operations of the District have materially changed or been discontinued, such Disclosure Information need no longer be provided if the District includes in the Disclosure Information a statement to such effect; provided, however, if such operations have been replaced by other District operations in respect of which data is not included in the Disclosure Information and the District determines that certain specified data regarding such replacement operations would be a Material Fact (as

defined in paragraph (2) hereof), then, from and after such determination, the Disclosure Information shall include such additional specified data regarding the replacement operations. If the Disclosure Information is changed or this section is amended as permitted by this paragraph (b)(1) or subsection (d), then the District shall include in the next Disclosure Information to be delivered hereunder, to the extent necessary, an explanation of the reasons for the amendment and the effect of any change in the type of financial information or operating data provided.

- (2) In a timely manner not to exceed 10 business days, notice of the occurrence of any of the following:
  - (A) Principal and interest payment delinquencies;
  - (B) Non-payment related defaults, if material;
  - (C) Unscheduled draws on debt service reserves reflecting financial difficulties;
  - (D) Unscheduled draws on credit enhancements reflecting financial difficulties;
  - (E) Substitution of credit or liquidity providers, or their failure to perform;
  - (F) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status of the security or other material events affecting the tax-exempt status of the security;
  - (G) Modifications to rights of security holders, if material;
  - (H) Bond calls, if material and tender offers;
  - (I) Defeasances;
  - (J) Release, substitution, or sale of property securing repayment of the securities if material;
  - (K) Rating changes;
  - (L) Bankruptcy, insolvency, receivership, or similar event of the District;
  - (M) Consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material; and
  - (N) Appointment of a successor or additional trustee or the change of name of a trustee, if material.

As used herein, for those events that must be reported if material, a Material Fact is a fact as to which a substantial likelihood exists that a reasonably prudent investor would attach importance thereto in deciding to buy, hold or sell a Bond or, if not disclosed, would significantly alter the total information otherwise available to an investor from the Official Statement, information disclosed hereunder or information generally available to the public. Notwithstanding the foregoing sentence, a Material Fact is also an event that would be deemed material for purposes of the purchase, holding or sale of a Bond within the meaning of applicable federal securities laws, as interpreted at the time of discovery of the occurrence of the event.

- (3) In a timely manner, notice of the occurrence of any of the following events or conditions:

- (A) the failure of the District to provide the Disclosure Information required under paragraph (b)(1) at the time specified thereunder;
- (B) the amendment or supplementing of this section pursuant to subsection (d), together with a copy of such amendment or supplement and any explanation provided by the District under subsection (d)(2);
- (C) the termination of the obligations of the District under this section pursuant to subsection (d);
- (D) any change in the accounting principles pursuant to which the financial statements constituting a portion of the Disclosure Information are prepared; and
- (E) any change in the fiscal year of the District.

(c) Manner of Disclosure.

- (1) The District agrees to make available to the MSRB, in an electronic format as prescribed by the MSRB from time to time, the information described in subsection (b).
- (2) All documents provided to the MSRB pursuant to this subsection (c) shall be accompanied by identifying information as prescribed by the MSRB from time to time.

(d) Term; Amendments; Interpretation.

- (1) The covenants of the District in this section shall remain in effect so long as any Bonds are outstanding. Notwithstanding the preceding sentence, however, the obligations of the District under this section shall terminate and be without further effect as of any date on which the District delivers to the Registrar an opinion of Bond Counsel to the effect that, because of legislative action or final judicial or administrative actions or proceedings, the failure of the District to comply with the requirements of this section will not cause participating underwriters in the primary offering of the Bonds to be in violation of the Rule or other applicable requirements of the Securities Exchange Act of 1934, as amended, or any statutes or laws successory thereto or amendatory thereof.
- (2) This section (and the form and requirements of the Disclosure Information) may be amended or supplemented by the District from time to time, without notice to (except as provided in paragraph (c)(3) hereof) or the consent of the Owners of any Bonds, by a resolution of this Board filed in the office of the recording officer of the District accompanied by an opinion of Bond Counsel, who may rely on certificates of the District and others and the opinion may be subject to customary qualifications, to the effect that: (i) such amendment or supplement (a) is made in connection with a change in circumstances that arises from a change in law or regulation or a change in the identity, nature or status of the District or the type of operations conducted by the District, or (b) is required by, or better complies with, the provisions of paragraph

(b)(5) of the Rule; (ii) this section as so amended or supplemented would have complied with the requirements of paragraph (b)(5) of the Rule at the time of the primary offering of the Bonds, giving effect to any change in circumstances applicable under clause (i)(a) and assuming that the Rule as in effect and interpreted at the time of the amendment or supplement was in effect at the time of the primary offering; and (iii) such amendment or supplement does not materially impair the interests of the Bondowners under the Rule.

If the Disclosure Information is so amended, the District agrees to provide, contemporaneously with the effectiveness of such amendment, an explanation of the reasons for the amendment and the effect, if any, of the change in the type of financial information or operating data being provided hereunder.

(3) This section is entered into to comply with the continuing disclosure provisions of the Rule and should be construed so as to satisfy the requirements of paragraph (b)(5) of the Rule.

**SECTION 8. REDEMPTION OF REFUNDED BONDS.** The Clerk is directed to advise Bond Trust Services Corporation, in Roseville, Minnesota, as paying agent for the Refunded Bonds, to call the Refunded Bonds for redemption and prepayment at their earliest permissible redemption date (February 1, 2015) and to give notice of redemption in accordance with the resolution authorizing issuance of the Refunded Bonds.

**SECTION 9. STATE PAYMENT; DISTRICT AND REGISTRAR OBLIGATIONS.** The District hereby covenants and obligates itself to notify the Commissioner of Education (the Commissioner) of any potential default in the payment of the principal of or interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the State Payment Law), to guarantee (to the extent provided therein) payment of the principal of and interest on the Bonds when due. The District further covenants to deposit with the Registrar not less than three business days prior to each February 1 and August 1 as set forth in Section 2.03 hereof, an amount sufficient to make that payment or to notify the Commissioner as provided in the State Payment Law that it will be unable to make all or a portion of such payment. The Registrar will notify the Commissioner if it becomes aware of a potential default in the payment of principal of and interest on the Bonds on any payment date or if, on the date two business days prior to the date on which a payment is due, there are insufficient funds on deposit with the Registrar to make the required payment on such date. The Registrar will cooperate with the District, the Commissioner and the Commissioner of Management and Budget in implementing the provisions of the State Payment Law. In the event that amounts sufficient to make any such interest or principal payment are held by an escrow or paying agent and invested as authorized by Minnesota Statutes, Chapter 475 and such escrow or paying agent is required to use proceeds from such investment to pay to the Registrar the amount necessary to pay such interest or principal on such payment date, then the requirements of the State Payment Law relating to the deposit of such amounts with the Registrar prior to the payment date of such interest or principal shall be deemed satisfied and neither the District nor the Registrar shall be required to notify the Commissioner that insufficient funds are available to pay such interest or principal on such payment date. The District shall do all other things which may be necessary to perform the

Bonds hereby undertaken under the State Payment Law, including any requirements hereafter adopted by the Commissioner of Management and Budget or the Commissioner.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

**\$24,960,000**

Independent School District No. 716, Belle Plaine, Minnesota  
 General Obligation School Buliding Refunding Bonds, Series 2012A  
 Crossover Refunding of Series 2005A

**Post-Sale Tax Levies**

Date	Principal	Coupon	Interest	Total P+I	105% Overlevy	Levy Amount	Levy Year
02/01/2014	-	-	1,108,833.61	1,108,833.61 *	-	-	2012/2013
02/01/2015	-	-	885,100.00	885,100.00 *	-	-	2013/2014
02/01/2016	1,885,000.00	3.000%	885,100.00	2,770,100.00	2,908,605.00	2,908,605.00	2014/2015
02/01/2017	1,940,000.00	3.000%	828,550.00	2,768,550.00	2,906,977.50	2,906,977.50	2015/2016
02/01/2018	2,090,000.00	4.000%	770,350.00	2,860,350.00	3,003,367.50	3,003,367.50	2016/2017
02/01/2019	2,180,000.00	4.000%	686,750.00	2,866,750.00	3,010,087.50	3,010,087.50	2017/2018
02/01/2020	2,280,000.00	4.000%	599,550.00	2,879,550.00	3,023,527.50	3,023,527.50	2018/2019
02/01/2021	2,370,000.00	4.000%	508,350.00	2,878,350.00	3,022,267.50	3,022,267.50	2019/2020
02/01/2022	2,310,000.00	4.000%	413,550.00	2,723,550.00	2,859,727.50	2,859,727.50	2020/2021
02/01/2023	2,400,000.00	4.000%	321,150.00	2,721,150.00	2,857,207.50	2,857,207.50	2021/2022
02/01/2024	2,490,000.00	3.000%	225,150.00	2,715,150.00	2,850,907.50	2,850,907.50	2022/2023
02/01/2025	2,480,000.00	3.000%	150,450.00	2,630,450.00	2,761,972.50	2,761,972.50	2023/2024
02/01/2026	2,535,000.00	3.000%	76,050.00	2,611,050.00	2,741,602.50	2,741,602.50	2024/2025
Total	\$24,960,000.00	-	\$7,458,933.61	\$32,418,933.61	\$31,946,250.00	\$31,946,250.00	-

\* To be paid by the Escrow Fund.

# Accounts Payable Specialist

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate skilled administrative support work processing and entering accounts payable and receivable data for the department and staff, creating and maintaining applicable records, reports or data files, taking and responding to stakeholder inquiries, maintaining school board records and reports, and related work as apparent or assigned. Work is performed under the moderate supervision of the Business Manager.

## Qualification Requirements

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

## Essential Functions

- Processes accounts payable (AP) and receivable (AR) data.
- Completes AP and AR for activity accounts.
- Receives and responds to in person, telephone or email inquiries or data requests from stakeholder groups.
- Serves as the contact manager of online programs and software for purchasing cards, online payments or applitrack.
- Develops and distributes the district calendar; updates the website.
- Acts as the school board and election clerk.
- Acts as a notary public.

## Knowledge, Skills and Abilities

Thorough knowledge of accounting terminology, methods, procedures and equipment; general knowledge of standard office procedures, practices and equipment; general knowledge of accounting principles and related data processing systems; thorough skill in the use of a variety of office machines and computer equipment; ability to understand and follow oral and written directions; ability to follow detailed work procedures; ability to post accounts and to perform mathematical computations with speed and accuracy; ability to establish and maintain effective working relationships with associates.

## Education and Experience

High school diploma or GED and moderate experience working in accounts receivable or payable, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, using hands to finger, handle or feel and repetitive motions, frequently requires reaching with hands and arms and occasionally requires standing, walking, speaking or hearing, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a quiet location (e.g. library, private offices).

## Special Requirements

- Notary public within six (6) months of hire.
- Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/12

# Activities Director/Junior High Dean

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs complex professional work coordinating the disciplinary processes at the junior high, collaborating with district stakeholders, organizing and administering the district activities budget, staffing and programming, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the Superintendent. Departmental supervision is exercised over all personnel within the department.

## Qualification Requirements

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

## Essential Functions

- Monitors the discipline and academic process for students.
- Communicates with parents with students involved in the academic process.
- Leads and facilitates stakeholder group meetings.
- Acts as the civil rights officer for the district.
- Supervises and coordinates activities programs.
- Schedules workers for activities and assignments; hires and terminates coaches.
- Supervises contests.
- Acts as a liaison for activities stakeholder groups.
- Promotes activities available through the district.
- Develops and administers the department budget.
- Orders supplies and equipment for the department.
- Oversees activity accounts; collects activities fees and insurance forms or waivers.
- Coordinates the end of year awards programs.

## Knowledge, Skills and Abilities

Thorough knowledge of school administration principles, practices and procedures; thorough knowledge of the general laws and administrative policies governing student service programs; thorough knowledge of athletic programs and related rules and regulations; thorough knowledge of the principles and practices of planning, programming and operations; ability to develop and present ideas effectively, both orally and in written form; ability to plan and supervise the work of others; ability to operate standard office equipment and related hardware and software; ability to interpret programming guidelines and to implement into daily business operations; ability to write and coordinate the facilitation of a budget; ability to operate standard sporting and activities equipment and tools; ability to assist students with patience and understanding; ability to establish and maintain effective working relationships with school officials, parents, associates and students.

## Education and Experience

Master's degree in education administration, sports management, or related field and considerable experience working as an activities director or administrator with some prior head coaching experience, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires speaking or hearing and using hands to finger, handle or feel, frequently requires repetitive motions and occasionally requires standing, walking, sitting, reaching with hands and arms, pushing or pulling and lifting; work requires close vision and distance vision; vocal communication is required for expressing or exchanging ideas by means of the spoken word;

hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements**

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Administrative Assistant

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate administrative support work for department, building staff and operations, coordinating the collection and assembly of data and information for the department or building, performing administrative duties, and related work as apparent or assigned. Work is performed under the limited supervision of the department director and Principal.

## Qualification Requirements

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

## Essential Functions

Serves as the office receptionist.

Performs basic administrative support tasks including answering phones, screening and forwarding calls and mail, addressing inquiries, processing invoices, scheduling appointments and meetings, typing and taking dictation, gathering information and entering information, preparing reports, creating and maintaining electronic and paper files, ordering and maintaining supplies and completing data entry.

Manages records and reports related to department objectives using existing procedures or devising new methods as necessary.

Edits, coordinates and prepares reports, speeches or other printed materials according to well established standards or readily available sources.

Develops and revises work procedures, methods and necessary forms.

May be assigned specific tasks related to department or building function.

## Knowledge, Skills and Abilities

General knowledge of office management techniques and equipment; general knowledge of business English, spelling and arithmetic; comprehensive skill organizing work flow and coordinating activities; general skill operating standard office equipment and related hardware and software; general skill operating standard accounting software; ability to analyze and interpret policies and procedural guidelines; ability to type at a reasonable rate of speed; ability to prepare effective correspondence on routine matters and to perform routine office management details without referral to supervisor; ability to communicate effectively, both orally and in written form; ability to resolve problems and inquiries; ability to establish and maintain effective working relationships with staff and the general public.

## Education and Experience

High school diploma or GED and moderate experience working in an administrative support role, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing, using hands to finger, handle or feel and repetitive motions and occasionally requires standing, walking, stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

Applicable district or department training will be provided and must be completed upon hire.

# Building and Grounds Director

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs difficult professional work directing, planning, implementing and supervising facilities construction, maintenance and support services including building, grounds and facilities maintenance, purchasing and contracted services, and related work as apparent or assigned. Work is performed under the general direction of the Superintendent. Departmental supervision is exercised over all personnel within the department.

## Qualification Requirements

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

## Essential Functions

Hires, trains, supervises, evaluates and directs custodial personnel; assigns tasks based on daily needs of facility users.

Performs cleaning, repair and or preventative maintenance work; troubleshoots and analyzes building system failures; remodels buildings for reuse or repurposed space.

Maintains the inventory listing of parts and supplies.

Creates and maintains records of service.

Prepares and administers the department budget, long range maintenance program and capital budget.

Works with outside contractors to complete service needs outside staff capabilities.

Reviews and approves department invoices.

Evaluates costs of service or materials.

Sets up and maintains sporting fields and equipment.

Acts as the district safety and health coordinator.

Informs the Superintendent of major events or charges related to the department.

## Knowledge, Skills and Abilities

Comprehensive knowledge of the practices, procedures and regulations relating to facilities maintenance and construction; thorough knowledge of engineering, architecture, building and construction progressions; thorough knowledge of the principles, practices and procedures of school administration; comprehensive knowledge of health and safety compliance issues and overseeing implementation of the district health and safety compliance plans; ability to operate standard office equipment and related hardware and software; ability to develop and present ideas effectively, orally and in written form; ability to plan, schedule and supervise the work of subordinates; ability to develop and administer a budget; ability to establish and maintain effective working relationships with staff, contractors and the general public.

## Education and Experience

Associates/Technical degree with coursework in in a major trade, or related field and extensive experience working in building and grounds with some supervisory responsibility, or equivalent combination of education and experience.

## Physical Requirements

This work requires the frequent exertion of up to 10 pounds of force and occasional exertion of up to 50 pounds of force; work frequently using hands to finger, handle or feel and occasionally requires standing, walking, sitting, speaking or hearing, climbing or balancing, stooping, kneeling, crouching or crawling, reaching with hands and arms, tasting or smelling, pushing or pulling, lifting and repetitive motions; work requires close vision, distance vision, ability to adjust focus, depth perception, color perception and peripheral vision; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, visual inspection involving small

defects and/or small parts, using of measuring devices, assembly or fabrication of parts within arms length, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work occasionally requires working near moving mechanical parts, working in high, precarious places, exposure to fumes or airborne particles, exposure to outdoor weather conditions, exposure to extreme cold (non-weather), exposure to extreme heat (non-weather), exposure to the risk of electrical shock, exposure to vibration and exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements**

Licensed in a major trade.

Second class C boilers license.

First class C boilers license preferred.

Applicable district or department training will be provided and must be completed upon hire.

Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012

# Business Manager

Dept/Div: District Wide/N/A

FLSA Status: *Exempt*

## General Definition of Work

Performs complex professional work planning and implementing budget, finance, purchasing, payroll, accounts payable and receivable and related programs, overseeing budgetary and financial records and file preparation and maintenance, preparing and submitting various records, reports or presentations related to district financial data, and related work as apparent or assigned. Work is performed under the general direction of the Superintendent. Departmental supervision is exercised over all personnel in the department.

## Qualification Requirements

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

## Essential Functions

Manages, develops and maintains the district's annual operating budget.

Manages and maintains UFARS revenue and expenditure codes and financial reporting.

Oversees the district's business operations including requested or required financial reporting, payroll, AP/AR and cash flow analysis.

Prepares for and completes the financial audit.

Manages the food service and educational benefits programs.

Develops and coordinates the levy.

Coordinates, prepares and administers state and federal grant programs.

Directs financial planning activities including short and long term forecasting.

Implements and monitors internal operational control procedures.

Facilitates and plans board finance meetings.

## Knowledge, Skills and Abilities

Comprehensive knowledge of school administration and finance principles, practices and procedures; comprehensive knowledge of the general laws and administrative policies governing school budgeting and financial practices and procedures; thorough skill operating standard office equipment and related hardware and software; thorough skill operating standard accounting software; thorough skill operating standard human resources and personnel data systems; ability to supervise staff; ability to develop and present ideas effectively, orally and in written form; ability to generate reports from a variety of data sources; ability to establish and maintain effective working relationships with staff, elected officials and the general public.

## Education and Experience

Bachelor's degree in accounting, or related field and considerable experience working in governmental accounting with some supervisory experience, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, using hands to finger, handle or feel and repetitive motions, frequently requires speaking or hearing and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Chemical Health Specialist

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate administrative and human support work facilitating meetings related to student mental or chemical health, social or emotional needs within the district, providing resources to the community, staff, students and families, working with the student support teams, acting as a liaison with other service providers to provide continuum of care to students, and related work as apparent or assigned. Work is performed under the limited supervision of the Principal.

## Qualification Requirements

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

## Essential Functions

Facilitates regularly scheduled or crisis meetings with students to assess and work through mental health, chemical health, social and/or emotional concerns.

Facilitates group mediations and family meetings.

Acts as a liaison between parents, teachers and other care staff; takes and responds to immediate or ongoing information requests related to student progress.

Provides case consultation related to student concerns.

Attends various meetings as a representative of the department.

## Knowledge, Skills and Abilities

Thorough knowledge of the principles, practices and procedures of counseling and crisis mediation; general knowledge of community agencies available to serve and assist students; general knowledge of district policies; general knowledge of casework methods and procedures; ability to operate standard office equipment and related hardware and software; ability to conduct meetings and sessions effectively and to analyze attitudes and problems objectively; ability to counsel students and parents on sensitive problems and to communicate ideas clearly and concisely, orally and in writing; ability to establish and maintain related records, files and reports; ability to establish and maintain effective relationships with students, care teams, parents and staff.

## Education and Experience

Bachelor's degree with coursework in human services, or related field, or equivalent combination of education and experience. Master's degree preferred.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing, using hands to finger, handle or feel and repetitive motions and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, using of measuring devices, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

Licensure in degree program preferred.

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Community Education Director

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs complex professional work planning, organizing and supervising community education facilities, activities, programs, staff and events, enforcing rules, preparing reports, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the Superintendent. Departmental supervision is exercised over all personnel in the department.

## Qualification Requirements

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

## Essential Functions

Assigns, directs and reviews department staff work; handles hiring, transferring, suspending, disciplining, and terminating department staff; evaluates staff performance; coaches and/or counsels staff.

Creates, oversees and maintains department budget.

Manages community education facilities and programs outside the school day including decision making, policy interpretations and other issues.

Participates on various community committees.

Approves payroll information, bills, etc.

Attends various meetings, seminars, conferences, etc.

Acts as a liaison between different stakeholder groups.

## Knowledge, Skills and Abilities

Thorough knowledge of a community education department operations; thorough knowledge of the program areas in community; thorough knowledge in creating and monitoring a department budget; thorough knowledge of state and federal funding for community education; thorough knowledge of community programs and related rules and regulations; thorough knowledge of the principles and practices of facility planning, programming and operations; ability to maintain order in a public facility; ability to operate standard office equipment and related hardware and software; ability to plan and supervise the work of others; ability to establish and maintain effective working relationships with participants, associates and the general public.

## Education and Experience

Bachelor's degree with coursework in recreation programming, education, or related field and considerable experience working in community education with some supervisory experience, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, frequently requires speaking or hearing, using hands to finger, handle or feel and repetitive motions and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Licensed community education director.

Applicable district or department training will be provided and must be completed upon hire.

Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012

# Counselor

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs difficult professional work advising, assisting and counseling students, helping them successfully complete high school and preparing them for life after graduation, and related work as apparent or assigned. Work is performed under the general direction of the Principal.

## Qualification Requirements

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

## Essential Functions

Responds to individual student needs with counseling, consultation and referral services.

Counsels students individually and in groups for specifically identified needs as endorsed by recognized guidance curriculum.

Assist the Principal in setting teacher schedules in response to student needs and desires; consults with teachers to help them become more effective in dealing with student needs.

Monitors student academic progress and communicates with parents and other stakeholders on current achievements.

Coordinates and administers various testing programs; interprets test results for students, parents and administrators.

Initiates, assembles and maintains accurate cumulative records and transcripts for students and protects their confidentiality.

Helps students develop skills in career decision-making including analyzing relationships between their own interests, abilities, values and the working world.

Works with students to develop a plan for their post-secondary education by looking at their intended majors and school preferences and provides students with information on financing their intended program.

Communicates guidance department plans to students, staff, families and the community; meets with administrators to discuss school policies and plans.

## Knowledge, Skills and Abilities

Thorough knowledge of school guidance counseling principles, practices and procedures; general knowledge of community agencies available to serve and assist students; general knowledge of casework methods and procedures; ability to conduct interviews and guidance sessions effectively and to analyze attitudes and problems objectively; ability to counsel students and parents on sensitive problems and to communicate ideas clearly and concisely, orally and in writing; ability to operate standard office equipment and related hardware and software; ability to interpret district, state and federal rules, regulations and guidelines; ability to establish and maintain effective relationships with students, parents, staff and administration.

## Education and Experience

Master's degree in school counseling, or related field and moderate experience teaching, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing and using hands to finger, handle or feel and occasionally requires standing, walking, stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Licensed school counselor.

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Curriculum and Assessment Coordinator

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs complex professional work planning and coordinating the execution of curriculum, coordinating testing programs and special projects, coordinating professional staff development and training, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the Special Services Director.

## Qualification Requirements

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

## Essential Functions

Organizes and supervises the development of curriculum.

Directs and monitors the recommendations for adoption of textbooks.

Plans, provides assistance to and conducts new teacher in-service training; directs and executes staff development and in-service training programs.

Assigns specialists to observe and provide demonstration lessons and feedback to new and non-tenured teachers.

Meets with principal to develop and provide ideas; acts as a resource support for school improvement plans.

Serves on various committees.

Coordinates the mentor/mentee program.

Interprets state assessment requirements and guidelines.

Orders and distributes state assessments.

Sets up testing schedules.

Supports staff as they interpret test results.

Completes the state AYP plan.

Creates applicable requested or required reports.

## Knowledge, Skills and Abilities

Thorough knowledge of the principles, practices and procedures of school administration; thorough knowledge of curriculum development and selection of appropriate instructional materials; thorough knowledge of the principles, practices and procedures of school administration; thorough knowledge of testing programs, procedures and techniques; thorough knowledge of staff development programs, techniques and procedures; ability to develop and present ideas effectively, orally and in written form; ability to operate standard office equipment and related hardware and software; ability to disseminate state testing procedures and guidelines; ability to recommend training or development opportunities; ability to establish and maintain effective working relationships with other staff, subordinates, supervisors, the School Board and general public.

## Education and Experience

Master's degree with coursework in education administration, or related field and considerable experience teaching in a classroom with some experience planning curriculum and instruction, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing and using hands to finger, handle or feel, frequently requires repetitive motions and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work requires close vision and ability to adjust focus; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a quiet location (e.g. library, private offices).

## **Special Requirements**

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Custodian

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate manual work in the care and cleaning of buildings and property, cleaning and maintaining school building interiors, and related work as apparent or assigned. Work is performed under the limited supervision of the Building and Grounds Director.

## Qualification Requirements

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

## Essential Functions

Sweeps, strips, buffs, waxes or dust mops assigned areas; cleans carpet.

Empties trash receptacles; removes trash from buildings.

Scrubs and cleans restrooms including mirrors, wash basins, urinals, toilets, commodes, etc.; replenishes tissue, towel and soap dispensers.

Dusts furniture, walls, windowsills and other woodwork; cleans windows.

Sanitizes and cleans drinking fountains.

Cleanses spills and sanitizes areas following incidents involving bodily injuries.

Cleans lockers, walls and other areas; removes graffiti. Changes light bulbs and ballasts.

Sets up and removes bleachers, chairs, etc. for various functions and/or events.

Opens and secures building.

Performs systematic cleaning of facilities. Performs snow removal activities.

## Knowledge, Skills and Abilities

General knowledge of cleaning methods, materials and equipment; ability to understand and follow oral and written directions; ability to read; ability to establish and maintain effective working relationships with associates.

## Education and Experience

High school diploma or GED and minimal experience cleaning, or equivalent combination of education and experience.

## Physical Requirements

This work requires the regular exertion of up to 10 pounds of force, frequent exertion of up to 25 pounds of force and occasional exertion of up to 50 pounds of force; work regularly requires standing, using hands to finger, handle or feel, reaching with hands and arms, pushing or pulling and lifting, frequently requires walking and repetitive motions and occasionally requires sitting, speaking or hearing, climbing or balancing and stooping, kneeling, crouching or crawling; work has standard vision requirements; no special vocal communication skills are required; no special hearing perception is required; work requires visual inspection involving small defects and/or small parts, using of measuring devices, operating machines and observing general surroundings and activities; work frequently requires exposure to fumes or airborne particles and occasionally requires wet, humid conditions (non-weather), working near moving mechanical parts, working in high, precarious places, exposure to toxic or caustic chemicals, exposure to outdoor weather conditions, exposure to the risk of electrical shock, exposure to vibration and exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

Applicable district or department training will be provided and must be completed upon hire.  
Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012

# ECFE Parent Educator

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate professional work teaching and facilitating parent education classes, promoting parent education concepts, and related work as apparent or assigned. Work is performed under the general direction of the ECFE Coordinator.

## Qualification Requirements

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

## Essential Functions

- Prepares adult lesson plans.
- Co-plans with teachers.
- Visits with parents.
- Coordinates communication between stakeholder groups; acts as a resource for parents.
- Assists with activities and programs.
- Assists with preparation and clean up from programs.
- Prepares snacks.

## Knowledge, Skills and Abilities

Thorough knowledge of education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching; thorough knowledge of community education rules, regulations and procedures; ability to establish and maintain standards of behavior; ability to operate standard office and classroom materials, equipment and related hardware and software; ability to generate related reports and records; ability to deliver articulate oral presentations and written reports; ability to establish and maintain effective working relationships with associates, students and parents.

## Education and Experience

Bachelor's degree with coursework in education, or related field, or equivalent combination of education and experience.

## Physical Requirements

This work requires the frequent exertion of up to 25 pounds of force; work regularly requires speaking or hearing, using hands to finger, handle or feel, stooping, kneeling, crouching or crawling and reaching with hands and arms, frequently requires standing and occasionally requires walking, sitting, climbing or balancing, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work frequently requires exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment and occasionally requires exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

- CPR/first aid within two (2) years.
- Early childhood education license.
- Parent educator license.
- Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Health Assistant

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate human support work admitting, assessing and treating students with health needs, maintaining health information, dispensing medication to students and staff, and related work as apparent or assigned. Work is performed under the moderate supervision of the School Nurse.

## Qualification Requirements

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

## Essential Functions

- Providing care for children with symptoms of illness or injury.
- Administers emergency medications; secures doctor orders for medications.
- Documents services rendered.
- Assesses immunization records to ensure completeness; completes and submits applicable immunization reports.
- Completes health screenings and related documentation.
- Monitors attendance records.
- Presents health education curriculum.
- Notifies parents of assessment results, immunizations or related health information.

## Knowledge, Skills and Abilities

General knowledge of the common medical practices, procedures and techniques associated with a standard physical examination; general knowledge of the preliminary diagnosis of medical problems and the administration of medications related to treatment and first aid; ability to administer medications and apply therapeutic treatments as required and delegated by the School Nurse; ability to follow technical oral and written instructions in exact detail; ability to operate standard office equipment and related hardware and software; ability to operate standard health office equipment and related tools and equipment; ability to maintain accurate records; ability to establish and maintain effective working relationships with associates, students and the general public.

## Education and Experience

High school diploma or GED and minimal experience in a related position, or equivalent combination of education and experience. Associates/Technical degree preferred.

## Physical Requirements

This work requires the occasional exertion of up to 25 pounds of force; work regularly requires speaking or hearing and using hands to finger, handle or feel, frequently requires standing, sitting, reaching with hands and arms and repetitive motions and occasionally requires walking, stooping, kneeling, crouching or crawling, tasting or smelling, pushing or pulling and lifting; work requires color perception; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, visual inspection involving small defects and/or small parts, using of measuring devices, operating machines and observing general surroundings and activities; work frequently requires exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

CPR/first aide certification.

Licensed practical or registered nurse preferred.

Applicable district or department training will be provided and must be completed upon hire.

Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012

# Information Technology Specialist

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate technical work providing technical support, installing and repairing hardware and software, maintaining files, troubleshooting hardware and software issues, and related work as apparent or assigned. Work is performed under the limited supervision of the Technology Director. Continuous supervision is exercised over Paraprofessional.

## Qualification Requirements

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

## Essential Functions

Troubleshoots, repairs and maintains district hardware, software, networking equipment and office equipment.

Maintains records of services rendered.

Installs, maintains, upgrades and documents computer hardware and software.

Trains staff on district technologies and policies related to technology usage; provides individual training as needed.

Keeps records related to inventory and materials.

Schedules computer lab appointments for usage.

Updates and maintains lab checkout calendars.

Researches and implements new technologies to assist with enriched classroom learning under the director.

Conducts iOS deployments and updates; trains staff; keeps applicable inventory records.

Cleans and updates technology devices.

Reformats, renames and distributes new or updated assets for usage.

## Knowledge, Skills and Abilities

Thorough knowledge of the operation, uses and capabilities of electronic data processing and peripheral equipment; thorough knowledge of hardware and software procedures, techniques and programming language; thorough knowledge of systems analysis and networking; ability to understand and carry out written and oral instructions; ability to analyze software programs and make minor adjustments; ability to write clear and concise reports; ability to communicate effectively, both orally and in writing; ability to learn new technologies as they pertain to district needs; ability to keep related records, reports and files; ability to establish and maintain effective working relationships with officials, consultants, vendors, department heads and associates.

## Education and Experience

Associates/Technical degree with coursework in information technology, computer hardware and software, or related field and minimal experience troubleshooting, working at a helpdesk, providing end user support, or equivalent combination of education and experience. Bachelor's degree preferred.

## Physical Requirements

This work requires the occasional exertion of up to 25 pounds of force; work regularly requires speaking or hearing, using hands to finger, handle or feel and repetitive motions, frequently requires walking and climbing or balancing and occasionally requires standing, sitting, stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling and lifting; work requires close vision, distance vision, ability to adjust focus and color perception; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to the risk of electrical shock; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Applicable district or department training will be provided and must be completed upon hire.  
Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012

# Licensed School Nurse

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs intermediate professional work ensuring student and staff health, assessing, treating and intervening actual and potential health issues, and related work as apparent or assigned. Work is performed under the limited supervision of the Special Services Director. Continuous supervision is exercised over Health Assistant.

## Qualification Requirements

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

## Essential Functions

Performs health care services to students and staff in school system; develops health policies and procedures.

Performs medical assessments of each student and staff sent to the school health clinic.

Makes observations and assesses condition; implements health care plan for each student examined; counsels student, parents and/or teachers about problems observed.

Administers medications and first aid.

Screens and tests students.

Counsels students about immediate health concerns.

Refers students for medical care as needed; performs specialized medical procedures; manages emergency care and accidents.

Maintains visit and care logs, maintains treatment records and performs follow up tasks; prepares and maintains student and clinic records.

Provides health education materials and information to students, staff, parents and the public.

Assigns, directs, reviews and evaluates the work and performance of the assistants.

Ensures compliance with required immunizations and school physicals.

Maintains clinic cleanliness; ensures that adequate and proper supplies are available.

Monitors the budget; recommends purchases.

Participates and attends meetings as a representative of the department.

## Knowledge, Skills and Abilities

Thorough knowledge of the common medical practices, procedures and techniques associated with a standard physical examination and assessments; thorough knowledge of the preliminary diagnosis of medical problems and the administration of medications, treatment and first aid; thorough knowledge of health education principles, practices, and procedures; thorough skill using standard health care equipment and tools; thorough skill using standard office equipment and related hardware and software; thorough skill creating and maintaining applicable files, records and reports; ability to administer medications and apply therapeutic treatments as required; ability to follow technical oral and written instructions in exact detail; ability to maintain accurate records.

## Education and Experience

Bachelor's degree in nursing, or related field and minimal experience, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 50 pounds of force; work regularly requires speaking or hearing and using hands to finger, handle or feel, frequently requires standing, walking and sitting and occasionally requires stooping, kneeling, crouching or crawling, tasting or smelling, pushing or pulling, lifting and repetitive motions; work requires close vision, distance vision, ability to adjust focus, depth perception, color perception and peripheral vision; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive

information at normal spoken word levels; work requires preparing and analyzing written or computer data, visual inspection involving small defects and/or small parts, using of measuring devices, operating machines and observing general surroundings and activities; work occasionally requires exposure to fumes or airborne particles and exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements**

Public health nurse certification.

Registered nurse license.

Licensed school nurse.

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Media/Tech Paraprofessional

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs technical and intermediate administrative support work assisting students and teachers in providing media center services, assists with materials processing and maintenance, assisting with providing technology support and assistance to media center staff, and related work as apparent or assigned. Work is performed under the moderate supervision of the Media Specialist.

## Qualification Requirements

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

## Essential Functions

Oversees students and assists staff using the media center or taking tests.

Organizes library and media materials.

Troubleshoots and repairs computers and other media related equipment.

Provides assistance to teachers and students using the media center with technology related questions or concerns; assists with training teachers and students on using technology.

## Knowledge, Skills and Abilities

General knowledge of the practices, methods and equipment used in a library; general knowledge of audio visual equipment and uses; general knowledge of media center policies, processes and procedures; general knowledge of technologies used in a library setting; general skill using a variety of library audio visual and standard office equipment; ability to learn library tasks and adhere to prescribed routines; ability to perform routine record keeping and clerical tasks; ability to assist with maintaining library materials and equipment; ability to deal effectively with students and teachers; ability to establish and maintain effective working relationships with teachers and students.

## Education and Experience

Bachelor's degree with coursework in technology education is preferred or related field and minimal experience working as a paraprofessional, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires speaking or hearing and using hands to finger, handle or feel, frequently requires standing, sitting, stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling and repetitive motions and occasionally requires walking and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

Highly qualified paraprofessional.

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Paraprofessional

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate human support and administrative support work interacting with students, setting and cleaning up for classes and special activities, preparing snacks, maintaining toys and materials, carrying out special assignments and tasks under the direction of supervisors and classroom leaders, providing clerical support, and related work as apparent or assigned. Work is performed under the limited supervision of the Principal.

## Qualification Requirements

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

## Essential Functions

Interacts with students, teachers and/or parents by observing, supervising, inquiring, engaging in learning activities and free play, and assisting students with classroom assignments and activities.

Sets up art supplies, books, theme related, toys, sensory materials, etc. for classes; cleans up upon completion.

Prepares snacks; distributes and cleans up; stocks and organizes.

Performs various maintenance duties including cleaning toys, organizing materials and supplies, rearranging learning areas, and updating emergency and safety knowledge.

Prepares room and materials including decorating and organizing.

Communicates with teacher, parents and other staff.

Provides guidance to students working through classroom activities and assignments.

Assists with reviewing and correcting classroom work.

Assists with monitoring student behavior; acts as a behavior model for students.

## Knowledge, Skills and Abilities

General knowledge of the practices, methods and techniques used in classroom teaching; general knowledge of classroom subject matter and teaching methods; general skill working with the student group assigned; general skill using standard office equipment and related hardware and software; general skill using standard classroom equipment and technology; ability to learn specialized equipment and software related to student group assigned; ability to deal effectively with students, parents and teachers; ability to establish and maintain effective working relationships with staff, parents, students and associates.

## Education and Experience

High school diploma or GED and minimal experience working with the assigned student group, or equivalent combination of education and experience.

## Physical Requirements

This work requires the frequent exertion of up to 10 pounds of force and occasional exertion of up to 25 pounds of force; work regularly requires speaking or hearing, using hands to finger, handle or feel and reaching with hands and arms, frequently requires standing, walking, sitting, lifting and repetitive motions and occasionally requires climbing or balancing, stooping, kneeling, crouching or crawling and pushing or pulling; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions and exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Highly qualified paraprofessional license.

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Payroll/HR Specialist

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate technical and skilled administrative support work preparing and setting up payroll information, handling employee information, processing payroll and benefits data, reporting payroll information, performing other miscellaneous duties associated with payroll, benefits and employee data, and related work as apparent or assigned. Work is performed under the moderate supervision of the Business Manager.

## Qualification Requirements

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

## Essential Functions

Reviews and sets up pay and benefit or other deduction codes; reviews and enters pay calendar information; sets up and maintains validation codes; enters employee bank information for direct deposit.

Enters data for new hires; maintains information on existing, substitutes and casual employees; handles employee maintenance and salary changes.

Provides employment verification; completes other forms and information requests.

Collects, organizes and verifies totals for timecards and timesheets; enters and validates timecard entries.

Enters payroll deductions and reimbursement claims; prepares and processes payroll adjustments.

Enters overrides for contract pay and deductions.

Calculates payroll; verifies payroll and reviews totals; creates and prints paychecks; creates direct deposit entries and transmits files to bank.

Generates, prints and distributes payroll reports; creates general ledger file and imports.

Produces and submits files and payments to various accounts and state agencies.

Prepares various requested and required reports.

Maintains employee leave balances and accruals.

Processes new hire paperwork.

Manages the electronic timesheet software; provides data to supervisors as needed.

Provides administration for and processes post-employment COBRA and severance paperwork.

Maintains worker's compensation claims and follow up data.

Acts as the system administrator for Applitrack; posts and updates district position notices.

## Knowledge, Skills and Abilities

Thorough knowledge of new employee, current employee and post employee payroll, leave and benefit program administration; general knowledge of accounting and payroll terminology, methods, theory and principles; general knowledge of standard office procedures, practices and equipment; general knowledge of standard payroll or human resources data systems; ability to learn specialized software related to business needs; ability to follow detailed instructions; ability to maintain financial records and prepare financial reports; ability to establish and maintain effective working relationships with staff, various outside agencies and the general public.

## Education and Experience

Associates/Technical degree with coursework in accounting, or related field and moderate experience working with payroll or human resources data, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, using hands to finger, handle or feel and repetitive motions, frequently requires speaking or hearing and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work has standard vision

requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements**

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Pre-School Teacher

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate skilled human support work teaching and monitoring children in the classroom, creating lesson plans, scheduling special activities, and related work as apparent or assigned. Work is performed under the general direction of the Community Education Director.

## Qualification Requirements

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

## Essential Functions

Teaches and monitors students.

Creates lesson plans, schedules, procedures and special activities.

Prepares for activities including finding materials, books, tracings and cutting; sets classroom up for activities.

Communicates with other teachers, classroom assistants, special education staff, etc.

Makes or obtains sensory materials; orders materials needed for classroom activities or programs.

Develops calendars and newsletters.

Communicates with parents via conferences, phone, before and after school, etc.

Participates in meetings, workshops, seminars, etc.

## Knowledge, Skills and Abilities

Thorough knowledge of subject(s) taught; thorough knowledge of education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching; thorough knowledge of education rules, regulations and procedures; ability to operate standard office equipment and related hardware and software; ability to operate standard classroom equipment and tools; ability to establish and maintain standards of behavior; ability to deliver articulate oral presentations and written reports; ability to establish and maintain effective working relationships with staff, students and parents.

## Education and Experience

Bachelor's degree in education, or related field, or equivalent combination of education and experience.

## Physical Requirements

This work requires the regular exertion of up to 10 pounds of force and occasional exertion of up to 25 pounds of force; work frequently standing, sitting, speaking or hearing, using hands to finger, handle or feel, stooping, kneeling, crouching or crawling and reaching with hands and arms and occasionally requires walking, climbing or balancing, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

CPR/first aid certification.

Pre-K, early childhood or elementary education teaching license.

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Principal

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs complex professional work developing and maintaining an effective educational program consistent with state and federal guidelines and the philosophy, policies and goals of the School Board, communicating with staff, parents, administrators and supervisors, maintaining records and files, preparing reports, and related work as apparent or assigned. Work is performed under the general direction of the Superintendent. Building supervision is exercised over all personnel within the building.

## Qualification Requirements

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

## Essential Functions

Plans, organizes and directs school programming, leadership and implementation of board policy.

Supervises and manages professional, paraprofessional, administrative and non-professional personnel assigned to the school.

Assigns, directs and reviews the work of subordinate staff; provides recommendations for hiring, suspending and disciplining staff; rewards, transfers and coaches staff as needed; develops staff schedules.

Establishes and maintains an effective learning climate; provides for the efficient conduct of school instruction and business.

Maintains student conduct standards and enforces discipline, as necessary, according to School Board policy and the due process rights of students.

Issues detentions and suspensions as needed to maintain discipline; awards students appropriately for good school performance.

Initiates, designs and implements programs to meet specific school needs.

Implements Board policies and regulations and ensures observance by the school's staff and students; interprets and enforces school policies and regulations.

Makes recommendations concerning the school's administration and instruction.

Coordinates and works with the central administrative staff on school issues.

Prepares or supervises the preparation of reports, records, lists and other required information.

Schedules classes within established guidelines to meet student needs.

Assists in developing, revising and evaluating curriculum.

Maintains and controls the various local funds generated by student activities.

Oversees record maintenance on student progress and attendance.

Evaluates and counsels staff members regarding individual and group performance.

Assists with coordinating daily school activities.

Attends meetings, workshops and staff development sessions as needed; meets with the School Board.

Serves as a substitute teacher as needed.

May act as the Title I Director.

## Knowledge, Skills and Abilities

Comprehensive knowledge of school administration practices, methods and techniques; comprehensive knowledge of supervising various facets of a school; thorough knowledge of prescribed School Board policies and procedures; thorough knowledge of programs available within and partnered with the district; thorough skill operating standard office equipment and related hardware and software; thorough skill communicating orally and in writing; ability to supervise and direct the work of others; ability to learn specialized software related to district needs; ability to motivate others to reach their fullest potential; ability to establish and maintain effective working relationships with school officials, parents, students, teachers, support staff and associates.

## **Education and Experience**

Master's degree in education administration, teaching and learning, or related field and considerable experience teaching, in an education administration role, or equivalent combination of education and experience.

## **Physical Requirements**

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing and using hands to finger, handle or feel, frequently requires repetitive motions and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work occasionally requires exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Education administration license.

Applicable district or department training will be provided and must be completed upon hire.

Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012

# Psychologist

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs difficult professional work evaluating and diagnosing students, conducting consultations, assessing and interpreting intellectual, social and/or emotional development, and related work as apparent or assigned. Work is performed under the limited supervision of the Special Services Director.

## Qualification Requirements

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

## Essential Functions

Participates in planning and implementing special education assessments and re-assessments determining if student are eligible for special education services.

Ensures that students receiving services are eligible under state guidelines.

Provides consultation to other team members; directs student assessment; interprets findings; writes reports.

Attends care team meetings.

Consults with regular and special education personnel on programming for students with disabilities; ensures compliance with state and federal guidelines.

Participates in pre-referral activities.

Provides training and assistance to initiatives including crisis interventions.

Attends workshops; develops and provides training; keeps abreast of current literature and studies.

## Knowledge, Skills and Abilities

Thorough knowledge of the practices, methods and techniques used in the education process for diagnostic and evaluative procedures; thorough knowledge of federal and state mandate and local procedures and regulations relating to education program evaluations and consultations; thorough skill communicating orally and in writing; thorough skill using standard psychological evaluations and assessments; thorough skill using standard office equipment and related hardware and software; ability to maintain effective working relationships with associates, parents, children with disabilities, administrators, community agencies and the general public.

## Education and Experience

Master's degree in psychology, or related field and moderate experience providing assessments, consultations, interventions, counseling, psychology services, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing and using hands to finger, handle or feel, frequently requires repetitive motions and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, using of measuring devices, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

CPI nonviolent crisis intervention certification.

Minnesota school psychology license.

National psychology license preferred.

Applicable district or department training will be provided and must be completed upon hire.

Valid driver's license in the State of Minnesota.

# School Readiness/ECFE Coordinator

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs difficult professional work managing early childhood and family programs, collecting tuition, evaluating curriculum, preparing and maintaining files and records, and related work as apparent or assigned. Work is performed under the general direction of the Community Education Director. Departmental oversight is exercised over all personnel in the program.

## Qualification Requirements

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

## Essential Functions

Coordinates, administers and provides educational leadership for the Early Childhood and Family Education (ECFE) programs.

Creates, manages and tracks program budgets; evaluates budgets and monitors expenditures and revenues.

Sets tuition and fees; processes scholarship applications including tax records; handles overdue accounts.

Orders and maintains program equipment.

Assigns, directs and reviews staff work; handles hiring, rewarding, training, suspending, disciplining and terminating staff; evaluates staff performance; develops schedules; provides coaching and/or counseling to staff as needed.

Monitors day-to-day program functions; evaluates programs.

Handles staffing issues including obtaining substitutes or substituting for teacher.

Develops curriculum for ECFE.

Creates, implements, schedules and evaluates classes.

Handles program communications; responds to staff, parents and students; maintains and updates website.

Creates forms, documents, literature, handbooks and newsletters.

Handles state reporting related to program.

## Knowledge, Skills and Abilities

Thorough knowledge of the practices, methods and techniques used in early childhood and family development; thorough knowledge of health, safety and first aid practices; thorough knowledge of practices, methods and techniques used in classroom and family teaching; ability to operate standard office equipment and related hardware and software; ability to disseminate state guidelines and implement into daily business operations; ability to maintain confidential files and information; ability to establish and maintain effective working relationships with associates, parents and students.

## Education and Experience

Bachelor's degree with coursework in early childhood education, or related field and considerable experience teaching in early childhood programming, parent education, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 25 pounds of force; work regularly requires speaking or hearing and occasionally requires standing, walking, sitting, stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to bloodborne pathogens

and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements**

CPR/first aid within two (2) years.

Early childhood education license.

Parent educator license.

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Social Worker

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs intermediate professional work obtaining and analyzing data to determine sociological needs of students, assuring that children are enrolled in and attend an educational program, preparing and maintaining student and program records, and related work as apparent or assigned. Work is performed under the limited supervision of the Activities Director/JH Dean and Principal.

## Qualification Requirements

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

## Essential Functions

Works with students in both the special education and general education settings with various issues.  
Instructs group and individual therapeutic services.  
Instructs prevention programs within classrooms.  
Collaborates and consults with the school staff, as well as outside community agencies and organizations.  
Works with crisis prevention and interventions.  
Records various notes and records.  
Coordinates and facilitates various training programs for staff.  
Assists with planning special events.

## Knowledge, Skills and Abilities

Thorough knowledge of the policies, procedures, methods and techniques used for assessing sociological needs of individual students; thorough knowledge of federal and state mandates and local procedures and regulations relating to social and community support programs; thorough skill communicating orally and in writing; thorough skill using standard office equipment and related hardware and software; ability to establish and maintain effective working relationships with students, parents, teachers, administrators, other school personnel and community agencies.

## Education and Experience

Bachelor's degree in social work, or related field and minimal experience, or equivalent combination of education and experience. Master's degree preferred.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing, using hands to finger, handle or feel and repetitive motions and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

Social work license.  
School social work license.  
Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Special Education Teacher

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs difficult professional work preparing and providing training and instruction to children with disabilities, individually and in groups, motivating students to develop skill in assigned subject matters, providing a broad range of teaching services or specific learning program, assisting students to develop skills, attitudes and knowledge needed as a foundation for future learning in accordance with each student's ability, using a variety of teaching and learning methods at various levels to a targeted audience, and related work as apparent or assigned. Work is performed under the general direction of the Principal. Continuous oversight is exercised over staff working in the classroom.

## Qualification Requirements

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

## Essential Functions

Develops lesson plans and instructional materials providing effective teaching strategies adhering to the District philosophy and vision.

Translates lesson plans into learning experiences in a classroom environment conducive to learning by employing a variety of appropriate teaching strategies; maximizes time on task.

Creates a classroom environment that responds to the needs of individual learners.

Plans and implements programs designed to meet individual students needs.

Recognizes learning problems and makes referrals as appropriate.

Prepares substitute folder containing appropriate information as required by the principal.

Adheres to health and safety policies.

Communicates with parents in a timely manner; maintains positive and constructive communication with students, staff, parents and community.

Develops reasonable rules of classroom behavior and appropriate techniques.

Shares responsibility during the school day for the supervision of students in areas of the school.

Protects students, equipment, materials and facilities taking necessary and reasonable precautions.

Upholds and enforces board policy, district goals, administrative procedures and school rules and regulations.

Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.

Works cooperatively with parents and other staff members to reinforce the educational program for each child.

Attends workshops, seminars and conferences as well as staff, department, curricular development and committee meetings and staff-development sessions as required.

Encourages and facilitates work of other staff members in a collaborative, supportive environment.

Evaluates accomplishments of students on a regular basis using multiple assessment methods; provides progress and interim reports for feedback.

Respects the confidentiality of records and information regarding students, parents and teachers in accordance with accepted professional ethics and state and federal laws.

## Knowledge, Skills and Abilities

Thorough knowledge of the content of the specialty area; thorough knowledge of appropriate level education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching; thorough knowledge of school district operations, regulations and procedures; ability to understand developmental appropriateness of materials and behavior; ability to establish and maintain standards of behavior; ability to deliver articulate oral presentations and written reports; ability to operate standard office equipment and related hardware and software; ability to learn specialized equipment, hardware or software related to student group needs; ability to establish and maintain effective working relationships with other staff, students and parents.

## **Education and Experience**

Bachelor's degree in teaching, or related field, or equivalent combination of education and experience.

## **Physical Requirements**

This work requires the occasional exertion of up to 50 pounds of force; work regularly requires speaking or hearing and using hands to finger, handle or feel, frequently requires standing, walking and reaching with hands and arms and occasionally requires sitting, stooping, kneeling, crouching or crawling, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Crisis prevention certification.

CPR/first aid certification.

Teaching license.

Applicable district or department training will be provided and must be completed upon hire.

Last Revised: 1/31/2012

# Special Services Director

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs complex professional work planning, organizing and implementing programs, evaluating programs, solving issues and/or problems, communicating with others, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the Superintendent. Departmental supervision is exercised over all personnel in the department.

## Qualification Requirements

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

## Essential Functions

Assists in resolving conflicts with staff, parents, support personnel and community agencies.

Administers state and federal programs, grants, aids and other outside funded projects.

Monitors state and federal expenditures; determines allocations; reconciles final closings.

Completes staff percentages for service purchases for electronic data reporting system, Uniform Financial Accounting and Reporting Standards and staff automated reporting for allocations by disabilities for the state tuition billing systems.

Supervises data reporting and state and federal funds for special education expenditures.

Recruits, hires, trains, evaluates and assigns work for department staff; provides assistance to district administration in special education personnel recruitment and supervision.

Provides leadership and supervision in establishing goals and objectives.

Facilitates training and communication ensuring building and program administrators and special education teachers are current and informed on special education services, issues and rules.

Monitors instructional practices and individualized education program development for consistency with state and federal rules.

Designs and implements services for eligible students.

Directs the activities providing data on the number and characteristics of learners receiving special education and related services.

Prepares for and conducts various meetings as needed.

Initiates and responds to questions, concerns or issues received through various communication methods.

Attends various meetings and committees.

Provides ongoing training for district staff in relevant subjects.

Prepares and recommends program additions, modifications and deletions to best meet the needs of the students with disabilities.

## Knowledge, Skills and Abilities

Comprehensive knowledge of the principles, practices and procedures of school administration; comprehensive knowledge of curriculum and program development for special students; comprehensive knowledge of issues related to special education law, finance and due process; comprehensive skill interpreting special education law into daily business practices; thorough skill operating standard office equipment and related hardware and software; ability to generate applicable records and reports; ability to develop and present ideas effectively, orally and in written form; ability to establish and maintain effective relationships with school officials, associates, parents and the general public.

## Education and Experience

Master's degree in special education teaching, education administration, or related field and considerable experience working in special education teaching, education administration, or equivalent combination of education and experience.

## **Physical Requirements**

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing, using hands to finger, handle or feel and repetitive motions and occasionally requires standing, walking, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Director of special education license.

Applicable district or department training will be provided and must be completed upon hire.

Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012

# Speech Language Pathologist

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs difficult professional work locating, identifying and serving speech/language impaired students, preparing and maintaining student and program records, preparing reports, and related work as apparent or assigned. Work is performed under the general direction of the Special Services Director.

## Qualification Requirements

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

## Essential Functions

Plans and provides therapy to students with a variety of disability areas.

Evaluates and re-evaluates students and creates, completes and organizes paperwork according to student needs or therapy plans.

Schedules and facilitates parent meetings to discuss evaluation results, current level of need and to provide information on disabilities and therapy techniques.

Attends various meetings.

Keeps abreast of current technologies and best practices.

Provides interventions as needed in collaboration with classroom teachers.

Coordinates student transportation.

Composes and distributes reports on student progress.

## Knowledge, Skills and Abilities

Thorough knowledge of the principles, practices and procedures of speech and language diagnosis and therapy; thorough knowledge of casework methods and procedures; thorough knowledge of district, local, state and federal resources, programs, procedures, laws, rules and regulations related to speech and language diagnosis and therapy; ability to conduct interviews, assessments and diagnosis effectively and analyze needs and problems objectively; ability to operate standard tools of the trade; ability to operate standard office equipment and related hardware and software; ability to learn specialized tools, equipment and software to meet business needs; ability to communicate ideas clearly and concisely, orally and in writing; ability to establish and maintain effective working relationships with students, similar professionals, parents, staff, administration and the general public.

## Education and Experience

Bachelor's degree with coursework in speech language pathology, or related field, or equivalent combination of education and experience. Master's degree preferred.

## Physical Requirements

This work requires the occasional exertion of up to 25 pounds of force; work regularly requires speaking or hearing, frequently requires using hands to finger, handle or feel and repetitive motions and occasionally requires standing, walking, sitting, stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work occasionally requires exposure to fumes or airborne particles and exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

## Special Requirements

CCC's certification within one (1) year.

Education license.

Applicable district or department training will be provided and must be completed upon hire.  
Valid driver's license in the State of Minnesota.

Last Revised: 3/20/2012

# Superintendent

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs complex executive work programs, operations, activities and facilities of the District, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the School Board. Organizational supervision is exercised over all personnel in the organization.

## Qualification Requirements

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

## Essential Functions

Recommends instructional programs and improvements to the School Board.

Performs liaison activities between the community and school district; responds to parents, students, citizens and staff concerns regarding school district issues.

Develops short- and long-term operating and capital plans and instructional goals; develops funding sources and strategies.

Prepares school board agendas and provides recommendations for each item of school business.

Interprets staff proposals to the Board; recommends adjustments of employee policies and salary structures.

Meets with school board, staff, government officials and others to establish goals and objectives; prepares reports, schedules and agendas.

Coordinates school operations, programs and activities with other local agencies as appropriate.

Attends and participates in board meetings and other committee/board meetings and public hearings, advising and providing necessary information regarding the activities operating under the District's authority.

Oversees district's financial operations; prepares, presents and recommends proposed budgets to the Board for approval.

Reviews and revises policies and procedures and recommends improvements and adjustments to the Board.

Establishes and maintains relationships with various agencies and personnel outside the District to promote the District's best interests.

Maintains and improves effective board/superintendent relations; periodically reviews and upgrades performance through joint seminars and training sessions.

## Knowledge, Skills and Abilities

Comprehensive knowledge of the principles, practices and procedures of the public schools; comprehensive knowledge of school personnel and administrative practices, procedures and methods; ability to communicate excellently and have interpersonal skills including speaking, writing and listening; ability to collaborate and work with city and county officials, the legislature and other educational service agencies; ability to conceptualize, initiate, monitor and evaluate new and/or current programs; ability to motivate, develop and direct an effective administrative team, maximizing the skills of its members; ability to operate standard office equipment and related hardware and software; ability to establish and maintain effective working relationships with community organizations, parents, teachers, staff, students and associates.

## Education and Experience

Master's degree in education administration, or related field and extensive experience in education administration, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires sitting, speaking or hearing and using hands to finger, handle or feel and occasionally requires standing, walking, reaching with hands and arms and pushing or pulling; work has standard vision requirements; vocal communication is required for

expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements**

Teaching license.

Superintendent license.

Applicable district or department training will be provided and must be completed upon hire.

Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012

# Teacher

Dept/Div: District Wide/N/A

FLSA Status: Non-Exempt

## General Definition of Work

Performs difficult professional work providing a broad range of teaching services or specific learning program, assisting students to develop skills, attitudes and knowledge needed as a foundation for future learning in accordance with each student's ability, using a variety of teaching and learning methods at various levels to a targeted audience, and related work as apparent or assigned. Work is performed under the general direction of the Principal.

## Qualification Requirements

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

## Essential Functions

Develops lesson plans and instructional materials providing effective teaching strategies adhering to the District philosophy and vision.

Translates lesson plans into learning experiences in a classroom environment conducive to learning by employing a variety of appropriate teaching strategies; maximizes time on task.

Creates a classroom environment that responds to the needs of individual learners.

Plans and implements a program of study designed to meet individual students needs.

Recognizes learning problems and makes referrals as appropriate.

Encourages student enthusiasm for the learning process and development of good study habits.

Prepares substitute folder containing appropriate information as required by the principal.

Adheres to health and safety policies.

Communicates with parents in a timely manner; maintains positive and constructive communication with students, staff, parents and community.

Develops reasonable rules of classroom behavior and appropriate techniques.

Shares responsibility during the school day for the supervision of students in areas of the school.

Protects students, equipment, materials and facilities taking necessary and reasonable precautions.

Upholds and enforces board policy, district goals, administrative procedures and school rules and regulations.

Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.

Works cooperatively with parents and other staff members to reinforce the educational program for each child.

Attends workshops, seminars and conferences as well as staff, department, curricular development and committee meetings and staff-development session as required.

Encourages and facilitates work of other staff members in a collaborative, supportive environment.

Evaluates accomplishments of students on a regular basis using multiple assessment methods; provides progress and interim reports for feedback.

Respects the confidentiality of records and information regarding students, parents and teachers in accordance with accepted professional ethics and state and federal laws.

Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.

Works cooperatively with Special Education staff to report student progress and growth, as applicable.

## Knowledge, Skills and Abilities

Thorough knowledge of the content of the specialty area; thorough knowledge of appropriate level education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching; thorough knowledge of school district operations, regulations and procedures; ability to understand developmental appropriateness of materials and behavior; ability to establish and maintain standards of behavior; ability to deliver articulate oral presentations and written reports; ability to operate standard office equipment and related hardware

and software; ability to learn specialized equipment, hardware or software related to student group needs; ability to establish and maintain effective working relationships with other staff, students and parents.

### **Education and Experience**

Bachelor's degree in teaching, education, or related field, or equivalent combination of education and experience.

### **Physical Requirements**

This work requires the occasional exertion of up to 25 pounds of force; work regularly requires speaking or hearing and using hands to finger, handle or feel, frequently requires standing, walking and reaching with hands and arms and occasionally requires sitting, stooping, kneeling, crouching or crawling, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements**

Teaching license.

Applicable district or department training will be provided and must be completed upon hire.

Special training or education may be required depending on assignment area.

Last Revised: 1/31/2012

# Information Technology Director

Dept/Div: District Wide/N/A

FLSA Status: Exempt

## General Definition of Work

Performs complex professional and difficult advanced technical work planning and coordinating technology implementation in the District, designing networks, providing technical support and training to users, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the Superintendent. Departmental supervision is exercised over all personnel in the department.

## Qualification Requirements

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

## Essential Functions

Plans, supervises and coordinates technology implementation for the District.  
Establishes district's technology standards; researches industry trends and applies to district needs.  
Recommends policies and procedures for the acquisition and use of technology-related equipment and software.  
Leads and participates in various teams and committees related to information technology.  
Evaluates and recommends systems meeting various department's needs within the District.  
Designs and implements networks for the District; provides technical specifications installing networks; oversees network installation.  
Provides help desk services for district staff; provides software support for district staff; sets up training programs.  
Provides installation, repair and maintenance of district hardware, software and peripheral equipment.  
Acts as the district webmaster.

## Knowledge, Skills and Abilities

Comprehensive knowledge of all phases of systems analysis, programming and computer operations in an on line and batch processing environment; comprehensive knowledge of the functions, and operations of the district and department; thorough skill creating maintenance and replacement plans for district technology and technological assets; thorough skill teaching and explaining technology based information to non technology staff; ability to determine departmental and system wide needs and to formulate an effective program to meet these needs; ability to write clear and concise reports; ability to plan for, learn and implement new technology based on district needs; ability to plan and supervise the work of professional and technical personnel; ability to supervise help desk response tasks; ability to communicate effectively orally and in writing; ability to establish and maintain effective working relationships with elected officials, staff, vendors, consultants and the general public.

## Education and Experience

Master's degree in education technology, or related field and extensive experience working in an education setting with network infrastructure, providing advanced troubleshooting or help desk functions with some supervisory responsibility, acting as an assistant director, or equivalent combination of education and experience.

## Physical Requirements

This work requires the occasional exertion of up to 50 pounds of force; work regularly requires using hands to finger, handle or feel and repetitive motions, frequently requires standing, sitting and speaking or hearing and occasionally requires walking, climbing or balancing, stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling and lifting; work requires close vision, ability to adjust focus, depth perception, color perception and peripheral vision; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, visual inspection involving small defects and/or small parts, using of measuring devices, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work regularly requires exposure to EMF/EMR waves work occasionally requires exposure to outdoor weather conditions,

exposure to the risk of electrical shock and exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

### **Special Requirements**

Applicable district or department training will be provided and must be completed upon hire.  
Valid driver's license in the State of Minnesota.

Last Revised: 1/31/2012















































# Springsted

**Systematic Analysis and Factor Evaluation system**

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# Belle Plaine Schools, MN

Sorted by:  
11:09 AM

Department	Position	Skill	Train	Exp	Level	HR	Phys	Cond	Ind	Imp	Spv	Points
District Wide	Superintendent	executive	120	125	140	80	0	15	120	140	60	800.0
District Wide	Special Services Director	professional	120	65	110	80	0	15	100	120	30	640.0
District Wide	Principal	professional	120	65	110	80	0	15	80	120	45	635.0
District Wide	Business Manager	professional	80	80	110	65	0	15	90	120	10	570.0
District Wide	Information Technology Director	professional	80	80	110	50	20	10	90	100	10	550.0
District Wide	Community Education Director	professional	80	65	110	50	0	15	90	100	30	540.0
District Wide	Building and Grounds Director	professional	40	95	80	80	20	15	90	80	30	530.0
District Wide	Activities Director/Junior High Dean	professional	120	65	110	40	0	15	80	80	10	520.0
District Wide	Curriculum and Assessment Coordinator	professional	120	58	110	50	0	5	90	80	0	513.0
District Wide	Psychologist	professional	120	50	80	30	0	5	60	60	0	405.0
District Wide	School Readiness/ECFE Coordinator	professional	80	58	70	23	10	5	70	70	5	391.0
District Wide	Speech Language Pathologist	professional	120	0	80	30	10	5	80	60	0	385.0
District Wide	Licensed School Nurse	professional	80	30	60	30	20	5	60	60	5	350.0
District Wide	Special Education Teacher	professional	80	0	80	15	20	5	80	60	5	345.0
District Wide	Chemical Health Specialist	professional	80	0	80	23	5	10	70	70	0	338.0
District Wide	School Counselor	professional	80	0	80	30	0	5	80	60	0	335.0
District Wide	Social Worker	professional	80	30	70	15	5	5	70	60	0	335.0
District Wide	Teacher	professional	80	0	80	15	10	5	80	60	0	330.0
District Wide	ECFE Parent Educator	professional	80	0	60	15	10	5	80	60	0	310.0
District Wide	Pre-School Teacher	skilled human supp	80	0	30	10	10	5	40	30	0	205.0
District Wide	Information Technology Specialist	technical	40	15	30	15	20	5	30	30	5	190.0
District Wide	Payroll/HR Specialist	technical	40	30	30	10	0	5	20	30	0	165.0
District Wide	Health Assistant	skilled human supp	40	8	25	15	10	5	20	30	0	153.0
District Wide	Accounts Payable Specialist	skilled administrati	20	30	30	13	5	5	20	18	0	141.0
District Wide	Lead Custodian	semiskilled	20	20	20	13	20	5	20	18	2.5	138.5
District Wide	Administrative Assistant	administrative supp	20	20	20	15	5	5	20	20	0	125.0
District Wide	Media/Tech Paraprofessional	technical	20	15	20	15	0	5	20	30	0	125.0
District Wide	Custodian	semiskilled	20	10	20	10	20	5	20	15	0	120.0
District Wide	Paraprofessional	human support	20	10	20	15	10	5	20	20	0	120.0

**Belle Plaine Schools, MN**

Sorted by:  
11:09 AM

Department	Position	Skill	Train	Exp	Level	HR	Phys	Cond	Ind	Imp	Spv	Points
District Wide	Superintendent	executive	120	125	140	80	0	15	120	140	60	800.0

**Belle Plaine Schools, MN**

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Department	Position	Skill	Train	Exp	Level	HR	Phys	Cond	Ind	Imp	Spv	Points
District Wide	Superintendent	executive	120	125	140	80	0	15	120	140	60	800.0

## Belle Plaine Schools, MN

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## Belle Plaine Schools, MN

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**Belle Plaine Schools, MN**

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Department	Position	Skill	Train	Exp	Level	HR	Phys	Cond	Ind	Imp	Spv	Points
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**Belle Plaine Schools, MN**

Sorted by:  
11:09 AM

Department	Position	Skill	Train	Exp	Level	HR	Phys	Cond	Ind	Imp	Spv	Points
District Wide	Superintendent	executive	120	125	140	80	0	15	120	140	60	800.0

**Payable 2012 & Payable 2013 Levy Comparison**

	<b>10 Payable 11 Levy</b>	<b>11 Payable 12 Levy</b>	<b>12 Payable 13 Levy</b>	<b>Increase/ (Decrease) from 11 Pay 12 Levy</b>	<b>%</b>	<b>L/F</b>
Operating Levy	459,564.84	462,875.01	454,733.84	(8,141.17)		L
Equity	222,833.76	202,105.21	211,042.51	8,937.30		F
Transition	5,837.82	5,961.91	5,560.89	(401.02)		F
Operating Capital	197,510.78	198,182.10	179,727.14	(18,454.96)		F
Integration	79,020.00	18,000.00	18,000.00	-		F/L
Unemployment	5,000.00	5,000.00	5,000.00	-		F
Safe Schools	53,813.10	57,803.40	56,226.30	(1,577.10)		F
Career/Technical	28,757.60	33,545.96	29,103.25	(4,442.71)		F
Annual OPEB		-	169,333.00	169,333.00		L
Health & Safety	93,856.02	91,493.98	87,006.02	(4,487.96)		L
Deferred Maintenance	90,467.51	94,527.67	88,213.98	(6,313.69)		F
Building Lease	35,761.98	31,946.90	30,430.72	(1,516.18)		L
Adjustments	(135,298.84)	(102,589.55)	(105,738.56)	(3,149.01)		F
<b>Total General Fund</b>	<b>1,137,124.57</b>	<b>1,098,852.59</b>	<b>1,228,639.09</b>	<b>129,786.50</b>	<b>11.81%</b>	
Basic Community Education	96,290.58	74,496.16	74,496.16	-		F
Early Childhood Fam. Ed.	37,098.62	40,039.90	36,993.17	(3,046.73)		F
Home Visiting	1,480.00	1,512.00	1,499.20	(12.80)		F
School Age Care	-	4,000.00	4,000.00	-		L
Adjustments	123.39	42.38	910.09	867.71		F
<b>Total Community Education</b>	<b>134,992.59</b>	<b>120,090.44</b>	<b>117,898.62</b>	<b>(2,191.82)</b>	<b>-1.83%</b>	
Debt Service	3,394,519.27	2,761,579.56	2,855,500.68	93,921.12		L
Reduction for Debt Excess	(312,302.85)	-	(141,775.45)	(141,775.45)		F
Alt Facility Bond Debt Service	444,436.00	448,479.00	446,615.00	(1,864.00)		L
Reduction for Debt Excess	(39,441.86)	-	(21,063.25)	(21,063.25)		L
Adjustments	2,234.97	792.17	5,340.90	4,548.73		F
<b>Total Debt Service</b>	<b>3,489,445.53</b>	<b>3,210,850.73</b>	<b>3,144,617.88</b>	<b>(66,232.85)</b>	<b>-2.06%</b>	
<b>Total Levy - All Funds</b>	<b>4,761,562.69</b>	<b>4,429,793.76</b>	<b>4,491,155.59</b>	<b>61,361.83</b>	<b>1.39%</b>	

L = Local Decision

F = Formula Set by Legislature

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>Change</b>	<b>% Increase</b>
<b>Market Value</b>	954,022,200	885,723,263	858,476,100	-27,247,163	-3.08%
<b>Referendum Market Value</b>	700,166,000	683,146,800	660,865,600	-22,281,200	-3.26%
<b>Net Tax Capacity</b>	10,564,230	10,096,829	9,284,116	-812,713	-8.05%
<b>Sales Ratio</b>	98.70%	99.10%	100.90%		
<b>Adjusted Net Tax Capacity</b>	10,698,953	10,188,969	9,205,808	-983,161	-9.65%

Prepared using 9/20/12 Preliminary

1<sup>st</sup> Reading: 1/30/06  
2<sup>nd</sup> Reading: 2/27/06  
Approved: 3/27/06  
Revised: 9/24/12

## **102 EQUAL EDUCATIONAL OPPORTUNITY**

### **I. PURPOSE**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully 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.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

*1<sup>st</sup> Reading: 1/30/06*  
*2<sup>nd</sup> Reading: 2/27/06*  
*Approved: 3/27/06*  
*Revised: 9/24/12*

## **214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS**

### **I. PURPOSE**

The purpose of this policy is to control out-of-state travel by school board members as required by law.

### **II. GENERAL STATEMENT OF POLICY**

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

### **III. APPROPRIATE TRAVEL**

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

### **IV. REIMBURSABLE EXPENSES**

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

### **V. REIMBURSEMENT**

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

## **VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES**

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

***Legal References:*** Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)  
Minn. Stat. § 471.661 (Out-of-State Travel)  
Minn. Stat. § 471.665 (Mileage Allowances)  
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)  
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

***Cross References:*** MSBA/MASA Model Policy 212 (School Board Member Development)  
MSBA/MASA Model Policy 412 (Expense Reimbursement)

1<sup>st</sup> Reading: 1/30/06  
2<sup>nd</sup> Reading: 2/27/06  
Approved: 3/27/06  
Revised: 9/24/12

## **401 EQUAL EMPLOYMENT OPPORTUNITY**

### **I. PURPOSE**

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.
- D. It is the responsibility of every school district employee to follow this policy.
- E. Any person having any questions regarding this policy should discuss it with the School Superintendent.

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 2615 (Family and Medical Leave Act)  
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)  
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

***Cross References:*** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 405 (Veteran's Preference)  
MSBA/MASA Model Policy 413 (Harassment and Violence)

*1<sup>st</sup> Reading: 1/30/06*  
*2<sup>nd</sup> Reading: 2/27/06*  
*Approved: 3/27/06*  
*Revised: 9/24/12*

## **402 DISABILITY NONDISCRIMINATION POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact The Special Services Director. This individual is the school district's appointed ADA/Section 504 coordinator.

**Legal References:** 29 U.S.C. 794 *et seq.* (§ 504 of Rehabilitation Act of 1973)  
42 U.S.C., Ch. 126 § 12112 (Americans with Disabilities Act)  
29 C.F.R. Part 32  
34 C.F.R. Part 104

**Cross References:** MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

*1<sup>st</sup> Reading: 1/30/06*  
*2<sup>nd</sup> Reading: 2/27/06*  
*Approved: 3/27/06*  
*Revised: 9/24/12*

## **406 PUBLIC AND PRIVATE PERSONNEL DATA**

### **I. PURPOSE**

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

### **II. GENERAL STATEMENT OF POLICY**

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

### **III. DEFINITIONS**

- A. “Public” means that the data is available to anyone who requests it.
- B. “Private” means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- C. “Confidential” means the data is not available to the subject.
- D. “Parking space leasing data” means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- E. “Personnel data” means government data on individuals maintained because they are or were employees of the school district, applicants for employment, volunteers for the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- F. “Finalist” means an individual who is selected to be interviewed by the school board for a position.

- G. “Protected health information” means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. “Protected health information” excludes health information in education records covered by FERPA and employment records held by a school district in its role as employer.

#### **IV. PUBLIC PERSONNEL DATA**

- A. The following information on employees, including volunteers and independent contractors, is public:
1. name;
  2. employee identification number, which may not be the employee’s social security number;
  3. actual gross salary;
  4. salary range;
  5. terms and conditions of employment relationship;
  6. contract fees;
  7. actual gross pension;
  8. the value and nature of employer-paid fringe benefits;
  9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
  10. job title;
  11. bargaining unit;
  12. job description;
  13. education and training background;
  14. previous work experience;
  15. date of first and last employment;

16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information on applicants for employment or to an advisory board/ commission is public:

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.
- D. Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

**V. PRIVATE PERSONNEL DATA**

- A. All other personnel data are private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data are private.
- E. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- F. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- G. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  - 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
  - 2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, Subd. 1; or

3. A court, law enforcement agency or prosecuting authority.
- H. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
  - I. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
  - J. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
    1. threaten the personal safety of the complainant or a witness; or
    2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- K. The school district shall make any report to the board of teaching or the state board of education as required by Minn. Stat. § 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, Subd. 2.
- L. Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under Minn. Stat. Ch. 268.
- M. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report.
- N. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing

prior to release and the investigation resulted in the resignation of the subject of the data.

- O. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.
- P. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
- Q. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.

## **VI. MULTIPLE CLASSIFICATIONS**

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

## **VII. CHANGE IN CLASSIFICATIONS**

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

## **VIII. RESPONSIBLE AUTHORITY**

The school district has designated [*name and title, telephone*] as the authority responsible for personnel data. If you have any questions, contact [*him/her*].

## **IX. EMPLOYEE AUTHORIZATION/RELEASE FORM**

An employee authorization form is included as an addendum to this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 13.39 (Civil Investigation Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)  
P.L. 104-191 (HIPAA)  
45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

***Cross References:*** MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

## Consent to Release – Request from an Individual

*An individual asks the government entity to release his/her private data to an outside entity or person. Because the entity does not have statutory authority to release the data, it must get the individual's written informed consent.*

### Explanation of Your Rights

If you have a question about anything on this form, or would like more explanation, please talk to

\_\_\_\_\_ before you sign it.  
[entity contact person name and contact information]

I, \_\_\_\_\_, give my permission for \_\_\_\_\_  
[name of individual data subject] [name of government entity]

to release data about me to \_\_\_\_\_ as described on this form.  
[name of other entity or person]

1. The specific data I want \_\_\_\_\_ to release \_\_\_\_\_.  
[name of government entity] [explanation of data]

2. I understand that I have asked \_\_\_\_\_ to release the data.  
[name of government entity]

3. I understand that although the data are classified as private at \_\_\_\_\_, the  
[name of government entity]  
classification/treatment of the data at \_\_\_\_\_ depends on laws or  
[name of other entity or person]  
policies that apply to \_\_\_\_\_.  
[name of other entity or person]

This authorization to release expires \_\_\_\_\_.  
[date/time of expiration]

Individual data subject's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/guardian's signature [if needed] \_\_\_\_\_ Date \_\_\_\_\_

*1<sup>st</sup> Reading: 2/27/06*  
*2<sup>nd</sup> Reading: 3/27/06*  
*Approved: 4/24/06*  
*Revised: 9/24/12*

## **410 FAMILY AND MEDICAL LEAVE POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

### **II. GENERAL STATEMENT OF POLICY**

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota Parenting Leave laws.

### **III. DEFINITIONS**

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee’s fulfillment of his or her National Guard or Reserve military service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.
- D. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember’s spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember’s next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember’s only next of kin.
- E. “Outpatient status” means, with respect to a covered servicemember, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
  2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- F. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:
1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
  2. to attend military events and related activities of a covered military member;
  3. to address issues related to childcare and school activities of a covered military member’s child;

4. to address financial and legal arrangements for a covered military member;
  5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
  6. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
  7. to attend post-deployment activities related to a covered military member; and
  8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- G. “Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
  2. continuing treatment by a health care provider.
- H. “Veteran” has the meaning given in 38 U.S.C. § 101.

#### **IV. LEAVE ENTITLEMENT**

##### **A. Twelve-week Leave**

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
  - a. birth of the employee’s child and to care for such child;
  - b. placement of an adopted or foster child with the employee;
  - c. to care for the employee’s spouse, son, daughter, or parent with a serious health condition;
  - d. the employee’s serious health condition makes the employee unable to perform the functions of the employee’s job; and/or

- e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
  - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
  - b. a "serious injury or illness," in the case of a veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces) and that manifested itself before or after the member became a veteran.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child

with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to

provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Six-week Leave

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a six-week unpaid parenting leave for birth or adoption of a child. The employee may qualify if he or she has worked for the school district for at least 12 consecutive months and has worked an average number of hours per week equal to one-half of the full time equivalent. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section

## **V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not

limited to, teachers, coaches, driver's education instructors, and special education assistants.

- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
  - 1. take leave for the entire period or periods of the planned medical treatment; or
  - 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
  
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
  - 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
  - 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
  - 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
  
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

## **VI. OTHER**

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable

regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

#### **IV. DISSEMINATION OF POLICY**

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

***Legal References:*** Minn. Stat. §§ 181.940-181.944 (Parenting Leave)  
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)  
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)  
38 U.S.C. § 101 (Definitions)  
29 C.F.R. Part 825 (Family and Medical Leave Act)

***Cross References:*** MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family Medical Leave Act Summary)

# **Belle Plaine Schools ISD 716**

## **Bring Your Own Device (BYOD)**

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### **Why Bring Your Own Device (BYOD) to Belle Plaine Schools?**

Belle Plaine Schools believes that 21st Century instruction is necessary for 21st Century learning. Providing students with an environment that fosters and encourages this belief is part of our core values. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist. Schools must challenge students with rigorous, personalized academic experiences, foster innovation and creativity, and embrace emerging technologies. In a 21st Century learning environment, students actively engage in a cohesively integrated curriculum, access information and apply it in solving authentic problems. Our students are living in a world where they have immediate access to information anytime and anywhere. Many students have personally owned devices in their pockets that can be used to allow them to learn in their own style and at their own pace. With digital learning, every student can access high quality and rigorous instruction in every subject, thereby, maximizing their opportunity for success in school and beyond. A decade ago this was just a dream. Today, it can be a reality.

### **What is the “D” in Bring Your Own Device (BYOD)?**

For the purposes of Bring Your Own Device (BYOD), “Device” means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slates, iPod Touches, e-Readers, cell and smart phones. No gaming devices are allowed (to include: Nintendo DS, PlayStation Portable PSP, etc.) If you are uncertain whether or not your device meets the criteria to be used for Bring Your Own Device (BYOD), please see your building technology administrator.

### **The following are acceptable uses of BYOD**

#### **The Internet**

A student will be allowed to utilize the Internet on his or her own device per the District Acceptable Use Policy.

If a student does not have parental permission to use the Internet and/or online services, teachers will make a reasonable effort to provide an alternative assignment covering the same content standards contained in the Internet based instruction. In the event that equivalent instruction cannot be reasonably provided, an alternative assignment will be given to the student.

Staff is responsible for providing guidelines for Internet use by students. Staff is responsible for supervising student access to the Internet and ensuring that access is being used for educational purposes and in accordance with Guidelines for Acceptable Use of District Information Systems. This is really no different than staff having been responsible that students were taking notes and not passing notes, or reading texts and not magazines, during class. The vehicle to the knowledge has simply changed.

#### **Email**

Student users shall access or use only Belle Plaine Tiger Apps Gmail email accounts at school. All student email collaboration shall be done through district moderated accounts.

#### **Synchronous and Asynchronous Online Communication and Social Networking Applications**

Student users shall not access or use online synchronous or asynchronous communication applications such as email, chat, blogs, wikis or social networking Web site functions (i.e., discussion threads, document posting, RSS feeds, etc.) while at school. These restrictions apply unless: 1) this access and use takes place within a teacher moderated online environment; 2) the online activities are being used for legitimate instructional purposes; 3) the applications and/or functions are hosted on District servers behind the District firewall.

#### **Communications and Access**

Parents or guardians should instruct their student user(s) if there is material that they think would be inappropriate for them to access (in addition to material already blocked by the District firewall and content

filter). The District fully expects that student users will follow these instructions. Students shall inform a teacher if they mistakenly access inappropriate information or content.

## **Belle Plaine Schools BYOD FAQs – Parents/Guardians**

**My child does not have his/her own electronic communication device to bring to school. Will he/she be penalized or miss out on instruction?**

No, it is not mandatory for students to bring a device, even if they do own one. Use of personal electronic devices will be optional. Keep in mind that learning can be enhanced greatly for the entire class even if only a handful of students have a device!

**What if my child's device is stolen or damaged? What recourse can I take?**

Students bring electronic communication devices to school at their own risk, just like any other personal items. The school will not be held responsible if an electronic device or other item is lost, stolen or misplaced. Some devices have a device locator; it is recommended that you enable this feature if possible.

**Is it required that my child use the School wireless? Can they use their own 3G or 4G service?**

Students with a personally owned device need to use the guest wireless network.

**My child is bringing a device to school for instructional purposes. Will they have access to things they normally do with district equipment?**

Your child will have access to any of the web-based software the school currently uses (databases, library search tools, etc.) Software may run differently on different devices for varying reasons.

**As a parent am I required to add additional software (virus protection, filter, tracking device, etc.) to my child's device?**

**Virus protection for PC's is required.** Device location software is not required but is always a good idea.

**How will my son's/daughter's device be used in the classroom?**

Schools must challenge students with rigorous, personalized academic learning experiences that foster innovation and creativity. Students will engage in a cohesively integrated curriculum, access information, and apply it to solve authentic problems in a collaborative manner.

## **Belle Plaine Schools BYOD FAQs – Students**

**I don't have my own electronic communication device to bring to school. Will I be penalized or miss out on instruction?**

No, it is not mandatory for students to bring a device, even if they do own one. Use of personal electronic devices will be optional. Keep in mind that learning can be enhanced greatly for the entire class even if only a handful of students have a device!

**I have my device with me in class. How do I get on the Internet now?**

Most devices will detect a wireless connection when you are near one. Most of the time devices will ask you if you would like to join the network when prompted, choose "ISD716guest" from the list. Once selected, you will be prompted to enter your email address and click "join."

**My device is not prompting me to choose a wireless network. Is there another way to connect?**

In the settings menu of your device, there is usually an icon for a network, go to this icon and choose "ISD716guest" from the list of available wireless networks or prompt your device to look for wireless networks in range.

**I can't get my device to connect to the network. Can I get some help from someone?**

Resources may be available to help you connect to the guest network in your school; however, you will need to consult with a network administrator (building tech) for these resources. It is not the responsibility of your teacher or other staff to troubleshoot individual devices during the school day.

**I need to print the assignment I just completed, why is there no printer when I try this?**

Printers are networked differently in the school and will not be available when you log in to the ISD716guest network. Some network solutions include creating and sharing an online document (Google Doc), emailing the document to your teacher, saving the document to a flash drive or printing the document from home or another school computer. Keep in mind that using school printers in the classroom or other learning spaces is at the discretion of the teacher or other school administrator.

**My device was stolen when I brought it to school. Who should I contact about this?**

Belle Plaine Schools is not responsible for the theft of a device, nor are they responsible for any damage done to the device while at school. Any time a theft occurs, you should contact a school administrator to make him/her aware of the offense. Bringing your own devices to school can be useful; however, some risks are involved as well. It is always a good idea to record the device's serial number to have in case of theft.

**Why am I filtered on my own computer? Shouldn't I be able to see what I want to on my own device?**

Internet filtering is a requirement of all public schools. The Children's Internet Protection Act (CIPA) requires all network access to be filtered regardless of the device you use to access it while in a public school. You own your device, but the network you're using belongs to the school and Internet access will be filtered.

**Am I still held accountable for the Acceptable Use Policy (AUP) I signed at the beginning of the school year even though this is my personal device?**

Yes, students using a personally owned device must have both the Acceptable Use Policy and the Device User Agreement signed.

# Belle Plaine Schools– BYOD

## Parent/Student User Agreement

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### **Purpose:**

Many students' lives today are filled with media that gives them mobile access to information and resources 24/7. Outside school, students are free to pursue their interest in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous. In an effort to put students at the center and empower them to take control of their own learning, Belle Plaine Schools will allow students to use personal technology devices. Students wishing to participate must follow the responsibilities stated in the Acceptable Use Policy as well as the following guidelines.

### **Device Types:**

For the purpose of this program, the word "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slates, iPod Touches, cell and smart phones. No gaming devices are allowed (to include: Nintendo DS, PlayStation Portable PSP, etc.) If you are uncertain whether or not your device meets the criteria to be used for Bring Your Own Device (BYOD), please see your building technology administrator.

### **Guidelines:**

1. Any student who wishes to use a personally owned electronic device within Belle Plaine Schools must:
  - Read and sign with parent/guardian
  - Submit signed agreement to technology department
2. The student takes full responsibility for his or her device and keeps it with himself or herself at all times or locked securely in their locker. The school is not responsible for the security of the device.
3. The student is responsible for the proper care of his or her personal device, including any costs of repair, replacement or any modifications needed to use the device at school.
4. The school reserves the right to inspect a student's personal device if there is reason to believe that the student has violated ISD716 School Board policies, administrative procedures, school rules or has engaged in other misconduct while using their personal device.
5. Violations of any ISD716 School Board policies, administrative procedures or school rules involving a student's personally owned device may result in the loss of use of the device in school and/or disciplinary action.
6. The student must comply with a staff request to shut down the device or put the screen to sleep.
7. The student will not be allowed to charge their device while at school.
8. The student may not use the device to record, transmit or post photos or video of a person or persons on campus. Nor can any images or video recorded at school be transmitted or posted at any time without the express permission of a teacher.
9. During school hours the student should only use their device to access classroom related activities. Accessing classroom related activities on a mobile device looks like:
  - The device is used only for academic purposes
  - The device is on the desk and visible to everyone in the classroom
  - The device is only used when the teacher prompts students
  - When accessing audio content, earbuds are used
  - The device is NOT under the desk or hidden while in use
10. The student will use the "ISD716guest" wireless network while in school. Use of 3G & 4G wireless connections is not allowed.

As a student I understand and will abide by the above policy and guidelines. I further understand and will abide by the above policy and guidelines. I further understand that any violation of the above may result in the loss of my network and/or device privileges as well as other disciplinary action.

As a parent I understand that my child will be responsible for abiding by the above policy and guidelines. I have read and discussed them with her/him and they understand the responsibility they have in the use of their personal device.

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Student Signature

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Device Serial Number

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Parent/Guardian Signature

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Date



# 2012 MSBA Legislative Resolution Form

The MSBA Board of Directors is encouraging all school board members to submit their ideas for consideration at MSBA's Delegate Assembly (scheduled for December 7-8 in St. Louis Park). Delegates will discuss and vote on whether to include your resolution(s) among MSBA's Legislative Policies (aka the "Pink Sheets"). Resolutions with supporting background information must be received in the MSBA office by Friday, September 28.

## ■ CONTACT INFORMATION FOR PERSON SUBMITTING RESOLUTION

**Name/Title:** Darren Kermes, CSEC and MRVSEC Executive Director; Mary Romansky, CSEC Board Chair; Judith Nagel, MRVSEC Board Chair; Deb Pauly, CSEC and MRVSEC Board Member

**School district:** Carver Scott Educational Cooperative (CSEC), Minnesota River Valley Special Education Cooperative (MRVSEC)

**Telephone numbers:** Home (952) 994-5168 Office (952) 567-8102 Cell (952) 994-5168

**E-mail address:** dkermes@cseced.org

### Please check all that apply:

This resolution is submitted:  with the support of the school board.  
 by an individual school board member, without the support of the school board.

The individual that submitted the resolution is a Delegate Assembly Member:  Yes  No

## ■ RESOLUTION

No "whereas clauses" are needed. Provide rationale and background in the space provided (below) to explain the resolve clause and its impact on education in Minnesota.

BE IT RESOLVED,

Minnesota Statute § 123A.33, Subd. 8 is amended as follows:

### **Rights of a teacher placed on unrequested leave upon withdrawal.**

(a) This subdivision applies to a teacher who is placed on unrequested leave of absence, according to section 122A.40, subdivision 10 or 11, in the year in which the cooperative provides the notice required by subdivision 4, clause (2), ~~by a cooperative from which a member district is withdrawing.~~ The teacher's placement on unrequested leave of absence must be a direct result of the member district's withdrawal of students or program(s) from the cooperative or withdrawal from the cooperative altogether.

This subdivision applies to a district that, except as a result of open enrollment according to section 124D.03, provides essentially the same instruction provided by the cooperative to pupils enrolled in the withdrawing district.

## ■ BACKGROUND & RATIONALE

Please give the MSBA Board of Directors as much background information on the resolution as possible. Information relating to impact on your school district and statewide impact is desirable. BACKGROUND &

RATIONALE MUST BE COMPLETED SO THAT THE RESOLUTION CAN RECEIVE FULL CONSIDERATION. ADDITIONAL INFORMATION MUST BE LIMITED TO ONE PAGE.

### **BACKGROUND & RATIONALE:**

Minnesota has several cooperative school districts.

Cooperative school districts play a critical role in serving students who are at risk or have disabilities that traditional independent school districts may not be able to fully serve appropriately at the local district level.

Cooperative school districts employ licensed professional teachers and others to serve the students who attend cooperatively run programs.

As school districts grow or change, their reliance on cooperative school districts may also evolve and change. Sometimes the change includes withdrawing students or programs from a cooperative and instead providing a similar program at the local district level. Sometimes, it becomes necessary and appropriate for a cooperative school district member district to withdraw from the cooperative altogether.

If a district withdraws from a cooperative, tenured teachers are afforded rights and protections under Minnesota Statute § 123A.33, Subd. 8.

It is good public policy to afford teachers these rights and protections.

However, the current Statute is vague regarding the connection between the withdrawal of a member district and resulting placement of a tenured teacher on ULA. That is, the current statute can be read to imply that a member district that withdraws from a cooperative must offer an available teaching position to a cooperative teacher placed on ULA regardless of the reason.

For example, a member district may choose to withdraw certain other programs such as the purchase of school psychological services from a cooperative. This decision may not necessitate the cooperative placing a teacher on ULA. However, the cooperative may have other completely unrelated programs that are failing to achieve sufficient student numbers to remain viable. As a result, one or more teachers employed by the cooperative may need to be placed on ULA. Under the current ambiguous nature of Minnesota Statute § 123A.33, Subd. 8, it can be argued that the member district withdrawing school psychological services may have to offer a teaching position to a cooperative social studies teacher because the statute arguably does not require a direct relationship between the district's withdrawal and the cooperative's placement of a teacher on ULA.

The aforementioned change to Minnesota Statute would clarify the direct relationship needed in order to trigger the protections noted in Minnesota Statute § 123A.33, Subd. 8.

**Please return resolution form(s) to MSBA by Friday, September 28, as an e-mail attachment to Barb Hoffman at [bhoffman@mnmsba.org](mailto:bhoffman@mnmsba.org).** (Or send form(s) by mail to: MSBA, 1900 West Jefferson Avenue, St. Peter, MN 56082.) This form is also available at [www.mnmsba.org](http://www.mnmsba.org) (under "MSBA Forms and Applications"). Please call the MSBA office at 800-324-4459 if you have any questions.