



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
March 3, 2011
6:30 PM

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance
- C. Smart Choices Report

II. Business Meeting

- A. Approval of Agenda
- B. Consent Agenda

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

- 1. Meeting Minutes 3
- 2. Human Resources Report 6
- 3. Donation of \$18 from Kathryn Rosecrans, \$8 from Yolanda Raichert, 10
an anonymous donation of \$9, and \$13 through the Blue Cross/Blue
Shield matching funds to Gideon Pond Elementary; \$500 from the Hidden
Valley PTO in support of Hidden Valley's Birthday Book Club; and \$100
from Roberta Brandenberg to Nicollet Junior High for tech ed; and \$560
from Wells Fargo's Educational Matching Gift program to Harriet Bishop
Elementary
- 4. Approve, on a second reading basis, revisions to Board Policy 14
*GBEAC, Family and Medical Leave, Policy JO, Protection and Privacy of
Pupil Records, and Policy KJA and KJA-R, Solicitations, Promotions,
Advertising, Literature Drops*

III. New Business

- A. Receive a report on the Campus Cup (Umhoefer/Marquardt)
- B. Receive a report on the Senior Center's Annual Giving Campaign (Umhoefer/Starkey)

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

C. Approve the Multi-District Collaborative Council Joint Integration Plan
between ISD 191 and ISD 194 (15 minutes) (Chance)

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IV. Reports

- A. Student Advisor
- B. Superintendent
- C. Board Members

V. Adjourn

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 February 17, 2011

The meeting of the Board of Education was called to order by Chair Hill at 6:31 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Members present: Directors Currier, Luth, Morrison, Schmid, Sweep, Teiken and Chair Hill. Others in attendance were Superintendent Clegg, Student Advisor Jaeger, administrators and staff.

Attendance

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

Pledge of Allegiance

In 2009, the district was awarded a grant of \$170,000 to purchase interactive technology for integration into some classes in grades 3-8. The Enhancing Education Through Technology (E2T2) grant also provided specialized training for teachers. Teachers Steve Kraft and Kelly Scholl and grant coordinator/technology coach Rachel Gorton provided an overview of the teacher professional development that was involved and classroom applications.

E2T2 Report

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

Agenda

Moved by Director Teiken, seconded by Director Morrison, to approve the consent agenda.

Consent Agenda

- Minutes of the February 3, 2011 board meeting
- Personnel changes J. Kronabetter, S. Hoiland, R. Hawks, C. Olsson, K. Phillips, J. Purdy-Erdahl, A. Faust, M. Gonzalez, M. McHugh, H.J. Thompson, R. Bisson, J. Kennedy, C. Kothe, S. Miles, B. Anderson, C. Anderson, B. Bong, G. Brandell, M. Chamberlain, D. Dornfeld, K. Garnett, S. Johnson, G. Karbo, M. Kurtz, A. Lee, J. MacKenzie-Polanski, R. Mayne, C. Nichols, D. Nolte, T. Ochs, B. Ramsbacher, E. Soelter, W. Tapper, T. Troester, J. Willemsen, B. Davis, K. Knudsen, T. Strickland
- Donation of \$12.48 from Scott Galvin, \$105 from Brionne Sillman, and \$36 from Robin Swanson to Hidden Valley in support of the Literacy Library; \$650 from Syngenta Seeds Inc. to Hidden Valley for the BrainPower in a BackPack program; 22 pairs of snowshoes (estimated value \$1,540) from Jim, Nancy and Sharon Allen to Hidden Valley; \$679.24 from the Burnsville Lions Club to Eagle Ridge Junior High for the Media Center; \$1,000 from the Gordon & Margaret Bailey Foundation to Rahn Elementary; and

Minutes
 HR Report

Donations

\$13,150 from the Hidden Valley PTO to Hidden Valley Elementary in support of student programs and activities

- Approve January payroll checks numbered 715269-715361, and Direct Deposit notices numbered 418777-422093, in the net amount of \$3,857,797.98. January and February claims to date represented by checks numbered 405146-405968, 1002258-1002419, 100465-100466 and wire transfers and adjustments, totaling \$13,179,710.05. Also, that the Board accepts January receipts of \$12,599,824.13 and investments for General Operations and Alt. Facilities and OPEB of \$17,175,877.71 as of January 31, 2011
- Approve the Budget Analysis for the Month ending January 31, 2011
- Schedule a Joint Board Meeting with the ISD 194 Board of Education at 5:00 p.m. on Tuesday, February 22, 2011 at Lakeville District Office Board Room at 8760 210th Street W., Lakeville, MN

Chair Hill made special mention of the generous donations. Motion carried unanimously (7,0).

Moved by Director Currier, seconded by Director Luth, to approve the contract for teacher and EA substitute services with Kelly Services. Motion carried unanimously (7,0).

Moved by Director Morrison, seconded by Director Teiken, to approve, on a first reading basis, revisions to Board Policy GBEAC, Family and Medical Leave, Policy JO, Protection and Privacy of Pupil Records, and Policy KJA and KJA-R, Solicitations, Promotions, Advertising, Literature Drops. Motion carried unanimously (7,0).

Moved by Director Luth, seconded by Director Currier, to adjourn at 7:48 p.m. to a Board Workshop on Special Education Assistive Technologies.

Payroll, Claims and Receipts

Budget Analysis

Schedule Joint Board Meeting

Kelly Services Contract

Board Policies

Adjourn

Daniel W. Luth, Clerk

**Special Board Meeting – Minutes
ISD 191 & ISD 194
February 22, 2011**

A special joint meeting between the ISD 191 and ISD 194 school boards was called to order by ISD 194 Chair Keliher at 5:04 p.m. at the ISD 194 Board Room.

Call to Order

Present

ISD 191: Directors Currier, Luth, Schmid, Teiken, Chair Hill, Superintendent Clegg and Executive Director of Human Resources Chance

Attendance

ISD 194: Directors Volk, Peterson, Erickson, Lewis, Chair Keliher, Superintendent Amoroso and Director of Teaching & Learning Services Knudsen.

Absent

ISD 191: Directors Morrison and Sweep

ISD 194: Director Skelly

Stacy Wells (ISD 194) and Pat Flynn (ISD 191) presented an update on the 2011-15 Multi-District Collaborative Council Integration Plan.

Discussion

Moved by Director Peterson, seconded by Director Volk, to adjourn at 5:52 p.m. Motion carried unanimously.

Adjourn

Daniel W. Luth, Clerk

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

TO: Members, Board of Education
Randall Clegg, Superintendent

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

DATE: March 3, 2011

RE: Recommended Personnel Changes

**Certified
Appointment**
Sharon Howell

*Replacement-Long term substitute, HV, 1.0 FTE,
effective 2/28/11 - 6/10/11

Heidi Sheen

-Replacement-Long term substitute, HB, ESL, 1.0 FTE,
effective 3/2/11

El Rae Thygeson

-Replacement-Long term substitute, ST, 1.0 FTE,
effective 2/8/11 - 4/15/11

Leave of Absence
Jennifer Boyle

*Teacher (currently on leave), requests a 1.0 FTE
parental leave of absence, effective 2011/12 school year

Carrie Brett

*Guidance Counselor, ERJH, requests a .4 FTE parental
leave of absence, working .6 FTE, effective 2011/12
school year

Amy Ebel

*Teacher (currently on leave), requests a 1.0 FTE
parental leave of absence-special circumstances,
effective 2011/12 school year

Sarah Erickson

*Teacher (currently on leave), requests a 1.0 FTE
parental leave of absence, effective 2011/12 school year

Laura Fuschetto

*Teacher (currently on leave), requests a 1.0 FTE
parental leave of absence-special circumstances,
effective 2011/12 school year

Laura Henrickson

*Teacher (currently on leave), requests a 1.0 FTE
parental leave of absence-special circumstances,
effective 2011/12 school year

Nichole Holden

*Teacher, MWS, requests a .5 FTE parental leave of
absence, working .5 FTE, effective 2011/12 school year

Erika Hotchkiss

*Teacher (currently on leave), requests a 1.0 FTE
parental leave of absence, effective 2011/12 school year

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 3/03/2011

Elizabeth Klinnert	*Teacher (currently on leave), requests a .2 FTE parental leave of absence, working .8 FTE, effective 2011/12 school year
Roberta Kunkel	*Revision-Teacher, ST, requests a 1.0 FTE FMLA/maternity/parental leave of absence, effective approx. 3/27/11 for a period of 9 weeks
Tiffany Lenton	*Teacher (currently on leave), requests a 1.0 FTE parental leave of absence-special circumstances, effective 2011/12 school year
Denise Lutgen-Gallaty	*Teacher (currently on leave), requests a 1.0 FTE parental leave of absence, effective 2011/12 school year
Lisa Reid	*Teacher (currently on leave), requests a 1.0 FTE parental leave of absence, effective 2011/12 school year
Jodi Sullivan	*Teacher, Neill, requests a .5 FTE parental leave of absence, working .5 FTE, effective 2011/12 school year
<u>Leave Denial</u>	
Kristina Aars	*Teacher, has used 2 parental leaves, 2 general leaves. Request for 3rd general leave denied
Thomas Bennett	*Teacher, has used 3 parental leaves, 1 general leave. Request for 2nd general leave denied
Ann Cadwell	*Teacher, has used 2 parental leave-special circumstances. Request for general leave denied
Kimberly Campen	*Teacher, has used 2 parental leaves, 3 year extended leave, 1 parental leave-special circumstances, 2 general leaves. Request for 3 general leave denied
Margaret Challgren	*Teacher, has used 6 parental leaves, 1 parental leave-special circumstances, 7 general leaves. Request for 8th general leave denied
Ann Chamberlain	*Teacher, has used 4 parental leaves, 1 parental leave-special circumstances, 1 general leave. Request for 2nd general leave denied
Tia Clasen	*Teacher-Request for general leave of absence denied
Leann Collins	*Teacher, has used 2 parental leaves, 5 general leaves. Request for 6th general leave denied
Heidi Cynor	*Teacher, has used 2 parental leaves, 2 general leaves. Request for 3 general leave denied
Mary Lou Dundon	*Teacher, has used 1 parental leave, 1 general leave. Request for 2nd general denied
Stephanie Esser	*Teacher, has used 4 parental leaves, 2 parental leave-special circumstances, 3 general leaves. Request for 4th general leave denied
Kristina Fey	*Teacher, has used 2 parental leaves, 1 general leave. Request for 2nd general leave denied

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 3/03/2011

Christine Gutterman	*Teacher (out of state), has used 1 general leave. Did not submit request. General leave for 2011/12 denied.
Amy Hanson	*Teacher, has used 3 general leaves. Request for 4th general leave denied
Aimee Hayes	*Teacher, has used 2 parental leaves, 1 general leave. Request for 2nd general leave denied
Wendy Holm	*Teacher, request for general leave to move out of state denied
Bonnie Houck	*Teacher, has used 2 general leaves. Request for 3rd general leave denied
Beverly Johnston	Teacher, has used 1 general leave. Did not submit request. General leave for 2011/12 denied.
Julie Kugler	*Teacher, has used 2 parental leaves, 6 general leaves. Request for 7th general leave denied
Tanya Meyer	*Teacher, has used 2 parental leaves, 1 general leave. Request for 2nd general leave denied
Mehan Murray Meyerhofer	*Teacher, has used 2 parental leaves, 2 general leaves. Request for 3rd general leave denied
Patti Morgart	*Teacher, has used 1 general leave. Request for 2nd general leave denied
Stephanie Orth	*Teacher, has used 4 parental leaves, 2 parental leave-special circumstances, 1 general leave. Request for 2nd general leave denied
Maria Ruhland	*Teacher, .5 FTE general leave for 11-12 denied.
Janis Sheil	*Teacher, has used 1 general leave. Request for 2nd general leave denied
Mataya Theis	*Teacher, has used 4 parental leaves, 2 parental leave-special circumstances, 1 general leave. Request for 2nd general leave denied
Judy Thone	*Teacher, has used 7 general leaves. Request for 8th general leave denied
Katie Van Vooren	*Teacher, has used 2 parental leaves, 1 general leave. Request for 2nd general leave denied
Jennifer Waller	*Teacher, .2 FTE general leave denied.
Pamela Weiers	*Teacher, has used 7 general leaves. Request for 8th general leave denied
Jennifer Worshek	*Teacher, has used 1 general leave. Request for 2nd general leave denied
Douglas Yates	*Teacher (out of state) has used 1 general leave. Request for 2nd general leave denied

Resignation

Stephanie Esser

*Teacher (currently on leave), effective 6/10/11

Gretchen Meek

-School Psychologist (currently on leave), effective 6/10/11

Brandy Meyer

*Teacher (currently on leave), effective 6/10/11

Shane Trego

*Teacher (currently on leave), effective 6/10/11

Tia Clasen

*Teacher, effective 3/4/11

Retirement

Sandra Shaul

-Teacher (currently on leave), after 12 years with the District, effective 1/1/11

Return from Leave

Ann Condon

*Teacher, ESL, NJH, requests to return from .3 general leave of absence, working 1.0 FTE, effective 2011/12 school year

Kari Hill

*Teacher, Rahn, requests to return from .5 FTE leave, working 1.0 FTE, effective 2011/12 school year

Katie Keller

-School Social Worker, ERJH, requests to return from .5 FTE parental leave, working 1.0 FTE, effective 2011/12 school year

Melissa Kral

*School Psychologist, GP, requests to return from .4 FTE leave of absence, working 1.0 FTE, effective 2011/12 school year

Cheri Warmka

*Teacher, HB, requests to return from .5 FTE general leave, working 1.0 FTE, effective 2011/12 school year

Susan Zucollo

*Teacher, GP, requests to return from .5 FTE parental leave, working 1.0 FTE, effective 2011/12 school year

Classified**Appointment**

Rachelle Eisenberg

-MEA, ECSE, 5 hrs/day, effective 2/22/11

Change in Assignment

Arlene Larson

*2nd Cook, NJH, assignment changes to 5.25 hrs/day, effective 3/1/11

Resignation

Sarah Kohaut

*EA, GP, effective 2/18/11

DATE: February 23, 2011

II.B.3

TO: Superintendent Clegg
Board of Education

FROM: Laura Pierce, Principal

RE: Donations

I recommend the Board of Education recognize and accept the donations of \$18.00 received from Mrs. Kathryn Rosecrans through the Wells Fargo Community Support campaign, \$8.00 received from Mrs. Yolanda Raichert, an anonymous donation of \$9.00 through the Blue Cross/Blue Shield United Way campaign and \$13.00 from Blue Cross/Blue Shield matching funds.

These donations will be used to enhance the learning opportunities for our students.

I am grateful for the generous support from Mrs. Rosecrans, Mrs. Raichert, the anonymous donor and Blue Cross/Blue Shield.

To: Randy Clegg, Superintendent of Schools

II.B.3

From: Jon Bonneville, Principal

Date: February 24, 2011


RE: PTO Donations

It is my recommendation that the School Board of Independent School District #191 accept a check for \$500.00 in support of Hidden Valley's Birthday Book Club.

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

NICOLLET JUNIOR HIGH

MEMO

To: Dr. Clegg
From: Renee Brandner 
Date: January 11, 2011
Re: Donations to Nicollet Junior High School

I would like to recommend that ISD 191 accept the following donation to NJH:

1. Roberta A Brandenburg \$100.00 for Tech Ed Ck #3057
18448 Lansford Path
Lakeville MN 55044-4497

Thank you notes have been sent from Nicollet.

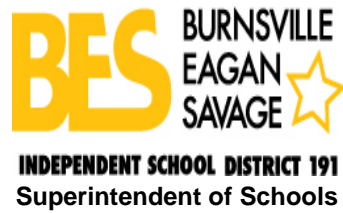
To: Dr. Randy Clegg
From: Rob Nelson
CC: Rose Herrmann (Code – 01-491-260-000-096-000)
Date: March 1, 2011
Memo: Wells Fargo Foundation Educational Matching Gift

II.B.3

I am pleased to inform you that Harriet Bishop Elementary School has received a Wells Fargo Foundation Educational Matching Gift in the amount of \$560.00. I recommend that the School Board accept this charitable match.

Wells Fargo Foundation
Educational Matching Gift Program
P.O. Box 2157
Princeton, NJ 08543-2157

/jh



TO: Members, Board of Education

Agenda Item II.B.4
March 3, 2011

FROM: Randy Clegg, Superintendent

DATE: February 25, 2011

RE: Board Policy Revisions

Recommendation: That the Board of Education approve, on a second reading basis, revisions to Board Policy GBEAC, *Family and Medical Leave*, Policy JO, *Protection and Privacy of Pupil Records*, and Policy KJA and KJA-R, *Solicitations, Promotions, Advertising, Literature Drops*.

Descriptor Term: **Staff Protection**
Family and Medical Leave Policy

Descriptor Code: **GBEAC**

Issued Date: **4/01**

Reviewed Date: **7/09 2/11**

Revised Date: **9/09**

Rescinds:

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to Independent School District 191 employees in accordance with the Family and Medical Leave Act. This policy also provides for parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the Family and Medical Leave Act of 1993 (FMLA) and consistent with the requirements of the Minnesota Parenting Leave laws.

III. DEFINITIONS

~~A. "Active duty" or "call to active duty" means a federal call to active duty as a member of the reserve components (Army National Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, and Coast Guard Reserve) or a retired member of the regular Armed Forces or reserve component in support of a contingency operation. For purposes of this policy, active duty or call to active duty status does not include members of the regular Armed Forces.~~

~~B. "Contingency operation" means a military operation that is designated by the Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force or which results in the call or order to, or retention on, active duty of members of the uniformed services under federal law or any other provision of law during a war or during a national emergency declared by the President or Congress.~~

A. "Covered active duty" means:

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

B. “Covered servicemember” means:

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

~~C.~~ “Covered military member” means the employee’s spouse, son, daughter or parent on active duty or call to active duty status.

~~D.~~ “Covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred in the line of duty while on active duty that may render the servicemember medically unfit to perform the duties of his or her office, grade, rank, or rating.

E.C. “Eligible employee” means an employee who has been employed by the school district for a total of a least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee’s fulfillment of his or her National Guard or Reserve military service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.

F.D. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember’s spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the ~~FLMA~~ FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember’s next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered_servicemember’s only next of kin.

E. “Outpatient status” means, with respect to a covered servicemember, the status of a member of the Armed Forces assigned to:

1. a military medical treatment facility as an outpatient; or
2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

G. E. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
2. to attend military events and related activities of a covered military member;
3. to address issues related to childcare and school activities of a covered military member’s child;
4. to address financial and legal arrangements for a covered military member;
5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
6. to spend up to five days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment ;
7. to attend post-deployment activities related to a covered military member; and
8. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

G. “Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or
2. continuing treatment by a health care provider.

H. “Veteran” has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces, ~~or notified of an impending call or order to active duty, in the reserve component of the Armed Forces or a retired member of the regular Armed Forces or reserve component in support of a contingency operation.~~
2. For the purposes of this policy, one (1) year is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief. ~~Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.~~
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

b. a “serious injury or illness,” in the case of a veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

5.6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken by one spouse to care for the other spouse who is seriously ill, to care for a child with a serious health condition, or because of the employees own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

~~6.7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. Part time employees who have worked less than 1250 hours the previous year are not eligible for FMLA leave. However, part time employees who have worked more than 1250 hours the previous year are eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee’s regular position, and which has equivalent pay and benefits.~~

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee’s regular position, and which has equivalent pay and benefits.

- 7.8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
- 8.9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
- 9.10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, or parent or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
- 10.11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status ~~in support of a contingency operation~~ and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
- 11.12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may, in some situations, be required to reimburse the school district for the cost of the health plan premiums paid by it.
- 12.13. The school district may request or require the employees to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. ~~It shall be the responsibility of the~~ The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

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

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

B. Six-week Leave

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

C. Twenty-six-week Servicemember Family Military Leave

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

leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Paragraphs ~~IV.A.6, IV.A.9., IV.A.11., IV.A.12., and IV.A.13.~~ IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES.

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

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations.
- B. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- C. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. ~~DISSEMINATION OF POLICY~~

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

~~Legal References:~~

~~Minn. Stat. 181.940-181.944 (Parenting Leave)
 29 U.S.C. 2601 et seq. (Family and Medical Leave Act)
 29 C.F.R. pt. 825 (Family and Medical Leave Act)~~

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

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

Descriptor Term: **Protection and Privacy of Student Records**

Descriptor Code: **JO**

Issued Date: **10/97**

Reviewed Date:

Revised Date: ~~12/08~~ **2/11**

Rescinds:

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. §1232g, et seq., (Family Educational Rights and Privacy Act) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13. and Minn. Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Dates of Attendance

Date of attendance, as referred to in Directory Information, means the period of time during which a student attends or attended a school or schools in the school district. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

B. Dependent Student

A "dependent student" is an individual who during each of five (5) calendar months during the calendar year in which the taxable year of the parent begins:

1. is a full-time student at an educational institution; or
2. is pursuing a full-time course of instructional on-farm training under the supervision of an accredited agent of an educational institution or of a state or political subdivision of the state.

C. Directory Information

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. For students enrolled in grades K-12, directory information includes: the student's name; address; telephone listing; gender; participation in officially recognized activities and sports; weight and height of members of athletic teams; ~~dates of attendance~~; degrees honors and awards received; ~~the most recent previous school attended~~; and pictures for school-approved publications, newspapers and videotapes. Directory information does not include personally identifiable data which references religion, race, color, social position or nationality. For students enrolled in prekindergarten programs, no information will be defined as directory information.

Descriptor Term: **Solicitations, Promotions, Advertising,
Literature Drops**

Descriptor Code: **KJA**

Issued Date: **11/91**

Reviewed Date:

Revised Date: **8/06-2/11**

Rescinds:

Non-school agencies or persons shall not be permitted access to students, employees, staff, school visitors, school buildings, or school sites for the purpose of distributing literature and materials, posting signs, soliciting donations, promoting products/private interests or recruiting volunteers.

Exceptions may be granted for program announcements from other governmental agencies or youth groups listed in Title 36 of the United States Code as patriotic societies. "Community youth sports organizations" means the Burnsville Athletic Club.

The School District retains the right to permit access for its own programs, for those of an individual school or school group such as Parent Teacher Organization or Student Council.

The intent of this policy is to avoid using students, employees and school patrons as a captive audience, to avoid disruption of the learning environment and to ensure that the School District, its employees, and students are not burdened or offended by information provided.

Students have the right to distribute at reasonable times and places and in a reasonable manner, nonschool sponsored materials. Such materials must be approved by the principal or designee to ensure that they are not obscene to minors, defamatory, promoting illegal products/services, harassing or discriminatory, in violation of District policy, or that they present a clear, present likelihood that distribution may cause disruption to the education environment. Students will be required to distribute such materials before or after school from one location designated by the principal or designee.

This policy is not intended to limit the exchange of ideas in an educational setting, restrict individual rights with respect to freedom of expression, impede the use of school facilities for proprietary purposes as provided in policies regarding the use of school facilities, or restrict communications between employee bargaining units and their membership.

Descriptor Term: **Solicitations, Promotions, Advertising,
Literature Drops**

Descriptor Code: **KJA-R**

Issued Date: **11/91**

Reviewed Date:

Revised Date: **8/06 2/11**

Rescinds:

The following criteria are to be used in determining whether the proposed solicitation or promotion will be authorized:

1. The activity/materials should contribute significantly to the instructional program, community betterment, student welfare, or student activities.
2. The activity/materials should be a type that teachers seek not ones that are thrust upon them to promote the interests of an outside agency. Typically, the initiative for securing same should come from the school. Provision of any resource should not limit the discretion of the school or teachers in the use of the materials.
3. The activity/materials should be of such content and quality that they contribute to the educational process. Donated resources should meet the same standards used for the selection and purchase of other instructional materials.
4. Although the materials may contain advertising, this feature should be inconspicuous and the commercial purposes of the sponsor should not be dominant in the material. Sponsor recognition or use of logos should be for identification rather than for commercial purposes.
5. Unless of nominal value, acceptance of any material or product is subject to the District's Gift Policy.
6. District employees should be cognizant of the need to use instructional time for instructional purposes and the burdens (social, economic and psychological) that promoting the use of particular products may place on some students.
7. Care should be taken to assure that one proprietary interest is not satisfied to the exclusion of all others.
8. The sale of advertising in student newspapers, yearbooks and programs is permitted consistent with foregoing criteria relating to benefit, appropriateness and proprietary interest.

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

AGENDA ITEM: III.C

To: Members of the Board of Education
Superintendent Randy Clegg

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

Date: March 3, 2011

RE: Multi-District Collaboration Council

RECOMMENDATION: That the Board of Education approve the joint integration plan submitted by the Multi-District Collaboration Council (MCC).

Discussion:

The Multi-District Collaboration Council has completed its joint integration plan for the Burnsville-Eagan-Savage and Lakeville school districts. The draft plan was reviewed and discussed at a joint Board meeting between 191 and 194 on February 22, 2011. It is my recommendation that the School Board approve this plan.

ISD 191 BURNSVILLE-EAGAN-SAVAGE
&
ISD 194 LAKEVILLE AREA PUBLIC SCHOOLS
2011-15 MULTI-DISTRICT COLLABORATIVE COUNCIL
INTEGRATION PLAN

Statement of Purpose:

Our goal is to implement the state statute by providing opportunities for students to have 1) increased and sustained interracial contacts and 2) improved educational opportunities designed to close the achievement gap (Minnesota Statutes, 124D.86 Subd. 1).

Belief Statements:

Student Achievement: ISD 191 and 194 are committed to maintaining high expectations for all students and to eliminating persistent disparities in achievement and performance among groups based on race, ethnicity, language, or socio economic status.

Equitable Environment: ISD 191 and 194 are committed to inclusive school environments, which increase experience and exposure to racial, ethnic, and cultural diversity for students, staff, and communities.

Executive Summary

Independent School Districts 191 and 194 are state and nationally recognized E-12 public school districts located in the south suburban Twin Cities, conveniently accessible to both Minneapolis and St. Paul.

Overview of Independent School District 191

Independent School District 191, also known as the Burnsville-Eagan-Savage School District, serves approximately 10,000 students in early childhood programs through 12th grade and is Minnesota's 14th largest school district. District 191 has 10 elementary schools (grades K-6), three junior high schools (grades 7-9); one high school (grades 10-12); and one alternative high school for those more successful in a non-traditional setting.

District 191 offers enhanced learning opportunities for students in addition to the district's core curriculum through magnet schools and programs. Magnet schools provide families with academic choices and tremendous opportunities. There are three elementary magnet schools that focus on arts and technology, gifted and talented, and science, technology, engineering and math (STEM); two junior high magnet schools that focus on gifted and talented and STEM and a senior high school performing arts magnet school. In addition at our third junior high school, we have the AVID (Advancement Via Individual Determination), a college-readiness program. Students from within the district and from other districts are invited to attend District 191 magnet schools.

District 191 has high academic standards and expectations, and a record of outstanding student achievement in and out of the classroom. The district has a comprehensive curriculum, outstanding teachers, supportive communities and a high level of parent involvement.

Overview of Independent School District 194

Independent School District 194, the Lakeville Area Public Schools serves approximately 11,200 students in Dakota County and Scott County, and covers 86 square miles, including most of Lakeville, parts of Burnsville and Elko New Market, and portions of Eureka, Credit River and New Market Townships. There are nine elementary schools (K-5), three middle schools (6-8) and two high schools (9-12), an Area Learning Center and two Community Education facilities.

On state mandated accountability tests Lakeville ranks 1st in both math and reading proficiency of the 10 largest districts in the state, and experienced the 5th largest performance gain of the 48 metro districts. Lakeville ranked 8th in overall proficiency of 48 metro districts. Our students scored 23.7 on the ACT. This is the highest score in the history of the district.

While we are very proud of these achievement levels, we fully recognize and embrace the fact that there continues to be room for growth. Lakeville Area Public Schools will continue to focus on raising the achievement levels of all students during the 2010-2011 school year.

Review of Previous Plan (2007-2010)

In April of 2006, Districts 191 and 194 were notified by the Assistant Commissioner from the Office of Academic Excellence at the Minnesota Department of Education that both districts were eligible for integration funding under the Minnesota Desegregation Rule. The Burnsville-Eagan-Savage School district was identified as a racially isolated district and Lakeville Area Public Schools was identified as the adjoining district. A racially isolated school district is one in which the percentage of students of color in the district is more than twenty percentage points higher than the percentage of students of color in the adjoining district.

The Burnsville-Eagan-Savage School District had 28.55 % students of color and Lakeville Area Public Schools had 7.99 %. This was a 20.56% difference. Lakeville School district was the only neighboring district with a 20% difference. State law required that the districts develop a plan to voluntarily increase interracial contact and improve student achievement (Minnesota Statute 124D.896., Minnesota Rule 3535.0170.).

The 2007-2010 plan was developed through the work of the ISD 191 and 194 Multi-District Collaboration Council. It created opportunities for increased interaction between students from diverse backgrounds, encouraged collaboration between district staff and provided resources, tools, and support to accommodate the increase achievement of all students.

The Integration & Equity Plan supported six goals:

1. Increased opportunities for voluntary interracial contacts
2. Equal access for all students in an infrastructure that is fair and equitable
3. Professional development
4. Community outreach
5. Increase number of diverse staff
6. Support for students, families and staff

Some of the activities implemented to achieve the goals include:

- Hiring an integration coordinator
- Providing cultural liaisons to support students, families & staff
- Professional development for staff to increase cultural competency
- Professional development for leadership
- Enhancing after school and summer programs to encourage inter-district student interactions
- Advancement Via Individual Determination
- Magnet programs
- Inter-district academic classroom partnerships
- Forming advisory boards

A formal evaluation of the program will begin in the spring of 2011 and completed during the 2011-2012 school year.

As a result of the Integration and Equity Plan and the resources that follow it, ISD 191 and ISD 194 are seeing changes that have enhanced the overall academic and social quality of the

districts. Programs like Advancement Via Individual Determination (AVID) in 194 and the magnet programs in ISD 191 offer choices for students and parents that were not available before the plan. Students are benefiting from after-school and summer programming, enrichment opportunities and culturally competent teachers. The need to continue to provide quality integration and equity services to the students, families, staff and communities of ISD 191 and ISD 194 is significant. The diversity of both communities continues to grow and provide the challenge of educating all students to their fullest potential.

2011 – 2015 Integration & Educational Equity Plan

In 2006 when School District 191 was first identified as being a racially isolated school district and School District 194 as being the adjoining district, there was a 20.56% difference in the percentage of students of color between the two districts. Currently Burnsville-Eagan-Savage School District has 42.02% students of color and Lakeville Area Public Schools has 12% students of color. Thus the current difference between the two school districts is 30%. The difference in the percentage of students of color between the two districts has increased by 10% and the need for the two districts to collaborate in eliminating racial isolation continues to exist.

A Multi-District Collaborative Council was reassembled in the fall of 2010 and has developed and approved two goals with objectives, strategies and evaluation procedures. The plan is outlined on the following pages.

Members of the 2010/2011 Multi-District Collaborative Council

Kelly Bankole	ISD 194	Don Leake	ISD 191
Tania Chance	ISD 191	Jason Molesky	SD 194
Sharon Diedrich	ISD 191	Rob Nelson	ISD 191
Bill Englehardt	ISD 191	Ryan Oto	ISD 194
Magdi Essawy	ISD 194	Lisa Rider	ISD 191
Marj Evans-De-Carpio	ISD194	Cliff Skagen	ISD 194
Pat Flynn	ISD 191	Carl Wahlstrom	ISD 194
Paul Helberg	ISD 194	Stacy Wells	ISD 194
Kelly Knott	ISD 191	Sam Wright	ISD 191
Barb Knudsen	ISD 194		

Meetings Dates:

November 29, 2010
 December 13, 2010
 January 10, 2011
 January 31, 2011
 March 7, 2011

GOAL 1: STUDENT ACHIEVEMENT

The ISD 191 & 194 collaborative will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success.

Objectives	Activities	Evaluation
<p>Create integrated learning settings where all students can attain high academic achievement.</p> <p>Decrease the opportunities gap by eliminating racial predictability.</p> <p>Provide professional development opportunities that allows staff at all levels to develop cultural competence</p>	<p>Support classroom partnerships with Integrated Student Learning (ISL) grants.</p> <p>Create a collaborative equity leadership team.</p> <p>Collect student achievement data, establish baseline, monitor progress and change direction as needed.</p> <p>Offer professional development by providing resources, speakers, supporting attendance at conferences and events.</p> <p>Create a cadre of staff members to provide professional development using the Developmental Model of Intercultural Sensitivity (DMIS).</p>	<p>Evaluate relevant student data to close the achievement gap</p> <p>Ensure and monitor that all students have equal access to educational resources, opportunities and alternatives</p> <p>Reduce the disproportionate number of students from sub groups based on race, ethnicity, language and low income in remedial and special education programs</p> <p>Increase the numbers of underrepresented students in gifted education, magnet programs, Advancement Via Individual Determination (AVID), honors courses, Advanced Placement (AP) courses, College in Schools (CIS) courses, and post-secondary (PSEO) courses</p> <p>Create professional development plan</p>

GOAL 2: EQUITY FOR ALL STAKEHOLDERS

The ISD 191 & 194 collaborative will assist with creating inter-district opportunities among students, families, staff and community that expand cultural competency and promote equity for all.

Objectives	Activities	Evaluation
<p>Create a district, school, and classroom climate that welcome and encourage children and families of diverse race, ethnicity, language and income.</p> <p>Promote sustained opportunities for staff and students to partner in developing intercultural relationships and increase academic achievement.</p> <p>Promote the expansion of partnerships with community stakeholders to create an atmosphere of mutual support and commitment to all students achieving proficiency.</p>	<p>Provide cultural liaison services to families and students to ensure success for all students.</p> <p>Involve staff and students in courageous conversations about power, racism and prejudice related to excellence in education.</p> <p>Provide community forums to increase learning about the culture of self and others through positive interracial contact.</p> <p>Sponsor cross-cultural family events that support school and home partnerships.</p> <p>Develop an outreach initiative to include community and local business.</p> <p>Communicate integration & equity efforts through local communication resources (i.e. website, This Week, cable access, etc.)</p>	<p>District feedback survey</p> <p>Increase the number of parents of different race, ethnicity, language, and income who participate in school and district activities and committees</p> <p>Participant feedback</p>