

INDEPENDENT SCHOOL DISTRICT 659  
REGULAR SCHOOL BOARD MEETING  
Monday, December 14, 2015, 7:00 PM  
Northfield High School, Media Center

**AGENDA**

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment  
This is an opportunity for members of the school district to address the Board. You are requested to do so from the podium. After being recognized by the chair, each individual will identify himself/herself and the group represented, if any. He/She will then state the reason for addressing the Board. To insure that all individuals have a chance to speak, speakers will be limited to one three-minute presentation. Please know that this is not a time to debate an issue, but for you to make your comments.
- IV. Approval of Minutes
- V. Announcements and Recognitions  
Steve Porter, Community Education Director for Lakeville Public Schools, will be presenting Community Services with a Minnesota Community Education Association Outstanding Project Award.
- VI. Items for Discussion and /or Reports.
  1. Truth in Taxation Presentation for the Payable 2016 Property Tax Levy followed by Public Comment.
  2. School Improvement Plan Presentation – Greenvale Park Elementary School.
  3. FY 2015 Audit.
  4. Highway 246 Update.
- VII. Superintendent's Report
  - A. Items for Individual Action
    1. FY 2015 Audit.
    2. Certify Final 2015 Payable 2016 Tax Levy.
    3. Fiscal Year 2015-2016 General Fund Budget Revision.
    4. Revisions to School Board Policy 412 – Expense Reimbursement.
  - B. Items for Consent Grouping
    1. Financial Reports – October 2015.
    2. School Resource Officer (SRO) Agreement.
    3. Personnel Items.
- VIII. Items for Information
  1. Enrollment Report – December 2015.
- IX. Future Meetings  
Monday, January 11, 2016, 7:00 PM, Organizational School Board Meeting immediately followed by Regular School Board Meeting,  
Northfield High School Media Center  
Monday, January 25, 2016, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

# NORTHFIELD PUBLIC SCHOOLS MEMORANDUM

Monday, December 14, 2015, 7:00 PM  
Northfield High School Media Center

**TO: Members of the Board of Education**  
**FROM: L. Chris Richardson, Ph. D., Superintendent**  
**RE: Explanation of Agenda Items for the December 14, 2015, School Board Meeting**

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes  
Minutes of the Regular School Board meetings held on November 23, 2015, are enclosed for your review and comment.
- V. Announcements and Recognitions  
Steve Porter, Community Education Director for Lakeville Public Schools, will present Community Services with a Minnesota Community Education Association Outstanding Project Award.
- VI. Items for Discussion and / or Reports
  1. Truth in Taxation Presentation for the Payable 2016 Property Tax Levy followed by Public Comment.  
The amount of the proposed levy for 2016 is \$15,548,102.12 and represents a 0.20% decrease from the prior year. Director of Administrative Services Matt Hillmann and Director of Finance Val Mertesdorf will review the levy and the current year's revised general fund budget. The public is invited to speak following the presentation.
  2. School Improvement Plan Presentations – Greenvale Park Elementary School.  
On Monday night Greenvale Park Elementary School Principal Dave Craft will present Greenvale's school improvement plan to the Board.
  3. FY 2015 Audit.  
Justin Fahse, Senior Accountant with CliftonLarsonAllen, LLP, will present the results of the 2014-15 fiscal year audit. Comments will focus on the executive summary. A full report will be brought to the Board meeting for review.
  4. Highway 246 Update.  
Superintendent Richardson and Director of Administrative Services Matt Hillmann will provide an update on the most recent developments regarding Highway 246 as it relates to the school district as well as share the most updated information from MNDOT and the City of Northfield. Board members will have the opportunity to ask Dr Richardson and Dr. Hillman questions or make comments regarding this issue.
- VII. Superintendent's Report
  - A. Items for Individual Action
    1. FY 2015 Audit.  
**Superintendent's Recommendation:** Motion to accept the 2014-2015 audit report as presented.
    2. Certify Final 2015 Payable 2016 Tax Levy.  
This action completes the School District's process that began in July with the initial submission of data to the Department of Education, our subsequent review and analysis of the Department's calculation, and the estimate of the School District's property tax base by Rice, Goodhue and Dakota counties. A Truth in Taxation presentation followed by public comment was held as part of the Regular Board Meeting on December 14<sup>th</sup> to provide a final opportunity for community feedback to the proposed levy. This levy, payable in 2016, will be a component of the 2016-17 fiscal budget.

**Superintendent's Recommendation:** Motion to certify to County Auditors the 2015 Payable 2016 Final Certified Net Tax Levy in the amount \$15,548,102.12.

3. Fiscal Year 2015-2016 General Fund Budget Revision.

The Director of Finance Val Mertesdorf is recommending the following revisions to the School Board for the FY 16 general fund budget. The adopted general fund revenue and expenditure budget for FY 16 was \$45,456,866 and \$45,863,247 respectively. The recommended revised budget for FY 16 is revenues of \$47,073,165 and expenditures of \$47,227,693. The major factors contributing to these changes include increased enrollment, recalculation of special education aid, final settlement of employee agreements and final audited data from FY15.

**Superintendent's Recommendation:** Motion to approve revised 2015-16 general fund budget as presented.

4. Revisions to School Board Policy 412 – Expense Reimbursement.

The minor proposed revisions to School Board Policy 412 require the Superintendent or designee to develop procedures to accompany the policy for the timely reimbursement of school district expenses. The intention is to consolidate several Finance Department practices related to expense reimbursement into the procedures. This policy revision is being requested for approval after one reading since the revisions proposed are not substantive.

**Superintendent's Recommendation:** Motion to approve revised School Board Policy 412 – Expense Reimbursement as presented.

B. Items for Consent Grouping

**Superintendent's Recommendation:** Motion to approve the following items listed under the Consent Grouping.

1. Financial Reports – October 2015.

Director of Finance Val Mertesdorf requests that the Board approve paid bills totaling \$1,580,279.38, payroll checks totaling \$2,746,925.56 and the financial reports for October 2015. No bond payments were made in October 2015.

2. School Resource Officer Agreement.

Director of Administrative Services Matt Hillmann is recommending the approval of a contract renewal with the City of Northfield for the 2016-2018 calendar years. The contract provides for a 3% increase for the 2016 calendar year and includes no increase in the District contribution for the remaining two years of the agreement (2017 and 2018). The yearly contract amount for the three-year contract reflects approximately 50% of the total costs of the School Resource Officer's salary and benefits for 2016.

3. Personnel Items.

a. Appointments.\*

1. Rachel Beran, Assistant Speech Coach at the High School beginning 12/11/2015 – 04/16/2016; \$14.00/hour. (activity account transfer)
2. Tasha Jasper (Jessen), Long-Term Substitute Special Education Educational Assistant-PCA at Greenvale Park for 7 hours/day beginning 01/04/2016 – 04/06/2016; Step 2, \$14.51/hour.
3. Kim Medin, Special Education Educational Assistant (SpecEd EA-PCA) at the Middle School for 6.1 hours/day beginning 12/02/2015 – 06/08/2016; SpecEd EA-PCA Step 2, \$14.51/hour.
4. Charles "Pat" Shelby, Activities Event Worker beginning 12/01/2015.
5. Jon Whitney, .4 FTE Long-Term Substitute Social Studies Teacher at the High School beginning 02/02/2016 – 06/08/2016; MA, Step 6.

b. Increase/Decrease/Change in Assignment.

1. Addition: Pamela Hanson, General Education Educational Assistant at the High School (6 hours/day), add Assistant Speech Coach (shared position) at the High School beginning 12/11/2015 – 04/16/2016; Level H, Step 1 (**50% Stipend**).
2. Pamela Hanson, General Education Educational Assistant at the High School (6 hours/day), shift 2 hours/day to Substitute Teacher for the Read 180 program at the High School beginning 10/08/2015 – 11/06/2015; extended through 01/29/2016.
3. Jeanne Mahoney-Hanzlik, 1.0 FTE Science Teacher at the High School, add ALC Night School Teacher at Longfellow for 2.5 hours/day beginning 12/3/2015 – 05/12/2016.
4. Nick Mertesdorf, SpecEd EA for 6.5 hours/day at the High School, add SpecEd EA for additional 10 minutes/day at the HS beginning 12/03/2015 – 12/22/2015 (6.5 hours/day to 6.67 hours/day).
5. Jacob Odell, SpecEd EA-PCA for 6.75 hours/day at the High School, add SpecEd EA-PCA Wrestling program at the Middle School for 1.5 hours/day beginning 11/30/2015 – 01/19/2016 (6.75 hours/day to 8.25 hours/day).
6. Tony Rasmussen, KidVentures Site Assistant at Bridgewater for 17 hours/week, increase to 23.5 hours/week beginning 11/30/2015; Step 1, \$12.19/hour.
7. Trisha Beacom, Early Ventures Site Assistant at Longfellow for 40 hours/week (Step 4, \$13.17/hour), change to EarlyVentures Teacher at Longfellow for 40 hours/week beginning 01/01/2016; Step 4, \$16.50/hour.
8. Anita Corwin, EarlyVentures Site Assistant at Longfellow for 40 hours/week (Step 4, \$13.17/hour), change to Ventures Site Assistant at Longfellow for 40 hours/week beginning 01/01/2016; Step 4, \$13.17/hour.
9. Julie Erickson, EarlyVentures Site Assistant at Longfellow for 40 hours/week (Step 4, \$13.17/hour), change to EarlyVentures Teacher at Longfellow for 40 hours/week beginning 01/01/2016; Step 4, \$16.50/hour.
10. Debbie Foley, EarlyVentures Site Assistant at Longfellow for 30 hours/week (Step 4, \$13.17/hour), change to EarlyVentures Assistant Teacher at Longfellow for 30 hours/week beginning 01/01/2016; Step 4, \$15.50/hour.
11. Aimee Gerdesmeier, KV Site Leader at Sibley (Step 4, \$16.46/hour)/EarlyVentures Site Assistant (Step 4, \$13.17/hour) at Longfellow for 36 hours/week, change to Ventures Site Leader/Ventures Site Assistant at Sibley/Longfellow for 36 hours/week beginning 01/01/2016; Site Lead Step 4, \$19.50/hour; Site Asst. Step 4, \$13.17/hour.
12. Sara Gerdesmeier, EarlyVentures Site Assistant at Longfellow for 34.5 hours/week (Step 1, \$12.19/hour), change to Ventures Site Assistant at Longfellow for 34.5 hours/week; Step 1, \$12.19/hour.
13. Courtney Gilomen (Beumer) EarlyVentures Site Assistant at Longfellow for 40 hours/week (Step 2, \$12.52/hour), change to EarlyVentures Teacher at Longfellow for 40 hours/week beginning 01/01/2016; Step 2, \$15.50/hour.
14. Katie Goehring, EarlyVentures Site Assistant at Longfellow for 40 hours/week (Step 1, \$12.19/hour); change to EarlyVentures Teacher at Longfellow for 40 hours/week beginning 01/01/2016; Step 1, \$15.00/hour.
15. Kaci Henry, EarlyVentures Site Assistant at Longfellow for 38 hours/week (Step 2, \$12.52/hour); change to EarlyVentures Teacher at Longfellow for 40 hours/week beginning 01/01/2016; Step 2, \$15.50/hour.
16. Carol Nick, EarlyVentures Site Assistant at Longfellow for 35 hours/week (Step 3, \$12.83/hour), change to EarlyVentures Teacher at Longfellow for 35 hours/week beginning 01/01/2016; Step 3, \$16.00/hour.
17. Roberta Schmidtke, EarlyVentures Site Leader at Longfellow for 40 hours/week (Step 4, \$16.46/hour), change to Ventures Site Leader at Longfellow for 40 hours/week beginning 01/01/2016; Step 4, \$19.50/hour.
18. Tonya Skluzacek (Merritt) KV Site Leader at Bridgewater (Step 1 \$15.19/hour)/EV Site Assistant (Step 1 \$12.19/hour) at Longfellow for 36 hours/week; change to Ventures Site Leader/Ventures Site Assistant at BW/LF for 36 hours/week beginning 01/01/2016; Site Leader Step 1 \$18.00/hour; Site Assistant Step 1 \$12.19/hour).



19. Ryan Trotman, EarlyVentures Site Assistant at Longfellow for 40 hours/week (Step 1, \$12.19/hour), change to EarlyVentures Teacher at Longfellow for 40 hour/week beginning 01/01/2016; Step 1, \$15.00/hour)
  20. Dylan Warner, KV Site Leader at GVP (Step 2 \$15.51/Hour)/EV Site Assistant Substitute (Step 1, \$12.19/hour) at Longfellow for 30 hours/week; change to Ventures Site Leader at GVP; Ventures Site Assistant Substitute at Longfellow for 30 hours/week beginning 01/01/2016; Site Leader Step 2 \$18.50/hour; Sub Site Asst. Step 1, \$12.19/hour.
  21. Katrina Warner, EarlyVentures Site Assistant at Longfellow for 32 hours/week (Step 1, \$12.19/hour), change to EarlyVentures Teacher at Longfellow for 32 hours/week beginning 01/01/2016; Step 1, \$15.00/hour.
- c. Leave of Absence.
1. Ruben Alvarez, Family/Medical Leave of Absence beginning on or about 12/26/2015 – 01/22/2016, with a planned return to work date of 01/25/2016.
  2. Kevin Dahle, Unpaid Legislative Leave of Absence beginning 01/18/2016 – 06/08/2016 (end of 2015-16 school year).
  3. Debra James, Family/Medical Leave of Absence beginning 11/16/2015 through 11/25/2015; extended through 12/04/2015.
- d. Resignations / Retirements / Termination.
1. Kyle Blom, Assistant Boys & Girls Track Coach, resignation effective 12/04/2015.
  2. James M. Murray, Middle School Custodian, retirement effective 02/12/2016.
  3. Marilyn Neuville, Assistant Speech Coach at the Middle School, resignation effective 12/01/2015.
  4. Debra Peters, Special Education Teacher at Longfellow, retirement effective 06/16/2016.
  5. Lindsay Schacht, SpecEd EA-PCA, HS/MS Volleyball Coach, termination effective 12/04/2015.
  6. Christa Udelhofen, GenEd EA at the Middle School, resignation effective 12/18/2015.
- e. Seniority Lists.  
The Board is requested to approve the 2015-16 Teacher Seniority List and the 2015-16 Principals/Assistant Principals Seniority List.

\* Conditional offers of employment are subject to successful completion of a criminal background check.

VIII. Items for Information

1. Enrollment Report – December 2015.

IX. Future Meetings

Monday, January 11, 2016, 7:00 PM, Organizational School Board Meeting immediately followed by Regular School Board Meeting, Northfield High School Media Center  
Monday, January 25, 2016, Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

# NORTHFIELD PUBLIC SCHOOLS

## School Board Minutes

School Board Minutes  
November 23, 2015  
Northfield High School Media Center

- I. Call to Order.  
Board Chair Julie Pritchard called the Regular meeting of the Northfield Board of Education of Independent School District 659 to order at 7:00 PM. Present: Colangelo, Hardy, Iverson, Maple, Pritchard, Quinnell and Stratmoen.
- II. Agenda Changes / Table File  
The table file was added.
- III. Public Comment  
There was no public comment.
- IV. Approval of Minutes  
On a motion by Stratmoen, seconded by Quinnell, minutes of the Public Hearing and Regular School Board meeting held on November 9, 2015 were unanimously approved.
- V. Announcements and Recognitions
  - A reception for the National Merit Scholars preceded the Board meeting.
  - Congratulations to Middle School 8<sup>th</sup> grade Geoscience Teacher Tammy McDonough and Greenvale Park Media Specialist Amanda Heinritz on being selected as Northfield's 2015 TIES Exceptional Teacher honorees. They will be honored during the TIES Education Technology Conference on December 15.
  - The 1st Annual TORCH Poetry Slam is on December 4 at Northfield High School. Cash donations will be accepted at the door. All proceeds will go to the Latino Play Festival.
  - Thank you to Dakota Electric for their generous gift of \$10,000 to be used to support instructional services throughout the district.
  - Northfield Public Schools recently served as an affiliate for TED MED Live, providing real time video streaming of the TED MED conference in Palm Springs, CA, through collaboration with Northfield Hospital and Clinics.
  - Retired Educators luncheon was held earlier today in recognition of American Education Week. NIIS senior Meredith Grace Maniglia spoke about the influence of her teachers.
- VI. Items for Discussion and / or Reports
  1. School Improvement Plan Presentations – Bridgewater Elementary School and Northfield High School.  
Bridgewater Principal Nancy Antoine introduced Bridgewater's site improvement plan followed by Instructional Coaches Hope Langston and Judi Vitito documenting the progress that has been made on Bridgewater's 2014-2015 site improvement objectives. Several areas of success were identified, including 80% of K-5 students at Bridgewater demonstrating mastery of literacy and math standards on quarterly common assessments. Teachers Brittany Ellerbusch and Pam Charlton spoke about common formative assessments and interventions being used in the first grade. Hope and Judi then spoke about Bridgewater's goals for 2015-2016 focused on continued growth in reading and math proficiency at all levels. To conclude the presentation, Principal Antoine spoke about "It's All About WINS" (What I Need to Succeed) through layers of support for all students (Core Curriculum, Special Education, ADSIS, Title, Read 180, Reading and Math Corps, Accelerate Northfield, Enrichment, Parents and Caretakers and PTO).  
High School Principal Joel Leer began his presentation to the Board of the high school's improvement plan by introducing High School Social Studies Teacher Scott Peterson. Scott gave a progress report on the school's two annual objectives – to improve school climate and to improve student achievement. During 2014-2015, 94% of NHS students demonstrated increased proficiency in the essential learnings as measured by passing rates. The "tool box" for accomplishing this included PLCs, 9<sup>th</sup> Grade Academy, Achievement Seminar, Structured Study Centers, Achievement Reading, Read 180, Student Academic

Coaches, and Standards Biology and Chemistry. In 2015-2016 the high school will continue to work toward a zero percent student failure rate through further implementation of MTSS. The MTSS team will identify additional students to support, and create classroom interventions that will increase the students' academic progress. The plan for improving school climate during 2015-2016 includes continuing the implementation of PBIS and MTSS. Principal Leer concluded the report by detailing systems of student supports, including Academic Student Coaches, ADSIS, PBIS Student Leadership Council, the MTSS System Oversight Team, Structured Study Centers and Odyssey-ware.

VII. Superintendent's Report

A. Items for Individual Action

There were no items for individual action.

B. Items for Consent Grouping

On a motion by Colangelo, seconded by Iverson, the Board unanimously approved the following items listed under the Consent Grouping.

1. Student Activity Account – Boys Basketball Team.

The Board designated up to \$600 from the Boys Basketball Team's student activity account to pay for an additional coach. The rate of pay will be an hourly rate. The Boys Basketball Team intentionally fundraised so that this coach could be secured. This would be for the 2015-2016 school year only.

2. Personnel Items.

a. Appointments.\*

1. Cheryl Dueffert, Targeted Services PLUS Teacher at Greenvale Park for 1.25 hours/day (M-Th) beginning 11/13/2015 – 05/19/2016; Year 2, \$27.11/hour.
2. David Finholt, Assistant Boys Basketball Coach (student activities account) at the High School beginning 11/18/2015 – 03/12/2016; \$14.00/hour.
3. Meghan Hindermann, Special Education Teacher at Bridgewater beginning 11/23/2015 – 06/08/2016; BA, Step 1.
4. Calisandra Larson, Community Services Recreation (Birthday Party Staff, \$9.25/hour) beginning 11/07/2015 – 05/31/2015.
5. Madeline Baccam, Activities Event Worker beginning 11/11/2015.
6. Amrita Bhagia, Assistant Speech Coach at the High School beginning 12/11/2015 – 04/16/2016; Level H, Step 1.

b. Increase/Decrease/Change in Assignment.

1. Dan DuPay, Assistant Boys Swim Coach (30% stipend), change to Assistant Boys Swim Coach (40% stipend) at the Middle School beginning 11/09/2015; Level E, Step 5 (40%).
2. Jacque Ims, 1.0 FTE School Psychologist at GVP, add ECSE Lead at Longfellow (overload) beginning 09/08/2015 – 11/13/2015.
3. Cheyenne Lax, ECFE Teacher/Parent Educator at the NCRC/LF, add Community Evening School Club Leader at Greenvale Park for up to 5 hours/week beginning 11/13/2015 – 06/08/2016; \$19.50/hour.
4. Darren Lofquist, Assistant Boys Swim Coach (70% stipend), change to Assistant Boys Swim Coach (100% stipend) at the Middle School beginning 11/09/2015; Level E, Step 3.
5. Tiffany Malecha, 1.0 FTE Kindergarten Teacher at GVP, add Targeted Services PLUS Teacher at GVP for 1.25 hours/day (M-Th) beginning 11/12/2015-05/18/2016; Year 3, \$27.11/hour.
6. Liz Nelson, Child Nutrition Associate for 3.75 hours/day at Bridgewater, add Special Education Educational Assistant Bus EA-PCA for 1.75 hours/day beginning 11/09/2015 – 06/08/2016; Step 1, \$13.98/hour. Liz will return to her regular CNA hours at the completion of bus duties for 2015-16.
7. Nicole Papke, 1.0 FTE Title I Teacher at Greenvale Park, add Targeted Services PLUS Teacher at GVP for 1.25 hours/day (M-Th) beginning 11/10/2015 – 05/18/2016; Year 1, \$27.11/hour.
8. Deb Seitz, Assistant Boys Swim Coach, change to Assistant Boys Swim Coach (60% stipend) at the Middle School beginning 11/09/2015; Level E, Step 10 (60%).

9. Jennifer Severson, SpecEd EA-PCA at Greenvale Park for 6.75 hours/day, change to SpecEd EA-PCA (5.55 hours/day), Bus EA-PCA AM (1 hour/day), Bus EA-PCA PM (1.45 hours/day) beginning 11/09/2015 to a date to be determined (8.0 hours/day). Jennifer's hours will return to 6.75 hours/day at GVP when bus services are no longer needed.
  10. Karl Tise, Long-Term Substitute English Teacher at the High School beginning 10/8/2015 – 11/06/2015; extended through 02/01/2016; MA60, Step 6.
  11. Ellen Trotman, 1.0 FTE EL Teacher at Greenvale Park, add Targeted Services PLUS Teacher at GVP for 1.25 hours/day (M-Th) beginning 11/11/2015 – 05/18/2016; Year 1, \$27.11/hour.
  12. Pamela Hanson, General Education Educational Assistant at the High School (6 hours/day), add Assistant Speech Coach (shared position) at the High School beginning 12/11/2015 – 04/16/2016; Level H, Step 1.
  13. Heather Pudas, 1.0 FTE Special Education DHH Teacher at the Middle School, change to Special Education DHH Teacher at the MS and Districtwide (.8 MS; .125 LF, .05 SB, .025 GVP) beginning 08/31/2015.
  14. Correction: Jennifer Severson, SpecEd EA-PCA at Greenvale Park for 7.0 hours/day, change to SpecEd EA-PCA (5.55 hours/day), Bus EA-PCA AM (1 hour/day), Bus EA-PCA PM (1.45 hours/day) beginning 11/09/2015 to a date to be determined (8.0 hours/day). Jennifer's hours will return to 7.0 hours/day at GVP when bus services are no longer needed.
- c. Leave of Absence.
1. Michelle Bauer, Family/Medical Leave of Absence beginning 09/03/2015 for up to 60 work days. Leave of Absence extended through 02/01/2016 (return to work date of 02/02/2016).
  2. Debra James, ECFE Special Education Teacher at Longfellow, Family/Medical Leave of Absence beginning 11/16/2015 through 11/25/2015.
  3. Dolores Larsen – Educational Assistant at Sibley, Leave of Absence beginning 08/31/2015 – 09/28/2015, extended through 11/6/2015 (return to work date of 11/10/2015).
- d. Resignations/Termination.
1. Deanna Rasmussen, SpecEd EA-PCA at the Middle School, termination effective 11/13/2015.

\* Conditional offers of employment are subject to successful completion of a criminal background check.

VIII. Items for Information

1. Transformational Technology Lease Update.

Director of Technology Services Kim Briske presented an update about the District's three-phase iPad lease renewal approved on April 13th. This plan reflects current pricing of iPads, which is different than projected in the spring, as well as enrollment increases since original projections. The plan maintains financial stewardship by keeping our iPad lease and management costs within the approved capital budget. It also continues to provide high quality tools to our staff and students as part of our mission to provide educational excellence through transformational technology.

2. State Summary Report of the World's Best Workforce Plan.

IX. Future Meetings

Monday, December 14, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

Monday, January 11, 2016, 7 PM, Organizational School Board Meeting immediately followed by Regular School Board Meeting, NHS Media Center

X. On a motion by Stratmoen, seconded by Maple, the Board adjourned at 9:10 PM.

Noel Stratmoen  
School Board Clerk



TRUTH IN TAXATION  
2015 Pay 2016 Levy Certification

FINAL 2016 LEVY & 2015-16 BUDGET  
12/14/2015

Summary

2016 Property Tax Levy

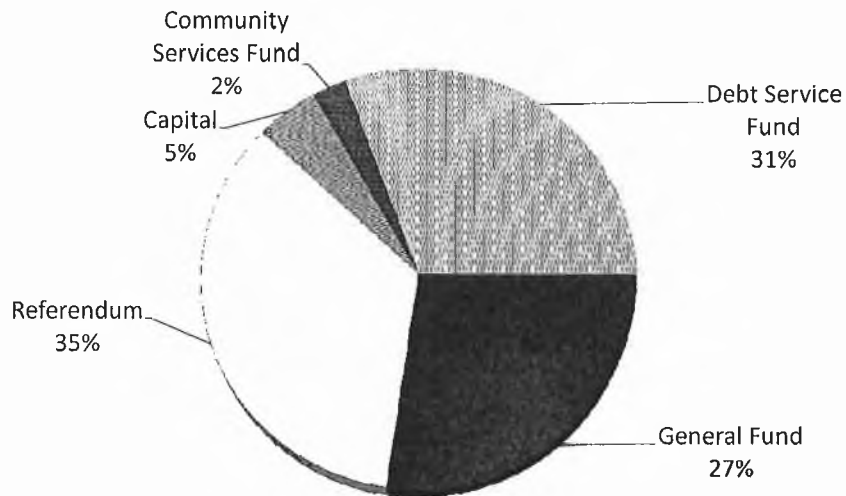
- Overall maximum levy authority and certified levy authority down \$31,931.16 or 0.2%
  - Primarily due to paying off the 2006 Capital Facility bond
  - Slight increase in pupil counts
  - Increase in general fund revenue offset by decrease in debt service creates more flexibility in funding
- Certified levy of \$15,548,102.12

## Levy Authority vs. Certification

	PAY 15	PAY 16	DIFFERENCE
LEVY AUTHORITY (September)	\$15,580,033.28	\$15,548,102.12	(\$31,931.16)
LEVY CERTIFICATION (December)	\$15,580,033.28	\$15,548,102.12	(\$31,931.16)

## 2016 Property Tax Levy

\$15,548,102.12



\*General Fund Other; includes Local Optional Revenue, Operating Capital, Health and Safety, Building Lease, and OPEB

Subtotals by Fund	Pay 2015 Certified Levy	Pay 2016 Proposed Levy	Increase (Decrease)	Percent Change
General Fund	9,786,009.72	10,374,684.46	588,674.74	6.02%
Community Services Fund	409,538.51	407,503.44	(2,035.07)	(.50%)
Debt Service Fund	5,384,485.05	4,765,914.22	(618,570.83)	(11.49%)
<b>Total</b>	<b>15,580,033.28</b>	<b>15,548,102.12</b>	<b>(31,931.16)</b>	<b>(0.20%)</b>


  

Subtotals by Tax Base	Pay 2015 Certified Levy	Pay 2016 Proposed Levy	Increase (Decrease)	Percent Change
Referendum Market Value	7,271,431.59	7,369,857.73	98,426.14	1.35%
Net Tax Capacity	8,308,601.69	8,178,244.39	(130,357.30)	(1.57%)
<b>Total</b>	<b>15,580,033.28</b>	<b>15,548,102.12</b>	<b>(31,931.16)</b>	<b>(0.20%)</b>

Subtotals by Truth in Taxation Category	Pay 2015 Certified Levy	Pay 2016 Proposed Levy	Increase (Decrease)	Percent Change
Voter Approved	10,359,140.26	10,150,745.27	(208,394.99)	(2.03%)
Other	5,220,893.02	5,397,356.85	176,463.83	3.38%
<b>Total</b>	<b>15,580,033.28</b>	<b>15,548,102.12</b>	<b>(31,931.16)</b>	<b>(0.20%)</b>

QUESTIONS?



**Northfield**  
PUBLIC SCHOOLS

**2015-16 Revised General Fund  
Budget**

12/14/2015

## 2015-16 General Fund Budget Revision

- Key factors for adjusting budget from adopted to revised:
  - Audited information for previous fiscal year finalized
  - October 1 enrollment data no longer a projection
  - Employment Agreements are finalized
  - Updated federal revenues and expenditures

## 2015 October 1<sup>st</sup> pupil count

	11-12	12-13	13-14	14-15	15-16
PK	69	76	63	43	43
K-5	1,650	1,616	1,612	1,645	1,636
6-8	868	922	912	958	926
9-12	1,281	1,286	1,281	1,284	1,343
TOTAL	3,868	3,900	3,868	3,930	3,948
Change	0.70%	0.83%	(0.83%)	1.60%	0.46%



## Enrollment Projection

Pupil Unit Weightings (previously WADM)						
	Pre-K	KG	1-3	4-6	7-12	Total
2015-16 Adopted	25.0	215.8	830.8	871.1	2,280.2	4,222.9
2015-16 Revised	24.5	251.3	828.8	853.7	2,315.4	4,273.7

## Revenue Revision

	14-15 Audit Results	15-16 Adopted Budget	15-16 Revised Budget	Net Change
Property Tax	9,763,250	9,786,010	9,786,010	0
State Sources	33,762,653	33,146,404	34,712,420	1,566,016
Federal Sources	1,120,740	1,274,349	1,321,189	46,840
Local Sources	<u>1,326,140</u>	<u>1,250,103</u>	<u>1,253,546</u>	<u>3,443</u>
<b>Total</b>	45,972,783	45,456,866	47,073,165	1,616,299

**Justification:**

Property Tax: matched final certified Pay 15 Levy

State Sources: Oct 1 enrollment was higher than projected by roughly 50 weighted pupil units, added ADSIS projection, increase Special Education projection

Federal Sources: Increase in Title I budget over anticipated

Local: Slight reallocation of local fees

## Expenditure Revision

	14-15 Audit Results	15-16 Adopted Budget	15-16 Revised Budget	Net Change
Salaries & Benefits	35,594,897	36,018,728	37,378,071	1,359,343
Purchased Services	6,437,274	6,839,702	6,813,364	(26,338)
Supplies/Other	1,714,701	2,247,305	2,278,746	31,441
Equipment	<u>1,308,317</u>	<u>757,512</u>	<u>757,512</u>	0
Total	45,055,189	45,863,247	47,227,693	1,364,446

**Justification:**

Salaries & Benefits: Negotiated contracts settled higher than budgeted estimate.  
Addition of ADSIS budget, increase for under budgeting in FY15.

Purchased Services: Decrease utility budget

Supplies/Other: Increase for ADSIS supplies

## 2015-16 General Fund Budget

FUND SUMMARY				
	2014-15 Revised Budget	2014-15 Audit Results	2015-16 Adopted Budget	2015-16 Revised Budget
Beginning Fund Balance*	\$14,951,575	\$14,951,575	\$14,751,432	\$15,869,166
Annual Revenue	44,535,222	45,972,783	45,456,866	47,073,165
Total Sources	59,486,797	60,924,358	60,208,298	62,942,331
Annual Expenditures	44,735,365	45,055,192	45,863,247	47,227,693
Ending Fund Balance*	\$14,751,432	\$15,869,166	\$14,345,051	\$15,714,638
Unassigned Fund Balance	\$10,111,712	\$10,446,549	\$10,517,486	\$10,317,764
Unassigned Percentage	22.6%	23.2%	22.9%	21.8%

\*Beginning and ending fund balances include unrestricted and restricted dollars

## **Truth in Taxation | Pay 2016 • Budget Revision Narrative**

Matt Hillmann, Ed.D., Director of Administrative Services and Val Mertesdorf, Director of Finance

The Truth in Taxation presentation is designed to provide an opportunity for the District to share information with the public regarding our levy and our budget. The law also allows the public an opportunity to speak.

### **2015 Pay 2016 Property Tax Levy Summary**

Our maximum levy authority and certified levy authority is down \$31,931.16 or 0.20% compared to one year ago. Our proposed Pay 2016 levy is a total of \$15.548 million.

This is due to a few factors, including:

1. Reduction in our debt service (\$618,571) as a result of paying off the 2006A Capital Facility Bond as well as interest savings from multiple bond refundings.
2. The District has mitigated tax impact by being watchful and completing refundings when appropriate.
3. Increase in our general fund (\$588,675) as a result of increased enrollment and an inflationary increase on the referendum.

### **Levy Authority vs. Certification**

Our Pay 2016 property tax levy seeks to use the maximum authority provided by the Minnesota Department of Education. Even by seeking maximum authority, the District will still levy \$31,931.16 less than it did last year.

### **2016 Property Tax Levy Breakdown**

The District's property tax levy of \$15,548,102.12 breaks down this way:

- Debt Service 31%
- General Fund: Referendum 35%
- General Fund: Other 27%
  - Includes Location Equity Revenue, Operating Capital, Health and Safety, Building Lease, and OPEB
- Capital Levy: 5%
- Community Services: 2.0%

### **Subtotal Comparisons**

The District's Pay 2016 levy is proposed at \$15,548,102.12. This is \$31,931.16 or 0.20% less than last year's certified levy.

The District's Pay 2016 levy includes an 11.49% decrease in debt service and a 6.02% increase in general fund dollars. This increases the flexibility of funding for the District. The District's Pay 2016 levy will include an 2.03% reduction in the amount authorized by the voters and a 3.38% increase in the 'other' portion of the levy. This change is largely due to the payoff of the 2006A Capital Facility Bond.

As a testament to this community's generous support of education you can see that 65% of our total levy is voter approved.

## 2015-2016 General Fund Budget Amendment

Each year the District revises the General Fund budget after the year has started and we have better information. As a requirement of the Truth in Taxation process we must discuss the General Fund budget so we take the opportunity to revise it at this time.

We now have our audited financial statements from the prior fiscal year, our October 1 enrollment is no longer a projection, we have settled our employment agreements and we have our allocations for federal funding from Minnesota Department of Education (MDE). We take all this information and compare it to the adopted budget presented in June and see which areas of the budget need to be adjusted.

Our October 1<sup>st</sup> enrollment was higher than what was projected in June. In June we projected that we would have roughly 4,223 weighted pupil units which is typically a conservative estimate. Our Oct 1<sup>st</sup> enrollment is showing 4,274 weighted pupil units. Pupil unit revenue is roughly \$8,358 per weighted pupil unit. An additional 50 pupil units is a significant amount of revenue.

The General Fund budget amendment will include increasing revenues by \$1,616,299 which is a result of several items including the increased student count, an increase to our special education aid projection and the addition of the ADSIS (Alternative Delivery of Specialized Instructional Services). We did not see the anticipated sequestration for our federal funds, a slight increase in projected due to some carry over funds.

The General Fund Budget Amendment will include increasing expenditures by \$1,364,446. This is due to employment contracts settling higher than originally budgeted, the addition of the ADSIS budget, and an underestimate in salaries from fiscal year 2015.

The 15-16 adopted budget is based on several estimates and the unassigned fund balance is one of them. We ended FY15 better than expected which is why there is such a shift from the audit results to the revised budget. The revised budget is based on how we ended FY15 and started FY16. We are still projecting a slight spend down of the unassigned fund balance and the fund balance in total. We are currently projected to end FY16 with 21.8% unassigned fund balance as a percentage of our total general fund expenditures.

The District strives to be good stewards of the dollars entrusted to us by the taxpayers. The District has demonstrated this by using fund balance to pay for the security upgrades instead of borrowing funds, refunding debt so the taxpayers realize less burden, and increasing the unassigned fund balance consistently over the last several years even in years of limited revenue increases. The District's mission is to deliver educational excellence that empowers all learners to participate in our dynamic world. Our commitment to good stewardship directly supports that mission.



## 2014-15 Site Progress Report and 2015-16 Site Improvement Plan Greenvale Park Elementary School

### Site Vision Statement:

Since we believe that the most promising strategy for achieving the mission of Greenvale Park is to develop our capacity to function as a professional learning community, we envision a school in which staff:

- ↓ Demonstrate a personal commitment to the academic success of students and to the general well-being of all students and staff;
- ↓ Accept and encourage individuality;
- ↓ Respect and celebrate diversity;
- ↓ Maintain effective practices while seeking and implementing strategies for improving student achievement on a continuous basis;
- ↓ Work and grow as individuals, collaborative teams and school-wide to achieve our goals, and;
- ↓ Challenge the entire Greenvale Park learning community to be problem-solvers.

### Site Statement of Collective Commitments:

In order to achieve the vision of a school that functions as a professional learning community, the Greenvale Park staff have made the following collective commitments:

- ↓ We will foster a mutually respectful environment to help all students reach their full potential;
- ↓ We will make time to connect with students on a personal basis;
- ↓ We will respect, trust and support our colleagues;
- ↓ We will continue to authentically monitor student achievement and implement appropriate instructional strategies;
- ↓ We will create opportunities for each student to develop and share his or her unique qualities;
- ↓ We will actively pursue the tasks as outlined in the Continuous Improvement Plan;
- ↓ We will engage in meaningful, job-specific staff development to enhance our professional skills;
- ↓ We will cooperate and communicate with one another about educational issues; and,
- ↓ We will help students identify the problem-solving strategies that they employ on a daily basis.

**Site Improvement Team Members:** David Craft, Danielle Amundson, Melissa Larsen, Kathryn Schmidt, Kelle Edwards, Amy Tacheny, Sari Zach, Gigi Tisdale, Nicole Papke, Megan Kraby, Kimbra Dimick, Stephanie Hagberg, Ryan Driscoll, Dime Torbenson, Dana Geating, Ellen Trotman, Matt Berg-Wall, Heather Ryden, Amy Willkomm, Jennifer Welbaum

Reviewed by Staff:

Signature

Date

10/15/15

Final Approval by

Site Improvement Team:

Signature

Date

10/15/15

Final Approval by

Superintendent:

Signature

Date

10/20/15

# 2014-15 Site Progress Report

## Greenvale Park Elementary School

Site Improvement Objective: #1

Site Improvement Objective:

Accelerate the literacy growth of students performing below grade level as measured by site DIBELS, BAS (Benchmark Assessment System), District MAP scores (Measure of Academic Progress), and State MCA III scores (Minnesota Comprehensive Assessment).

New/Continuing Objective: Continuing    Length of Objective: 5                      Which Year: 1

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2014-15 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2014-15 Assessment - Students, teachers, and parents will collaborate by using a broad range of student information to select individual approaches for personal growth, aligned with student strengths and challenges.

DEPAC 2014-15 Teaching and Learning - The District will continue the implementation of a system of academic and behavioral interventions (RtI) at the elementary level, and begin implementing that system at the secondary level in 2014-15.

DEPAC 2014-15 Teaching and Learning - The District will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.

DEPAC 2014-15 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2014-15 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

**Measurable Evidence of Need:**

There was an 4.3% increase in non-proficiency at Greenvale Park in the spring of 2015 based on the MCA III Reading Test.

**Student SMART Achievement Goal:**

We will reduce the number of all students who scored NON-PROFICIENT in **reading** by 10% in the spring MCA III of 2016.

Greenvale Park Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2011	78.3%	199	254
2012	75.9%	195	257
2013	56.5%	139	246
2014	64.7%	145	224
2015	60.4%	139	230

**2014-15 Action Plan Completion Details:**

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Continue to use the district's <u>Language Arts Frameworks</u> as well as the <u>Language Arts Beliefs</u> outlined in the <u>Elementary Language Arts Tutorials</u> to fully embed reader's workshop and word study in our instruction.	✓		Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA
2	Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed. Also, ensure that core reading instruction is at least	✓		Formative and Summative Assessments, DIBELS

	60 minutes per day for all children.			Reading, BAS, MAP, MCA
3	Use the <u>optimal learning model</u> to guide instruction and explicitly teach comprehension strategies and decoding skills.	✓		Formative Assessments and Summative Assessments ( <i>Examples: reading records, writing samples and miscue analysis</i> )
4	Continue to use the DIBELS Reading assessment system to benchmark all students (3 times a year) and progress monitor students below benchmark (every 1-2 weeks).	✓		DIBELS Reading Data ( <i>Benchmark and Progress Monitor Data</i> )
5	Use reading flex time to further differentiate instruction and teach students at their instructional level.	✓		Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
6	Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs:  1. What do students need to know? ( <i>Essential Learnings/ Skills</i> ) 2. How will we know if they have learned it? ( <i>Formative and Summative Assessment</i> ) 3. What will we do when they haven't learned it? ( <i>Differentiation, Remediation, Intervention</i> ) 4. What will we do when they have already learned it? ( <i>Differentiation, Enrichment, Extension</i> ) 5. How can we improve our practice? ( <i>Collaboration, Action Research, Professional Learning</i> )	✓		Formative and Summative Assessments, DIBELS Reading, MAP, MCA, BAS, WTW, PLC Team Documents
7	Provide teachers with data, resources, staff development and support in the area of reading.	✓		Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
8	Implement small group and individual interventions for selected students who are below benchmark. ( <i>e.g., Leveled Literacy Intervention (LLI), ADSIS (Gr. 4-5), Touch Phonics (K-3)</i> )	✓		Intervention Tracking Data, Formative and Summative Assessments, DIBELS



				Reading, BAS, MAP and MCA
9	Provide training and professional development in Leveled Literacy Intervention (LLI)	✓		BAS
10	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	✓		Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA and SST Documentation
11	Continue using <u>Words Their Way</u> as a word study tool for vocabulary, phonics and spelling at children's instructional level.	✓		<i>Words Their Way Inventory</i> as well as Formative and Summative Assessments (including writing samples)
12	Use Fountas and Pinnell Benchmark Assessment System (BAS) FAST for Kindergarten, and Pearson Reading Screener (PRS) to assess children's reading level and to determine specific skill deficits in reading.	✓		BAS, PRS
13	Continue a high level of reading engagement by keeping the leveled Media Center open all day.	✓		Media Center Circulation Records
14	Provide literacy opportunities, support and enrichment through extended school day of the GVP Community School model.	✓		Survey, Student Data
15	Encourage love of reading and writing by inviting an author to Greenvale Park Elementary to share his work.	✓		Student Interest
16	Celebrate literacy by holding <i>I Love to Read Month</i> activities.	✓		Survey, Student Interest and Engagement in Activities

**Which of these steps were especially powerful:**

Professional learning communities continue to drive results orientation and data based decision-making. Our problem-solving team (SST) continues to be a high functioning problem-solving group looking at school-wide, grade level, and individual student data to support student achievement. Data retreats at the beginning of the year with each grade level has proven to be extremely helpful.

**What implications do this year's results have for 2015-16:**

Given the 4.3% increase in non-proficiency, will need to continue to strive for a 10% reduction in proficiency.

# 2015-16 Site Continuous Improvement Plan

## Greenvale Park Elementary School

Site Improvement Objective: #1

**Site Improvement Objective:**

Accelerate the literacy growth of students performing below grade level as measured by site DIBELS, BAS (Benchmark Assessment System), District MAP scores (Measure of Academic Progress), and State MCA III scores (Minnesota Comprehensive Assessment).

New/Continuing Objective:

Length of Objective: 5

Which Year: 2

**District or DEPAC Strategy/Strategies Supported:** (Delete all strategies that are not applicable.)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2015-16 Assessment – The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2015-16 Assessment – Every Professional Learning Community will have a comprehensive formative assessment framework.

DEPAC 2015-16 Teaching and Learning – Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.

DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.

DEPAC 2015-16 Student Services – Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.

DEPAC 2014-15 Student Services – Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.

DEPAC 2015-16 Student Services – Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

**Measurable Evidence of Need:**

There was an 4.3% increase in non-proficiency at Greenvale Park in the spring of 2015 based on the MCA III Reading Test.

**Student SMART Achievement Goal:**

We will reduce the number of all students who scored NON-PROFICIENT in **reading** by 10% in the spring MCA III of 2016.

Greenvale Park Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2011	78.3%	199	254
2012	75.9%	195	257
2013	56.5%	139	246
2014	64.7%	145	224
2015	60.4%	139	230

**2015-16 Action Plan Details:**

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continue to use the district’s <u>Language Arts Frameworks</u> as well as the <u>Language Arts Beliefs</u> outlined in the <u>Elementary Language Arts Tutorials</u> to fully embed reader’s workshop and word study in our instruction.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic Support Staff ( <i>Title 1, ADSIS, EL, SPED</i> )	None	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA
2	Create professional development	Sept.	June	Principal	Building \$\$ for PD	Weekly and	Faculty Meetings and

	calendar for the year with the emphasis in literacy. Provide specifically designed professional development per the Language Arts Frameworks and specifically in the area of Readers Workshop.	2015	2016	MTSS Literacy Coach	Faculty Meetings Building Professional Development Time per District Calendar	Monthly Meetings between Principal and MTSS Coach	Building Professional Development Times per District Calendar
3	Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed. Also, ensure that core reading instruction is at least 60 minutes per day for all children.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic Support Staff ( <i>Title 1, ADSIS, EL, SPED</i> )	Time: 60 minute minimum for core reading instruction daily	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA
4	Use the <u>optimal learning model</u> to guide instruction and explicitly teach comprehension strategies and decoding skills.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic Support Staff ( <i>Title 1, ADSIS, EL, SPED</i> )	None	Daily	Formative Assessments and Summative Assessments ( <i>Examples: reading records, writing samples and miscue analysis</i> )
5	Continue to use the DIBELS Reading assessment system to benchmark all students (3 times a year) and progress monitor students below benchmark (every 1-2 weeks).	Sept. 2015	June 2016	Classroom Teachers, Title 1, ADSIS, SpEd, MTSS Coach, EAs	DIBELS Reading membership – paid for by Teaching and Learning Office	<i>Benchmark Periods: Sept, Jan. and May</i>  <i>Progress Monitoring: bi-weekly (Oct. to April)</i>	DIBELS Reading Data ( <i>Benchmark and Progress Monitor Data</i> )
6	Use reading flex time to further differentiate instruction and teach students at their instructional level.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach.	Time: 30 minutes 4 times per week	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA

				Academic Support Staff			
7	<p>Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs:</p> <ol style="list-style-type: none"> <li>1. What do students need to know? (<i>Essential Learnings/ Skills</i>)</li> <li>2. How will we know if they have learned it? (<i>Formative and Summative Assessment</i>)</li> <li>3. What will we do when they haven't learned it? (<i>Differentiation, Remediation, Intervention</i>)</li> <li>4. What will we do when they have already learned it? (<i>Differentiation, Enrichment, Extension</i>)</li> <li>5. How can we improve our practice? (<i>Collaboration, Action Research, Professional Learning</i>)</li> </ol>	Sept. 2015	June 2016	PLC Teams, Principal, MTSS Coaches	Weekly PLC Meetings District Wide	Weekly Meetings: ( <i>Wed. 7:45 - 8:45 am</i> )	Formative and Summative Assessments, DIBELS Reading, MAP, MCA, BAS, WTW, PLC Team Documents
8	Provide teachers with data, resources, staff development and support in the area of reading.	Sept. 2015	June 2016	MTSS Coach	TBD	<p>Data Meetings: Oct., Feb. and May (<i>following benchmarking periods</i>)</p> <p>Monthly Staff Meetings</p> <p>On-going as needed (upon</p>	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA

						request)	
9	Implement small group and individual interventions for selected students who are below benchmark. (e.g., <i>Leveled Literacy Intervention (LLI)</i> , <i>ADSIS (Gr. 4-5)</i> , <i>Touch Phonics (K-3)</i> )	Sept. 2015	June 2016	Classroom Teachers, SpEd, Title 1, ADSIS, EAs and MTSS Coach	None	Ongoing	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
10	Provide training and professional development in Leveled Literacy Intervention (LLI)	Sept. 2015	June 2016	Director of Teaching and Learning, MTSS Coaches, Principal, Title 1 Staff, EL Staff, 1 Classroom Teacher per Grade Level			BAS
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	Sept. 2015	June 2016	Building RtI Team (MTSS Coaches, Psychologist, Social Worker and Principal), Licensed Staff, Support Staff	Time: Weekly SST Meetings	Ongoing	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA and SST Documentation
12	Continue using <i>Words Their Way</i> as a word study tool for vocabulary, phonics and spelling at children's instructional level.	Sept. 2015	June 2016	Classroom Teachers, RtI Reading Coach, Academic Support	Time: 25 minutes daily	Ongoing	<i>Words Their Way Inventory</i> as well as Formative and Summative Assessments (including writing samples)

				Staff			
13	Use Fountas and Pinnell Benchmark Assessment System (BAS) FAST for Kindergarten, and Pearson Reading Screener (PRS) to assess children's reading level and to determine specific skill deficits in reading.	Sept. 2015	June 2016	Classroom teachers, RtI Reading Coach, Title 1 teachers	None	Benchmarking Periods: Sept., Jan. and May	BAS, PRS
14	Continue a high level of reading engagement by keeping the leveled Media Center open all day.	Sept. 2015	June 2016	Media Center Instructor  Media EA  Principal	Media Center staffed all day	Ongoing	Media Center Circulation Records
15	Provide literacy opportunities, support and enrichment through extended school day of the GVP Community School model.	Sept. 2015	June 2016	Community School Coordinators, Licensed Staff and Volunteers	Funding provided through Targeted Services and the GVP Community School Budget (21 <sup>st</sup> Century Grant)	Ongoing	Survey, Student Data
16	Encourage love of reading and writing by inviting an author to Greenvale Park Elementary to share his work.	Sept. 2015	June 2016	MTSS Coach, Classroom Teachers	Time		Student Interest
17	Celebrate literacy by holding <i>I Love to Read Month</i> activities.	Feb. 2016	March 2016	MTSS Coach, <i>I Love to Read</i> Committee (including Media Specialist), Principal and GVP Staff	None	Feb. 2016	Survey, Student Interest and Engagement in Activities



# 2014-15 Site Progress Report

## Greenvale Park Elementary School

Site Improvement Objective: #2

Site Improvement Objective:

Accelerate the math growth of students performing below grade level as measured by State MCA III scores.

New/Continuing Objective: Continuing    Length of Objective: 5                      Which Year: 1

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2014-15 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2014-15 Assessment - Students, teachers, and parents will collaborate by using a broad range of student information to select individual approaches for personal growth, aligned with student strengths and challenges.

DEPAC 2014-15 Teaching and Learning - The District will continue the implementation of a system of academic and behavioral interventions (RtI) at the elementary level, and begin implementing that system at the secondary level in 2014-15.

DEPAC 2014-15 Teaching and Learning - The District will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.

DEPAC 2014-15 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2014-15 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

**Measurable Evidence of Need:**

There was an 2.8% increase in non-proficiency at Greenvale Park in the spring of 2015 based on the MCA III Reading Test.

**Student SMART Achievement Goal:**

We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the spring MCA III of 2016.

Greenvale Park Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2011	59.4%	151	254
2012	69.7%	182	261
2013	60.2%	148	246
2014	65.6%	147	224
2015	62.8%	145	231

**2014-15 Action Plan Completion Details:**

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Continue to implement new Everyday Math resource (updated to reflect the Common Core math standards) for core math instruction.	✓		Formative & Summative Assessments, DIBELS Math, MAP, MCA
2	Continue to implement Xtra Math, a web-based fact fluency program, to support the acquisition of basic math facts.	✓		Unit Assessments, DIBELS Math, MAP, MCA
3	Ensure 75-90 minutes of math instruction every day.	✓		Unit Assessments, DIBELS Math, MAP, MCA
4	Continue to implement DIBELS Math assessment system to benchmark all students (3 times a year) and progress monitor students who are below benchmark (every 1-2 weeks).	✓		DIBELS Math Data
5	Continue to work toward implementing the Math Workshop Model for core math	✓		Unit Assessments,

	instruction, as a means to differentiate instruction and teach students at their instructional level.			DIBELS Math, MAP, MCA
6	Use math flex time to further differentiate instruction and teach students at their instructional level.	✓		Unit Assessments, DIBELS Math, MAP, MCA
7	Professional Learning Community (PLC) teams will enhance core math instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (Essential Learnings/Skills) 2. How will we know if they have learned it? (Formative and Summative Assessment) 3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention) 4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension) 5. How can we improve our practice? (Collaboration, Action Research, Professional Learning)	✓		Unit Assessments, DIBELS Math, MAP, MCA, PLC Team Documents
8	Provide teachers with data, resources, staff development and support in the area of math.	✓		Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, Survey
9	Implement small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-5, Math Elevations for grades 3-5)	✓		Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA
10	Implement individual interventions for selected students who are below benchmark.	✓		Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	✓		Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, SST Documentation
12	Implement 3rd annual "Math Madness" celebration. Goals for students: Generate excitement for math, develop confidence as mathematicians, learn new math skills and concepts, engage in fun and meaningful math activities.	✓		Survey, student data

13	Provide homework help, support and enrichment through the GVP Community School model.	✓		Survey, student data
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**Which of these steps were especially powerful:**

Meeting the instructional needs of our students at their instructional level through an increasing practice of Guided Math appears to be engaging more students in meaningful on-task behavior. Being purposeful about increasing the # of instructional minutes during math time has increased more on-task behavior. Small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-5, Math Elevations for grades 3-5) further develops a child's need for additional support and extra scoop of mathematic instruction. Professional learning communities continue to drive results orientation and data based decision-making. Our problem-solving team (SST) continues to be a high functioning problem-solving group looking at school-wide, grade level, and individual student data to support student achievement.

**What implications do this year's results have for 2015-16:**

Given the 2.8% increase in non-proficiency, will need to continue to strive for a 10% reduction in proficiency.

# 2015-16 Site Continuous Improvement Plan

## Greenvale Park Elementary School

Site Improvement Objective: #2

New/Continuing Objective: Continuing    Length of Objective: 5                      Which Year: 2

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable.)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2015-16 Assessment – The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2015-16 Assessment – Every Professional Learning Community will have a comprehensive formative assessment framework.

DEPAC 2015-16 Teaching and Learning – Northfield Pubic Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.

DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.

DEPAC 2015-16 Student Services – Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.

DEPAC 2014-15 Student Services – Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.

DEPAC 2015-16 Student Services – Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

**Measurable Evidence of Need:**

There was an 2.8% increase in non-proficiency at Greenvale Park in the spring of 2015 based on the MCA III Reading Test.

**Student SMART Achievement Goal:**

We will reduce the number of all students who scored NON-PROFICIENT in **math** by 10% in the spring MCA III of 2016.

Greenvale Park Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2011	59.4%	151	254
2012	69.7%	182	261
2013	60.2%	148	246
2014	65.6%	147	224
2015	62.8%	145	231

**2015-16 Action Plan Details:**

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continue to implement new Everyday Math resource (updated to reflect the Common Core math standards) for core math instruction.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Formative & Summative Assessments, DIBELS Math, MAP, MCA
2	Continue to implement Xtra Math, a web-based fact fluency program, to support the acquisition of basic math facts.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
3	Ensure 75-90 minutes of math instruction every day.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
4	Continue to implement DIBELS Math assessment system to	Sep. 2015	June 2016	Classroom Teachers,	Paid for by Teaching and Learning Office	Three times a year	DIBELS Math Data

	benchmark all students (3 times a year) and progress monitor students who are below benchmark (every 1-2 weeks).			SpEd Teachers, EAs, MTSS Coach		(September, January, May) and every two weeks (October-April)	
5	Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction and teach students at their instructional level.	Sep. 2015	June 2016	Classroom Teachers, MTSS Coach	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
6	Use math flex time to further differentiate instruction and teach students at their instructional level.	Sep. 2015	June 2016	Classroom Teachers, EAs, EL Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
7	Professional Learning Community (PLC) teams will enhance core math instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (Essential Learnings/Skills) 2. How will we know if they have learned it? (Formative and Summative Assessment) 3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention) 4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension) 5. How can we improve our practice? (Collaboration, Action Research, Professional Learning)	Sep. 2015	June 2016	PLC Teams	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA, PLC Team Documents
8	Provide teachers with data, resources, staff development and	Sep. 2015	June 2016	MTSS Coach	TBD	Ongoing	Intervention Tracking Data, Unit Assessments,

	support in the area of math.						DIBELS Math, MAP, MCA, Survey
9	Implement small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-5, Math Elevations for grades 3-5)	Sep. 2015	June 2016	Classroom Teachers, SpEd Teachers, Academic Support Teacher, EAs, MTSS Coach	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA
10	Implement individual interventions for selected students who are below benchmark.	Sep. 2015	June 2016	Classroom Teachers, SpEd Teachers, EAs, MTSS Coach	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	Sep. 2015	June 2016	MTSS Coaches, SST, Licensed Staff, Support Staff	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, SST Documentation
12	Implement 3rd annual "Math Madness" celebration. Goals for students: Generate excitement for math, develop confidence as mathematicians, learn new math skills and concepts, engage in fun and meaningful math activities.	March 2016	March 2016	MTSS Coach, Math Madness Planning Team, Licensed Staff	\$200	March/April 2016	Survey, student data
13	Provide homework help, support and enrichment through the GVP Community School model.	Sep. 2015	June 2016	Community School Coordinators, Licensed Staff, Volunteers	Cost provided through Targeted Services and/or GVP Community School budgets.	Ongoing	Survey, student data



# 2014-15 Site Progress Report

## Greenvale Park Elementary School

Site Improvement Objective: #3

Site Improvement Objective:

Greenvale Park will develop a formal framework for establishing the student, parent, and staff social culture needed to achieve academic/behavioral/social/emotional success for all students.

New/Continuing Objective: Continuing    Length of Objective: 5                      Which Year: 2

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2014-15 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2014-15 Assessment - Students, teachers, and parents will collaborate by using a broad range of student information to select individual approaches for personal growth, aligned with student strengths and challenges.

DEPAC 2014-15 Teaching and Learning - The District will continue the implementation of a system of academic and behavioral interventions (RtI) at the elementary level, and begin implementing that system at the secondary level in 2014-15.

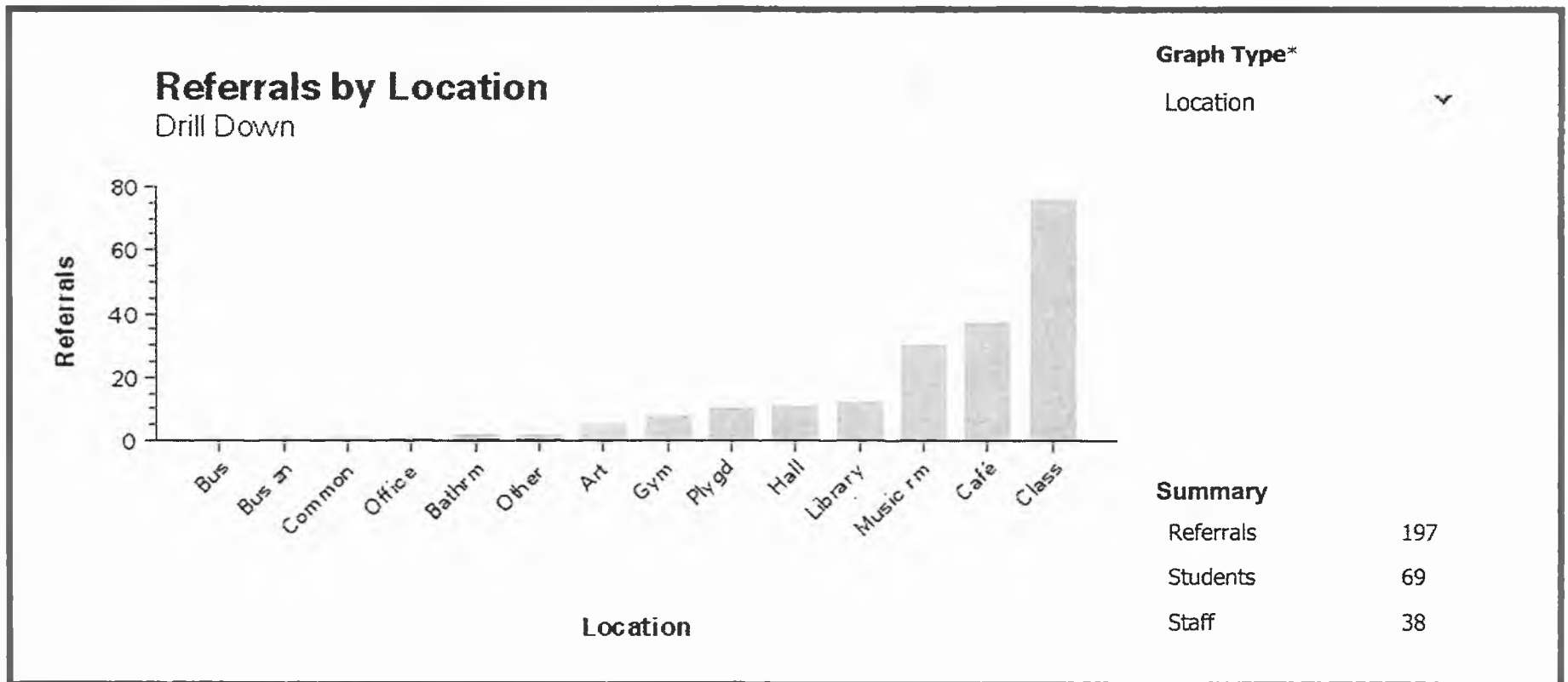
DEPAC 2014-15 Teaching and Learning - The District will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.

DEPAC 2014-15 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2014-15 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

**Measurable Evidence of Need:**

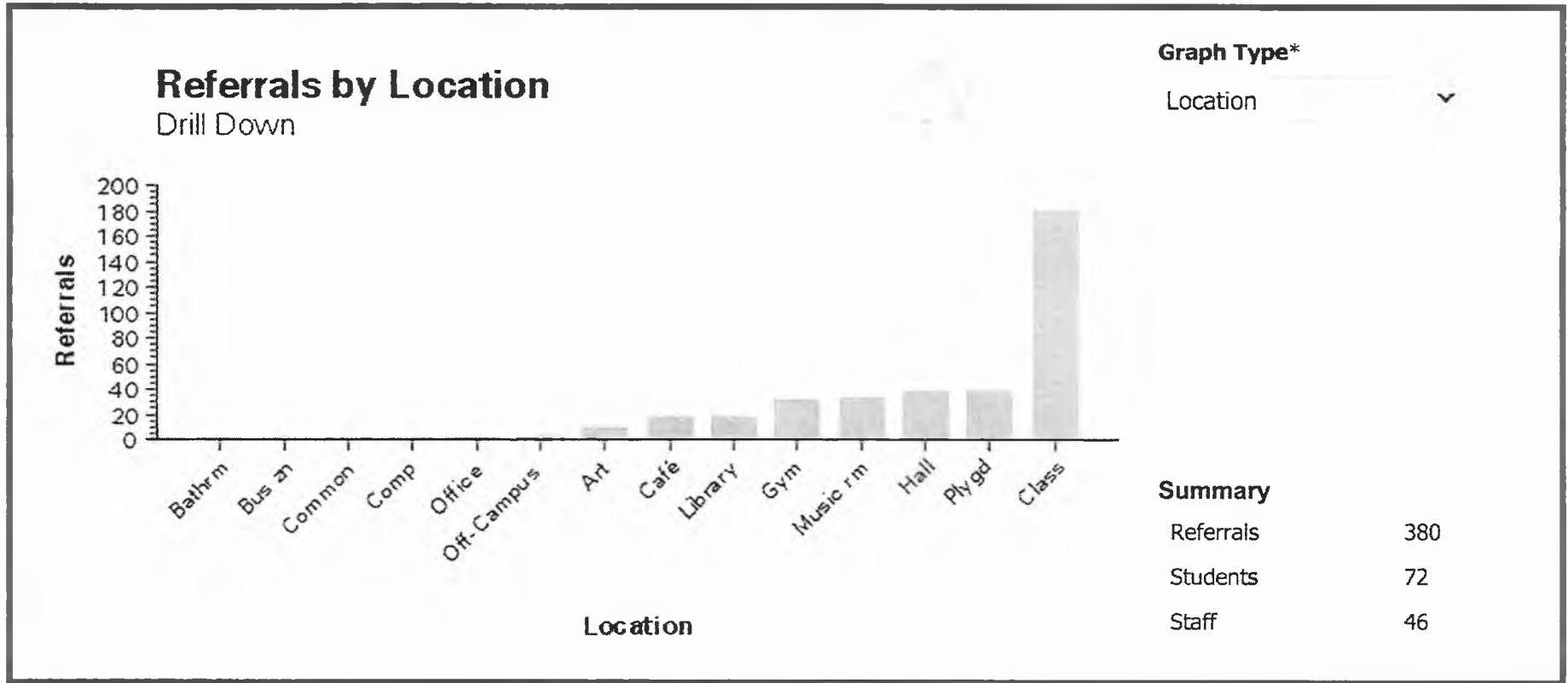
There were 197 fix it referrals in 2014-2015.



This constitutes a 23% reduction in fix its referrals.

✓We achieved our goal of a 10% reduction in fix it referrals between SY 13-14 and SY 14-15

There were 380 bottom line referrals in 2014-2015.



This constitutes a 342% increase in bottom lines referrals.

We did not achieve our goal of a 10% reduction in bottom line referrals between SY 13-14 and SY 14-15

There were 3 parents who strongly disagreed and 8 who disagreed with the statement, “*Students show respect for other students.*”

16. Students show respect for other students.	3.45%	9.20%	51.72%	32.18%	3.45%		
	3	8	45	28	3	87	3.17

This constitutes a 9% reduction 2014-2015.

**We did not achieve our goal of a 10% reduction in the number of parents who strongly disagreed and disagreed between SY 13-14 and SY 14-15**

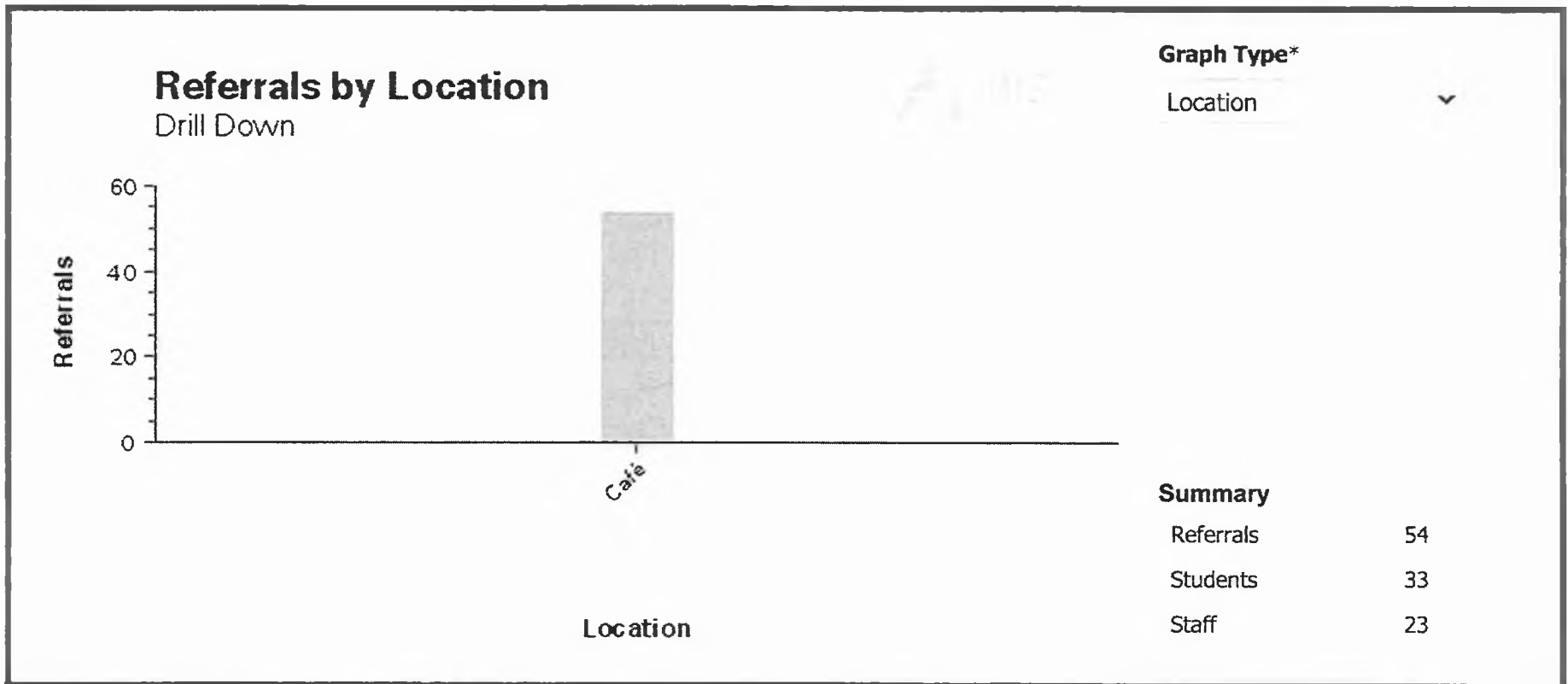
There were 3 parents who strongly disagreed and 3 parents who disagreed with the statement, "There is adequate supervision before and after school."

18. There is adequate supervision before and after school.	3.45%	3.45%	36.78%	39.08%	17.24%	87	3.35
	3	3	32	34	15		

This constitutes a 25% reduction in 2014-2015.

**✓We achieved our goal of a 10% reduction in the number of parents who strongly disagreed and disagreed between SY 13-14 and SY 14-15**

There were 54 referrals from the cafeteria in 2014-2015.



**Student SMART Achievement Goal:**

We will reduce the number of major and minor behavior incidences in the cafeteria, in the 2014-2015 school year, by 25% by the end of the 2015-2016 school year.

We will reduce the total number of major and minor behavior incidences in Grade 1 through 5 classrooms, in the 2014-2015 school year, by 10% by the end of the 2015-2016 school year.

**2014-15 Action Plan Completion Details:**

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Parent Involvement Recruit Parent Volunteers	✓		Blue Volunteer Form, Spreadsheet
2	Parent Involvement Track parent involvement in order to determine the level of involvement	✓		Participation Forms RSVP's, Attendance Counts
3	Parent Involvement Track student involvement in leadership and performance in order to determine the level of participation	✓		Participation Forms RSVP's, Attendance Counts
4	Parent Information Parent Conference Information Stations	✓		Attendance Counts
5	Parent information Monthly Parent News from Community School Coordinators	✓		Each Newsletter
6	Parent information Audio Gecko Gazettes	✓		Each Newsletter
7	Parent information Parent Communication Survey	✓		Survey Tally and Analyze
8	Parent information Parent Participation Survey	✓		Survey Tally and Analyze

9	Family-school Connection Family Fun Dance	✓		RSVP's, Attendance Counts
10	Family-school Connection Evening of the Arts	✓		April 7, 2015
11	Family-school Connection Greenvale Talent Shows	✓		May 13, 2015
12	Family-school Connection Connected Kids Mentoring	✓		Community School Attendance Tables
13	<p>Child Connections</p> <p><b>PBIS Implementation</b> Greenvale Park will continue to develop its four-year journey that emphasizes a preventive perspective that is conceptualized within a multi-tiered framework. Specifically, we will continue to adopt a three-tiered approach for social, emotional, and behavioral support.</p> <p>We will respond to new cases of at-risk social, emotional, and behavioral needs across all settings e.g. school-wide, classroom, and non-classroom settings etc. by providing instruction that is focused on defining, teaching, and encouraging expectations for all settings.</p> <p>-----</p> <p><b>PRIMARY TIER</b> <b>Universal Application of Core Building-wide Expectations</b> a) Belong, Respect, Work</p> <p><b>Universal Reinforcement of Expectations</b> a) Caught Yous</p> <p>-----</p> <p><b>Universal Application of Core Responsive Classroom (See Addendum)</b> a) Hopes and Dreams b) Classroom Expectations     • Cooperation, Assertion, Responsibility, Empathy, Self Control c) Rule Creation     ▪ Helping students create classroom rules that allow all class members to meet their learning goals d) Positive Teacher Language     ▪ Sing words and tone to promote children's active learning and self-discipline e) Morning Meeting     ▪ Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead</p>			<p>Teacher Evaluation</p> <p>Principal Observation</p> <p>Building-Wide Meetings</p> <p>Recognition Certificates</p> <p>Teacher Participation</p> <p>Parent Participation and Attendance</p> <p>SWIS Data</p> <p>Attendance Collection Tables</p>

	<ul style="list-style-type: none"> <li>✓ Morning Message with an Academic Component</li> <li>✓ Social Greeting</li> <li>✓ Group Activity</li> <li>✓ Announcements</li> </ul> <p>f) Time Outs for Little Things</p> <p>g) Social Conferences</p> <p>h) Interactive Modeling</p> <ul style="list-style-type: none"> <li>▪ Teaching children to notice and internalize expected behaviors through a unique modeling technique</li> </ul> <p>i) Guided Discovery</p> <ul style="list-style-type: none"> <li>• Introducing materials using a format that encourages creativity and responsibility</li> </ul> <p>j) Logical Consequences</p> <ul style="list-style-type: none"> <li>• Responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls</li> </ul> <p>k) Academic Choice</p> <ul style="list-style-type: none"> <li>• Increasing student motivation and learning by allowing students teacher-structured choices in their work</li> </ul> <p>l) Classroom Organization</p> <ul style="list-style-type: none"> <li>• Increasing student motivation and learning by allowing students teacher-structured choices in their work</li> </ul> <p>m) Classroom Organization</p> <ul style="list-style-type: none"> <li>• Setting up the physical room in ways that encourage independence, cooperation, and productivity</li> </ul> <p>n) Working With Families</p> <ul style="list-style-type: none"> <li>• Inviting families' insights and helping them understand the school's teaching approaches</li> </ul> <p>o) Collaborative Problem-Solving</p> <ul style="list-style-type: none"> <li>• Using conferencing, role-playing, and other strategies to resolve problems with students</li> </ul> <p><b>Universal Application of Character Education</b></p> <p>a) Cooperation</p> <ul style="list-style-type: none"> <li>• To work willingly with others</li> </ul> <p>a) Self-Control</p> <ul style="list-style-type: none"> <li>• To control your impulses, emotions, and actions by making the right choice for your body and voice.</li> </ul> <p>b) Assertion</p> <ul style="list-style-type: none"> <li>• Standing up for yourself by being firm with your actions and words without hurting others</li> </ul> <p>c) Empathy</p> <ul style="list-style-type: none"> <li>• To understand another person's feelings and experiences, and showing that you care</li> </ul> <p>d) Forgiveness</p> <ul style="list-style-type: none"> <li>• To let go of anger, disagreements, and mistakes</li> </ul> <p>e) Honesty</p>			
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- To speak and act truthfully
- f) PERSEVERANCE
  - To keep trying when things get hard
- g) Respect
  - To act in a way that shows others you care about their feelings, ideas, and property
- h) RESPONSIBILITY
  - To show others they can count on you by doing what is expected

**Universal Expectations Matrix (See Addendum)**

**Universal Positive Reinforcement of Core**

- a) Building-wide Meetings
  - Building-wide Expectations
  - Set a Goal, Persevere, Succeed
  - Character Education
  - Social, Emotional, Behavioral Growth
  - School Pride
- b) Morning Announcements

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**Universal Screener for Social and Emotional**

- a) DESSA Mini—Completed by Parents

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**The Developmental Assets Profile (DAP)**

- a) Measuring young peoples' internal strengths and external supports and their growth in these key areas over time.
- b) When DAP data is combined with data on attendance, achievement, and other factors, it is possible to gain a more complete picture of young people's lives. That more complete picture makes it possible to design and implement better strategies to prepare young people to thrive in some type of college, a high-skill career, and citizenship.

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**Universal Screening and Progress Monitoring of Data Analysis on Social, Emotional, Behavior**

- a) Planning Meetings for Behavior Retreats
- b) Behavior Retreats
- c) Committee To Problem Solve Social, Emotional, Behavioral Issues Including Jacque, Melissa, Stefani, Tyler, Kelle, Heather and/or Diane, Dave)

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**Big Buddies**

- a) Special time with adults as needed or big buddy partnership

**Big Buddies Sit with Little Buddies During Building-wide Meetings**

- a) Big Buddies Need To Be Assigned



<p>Is core behavior curriculum being taught?</p> <hr/> <p><b>Book Study</b></p> <p>a) Teaching With Poverty In Mind</p> <hr/> <p><b>Principal Will Do a Fidelity Check To See If Core Is Being Taught and Reinforced</b></p> <p>a) Beginning of year principal will send an email to faculty as to Building Expectations per web site</p> <hr/> <p><b>SECONDARY TIER</b></p> <p><b>Progress Monitoring using SWIS Data Collection Software</b></p> <p><b>Progress Monitoring of Major/Minor Behaviors</b></p> <p>a) We will reduce the number of existing cases of at-risk social, emotional, and behavioral issues by establishing efficient and rapid responses to at-risk behavior</p> <p>b) We will teach core skills more directly &amp; frequently for those students whose minor and major behavior data show a need in SWIS software</p> <hr/> <p><b>Progress Monitoring in Social, Emotional, and Behavioral Interventions</b></p> <p>a) We will seek out in-house professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions</p> <ul style="list-style-type: none"> <li>• Lynn Krominga, November 26, 2014 Professional Development Day</li> <li>• Professional Development with Other in-House Social, Emotional, Behavioral Intervention Specialists</li> </ul> <p>b) We will seek out in-house professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions</p> <hr/> <p><b>Creation of Positive Social, Emotional, Behavioral Intervention Supports Advocate Position (PBIS Advocate)</b></p> <p>a) Member of Crisis Response Team</p> <p>b) Crisis Prevention Intervention (CPI) per training</p> <p>c) Respond to major incidents for regular education faculty</p> <ul style="list-style-type: none"> <li>• Citizenship Handbook</li> <li>• Significant disruption to educational environment</li> <li>• Physical threat to safety of others or him/her self</li> </ul> <p>d) Data Collection, Observation Notes</p> <p>e) Manage SWIS data software</p> <p>f) Collect baseline data for regular education faculty</p> <p>g) Acting member of Student Support Team (SST)</p> <p>h) Participates in development of PBIS strategies</p> <p>i) Provide SWIS data germane to discussion</p> <p>j) Communicate with team members via designed method at SST e.g. verbal/written reports relative to progress and activities of student</p>			
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	<p>k) Assist School Social Worker (SSW) and School Psychologist with positively reinforced scientifically-based behavior plans</p> <p>l) Be motivated to work as part of a team that acts in the best interests of our students at all times</p> <p>m) Daily Check-ins with At-Risk Regular Education Children in SST Process</p> <p>n) Interact with students in a manner that promotes respect and learning</p> <p>o) Support student goals</p> <p>p) Reinforce replacement behaviors</p> <p>-----</p> <p><b>Peer Mediation Training for students in grades 3-5</b></p> <p>a) We will seek out in-house professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions</p> <p>-----</p> <p><b><u>Tertiary Tier</u></b></p> <p><b>Student Support Team</b></p> <p>a) Increased participation in SST with possible referrals to Special Education</p> <p>b) We will reduce the intensity and/or complexity of existing cases of at-risk social, emotional, and behavioral issues that are resistant to primary and secondary prevention efforts</p> <p>c) Individual Behavioral Intervention Plans developed by SST</p> <p><b>Special Education Team</b></p> <p>We will individualize specific social, emotional, behavioral skills that are taught &amp; reinforced based on functional behavioral assessments</p>			
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**Which of these steps were especially powerful:**

All steps were powerful as they integrate with one another. Having said that, Character Education, PBIS implementation, and the Community School are strong engines that drive a positive image of Greenvale Park.

**What implications do this year's results have for 2015-16:**

This was the second year of a five year plan. We will continue to implement with fidelity in order to build momentum toward the ultimate successful implementation of our climate objective: Greenvale Park will develop a formal framework for establishing the student, parent, and staff social culture needed to achieve academic/behavioral/social/emotional success for all students.

# 2015-16 Site Continuous Improvement Plan

## Greenvale Park Elementary School

Site Improvement Objective: #3

**Site Improvement Objective:** Greenvale Park will develop a formal framework for establishing the student, parent, and staff social culture needed to achieve academic/behavioral/social/emotional success for all students.

New/Continuing Objective: Continuing    Length of Objective: 5                      Which Year: 3

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2014-15 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2014-15 Assessment - Students, teachers, and parents will collaborate by using a broad range of student information to select individual approaches for personal growth, aligned with student strengths and challenges.

DEPAC 2014-15 Teaching and Learning - The District will continue the implementation of a system of academic and behavioral interventions (RtI) at the elementary level, and begin implementing that system at the secondary level in 2014-15.

DEPAC 2014-15 Teaching and Learning - The District will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.

DEPAC 2014-15 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2014-15 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

**Measurable Evidence of Need:**

There were 197 fix it referrals in 2014-2015.

There were 380 bottom line referrals in 2014-2015.

There were 54 referrals from the cafeteria in 2014-2015.

**Student SMART Achievement Goal:**

We will reduce the number of major and minor behavior referrals from the cafeteria by 25% by the end of SY 15-16.

We will reduce the number of major and minor behavior referrals from Grades 1-5 by 10% by the end of SY 15-16.

**2015-16 Action Plan Completion Details:**

	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$ Materials	Monitoring Dates	Monitoring Indicators
1	Parent Involvement Recruit Parent Volunteers	9-8-15	6-8-16	Community School Coordinators	Time	Bi-Monthly with Principal	Blue Volunteer Form, Spreadsheet
2	Parent Involvement Track parent involvement in order to determine the level of involvement	9-8-15	6-8-16	Community School Coordinators		Each Event	Participation Forms RSVP's, Attendance Counts
3	Parent Involvement Track student involvement in leadership and performance in order to determine the level of participation	9-8-15	6-8-16	Principal Community School Coordinators		Each Event	Participation Forms RSVP's,

							Attendance Counts
4	Parent Information Parent Conference Information Stations	Nov 2015	Mar 2016	Community School Coordinators	Time Reserve Space	TBN	Attendance Counts
5	Parent information Monthly Parent News from Community School Coordinators	9-8-15	6-8-16	Community School Coordinators	Time	Monthly	Each Newsletter
6	Parent information Audio Gecko Gazettes	9-8-15	6-8-16	Principal	Time Skylert Messaging	Bimonthly	Each Newsletter
7	Parent information Parent Communication Survey	March 2016	March 2016	Community School Coordinators, Principal Climate	Time SurveyMonkey	Annual	Survey Tally and Analyze
8	Parent information Parent Participation: Collect data per attendance at school-wide events and Community School evening events	9-8-15	6-8-16	Community School Coordinators, Principal Climate	Time SurveyMonkey	Annual	Survey Tally and Analyze
9	Family-school Connection Family Fun Dance	10/13/15	10/13/15	Community School Coordinators/PTO	Time Food and Beverage Reserve Space	10-15-15	RSVP's, Attendance Counts
10	Family-school Connection Evening of the Arts	2/4/16	2/4/16	Community School Coordinators/Staff	Time Reserve Space	TBN	RSVP's, Attendance Counts
11	Family-school Connection Greenvale Talent Shows	May 2016	May 2016	Community School Coordinators Teachers	Time Food and Beverage Reserve Space	TBN	RSVP's, Attendance Counts

12	Family-school Connection  Connected Kids Mentoring	9/8/15	6-8-16	Laura Berdahl, Supervisor of Matches	Time  Reserve Space	Each Event	Spreadsheet
13	<b>PBIS IMPLEMENTATION</b> Greenvale Park will continue to develop its journey that emphasizes a preventive perspective that is conceptualized within a multi-tiered framework. Specifically, we will continue to adopt a three-tiered approach for social, emotional, and behavioral support.  We will respond to new cases of at-risk social, emotional, and behavioral needs across all settings e.g. school-wide, classroom, and non-classroom settings etc. by providing instruction that is focused on defining, teaching, and encouraging expectations for all settings.	9/8/15	6-8-16	Climate Committee Members  SDSC Members	Time	Monthly Climate Committee Meetings  Monthly SDSC Meetings	Attendance
	<b>PRIMARY TIER</b> <b>Universal Application of Core Building-wide Expectations</b> b) Belong, Respect, Work  <b>Universal Reinforcement of Expectations</b> b) Caught Yous	9/8/15	6-8-16	Climate Committee Members  SDSC Members	Time	Monthly Climate Committee Meetings  Monthly SDSC Meetings	Attendance
	<b>Universal Application of Core Responsive Classroom</b> p) Hopes and Dreams q) Classroom Expectations • Cooperation, Assertion, Responsibility, Empathy, Self Control r) Rule Creation ▪ Helping students create classroom rules that allow all class members to meet their learning goals s) Positive Teacher Language ▪ Sing words and tone to promote children's active learning and self-discipline t) Morning Meeting ▪ Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead ✓ Morning Message with an Academic Component ✓ Social Greeting	9/8/15	6-8-16	Principal  Climate Committee Members  SDSC Members	Time	Monthly Climate Committee Meetings  Monthly SDSC Meetings	Attendance

- ✓ Group Activity
- ✓ Announcements
- u) Time Outs for Little Things
- v) Social Conferences
- w) Interactive Modeling
  - Teaching children to notice and internalize expected behaviors through a unique modeling technique
- x) Guided Discovery
  - Introducing materials using a format that encourages creativity and responsibility
- y) Logical Consequences
  - Responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls
- z) Academic Choice
  - Increasing student motivation and learning by allowing students teacher-structured choices in their work
- aa) Classroom Organization
  - Increasing student motivation and learning by allowing students teacher-structured choices in their work
- bb) Classroom Organization
  - Setting up the physical room in ways that encourage independence, cooperation, and productivity
- cc) Working With Families
  - Inviting families' insights and helping them understand the school's teaching approaches
- dd) Collaborative Problem-Solving
  - Using conferencing, role-playing, and other strategies to resolve problems with students

<b>Universal Application of Character Education</b>	9/8/15	6-8-16	Principal	Time	Monthly	Attendance
b) Cooperation <ul style="list-style-type: none"> <li>• To work willingly with others</li> </ul>			Climax Committee Members		Climate Committee Meetings	
i) Self-Control <ul style="list-style-type: none"> <li>• To control your impulses, emotions, and actions by making the right choice for your body and voice.</li> </ul>					Monthly SDSC Meetings	
j) Assertion <ul style="list-style-type: none"> <li>• Standing up for yourself by being firm with your actions and words without hurting others</li> </ul>			SDSC Members			
k) Empathy <ul style="list-style-type: none"> <li>• To understand another person's feelings and</li> </ul>						

- experiences, and showing that you care
- l) Forgiveness
    - To let go of anger, disagreements, and mistakes
  - m) Honesty
    - To speak and act truthfully
  - n) PERSEVERANCE
    - To keep trying when things get hard
  - o) Respect
    - To act in a way that shows others you care about their feelings, ideas, and property
  - p) RESPONSIBILITY
    - To show others they can count on you by doing what is expected

<b>Universal Expectations Matrix</b>	9/8/15	6-8-16	Principal	Time	Monthly Climate Committee Meetings	Attendance
<b>Universal Positive Reinforcement of Core</b> c) Building-wide Meetings <ul style="list-style-type: none"> <li>• Building-wide Expectations</li> <li>• Set a Goal, Persevere, Succeed</li> <li>• Character Education</li> <li>• Social, Emotional, Behavioral Growth</li> <li>• School Pride</li> </ul> d) Morning Announcements			Climate Committee Members		Monthly SDSC Meetings	
<b>The Developmental Assets Profile (DAP)</b>	Oct. 2015	Oct. 2015	Fifth Grade Team	Time	Week After MEA	Attendance
c) Measuring young peoples' internal strengths and external supports and their growth in these key areas over time.  d) When DAP data is combined with data on attendance, achievement, and other factors, it is possible to gain a more complete picture of young people's lives. That more complete picture makes it possible to design and implement better strategies to prepare young people to thrive in some type of college, a high-skill career, and citizenship.						
<b>Universal Screening and Progress Monitoring of Data Analysis on Social, Emotional, Behavior</b>	9/8/15	6-8-16	Principal	Time	Problem Solving Meetings as Needed e.g. daily, weekly, monthly	Attendance
d) Problem Solving Group to Address Social, Emotional, Behavioral Issues			School Psych School SW PBIS Student Advocate			



						Based on Need	
<b>Big Buddies</b>	9/8/15	6-8-16	Principal	Time		Monthly Climate Committee Meetings	Attendance
b) Special time with adults as needed or big buddy partnership			Climate Committee Members				
<b>Big Buddies Sit with Little Buddies During Building-wide Meetings</b>						Monthly SDSC Meetings	
b) Big Buddies Need To Be Assigned Is core behavior curriculum being taught?			SDSC Members				
<b>Book Study</b>	9/8/15	6-8-16	Principal	Time		Faculty Meetings	Attendance
b) Teaching With Poverty In Mind			Climate Committee Members				
			SDSC Members				
<b>Principal Will Do a Fidelity Check To See If Core Is Being Taught and Reinforced</b>	10/7/15	10/7/15	Principal	Time		Faculty Meeting	Attendance
b) Beginning of year principal will present Teacher Guidebook and PBIS RESOURCE PACKET materials at a faculty meeting. All faculty will read and make themselves aware of the materials presented so that implementation will occur pervasively and to automaticity.							
<b><u>SECONDARY TIER</u></b>	9/8/15	6-8-16	Principal	Time		Problem Solving Meetings as Needed e.g. daily, weekly, monthly Based on Need	Attendance
<b>Progress Monitoring using SWIS Data Collection Software</b>			School Psych School SW PBIS Student Advocate				
<b>Progress Monitoring of Major/Minor Behaviors</b>							
c) We will reduce the number of existing cases of at-risk social, emotional, and behavioral issues by establishing efficient and rapid responses to at-risk behavior							
d) We will teach core skills more directly & frequently for those students whose minor and major behavior data show a need in SWIS software							
<b>Progress Monitoring in Social, Emotional, and Behavioral Interventions</b>	9/8/15	6-8-16	Principal	Time		Problem Solving Meetings as Needed e.g. daily, weekly,	Attendance
c) We will seek out in-house and outside professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions.			School Psych School SW PBIS Student Advocate				

						monthly Based on Need	
<b>Implementation of Positive Social, Emotional, Behavioral Intervention Supports Advocate Position (PBIS Advocate)</b>	9/8/15	6-8-16	Principal	Time		Problem Solving Meetings as Needed e.g. daily, weekly, monthly	Attendance
q) Member of Crisis Response Team			PBIS Student				
r) Crisis Prevention Intervention (CPI) per training			Advocate				
s) Respond to major incidents for regular education faculty							
• Citizenship Handbook							
• Significant disruption to educational environment							
• Physical threat to safety of others or him/her self							
t) Data Collection, Observation Notes							
u) Manage SWIS data software							
v) Collect baseline data for regular education faculty							
w) Acting member of Student Support Team (SST)							
x) Participates in development of PBIS strategies							
y) Provide SWIS data germane to discussion							
z) Communicate with team members via designed method at SST e.g. verbal/written reports relative to progress and activities of student							
aa) Assist School Social Worker (SSW) and School Psychologist with positively reinforced scientifically-based behavior plans							
bb) Be motivated to work as part of a team that acts in the best interests of our students at all times							
cc) Daily Check-ins with At-Risk Regular Education Children in SST Process							
dd) Interact with students in a manner that promotes respect and learning							
ee) Support student goals							
ff) Reinforce replacement behaviors							
<b>Conflict Mediation Training</b>	9/8/15	6-8-16	Principal	Time		Four days per month	Attendance
We will seek out in-house and outside professional staff development for licensed faculty in conflict mediation.			Katie Arnold				
b) Peer Mediation training for students in grades 3-5							
c) Conflict Mediation training for faculty that can be implemented when children are in conflict							
<b>Fernbrook Mental Health Services</b>	9/8/15	6-8-16	Principal	Time		Meetings scheduled based on need	Attendance
On site collaboration with Fernbrook Mental Health Services for families in need of support.			School SW				
			Fernbrook Associate				
<b>Social Work Small Group and Individual Services</b>	9/8/15	6-8-16	Principal	Time		Meetings	Attendance

School social worker will work with children in small groups and individually to support social, emotional, and behavioral needs of children.			School SW		scheduled based on need	
<b>Tertiary Tier</b>	9/8/15	6-8-16	Principal	Time	Meetings scheduled based on need	Attendance
<b>Student Support Team (SST)</b>						
d) Increased participation in SST with possible referrals to Special Education			School Psych School SW			
e) We will reduce the intensity and/or complexity of existing cases of at-risk social, emotional, and behavioral issues that are resistant to primary and secondary prevention efforts			PBIS Student Advocate			
f) Individual Behavioral Intervention Plans developed by SST						
<b>Special Education Team</b>						
We will individualize specific social, emotional, behavioral skills that are taught & reinforced based on functional behavioral assessments						

# ISD NO. 659 NORTHFIELD

June 30, 2015



**CliftonLarsonAllen**

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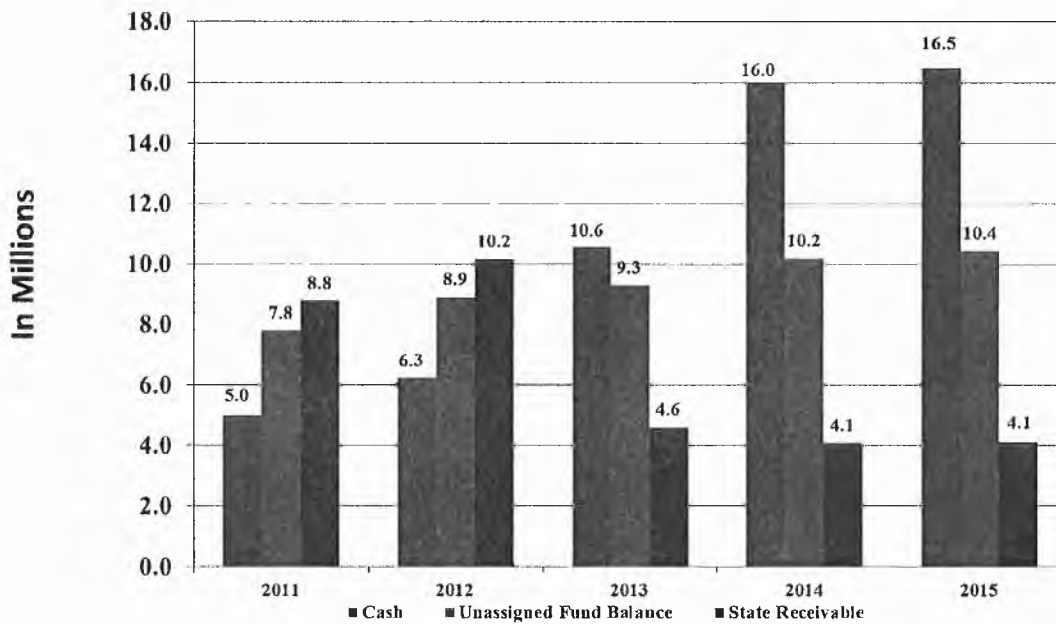
INDEPENDENT SCHOOL DISTRICT #659  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES,  
 AND CHANGES IN FUND BALANCES  
 GENERAL FUND  
 YEAR ENDED JUNE 30, 2015

	Nonspendable Assigned & Unassigned	Non-Capital Restrictions	Capital Related Restriction			Total	General Fund Total
			Operating Capital	Health & Safety	Deferred Maintenance		
Revenues	\$ 41,303,320	\$ 3,282,454	\$ 979,699	\$ 164,514	\$ 242,796	\$ 1,387,009	\$ 45,972,783
Expenditures and							
Operating Transfers	40,503,718	3,191,238	835,391	323,397	201,448	1,360,236	\$ 45,055,192
Excess (Deficit) Revenues Over Expenditures	799,602	91,216	144,308	(158,883)	41,348	26,773	917,591
Fund Balance June 30, 2014	14,314,376	-	485,653	(41,995)	193,541	637,199	\$ 14,951,575
Fund Balance June 30, 2015	\$ 15,113,978	\$ 91,216	\$ 629,961	\$ (200,878)	\$ 234,889	\$ 663,972	\$ 15,869,166

ISD NO. 659 NORTHFIELD

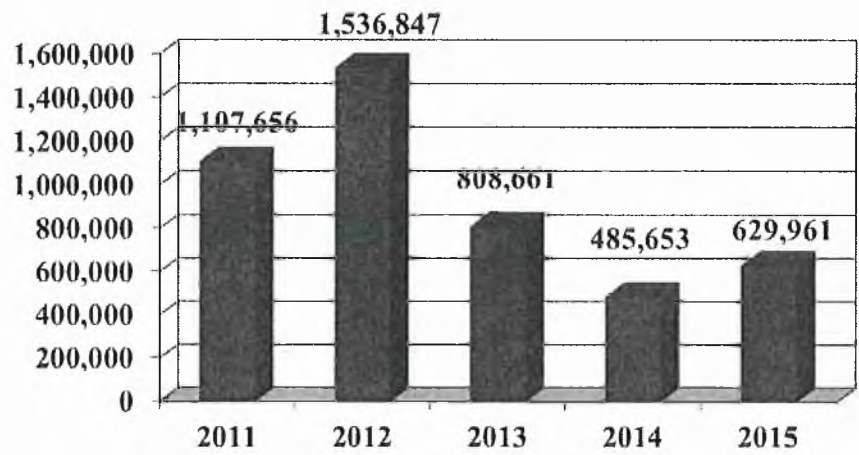
General Fund

Comparison of Cash Balance, Unassigned Fund Balance and State Receivable



ISD NO. 659 NORTHFIELD  
General Fund  
Operating Capital Fund Balance

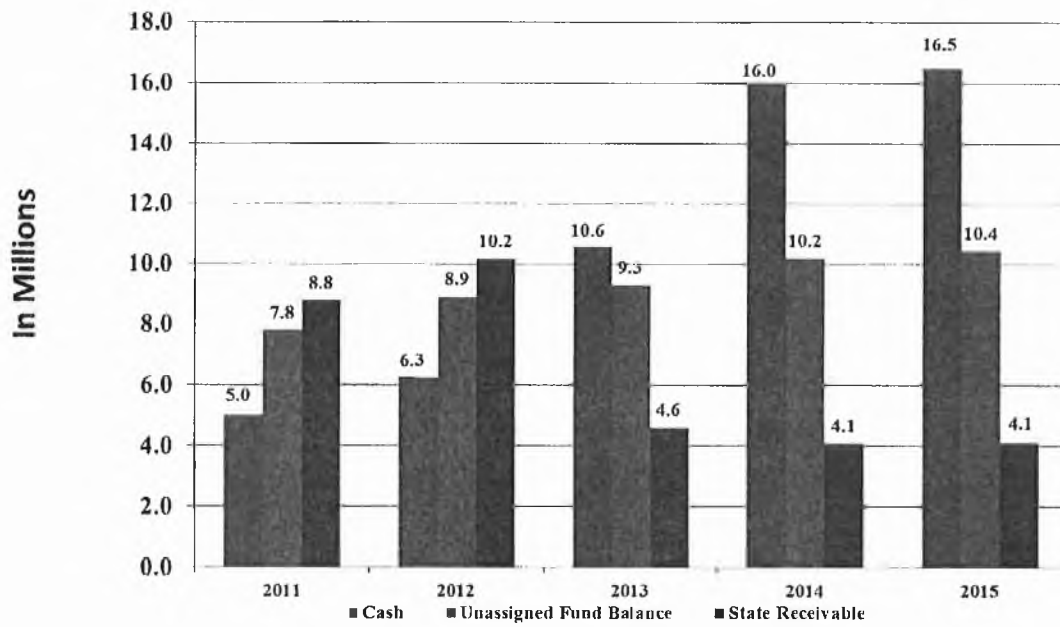
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ISD NO. 659 NORTHFIELD

General Fund

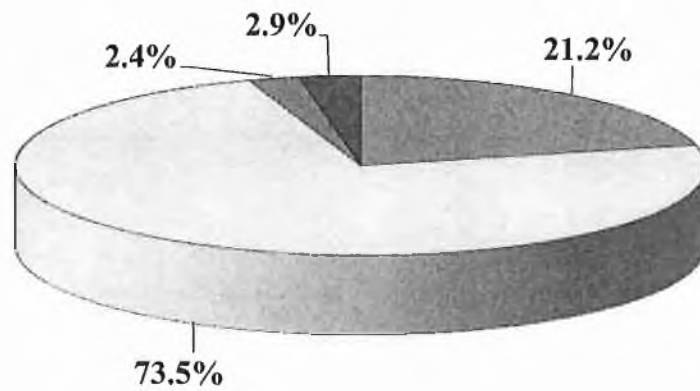
Comparison of Cash Balance, Unassigned Fund Balance and State Receivable





ISD NO. 659 NORTHFIELD  
General Fund Revenue  
Year Ended June 30, 2015

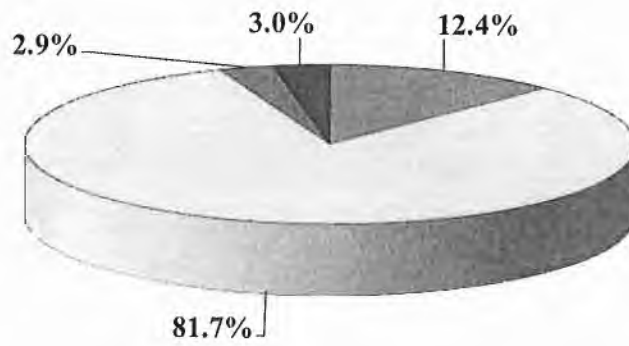
\$45,972,783



- Local Property Taxes
- State Sources
- Federal Sources
- Other

ISD NO. 659 NORTHFIELD  
General Fund Revenue  
Year Ended June 30, 2014

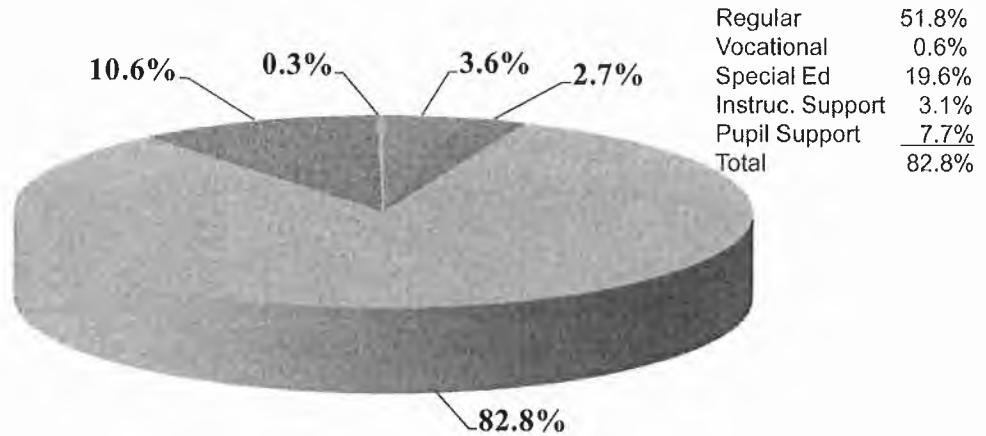
\$45,529,879



- Local Property Taxes
- State Sources
- Federal Sources
- Other

ISD NO. 659 NORTHFIELD  
 General Fund Expenditures  
 Year Ended June 30, 2015

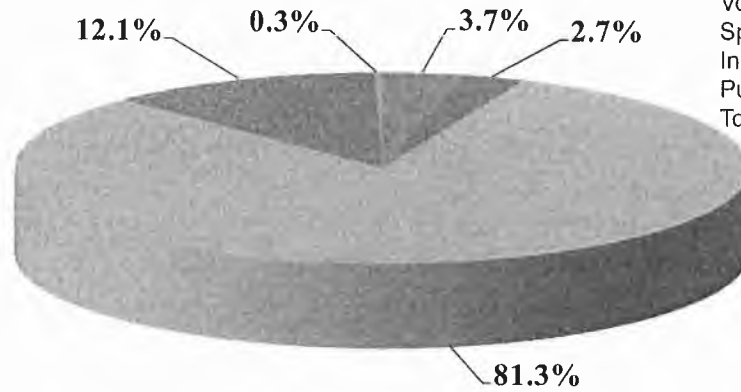
\$45,055,192



- Administration
- District Support
- Instruction & Support
- Sites & Buildings
- Fiscal & Other Fixed Costs

ISD NO. 659 NORTHFIELD  
 General Fund Expenditures  
 Year Ended June 30, 2014

\$42,101,226



Regular	50.6%
Vocational	0.5%
Special Ed	19.2%
Instruc. Support	3.2%
Pupil Support	<u>7.8%</u>
Total	81.3%

- Administration
- District Support
- Instruction & Support
- Sites & Buildings
- Fiscal & Other Fixed Costs



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Board of Education  
Independent School District No. 659  
Northfield, Minnesota

This Executive Audit Summary and Management Report presents information which we believe is important to you as members of the school board. We encourage you to review the sections of this report, the audited financial statements and the auditors' reports.

We would be pleased to furnish additional information with respect to these suggestions and discuss this memorandum with you at your convenience. We wish to express our appreciation to the District for the courtesies, cooperation and assistance extended to us during the course of our work.

CliftonLarsonAllen LLP

Craig Popenhagen, CPA  
Principal

**NORTHFIELD PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT NO. 659**

**EXECUTIVE AUDIT SUMMARY (EAS)**

**JUNE 30, 2015**

**NORTHFIELD SCHOOLS**  
**INDEPENDENT SCHOOL DISTRICT NO. 659** ERROR! UNKNOWN DOCUMENT PROPERTY  
NAME.  
**TABLE OF CONTENTS**  
JUNE 30, ERROR! UNKNOWN DOCUMENT PROPERTY NAME.

<b>EXECUTIVE AUDIT SUMMARY</b>	<b>1</b>
<b>FORMAL REQUIRED COMMUNICATIONS</b>	<b>2</b>
<b>INTERNAL CONTROL COMMUNICATION</b>	<b>6</b>
<b>INTERNAL CONTROL COMMUNICATION – STUDENT ACTIVITY FUNDS</b>	<b>7</b>
<b>APPENDIX A</b>	
<b>FINANCIAL TRENDS OF YOUR DISTRICT</b>	<b>10</b>

**EXECUTIVE AUDIT SUMMARY (EAS) FOR  
ERROR! UNKNOWN DOCUMENT PROPERTY NAME.  
YEAR ENDED JUNE 30, ERROR! UNKNOWN DOCUMENT PROPERTY NAME.**

We prepared this Executive Audit Summary and Management Report in conjunction with our audit of the District's financial records for the year ended June 30, 2015.

**Audit Opinion**

The financial statements are fairly stated. We issued what is known as a "clean" audit report.

**Internal Control Over Financial Reporting**

No findings in internal controls were noted.

**Yellow Book Compliance Findings**

No compliance issues were noted in our review of laws, regulations, contracts and grants that could have significant financial implications to the District.

**Single Audit**

No findings were noted relating to compliance and internal control over compliance, based on our audit of compliance of Special Education Cluster programs and Child Nutrition Cluster programs.

**Minnesota Legal Compliance**

No findings related to Minnesota Legal Compliance were noted.

**Student Activity Funds**

The student activity financial statements are prepared on the regulatory basis prescribed or permitted by the Minnesota Department of Education, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The financial statements are fairly stated, except for such adjustments, if any, as might have been determined necessary had the cash collections been susceptible to satisfactory audit tests. This is what is known as a modified opinion and is expected for audits of student activity funds

There were two compliance findings noted for student activity funds. The compliance findings relate to Proper student representative approval and entering into a contract for services.





## FORMAL REQUIRED COMMUNICATIONS

Board of Education  
Independent School District No. 659  
Northfield, Minnesota

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Independent School District No. 659 (the District) as of and for the year ended June 30, 2015, and have issued our report thereon dated November 30, 2015. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

### **Significant Audit Findings**

#### **Qualitative Aspects of Accounting Practices**

##### **Accounting Policies**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements.

Independent School District No. 659 changed accounting policies related to pensions by adopting Statement of Governmental Accounting Standards (GASB Statement) No. 68, *Accounting and Financial Reporting for Pensions* and the related GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date – and Amendment of GASB Statement No. 68*, at June 30, 2015. As a result, the District restated the July 1, 2014 district-wide net position by \$28,595,119 to record the net pension liability and related deferred outflows and deferred inflows.

We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

##### **Accounting Estimates**

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

- Due from Minnesota Department of Education

Board of Education  
Independent School District No. 659

- Due from Federal through the Minnesota Department of Education
- Estimated useful lives of depreciable capital assets
- Estimated severance benefits payable
- Other postemployment benefits payable
- Net Pension Liability

Management's estimate of the due from Minnesota Department of Education is based on amounts anticipated to be received from the state for various aid entitlements for fiscal 2014-15. The most significant of these is the aid portion of general education revenue. General education revenue and certain other revenues are computed by applying an allowance per student to the number of students served by the District. Student attendance is accumulated in a statewide database – MARSS. Because of the complexity of student accounting and because of certain enrollment options, student information is input by other school districts and the MARSS data for fiscal year 2014-15 is not finalized until well into the next fiscal year. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of due from Federal through the Minnesota Department of Education is based on amounts anticipated to be received through the state for various federal aid entitlements for fiscal 2014-15. Many federal entitlements require that supporting financial reporting information be provided both in the UFARS accounting system and also the SERVS reporting system. To the extent that these two separate systems are not in agreement and reported in a timely manner, the estimated aid entitlement may be adversely affected. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of useful lives for depreciable assets is based on guidance recommended by the Minnesota Department of Education and other sources. The useful life of a depreciable asset determines the amount of depreciation that will be recorded in any given reporting period as well as the amount of accumulated depreciation that is reported at the end of a reporting period.

Management's estimate of severance payable is based on assumptions made by the District as required by GASB 16 and the results of an actuarial study. A liability has been recorded in long-term debt for accumulated sick leave convertible to early retirement pay for which it is probable the employees will be compensated. The "vesting method" used by the District to calculate this liability is based on assumptions involving the probability of employees becoming eligible to receive the benefits (vesting), and the potential use of accumulated sick leave prior to termination.

Management's estimate of other postemployment benefits payable is based on an actuarially determined calculation, less actual payments incurred on behalf of retirees and an actuarially determined estimate of implicit rate subsidy, which is the estimated increased cost of premiums due to inclusion of retirees in the same plan as the District's active employees.

Management's estimate of the net pension liability is based on an actuarially determined calculation of the District's proportionate share of the net pension liability of cost-sharing multiple-employer pension plans sponsored by the Teachers Retirement Association and the Public Employees Retirement Association of Minnesota, in which the District participates.

We reviewed and tested management's procedures and underlying supporting documentation in the areas discussed above and evaluated the key factors and assumptions used to develop the estimates noted above in determining that they are reasonable in relation to the financial statements taken as a whole. We concluded that the accounting estimates and management judgments appeared to consider all significant factors and resulted in appropriate accounting recognition.

Financial Statement Disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

***Difficulties Encountered in Performing the Audit***

We encountered no significant difficulties in dealing with management in performing and completing our audit.

***Uncorrected Misstatements***

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

***Corrected Misstatements***

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

***Disagreements with Management***

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

***Management Representations***

We have requested certain representations from management that are included in the management representation letter dated November 30, 2015.

***Management Consultations with Other Independent Accountants***

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

***Significant Issues Discussed with Management Prior to Engagement***

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

***Other Information in Documents Containing Audited Financial Statements***

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

Board of Education  
Independent School District No. 659

With respect to the Schedule of Expenditures of Federal Awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements of U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated November 30, 2015.

With respect to the Schedule of Revenues, Expenditures, and Changes in Fund Balance –Budget to Actual – Debt Service Fund, the Schedule of Changes in Fund Equities, and the Uniform Financial Reporting and Accounting Standards Compliance Table (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated November 30, 2015.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

\*\*\*\*\*

This communication is intended solely for the information and use of the Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

**CliftonLarsonAllen LLP**

Austin, Minnesota  
November 30, 2015



**CliftonLarsonAllen**

CliftonLarsonAllen LLP  
CLAconnect.com

Board of Education  
Independent School District No. 659  
Northfield, Minnesota

In planning and performing our audit of the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 659 as of and for the year ended June 30, 2015, in accordance with auditing standards generally accepted in the United States of America, we considered Independent School District No. 659's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with Government Auditing Standards in considering the District's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

This communication is intended solely for the information and use of management, Board of Education, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

**CliftonLarsonAllen LLP**

Austin, Minnesota  
November 30, 2015



CliftonLarsonAllen

CliftonLarsonAllen LLP  
CLAconnect.com

Board of Education  
Independent School District No.659  
Northfield, Minnesota

In planning and performing our audit of the financial statement of the student activity funds of Independent School District No.659 as of and for the year ended June 30, 2015, in accordance with auditing standards generally accepted in the United States of America, we considered the student activity funds' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the student activity funds' internal control. Accordingly, we do not express an opinion on the effectiveness of the student activity funds' internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to fraud or error may occur and not be detected by such controls. However, as discussed below, we identified a certain deficiency in internal control that we consider to be a material weakness.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the student activity funds' financial statements will not be prevented, or detected and corrected, on a timely basis.

#### **Material Weaknesses**

The material weakness related to student activity receipts that is included in the attached Schedule of Findings and Responses was identified and communicated in a prior period; remedial action has not yet been taken.

#### **Management's Response**

Independent School District No.659's written response to the material weakness identified in our audit was not subjected to the audit procedures applied in the audit of the financial statement and, accordingly, we express no opinion on it.

Board of Education  
Independent School District No.659

\*\*\*\*\*

This communication is intended solely for the information and use of management, the Board of Education, others within the student activity funds, and the Minnesota Department of Education, and is not intended to be, and should not be, used by anyone other than these specified parties.

**CliftonLarsonAllen LLP**

Austin, Minnesota  
November 30, 2015

**Schedule of Findings and Responses:**

**Condition:** The District has not established accounting procedures to provide assurance that all cash collections are recorded in the accounting records. The District records student activity revenues on the cash basis and does not have an accounting system and internal controls in place to ensure student activity revenues and receipts have been properly recorded. The potential exists that a material misstatement could occur in the financial statements and not be prevented or detected by the District's internal controls. The accounting system and internal controls could be improved by (a) use of pre-numbered receipts with reconciliation of the numerical sequence, (b) reconciliation of merchandise purchased to items sold and items remaining at the end of the fundraiser, and (c) calculation of expected sales compared to cash receipts or various other procedures determined by management.

**CORRECTIVE ACTION PLAN (CAP):**

**Explanation of Disagreement With Audit Findings**

There is no disagreement with the audit finding.

**Actions Planned in Response to Finding**

The District is conscious of the lack of accounting procedures involved with student activity receipts. In consideration of the guiding principles under which the student activity fund was established, the District provides opportunities for substantial student involvement in the selection, direction, and management of fundraisers. This student involvement, although of immeasurable value to those students, is an inherent internal control weakness. Implementation of further internal controls may provide limited improvement in internal controls, but may also reduce the relative value of the student experience. At this time, the District does not intend to implement further internal controls in this area.

**Official Responsible for Ensuring CAP**

Val Mertesdorf, Director of Finance, is the official responsible for ensuring corrective action of the deficiency.

**Planned Completion Date for CAP**

December 31, 2015

**Plan to Monitor Completion of CAP**

Superintendent and the board of education will be monitoring this corrective action plan.



# APPENDIX A

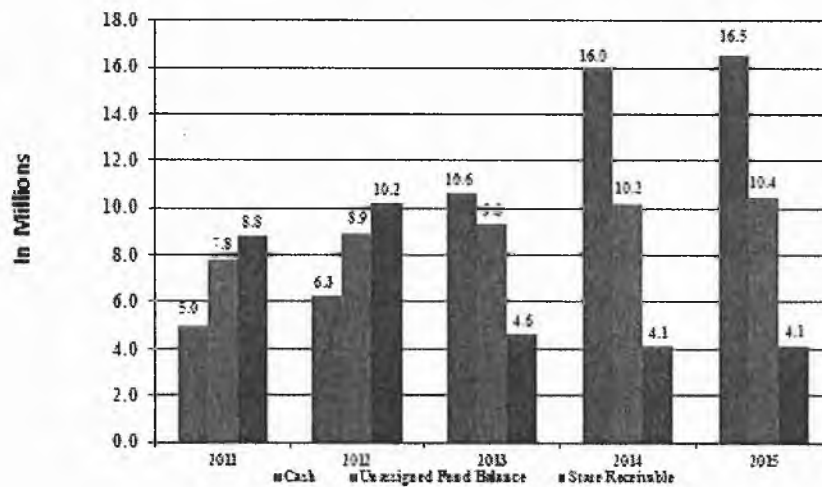
## FINANCIAL TRENDS OF YOUR DISTRICT

The following graphs reflect financial trends of Independent School District No. 659. Information related to fund balances were obtained from current and prior year audit reports.

INDEPENDENT SCHOOL DISTRICT #659  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES,  
 AND CHANGES IN FUND BALANCES  
 GENERAL FUND  
 YEAR ENDED JUNE 30, 2015

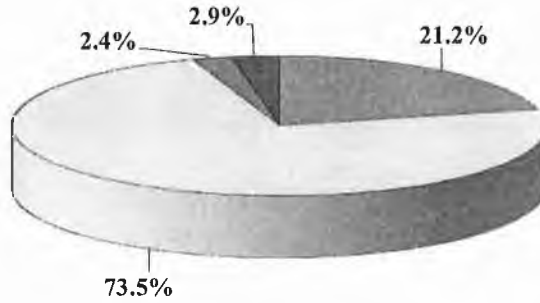
	Nondisposable Assigned & Unassigned	Non-Capital Restrictions	Operating Capital	Capital Related Restriction Health & Safety	Deferred Maintenance	Total	General Fund Total
Revenues	\$ 41,303,320	\$ 3,282,454	\$ 979,899	\$ 184,514	\$ 242,760	\$ 1,387,000	\$ 45,972,783
Expenditures and Operating Transfers	40,503,718	3,191,238	835,391	323,397	201,448	1,380,236	\$ 45,056,192
Excess (Deficit) Revenues Over Expenditures	799,602	91,216	144,308	(158,883)	41,348	26,773	917,591
Fund Balance June 30, 2014	14,314,376	-	485,053	(41,985)	193,541	637,189	\$ 14,951,675
Fund Balance June 30, 2015	\$ 15,113,978	\$ 91,216	\$ 629,061	\$ (200,879)	\$ 234,889	\$ 663,972	\$ 15,868,166

ISD NO. 659 NORTHFIELD  
 General Fund  
 Comparison of Cash Balance, Unassigned Fund Balance and State Receivable



ISD NO. 659 NORTHFIELD  
General Fund Revenue  
Year Ended June 30, 2015

\$45,972,783

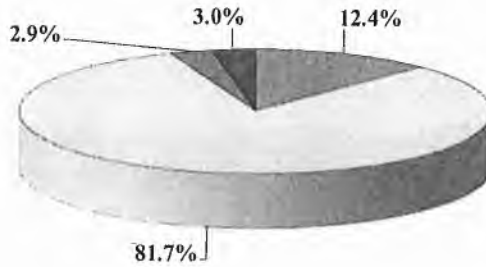


Local Property Taxes State Sources Federal Sources Other

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ISD NO. 659 NORTHFIELD  
General Fund Revenue  
Year Ended June 30, 2014

\$45,529,879

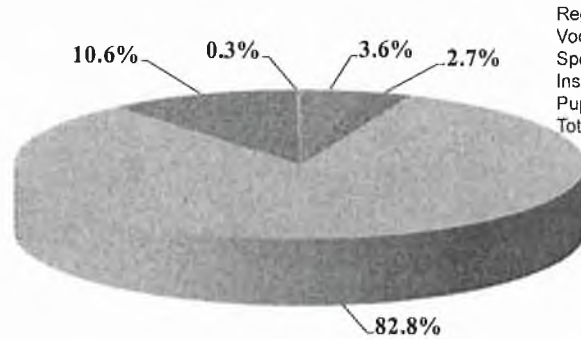


Local Property Taxes State Sources Federal Sources Other

CliftonLarsonAllen  
CLAAconnect.com

ISD NO. 659 NORTHFIELD  
 General Fund Expenditures  
 Year Ended June 30, 2015

\$45,055,192

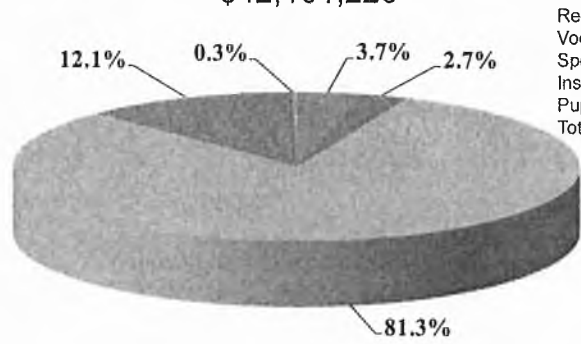


Regular	51.8%
Vocational	0.6%
Special Ed	19.6%
Instruc. Support	3.1%
Pupil Support	7.7%
<b>Total</b>	<b>82.8%</b>

- Administration
- District Support
- Instruction & Support
- Sites & Buildings
- Fiscal & Other Fixed Costs

ISD NO. 659 NORTHFIELD  
 General Fund Expenditures  
 Year Ended June 30, 2014

\$42,101,226



Regular	50.6%
Vocational	0.5%
Special Ed	19.2%
Instruc. Support	3.2%
Pupil Support	7.8%
<b>Total</b>	<b>81.3%</b>

- Administration
- District Support
- Instruction & Support
- Sites & Buildings
- Fiscal & Other Fixed Costs

Policy 412      **EXPENSE REIMBURSEMENT**

**I.      PURPOSE**

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee, and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

**II.     AUTHORIZATION**

All school district business expenses to be reimbursed must be approved by the supervising administrator.

**III.    REIMBURSEMENT**

Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator.

**IV.    ESTABLISHMENT OF DIRECTIVES AND GUIDELINES**

The superintendent or designee shall develop procedures for timely reimbursement of school district business expenses.

Policy 412- Expense Reimbursement

Adopted: 2/28/05

Revised: 9/27/10

Revised 12/14/2015

School Board

INDEPENDENT SCHOOL DISTRICT 659

Northfield, Minnesota

***Legal References:***

Minn. Stat. § 15.435 (Airline Travel Credit)

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)

Minn. Op. Atty. Gen. No. 161B-12 (January 24, 1989) (Operating Expenses of Car)

***Cross References:***

Policy 214 – Out-of-State Travel by School Board Members

# Policy 412 EXPENSE REIMBURSEMENT

## I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee, and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

## II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees (up to 15%) and other reasonable and necessary school district business-related expenses.

## III. REIMBURSEMENT

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

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.

## IV. AIRLINE TRAVEL CREDIT

- A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.
1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
  2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.
- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.
- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

## IV. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent or designee shall develop directives and guidelines procedures for timely reimbursement of school district business expenses.

Policy 412- Expense Reimbursement  
Adopted: 2/28/05  
Revised: 9/27/10

School Board  
INDEPENDENT SCHOOL DISTRICT 659  
Northfield, Minnesota

**Legal References:** Minn. Stat. § 15.435 (Airline Travel Credit)  
Minn. Stat. § 471.665 (Mileage Allowances)  
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Minn. Op. Atty. Gen. No. 161B-12 (January 24, 1989) (Operating Expenses of Car)

**Cross References:** Policy 214 – Out-of-State Travel by School Board Members

**TO: L. Chris Richardson, Superintendent**  
**FROM: Val Mertesdorf, Director of Finance** VM  
**DATE: December 14, 2015**  
**RE: Board Approval of Financial Reports – October 2015**

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of October 2015.

Bills totaling \$1,580,279.38 were paid in October 2015.

Payroll checks totaling \$2,746,925.56 were issued in October 2015.

No bond payments were paid in October 2015.

At the end of October 2015 Total Cash and Investments amounted to \$29,080,017.52.  
All funds ended October with positive cash balances.

Wire transfers initiated by the district during October 2015:

10/28/15    \$1,000,000.00    From MSDLAF Liquid to MSDLAF AP Liquid

The following financial reports for October 2015 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

October 2015 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	10,454,319.36	4,017,061.23	3,375,962.62	(5,313,148.11)	5,782,269.86 *
FOOD SERVICE	584,171.89	202,268.66	203,654.43	(6,167.50)	576,618.62
COMMUNITY ED	436,593.42	226,878.80	202,966.59	4,630.99	465,136.62
CONSTRUCTION ACCOUNT	-	-	-	-	-
DEBT SERVICE	4,230,440.87	1,164,234.38	-	(278,056.00)	5,116,619.25
TRUST	114,090.23	12,422.04	(1,000.00)	-	127,512.27
SELF INSURANCE	3,976,083.67	17.05	545,621.30	581,381.48	4,011,860.90
<b>TOTALS</b>	<b>19,795,699.44</b>	<b>5,622,882.16</b>	<b>4,327,204.94</b>	<b>(5,011,359.14)</b>	<b>16,080,017.52</b>
CERTIFICATE OF DEPOSIT	7,982,021.15	-	-	5,017,978.85	13,000,000.00
<b>GRAND TOTALS</b>	<b>27,777,720.59</b>	<b>5,622,882.16</b>	<b>4,327,204.94</b>	<b>6,619.71</b>	<b>29,080,017.52</b>

\*General Fund includes Certificate of Deposit amount



**Disbursement Report**

ISD 659 - Northfield

October 2015

Disbursements:

Bills Paid:

General Fund	\$ 895,993.07	
Food Service Fund	107,477.78	
Community Services Fund	32,187.23	
Construction Fund	-	
Trust & Agency Fund	(1,000.00)	
Self Insurance Fund	<u>545,621.30</u>	
Total Bills Paid		1,580,279.38

Payroll:

General Fund	2,479,969.55	
Food Service Fund	96,176.65	
Community Services Fund	170,779.36	
Trust Fund	-	
Self Insurance Fund	<u>-</u>	
Total Payroll		2,746,925.56

Bond Payments:

Debt Redemption Fund	<u>-</u>	
Total Bond Payments		<u>-</u>
Total Disbursements		<u><u>\$4,327,204.94</u></u>

POLICE-SCHOOL LIAISON OFFICER AGREEMENT

This AGREEMENT, made this 15<sup>th</sup> day of December 2015, by and between Independent School District No. 659 ("SCHOOL DISTRICT") and the City of Northfield, a Minnesota municipal corporation ("CITY"), (collectively, the "PARTIES").

WHEREAS, SCHOOL DISTRICT is in need of and desires to receive certain law enforcement services from CITY; and

WHEREAS, CITY, through its police department, is willing and able to provide certain law enforcement services to SCHOOL DISTRICT; and

WHEREAS, SCHOOL DISTRICT and CITY desire to join in a mutual effort to curb delinquency and crime in the community and to develop better community understanding of law and law enforcement.

NOW, THEREFORE, in consideration of the mutual agreements and provisions herein set forth, SCHOOL DISTRICT and CITY agree as follows:

1. POLICE-SCHOOL LIAISON OFFICER. For the purpose of this AGREEMENT, the term Police-School Liaison Officer shall have the meaning and duties described in this Section.
  - 1.1. Police-School Liaison Officer. The Police-School Liaison Officer (also referred to as the Police-School Resource Officer,) will be an Officer of the Northfield Police Department ("NPD") who shall be responsible for performing the duties set forth in Paragraph 1.4 of this Section;
  - 1.2. The Police-School Liaison Officer will be for the purposes of this AGREEMENT a Contracted Agent of the SCHOOL DISTRICT and have access to all such information deemed necessary for the completion of the Police-School Liaison Officer duties as approved by the SCHOOL DISTRICT.
  - 1.3. Police-School Liaison Officer Employed by CITY. The Northfield Police Chief shall assign a law enforcement officer to serve as the Police-School Liaison Officer in SCHOOL DISTRICT. The Chief of Police in conference with SCHOOL DISTRICT officials shall select the officer. The Police-School Liaison Officer shall be a licensed peace officer in the NPD and an employee of CITY, and will operate under the direct administration and supervision of the Chief of Police or his/her designee. Law enforcement services rendered to SCHOOL DISTRICT under this AGREEMENT shall be at the sole discretion of the Chief of Police. CITY shall assume all obligations and payments with regard to Police-School Liaison Officer salaries and benefits including workers compensation, PERA, withholding taxes, etc. SCHOOL DISTRICT will reimburse CITY for such expenses pursuant to Section 4 of this AGREEMENT. Consistent with the relationship between the PARTIES, the Police-School Liaison

Officer shall not be represented to the public as an employee of SCHOOL DISTRICT by either CITY or SCHOOL DISTRICT.

- 1.4. Duties of the Police-School Liaison Officer. The Police-School Liaison Officer will:
  - 1.4.1. Strive to develop a better understanding within SCHOOL DISTRICT's schools of the law enforcement process.
  - 1.4.2. Meet regularly with SCHOOL DISTRICT's administrators and special education personnel regarding law enforcement procedures and juvenile court procedures, and impart knowledge of families, neighborhoods, individuals, statistics, and trends when requested and in accordance with applicable law. The Police Chief shall meet with SCHOOL DISTRICT'S administrative team at least twice during the school year, preferably once at the start and once at the end of each school year in order to assess current police involvement in the schools.
  - 1.4.3. Confer with SCHOOL DISTRICT parents, students, neighbors, school personnel and other members of the community regarding pre-delinquent behavior.
  - 1.4.4. Conduct investigations within SCHOOL DISTRICT, its facilities and the surrounding community, both criminal and otherwise as deemed necessary by NPD or by mutual agreement between NPD and SCHOOL DISTRICT personnel.
  - 1.4.5. Identify problems focused on children by inspecting SCHOOL DISTRICT schools' area, grounds and property, being watchful for loiterers and suspicious persons or automobiles, frequently visiting high-delinquency areas for law violators, and observing matters conflicting with the best interests of SCHOOL DISTRICT's pupils.
  - 1.4.6. Take part in SCHOOL DISTRICT functions and community projects as deemed necessary by mutual agreement between CITY AND SCHOOL DISTRICT personnel in order to become acquainted with parents, businesspersons and community leaders and to assist in the social and cultural development of pupils, dropouts and recidivists.
  - 1.4.7. Organize law enforcement or related educational programs within the framework of existing SCHOOL DISTRICT programs, as subject to approval by SCHOOL DISTRICT personnel.
  - 1.4.8. In the instance of law violations, serve in the normal police officer capacity to protect life, limb, and property; to prevent crime, to recover stolen and lost property; and to apprehend and prosecute offenders, but in so doing orient activities toward rehabilitation and correction.
  - 1.4.9. Work in cooperation with SCHOOL DISTRICT administrators towards mutually agreed upon goals involving NPD, SCHOOL DISTRICT's schools or its students.

The Police-School Liaison Officer shall not have disciplinary authority within the school.

1.4.10. In the course of performing the duties of this AGREEMENT, respond to emergency calls within the NPD service area when necessary, investigate cases assigned by the Chief of Police, and attend trainings and perform special duties as assigned by the Chief of Police. These responsibilities will require flexibility in the hours that the Police-School Liaison Officer works and require the freedom to leave SCHOOL DISTRICT's facilities at various times.

1.4.11. Generally, subject to the requirements of Paragraph 1.4.10 above, the Police-School Liaison Officer shall spend a minimum of fifty percent (50%) his/her annual hours worked (1040) in or at SCHOOL DISTRICT schools and functions during the school calendar year. If schools in SCHOOL DISTRICT are not in session, the Police-School Liaison Officer will function as and perform the duties of a patrol officer for NPD under the direct supervision of the Chief of Police or his designee within the jurisdiction of the City of Northfield. Prior to the start of the school year a schedule will be developed by the Chief of Police or designee in consultation with SCHOOL DISTRICT personal as identified by the Superintendent of Schools.

2. RESPONSIBILITY OF SCHOOL DISTRICT. It shall be the responsibility of SCHOOL DISTRICT to:

2.1. Provide guidance and assistance to the Police-School Liaison Officer through SCHOOL DISTRICT's principals, teachers, administrative staff, other personnel and student body.

2.2. Provide a private office, desk, and telephone with outside line for use by the Police-School Liaison Officer to meet with students and staff on both a public and private meeting basis and to conduct and perform his/her duties as necessary and as otherwise assigned and directed by the Chief of Police.

2.3. Require its principals to coordinate the efforts of the Police-School Liaison Officer within the schools.

2.4. Provide clerical help and assistance to the Police-School Liaison Officer when needed by the officer within any school at which the officer is working in his/her capacity as Police-School Liaison Officer. This includes providing the supplies and materials needed. Clerical help and assistance and supplies and materials will be limited to those duties of the Police-School Liaison Officer directly related to law enforcement or related educational programs within the framework of existing SCHOOL DISTRICT programs.

2.5. Provide an assessment of the services received under this AGREEMENT to CITY, if requested by CITY.

3. RESPONSIBILITY OF CITY. It is the intention of CITY to provide a Police-School Liaison Officer to SCHOOL DISTRICT, and it shall be the responsibility of CITY to:

- 3.1. Assign one licensed peace officer to SCHOOL DISTRICT to act as Police-School Liaison Officer at SCHOOL DISTRICT's schools.
- 3.2. Provide NPD equipment needed by the Police-School Liaison Officer to perform necessary functions and duties.
- 3.3. Provide training and education within the scope of NPD.
- 3.4. Provide temporary replacements for the Police-School Liaison Officer as deemed necessary by NPD.

4. CONSIDERATION.

- 4.1. SCHOOL DISTRICT shall pay CITY the sum of \$49,852 each year as consideration for CITY's provision of the Police-School Liaison Officer for the calendar years of 2016, 2017, and 2018, with two equal payments of \$24,926 annually. The initial payment being made on June 1, 2016 and the final payment on December 1, 2018.
- 4.2. SCHOOL DISTRICT shall pay CITY the sum of \$49,852, for the CITY's provision of the Police-School Liaison Officer. This annual amount is based on fifty percent (50%) of the total wages and benefits expense for the Police-School Liaison Officer. The payment shall be made with two equal payments in each of those years. The initial payment being made on or before June 1 of the applicable year, and the final payment on or before to December 1 of the applicable year. CITY shall provide SCHOOL DISTRICT an invoice for the amount owing and payable to CITY at least thirty (30) days in advance of the respective dates upon which payment by SCHOOL DISTRICT is required to be made.

5. TERM. The term of this AGREEMENT is for THREE (3) years and shall be effective as of January 1, 2016 and shall continue to December 31, 2018. This AGREEMENT shall be in effect as determined above unless terminated by either party. Termination of this AGREEMENT by either party shall be effective by delivering to the other party a preliminary written notice of termination not less than ninety (90) days prior to the date of termination of the AGREEMENT. All payments due under this AGREEMENT shall be prorated in the event of such termination.

6. INDEMNIFICATION.

- 6.1. As a condition of CITY's assignment of a Police-School Liaison Officer pursuant to this AGREEMENT, SCHOOL DISTRICT agrees to and shall indemnify, protect, save, hold harmless and insure CITY, and its respective officers, directors, employees and members and agents, from and against any and all claims and demands for, or litigation with respect to, all damages which may arise out of or be caused by SCHOOL DISTRICT or

its agents, employees, contractors or subcontractors with respect to SCHOOL DISTRICT's performance of its obligations under this AGREEMENT. SCHOOL DISTRICT shall defend CITY against the foregoing, or litigation in connection with the foregoing, at SCHOOL DISTRICT's expense, with counsel reasonably acceptable to CITY. CITY, at its expense, shall have the right to participate in the defense of any claims or litigation and shall have the right to approve any settlement, which approval shall not be unreasonably withheld. The indemnification provision of this Section shall not apply to damages or other losses proximately caused by or resulting from the gross negligence or willful misconduct of CITY. All indemnification obligations shall survive termination, expiration or cancellation of this AGREEMENT.

- 6.2. CITY agrees to and shall indemnify, protect, save harmless and insure SCHOOL DISTRICT, and its respective officers, directors, employees and members and agents, from and against any and all claims and demands for, or litigation with respect to, all damages which may arise out of or be caused by CITY or its agents, employees, contractors or subcontractors with respect to CITY's performance of its obligations under this AGREEMENT. CITY shall defend SCHOOL DISTRICT against the foregoing, or litigation in connection with the foregoing, at CITY's expense, with counsel reasonably acceptable to SCHOOL DISTRICT. SCHOOL DISTRICT, at its expense, shall have the right to participate in the defense of any Claims or litigation and shall have the right to approve any settlement, which approval shall not be unreasonably withheld. The indemnification provision of this Section shall not apply to damages or other losses proximately caused by or resulting from the gross negligence or willful misconduct of SCHOOL DISTRICT. All indemnification obligations shall survive termination, expiration or cancellation of this AGREEMENT.
7. VOLUNTARY AND KNOWING ACTION. The PARTIES, by executing this AGREEMENT, state that they have carefully read this AGREEMENT and understand fully the contents thereof; that in executing this AGREEMENT they voluntarily accept all terms described in this AGREEMENT without duress, coercion, undue influence, or otherwise, and that they intend to be legally bound thereby.
8. AUTHORIZED SIGNATORIES. The PARTIES each represent and warrant to the other that (1) the persons signing this AGREEMENT are authorized signatories for the entities represented, and (2) no further approvals, actions or ratifications are needed for the full enforceability of this AGREEMENT against it; each party indemnifies and holds the other harmless against any breach of the foregoing representation and warranty.
9. GOVERNING LAW. This AGREEMENT shall be deemed to have been made and accepted in Rice County, Minnesota, and the laws of the State of Minnesota shall govern any interpretations or constructions of this AGREEMENT without regard to its choice of law or conflict of laws principles.
10. DATA PRACTICES. The PARTIES acknowledge that this AGREEMENT is subject to the requirements of Minnesota's Government Data Practices Act, Minnesota Statutes, Section 13.01 *et seq.*

11. NO WAIVER. Any Party's failure in any one or more instances to insist upon strict performance of any of the terms and conditions of this AGREEMENT or to exercise any right herein conferred shall not be construed as a waiver or relinquishment of that right or of that Party's right to assert or rely upon the terms and conditions of this AGREEMENT. Any express waiver of a term of this AGREEMENT shall not be binding and effective unless made in writing and properly executed by the waiving Party.
12. AMENDMENTS. This AGREEMENT may not be amended except in writing properly executed by the PARTIES hereto. Except as specifically amended, this AGREEMENT shall remain in full force and effect.
13. ASSIGNMENT. This AGREEMENT may not be assigned by either Party without the written consent of the other Party.
14. SEVERABILITY. The invalidity or unenforceability of any provision of this AGREEMENT shall not affect the validity or enforceability of any other provision. Any invalid or unenforceable provision shall be deemed severed from this AGREEMENT to the extent of its invalidity or unenforceability, and this AGREEMENT shall be construed and enforced as if the AGREEMENT did not contain that particular provision to the extent of its invalidity or unenforceability.
15. ENTIRE AGREEMENT. These terms and conditions constitute the entire agreement between the PARTIES regarding the subject matter hereof. All discussions and negotiations are deemed merged in this AGREEMENT. The headings to the various sections of this AGREEMENT are solely for the convenience of the PARTIES, are not part of the AGREEMENT and shall not be used for the interpretation of the validity of the AGREEMENT or any provision hereof.
16. SURVIVABILITY. All covenants, indemnities, guarantees, releases, representations and warranties by any Party or PARTIES, and any undischarged obligations of CITY and SCHOOL DISTRICT arising prior to the expiration of this AGREEMENT (whether by completion or earlier termination), shall survive such expiration.
17. EXECUTION. This AGREEMENT may be executed simultaneously in two or more counterparts that, when taken together, shall be deemed an original and constitute one and the same document. The signature of any Party to the counterpart shall be deemed a signature to the AGREEMENT, and may be appended to, any other counterpart. Facsimile transmission of executed signature pages shall be deemed as originals and sufficient to bind the executing Party.

IN WITNESS WHEREOF, the PARTIES have hereunto executed this document the day and year first above written.

**INDEPENDENT SCHOOL DISTRICT NO. 659**

By: \_\_\_\_\_  
(Signature)

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Print Name: \_\_\_\_\_

By: \_\_\_\_\_  
(Signature)

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Print Name: \_\_\_\_\_

**CITY OF NORTHFIELD**

By: \_\_\_\_\_  
Dana Graham, Its Mayor

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Monte Nelson, Its Chief of Police

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Deb Little, Its City Clerk

Date: \_\_\_\_\_



**NORTHFIELD PUBLIC SCHOOLS**

**PRINCIPALS' & ASSISTANT PRINCIPALS' SENIORITY LIST**

**2015-16 SCHOOL YEAR**

Issued: December 14<sup>th</sup>, 2015  
Approved by the Board of Education:

Prepared and Distributed by Human Resources Office

PRINCIPALS' AND ASST. PRINCIPALS' SENIORITY LIST  
12/14/2015

Number	Name	Adjusted Hired Date	File Folder	License Area	Level	Expiration	Position Description	Position	Pos Start Date
1	Gregory Gelineau 6th Year	8/5/1998	332550	MATHEMATICS	7 - 12	6/30/2019	MS Principal	PRINCIPAL MS	7/1/2006
		8/5/1998		SOCIAL STUDIES -ALL-	7 - 12	6/30/2019		PRINCIPAL MS	7/1/2006
		8/5/1998		SECONDARY SCHOOL PRINCIPAL	Sec Admin	6/30/2019		PRINCIPAL MS	7/1/2014
2	Scott Sannes 6th Year	8/2/1999	342666	COACHING	7 - 12	6/30/2016	Sibley Principal	PRINCIPAL SIBLEY	7/1/2006
		8/2/1999		ELEMENTARY EDUCATION	1 - 6	6/30/2016		PRINCIPAL SIBLEY	7/1/2006
		8/2/1999		PRINCIPAL K-12	District	6/30/2016		PRINCIPAL SIBLEY	7/1/2006
3	Joel Leer 6th Year	7/1/2006	333291	ENGLISH/LANGUAGE ARTS	7 - 12	6/30/2018	High School Principal	PRINCIPAL HS	7/1/2006
		7/1/2006		COACHING	7 - 12	6/30/2018		PRINCIPAL HS	7/1/2006
		7/1/2006		PRINCIPAL K-12	District	6/30/2018		PRINCIPAL HS	7/1/2006
4	Nancy Antoine 6th Year	7/1/2007	309311	MATHEMATICS	7 - 12	6/30/2017	Bridgewater Principal	PRINCIPAL BRIDGEWA'	7/1/2007
		7/1/2007		PRINCIPAL K-12	District	6/30/2017		PRINCIPAL BRIDGEWA'	7/1/2007
5	David Craft 6th Year	8/1/2007	295336	COACHING	7 - 12	6/30/2020	Greenvale Park Principal	PRINCIPAL GREENVALI	8/1/2007
		8/1/2007		ELEMENTARY EDUCATION	1 - 6	6/30/2020		PRINCIPAL GREENVALI	8/1/2007
		8/1/2007		DRIVER EDUCATION	7 - 12	6/30/2020		PRINCIPAL GREENVALI	8/1/2007
		8/1/2007		PRINCIPAL K-12	District	6/30/2020		PRINCIPAL GREENVALI	8/1/2007

PRINCIPALS' AND ASST. PRINCIPALS' SENIORITY LIST

12/14/2015

Number	Name	Adjusted Hired Date	File Folder	License Area	Level	Expiration	Position Description	Position	Pos Start Date
1	Jeffrey Eckhoff 6th Year	8/11/1997	282006	LIFE SCIENCES	7 - 12	6/30/2019	HS Asst Principal	PRINCIPAL ASST HS	7/1/2006
		8/11/1997		SCIENCE 5-9	5 - 9	6/30/2019		PRINCIPAL ASST HS	7/1/2006
		8/11/1997		SECONDARY SCHOOL PRINCIPAL	Sec Admin	6/30/2019		PRINCIPAL ASST HS	7/1/2006
2	Maren Thompson Ed Specialist	8/20/2001	305244	LIFE SCIENCES	7 - 12	6/30/2018	HS Asst Principal/	PRINCIPAL ASST HS/TC	7/1/2006
		8/20/2001		PRINCIPAL K-12	District	6/30/2018	School Connectedness/	PRINCIPAL ASST HS/TC	7/1/2006
		8/20/2001		SECONDARY GUIDANCE & COUNSELING	7 - 12	6/30/2018	Truancy Prevention Coord	PRINCIPAL ASST HS/TC	7/1/2006
		8/20/2001		MS GUIDANCE & COUNSELING	Middle School	6/30/2018		PRINCIPAL ASST HS/TC	7/1/2006
3	Michael O'Keefe	8/3/2015	385745	PRINCIPAL K-12	DISTRICT	6/30/2020	MS Asst Principal	PRINCIPAL ASST MS	8/3/2015
		8/3/2015		ELEMENTARY EDUCATION	1-6	6/30/2017		PRINCIPAL ASST MS	

**NORTHFIELD PUBLIC SCHOOLS**

**SENIORITY LIST**

**2015-16 SCHOOL YEAR**

Issued: December 14<sup>th</sup>, 2015  
Approved by the Board of Education:

Prepared and Distributed by Human Resources Office

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2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
1	Chlan, Vicky A	9/1/1980	MA+30	270040	110000	MATHEMATICS	7-12	6/30/2017	Math Teacher	1.00
2	Eckhoff, Jeffrey D	8/24/1983	6th Year	282006	130200	LIFE SCIENCE	7 - 12	6/30/2019	HS Assistant Principal	1.00
	Eckhoff, Jeffrey D	8/24/1983	6th Year	282006	130500	SCIENCE 5-9	5 - 9	6/30/2019		
	Eckhoff, Jeffrey D	8/24/1983	6th Year	282006	932000	SECONDARY SCHOOL PRINCIPAL	Sec Admin	6/30/2019		
3	Wisdorf, Lisa M	9/1/1984	MA+60	282159	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Kindergarten Teacher	1.00
4	Fischer, Holly Jo	9/1/1984	BA+45	232625	120000	MUSIC	K-12	6/30/2017	MUSIC	1.00
5	Schnorr, John R	10/24/1984	MA+60	281180	190106	SPEECH-LANGUAGE PATHOLOGIST	Pre K-12	6/30/2019	Speech & Language Pathologist	1.00
6	Foley, Daniel L	9/1/1985	MA+30	276474	080450	COACHING	7-12	6/30/2018	Grade 5 Teacher	1.00
	Foley, Daniel L	9/1/1985	MA+30	276474	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Grade 5 Teacher	
	Foley, Daniel L	9/1/1985	MA+30	276474	941000	LIBRARY MEDIA SPECIALIST	K-12	6/30/2018	Grade 5 Teacher	
7	Mathison, Cheryl W	9/1/1985	MA	297580	000745	TEACHER-COORD WORK EXP DISADVANTAGED	Voc High School	6/30/2017	ALC Teacher	1.00
	Mathison, Cheryl W	9/1/1985	MA	297580	000750	TEACHER/COORD WORK EXP HANDICAPPED	Voc High School	6/30/2017	ALC Teacher	
	Mathison, Cheryl W	9/1/1985	MA	297580	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2017	ALC Teacher	
8	Olson, Joanne K	9/1/1986	BA+45	215905	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Special Education Teacher	1.00
	Olson, Joanne K	9/1/1986	BA+45	215905	190201	LEARNING DISABILITIES	K-12	6/30/2020	Special Education Teacher	
	Olson, Joanne K	9/1/1986	BA+45	215905	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2020	Special Education Teacher	
	Olson, Joanne K	9/1/1986	BA+45	215905	199802	MODERATE TO SEVERE MENTALLY HDPC	K-12	6/30/2020	Special Education Teacher	
9	Torbenson, Diane L	9/1/1987	MA+60	307242	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	Rtl .75 / ADSIS .25	1.00
10	Graupmann, Thomas A	9/1/1987	MA	279307	080300	PHYSICAL EDUCATION	K-12	6/30/2017	Student Activity Director	1.00
	Graupmann, Thomas A	9/1/1987	MA	279307	080450	COACHING	7-12	6/30/2017	Student Activity Director	
	Graupmann, Thomas A	9/1/1987	MA	279307	180100	ELEMENTARY EDUCATION	1-6	6/30/2017	Student Activity Director	
11	Magnuson, Mary K	9/1/1988	MA	292046	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2016	Special Education Teacher	1.00
	Magnuson, Mary K	9/1/1988	MA	292046	199802	MODERATE TO SEVERE MENTALLY HDPC	K-12	6/30/2016	Special Education Teacher	
12	Kohl, Gail H	9/1/1988	BA+15	316675	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 5 Teacher	1.00
13	Croone, Craig L	9/1/1989	MA+45	292717	130400	EARTH AND SPACE SCIENCE	7-12	6/30/2020	Science Teacher	1.00
	Croone, Craig L	9/1/1989	MA+45	292717	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2020	Science Teacher	
	Croone, Craig L	9/1/1989	MA+45	292717	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Science Teacher	
14	Sullivan, Bob T	9/1/1989	MA+15	321832	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2016	English/Language Arts Teacher	1.00
	Sullivan, Bob T	9/1/1989	MA+15	321832	080450	COACHING	7-12	6/30/2016	English/Language Arts Teacher	
15	Thomforde, Debra J	9/1/1989	BA+30	286685	050196	READING	K-12	6/30/2020	English/Language Arts Teacher	0.80
	Thomforde, Debra J	9/1/1989	BA+30	286685	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2020	English/Language Arts Teacher	
	Thomforde, Debra J	9/1/1989	BA+30	286685	199802	MODERATE TO SEVERE MENTALLY HDPC	K-12	6/30/2020	English/Language Arts Teacher	
16	Youngblut, Mary Beth	9/1/1989	BA	307941	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Grade 1 Teacher	1.00
17	Bade, John R	9/1/1990	MA+60	282983	020000	VISUAL ARTS	K-12	6/30/2019	Art Specialist	1.00
18	Betcher, Krista P	9/1/1990	MA+30	312009	050196	READING	K-12	6/30/2019	Grade 6 Teacher	1.00
	Betcher, Krista P	9/1/1990	MA+30	312009	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	Grade 6 Teacher	
	Betcher, Krista P	9/1/1990	MA+30	312009	190201	LEARNING DISABILITIES	K-12	6/30/2019	Grade 6 Teacher	
	Betcher, Krista P	9/1/1990	MA+30	312009	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2019	Grade 6 Teacher	
19	Woitalla, Mark A	9/1/1991	MA+30	311695	100000	INDUSTRIAL ARTS	5-12	6/30/2018	Industrial Technology Teacher	1.00

2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
20	Mathison, Anthony A	9/1/1991	MA	304219	080300	PHYSICAL EDUCATION	K-12	6/30/2020	Physical Education Teacher	1.00
	Mathison, Anthony A	9/1/1991	MA	304219	080450	COACHING	7-12	6/30/2020	Physical Education Teacher	
	Mathison, Anthony A	9/1/1991	MA	304219	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2020	Physical Education Teacher	
21	Nelson, Lisa J	9/1/1991	MA	330573	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Title 1	1.00
22	Bade, Elizabeth H	9/1/1991	BA+60	331952	940800	PUBLIC SCHOOL NURSE	Pre K-12	6/30/2017	District School Nurse	1.00
23	Wojick, Mary B	9/1/1991	BA+45	313864	80300	PHYSICAL EDUCATION	K-12	6/30/2020	Physical Education Teacher	1.00
24	Burkhead, Monika H	9/23/1991	MA+60	326371	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Grade 6 Teacher	1.00
25	Bennetts, Cathy A	9/23/1991	MA+15	259227	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	.50 ADSIS / .43 Reading	0.93
26	Haar, Rebecca J	1/14/1992	MA+60	336369	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Grade 4 Teacher	1.00
27	Battaglia, Lisa A	9/1/1992	MA+60	315567	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2018	MTSS	1.00
	Battaglia, Lisa A	9/1/1992	MA+60	315567	050196	READING	K-12	6/30/2018	MTSS	
	Battaglia, Lisa A	9/1/1992	MA+60	315567	160000	TEACHER/COORDINATOR WORK BASED LRNG	9-12	6/30/2018	MTSS	
	Battaglia, Lisa A	9/1/1992	MA+60	315567	190201	LEARNING DISABILITIES	K-12	6/30/2018	MTSS	
28	Zupfer-Rice, Carrie B	9/1/1992	MA+60	328365	180100	ELEMENTARY EDUCATION	1-6	6/30/2017	Special Education Teacher	1.00
	Zupfer-Rice, Carrie B	9/1/1992	MA+60	328365	190201	LEARNING DISABILITIES	K-12	6/30/2017	Special Education Teacher	
	Zupfer-Rice, Carrie B	9/1/1992	MA+60	328365	199801	MILD TO MODERATE MENTALLY HDCP	K-12	6/30/2017	Special Education Teacher	
29	Will, Tania R	9/1/1992	MA+45	320366	080450	COACHING	7-12	6/30/2016	Response to Intervention Coach	1.00
	Will, Tania R	9/1/1992	MA+45	320366	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Response to Intervention Coach	
30	Cade, Kristen M.E.	9/1/1992	MA+30	337935	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Kindergarten Teacher	1.00
31	Williams, Mary B	9/1/1992	MA+15	280057	120000	MUSIC	K-12	6/30/2018	Band Teacher	1.00
32	Johnson, Roanne M	9/1/1992	MA+15	338309	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Special Education Teacher	1.00
	Johnson, Roanne M	9/1/1992	MA+15	338309	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2020	Special Education Teacher	
	Johnson, Roanne M	9/1/1992	MA+15	338309	190201	LEARNING DISABILITIES	K-12	6/30/2020	Special Education Teacher	
33	Stanaway, Paul D	9/1/1992	MA	326362	080300	PHYSICAL EDUCATION	K-12	6/30/2018	Physical Education Teacher	1.00
	Stanaway, Paul D	9/1/1992	MA	326362	080450	COACHING	7-12	6/30/2018	Physical Education Teacher	
	Stanaway, Paul D	9/1/1992	MA	326362	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2018	Physical Education Teacher	
34	Hauck, Karna E	9/1/1992	MA	336042	020000	VISUAL ARTS	K-12	6/30/2018	Art-Semester I 1.00/Semester II .80	1.0/0.8
35	Mikkelson, Curtis D	9/1/1992	BA+60	339668	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2019	Social Studies Teacher	1.00
36	Johnson, Mark T	9/1/1992	BA+45	311841	080100	HEALTH EDUCATION	7-12	6/30/1994	Physical Education Teacher	1.00
	Johnson, Mark T	9/1/1992	BA+45	311841	080300	PHYSICAL EDUCATION	K-12	6/30/2018	Physical Education Teacher	
	Johnson, Mark T	9/1/1992	BA+45	311841	080450	COACHING	7-12	6/30/2018	Physical Education Teacher	
	Johnson, Mark T	9/1/1992	BA+45	311841	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2018	Physical Education Teacher	
	Johnson, Mark T	9/1/1992	BA+45	311841	190201	LEARNING DISABILITIES	K-12	6/30/2018	Physical Education Teacher	
37	Hummel, Kristin N	9/1/1992	BA	341486	120100	CLASSROOM MUSIC	K-12	6/30/2019	Vocal Music Teacher	1.00
	Hummel, Kristin N	9/1/1992	BA	341486	120401	VOCAL MUSIC	K-12	6/30/2019	Vocal Music Teacher	
38	Weinmann, Earl J	9/1/1993	MA+60	295342	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2019	Social Studies Teacher	1.00
	Weinmann, Earl J	9/1/1993	MA+60	295342	210000	DRIVER EDUCATION	7-12	6/30/2019	Social Studies Teacher	
39	Slegers, Kimberly A	9/1/1993	MA+30	336947	080100	HEALTH EDUCATION	K-12	6/30/2019	Health Teacher	1.00
	Slegers, Kimberly A	9/1/1993	MA+30	336947	080300	PHYSICAL EDUCATION	K-12	6/30/2019	Health Teacher	
	Slegers, Kimberly A	9/1/1993	MA+30	336947	080450	COACHING	7-12	6/30/2019	Health Teacher	



## 2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
40	Kust, Daniel P	9/1/1993	MA+15	300536	080450	COACHING	7-12	6/30/2018	LOA	1.00
	Kust, Daniel P	9/1/1993	MA+15	300536	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	LOA	
	Kust, Daniel P	9/1/1993	MA+15	300536	940301	MIDDLE SCHOOL GUIDANCE & COUNSELING	Middle Sch	6/30/2018	LOA	
	Kust, Daniel P	9/1/1993	MA+15	300536	940302	ELEMENTARY GUIDANCE & COUNSELING	1-6	6/30/2018	LOA	
41	Dahle, Kevin L	9/1/1993	MA	292749	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2016	Social Studies Teacher	1.00
	Dahle, Kevin L	9/1/1993	MA	292749	210000	DRIVER EDUCATION	7-12	6/30/2016	Social Studies Teacher	
42	Piper, David L	9/1/1993	BA+30	286635	190201	LEARNING DISABILITIES	K-12	6/30/2020	Special Education Teacher	1.00
	Piper, David L	9/1/1993	BA+30	286635	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2020	Special Education Teacher	
43	Wolner, Julie E	1/24/1994	MA	310689	140050	BUSINESS	5-12	6/30/2019	Business Ed/Media Specialist	1.00
	Wolner, Julie E	1/24/1994	MA	310689	140710	ADMINISTRATIVE SUPPORT OCCUPATIONS	Voc High School	6/30/2019	Business Ed/Media Specialist	
	Wolner, Julie E	1/24/1994	MA	310689	149992	BUSINESS ED (EXCEPT SHORTHAND)	7-12	6/30/2019	Business Ed/Media Specialist	
	Wolner, Julie E	1/24/1994	MA	310689	149997	KEYBOARDING FOR COMPUTER APPL	K-8	6/30/2019	Business Ed/Media Specialist	
	Wolner, Julie E	1/24/1994	MA	310689	941000	LIBRARY MEDIA SPECIALIST	K-12	6/30/2015	Business Ed/Media Specialist	
44	Lauritzen-Kohel, Jill M	9/1/1994	MA+60	351936	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2001	English/Language Arts Teacher	1.00
	Lauritzen-Kohel, Jill M	9/1/1994	MA+60	351936	050100	COMMUNICATION ARTS/LITERATURE	5-12	6/30/2017	English/Language Arts Teacher	
	Lauritzen-Kohel, Jill M	9/1/1994	MA+60	351936	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2017	English/Language Arts Teacher	
45	Schuster, Renae C	9/1/1994	MA+45	334444	080450	COACHING	7-12	6/30/2018	Grade 4 Teacher	1.00
	Schuster, Renae C	9/1/1994	MA+45	334444	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Grade 4 Teacher	
46	Moeller, Amy A	9/1/1994	MA+30	351676	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2016	English/Language Arts Teacher	0.40
	Moeller, Amy A	9/1/1994	MA+30	351676	933000	PRINCIPAL K-12	District	6/30/2015	English/Language Arts Teacher	
47	Halvorson, Denise A	9/1/1994	MA	311562	060208	FRENCH	1-6	6/30/2019	French Teacher	1.00
	Halvorson, Denise A	9/1/1994	MA	311562	060208	FRENCH	7-12	6/30/2019	French Teacher	
48	Ensrud, Mark A	9/1/1994	MA	351090	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2016	Guidance Counselor	1.00
	Ensrud, Mark A	9/1/1994	MA	351090	940310	SCHOOL COUNSELOR	K-12	6/30/2016	Guidance Counselor	
49	Trebelhorn, ReNae Therese	9/1/1994	BA+30	319386	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2016	Special Education Teacher	1.00
	Trebelhorn, ReNae Therese	9/1/1994	BA+30	319386	199802	MODERATE TO SEVERE MENTALLY HDPC	K-12	6/30/2016	Special Education Teacher	
50	Coudret, Raymond T	9/1/1995	MA+45	326047	110000	MATHEMATICS	7-12	6/30/2018	Math Teacher	1.00
	Coudret, Raymond T	9/1/1995	MA+45	326047	933000	PRINCIPAL K-12	District	6/30/2018		
51	Larson, Anne C	9/1/1995	MA+30	313541	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 2 Teacher	1.00
52	Sorenson, Dawn M	9/1/1995	MA	318191	190500	EARLY CHILDHOOD SPECIAL EDUCATION	B-Age 6	6/30/2016	Early Childhood Spec Ed Tch	1.00
	Sorenson, Dawn M	9/1/1995	MA	318191	940710	SCHOOL SOCIAL WORKER	Pre K-12	6/30/2006	Early Childhood Spec Ed Tch	
53	Harrity-Davidson, Mary E	9/1/1995	BA+30	268253	050500	SPEECH	7-12	6/30/2018	Physical Education Teacher	0.75
	Harrity-Davidson, Mary E	9/1/1995	BA+30	268253	080300	PHYSICAL EDUCATION	K-12	6/30/2018	Physical Education Teacher	
	Harrity-Davidson, Mary E	9/1/1995	BA+30	268253	080450	COACHING	7-12	6/30/2018	Physical Education Teacher	
	Harrity-Davidson, Mary E	9/1/1995	BA+30	268253	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2013	Physical Education Teacher	
54	Auge, Mark J	9/1/1996	MA+30	331004	130200	LIFE SCIENCES	7-12	6/30/2020	Science Teacher	1.00
	Auge, Mark J	9/1/1996	MA+30	331004	130500	SCIENCE 5-9	7-12	6/30/2020	Science Teacher	
55	Sonnega, Michelle M	9/1/1996	MA+15	346945	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2020	English/Language Arts Teacher	1.00
56	Eddy, Paul R	9/1/1996	MA	329128	110000	MATHEMATICS	7-12	6/30/2017	Math Teacher	1.00
57	Ostermann, April D	9/1/1997	MA+60	362161	060219	SPANISH	1-6	6/30/2018	Grade 5 Companeros Teacher	1.00
	Ostermann, April D	9/1/1997	MA+60	362161	060301	BILINGUAL/BICULTURAL EDUCATION	K-12	6/30/2018	Grade 5 Companeros Teacher	

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Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
	Ostermann, April D	9/1/1997	MA+60	362161	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Grade 5 Companeros Teacher	
58	Johnson, Craig R	9/1/1997	MA+45	335976	080450	COACHING	7-12	6/30/2018	LOA	1.00
	Johnson, Craig R	9/1/1997	MA+45	335976	130200	LIFE SCIENCES	7-12	6/30/2018	LOA	
59	Meehan, Katrina D	9/1/1997	MA+45	350739	130200	LIFE SCIENCES	7-12	6/30/2017	Science Teacher	1.00
	Meehan, Katrina D	9/1/1997	MA+45	350739	130500	SCIENCE 5-9	5-9	6/30/2017	Science Teacher	
60	Cohrs, Troy R	9/1/1997	MA+15	369780	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2019	English/Language Arts Teacher	1.00
61	Magnuson, Jacqueline K	9/1/1997	MA	243944	090000	HOME ECONOMICS	7-12	6/30/2020	Family/Consumer Science Tchr	1.00
	Magnuson, Jacqueline K	9/1/1997	MA	243944	090112	CONSUMER AND HOME MAKING/FAMILY LIFE	Voc High School	6/30/2020	Family/Consumer Science Tchr	
62	Thornton, Mark W	9/1/1997	MA	336699	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2019	Social Studies Teacher	1.00
63	Steele, Michelle L	9/1/1997	MA	346040	080300	PHYSICAL EDUCATION	K-12	6/30/2017	Physical Education Teacher	1.00
	Steele, Michelle L	9/1/1997	MA	346040	080450	COACHING	7-12	6/30/2017	Physical Education Teacher	
	Steele, Michelle L	9/1/1997	MA	346040	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2017	Physical Education Teacher	
64	Davis, Douglas D	9/1/1997	MA	350423	080300	PHYSICAL EDUCATION	K-12	6/30/2016	Physical Education Teacher	1.00
	Davis, Douglas D	9/1/1997	MA	350423	080450	COACHING	7-12	6/30/2016	Physical Education Teacher	
	Davis, Douglas D	9/1/1997	MA	350423	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2016	Physical Education Teacher	
65	Gelineau, Gregory P	8/5/1998	6th Year	332550	110000	MATHEMATICS	7 - 12	6/30/2019	MS Principal	1.00
	Gelineau, Gregory P	8/5/1998	6th Year	332550	150000	SOCIAL STUDIES ALL	7 - 12	6/30/2019		
	Gelineau, Gregory P	8/5/1998	6th Year	332550	932000	SECONDARY SCHOOL PRINCIPAL	Sec Admin	6/30/2019		
66	Lane, Karen Kay	9/1/1998	MA+30	329464	080450	COACHING	7-12	6/30/2016	Grade 2 Teacher	1.00
	Lane, Karen Kay	9/1/1998	MA+30	329464	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Grade 2 Teacher	
67	Johnson, Kristen K	9/1/1998	MA	321459	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Grade 2 Teacher	1.00
	Johnson, Kristen K	9/1/1998	MA	321459	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2018	Grade 2 Teacher	
68	Sickler, Gregory T	9/1/1998	MA	333933	080450	COACHING	7-12	6/30/2018	Grade 3 Teacher	1.00
	Sickler, Gregory T	9/1/1998	MA	333933	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Grade 3 Teacher	
69	Larimore-Rockne, Janet R	9/1/1998	MA	348892	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2016	Title I Teacher	0.75
	Larimore-Rockne, Janet R	9/1/1998	MA	348892	050000	ENGLISH/LANGUAGE ARTS	Middle Sch	6/30/2016	Title I Teacher	
	Larimore-Rockne, Janet R	9/1/1998	MA	348892	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Title I Teacher	
70	Larson (King), Elizabeth A	9/1/1998	MA	374077	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Grade 3 Companeros Teacher	1.00
71	Sickler, Michelle M	9/1/1998	MA	374733	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Grade 5 Teacher	1.00
72	Holden, Dana L	9/8/1998	MA+30	371741	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Grade 4 Teacher	1.00
73	Rasmussen, Deborah U	1/26/1999	MA	377990	940300	SECONDARY GUIDANCE AND COUNSELING	7-12	6/30/2016	Guidance Counselor	1.00
74	Sannes, Scott R	8/2/1999	6th Year	342666	080450	COACHING	7 - 12	6/30/2016	Sibley Principal	1.00
	Sannes, Scott R	8/2/1999	6th Year	342666	180100	ELEMENTARY EDUCATION	1 - 6	6/30/2016		
	Sannes, Scott R	8/2/1999	6th Year	342666	933000	PRINCIPAL K - 12	District	6/30/2016		
75	Zach, Sari L	9/1/1999	MA+60	310297	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	Grade 1 Teacher	1.00
76	Charlton, Pamela A	9/1/1999	MA+60	350065	050196	READING	K-12	6/30/2016	Grade 1 Teacher	1.00
	Charlton, Pamela A	9/1/1999	MA+60	350065	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Grade 1 Teacher	
77	Schwaab, Sherry L	9/1/1999	MA+60	381002	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Grade 2 Teacher	1.00

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Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
78	Freier, Ethan J	9/1/1999	MA+30	313477	120100	CLASSROOM MUSIC	5-12	6/30/2020	Band Teacher	1.00
	Freier, Ethan J	9/1/1999	MA+30	313477	120501	BAND	K-12	6/30/2020	Band Teacher	
	Freier, Ethan J	9/1/1999	MA+30	313477	120502	ORCHESTRA	K-12	6/30/2020	Band Teacher	
79	Ophaug, Patricia G	9/1/1999	MA	226814	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Special Education Teacher	0.50
	Ophaug, Patricia G	9/1/1999	MA	226814	190201	LEARNING DISABILITIES	K-12	6/30/2018	Special Education Teacher	
80	Zorowski, Ronald	9/1/1999	MA	308531	100000	INDUSTRIAL ARTS	5-12	6/30/2019	Industrial Tech/Art Teacher	1.00
81	Jandro, Dawn M	9/1/1999	MA	339455	050000	ENGLISH/LANGUAGE ARTS	Middle Sch	6/30/2019	Grade 3 Teacher	1.00
	Jandro, Dawn M	9/1/1999	MA	339455	080450	COACHING	7-12	6/30/2019	Grade 3 Teacher	
	Jandro, Dawn M	9/1/1999	MA	339455	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	Grade 3 Teacher	
82	Kovach, Linda M	1/10/2000	MA+60	356238	050000	ENGLISH/LANGUAGE ARTS	Middle Sch	6/30/2017	Grade 6 Teacher	1.00
	Kovach, Linda M	1/10/2000	MA+60	356238	180100	ELEMENTARY EDUCATION	1-6	6/30/2017	Grade 6 Teacher	
83	Flicek, Kathy A	9/1/2000	MA+60	354747	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Kindergarten Teacher	1.00
84	Swan McDonald, Sarah E.	9/1/2000	MA+60	371147	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2020	Social Studies Teacher	1.00
85	Sawyer, Darrell J	9/1/2000	MA+60	372790	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2020	Social Studies Teacher	1.00
86	Mikkelson, Sara H	9/1/2000	MA+60	387279	050196	READING	K-12	6/30/2016	Grade 6 Teacher	0.80
	Mikkelson, Sara H	9/1/2000	MA+60	387279	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Grade 6 Teacher	
87	Ensrud, Jan B. B.	9/1/2000	MA+60	387984	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2017	English/Language Arts Teacher	1.00
	Ensrud, Jan B. B.	9/1/2000	MA+60	387984	060219	SPANISH	7-12	6/30/2017	English/Language Arts Teacher	
88	Heinritz, Amanda J	9/1/2000	MA+60	388666	090100	FAMILY AND CONSUMER SCIENCES	5-12	6/30/2017	Media Specialist	1.00
	Heinritz, Amanda J	9/1/2000	MA+60	388666	941000	LIBRARY MEDIA SPECIALIST	K-12	6/30/2020	Media Specialist	
89	Danielson, Adam B	9/1/2000	MA+45	386093	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Grade 4 Teacher	1.00
90	Mahoney-Hanzlik, Jeanne M	9/1/2000	MA+15	287829	130200	LIFE SCIENCES	7-12	6/30/1990	Science Teacher	1.00
	Mahoney-Hanzlik, Jeanne M	9/1/2000	MA+15	287829	130301	CHEMISTRY	7-12	6/30/1990	Science Teacher	
	Mahoney-Hanzlik, Jeanne M	9/1/2000	MA+15	287829	130500	SCIENCE 5-9	5-9	6/30/2018	Science Teacher	
91	Norrie, Katherine M	9/1/2000	MA	385389	020000	VISUAL ARTS	K-12	6/30/2017	Art Specialist	0.80
92	Truman, Nathan R	9/1/2000	MA	387965	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Grade 3 Teacher	1.00
93	Kopseng, Kathleen A	9/1/2000	BA+45	242139	050100	COMMUNICATION ARTS/LITERATURE	5-12	6/30/2020	English/Language Arts Teacher	0.80
	Kopseng, Kathleen A	9/1/2000	BA+45	242139	050500	SPEECH	7-12	6/30/2020	English/Language Arts Teacher	
	Kopseng, Kathleen A	9/1/2000	BA+45	242139	060209	GERMAN	K-12	6/30/2020	English/Language Arts Teacher	
94	Tschann, Douglas M	9/19/2000	MA	346761	120501	BAND	K-12	6/30/2017	Alternative Program Teacher	1.00
	Tschann, Douglas M	9/19/2000	MA	346761	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2017	Alternative Program Teacher	
95	Thompson, Maren L	8/20/2001	Ed Spec	305244	130200	LIFE SCIENCE	7-12	6/30/2018	HS Assistant Principal	1.00
	Thompson, Maren L	8/20/2001	Ed Spec	305244	940300	SECONDARY GUIDANCE AND COUNSELING	7-12	6/30/2018		
	Thompson, Maren L	8/20/2001	Ed Spec	305244	940301	MIDDLE SCHOOL GUIDANCE & COUNSELING	MIDDLE	6/30/2018		
	Thompson, Maren L	8/20/2001	Ed Spec	305244	933000	PRINCIPAL K-12	K-12	6/30/2018		
96	Seeborg, Paula J	9/1/2001	MA+60	307536	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Grade 2 Teacher	1.00
97	Wiertsema-Miller, Kathy J	9/1/2001	MA+60	327873	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2017	Guidance Counselor	1.00
	Wiertsema-Miller, Kathy J	9/1/2001	MA+60	327873	940310	SCHOOL COUNSELOR	K-12	6/30/2017	Guidance Counselor	
98	Schuerman, Kathleen J	9/1/2001	MA+60	332967	060219	SPANISH	1-6	6/30/2018	LOA	1.00

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Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
	Schuerman, Kathleen J	9/1/2001	MA+60	332967	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	LOA	
99	Bielenberg, Kiersten E	9/1/2001	MA+60	350756	080300	PHYSICAL EDUCATION	K-12	6/30/2016	Physical Education Teacher	0.45
	Bielenberg, Kiersten E	9/1/2001	MA+60	350756	080450	COACHING	7-12	6/30/2016	Physical Education Teacher	
	Bielenberg, Kiersten E	9/1/2001	MA+60	350756	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2000	Physical Education Teacher	
	Bielenberg, Kiersten E	9/1/2001	MA+60	350756	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2016	Physical Education Teacher	
	Bielenberg, Kiersten E	9/1/2001	MA+60	350756	190310	PHYSICAL AND HEALTH DISABILITIES	B-12	6/30/2016	Physical and Health Disabilities	0.55
100	Saxton West, Jody L	9/1/2001	MA+60	362766	130200	LIFE SCIENCES	7-12	6/30/2017	Science Teacher	1.00
	Saxton West, Jody L	9/1/2001	MA+60	362766	130600	SCIENCE 5-8	5-8	6/30/2017	Science Teacher	
101	Langevin, Mark A	9/1/2001	MA+60	374420	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Grade 6 Teacher	1.00
102	Amundson, Danielle R	9/1/2001	MA+60	377846	060219	SPANISH	1-6	6/30/2016	Grade 2 Companeros Teacher	1.00
	Amundson, Danielle R	9/1/2001	MA+60	377846	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Grade 2 Companeros Teacher	
103	O'Neill, Christopher G	9/1/2001	MA+60	394434	060219	SPANISH	K-8	6/30/2016	Grade 6 Teacher	1.00
	O'Neill, Christopher G	9/1/2001	MA+60	394434	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Grade 6 Teacher	
104	Harding, Jacalyn M	9/1/2001	MA+45	341451	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Grade 5 Companeros Teacher	1.00
	Harding, Jacalyn M	9/1/2001	MA+45	341451	180102	PRE-KINDERGARTEN	Pre K	6/30/2019	Grade 5 Companeros Teacher	
105	Ryden, Heather H	9/1/2001	MA+45	352379	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Response to Intervention Coach	0.75
	Ryden, Heather H	9/1/2001	MA+45	352379	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2016	Response to Intervention Coach	
	Ryden, Heather H	9/1/2001	MA+45	352379	190201	LEARNING DISABILITIES	K-12	6/30/2016	Response to Intervention Coach	
	Ryden, Heather H	9/1/2001	MA+45	352379	933000	PRINCIPAL K-12	District	6/30/2014	ADSI	0.25
106	Ims, Heather D	9/1/2001	MA+45	368562	940710	SCHOOL SOCIAL WORKER	Pre K-12	6/30/2019	Social Worker	1.00
107	Mucha, Ellen M	9/1/2001	MA+30	327482	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2017	English/Language Arts Teacher	1.00
108	Palmquist, Pamela L	9/1/2001	MA+30	376487	190106	SPEECH-LANGUAGE PATHOLOGIST	Pre K-12	6/30/2016	Speech & Language Pathologist	1.00
109	Fox, Nancy C	9/1/2001	MA+30	384927	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Grade 4 Teacher	1.00
	Fox, Nancy C	9/1/2001	MA+30	384927	180102	PRE-KINDERGARTEN	Pre K	6/30/2017	Grade 4 Teacher	
110	Messer, Rebecca J	9/1/2001	MA+30	396914	130300	PHYSICAL SCIENCES (PHYSICS & CHEM)	7-12	6/30/2017	Science Teacher	1.00
	Messer, Rebecca J	9/1/2001	MA+30	396914	130302	PHYSICS	7-12	6/30/2002	Science Teacher	
111	Mehrkens, Rhea P	9/1/2001	MA+30	397123	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Grade 6 Teacher	1.00
112	Sieve, Amy C	9/1/2001	MA+15	283287	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2019	Media Specialist	1.00
	Sieve, Amy C	9/1/2001	MA+15	283287	940400	LIBRARIAN	K-12	6/30/2019	Media Specialist	
	Sieve, Amy C	9/1/2001	MA+15	283287	941000	LIBRARY MEDIA SPECIALIST	K-12	6/30/2019	Media Specialist	
113	Frederick, Diane M	9/1/2001	MA	325516	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Special Education Teacher	1.00
	Frederick, Diane M	9/1/2001	MA	325516	190201	LEARNING DISABILITIES	K-12	6/30/2018	Special Education Teacher	
	Frederick, Diane M	9/1/2001	MA	325516	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2018	Special Education Teacher	
114	Cooney, Noreen L	9/1/2001	MA	352763	940710	SCHOOL SOCIAL WORKER	Pre K-12	6/30/2016	Social Worker	1.00
115	Rauk, Brent E	9/1/2001	MA	360799	080450	COACHING	7-12	6/30/2018	Grade 5 Teacher	1.00
	Rauk, Brent E	9/1/2001	MA	360799	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Grade 5 Teacher	
116	Hoffelt, Rachel H	9/1/2001	MA	366579	110000	MATHEMATICS	7-12	6/30/2019	Math Teacher	1.00
117	Guggisberg, Richard L	9/1/2001	MA	377143	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Grade 3 Teacher	1.00
118	Tracy, Amanda G	9/1/2001	MA	389558	060219	SPANISH	7-12	6/30/2020	Spanish Teacher	0.80

2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
	Tracy, Amanda G	9/1/2001	MA	389558	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Spanish Teacher	
119	Sieger, Amanda M.S.	9/1/2001	MA	394685	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Grade 1 Teacher	1.00
	Sieger, Amanda M.S.	9/1/2001	MA	394685	180102	PRE-KINDERGARTEN	Pre K	6/30/2016	Grade 1 Teacher	
120	Tisdale, Brigitte A	9/1/2001	BA+30	370091	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2002	Title I Teacher	0.80
	Tisdale, Brigitte A	9/1/2001	BA+30	370091	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Title I Teacher	
121	O'Neill, Dawn C	9/1/2001	BA+15	263685	020000	VISUAL ARTS	K-12	6/30/2019	Art Specialist	1.00
122	Holmquist, Christopher C	1/28/2002	BA	310919	020000	VISUAL ARTS	7-12	6/30/2017	Art Specialist	1.00
123	Jarvis, Anne L	9/1/2002	MA+60	301554	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Grade 6 Teacher	1.00
124	Ims, Jacqueline C.K.	9/1/2002	MA+60	341022	940600	SCHOOL PSYCHOLOGIST	Pre K-12	6/30/2019	Psychologist	1.00
125	Vitito, Judith M	9/1/2002	MA+60	360241	050000	ENGLISH/LANGUAGE ARTS	Middle Sch	6/30/2018	Response to Intervention Coach	1.00
	Vitito, Judith M	9/1/2002	MA+60	360241	150000	SOCIAL STUDIES -ALL-	Middle Sch	6/30/2018	Response to Intervention Coach	
	Vitito, Judith M	9/1/2002	MA+60	360241	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Response to Intervention Coach	
126	Larsen, Melissa A	9/1/2002	MA+60	403927	940710	SCHOOL SOCIAL WORKER	Pre K-12	6/30/2017	Social Worker	1.00
	Larsen, Melissa A	9/1/2002	MA+60	403927	933000	PRINCIPAL K-12	District	6/30/2017	Social Worker	
127	Balluff, Anne L	9/1/2002	MA+45	291645	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Special Education Teacher	1.00
	Balluff, Anne L	9/1/2002	MA+45	291645	190201	LEARNING DISABILITIES	K-12	6/30/2016	Special Education Teacher	
	Balluff, Anne L	9/1/2002	MA+45	291645	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2016	Special Education Teacher	
	Balluff, Anne L	9/1/2002	MA+45	291645	941000	LIBRARY MEDIA SPECIALIST	K-12	6/30/2016	Special Education Teacher	
128	Allin, Amy L	9/1/2002	MA+45	328035	130200	LIFE SCIENCES	7-12	6/30/2017	Science Teacher	1.00
	Allin, Amy L	9/1/2002	MA+45	328035	130400	EARTH AND SPACE SCIENCE	7-12	6/30/2017	Science Teacher	
129	Bengtson, Douglas B	9/1/2002	MA+30	208143	080450	COACHING	7-12	6/30/2016	Math Teacher	1.00
	Bengtson, Douglas B	9/1/2002	MA+30	208143	110000	MATHEMATICS	7-12	6/30/2016	Math Teacher	
	Bengtson, Douglas B	9/1/2002	MA+30	208143	130302	PHYSICS	7-12	6/30/1979	Math Teacher	
	Bengtson, Douglas B	9/1/2002	MA+30	208143	210000	DRIVER EDUCATION	7-12	6/30/2016	Math Teacher	
130	Seitz, Deborah S	9/1/2002	MA+15	318182	050196	READING	K-12	6/30/2016	Special Education Teacher	1.00
	Seitz, Deborah S	9/1/2002	MA+15	318182	080450	COACHING	7-12	6/30/2016	Special Education Teacher	
	Seitz, Deborah S	9/1/2002	MA+15	318182	130200	LIFE SCIENCES	7-12	6/30/2016	Special Education Teacher	
	Seitz, Deborah S	9/1/2002	MA+15	318182	130301	CHEMISTRY	7-12	6/30/1995	Special Education Teacher	
	Seitz, Deborah S	9/1/2002	MA+15	318182	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2016	Special Education Teacher	
	Seitz, Deborah S	9/1/2002	MA+15	318182	190201	LEARNING DISABILITIES	K-12	6/30/2016	Special Education Teacher	
131	Bauer, Michelle A	9/1/2002	MA+15	344814	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2020	English/Language Arts Teacher	1.00
132	Hand, Brenda A	9/1/2002	MA+15	375929	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2020	EL Specialist	1.00
133	Jaynes, Andrew T	9/1/2002	MA	382975	080300	PHYSICAL EDUCATION	K-12	6/30/2017	Physical Education Teacher	1.00
	Jaynes, Andrew T	9/1/2002	MA	382975	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2017	Physical Education Teacher	
	Jaynes, Andrew T	9/1/2002	MA	382975	990000	SHORT CALL SUBSTITUTE	Pre K - Ad	6/30/2002	Physical Education Teacher	
134	Hehr, Ann M	9/1/2002	MA	388265	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Media Specialist	1.00
	Hehr, Ann M	9/1/2002	MA	388265	941000	LIBRARY MEDIA SPECIALIST	K-12	6/30/2017	Media Specialist	
135	Tran (Wasner), Lahna B	9/1/2002	MA	397901	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Kindergarten Teacher	1.00
136	Biegert, Timothy F	9/1/2002	MA	400644	080100	HEALTH EDUCATION	5-12	6/30/2018	Industrial Technology Teacher	1.00
	Biegert, Timothy F	9/1/2002	MA	400644	080300	PHYSICAL EDUCATION	K-12	6/30/2018	Industrial Technology Teacher	
	Biegert, Timothy F	9/1/2002	MA	400644	100100	TECHNOLOGY	5-12	6/30/2018	Industrial Technology Teacher	

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Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
137	Cade, Stephen H.E.	9/1/2002	MA	405291	060219	SPANISH	7-12	6/30/2020	Spanish Teacher	1.00
138	Penning, Catherine A	9/1/2002	BA+30	299054	120100	CLASSROOM MUSIC	K-12	6/30/2017	Vocal Music Teacher	1.00
	Penning, Catherine A	9/1/2002	BA+30	299054	120401	VOCAL MUSIC	K-12	6/30/2017	Vocal Music Teacher	
139	Streefland, Jennifer Lynn	2/10/2003	MA+60	404809	940310	SCHOOL COUNSELOR	K-12	6/30/2017	Guidance Counselor	1.00
140	Papke, Nicole S	9/1/2003	MA+45	342407	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Academic Support	1.00
141	Turnacliff, Rose M	9/1/2003	MA+15	303267	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2018	.80 MTSS / .20 Reading	.80/.20
142	Graupmann, Emileana M	9/1/2003	MA+15	410457	150000	SOCIAL STUDIES -ALL-	5-12	6/30/2018	Social Studies Teacher	1.00
143	Lompart, Jennifer H	9/1/2003	MA	384568	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2016	EL Specialist	1.00
	Lompart, Jennifer H	9/1/2003	MA	384568	060219	SPANISH	K-12	6/30/2016	EL Specialist	
	Lompart, Jennifer H	9/1/2003	MA	384568	990000	SHORT CALL SUBSTITUTE	Pre K - Ad	6/30/2000	EL Specialist	
144	Wiebe, Travis J	9/1/2003	MA	408928	130301	CHEMISTRY	9-12	6/30/2019	Science Teacher	1.00
145	Momberg, Mary E	9/1/2003	MA	417723	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Special Education Teacher	1.00
	Momberg, Mary E	9/1/2003	MA	417723	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2020	Special Education Teacher	
	Momberg, Mary E	9/1/2003	MA	417723	190201	LEARNING DISABILITIES	K-12	6/30/2020	Special Education Teacher	
	Momberg, Mary E	9/1/2003	MA	417723	199800	DEVELOPMENTAL DISABILITIES	K-12	6/30/2020	Special Education Teacher	
146	Pfefferle, Amy B	1/5/2004	BA	313426	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	LOA	1.00
147	Downs, Lindsey J	2/9/2004	MA	414129	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Kindergarten Teacher	1.00
	Downs, Lindsey J	2/9/2004	MA	414129	180105	PRE-PRIMARY	AGE 3 - K	6/30/2019	Kindergarten Teacher	
148	Richardson, Lynn C	7/1/2004	PHD	366005	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2020	Superintendent	1.00
	Richardson, Lynn C	7/1/2004	PHD	366005	920000	DISTRICT SUPERINTENDENT	District	6/30/2020	Superintendent	
149	Rohr, Kimberly L	9/1/2004	MA+60	272678	190106	SPEECH-LANGUAGE PATHOLOGIST	Pre K-12	6/30/2017	Speech & Language Pathologist	1.00
150	Hovden, Lisa M	9/1/2004	MA+60	408530	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2019	Social Studies Teacher	1.00
151	Danielson, Christa A	9/1/2004	MA+60	417939	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Kindergarten Teacher	1.00
	Danielson, Christa A	9/1/2004	MA+60	417939	180105	PRE-PRIMARY	AGE 3 - K	6/30/2020	Kindergarten Teacher	
152	Viesselman, Karl E	9/1/2004	MA+45	324020	080450	COACHING	7-12	6/30/2018	Math Teacher	1.00
	Viesselman, Karl E	9/1/2004	MA+45	324020	110000	MATHEMATICS	7-12	6/30/2018	Math Teacher	
153	Tilstra, Lydia R	9/1/2004	MA+30	295289	000750	TEACHER/COORD WORK EXP HANDICAPPED	Voc High School	6/30/2020	Special Education Teacher	1.00
	Tilstra, Lydia R	9/1/2004	MA+30	295289	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2020	Special Education Teacher	
	Tilstra, Lydia R	9/1/2004	MA+30	295289	190201	LEARNING DISABILITIES	K-12	6/30/2020	Special Education Teacher	
	Tilstra, Lydia R	9/1/2004	MA+30	295289	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2020	Special Education Teacher	
	Tilstra, Lydia R	9/1/2004	MA+30	295289	199802	MODERATE TO SEVERE MENTALLY HDPC	K-12	6/30/2020	Special Education Teacher	
154	Schrader, Amanda R	9/1/2004	MA+30	419020	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2019	EL Specialist	1.00
155	Gainey, Rebecca A	9/1/2004	MA+15	303750	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Rtl .50 / .50 Reading	1.00
156	Larson, Laurie Jean	9/1/2004	MA	384460	990000	PHYSICAL THERAPIST	Pre K - Ad	12/31/2014	Physical Therapy	1.00
157	Flegel, Shannon L	9/1/2004	MA	1039989	102747	OCCUPATIONAL THERAPIST	MA	3/31/2015	Occupational Therapist	1.00
158	Riesgraf, Daniel S	9/1/2004	BA+30	381148	080100	HEALTH EDUCATION	K-12	6/30/2016	Health Teacher	1.00
	Riesgraf, Daniel S	9/1/2004	BA+30	381148	080300	PHYSICAL EDUCATION	K-12	6/30/2016	Health Teacher	

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Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
159	Stevens, Brian C	9/1/2004	BA+30	416847	150000	SOCIAL STUDIES -ALL-	5-12	6/30/2019	Social Studies Teacher	1.00
160	Pfeiffer, Patricia J	9/1/2005	MA+60	339638	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2020	Special Education Teacher	1.00
	Pfeiffer, Patricia J	9/1/2005	MA+60	339638	190201	LEARNING DISABILITIES	K-12	6/30/2020	Special Education Teacher	
	Pfeiffer, Patricia J	9/1/2005	MA+60	339638	190497	DEAF OR HARD OF HEARING	B-12	6/30/2020	Special Education Teacher	
	Pfeiffer, Patricia J	9/1/2005	MA+60	339638	960300	DIRECTOR OF SPECIAL EDUCATION	District	6/30/2012	Special Education Teacher	
161	Valentine, Elizabeth A	9/1/2005	MA	365433	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2019	EL Specialist	1.00
162	Howard, Christopher L	9/1/2005	BA+60	423952	060219	SPANISH	K-12	6/30/2020	Spanish Teacher	1.00
163	Fink, Margaret A	9/1/2005	BA+30	299570	180100	ELEMENTARY EDUCATION	1-6	6/30/2017	Special Education Teacher	1.00
	Fink, Margaret A	9/1/2005	BA+30	299570	190201	LEARNING DISABILITIES	K-12	6/30/2017	Special Education Teacher	
	Fink, Margaret A	9/1/2005	BA+30	299570	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2017	Special Education Teacher	
164	Herman, Debra J	9/1/2005	BA+15	335543	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	Special Education Teacher	1.00
	Herman, Debra J	9/1/2005	BA+15	335543	190202	AUTISM SPECTRUM DISORDERS	K-12	6/30/2019	Special Education Teacher	
	Herman, Debra J	9/1/2005	BA+15	335543	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2019	Special Education Teacher	
165	Witt, Margaret S	1/9/2006	MA	281667	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Grade 2 Teacher	1.00
166	Peters, Debra N	7/1/2006	MA+60	280462	190106	SPEECH-LANGUAGE PATHOLOGIST	Pre K-12	6/30/2019	Spec Ed Autism Resource	1.00
167	Leer, Joel P	7/1/2006	6th Year	333291	050000	ENGLISH/LANGUAGE ARTS	7 - 12	6/30/2018	HS Principal	1.00
	Leer, Joel P	7/1/2006	6th Year	333291	080450	COACHING	7 - 12	6/30/2018		
	Leer, Joel P	7/1/2006	6th Year	333291	933000	PRINCIPAL K-12	District	6/30/2018		
168	Weis, Lisa C	9/1/2006	MA+15	339439	080100	HEALTH EDUCATION	K-12	6/30/2018	Special Education Teacher	0.80
	Weis, Lisa C	9/1/2006	MA+15	339439	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2018	Special Education Teacher	
	Weis, Lisa C	9/1/2006	MA+15	339439	190201	LEARNING DISABILITIES	K-12	6/30/2018	Special Education Teacher	
	Weis, Lisa C	9/1/2006	MA+15	339439	190202	AUTISM SPECTRUM DISORDERS	K-12	6/30/2018	Special Education Teacher	
	Weis, Lisa C	9/1/2006	MA+15	339439	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2018	Special Education Teacher	
169	Glassing, Rebecca S	9/1/2006	MA+15	344145	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2002	Media Specialist	1.00
	Glassing, Rebecca S	9/1/2006	MA+15	344145	080450	COACHING	7-12	6/30/2017	Media Specialist	
	Glassing, Rebecca S	9/1/2006	MA+15	344145	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Media Specialist	
	Glassing, Rebecca S	9/1/2006	MA+15	344145	941000	LIBRARY MEDIA SPECIALIST	K-12	6/30/2017	Media Specialist	
170	Prestemon, Kari J	9/1/2006	MA	327656	940710	SCHOOL SOCIAL WORKER	Pre K-12	6/30/2019	Social Worker	1.00
171	Dokken, Tina A	9/1/2006	BA+60	397079	110000	MATHEMATICS	7-12	6/30/2016	Math Teacher	1.00
172	Martens, Sarah M.C.	9/1/2006	BA+60	419401	060219	SPANISH	K-12	6/30/2019	Spanish Teacher	1.00
173	Harstad, Kristen C	9/1/2006	BA+30	309584	190202	AUTISM SPECTRUM DISORDERS	B-12	6/30/2019	Special Education Teacher	1.00
	Harstad, Kristen C	9/1/2006	BA+30	309584	190500	EARLY CHILDHOOD SPECIAL EDUCATION	B-Age 6	6/30/2019	Special Education Teacher	
	Harstad, Kristen C	9/1/2006	BA+30	309584	199801	MILD TO MODERATE MENTALLY HDPC	K-12	6/30/2019	Special Education Teacher	
174	Sand, Leah LL	1/22/2007	MA+30	375623	050196	READING	K-12	6/30/2018	Health & Phy Ed Teacher, MTSS Coach	1.00
	Sand, Leah LL	1/22/2007	MA+30	375623	080100	HEALTH EDUCATION	5-12	6/30/2018	Health & Phy Ed Teacher, MTSS Coach	
	Sand, Leah LL	1/22/2007	MA+30	375623	080300	PHYSICAL EDUCATION	K-12	6/30/2018	Health & Phy Ed Teacher, MTSS Coach	
	Sand, Leah LL	1/22/2007	MA+30	375623	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2018	Health & Phy Ed Teacher, MTSS Coach	
175	James, Debra C	1/22/2007	BA+60	294280	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2016	Early Childhood Spec Ed Tch	1.00
	James, Debra C	1/22/2007	BA+60	294280	190500	EARLY CHILDHOOD SPECIAL EDUCATION	B-Age 6	6/30/2016	Early Childhood Spec Ed Tch	
176	Hard, Candace L	2/12/2007	BA+15	406138	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2019	Special Education Teacher	1.00
	Hard, Candace L	2/12/2007	BA+15	406138	190202	AUTISM SPECTRUM DISORDERS	K-12	6/30/2019	Special Education Teacher	

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Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
	Hard, Candace L	2/12/2007	BA+15	406138	199800	DEVELOPMENTAL DISABILITIES	K-12	6/30/2004	Special Education Teacher	
177	Antoine, Nancy J	7/1/2007	6th Year	309311	110000	MATHEMATICS	7 - 12	6/30/2017	BW Principal	1.00
	Antoine, Nancy J	7/1/2007	6th Year	309311	933000	PRINCIPAL K-12	District	6/30/2017		
178	Craft, David D	8/1/2007	6th Year	295336	180100	ELEMENTARY EDUCATION	1 - 6	6/30/2020	GVP Principal	1.00
	Craft, David D	8/1/2007	6th Year	295336	80450	COACHING	7 - 12	6/30/2020		
	Craft, David D	8/1/2007	6th Year	295336	210000	DRIVER EDUCATION	7 - 12	6/30/2020		
	Craft, David D	8/1/2007	6th Year	295336	933000	PRINCIPAL K-12	District	6/30/2020		
179	Riley, Patrick N	9/1/2007	MA+60	436268	130301	CHEMISTRY	9-12	6/30/2017	Science Teacher	1.00
180	Hansen, Shelley K	9/1/2007	MA+45	306994	940300	SECONDARY GUIDANCE AND COUNSELING	7-12	6/30/2019	Social Worker	0.55
	Hansen, Shelley K	9/1/2007	MA+45	306994	940710	SCHOOL SOCIAL WORKER	Pre K-12	6/30/2019	Social Worker	
181	Meyers, Daniel J.	9/1/2007	MA+45	417318	110000	MATHEMATICS	5-12	6/30/2019	.20 Math / .80 MTSS	1.00
182	Peterson, Scott D	9/1/2007	MA+15	403715	150000	SOCIAL STUDIES -ALL-	7-12	6/30/2017	Social Studies Teacher	1.00
183	Peterson, Lori L	9/1/2007	MA	405742	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2019	Special Education Teacher	1.00
	Peterson, Lori L	9/1/2007	MA	405742	990000	SHORT CALL SUBSTITUTE	Pre K - Ad	6/30/2004	Special Education Teacher	
184	Beaulieu, Stephen J	9/1/2007	MA	418894	110000	MATHEMATICS	5-12	6/30/2019	Math Teacher	1.00
185	Pietsch, Ryan D	9/1/2007	MA	434807	080300	PHYSICAL EDUCATION	K-12	6/30/2017	Physical Education Teacher	1.00
186	Biwier-Bekhechi, Julie M	9/1/2007	BA+30	350193	060208	FRENCH	7-12	6/30/2019	Foreign Language Teacher	0.40
	Biwier-Bekhechi, Julie M	9/1/2007	BA+30	350193	060208	FRENCH	Middle Sch	6/30/2019	Foreign Language Teacher	
	Biwier-Bekhechi, Julie M	9/1/2007	BA+30	350193	060219	SPANISH	7-12	6/30/2019	Foreign Language Teacher	
187	Myers, Jacie L	9/1/2007	BA+30	427364	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	LOA	1.00
	Myers, Jacie L	9/1/2007	BA+30	427364	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2017	LOA	
	Myers, Jacie L	9/1/2007	BA+30	427364	190201	LEARNING DISABILITIES	K-12	6/30/2017	LOA	
	Myers, Jacie L	9/1/2007	BA+30	427364	199800	DEVELOPMENTAL DISABILITIES	K-12	6/30/2015	LOA	
188	Duchene, Sarah J	9/26/2007	MA	420417	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	Grade 2 Teacher	1.00
189	Hagberg, Stephanie R.	10/10/2007	MA	414626	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Kindergarten Teacher	1.00
	Hagberg, Stephanie R.	10/10/2007	MA	414626	180105	PRE-PRIMARY	AGE 3 - K	6/30/2019	Kindergarten Teacher	
	Hagberg, Stephanie R.	10/10/2007	MA	414626	990000	SHORT CALL SUBSTITUTE	Pre K - Ad	6/30/2009	Kindergarten Teacher	
190	Heil, Gretchen O	2/26/2008	BA	432979	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Kindergarten Teacher	1.00
	Heil, Gretchen O	2/26/2008	BA	432979	180105	PRE-PRIMARY	AGE 3 - K	6/30/2017	Kindergarten Teacher	
191	Patterson, Ashley W.N.	9/1/2008	MA+60	443152	940600	SCHOOL PSYCHOLOGIST	Pre K-12	6/30/2019	Psychologist	1.00
192	Morales, Michelle L	9/1/2008	MA+15	417630	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2019	LOA	1.00
193	Baragary, Paula M	9/1/2008	MA	396394	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Grade 5 Teacher	1.00
	Baragary, Paula M	9/1/2008	MA	396394	180102	PRE-KINDERGARTEN	Pre K	6/30/2016	Grade 5 Teacher	
194	Olivier, Heather E	9/1/2008	MA	417718	120500	INSTR(BAND/ORCH) AND CLASSROOM MUSIC	K-12	6/30/2019	Orchestra Teacher	1.00
195	Spitzack, Melissa R	9/1/2008	MA	436511	050100	COMMUNICATION ARTS/LITERATURE	5-8	6/30/2017	Grade 2 Teacher	1.00
	Spitzack, Melissa R	9/1/2008	MA	436511	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Grade 2 Teacher	
196	Seidl, Anthony J	9/1/2008	MA	437866	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	LOA	1.00
197	Cian, Corrine E	9/1/2008	MA	439262	940310	SCHOOL COUNSELOR	K-12	6/30/2018	Guidance Counselor	1.00



2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
198	Alvarez Jr., Ruben	9/1/2008	MA	443564	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2018	EL Specialist	1.00
	Alvarez Jr., Ruben	9/1/2008	MA	443564	060219	SPANISH	K-12	6/30/2018	EL Specialist	
199	Sand, John J	9/1/2008	BA+30	379243	080100	HEALTH EDUCATION	5-12	6/30/2018	Physical Education Teacher	1.00
	Sand, John J	9/1/2008	BA+30	379243	080300	PHYSICAL EDUCATION	K-12	6/30/2018	Physical Education Teacher	
200	Zeman, Kasha L	9/1/2008	BA+30	443721	190201	LEARNING DISABILITIES	K-12	6/30/2018	LOA	1.00
201	Otte, Allison L	9/1/2008	BA	441723	150000	SOCIAL STUDIES -ALL-	5-8	6/30/2018	LOA	1.00
	Otte, Allison L	9/1/2008	BA	441723	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	LOA	
202	Tacheny, Amy L	2/16/2009	MA	446157	050196	READING	K-12	6/30/2020	Grade 5 Companeros Teacher	1.00
	Tacheny, Amy L	2/16/2009	MA	446157	060219	SPANISH	K-8	6/30/2020	Grade 5 Companeros Teacher	
	Tacheny, Amy L	2/16/2009	MA	446157	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Grade 5 Companeros Teacher	
203	Dybvik, Ann L	9/1/2009	MA+60	403028	190106	SPEECH-LANGUAGE PATHOLOGIST	Pre K-12	6/30/2019	Speech & Language Pathologist	1.00
204	Duba, Carolyn K	9/1/2009	MA+45	369423	180102	PRE-KINDERGARTEN	Pre K	6/30/2018	Psychologist	1.00
	Duba, Carolyn K	9/1/2009	MA+45	369423	940600	SCHOOL PSYCHOLOGIST	Pre K-12	6/30/2018	Psychologist	
205	Pudas, Heather K	9/1/2009	MA	375721	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	Spec Ed Deaf/HH Teacher	1.00
	Pudas, Heather K	9/1/2009	MA	375721	190497	DEAF OR HARD OF HEARING	B-12	6/30/2019	Spec Ed Deaf/HH Teacher	
206	Kruger, Natalie A	9/1/2009	BA+30	448289	120500	INSTR(BAND/ORCH) AND CLASSROOM MUSIC	K-12	6/30/2019	Orchestra Teacher	1.00
207	Eliason, Angela L	9/1/2009	BA+15	447201	120400	VOCAL AND CLASSROOM MUSIC	K-12	6/30/2020	Music Teacher	1.00
208	Morrissey, Anne C	9/1/2009	BA	437927	150000	SOCIAL STUDIES -ALL-	5-8	6/30/2018	LOA	1.00
	Morrissey, Anne C	9/1/2009	BA	437927	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	LOA	
209	Lofquist, Darren A	9/1/2009	BA	441688	150000	SOCIAL STUDIES -ALL-	5-8	6/30/2018	Grade 2 Teacher	1.00
	Lofquist, Darren A	9/1/2009	BA	441688	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Grade 2 Teacher	
210	Garcia Jr., Roberto	9/1/2009	BA	443954	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Grade 4 Teacher	1.00
211	Robia, Mary D	9/1/2009	BA	448121	150000	SOCIAL STUDIES -ALL-	5-12	6/30/2019	Social Studies Teacher	1.00
212	Woodstrup, Katherine A	9/24/2009	BA	448124	020000	VISUAL ARTS	K-12	6/30/2019	Art Specialist	1.00
	Woodstrup, Katherine A	9/24/2009	BA	448124	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2019	Art Specialist	
213	Reed, Melissa J	9/1/2010	MA+45	430540	940600	SCHOOL PSYCHOLOGIST	Pre K-12	6/30/2017	Psychologist	1.00
214	Johnson, Kelly J	9/1/2010	MA+30	403741	060219	SPANISH	K-8	6/30/2017	Grade 3 Companeros Teacher	1.00
	Johnson, Kelly J	9/1/2010	MA+30	403741	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Grade 3 Companeros Teacher	
215	Bernhard, Paul J	9/1/2010	MA+15	418457	080100	HEALTH EDUCATION	5-12	6/30/2019	Physical Education Teacher	1.00
	Bernhard, Paul J	9/1/2010	MA+15	418457	080300	PHYSICAL EDUCATION	K-12	6/30/2019	Physical Education Teacher	
216	Weiland, Jane E	9/1/2010	MA+15	455190	050100	COMMUNICATION ARTS/LITERATURE	5-12	6/30/2020	English/Language Arts Teacher	1.00
217	Driscoll, Ryan J	9/1/2010	MA	425151	080300	PHYSICAL EDUCATION	K-12	6/30/2020	Physical Education Teacher	1.00
	Driscoll, Ryan J	9/1/2010	MA	425151	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Pre K-12	6/30/2020	Physical Education Teacher	
218	Karlsrud, Shari D	9/1/2010	MA	436262	090100	FAMILY AND CONSUMER SCIENCES	5-12	6/30/2017	Family/Consumer Science Tch	1.00
219	McKay, Jaclyn D	9/1/2010	MA	446505	050100	COMMUNICATION ARTS/LITERATURE	5-12	6/30/2020	English/Language Arts Teacher	1.00
220	Kruse, Ann C	9/1/2010	MA	456391	190500	EARLY CHILDHOOD SPECIAL EDUCATION	B-Age 6	6/30/2020	Early Childhood Spec Ed Tch	1.00

2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
221	Mahal, Stephanie M	9/1/2010	MA	NBCOT	103271	OCCUPATIONAL THERAPIST	MA	3/31/2018	Occupational Therapist	1.00
222	Born, Mairin K	9/1/2010	BA	415512	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Kindergarten Teacher	1.00
	Born, Mairin K	9/1/2010	BA	415512	180105	PRE-PRIMARY	AGE 3 - K	6/30/2019	Kindergarten Teacher	
223	Taggart, Steven M	9/1/2010	BA	425369	100100	TECHNOLOGY	5-12	6/30/2020	Industrial Technology Teacher	1.00
	Taggart, Steven M	9/1/2010	BA	425369	300100	CONSTRUCTION CAREERS	7-12	6/30/2020	Industrial Technology Teacher	
224	Patterson, Rebekah A	3/9/2011	BA	447494	050100	COMMUNICATION ARTS/LITERATURE	5-8	6/30/2019	READ 180 Teacher	0.55
	Patterson, Rebekah A	3/9/2011	BA	447494	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	READ 180 Teacher	
225	Krueger Robb, Lisa A	9/1/2011	MA+45	360715	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2016	EL Specialist	0.80
	Krueger Robb, Lisa A	9/1/2011	MA+45	360715	180100	ELEMENTARY EDUCATION	1-6	6/30/2016	EL Specialist	
226	Ziemann, Elizabeth J	9/1/2011	MA+30	333356	060219	SPANISH	K-12	6/30/2016	Kindergarten Teacher	1.00
	Ziemann, Elizabeth J	9/1/2011	MA+30	333356	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Kindergarten Teacher	
227	Talbot Peterson, Laura A	9/1/2011	MA+30	380954	060208	FRENCH	K-12	6/30/2016	Math Teacher	1.00
	Talbot Peterson, Laura A	9/1/2011	MA+30	380954	110000	MATHEMATICS	7-12	6/30/2016	Math Teacher	
228	Webster, Sara A	9/1/2011	MA+30	449170	190106	SPEECH-LANGUAGE PATHOLOGIST	Pre K-12	6/30/2019	Speech & Language Pathologist	1.00
229	McDonough, Tammy F	9/1/2011	MA+15	306877	130200	LIFE SCIENCES	7-12	6/30/2016	Science Teacher	1.00
	McDonough, Tammy F	9/1/2011	MA+15	306877	130301	CHEMISTRY	7-12	6/30/1994	Science Teacher	
	McDonough, Tammy F	9/1/2011	MA+15	306877	130500	SCIENCE 5-9	5-9	6/30/2016	Science Teacher	
230	O'Connor, Catherine A	9/1/2011	MA+15	439096	150000	SOCIAL STUDIES -ALL-	5-8	6/30/2018	Early Childhood Spec Ed Tch	1.00
	O'Connor, Catherine A	9/1/2011	MA+15	439096	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Early Childhood Spec Ed Tch	
	O'Connor, Catherine A	9/1/2011	MA+15	439096	180150	EARLY CHILDHOOD EDUCATION	B-grade 3	6/30/2011	Early Childhood Spec Ed Tch	
	O'Connor, Catherine A	9/1/2011	MA+15	439096	190500	EARLY CHILDHOOD SPECIAL EDUCATION	B-Age 6	6/30/2018	Early Childhood Spec Ed Tch	
231	Ellerbusch, Brittany R	9/1/2011	MA+15	452391	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Grade 1 Teacher	1.00
232	Swenson, Erik T	9/1/2011	MA	377423	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 4 Companeros Teacher	1.00
233	Lagergren, Lisa E	9/1/2011	MA	403708	199800	DEVELOPMENTAL DISABILITIES	K-12	6/30/2017	Special Education Teacher	1.00
234	Eastman, Kyle J	9/1/2011	MA	412956	120400	VOCAL AND CLASSROOM MUSIC	K-12	6/30/2019	Vocal Music Teacher	1.00
	Eastman, Kyle J	9/1/2011	MA	412956	120500	INSTR(BAND/ORCH) AND CLASSROOM MUSIC	K-12	6/30/2019	Vocal Music Teacher	
235	Holum, Tina E	9/1/2011	MA	417780	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2020	LOA	1.00
236	Sherman, Karleen G	9/1/2011	MA	441313	050196	READING	K-12	6/30/2016	Special Education Teacher	1.00
	Sherman, Karleen G	9/1/2011	MA	441313	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Special Education Teacher	
	Sherman, Karleen G	9/3/2011	MA	441313	180105	PRE-PRIMARY	AGE 3 - K	6/30/2016	Special Education Teacher	
	Sherman, Karleen G	9/1/2011	MA	441313	190201	LEARNING DISABILITIES	K-12	6/30/2016	Special Education Teacher	
237	Day, Anne C. P.	9/1/2011	MA	450819	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 4 Teacher	1.00
	Day, Anne C. P.	9/1/2011	MA	450819	180105	PRE-PRIMARY	AGE 3 - K	6/30/2020	Grade 4 Teacher	
238	Wiebe, Jamie L	9/1/2011	MA	461585	940710	SCHOOL SOCIAL WORKER	Pre K-12	6/30/2016	Social Worker	1.00
239	Burnham, Renee M	9/1/2011	BA	439166	050100	COMMUNICATION ARTS/LITERATURE	5-12	6/30/2018	English/Language Arts Teacher	1.00
240	Carlson, Stephani L	9/1/2011	BA	452136	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2020	Special Education Teacher	1.00
241	Hudson, Rachael A	9/1/2012	MA+60	463763	940600	SCHOOL PSYCHOLOGIST	Pre K-12	6/30/2017	Psychologist	1.00

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Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
242	Langston, Hope A	9/1/2012	MA+45	464181	180100	ELEMENTARY EDUCATION -	K-6	6/30/2017	Rtl .60 / DAC .65	1.25
243	Stanina, Scott G	9/1/2012	MA+30	403026	050100	COMMUNICATION ARTS/LITERATURE	5-12	6/30/2017	English/Language Arts Teacher	1.00
244	Rossmiller, Lori-T	9/1/2012	MA	339870	060219	SPANISH	7-12	6/30/2019	Spanish Teacher	1.00
245	Temple, Linda M	9/1/2012	MA	345544	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Grade 3 Teacher	1.00
246	Karl, Joni L	9/1/2012	MA	466863	110000	MATHEMATICS	5-12	6/30/2017	Math Teacher	0.80
247	Jorgensen, Joseph M	9/1/2012	BA+30	430766	050600	THEATRE ARTS	K-12	6/30/2017	Special Education Teacher	1.00
	Jorgensen, Joseph M	9/1/2012	BA+30	430766	160000	TEACHER/COORDINATOR WORK BASED LRNG	9-12	6/30/2017	Special Education Teacher	
	Jorgensen, Joseph M	9/1/2012	BA+30	430766	160000	TEACHER/COORDINATOR WORK BASED LRNG	9-12	6/30/2015	Special Education Teacher	
	Jorgensen, Joseph M	9/1/2012	BA+30	430766	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2017	Special Education Teacher	
	Jorgensen, Joseph M	9/1/2012	BA+30	430766	190201	LEARNING DISABILITIES	K-12	6/30/2017	Special Education Teacher	
248	Nivala, Jessica A.M.	9/1/2012	BA+30	454310	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 1	1.00
	Nivala, Jessica A.M.	9/1/2012	BA+30	454310	180105	PRE-PRIMARY	AGE 3 - K	6/30/2020	Grade 1	
249	Gearing, Dana M	9/1/2012	BA+30	462775	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2016	Grade 3	1.00
	Gearing, Dana M	9/1/2012	BA+30	462775	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Grade 3	
250	Bulfer, Briana M	9/1/2012	BA	414383	110000	MATHEMATICS	5-8	6/30/2019	Grade 2 Teacher	1.00
	Bulfer, Briana M	9/1/2012	BA	414383	130600	SCIENCE 5-8	5-8	6/30/2019	Grade 2 Teacher	
	Bulfer, Briana M	9/1/2012	BA	414383	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Grade 2 Teacher	
251	Landry, Lily E	9/1/2012	BA	456237	050100	COMMUNICATION ARTS/LITERATURE	5-8	6/30/2020	Grade 1 Companeros Teacher	1.00
	Landry, Lily E	9/1/2012	BA	456237	110000	MATHEMATICS	5-8	6/30/2020	Grade 1 Companeros Teacher	
	Landry, Lily E	9/1/2012	BA	456237	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 1 Companeros Teacher	
252	Czech, Natalie A	9/1/2012	BA	463932	050100	COMMUNICATION ARTS/LITERATURE	5-8	6/30/2016	Special Education Teacher	1.00
	Czech, Natalie A	9/1/2012	BA	463932	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Special Education Teacher	
	Czech, Natalie A	9/1/2012	BA	463932	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2016	Special Education Teacher	
	Czech, Natalie A	9/1/2012	BA	463932	190201	LEARNING DISABILITIES	K-12	6/30/2016	Special Education Teacher	
253	Nagy, Diane R	9/6/2012	MA	364677	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Reading & Math Support Teacher	1.00
254	Gaertner, Michelle E	9/10/2012	BA+30	464494	190201	LEARNING DISABILITIES	K-12	6/30/2016	Special Education Teacher	1.00
255	Bailey, Erin K	12/3/2012	MA	466046	960700	COMMUNITY EDUCATION DIRECTOR	Pre K - Ad	6/30/2019	Community Services Director	1.00
256	Staab, Geoffrey D	9/1/2013	MA+45	398360	110000	MATHEMATICS	5-12	6/30/2016	Math Teacher	1.00
257	Jerdee, Ann M.H.	9/1/2013	MA+30	371271	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2020	English/Language Arts	1.00
258	Swenson, Gina Q	9/1/2013	MA+15	351379	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Grade 1 Teacher	1.00
	Swenson, Gina Q	9/1/2013	MA+15	351379	180102	PRE-KINDERGARTEN	Pre K	6/30/2018	Grade 1 Teacher	
259	McManus, Laura C	9/1/2013	MA	366000	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Grade 4 Companeros Teacher	1.00
260	Estrella, Rafael	9/1/2013	BA	445459	020000	VISUAL ARTS	K-12	6/30/2019	Art Specialist	1.00
261	Krominga, Lynn E	7/1/2014	MA	398892	150000	SOCIAL STUDIES -ALL-	5-8	6/30/2016	Special Education Coordinator	1.00
	Krominga, Lynn E	7/1/2014	MA	398892	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Special Education Coordinator	
	Krominga, Lynn E	7/1/2014	MA	398892	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2016	Special Education Coordinator	
	Krominga, Lynn E	7/1/2014	MA	398892	190201	LEARNING DISABILITIES	K-12	6/30/2016	Special Education Coordinator	
	Krominga, Lynn E	7/1/2014	MA	398892	199800	DEVELOPMENTAL DISABILITIES	K-12	6/30/2016	Special Education Coordinator	
262	Dorey, Amy C	8/1/2014	MA	440044	190202	AUTISM SPECTRUM DISORDERS	B-Age 6	6/30/2019	Early Childhood Spec Ed Tch	1.00

2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
	Dorey, Amy C	8/1/2014	MA	440044	190500	EARLY CHILDHOOD SPECIAL EDUCATION	B-Age 6	6/30/2019	Early Childhood Spec Ed Tchr	
263	Flom, Ashley D	9/1/2014	BA+15	448085	190201	LEARNING DISABILITIES	K-12	6/30/2019	Special Education	1.00
	Flom, Ashley D	9/1/2014	BA+15	448085	199800	DEVELOPMENTAL DISABILITIES	K-12	6/30/2019	Special Education	
THIRD YEAR PROBATIONARY										
1	Ackerman, Ann M	9/1/2012	MA+15	454480	190106	SPEECH-LANGUAGE PATHOLOGIST	Pre K-12	6/30/2020	Speech & Language Pathologist	1.00
2	Dimick, Kimbra R	9/1/2013	MA	452158	050196	READING	K-12	6/30/2020	Grade 4 Teacher	1.00
	Dimick, Kimbra R	9/1/2013	MA	452158	130600	SCIENCE 5-8	5-8	6/30/2020	Grade 4 Teacher	
	Dimick, Kimbra R	9/1/2013	MA	452158	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 4 Teacher	
3	Devries, Sara A	9/1/2013	BA+30	465608	150000	SOCIAL STUDIES -ALL-	5-8	6/30/2017	Grade 5 Companeros Teacher	1.00
	Devries, Sara A	9/1/2013	BA+30	465608	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Grade 5 Companeros Teacher	
4	Wacholz, Maren E	9/1/2013	BA	436478	180100	ELEMENTARY EDUCATION	K-6	6/30/2017	Kindergarten Teacher	1.00
5	Bothun, Stefanie A	9/1/2013	BA	465766	120500	INSTR(BAND/ORCH) AND CLASSROOM MUSIC	K-12	6/30/2018	Band Teacher	1.00
6	Sasse, Anita L	9/1/2013	BA	472345	150000	SOCIAL STUDIES -ALL-	5-8	6/30/2018	Grade 1 Companeros Teacher	1.00
	Sasse, Anita L	9/1/2013	BA	472345	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Grade 1 Companeros Teacher	
7	Malecha, Tiffany R	9/1/2013	BA	474180	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Kindergarten Teacher	1.00
8	Coyne, Mary J	9/4/2013	MA+30	437933	940600	SCHOOL PSYCHOLOGIST	Pre K-12	6/30/2019	Psychologist	1.00
9	Kuehl, Heather H	9/6/2013	BA+15	336068	050000	ENGLISH/LANGUAGE ARTS	7-12	6/30/2017	English/Language Arts Teacher	1.00
	Kuehl, Heather H	9/6/2013	BA+15	336068	050100	COMMUNICATION ARTS/LITERATURE	5-12	6/30/2017	English/Language Arts Teacher	
	Kuehl, Heather H	9/6/2013	BA+15	336068	990000	SHORT CALL SUBSTITUTE	Pre K - Ad	6/30/2017	English/Language Arts Teacher	
10	Ousley, Paul H	9/1/2014	MA	279049	120500	INSTR(BAND/ORCH) AND CLASSROOM MUSIC	K-12	6/30/2018	Orchestra Teacher	1.00
	Ousley, Paul H	9/1/2014	MA	279049	120501	BAND	K-12	6/30/2018	Orchestra Teacher	
11	Otting, Kelleen K	9/1/2014	MA	413951	50196	READING	K-12	6/30/2019	Special Education	1.00
	Otting, Kelleen K	9/1/2014	MA	413951	190201	LEARNING DISABILITIES	K-12	6/30/2019	Special Education	
	Otting, Kelleen K	9/1/2014	MA	413951	199800	DEVELOPMENTAL DISABILITIES	K-12	6/30/2019	Special Education	
12	Bolton, Susan Nelson	2/24/2015	MA	466026	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	ADSIIS Interventionist	1.00
13	O'Keefe, Michael J	8/3/2015	6TH YEAR	385745	180100	ELEMENTARY EDUCATION	1-6	6/30/2017	Assistant Principal	1.00
	O'Keefe, Michael J	8/3/2015	6TH YEAR	385745	933000	PRINCIPAL K-12	District	6/30/2020		
14	Swan McDonald, Eric J	9/1/2015	MA+60	395024	130200	LIFE SCIENCE	7-12	6/30/2018	ALC Teacher - Will Program	0.50
15	Berg-Wall, Matthew	9/1/2015	MA+60	401202	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2017	EL Specialist	1.00
16	Drexler-Luzum, Barbara	9/1/2015	MA+45	296840	180100	ELEMENTARY EDUCATION	1-6	6/30/2017	Special Education Teacher LTS	0.80
	Drexler-Luzum, Barbara	9/1/2015	MA+45	296841	199801	MILD TO MODERATE MENTALLY HDCP	K-12	6/30/2017		
	Drexler-Luzum, Barbara	9/1/2015	MA+45	296842	199802	MODERATE TO SEVERE MENTALLY HDCP	K-12	6/30/2017		
17	Hanson, Inger L	9/1/2015	MA+45	365367	060206	ENGLISH AS A SFCOND LANGUAGE	K-12	6/30/2018	EL .60/ADSIIS .37	0.97
18	Nelson, Karen M.R.	9/1/2015	MA	368951	90101	CONSUMER & HOMEMAKER/FAMILY LIFE	K-12	6/30/2016	Family/Consumer Science Tchr	0.40
19	Hebzyński, Kelly M	9/1/2015	MA	395763	110000	MATHEMATICS	7-12	6/30/2016	Math Teacher	1.00
20	Clarey, Alisha K	9/1/2015	MA	413963	180100	ELEMENTARY EDUCATION	K-6	6/30/2019	Grade 4 Teacher	1.00
	Clarey, Alisha K	9/1/2015	MA	413963	180105	PRE-PRIMARY	Age 3-Pre	6/30/2019		

## 2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
21	Brott, Lukas J	9/1/2015	MA	432089	130200	LIFE SCIENCES	9-12	6/30/2016	Science Teacher	1.00
22	Moyer, Jamie L	9/1/2015	MA	471305	190202	AUTISM SPECTRUM DISORDER	8-12	6/30/2016	Autism Spectrum Disorders	1.00
23	Timerson, Bridget L	9/1/2015	BA	360887	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	Grade 3 Teacher	1.00
24	Spitzack, Joshua M	9/1/2015	BA	463097	108100	ELEMENTARY EDUCATION	K-6	6/30/2016	Grade 3 Teacher	1.00
	Spitzack, Joshua M	9/1/2015	BA	463097	150000	SOCIAL STUDIES -ALL-	5-8	6/30/2016		
<b>SECOND YEAR PROBATIONARY</b>										
1	Faust, Tyler L	4/16/2014	BA	478472	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2019	Special Education Resource Room	1.00
	Faust, Tyler L	4/16/2014	BA	478472	190201	LEARNING DISABILITIES	K-12	6/30/2019	Special Education Resource Room	
2	Sweeney, Bambilo Allison	9/1/2014	MA+45	478412	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 5 Teacher	1.00
3	Craft, Kristen A	9/1/2014	MA	355508	180100	ELEMENTARY EDUCATION	1-6	6/30/2018	Grade 1 Teacher	1.00
4	Klein, Katherine E	9/1/2014	MA	406836	130600	SCIENCE	5-8	6/30/2018	Goescience	1.00
	Klein, Katherine E	9/1/2014	MA	406836	130200	LIFE SCIENCE	9-12	6/30/2018		
5	Ness, Erica L	9/1/2014	MA	426782	020000	VISUAL ARTS	K-12	6/30/2019	Art Specialist	1.00
6	Nohava-Hall, Erin J	9/1/2014	MA	445937	180100	ELEMENTARY EDUCATION	k-6	6/30/2019	Grade 1	1.00
	Nohava-Hall, Erin J	9/1/2014	MA	445937	180105	PRE-PRIMARY	3-K	6/30/2019	Grade 1	
7	Scoville-Rhazi, Christopher A	9/1/2014	MA	456345	20000	VISUAL ARTS	K-12	6/30/2020	Art	0.50
8	Casson, Kathleen S	9/1/2014	MA	465038	60209	GERMAN	K-12	6/30/2019	German	1.00
9	Taylor, Daniel J	9/1/2014	MA	479712	130200	LIFE SCIENCES	9-12	6/30/2020	Biology LTS	1.00
	Taylor, Daniel J	9/1/2014	MA	479712	130301	CHEMISTRY	9-12	6/30/2020		
10	Lanza, Suzanne K	9/1/2014	BA+45	463289	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Grade 1 Companeros Teacher	1.00
11	Phenow, Dustee D	9/1/2014	BA	466915	941000	LIBRARY MEDIA SPECIALIST-VARIANCE	K-12	6/30/2018	Library Media Specialist	1.00
12	Rubin, Anna M	9/1/2014	BA	472588	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Grade 2 Companeros	1.00
13	Brush, Erin M	9/1/2014	BA	480528	110000	MATHEMATICS	5-12	6/30/2019	Mathematics	1.00
14	Schultz, Micah T	9/12/2014	BA	479449	150000	SOCIAL STUDIES -ALL-	5-12	6/30/2019	Social Studies	1.00
15	Kruse, Angela K	9/25/2014	MA	468383	190106	SPEECH-LANGUAGE PATHOLOGIST	K-12	6/30/2017	Speech-Language Pathologist	1.00
16	Schlossin, Rachael K	10/2/2014	BA	479026	180100	ELEMENTARY EDUCATION	1-6	6/30/2020	Grade 6 Science	1.00
<b>FIRST YEAR PROBATIONARY</b>										
1	Pfeiffer, Elizabeth M	1/30/2015	BA	484780	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Special Education Teacher	1.00
	Pfeiffer, Elizabeth M	1/30/2015	BA	484780	199810	ACADEMIC BEHAVIOR STRATAGIST	K-12	6/30/2020		
2	Murry, Taylor A	2/23/2015	BA	484307	190201	LEARNING DISABILITY	K-12	6/30/2019	Special Education Teacher	1.00
3	Korynta, Marcy R	9/1/2015	MA+60	488421	940600	SCHOOL PSYCHOLOGIST	Pre K-12	6/30/2020	School Psychologist .60/ADSI3 .37	0.97
4	Hetzel, Sheila M	9/1/2015	MA+15	473301	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	Grade 4 Teacher	1.00

2015-16 Teacher and Administrator Seniority Report

Senior	Name	Seniority Date	Seniority Code	Folder Nbr	Lic Code	License Description	Description	License Expiration	Assignment	FTE
5	Van Sickle, Sarah	9/1/2015	MA	424058	140050	BUSINESS	5-12	6/30/2016	Business Ed Teacher	.40/.60
6	Trotman, Ellen J	9/1/2015	BA+30	390961	180150	EARLY CHILDHOOD EDUCATION	Pre K-3	6/30/2020	EL Specialist LTS	1.00
7	Van Hoy, Sara M	9/1/2015	BA+30	471964	180100	ELEMENTARY EDUCATION	K-6	6/30/2018	Grade 2 companeros Teacher LTS	1.00
8	Balow, Tyler	9/1/2015	BA+15	453830	150000	SOCIAL STUDIES -ALL-	5-12	6/30/2016	Social Studies Teacher	1.00
9	Thompson, Kari V	9/1/2015	BA	472642	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Grade 3 Companeros Teacher	1.00
	Thompson, Karl V	9/1/2015	BA	472642	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2019		
	Thompson, Kari V	9/1/2015	BA	472642	060219	SPANISH	K-12	6/30/2019		
10	Rud, Jodie L	9/1/2015	BA	475040	180100	ELEMENTARY EDUCATION	K-6	6/30/2020	Grade 3 Teacher LTS	1.00
11	Gill, Nicole A.L.	9/1/2015	BA	477762	199800	DEVELOPMENTAL DISABILITY	K-12	6/30/2019	Special Education Teacher	1.00
12	Allison, Jennifer K	9/1/2015	BA	478744	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Grade 1 Teacher LTS	1.00
13	Maley, Carley J	9/1/2015	BA	486408	180100	ELEMENTARY EDUCATION	K-6	6/30/2016	Special Education Teacher	1.00
	Maley, Carley J	9/1/2015	BA	486408	190201	LEARNING DISABILITIES	K-12	6/30/2016		
	Maley, Carley J	9/1/2015	BA	486408	199800	DEVELOPMENTAL DISABILITY	K-12	6/30/2016		
14	Crase, Danielle M	9/1/2015	BA	489257	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2016	Special Education Teacher LTS	1.00
15	Campbell, Anne M	9/1/2015	BA	489505	190200	EMOTIONAL BEHAVIOR DISORDERS	K-12	6/30/2016	Special Education Teacher	1.00
16	Lindstrom, Joyce M	10/22/2015	BA+60	200685	180100	ELEMENTARY EDUCATION	1-6	6/30/2019	EL Specialist LTS	1.00
	Lindstrom, Joyce M	10/22/2015	BA+60	200685	060206	ENGLISH AS A SECOND LANGUAGE	K-12	6/30/2019		

12/1/2015

Northfield Public Schools Enrollment Report

Longfellow

Early Childhood

Dorey	15	
James	10	
Kruse	19	
O'Connor	8	
Patterson		
Schnorr	13	
Sorenson	16	
<b>** TOTAL</b>	<b>81</b>	

Greenvale Park

K	Flicek	22	
K	Hagberg	22	
K	Malecha	22	
K	Ziemann	16	
1	Landry	24	C
1	Nivala	22	
1	Youngblut	21	
1	Zach	22	
2	Amundson	21	C
2	Bulfer	21	
2	Johnson	18	
2	Larson	20	
3	Gearing	22	
3	Spitzack	21	
3	Thompson	24	C
3	Timerson	22	
4	Carey	20	
4	Dimick	20	
4	Garcia	28	C
4	Hetzel	20	
5	Harding	27	
5	Sickler	28	
5	Tacheny	20	C
<b>TOTAL</b>	<b>503</b>		

Early Childhood**	81	
Kindergarten-2028	252	
Grade 1-2027	279	
Grade 2-2026	268	
Grade 3-2025	292	
Grade 4-2024	283	
Grade 5-2023	269	
<b>Total K-5</b>	<b>1724</b>	<b>1724</b>
<b>Total Middle School</b>	<b>936</b>	
<b>Total High School</b>	<b>1288</b>	
<b>GRAND TOTAL</b>	<b>3948</b>	
ALC 9-12**	52	F/T=45 P/T=0 I/S=7
<b>GRAND TOTAL with ALC</b>	<b>4000</b>	

Sibley

Grade	Teacher		
K	Born	23	
K	Downs	22	
K	Heil	23	
K	Wacholz	21	
1	Craft	21	
1	Sasse	22	C
1	Sieger	21	
1	Swenson	20	
2	Seeberg	25	
2	Spitzack	27	
2	Van Hoy	21	C
2	Witt	26	
3	Guggisberg	26	
3	Jandro	26	
3	Johnson	25	C
3	Rud	26	
4	Day	28	
4	Fox	28	
4	Haar	29	
4	McManus	25	C
5	Baragary	23	
5	Foley	24	
5	Ostermann	15	C
5	Sweeney	23	
	<b>TOTAL</b>	<b>570</b>	

Bridgewater

K	Cade	21	
K	Danielson	20	
K	Tran	18	
K	Wisdorf	22	
1	Allison	19	
1	Charlton	20	
1	Ellerguxh	20	
1	Hall	20	
1	Lanza	27	C
2	Lane	21	
2	Lofquist	21	
2	Rubin	26	C
2	Schwaab	21	
3	Day Treatment	1	
3	Larson	23	C
3	Sickler	26	
3	Temple	26	
3	Truman	24	
4	Danielson	22	
4	Holden	23	
4	Schuster	22	
4	Swenson	18	C
5	DeVries	25	C
5	Duchene	29	
5	Kohl	28	
5	Rauk	27	
	<b>TOTAL</b>	<b>570</b>	

Middle School

Grade 6 -2022	310
Grade 7 (*inc. 14 - 1/2 day)-2021	325
Grade 8 (*inc. 8 - 1/2 day)-2020	301
<b>TOTAL</b>	<b>936</b>

\*22 (11) St. Dominic's students attend 1/2 day

High School

Grade 9-2019	361
Grade 10-2018	301
Grade 11-2017	320
Grade 12-2016	306
<b>TOTAL</b>	<b>1288</b>

Enrollments represent 100% enrolled except where indicated by \*\*  
Half day St. Dominic's students are represented by \*

## 2015-2016

School and Grade Level	September 8th	September 11th	September 18th	September 25th	October 1st	November 2nd	December 1st	January 5th	February 2nd	March 1st	April 1st	May 1st	End of Year 6/8/2016
Longfellow													
Early Childhood	66	65	70	74	76	76	81						
Total	66	65	70	74	76	76	81	0	0	0	0	0	0
Greenvale Park													
Grade K-2028	82	81	81	81	81	81	82						
Grade 1-2027	83	85	85	86	86	87	89						
Grade 2-2026	82	82	82	82	82	81	80						
Grade 3-2025	89	87	87	87	87	88	89						
Grade 4-2024	87	86	86	86	86	88	88						
Grade 5-2023	76	75	75	75	75	75	75						
Total	499	496	496	497	497	500	503	0	0	0	0	0	0
Sibley													
Grade K-2028	90	89	90	90	89	90	89						
Grade 1-2027	85	85	86	86	84	84	84						
Grade 2-2026	98	98	99	99	99	99	99						
Grade 3-2025	102	103	103	103	104	103	103						
Grade 4-2024	109	109	109	109	109	110	110						
Grade 5-2023	84	83	83	83	84	85	85						
Total	568	567	570	570	569	571	570	0	0	0	0	0	0
Bridgewater													
Grade K-2028	84	81	81	81	81	80	81						
Grade 1-2027	104	105	105	105	105	105	106						
Grade 2-2026	89	89	89	89	89	89	89						
Grade 3-2025	102	101	101	101	100	100	100						
Grade 4-2024	83	85	85	85	85	84	85						
Grade 5-2023	111	111	111	111	110	109	109						
Total	573	572	572	572	570	567	570	0	0	0	0	0	0
Middle School													
Grade 6-2022	309	310	310	310	310	312	310						
Grade 7-2021	319	317	317	317	318	318	318						
Grade 8-2020	300	300	300	299	298	297	297						
St. Dominics	10.5	10.5	10.5	11	11	11	11						
Total	938.5	937.5	937.5	937	937	938	936	0	0	0	0	0	0
High School													
Grade 9-2019	369	368	366	365	365	365	361						
Grade 10-2018	302	304	303	303	302	301	301						
Grade 11-2017	323	320	319	319	317	318	320						
Grade 12-2016	322	325	313	313	311	310	306						
Total	1316	1317	1301	1300	1295	1294	1288	0	0	0	0	0	0
ALC													
Grade 9-2019	0	0	0	0	0	0	0						
Grade 10-2018	4	3	5	5	4	4	5						
Grade 11-2017	11	11	11	11	11	12	17						
Grade 12-2016	28	31	35	35	35	34	30						
Grand Total	4003.5	3999.5	3997.5	4001	3994	3996	4000	0	0	0	0	0	0