



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
March 7, 2013
6:30 PM

- I. Call to Order
 - A. Welcome Public
 - B. Pledge of Allegiance
 - C. Public Recognition - TIES Exceptional Teachers
- II. Public Hearing on a Property Tax Abatement
 - A. Call to Order
 - B. Presentation Regarding Proposed Property Tax Abatement Resolution 3
 - C. Receive Public Comments
 - D. Board Discussion
 - E. Close Public Hearing
- III. Business Meeting
 - A. Approval of Agenda
 - B. Consent Agenda
 - Description:** Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.
 - 1. Minutes from the February 19 board workshop and February 21 board meeting 22
 - 2. Human Resources 25
 - 3. Donations and Grants 27
 - 4. Approve Out-of-State Travel for School Board Members 33
 - 5. Approve Mraz Performing Arts Center Flooring Replacement Project 34
 - 6. Approve Deletion of Board Policy KD: *Public Participation at Board Meetings* 35
 - 7. Approve Deletion of Duplicate Board Policies: GBB, JFB, JBA, JBB, JBC, GCNA, and GCNB 40

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.

8. Approve Deletion of Board Policies BFA, BFC, and BFB which are covered by Board Policy 208	59
9. Approve Temporary Recoding of Dual-coded Board Policies: AFB/CBG, GBC/BAB, GBCA/BBF, AFC/GCN, and AFD/GDN	63
10. Approve BHS Elevator Modernization Project	79
IV. New Business	
A. US Bank Purchase Card Application (5 minutes) (Rider)	85
B. Award Mraz Performing Arts Center Theater Seating Replacement Project Bid (5 minutes) (Rider)	86
C. Award Eagle Ridge Locker Replacement Project Bid (5 minutes) (Rider)	88
D. Approve on a first reading basis, minor changes to Board Policy 208: <i>Development, Adoption, and Implementation of Policies</i> (5 minutes) (Clegg)	91
E. Approve on a first reading basis, Board Policy 602: <i>Organization of School Calendar and School Day</i> (5 minutes) (Clegg)	95
F. Approve on a first reading basis, Board Policy 705.1: <i>Post Issuance Debt Compliance Policy</i> (5 minutes) (Clegg)	102
G. Approve Revisions to the FY13 Integration Budget (5 minutes) (Bernard)	106
H. Approve School Year 2013-14 Integration Plan (15 minutes) (Bernard)	116
V. Reports	
A. Student Advisor	
B. Superintendent	
C. Board Members	
VI. Adjourn to Board Workshop on 917 / Cedar modifications	

**INDEPENDENT SCHOOL DISTRICT NO. 191
(BURNSVILLE—EAGAN—SAVAGE)**

**RESOLUTION GRANTING A PROPERTY TAX ABATEMENT
FOR CERTAIN PROPERTY IN THE CITY OF SHAKOPEE,
MINNESOTA AND APPROVING A CONTRACT FOR PRIVATE
DEVELOPMENT, INCLUDING A BUSINESS SUBSIDY
AGREEMENT, FOR ROSEMOUNT, INC.**

BE IT RESOLVED by the Board of Education (the “Board”) of Independent School District No. 191 (Burnsville—Eagan—Savage) (the “School District”) as follows:

Section 1. Recitals.

1.01. Rosemount Inc., a Minnesota corporation, or any of its affiliates (the “Developer”), has proposed to acquire, construct, and equip improvements (the “Minimum Improvements”) to real property (the “Property”) located in the City of Shakopee, Minnesota (the “City”).

1.02. Pursuant to Minnesota Statutes, Sections 469.1812 through 469.1815 (the “Abatement Act”), the School District has determined a need to grant a property tax abatement on the Property (the “Abatement”) to the Developer in order to finance a portion of the costs of the acquisition, construction, and equipping of the Minimum Improvements.

1.03. On February 12, 2013, the City conducted a duly noticed public hearing on property tax abatement proposed to be provided by the City and also approved granting the Developer a property tax abatement on the Property.

1.04. On February 19, 2013, Scott County, Minnesota (the “County”) conducted a duly noticed public hearing on property tax abatements proposed to be provided by the County and also approved granting the Developer a property tax abatement on the Property.

1.05. The Abatement provided to the Developer by the School District to help finance the Minimum Improvements constitutes a business subsidy under Minnesota Statutes, Sections 116J.993 to 116J.995 (the “Business Subsidy Act”).

1.06. This Board has reviewed information concerning the above-referenced Minimum Improvements including a Contract for Private Development (the “Development Agreement”) containing a Business Subsidy Agreement (the “Subsidy Agreement”) proposed to be entered into by the City, the County, the School District, and the Developer. The Development Agreement and the Subsidy Agreement are incorporated herein by reference.

1.07. On the date hereof, the Board conducted a duly noticed public hearing on the Abatement proposed to be granted by the School District and the business subsidy to be provided to the Developer. The views of all interested persons were heard and considered at the public hearing.

Section 2. Findings.

2.01. The recitals set forth above are incorporated into this Resolution.

2.02. It is hereby found and determined that the benefits to the School District from the Abatement will be at least equal to the costs to the School District of the Abatement, because (a) the

School District believes that the development to be facilitated is not reasonably likely to occur absent the Abatement, (b) the Abatement will help finance the completion and utilization of an abandoned development, which will help prevent blight, and (c) the long-term taxes collected from the Property after termination of the Abatement will exceed the amount of the Abatement returned to the Developer.

2.03. It is hereby found and determined that the Abatement is in the public interest because such action will increase the School District's tax base and provide additional employment opportunities in the School District.

2.04. It is further specifically found and determined that the Abatement is expected to result in the following public benefits:

- (a) Creation of an estimated \$12,150,000 increase in market value for property tax purposes, which will be available to all taxing jurisdictions after expiration of Minimum Improvements Tax Abatement (commencing in 2024); and
- (b) Provision of an estimated 400 to 500 new jobs in the School District.

Section 3. Actions Ratified; Abatement Approved

3.01. The Board hereby ratifies all actions of the School District's staff and consultants in arranging for approval of this Resolution in accordance with the Abatement Act and the Business Subsidy Act.

3.02. Subject to the provisions of the Abatement Act, the Abatement is hereby approved and adopted subject to the following terms and conditions:

- (a) The term "Abatement" means the real property taxes generated in any tax-payable year by extending the School District's total tax rate for that year against the tax capacity of the Minimum Improvements constructed on the Property, excluding the tax capacity of the land (as established each year during the Abatement) and the tax capacity of the existing building (as established for tax-payable year 2013), and excluding the portion of the tax capacity attributable to the areawide tax under Minnesota Statutes, Chapter 473F, all as of January 2 in the prior year.
- (b) The Abatement will be paid by the City at the direction of the School District to the Developer on the dates and in accordance with all the terms and conditions of the Contract for Private Development.
- (c) In accordance with Section 469.1813, subdivision 8 of the Abatement Act, in no year shall the Abatement, together with all other abatements approved by the School District under the Abatement Act and paid in that year exceed the greater of 10% of the net tax capacity of the School District for that year or \$200,000 (the "Abatement Cap"). The School District may grant any other abatements permitted under the Abatement Act after the date of this Resolution, provided that to the extent the total abatements in any year exceed the Abatement Cap, the allocation of Abatement Cap to such other abatements is subordinate to the Abatement granted pursuant to this Resolution.
- (d) The Abatement will have a maximum term of nine years and shall be collected in the years 2015 through 2023.

(e) In no event shall the total payments of Abatement to the Developer exceed \$366,925 or continue to be paid for more than nine years.

(f) The Abatement is subject to modification in accordance with the Abatement Act, subject to the terms of the Contract for Private Development.

(g) In accordance with Section 469.1815 of the Abatement Act, the School District will add to its levy in each year during the term of the Abatement the total estimated amount of current year Abatement granted under this Resolution.

(h) The School District makes no warranties or representations regarding the amount or availability of the Abatement.

(i) The Abatement shall be provided to the Developer pursuant to the terms and conditions of the Contract for Private Development, as approved by the Board.

Section 4. Development Agreement and Subsidy Agreement Approved. The Development Agreement and the Subsidy Agreement are hereby in all respects authorized, approved and confirmed and the Chair and School District Clerk are hereby authorized and directed to execute and deliver the Development Agreement (which incorporates the Business Subsidy Agreement) for and on behalf of the School District in substantially the form now on file with the School District but with such modifications as shall be deemed necessary, desirable or appropriate, their execution thereof to constitute conclusive evidence of their approval of any and all modifications therein.

Section 5. Implementation. The Chair and the School District Clerk are authorized and directed to execute and deliver any additional agreements, certificates or other documents that the School District determines are necessary to implement this Resolution.

Section 6. Effective Date. This Resolution is effective upon execution in full of the Contract for Private Development.

Approved by the Board of Education of Independent School District No. 191 (Burnsville—Eagan—Savage) this 7th day of March, 2013.

Chair

ATTEST:

School District Clerk

EXHIBIT A TO ABATEMENT RESOLUTION

PROPERTY

The Property consists of approximately 60 acres in Sections 3 and 10 of Township 115, Range 22, lying South of County State Aid Highway 101, and lying East of Valley Park Drive, in the City of Shakopee, with the following property identification numbers:

279030040
p/o 279030020



information for Emerson Process Management





Emerson Site

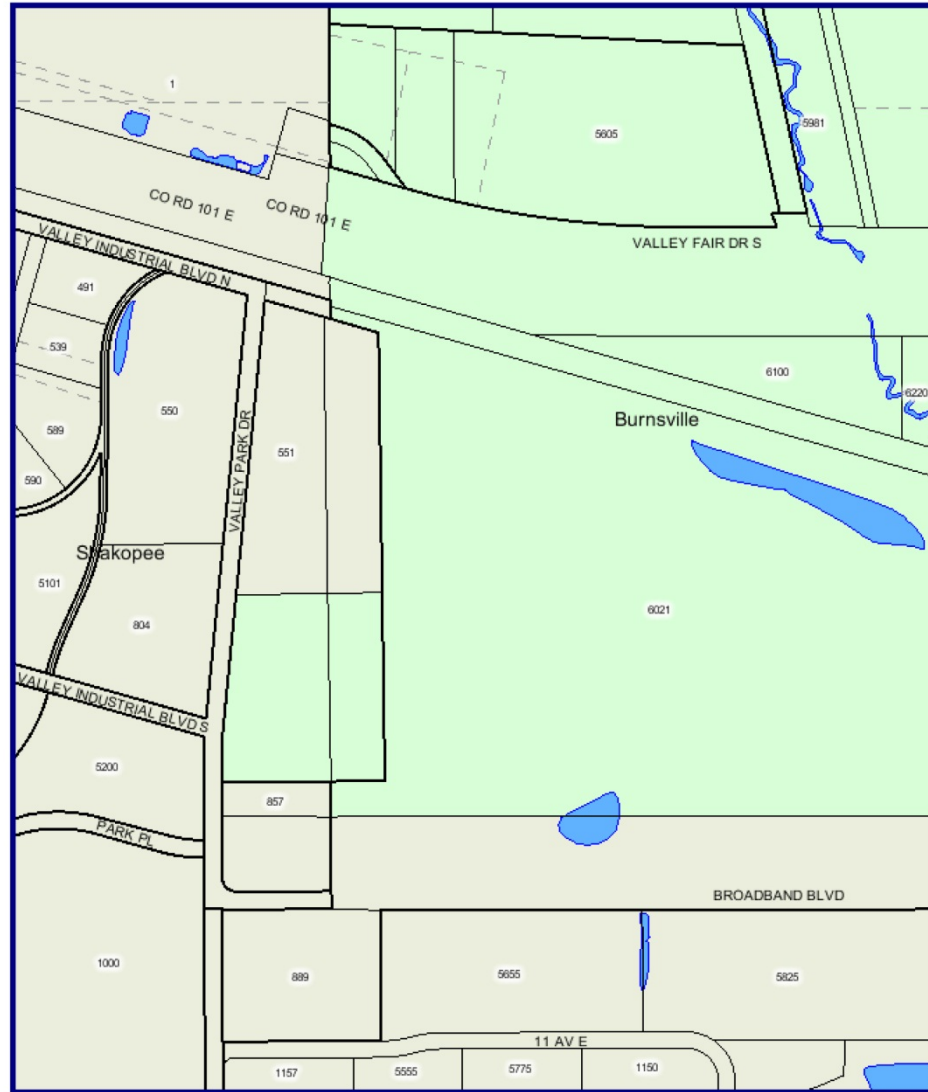
- Site
- Fiber Optic 8
- HICKORY TECH
- SCOTT COUNTY
- Scott County Conduit



Valley Park Dr

101
DOWNEY

Scott County, MN



This drawing is neither a legally recorded map nor a survey and is not intended to be used as one. This drawing is a compilation of records, information, and data located in various city, county, and state offices, and other sources affecting the area shown, and is to be used for reference purposes only. Scott County is not responsible for any inaccuracies herein contained. If discrepancies are found, please contact the Scott County Surveyors Office.

Map Scale
1 inch = 490 feet

Map Date
2/6/2013



Emerson Process Management & Rosemount Overview

March 2013

ROSEMOUNT®

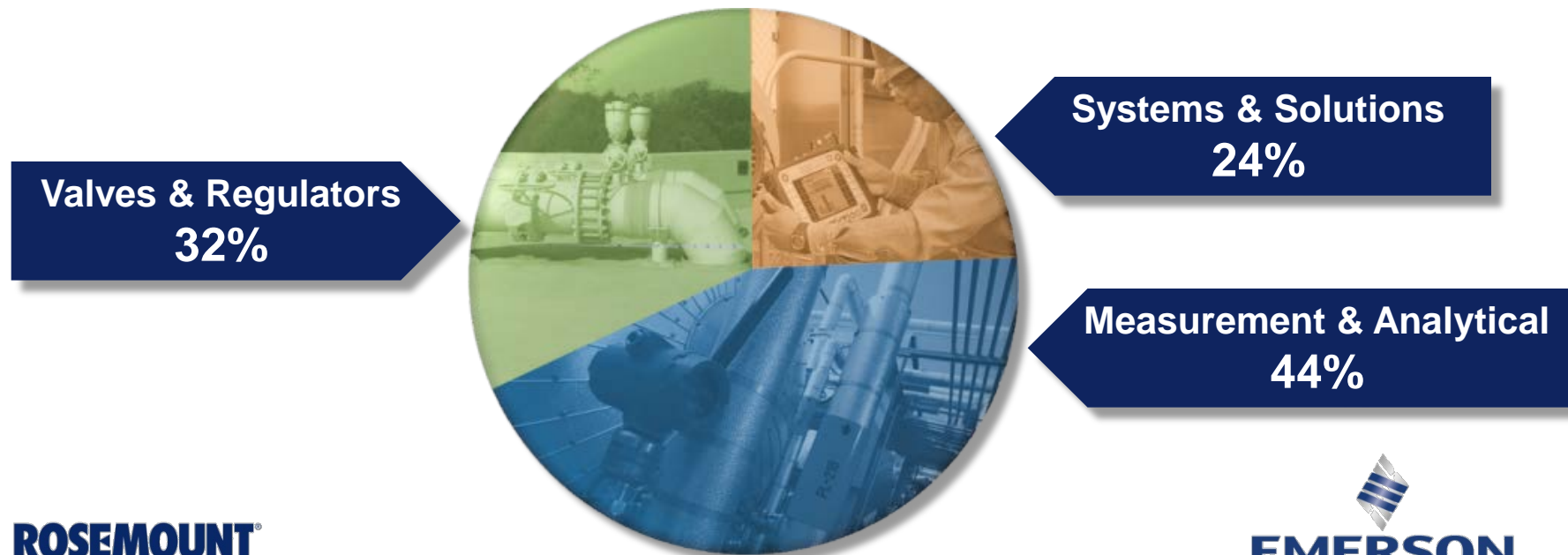


EMERSON™
Process Management

Emerson Process Management: Innovation, Expertise, Predictable Success¹¹

Emerson Process Management is the *automation innovator* with the *breadth of technologies* and *expertise* to take on our customers' *toughest challenges* and bring *predictable success any time, any where*

Global Sales = \$8B



ROSEMOUNT®

Slide 5


EMERSON™
Process Management

Emerson Process Management: Rosemount History

12

1956 – Rosemount Engineering Co. founded

1950s and 60s – Manufactured temperature sensors for jet aircraft and Apollo space missions.

1960s – Aeronautical technology applied to industrial products

1976 – Acquired by Emerson

1990 – Chanhassen facility constructed

Today – Global leader in process measurement solutions



Frank Werner, Vern Heath, and Robert Keppel establish Rosemount Engineering Company with \$8000 of startup funds.

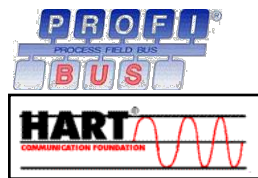
Emerson Process Management: Rosemount Products

Pressure Temperature Level Flow Marine

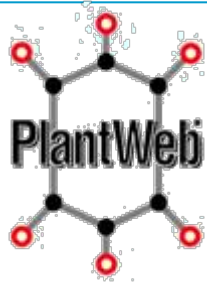


ROSEMOUNT

Slide 7



Serving the Process Business



Level in Distillation Column
ROSEMOUNT

Control System
Delta



Temperature Across Column
ROSEMOUNT



Valve Controlling Flow
FISHER

Pressure in Vessel
ROSEMOUNT

Flow in Pipeline
ROSEMOUNT

ROSEMOUNT

Experience Across Many Industries



Oil & Gas



Refining



Petrochemical



Chemical



Power Generation



Biotech



Pharmaceutical



Food & Beverage



Cement



Metals & Mining



Pulp & Paper



Marine



**Water &
Waste Water**



Textiles

Global Presence of 18 Manufacturing Sites for Rosemount Products

 New Facility



ROSEMOUNT

Slide 10

> 7000 Global Employees


EMERSON
Process Management

Strong Local Community Presence

- Contributions & involvement in local organizations:
 - Very successful annual United Way programs
 - STEM, Bestprep, e-Mentoring programs
 - Annual corporate donations program
- Strong partnerships with local material and service vendors
- High volume of customer, vendor and corporate visits on a weekly basis

Current Minnesota Facilities

- Two primary facilities with 680,000 sq ft
 - Manufacturing, final assembly, distribution and global R&D
 - Chanhassen 382,000 sq ft factory & global headquarters
 - Eden Prairie 298,000 sq ft factory & office space
 - Current renovation project with \$500K DEED grant through Eden Prairie
 - Leased warehouse space 30,000 sq ft
 - Nearly 2,000 Rosemount current headcount
- Volume growth in 2012 & 2013 requires expanded capacity and headcount to support
 - Need office space and manufacturing space
 - Expansion plans in several other international locations also

Minnesota Options for Growth

- 5 year capacity plans show need for up to 300K sq ft

Potential Option in Minnesota	Facility Space Sq Ft	Salary Hdcnt Adds	Plant Hdcnt Adds	Total Capital Spending
Shakopee Option manufacturing/office bldg	300K+	300	200	\$60M+
Ave Compensation per hd		\$75K	\$38K	

Emerson Process Management (Rosemount, Inc.)

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Request for Property Tax Abatement Shakopee Site—ISD 191

Recommended Term:	9 years
Estimated Total Revenues:	\$366,925
(Net Present Value)	\$278,863

Tax Abatement Revenue Projections – Scenario 3

Projected Tax Abatement Report

City of Shakopee, Minnesota

Proposed Tax Abatement Project - Emerson

School District Abatement Participation of Incremental Bldg Value of \$12.15M
with 9 year term, FD Cont properties within and incremental MV Inflator

Annual Period Ending (1)	Total Market Value (2)	Total Net Tax Capacity (3)	Less: Non- Abated Net Tax Capacity (4)	Less: Fiscal Disp. @ * 39.0329% (5)	Retained Captured Net Tax Capacity (6)	Times: Tax Capacity Rate ** (7)	Annual Incremental Local Taxes (8)	School District Abatement Revenues 26.13% (9)	Total Tax Abatement (10)	PV Total Abatement Revenues 06/01/13 4.00%
12/31/12	8,850,000	176,250	176,250	0	0	114.516%	0	0	0	0
12/31/13	8,850,000	176,250	176,250	0	0	114.516%	0	0	0	0
12/31/14	8,850,000	176,250	176,250	0	0	114.516%	0	0	0	0
12/31/15	21,000,000	419,250	176,250	94,850	148,150	114.516%	169,655	38,713	38,713	34,416
12/31/16	21,000,000	419,250	176,250	94,850	148,150	114.516%	169,655	38,713	38,713	33,092
12/31/17	21,000,000	419,250	176,250	94,850	148,150	114.516%	169,655	38,713	38,713	31,819
12/31/18	21,210,000	423,450	176,250	96,489	150,711	114.516%	172,588	39,382	39,382	31,124
12/31/19	21,422,100	427,692	176,250	98,145	153,297	114.516%	175,549	40,058	40,058	30,441
12/31/20	21,636,321	431,976	176,250	99,817	155,909	114.516%	178,540	40,741	40,741	29,769
12/31/21	22,069,047	440,631	176,250	103,196	161,185	114.516%	184,583	42,119	42,119	29,593
12/31/22	22,510,428	449,459	176,250	106,641	166,568	114.516%	190,746	43,526	43,526	29,404
12/31/23	22,960,637	458,463	176,250	110,156	172,057	114.516%	197,033	44,960	44,960	29,205
							\$1,608,004	\$366,925	\$366,925	\$278,863

* Fiscal disparities contribution from incremental building growth

** Estimated proposed payable 2013 tax rate based on information provided by County

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 February 21, 2013

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

Call to Order

Members present: Directors Currier, Schmid, Hill, Teiken, Luth, VandenBoom, and Chair Sweep. Others in attendance were Superintendent Clegg, Student Advisor Jensen, members of the public, administrators and staff.

Attendance

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

Pledge of Allegiance

Public recognition was given for the USDA HealthierUS Gold Award with Distinction, MDE Reward and Celebration Award recipients.

Public Recognition

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

Agenda

Moved by Director Currier, seconded by Director Schmid, to approve the consent agenda.

Consent Agenda

- Minutes of the February 7, 2013 board meeting
- Personnel changes for J. Anderson, M. Bien, M. Juntunen, K. Ring, S. Wysocki, S. Erickson, J. Grueneich, A. Nelson, C. Orlenko, S. Jorgenson, T. Nelson, N. Cornick, J. O'Neill-Mager, C. Berg, L. Biagini, D. Brandon, J. Lunden, N. Mosher, C. Coleman, E. Copeland, S. Kloeckl, K. Komar, T. Meyer, J. Sullivan, S. Thompson, S. Vodnick, K. Quesenberry, C. Moberg, A. Meehan, E. Pulley, M. Ruckert, M. Tuddisco, and C. Neibaur.
- Norcostco, Inc. donated fabric for costumes and scenery valued at \$6,200.00 to the Mraz Center, K. Volner donated \$180.00 through the Wells Fargo Community Support program to Harriet Bishop, W. Haugen donated \$461.52 through the Wells Fargo Community Support program to Sioux Trail, J. Swanberg donated \$78.00 for the playground/building beautification program at Hidden Valley Elementary, and Wells Fargo Community Support campaign donated \$42.00 for the playground/building beautification program at Hidden Valley Elementary.
- Approve January payroll checks numbered 716985-717032, and Direct Deposit notices numbered 489128-491960, in the net amount of \$3,569,111.74. January & February claims to date

Minutes
 HR Report

Donations

Payroll, Claims
 and Receipts

represented by checks numbered 421780-422601, 1006620-1006851, and 100767-100780 and wire transfers and adjustments totaling \$14,961,227.26. Also, that the Board accepts January receipts of \$12,036,186.99 and investments for the General Fund, 2011 Alt. Facilities, 2012A Alt. Facilities, and OPEB of \$61,494,348.19 as of January 31, 2013.

- Accept the Budget Analysis for the month ending January 31, 2013.
 - Approve the Joint Powers Agreement with the City of Burnsville for operation of the Senior Citizens' Center for the three year period commencing Jan 1, 2013.
 - Scheduled board retreat for Friday, March 8, 2013, from 8:00 a.m. to 4:00 p.m. at the Oak Ridge Conference Center (One Oak Ridge Drive, Chaska, MN).
 - Approve change order #2 for the 2012 BHS Main Entry Addition Project.
 - Approve change order #7 for the 2011 – 2012 Burnsville High School Deferred Maintenance Project.
 - Approve change order #8 for the 2011 – 2012 Burnsville High School Deferred Maintenance Project.
- Motion carried unanimously (7, 0).

Budget Analysis

Joint powers agreement

Schedule Board Retreat

Change #2

Change #7

Change #8

Moved by Director Luth, seconded by Director Currier, to approve FY14 general fund budget plan, pending formal adoption by June 30, 2013. Moved by Director Teiken, seconded by Director Schmid to table the item. Motion to table the item failed (1, 6 Director Teiken in favor, Directors Hill, Currier, Schmid, Luth, VandenBoom and Chair Sweep opposed). Motion to approve the FY14 general fund budget plan carried (6, 1 Directors Hill, Currier, Schmid, Luth, VandenBoom and Chair Sweep in favor. Director Teiken opposed.)

Approve FY14 Budget Plan

Director Schmid expressed the Board's condolences to the family of Sr. Airman USAF Bryan Huberty, a graduate of Burnsville High School, who unexpectedly passed away this week.

Condolences

Moved by Director VandenBoom, seconded by Director Schmid, to adjourn at 7:38 p.m. to a Board Workshop on Health Insurance Plan Revisions and Boundary Guiding Change Document. Motion carried unanimously (7, 0).

Adjourn

Bob VandenBoom, Clerk

**Special Meeting / Workshop Minutes
INDEPENDENT SCHOOL DISTRICT 191
February 19, 2013**

The School Board Special Session was called to order by Chair Sweep at 5:00 p.m. at the Administrative Services Center. Call to Order

Members present: Directors Currier, Schmid, Teiken, VandenBoom, Luth and Chair Sweep. Attendance

Members absent: Director Hill

Others in attendance were administrators, staff and members of the public. Pledge of Allegiance

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

Moved by Director Schmid, seconded by Director VandenBoom to approve the agenda. Motion carried unanimously (6, 0).

The following item(s) were discussed:

- FY14 Budget Recommendations
- Establish Guiding Change Document for FY15

Moved by Director Currier, seconded by Director Teiken to adjourn the meeting at 6:38 p.m. Motion carried unanimously (6, 0). Adjourn

Clerk

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

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Stacey Sovine, Director of Labor Relations

DATE: March 7, 2013

RE: Recommended Personnel Changes

**Certified
Appointment**

Cynthia Dorigan-Slette

-New-Speech Language Pathologist, .4 FTE, ECSE,
effective 3/1/13

Jane Phillips

-Replacement-Long term substitute, ESL, 1.0 FTE, HV,
effective 2/12/13 - 4/5/13

Emily Rasmusson

*New-Teacher, SPED, GP, .5 FTE, effective 3/4/13

Leave of Absence

Sarah Anderson

-Teacher, ECSE, requests a 1.0 FTE parental leave of
absence, effective 4/17/13 - 4/30/13

Sharon Smith-Lossiah

*Teacher, ECFE, requests a 2 year professional leave of
absence, effective 2013/14 and 2014/15 school years

Leave Denial

Shelley Hermes

*Teacher, ERJH, request for .2 FTE general leave of
absence denied

Resignation

Amy Ebel

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

Tamera Porto

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

Return from Leave

Amanda Lutz

-Teacher, requests to return from partial leave, working
1.0 FTE, effective 2013/14 school year

Retirement

Kay Fecke

-Principal, SO, after 26 years in the District, effective
6/30/13

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 03/07/2013

Classified
Change in Assignment

Beth Herby

-Assignment changes to 2nd Cook, 4 hrs/day, BHS,
effective 2/19/13

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Catherine Quinn

-Assignment changes to Production Manager, 8 hrs/day,
BHS, effective 2/19/13

James Reimers

-Assignment changes to Elementary Day Head
Custodian, 8 hrs/day, Neill, effective 2/27/13

Resignation

Cortney Amundson

-MEA, ECSE, effective 3/7/13

Community Education

Appointment

Marcela Gaitan

-Replacement-Project KIDS Team Coordinator, 8
hrs/day (7 hrs SA and 1 hr SACC), VV, effective
2/25/13

Memorandum


To: Dr. Randall Clegg
CC: Jennifer Hinman
From: Rob Nelson
Date: February 19, 2013
Re: Grant

Agenda Item III.B.3

I recommend that the Board of Education accept a grant from a Charitable Gift Account at Schwab Charitable Fund in the amount of \$5,000.00 for Harriet Bishop Elementary's General Fund.

- This grant is made possible by the generosity of Daniel Kuhl and Tien Cai.

We are grateful for their generous support of education and Harriet Bishop Elementary.

✓To: Dr. Randy Clegg
From: Rob Nelson 
CC: Rose Herrmann (Code – 01-491-260-000-096-000)
Date: February 21, 2013
Memo: Wells Fargo Foundation Educational Matching Gift

I am pleased to inform you that Harriet Bishop Elementary School has received a Wells Fargo Foundation Educational Matching Gift in the amount of \$70.00. 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

RN/jh



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: February 22, 2013
RE: Donation

Please accept the donation of \$300.00 to Burnsville High School presented by:

Peter & Monica Dorow
39 Marcin Hill
Burnsville, MN 55337

This contribution will be used to purchase additional classroom science supplies.



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: February 22, 2013
RE: Donation

Please accept the donation of a 1995 Ford Ranger to Burnsville High School presented by:

John Duffy
14458 Alabama Ave S
Savage, MN 55378

This vehicle will either be disassembled in the consumer auto class to give the students the opportunity to work with the tools of the trade, and to demonstrate and explain the subsystems of the automobile or used in the Auto Body class to give students the opportunity to remove, replace, and repair panels to provide real industry experience.

Memorandum

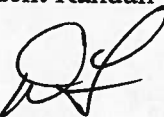
To: Dr. Randall Clegg
CC: Rose Hermann
From: Kay Fecke
Date: 2/26/2013
Re: Donation

I recommend that the Board of Education accept the following donation to Sky Oaks Elementary School. The donation will be used for the students of Sky Oaks.

- Mr. Casey Donnelly (108 Arbor Lane, Burnsville, MN 55337) donated a total of \$200.00 to the school this year through the Wells Fargo Community Support Campaign.

We are grateful for his generous support of education and Sky Oaks School.

MEMO

TO: Superintendent Randall Clegg and members of the District 191 School Board
FROM: Don Leake 
DATE: February 13, 2013
Re: Donations to Eagle Ridge Junior High School

I recommend that the Board of Education accept a donation of \$210.00 from the Wells Fargo Educational Matching Gift Program. The Wells Fargo address is P. O. Box 2157, Princeton, NJ 08543-2157.

The contributions earmarked for our school were donated by the following donors:

Brionne Sillman \$115.38
13415 Glenhurst Ave
Savage, MN 55378-2675

Christine Lane-Yousufzai \$30
13000 Glenhurst Ave
South Savage, MN 55378

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



Superintendent of Schools

TO: Members, Board of Education
Randy Clegg, Superintendent Agenda Item III.B.4

FROM: Sandra Sweep, Board Chair

DATE: March 7, 2013

RE: Approve Out-of -State Travel by Board Members

Recommendation: That the Board of Education approve out-of-state travel by Directors Currier and Hill who will be attending the NSBA Annual Conference in San Diego, CA in April, 2013, in accordance to Board Policy 214.

Board Policy 214 states that occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations. Travel outside the state is appropriate when it will contribute to school board members acquiring the knowledge and information necessary to more effectively carry out their responsibilities as school board members. Travel to out-of-state meetings, such as regional or national meetings of the National School Boards Association, for which the member intends to seek reimbursement from the school district must be preapproved by the Board of Education at a regularly scheduled meeting of the board.

Requests for reimbursement must adhere to the district's expense reimbursement regulations, be itemized on the appropriate school district form and submitted to the Superintendent. Reimbursable expenses may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

Amounts to be reimbursed for board member out-of-state travel, including registration fees, shall be within the school board's approved budget allocations.



**Agenda III.B.5
March 7, 2013**

To: Members, Board of Education

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

Date: March 7, 2013

Re: Mraz Performing Arts Center Flooring Replacement Project

RECOMMENDATION: That the Board of Education approve the Mraz Performing Arts Center Floor Covering Replacement Project to Commercial Flooring Services, LLC in the amount of \$83,900.00.

On February 22, 2013 we received two quotes to replace the floor covering in the Mraz center. Commercial Flooring Services, LLC submitted the lowest quote to do this project. This project would coordinate with the theater seating replacement project in that when the seats are removed the 30 year old carpet can be more easily removed and floors prepared for new floor covering.



Superintendent of Schools

TO: Members, Board of Education Agenda Item III.B.6

FROM: Randy Clegg, Superintendent

DATE: March 7, 2013

RE: Approve deletion of Board Policy KD: *Public Participation at Board Meetings*

Recommendation: That the Board of Education delete Board Policy KD: *Public Participation at Board Meetings* from the Board Policy manual.

As part of the ongoing work to update the Board of Education's governance policies, the Board Policy Committee, in its systematic review of all board policies, has identified that Board Policy KD: *Public Participation at Board Meetings* is similar to Board Policy BDDH: *Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations*.

It is recommended that the Board of Education eliminate Board Policy KD: *Public Participation at Board Meetings* from the Board Policy manual as BDDH is a more complete Board Policy.

K - School Community Relations

Descriptor Term: **Public Participation at Board Meetings**

Descriptor Code: **KD/BDDH**

Issued Date: **7/85**

Reviewed Date:

Revised Date: **8/06**

Rescinds:

The Board shall welcome the advice and counsel of citizens in the planning and operation of the schools. Citizens wishing to present topics for consideration by the Board shall make this request through the Office of the Superintendent and/or the Board Chairperson.

B - Board Governance and Operations

Descriptor Term: **Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations**

Descriptor Code: BDDH

Issued Date: 11/03

Reviewed Date: 2/10

Revised Date: 3/10

Rescinds:

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school board to encourage discussion by citizens of subjects related to the management of the school district. The school board may adopt reasonable time, place and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

- A. "Personnel data" means data on individuals collected because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer, an independent contractor, and a member of an advisory board.

- B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the social security number; actual gross salary; salary range; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the terms of any agreement settling any dispute arising out of the employment relationship, including a superintendent buyout agreement, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; a work telephone number; badge number; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- D. "Educational data" means data maintained by the school district, which relates to a student.

- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; and prior government service. Once an individual has been appointed to a public body, the following additional items of data are

public: residential address and either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; provided, however, any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40 Subd. 14 (Teachers Discharge Hearing);
2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data)
4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd.3.

B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing, Minn. Stat. § 121.A47 (Student Dismissal Hearing);
2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA)
3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. RIGHTS OF THE PUBLIC

The school board will strive to give all citizens of the school district an opportunity to be heard and to have complaints considered and evaluated by the school board, within the limits of the law and this policy and subject to reasonable time, place and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

VI. PROCEDURES

A. Communications with the Board

Citizens who wish to have an item considered for placement on a board agenda must make this request to the superintendent's office in advance. The citizen should provide his or her name, address, the name of the group represented (if any), and a summary of the item or issue as may be appropriate. The board agenda committee will determine whether or not a particular request will be granted in consultation with the superintendent.

B. Board Listening Hours

The school board shall normally provide a specified period of time where citizens may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

C. Public Hearing

1. The school board chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
2. The school board retains the discretion to limit comments to a reasonable period of time as determined by the school board. If a group or organization wish to address the school board on an item, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.

D. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the

school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1, of this section or problems concerning the school district should be directed to the superintendent's office.

4. Complaints which are unresolved at the superintendent's level may be brought before the school board.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

A. The school district is liable for damages, cost and attorneys' fees, and in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. §13.08, Subd. 1)

B. A person who willfully violates data privacy is guilty of a misdemeanor. (Minn. Stat. § 13.09)

C. In the case of an employee, willful violation constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Pract
 Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
 Minn. Stat. § 13D.05 (Open Meeting Law)
 Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
 Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
 Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
 Minn. Stat. § 122A.44 (Contracting with Teachers)
 Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 Minn. Op. Atty. Gen. No. 852 (July 14, 2006)

Cross References:

MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
 MSBA/MASA Model Policy 207 (Public Hearings)
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data
 MABA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)
 MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records-Privacy-Access to Data)



Superintendent of Schools

TO: Members, Board of Education Agenda Item III.B.7

FROM: Randy Clegg, Superintendent

DATE: March 7, 2013

RE: Approve deletion of Board Policies

Recommendation: That the Board of Education delete duplicate Board Policies GBB: *Administration Operations – Meet and Confer*, Policy JFB: *Student Involvement in Decision Making*, Policy JBA: *Violence – Harassment*, Policy JBB: *Respectful Behavior*, Policy JBC: *Student Disability Nondiscrimination*, Policy GCNA: *Evaluation of Professional Staff – Administrative*, and Policy GCNB: *Evaluation of Professional Staff – Non Administrative* from the Board Policy manual.

As part of the ongoing work to update the Board of Education’s governance policies, the Board Policy Committee, in its systematic review of all board policies, has identified seven duplicate policies.

Policy GBB: *Administration Operations – Meet and Confer*. Duplicates ABB.

Policy JFB: *Student Involvement in Decision Making*. Duplicates ABC.

Policy JBA: *Violence – Harassment*. Duplicates ACA.

Policy JBB: *Respectful Behavior*. Duplicates ACB.

Policy JBC: *Student Disability Nondiscrimination*. Duplicates ACC.

Policy GCNA: *Evaluation of Professional Staff – Administrative*. Duplicates AFCA.

Policy GCNB: *Evaluation of Professional Staff – Non Administrative*. Duplicates AFCB.

It is recommended that the Board of Education delete duplicate Board Policies GBB, JFB, JBA, JBB, JBC, GCNA, and GCNB from the Board Policy manual.

A - Foundations and Basic Commitments

Descriptor Term: **Administrative Operations – Meet and Confer**

Descriptor Code: **ABB/GBB**

Issued Date: **1/90**

Reviewed Date:

Revised Date: **7/01**

Rescinds: **ABB-R/GBB-R**

The purpose of this policy is to outline the district's obligations under M.S. 179A.07 to meet and confer with professional employees to discuss policies and other matters relating to their employment which are not terms and conditions of employment.

Principals' Meet and Confer Committee (Formerly Principals' Policy Consultants)

The Board, mindful of its statutory obligations to meet and confer with professional employees, provides for a Principals' Meet and Confer Committee.

The Board shall receive and consider all reports, analyses, and recommendations of the Principals' Meet and Confer Committee but expressly reserves the right to adopt, amend, or reject all or any part of any report, analysis or recommendation

Teacher Meet and Confer Committees (Formerly Professional Advisory Committee)

The Board, mindful of its statutory obligations to meet and confer with professional employees, provides for a Teachers' Meet and Confer Committee.

The Board shall receive and consider all reports, analyses, and recommendations of the Teachers' Meet and Confer Committee, but expressly reserves the right to adopt, amend or reject all or any part of any report analysis or recommendation.

Meet and Confer Committees

The Meet and Confer Committees will be composed of two separate committees, an employer committee and an employee committee.

The employer committee shall be composed of the following members, Executive Director of Human Resources, Director of Curriculum, Assistant Superintendent for Instruction, one senior high school principal, one junior high principal, and one elementary school principal (six (6) members).

The (teacher) employee committee composition shall be determined by the organization of the teacher professional employees, not to exceed sixteen (16) in number.

The (principal) employee committee composition shall be determined by the organization of the principals' professional employees not exceeding six (6) in number.

Such committee (s) shall meet on a regular basis, at least once every four (4) months, with the purpose of assisting the Board in the development of policies.

The joint meetings of the Meet and Confer Committees shall be co-chaired by an employer and employee representative designated by each party.

The joint meetings of the Meet and Confer Committees shall have their agendas determined by the co-chairs based on input from their committees and constituents.

Employer and employee agenda items shall be rotated on the agenda so as to have equal time for each side on discussion issues.

The discussion and mutual exchange of ideas in the committees shall consider all matters subject to the restrictions of Public Employment Labor Relations Act.

At the conclusion of each meeting, the committees shall jointly submit a complete report of the deliberations to the Superintendent.

The Superintendent shall submit the report with an attachment of an analysis and recommendations, if any, to the Board by the second Board meeting following receipt of report.

The Board, as a matter of regular practice, adopts policies or changes in policy after two hearings to allow input from all parties concerned.⁴²

A teacher representative to the Meet and Confer Committee who is responsible for seeking teacher input and reporting policy changes, may be designated for each annual policy review committee.

In the event of individual policy review, the Meet and Confer Committee teacher co-chairperson will receive a copy of revisions before the Board's first hearing.

The Board, mindful of its statutory obligations and duties, shall receive and consider the reports, analyses and recommendations, if any, but expressly reserves the right to adopt, amend, or reject all or any part of any report, analysis or recommendation.

Legal References:

Minn. Stat. § 179 A .06 et al

Minn. Stat. § 179 A .07 et al

G - Personnel

Descriptor Term: **Administrative Operations-Meet and Confer**

Descriptor Code: **GBB/ABB**

Issued Date: **1/90**

Reviewed Date:

Revised Date: **7/01**

Rescinds: **GBB-R/ABB-R**

The purpose of this policy is to outline the district's obligations under M.S. 179A. 07 to meet and confer with professional employees to discuss policies and other matters relating to their employment which are not terms and conditions of employment.

Principals' Meet and Confer Committee (Formerly Principals' Policy Consultants)

The Board, mindful of its statutory obligations to meet and confer with professional employees, provides for a Principals' Meet and Confer Committee

Teacher Meet and Confer Committees (Formerly Professional Advisory Committee)

The Board, mindful of its statutory obligations to meet and confer with professional employees, provides for a Teachers' Meet and Confer Committee.

The Board shall receive and consider all reports, analyses, and recommendations of the Teachers' Meet and Confer Committee, but expressly reserves the right to adopt, amend or reject all or any part of any report analysis or recommendation.

Legal References:

Minn. Stat. § 179 A .06 et al

Minn. Stat. § 179 A .07 et al

Meet and Confer Committees

The Meet and Confer Committees will be composed of two separate committees, an employer committee and an employee committee.

The employer committee shall be composed of the following members, Executive Director of Human Resources, Director of Curriculum, Assistant Superintendent for Instruction, one senior high school principal, one junior high principal, and one elementary school principal (six (6) members).

The (teacher) employee committee composition shall be determined by the organization of the teacher professional employees, not to exceed sixteen (16) in number.

The (principal) employee committee composition shall be determined by the organization of the principals' professional employees not exceeding six (6) in number.

Such committee (s) shall meet on a regular basis, at least once every four (4) months, with the purpose of assisting the Board in the development of policies.

The joint meetings of the Meet and Confer Committees shall be co-chaired by an employer and employee representative designated by each party.

The joint meetings of the Meet and Confer Committees shall have their agendas determined by the co-chairs based on input from their committees and constituents.

Employer and employee agenda items shall be rotated on the agenda so as to have equal time for each side on discussion issues.

The discussion and mutual exchange of ideas in the committees shall consider all matters subject to the restrictions of Public Employment Labor Relations Act.

At the conclusion of each meeting, the committees shall jointly submit a complete report of the deliberations to the Superintendent.

The Superintendent shall submit the report with an attachment of an analysis and recommendations, if any, to the Board by the second Board meeting following receipt of report.

The Board, as a matter of regular practice, adopts policies or changes in policy after two hearings to allow input from all

parties concerned.

A teacher representative to the Meet and Confer Committee who is responsible for seeking teacher input and reporting policy changes, may be designated for each annual policy review committee.

In the event of individual policy review, the Meet and Confer Committee teacher co-chairperson will receive a copy of revisions before the Board's first hearing.

The Board, mindful of its statutory obligations and duties, shall receive and consider the reports, analyses and recommendations, if any, but expressly reserves the right to adopt, amend, or reject all or any part of any report, analysis or recommendation.

A - Foundations and Basic Commitments

Descriptor Term: **Student Involvement in Decision Making**

Descriptor Code: **ABC/JFB**

Issued Date: **7/85**

Reviewed Date:

Revised Date:

Rescinds:

A student advisor shall be selected from the student body of the Burnsville Senior High School to serve on the School Board. This student representative will provide student views and suggestions in regard to the development of educational policies and programs.

J - Students

Descriptor Term: **Student Involvement in Decision Making**

Descriptor Code: **JFB/ABC**

Issued Date: **7/85**

Reviewed Date:

Revised Date: **4/09**

Rescinds:

A student advisor shall be selected from the student body of the Burnsville Senior High School to serve on the School Board. This student representative will provide student views and suggestions in regard to the development of educational policies and programs.

Students will be recruited to serve on building level and district wide committees when appropriate.

A - Foundations and Basic Commitments

Descriptor Term: **Violence - Harassment**

Descriptor Code: **ACA/JBA**

Issued Date: **6/93**

Reviewed Date: **3/94**

Revised Date: **3/94**

Rescinds:

It is the policy of Independent School District 191 to maintain a learning and working environment free of harassment and violence. The School District prohibits any form of harassment or violence.

It shall be a violation of this policy for any student or employee of the School District to be violent to a student or to an employee as defined by this policy.

Violence or harassment on the part of or directed against vendors, volunteers and other visitors to the School District is also a violation of this policy. References to "persons" in this policy include students, employees, parents, vendors, volunteers and other visitors to the School District. This policy applies to conduct in school, on school grounds, or at a school-sponsored activity.

The School District will investigate all complaints, either formal or informal, verbal or written, of actions or statements which may constitute violence or harassment and will take appropriate action toward any student or employee who is violent toward or harasses any individual (s) in school, on school grounds, or at a school-sponsored activity.

J - Students

Descriptor Term: **Non-discrimination Sexual Harassment and Violence**

Descriptor Code: **JBA/ACA**

Issued Date: **3/94**

Reviewed Date:

Revised Date: **6/07**

Rescinds:

It is the policy of Independent School District 191 to maintain a learning and working environment that is free of harassment and violence. The School District prohibits any form of harassment or violence.

It shall be a violation of this policy for any student or employee of the School District to be violent to a student or an employee as defined by this policy.

It shall be a violation of this policy for any student or employee of the School District to harass a student or employee through conduct or communication as defined by this policy.

Violence or harassment on the part of or directed against vendors, volunteers and other visitors to the School District is also a violation of this policy. References to "persons" in this policy include students, employees, parents, vendors, volunteers and other visitors to the School District. This policy applies to conduct in school, on school grounds, or at a school-sponsored activity.

The School District will investigate all complaints, either formal or informal, verbal or written, of actions or statements which may constitute violence or harassment and will take appropriate action toward any student or employee who is violent toward or harasses any individual(s) in school, on school grounds, or at a school-sponsored activity.

A - Foundations and Basic CommitmentsDescriptor Term: **Respectful Behavior**Descriptor Code: **ACB/JBB**Issued Date: **1/93**Reviewed Date: **6/07**Revised Date: **6/07**

Rescinds:

RESPECTFUL BEHAVIOR

The Board of Education of Independent School District 191 recognizes the contributions of all individuals in achieving its mission of providing an exceptional education for every student. District staff, parents, students and community members have unique perspectives that are critical to attaining this goal.

The Board of Education will encourage the exchange of perspectives in an atmosphere of mutual respect. Staff, parents, students and community members should be treated in a manner, which enhances self-esteem and supports the dignity of the individual.

The Board of Education also believes that creating a positive climate for students, staff, and community is critical to the achievement of the District's mission. To create this positive climate, every individual must act with respect.

For purposes of this policy, "respect" means to value one's self and to act out of consideration for others.

Examples of respectful behavior toward others include but are not limited to:

- treating others as you would like them to treat you
- valuing the perspectives of others
- listening to the views of others
- demonstrating courtesy toward others
- recognizing the feelings of others
- acknowledging the efforts of others
- appreciating the contributions of others
- honoring the property rights of others
- responding to questions and concerns in a thoughtful, professional manner
- expressing differing views in a considerate manner
- offering suggestions for improvement in a positive manner
- communicating verbally or in writing in a considerate manner and appropriate tone

Examples of disrespectful behavior toward others include but are not limited to:

- using intimidation to frighten, demoralize, or coerce others
- using terms, or symbols which demean individuals or groups
- telling stories or jokes which degrade individuals or groups
- swearing or using vulgar language
- showing irreverence to the sincere beliefs of others
- ridiculing the efforts of others
- employing destructive criticism
- defacing or destroying the property of others
- humiliating others through personal attacks
- imitating others in a way that ridicules or stereotypes a person or a group
- communicating to others verbally in an unprofessional or inappropriate tone, such as yelling or screaming

CONSEQUENCES FOR DISRESPECTFUL BEHAVIOR**Students**

Offenses may result in any or several of the following consequences depending upon all of the circumstances, including the pupil's prior disciplinary offences:

Verbal conference with student, verbal conference with student and parent, written warning of non-compliance to student and/or parent, removal from class, restriction of privileges, detention, in-school suspension, and/or out-of-school suspension.

Staff

Offenses may result in any or several of the following consequences depending upon all of the circumstances, including the employee's prior disciplinary offences:

Verbal conference, memo of advice, formal letter of reprimand, and/or suspension without pay.

Community

Offenses may result in any or several of the following consequences depending upon all of the circumstances:

Discontinuation of communication, verbal notification, written notification, and/or restriction of privileges.

If the disrespectful behavior is determined to be harassment, policy and regulation ACA/JBA will be followed. This policy will be included in parent, student and staff handbooks.

J - Students

Descriptor Term: **Respectful Behavior**

Descriptor Code: **JBB/ACB**

Issued Date: **1/93**

Reviewed Date:

Revised Date: **6/07**

Rescinds:

Respectful Behavior

The Board of Education of Independent School District 191 recognizes the contributions of all individuals in achieving its mission of providing an exceptional education for every student. District staff, parents, students and community members have unique perspectives that are critical to attaining this goal.

The Board of Education will encourage the exchange of perspectives in an atmosphere of mutual respect. Staff, parents, students and community members should be treated in a manner, which enhances self-esteem and supports the dignity of the individual.

The Board of Education also believes that creating a positive climate for students, staff, and community is critical to the achievement of the District's mission. To create this positive climate, every individual must act with respect.

For purposes of this policy, "respect" means to value one's self and to act out of consideration for others.

Examples of respectful behavior toward others include but are not limited to:

- treating others as you would like them to treat you
- valuing the perspectives of others
- listening to the views of others
- demonstrating courtesy toward others
- recognizing the feelings of others
- acknowledging the efforts of others
- appreciating the contributions of others
- honoring the property rights of others
- responding to questions and concerns in a thoughtful, professional manner
- expressing differing views in a considerate manner
- offering suggestions for improvement in a positive manner
- communicating verbally or in writing in a considerate manner and appropriate tone

Examples of disrespectful behavior toward others include but are not limited to:

- using intimidation to frighten, demoralize, or coerce others
- using terms, or symbols which demean individuals or groups
- telling stories or jokes which degrade individuals or groups
- swearing or using vulgar language
- showing irreverence to the sincere beliefs of others
- ridiculing the efforts of others
- employing destructive criticism
- defacing or destroying the property of others
- humiliating others through personal attacks
- imitating others in a way that ridicules or stereotypes a person or a group
- communicating to others verbally in an unprofessional or inappropriate tone, such as yelling or screaming

Consequences for disrespectful behavior:

Students

Offenses may result in any or several of the following consequences depending upon all of the circumstances, including the pupil's prior disciplinary offenses:

Verbal conference with student, verbal conference with student and parent, written warning of non-compliance to student and/or parent, removal from class, restriction of privileges, detention, in-school suspension, and/or out-of-school suspension.

Staff

Offenses may result in any or several of the following consequences depending upon all of the circumstances, including the employee's prior disciplinary offenses:

Verbal conference, memo of advice, formal letter of reprimand, and/or suspension without pay.

Community

Offenses may result in any or several of the following consequences depending upon all of the circumstances:

Discontinuation of communication, verbal notification, written notification, and/or restriction of privileges.

If the disrespectful behavior is determined to be harassment, policy and regulation ACA/JBA will be followed. This policy will be included in parent, student and staff handbooks.

A - Foundations and Basic Commitments

Descriptor Term: **Student Disability Nondiscrimination**

Descriptor Code: **ACC/JBC**

Issued Date: **10/96**

Reviewed Date:

Revised Date:

Rescinds:

PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

GENERAL STATEMENT OF POLICY

- A. Students with disabilities are protected from discrimination on the basis of a disability.
- B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive the required free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 1. has a physical or mental disability that substantially limits one or more major life activities, including learning; or
 2. has a record of such disability; or
 3. is regarded as having such disability.
- D. Learners may be protected from disability discrimination and be eligible for services under the provisions of Section 504 even though they do not require IEP services pursuant to the Individuals with Disabilities Education Act.

COORDINATOR

Persons who have questions, comments, or complaints should contact the Assistant Superintendent/Instruction regarding grievances or hearing requests regarding disability issues. This person is the school district's ADA/504 Coordinator.

Legal References:

29 U.S.C. 794 et seq. (504 of Rehabilitation Act of 1973) and regulations at CFR 104.3 (j)

J - Students

Descriptor Term: **Student Disability Nondiscrimination**

Descriptor Code: **JBC/ACC**

Issued Date: **10/96**

Reviewed Date:

Revised Date: **9/07**

Rescinds:

PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

GENERAL STATEMENT OF POLICY

- A. Students with disabilities are protected from discrimination on the basis of a disability.
- B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
 2. has a record of such impairment; or
 3. is regarded as having such impairment.
- D. Learners may be protected from disability discrimination and be eligible for services under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Improvement Act.

COORDINATOR

Persons who have questions, comments, or complaints should contact the Director of Individualized Student Services regarding grievances or hearing requests regarding disability issues. This person is the school district's ADA/504 Coordinator.

Legal References:

29 U.S.C. '794 et seq. ('504 of Rehabilitation Act of 1973) and regulations at CFR 104.3(j)

A - Foundations and Basic Commitments

Descriptor Term: **Evaluation of Professional Staff - Administrative**

Descriptor Code: **AFCA/GCNA**

Issued Date: **6/82**

Reviewed Date:

Revised Date:

Rescinds:

Administrative Appraisal

There shall be performance guidelines or standards which staff members may use in self-evaluation and which evaluators may employ as they counsel and assist those whom they are evaluating.

G - Personnel

Descriptor Term: **Evaluation of Professional Staff-Administrative**

Descriptor Code: **GCNA/AFCA**

Issued Date: **6/82**

Reviewed Date:

Revised Date: **2/01**

Rescinds:

Administrative Appraisal

There shall be performance guidelines or standards which staff member may use in self-evaluation and which evaluators may employ as they counsel and assist those whom they are evaluating.

A - Foundations and Basic Commitments

Descriptor Term: **Evaluation of Professional Staff – Non Administrative**

Descriptor Code: **AFCB/GCNB**

Issued Date: **4/87**

Reviewed Date:

Revised Date:

Rescinds:

Evaluation is a summative description of an employee's performance in all areas of his/her responsibility. It is a system to identify competencies/deficiencies relative to an employee's job description and leads to determination of continuation, remediation-continuation, or termination. Evaluation addresses values and judgments about the criteria considered.

An employee's strengths and weaknesses shall be described as they support or diminish the mission of the school district.

An evaluation shall be written, as prescribed by the district, and placed in the employee's personnel file.

Evaluation shall lead to continuing employment, a plan for the remediation of deficiencies, or termination.

Frequency of evaluation shall be determined by the school board.

Self -evaluation shall be encouraged as an aid in the identification of performance strengths and weaknesses.

Administration shall be provided training to maintain and improve competencies related to evaluation procedures.

The school district has responsibility to maintain a fair staff evaluation program that fosters trust and professional growth.

G - Personnel

Descriptor Term: **Evaluation of Professional Staff- Non-Administrative**

Descriptor Code: **GCNB/AFCB**

Issued Date: **4/87**

Reviewed Date:

Revised Date:

Rescinds:

Evaluation is a summative description of an employee's performance in all areas of his/her responsibility. It is a system to identify competencies/deficiencies relative to an employee's job description and leads to determination of continuation, re-mediation-continuation, or termination. Evaluation addresses values and judgments about the criteria considered.

An employee's strengths and weaknesses shall be described as they support or diminish the mission of the School District.

An evaluation shall be written, as prescribed by the District, and placed in the employee's personnel file.

Evaluation shall lead to continuing employment, a plan for the re-mediation of deficiencies, or termination.

Frequency of evaluation shall be determined by the School Board.

Self-evaluation shall be encouraged as an aid in the identification of performance strengths and weaknesses.

Administration shall be provided training to maintain and improve competencies related to evaluation procedures.

The School District has a responsibility to maintain a fair staff evaluation program that fosters trust and professional growth.



Superintendent of Schools

TO: Members, Board of Education Agenda Item III.B.8

FROM: Randy Clegg, Superintendent

DATE: March 7, 2013

RE: Approve deletion of Board Policies BFA, BFC, and BFB

Recommendation: That the Board of Education delete Board Policies *BFA: Development of Regulations*, Policy *BFC: Administration in Policy Absence*, and Policy *BFB: Suspension Policy* from the Board Policy manual.

As part of the ongoing work to update the Board of Education's governance policies, the Board Policy Committee, in its systematic review of all board policies, has identified that Policy *BFA: Development of Regulations*; Policy *BFC: Administration in Policy Absence*, and Policy *BFB: Suspension Policy* are covered by Board Policy 208.

B - Board Governance and Operations

Descriptor Term: **Development of Regulations**

Descriptor Code: **BFA**

Issued Date: **7/85**

Reviewed Date: **5/10**

Revised Date: **8/10**

Rescinds: **CHA**

Regulations are detailed directions which help in the clarification and implementation of policies.

Regulations shall be developed by the Superintendent and submitted to the Board Policy Committee, in writing, prior to being submitted to the entire Board for consideration. The proposed regulation shall be placed on the agenda of a regular board meeting for adoption.

B - Board Governance and Operations

Descriptor Term: Administration in the Absence of Policy

Descriptor Code: BFC

Issued Date: 7/85

Reviewed Date: 5/10

Revised Date: 8/10

Rescinds: CHD/BFE

Administration in the Absence of Policy

When there is no board policy in existence to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances surrounding the situation keeping in mind the educational philosophy and financial condition of the school district.

It shall be the responsibility of the superintendent to inform the board of the situation and the action taken and to document the action taken. If needed, the superintendent shall draft a proposed policy for the board to consider.

B - Board Governance and Operations

Descriptor Term: Suspension Policy

Descriptor Code: BFB

Issued Date: 5/10

Reviewed Date:

Revised Date:

Rescinds:

Suspension of Policy

Generally, the board shall follow board policy and enforce it equitably. The board, and only the board, may in extreme emergencies of a very unique nature, suspend policy. It shall be within the discretion of the board to determine when an extreme emergency of a very unique nature exists. Reasons for suspension of a board policy shall be documented in board minutes.



Superintendent of Schools

TO: Members, Board of Education Agenda Item III.B.9

FROM: Randy Clegg, Superintendent

DATE: March 7, 2013

RE: Board Policy Temporary Recoding

Recommendation: That the Board of Education approve the temporary recoding of Board Policy AFB /CBG to AFB: *Evaluation of Superintendent*; Board Policy GBC/BAB to BAB: *Drug and Alcohol Testing*; Policy GBCA/BBF to BFF: *Staff Conflict of Interest*, Policy AFC /GCN to AFC: *Professional Staff Evaluation*, and Policy AFD/GDN to AFD: *Evaluation of Support Staff*.

As part of the ongoing work to update the Board of Education's governance policies, the Board Policy Committee has identified several policies with dual coding. This action will simplify the process of locating and/or updating policies in the Board Policy Manual.

A - Foundations and Basic Commitments

Descriptor Term: **Evaluation of Superintendent**

Descriptor Code: **AFB/CBG**

Issued Date: **5/04**

Reviewed Date:

Revised Date:

Rescinds:

I. PURPOSE

Evaluation is a summative description of the Superintendent's performance in all areas of his/her responsibility. The purpose of the performance evaluation is to recognize effective leadership and management, encourage improved performance, communicate and clarify School Board expectations, generate mutual understanding, improve communication, and facilitate the process of planning to meet future needs.

II. GENERAL STATEMENT OF POLICY

The School Board of Independent School District 191 shall formally evaluate the Superintendent at least annually. In order to provide a consistent and fair process for the evaluation, the Superintendent and Board members shall establish a clear set of expectations for the evaluation including the goals to be accomplished and the instrument(s) to be used.

G - PersonnelDescriptor Term: **Drug and Alcohol Testing**Descriptor Code: **GBC-BAB**Issued Date: **9/06**

Reviewed Date:

Revised Date:

Rescinds:

I. PURPOSE

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. It is the belief of the school board that a work environment free of drug and alcohol use will not only be safer, healthier, and more productive, but will also be more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. §§ 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge. eral regulations.
- F. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an Evidential Breath Testing Device will be required to be performed between 15 and 30 minutes after the completion of the screening test.
- G. Alcohol tests are reported directly to the Designated Employer Representative.

The school district may request or require drug and alcohol testing for school district personnel or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for drivers of Commercial Motor Vehicles who are subject to federally mandated testing.

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:**1. General Limitations**

- a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. § 181.953, Subd. 1.

- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

3. Random Testing

The school district may request or require employees to undergo drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

4. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minn. Stat. § 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions

- 1. "Drug" means a controlled substance as defined in Minnesota Statutes.
- 2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. § 181.953, Subd. 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
- 3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not

mandated by federal law and regulations, such testing shall be governed by Section III of this policy and the drivers shall fall within this definition of "other employees."

4. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing.
5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. § 181.953, Subd. 1.
6. "Random selection basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. "Reasonable suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
8. "Safety-sensitive position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of this Section D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result
 - a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.
 - b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
 - c. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
 - b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the
 - school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.
6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform him or her of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

- F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the

confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon or after hire.
6. An employee must be given access to information in his or her personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References:

Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing In the Workplace)

Minn. Stat. § 221.031 (Motor Carrier Rules)

49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)

49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

Cross-References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 417 (Chemical Use and Abuse)

MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Descriptor Term: **Drug and Alcohol Testing Attachments A-C**

Descriptor Code: **GBCBAB**

Issued Date: **9/06**

Reviewed Date:

Revised Date:

Rescinds:

Attachments A through C are to be used in conjunction with drug and alcohol testing of employees and applicants.

- Attachment A is a "Pretest Notice" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article III, Section E., Paragraph 1 of the policy.
- Attachment B is a "Notice of Test Results and Various Rights" which should be used by the District when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article III, Section E. Paragraph 6, of the policy.
- Attachment C is an "Explanation of Positive Test Result" form which should be used by the school district to request that the employee or job applicant submit information to the school district relevant to the reliability of, or explanation for, a positive test result. It is referred to in Article III, Section E., Paragraph 4. of the policy.

Descriptor Term: **Drug and Alcohol Testing Attachments A-C**
Descriptor Code: **GBCBAB**
Issued Date: **9/06**
Reviewed Date:
Revised Date:
Rescinds:

Attachment A
Independent School District #191
Burnsville - Eagan - Savage

- PRETEST NOTICE -

I the undersigned employee/job applicant of Independent School District No. #191, Burnsville, Minnesota do hereby acknowledge that I have been provided a copy of the School District's Drug and Alcohol Testing Policy.

Date: _____

Signature of Employee/Job Applicant

Typed or Printed Name

Descriptor Term: **Drug and Alcohol Testing Attachments A-C**
Descriptor Code: **GBCBAB**
Issued Date: **9/06**
Reviewed Date:
Revised Date:
Rescinds:

Attachment B

Independent School District #191

Burnsville - Eagan - Savage

[Employee Name]
[Employee Address]

**RE: Drug and/or Alcohol Test
[Date of Testing]**

NOTICE OF TEST RESULTS AND VARIOUS RIGHTS

Test Results:

Independent School District #191, Burnsville, Minnesota has received the test result report from the testing laboratory:

- G Your initial screening test result was negative.
- G Your confirmatory test result was negative.
- G Your confirmatory test result was positive.

Test Result Report:

You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test.

Right to Explain Positive Test Result:

In the case of a positive test result on a confirmatory test, you have the right to explain the results. You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result. Attached to this Notice is a document entitled "Explanation of Positive Test Result" for this purpose.

Descriptor Term: **Drug and Alcohol Testing Attachments A-C**
Descriptor Code: **GBCBAB**
Issued Date: **9/06**
Reviewed Date:
Revised Date:
Rescinds:

Right to Request Confirmatory Retests:

In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

Other Rights:

In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

Descriptor Term: **Drug and Alcohol Testing Attachments A-C**

Descriptor Code: **GBC-BAB**

Issued Date: **9/06**

Reviewed Date:

Revised Date:

Rescinds:

- b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
3. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.
5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

B. Withdrawal of Applicant's Job Offer

If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

Descriptor Term: **Drug and Alcohol Testing Attachments A-C**

Descriptor Code: **GBC-BAB**

Issued Date: **9/06**

Reviewed Date:

Revised Date:

Rescinds:

Attachment C

**Independent School District #191
Burnsville - Eagan - Savage**

EXPLANATION OF POSITIVE TEST RESULT

I the undersigned employee/job applicant of Independent School District#191 Burnsville - Eagan - Savage, Burnsville, Minnesota acknowledge receipt of a Notice of Test Results and Various Rights. This Includes my right to explain the positive test result on a confirmatory test.

I am currently taking or have recently taken:

G no over-the-counter or prescription medications; or

G the following over-the-counter or prescription medications:

I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

Date: _____

Signature of Employee/Job Applicant

Typed or Printed Name

G - Personnel

Descriptor Term: **Staff Conflict of Interest**

Descriptor Code: **GBCA/BBF**

Issued Date: **4/87**

Reviewed Date:

Revised Date:

Rescinds:

Conflict of Interest

No employee of Independent School District 191, including any member of the Board of Education nor any person connected with the public school system in any capacity, shall be interested directly or indirectly in the sale, proceeds, or profits of any book, apparatus, furniture or product used, or to be used, in any school with which one is connected in any official capacity.

This section shall not apply to a person who may have an interest in the sale of a book as its author provided the employee does not participate in the selection process.

Legal References:

Minn. Stat. § 471.87

Minn. Stat. § 471.88

Minn. Stat. § 127.15

A - Foundations and Basic Commitments

Descriptor Term: **Professional Staff Evaluation**

Descriptor Code: **AFC/GCN**

Issued Date: **4/87**

Reviewed Date:

Revised Date:

Rescinds:

Evaluation is a summative description of an employee's performance in all areas of his/her responsibility. It is a system to identify competencies/deficiencies relative to an employee's job description and leads to determination of continuation, remediation-continuation, or termination. Evaluation addresses values and judgments about the criteria considered.

An employee's strengths and weaknesses shall be described as they support or diminish the mission of the School District.

An evaluation shall be written, as prescribed by the District, and placed in the employee's personnel file.

Evaluation shall lead to continuing employment, a plan for the remediation of deficiencies, or termination.

Frequency of evaluation shall be determined by the School Board.

Self-evaluation shall be encouraged as an aid in the identification of performance strengths and weaknesses.

Administration shall be provided training to maintain and improve competencies related to evaluation procedures.

The School District has a responsibility to maintain a fair staff evaluation program that fosters trust and professional growth.

A - Foundations and Basic Commitments

Descriptor Term: **Evaluation of Support Staff**

Descriptor Code: **AFD/GDN**

Issued Date: **4/87**

Reviewed Date:

Revised Date:

Rescinds:

Evaluation

There shall be a system of formal evaluation, which maximizes the support staff's efficiency and improves the effectiveness of the total educational program.

G - Personnel

Descriptor Term: **Evaluation of Support Staff**

Descriptor Code: **GDN-R/AFD-R**

Issued Date: **4/87**

Reviewed Date:

Revised Date:

Rescinds:

Evaluation

Each support staff-member who works more than twenty (20) hours per week shall be evaluated at least twice each year during the first two years of employment in the District. The first evaluation shall be made by the immediate supervisor by mid-year and the second evaluation shall be completed by the end of the school year.

Employees who are in their third or later year of service in the District shall be evaluated at least one time each year, to be completed by June 1.

Additional appraisal may be made upon recognition of need by the supervisor or upon request of the individual employee.

After each appraisal the supervisor shall discuss the appraisal with the employee.

The appraisal shall be in writing on the proper form.

The employee shall sign the written appraisal and may comment on the appraisal if desired.

Personnel Data

Data gathered in the course of the procedure shall be used for review of job specifications and descriptions and in transfer, promotion, demotion and termination activities.

Completed reviews for personnel evaluated shall be sent to Human Resources for inclusion in the employee's file at the conclusion of the school year.



**Agenda III.B.10
March 7, 2013**

To: Members, Board of Education
From: Lisa K. Rider, Executive Director of Business Services
Date: March 7, 2013
Re: Burnsville High School Elevator Modernization Project

RECOMMENDATION: That the Board of Education approve the Burnsville High School Elevator Modernization Project to Minnesota Elevator Inc. in the amount of \$92,151.00.

On Wednesday February 20, 2013 we received quotes to update the media elevator at the Burnsville High School. We received three quotes for this project and Minnesota Elevator Inc. was the apparent low quote. This project was originally an add alternate for the Burnsville High School 2013 - 2014 deferred maintenance project and was rejected because of cost (\$150,500.00).

<u>Contractor</u>	<u>Quotation</u>
Minnesota Elevator Inc.	\$ 92,151.00
Schindler Elevator Corporation	\$117,410.00
ThyssenKrupp Elevator Americas	\$136,484.00

Attached: ATS&R's recommendation letter.

All costs have been reviewed and validated by ATS&R Architects and Engineers.



ARMSTRONG TORSETH SKOLD & RYDEEN INC

February 28, 2013

Mr. Glenn Simon
Burnsville-Eagan-Savage Public Schools
Independent School District No. 191
Administrative Services Center
100 River Ridge Court
Burnsville, MN 55337

Re: Request for Quotation Results and Recommendation for Award of Purchase Order for:
Burnsville High School – Elevator Modernization Project
ATS&R Project No. 09064.4

Dear Mr. Simon:

On Wednesday, February 20, 2013, Requests for Quotation were received for the Burnsville High School – Elevator Modernization Project. Three (3) contractors submitted quotations for the work as follows:

<u>Contractor</u>	<u>Quotation</u>
Minnesota Elevator Inc.	\$ 92,151.00
Schindler Elevator Corporation	\$117,410.00
ThyssenKrupp Elevator Americas	\$136,484.00

The apparent low quotation for this work is Minnesota Elevator Inc. with a quote of \$92,151.00. This amount is below the construction cost that was estimated for this project.

It is the recommendation of ATS&R for the Burnsville-Eagan-Savage Public School District to award a Purchase Order in the amount of \$92,151.00 for the Elevator Modernization to:

Minnesota Elevator Inc.
19336 – 607th Avenue
Mankato, MN 56001
Phone: 507-245-3060
Fax: 507-245-3956

Thank you for your consideration in this matter and we look forward to a very successful project.

Sincerely,

Mark G. Hayes, AIA
Project Architect / Partner

Attachment: Bid Tabulation

cc: Steve Keller, ATS&R
Debbie Erickson, ATS&R



MEI

Minnesota Elevator Inc.
19336 607th Ave Mankato, MN 56001
PHONE: (507) 245-3060 FAX: (507) 245-3956
An EOE/AA Contractor

Proposal

PROPOSAL SUBMITTED TO: Burnsville Eagan Savage Public School Dist. #191	DATE: 2/20/13
ADDRESS: 100 River Ridge Court	JOB NAME: Burnsville High School Elevator Mod
ADDRESS: Burnsville, MN 55337	JOB LOCATION: 600 East Highway 13, Burnsville, MN
ADDRESS:	RE:
TELEPHONE:	

We propose hereby to furnish material and labor in accordance with specifications below, for the sum of: Ninety Two Thousand One Hundred Fifty one and 00/100 Dollars \$92,151.00

Payment to be made as follows: 25% down upon signed contract, 45% due upon delivery of materials and final 30% billed upon completion of project and due within 30 days of invoice date. Proposal valid for 45 days.

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from specifications below involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

The purchaser agrees to pay for any delinquent payments not received after thirty (30) days interest at the rate of one and one half (1 ½%) per month.

In the event it becomes necessary to retain an attorney for collection of delinquent amounts, the purchaser agrees to pay reasonable attorney's fees and court costs in such collection efforts.

Authorized Signature: *Chris Huck*
Chris Huck
Minnesota Elevator, Inc. Modernization Sales

NOTE: This proposal may be withdrawn by us if not accepted within forty-five (45) days.

As a follow-up to surveying the hydraulic passenger elevator located in the Butcher and the Boar 1121 Hennepin Ave, Minneapolis, MN; I have listed below the work we are recommending as a means to help improve the overall performance of the elevator and bring it up to date with the current life safety, handicap and elevator code requirements. The work we are recommending is as follows:

<p>Acceptance of Proposal - The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified herein. Payment will be made as outlined above.</p>	Signature _____
	Date of Acceptance _____

This proposal does not include any provisions for running the car for related work contractors. If access to the hoistway is required, the time will be billed as an add to the contract at a rate of \$132.00 per hour 82

EQUIPMENT TO BE REMOVED BY MINNESOTA ELEVATOR, INC.:

1. Controller
2. Selector
3. Put Buffers/Assembly
4. Oil Line from jack unit to new power unit
5. Dry power unit
6. Hatch and Car door switches, locks and guides
7. Machine Room and Hoistway wiring
8. Guides
9. Hall Stations
10. Jack/Pit Channel and Buffers
11. Wiring
12. Door protection and Door Equipment

EQUIPMENT TO BE INSTALLED BY MINNESOTA ELEVATOR, INC. :

1. New VMI non-proprietary controller
2. New electronic solid state motor starter
3. New selector
4. New pit buffers/assembly
5. Oil line from jack unit to power unit with compliant pit and machine room shut offs
6. Hall stations at all levels
7. New machine room and hoistway wiring with 10% spare conductors
8. New emergency key box and elevator personnel only boxes
9. New car top station
10. New crosshead data tag
11. New pit ladder
12. Jack and Submersible Power Unit
13. Jack Hole clean out after removal of existing

Jack Hole Clause:

The work covered by this proposal involves removing a buried hydraulic cylinder that is not possible to visually inspect. MEI has included 8 hours for the removal of the existing jack if the jack is not removed during this time the additional cost to remove will be done on a time and material basis to be paid for by the GC/Owner. MEI has included reasonable provisions in this proposal to clean out and reuse the exiting jack hole. If the existing jack hole does not meet code (not deep enough, not plumb, not cased, casing not large enough, obstruction, water conditions, compromised, etc) or cannot be cleaned out by a standard suction method the additional cost to clean out and or repair the jack hole to code will be done on a time and material basis to be paid for by the GC/Owner.

SPECIAL CONDITIONS:

1. Lead time for engineering and materials is presently running **12 to 13 weeks** after all submittal and approved documents along with selections have been processed by Minnesota Elevator Inc. All selections must be in before the lead time begins.
2. We project the work as explained to take approximately 3-5 weeks to complete.
3. We are presently experiencing 2-3 weeks for preliminary drawings.

WORK TO BE COMPLETED BY OWNER:

To complete this installation, the following items shall be completed by Owner and/or it's subcontractors in accordance with governing codes.

GENERAL:

1. General, mechanical, electrical, low voltage, and sprinkler work necessary to provide a code compliant hoistway and machine room. (MEI will schedule the inspector to review the related work with the owner)

WARRANTY:

1. Provide a one (1) year warranty from date of final acceptance. Warranty shall include coverage of elevator system controller, operating equipment and devices that are defective, improperly installed or adjusted.
2. MEI shall not be responsible for work required due to abuse or misuse by others or on parts that were not installed or replaced under this specification.
3. MEI shall submit a written report to Owner, stating nature of abuse and corrective action taken.

MAINTENANCE SERVICE:

1. MEI shall furnish complete service and maintenance of the elevator system and components during the initial twelve (12) month period following the final acceptance of the elevator.
2. MEI shall examine elevator equipment monthly to clean, adjust, and lubricate all equipment. Repair or replace parts whenever required and use parts produced by the manufacturer of the original equipment.
3. MEI shall provide regular time, emergency callback service for the duration of free service at no additional cost to the owner. Response time shall be within two hours after request is received.
4. Maintain in our service vehicles an adequate stock of parts for repairs, replacement, or emergency callbacks.
5. If emergency callback or repair is due to abuse or misuse by others, MEI shall submit a written report to the owner stating the nature of abuse and corrective action taken.

MATERIALS:

1. Materials used shall be specified manufacturer's standard design and comply with all duty requirements of this Section.
2. All fabricated components and material installed shall comply with ANSI A17.1 code requirements.

ELECTRICAL:

1. All electrical wiring runs shall contain 10% spares and comply with National Electrical Code NFPA 70 requirements.

DESIGN FOR HANDICAP:

1. Locations of all devices and audio/visual operation shall comply with this Section and Uniform Federal Accessibility Standards.

FINISHES:

1. All fixture covers and backing plates shall be #4 satin finish stainless steel of manufacturer's standard design.

FIELD QUALITY CONTROL:

1. Perform and meet tests required by ANSI ASME A17.1.
2. Supply instruments and execute required test.

CLEANING AND PAINTING:

1. Remove protective coverings from finished surfaces. Clean surfaces and components ready for inspection.
2. Cleaning and painting of elevator equipment room and pit floor as specified under the "Equipment to be Installed" section.

ADJUSTING:

1. Adjust for smooth accelerating and deceleration of car.
2. Car shall be capable of lifting a capacity load, plus 25%
3. Leveling speed shall be constant in both up and down directions.
4. Sill to sill leveling accuracy shall be +/- 1/4".

PROTECTION:

1. MEI will be responsible for cleaning or repairing all interior building surfaces that are soiled or damaged by the installation of equipment.
2. Protect all finished surfaces from damage when moving equipment into and out of the building.

STORAGE:

1. All new equipment, prior to installation, shall be delivered to the jobsite and stored in a location that is approved by the building owner.

Minnesota Elevator Inc. is proposing to furnish all of the necessary labor and materials required to perform the elevator portion of the work based on all work being performed Monday through Friday between the hours of 8:00 a.m. – 4:30 p.m.

If you find the work we are proposing acceptable, please sign and return one copy of the proposal and retain the other copy for your records.

If you have any questions or comments concerning the above, please feel free to call Chris @ 507-245-3060.

Cordially yours,

MINNESOTA ELEVATOR INC.

Chris Huck

Chris Huck
Modernization Sales
Minnesota Elevator Inc.



**Agenda IV.A
March 7, 2013**

TO: Dr. Randall Clegg, Superintendent

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

DATE: March 7, 2013

RE: Purchasing Card Program

RECOMMENDATION: That the Board of Education approve the application for the U.S. Bank Higher Education Card Consortium Purchasing Card Program.

We currently have a purchasing card program with Wells Fargo. The current program does not generate any rebates until we reach \$3,000,000 in annual spend. We currently spend between \$800,000 and \$1,000,000. Our monthly credit limit is \$200,000.

We went through a purchasing card program review process and invited several financial institutions to present their programs. Through this process, we compared the program rebates, functionality, service and support, and references for U.S. Bank, BMO Harris Bank, and Commerce Bank. Based on the above criteria, it was determined that U.S. Bank provides the greatest rebate percentage, provides adequate support, and should be a seamless transition for the end users. The U.S. Bank program also includes an "e-pay" option that would allow us to pay vendors through our accounts payable department, increasing our spending in the program, which will increase the rebate we would receive. The application would request a higher credit limit than we currently have to accommodate the "e-pay" payments to maximize our rebate. The projected annual spend in the application is \$3,000,000.



**Agenda IV.B
March 7, 2013**

To: Members, Board of Education

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

Date: March 7, 2013

Re: Mraz Performing Arts Center Theater Seating Replacement Project

RECOMMENDATION: That the Board of Education approve the base bid and alternate 7 for the theater seating replacement project in the Mraz Performing Arts Center to Haldeman Homme in the amount of \$73,344.60. Also approve the removal and installation base bid for the seating replacement project to Irwin Installation Source in the amount of \$19,211.22. The total amount for both bids is \$92,556.08.

On Monday February 25, 2013 bids for the Mraz center seating replacement project were opened and publicly read aloud. The seating replacement project is part of the school boards approved 10 year plan, it is being moved up to this summer due to the favorable bids we received for the deferred maintenance project. Attached are the bid tabulation results.

All costs have been reviewed by Strategic Source.

Supplier:			Irwin Seating & Irwin Installation Source - Quote 2 & 3 Combined			Irwin Seating -Quote 1			American Seating		
Contact:			LeRoy Biteler / Spence Benedict			LeRoy Biteler			Jill Colvin		
Telephone:			612-362-2152 / 616-574-7341			612-362-2152			952-21-3099		
Email:			lbiteler@haldemanhomme.com spence.benedict@irwinseating.com			lbiteler@haldemanhomme.com			jcolvin@groupcolvin.com		
Item #	Description	Quantity	Price \$	Ext \$	Comments	Price \$	Ext \$	Comments	Price \$	Ext \$	Comments
1	Stellar Model 35-220 Chair, Featuring: Plastic Outer Back, 2" Back Foam, 3" Foam Seat, Lever/Riser Mount, Plastic Armrests, #560 Laminate Ends, Grade 4 Fabric, Fabric: CF Stinson 6548 Midnight	474	\$142.59	\$67,587.66		\$148.70	\$70,483.80		\$183.19	\$86,832.06	
2	Aluminum Number/Letter Plates - Silver Tone	474	\$0.00	\$0.00	Included	\$0.00	\$0.00	Included	\$3.03	\$1,436.22	
3	ADA Cast iron End, Wood Armrest (Rotates Back)	6	\$0.00	\$0.00	Included	\$0.00	\$0.00	Included	\$99.54	\$597.24	
4	Installation	474	\$40.53	\$19,211.22	Irwin Installation Source	\$43.63	\$20,680.00		\$56.20	\$26,638.80	Also included removal and disposal of old seating.
5	Fuel Surcharge/Delivery Charge	1	\$2,012.60	\$2,012.60	Part of base Bid	\$2,129.00	\$2,129.00	Part of base Bid	\$0.00	\$0.00	Included
6	Spring Seat	474	\$2.40	\$1,137.60		\$2.55	\$1,208.70		\$0.00	\$0.00	Included
7	Lumbar Support. Is it plastic or foam?	474	\$7.90	\$3,744.60	Plastic	\$8.35	\$3,957.90	Plastic	\$0.00	\$0.00	Included - Molded Foam on compound curve inner steel panel.
		SUBTOTAL		\$92,556.08			\$98,459.40			\$115,504.32	
Payment for existing chairs (if any)		1	\$0.00	\$0.00	No	\$0.00	\$0.00	No	\$0.00	\$0.00	N/A - Disposed
		TOTAL		\$92,556.08			\$98,459.40			\$115,504.32	
		Average:		\$102,173.27			\$98,459.40			\$115,504.32	
		Savings \$ (Against Average):		\$9,617.19			\$3,713.87			-\$13,331.05	
		Savings % (Against Average):		9%			4%			-13%	
Additional Features to quote:			Option 1								
8	Isle lights, low voltage, non-hazardous 12 volt, DC, utilizing six miniature LEDs, with voltage reduction device from AC to DC.	1	\$44.88	\$44.88	Plus \$285 for Transformer	\$47.46	\$47.46	Plus \$302 for Transformer	\$62.64	\$62.64	Price 1, unknown number needed.
9	Tablet Arm? Weight limit? Can one be added at a later date? (minimum 120 sq. inches)	1	\$54.04	\$54.04	Wt. Limit= 200 lbs. Added Later?: Yes	\$57.15	\$57.15	Wt. Limit= 200 lbs. Added Later?: Yes	\$79.04	\$79.04	Wt. Limit= 200 lbs. Added Later?: Yes, but must specify this when ordering the chairs.
10	Upgrade Premium chair. if available (additional cost)	474	\$23.27	\$11,029.98		\$24.61	\$11,665.14		\$0.00	\$0.00	n/a - Additional information needed.
Notes/Installation Requirements: Failure to meet these requirements will result in bid disqualification			Can you meet? (Yes/No)			Can you meet? (Yes/No)			Can you meet? (Yes/No)		
A	Begin June 10th, 2013, with seats out by 14, 2013		Yes			Yes			Yes		
B	Begin installing chairs June 24th, completed by July 5, 2013		Yes			Yes			Yes		
C	Bid must include removal and disposal of existing seating		Yes Break & Patch			Yes Break & Patch			Yes		
D	Must allow ample time for carpet removal and replacement prior to installation		Yes			Yes			Yes		
Business Requirements			Yes/No Please Explain			Yes/No Please Explain			Yes/No Please Explain		
1	Payment Terms 2%10 Net 30? Or ??		Net 30			Net 30			Net 30		
2	Credit Cards Accept? Which Ones?		No			No			Yes, Visa, MC, AMEX		
3	Price Protected for 90 days?		Yes			Yes			Yes		
4	Warranty Period?		Yes - See Attached			Yes - See Attached			Yes - See attached Warranty		
5	Return Policy?		Not applicable. Chairs are custom made			Not applicable. Chairs are custom made			None		
6	Delivery included?		Yes			Yes			Yes		
7	Installation included?		Yes			Yes			Yes		
8	Lead time?		6-7 weeks			7 to 8 weeks after approved drawings and color selections			12-14 weeks from approved drawings, fabrics, finishes and field checks.		
9	Bonded?		Yes, - no price given			Yes, but not included in price			For Payment/Performance bonds, add 1.5% to the total project amount.		
10	Insured?		Yes			Yes			Yes		
11	Cleaning instructions for fabric and plastic?		Code WS See Attached			Code WS See Attached			See attached Fabric brochure (cleaning instructions on back)		
<p>Each bidder who responds to this proposal expressly agrees to all terms and conditions stated herein, or as may be expressly altered by the District.</p> <p>Wage Rate Requirements: Contract will be subject to compliance with requirements of State of Minnesota prevailing wage statutes.</p> <p>No bidder may withdraw the bid within 45 days after date of bid opening without consent of the School Board. The School Board reserves the right to reject any and all bids to wave informalities or irregularities therein, and to award the contract in the best interest of the District and its employees.</p>			<p>COMPANY: Irwin Installation Source SALES CONTACT: Spence Benedict ADDRESS: 3251 Fruit Ridge Ave NW CITY: Grand Rapids STATE: MI ZIP: 49544 PHONE: (616) 574-7341 EMAIL ADDRESS: spence.benedict@irwinseating.com</p>			<p>COMPANY: Haldeman Homme SALES CONTACT: LeRoy Biteler ADDRESS: 430 Industrial Blvd CITY: Minneapolis STATE: MN ZIP: 55413 PHONE: (612) 362-2152 EMAIL ADDRESS: lbiteler@haldemanhomme.com</p>			<p>COMPANY: American Seating Company SALES CONTACT: Jill Colvin ADDRESS: 401 American Seating Center CITY: Grand Rapids STATE: MN ZIP: 49504 PHONE: (952) 221-3099 EMAIL ADDRESS: jcolvin@groupcolvin.com</p>		



**Agenda IV.C
March 7, 2013**

To: Members, Board of Education

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

Date: March 7, 2013

Re: Eagle Ridge Junior High Locker Replacement Project

RECOMMENDATION: That the Board of Education award the Eagle Ridge Junior High Locker Replacement Project base bid in the amount of \$145,750 and reject alternate No. 1 to Olympus Lockers and Storage Products Inc.

On Wednesday, February 27, 2013 bids were opened and publicly read aloud for the Eagle Ridge Junior High School locker replacement project. Four bidders submitted bids for this project and the apparent low bidder was Olympus Lockers and Storage Products Inc. who submitted a bid in the amount of \$145,750.

Attached: Bid Tab and ATS&R's recommendation letter.

All costs have been reviewed and validated by ATS&R Architects and Engineers.



ARMSTRONG TORSETH SKOLD & RYDEEN INC

February 28, 2013

Mr. Glenn Simon
Burnsville-Eagan-Savage Public Schools
Independent School District No. 191
Administrative Services Center
100 River Ridge Court
Burnsville, MN 55337

Re: Bid Results and Recommendation for Award of Contract for:
Eagle Ridge Junior High School – Locker Replacement Project
ATS&R Project No. 12061.1

Dear Mr. Simon:

On Wednesday, February 27, 2013, bids were received for the Eagle Ridge Junior High School – Locker Replacement Project. Four (4) bidders submitted bids for the work.

The apparent low responsible bidder for this work is Olympus Lockers & Storage Products Inc. with a Base Bid of \$145,750.00. This amount is below the construction cost that was estimated for this project.

The project included one Bid Alternate, Secondary Metal Covered Particleboard End Panels. After review of the Bid Alternate with District administrators, it is the recommendation that Alternate 1 not be awarded. Acceptance of the Alternate Bid does not affect the results of the low bidder.

It is the recommendation of ATS&R for the Burnsville-Eagan-Savage Public School District to award the contract in the amount of \$145,750.00 for General Construction to:

Olympus Lockers & Storage Products Inc.
6560 Edenvale Boulevard
Eden Prairie, MN 55346-2502
Phone: 952-746-8060
Fax: 952-746-8061
Email: jeffanderson@olympuslockers.com

Thank you for your consideration in this matter and look forward to a very successful project.

Sincerely,

Mark G. Hayes, AIA
Project Architect / Partner

MGH:kjr

Attachment: Bid Tabulation

cc: Steve Keller, ATS&R
Debbie Erickson, ATS&R

EAGLE RIDGE JUNIOR HIGH SCHOOL
 LOCKER REPLACEMENT
 PROJECT NUMBER: 12061.1
 BID DATE: February 27, 2013 @ 3:00 P.M.

CONTRACTOR	BID BOND/ CHECK	BASE BID	Alternate No. 1 Secondary Metal Covered Particleboard End Panels	Alternate No. 1 Not Acknowledged on Bidder's Bid	Addendum 1
Olympus Lockers and Storage Products	YES	\$145,750.00			YES
J. F. Equipment Co.	YES	\$174,900.00		\$1,140.00	YES
Mohs Contracting Inc.	YES	\$224,500.00		\$3,500.00	YES
A & L Construction Inc.	YES	\$229,400.00		\$28,000.00	YES

00 00 00-BID TABULATIONS



Superintendent of Schools

TO: Members, Board of Education Agenda Item IV.D

FROM: Randy Clegg, Superintendent

DATE: March 7, 2013

RE: Board Policy 208

Recommendation: That the Board of Education approve, on a first reading basis, minor revisions to *Board Policy 208: Development, Adoption and Implementation of Policies*.

As part of the ongoing work to update the Board of Education's governance policies, *Board Policy 208: Development, Adoption and Implementation of Policies* has been reviewed and updated by the Board Policy Committee to include Board Policy BFB: *Suspension Policy*. Board Policy 208, which was last updated in January 2013, establishes the process by which board policies are developed, reviewed, amended, rescinded and adopted

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Policy 208 Development, Adoption and Implementation of Policies

I. PURPOSE

II. SCOPE

This policy establishes the process by which policies are developed, reviewed, amended, rescinded, and adopted.

III. DEFINITIONS

Policy – A written document adopted by the Board that guides the development and implementation of educational programs and district operations.

Policy Review Committee – A committee of three Board members appointed by the Board Chair to review policy recommendations of the Superintendent and forward to the Board for consideration of revised or new policies.

IV. POLICY STATEMENT

The development of strong, clear policy statements constitutes the primary leadership function of the Board of Education. Policies are the principal process by which the Board discharges its responsibility for the governance of all district educational programs. Board policies establish focus, criteria, and parameters for decision making by the district Superintendent to ensure decisions made are congruent with district level goals and priorities. It is through policies, which are sufficient in scope and quality, that the Board establishes the standards for the design and delivery of programs in the Burnsville-Eagan-Savage School District.

V. DEVELOPMENT OF POLICY

The Board has jurisdiction to legislate policy for the school district with the force and effect of law. The need for a board policy may be proposed by a board member, the superintendent, an employee or a stakeholder. The need for a new policy may be due to changes in the external operating environment, changes to state statutes, changes in the district's strategic direction, implementation of new district initiatives or the need for consistent decision-making across the district. All proposed policies will be reviewed by the Board Policy Committee prior to being submitted to the Board for consideration.

VI. ADOPTION OF POLICY

The Board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two regularly scheduled board meetings. New policies and policy revisions introduced at a regularly scheduled board meeting shall not be adopted until a subsequent regularly scheduled meeting of the Board. A majority vote of a quorum of the Board is required to approve a revised policy or adopt a new policy. A revised policy or a new policy becomes effective upon adoption by the Board unless another effective date is specified.

If an existing policy is modified due to changes in state or federal laws, the modified policy may be approved at one regularly scheduled meeting at the discretion of the Board.

Under unusual and rare circumstances the Board, with or without prior notice, may temporarily approve a policy and/or suspend an existing policy to meet emergency conditions. A majority vote of a quorum of the Board is required to adopt an emergency policy or suspend an existing policy. A statement regarding the emergency and the need for immediate adoption or suspension of a policy shall be included in the minutes.

An emergency policy shall expire within one year following emergency adoption by the Board unless there has been Board action to repeal the emergency policy. A suspended policy shall be reinstated within one year following suspension by the Board unless there has been Board action to permanently repeal the suspended policy. The Board shall have discretion to determine what constitutes an emergency situation.

VII. IMPLEMENTATION OF POLICY

It shall be the responsibility of the Superintendent to implement board policies and to develop administrative guidelines and directives when necessary to provide greater specificity and consistency in the process of implementation.

In the event a situation demanding a decision exceeds the boundaries for operational decision-making defined through existing policies, the Superintendent is empowered to act as needed and report such action or decision to the Board.

Policies adopted by the Board shall be posted to the district's website using the codification system and format approved by the Board.

All policies shall be reviewed once every five years. The Superintendent shall be responsible for developing a system of the periodic review of all policies.

The following policy must be reviewed annually: 506 (JFC) Student Discipline.

VIII. RESPONSIBILITIES

Board Members – Discharge its governance responsibility through the adoption of policies that establish the focus, criteria, and parameters for decision making by district staff to ensure decisions made are congruent with district goals and priorities.

Board Policy Review Committee – Review recommended policies, prior to submitting to the full Board for consideration, to ensure policies are within the scope of the Board's authority and supports the district's mission, vision, core values and strategic direction.

District Administrators – Are responsible for informing their subordinates of existing policies and regulations and ensuring that all policies and regulations are implemented with fidelity.

Staff – Are responsible for implementing all board policies and administrative regulations with fidelity.

Superintendent – Periodically review and evaluate all current policies, keeping the Board apprised of the need to revise existing policies or adopt new policies.

IX. EXCLUSIONS

None

VII. CONTACTS

Offices that can be contacted regarding the policy.

Office/Department

Superintendent

Telephone Number

952-707-2001

VIII. LEGAL REFERENCES

Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)



Superintendent of Schools

TO: Members, Board of Education Agenda Item IV.E

FROM: Randy Clegg, Superintendent

DATE: March 7, 2013

RE: Board Policy 602: *Organization of School Calendar and School Day*

Recommendation: That the Board of Education approve, on a first reading basis, Policy 602: *Organization of School Calendar and School Day*.

As part of the ongoing work to update the Board of Education's governance policies, Board Policy 602: *Organization of School Calendar and School Day* has been reviewed and updated by the Board Policy Committee. Board Policy 602 replaces Board Policy ICA: *School Calendar* which was last reviewed in 2010 and Board Policy ID: *School Day* which was last reviewed in 1986.

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Policy 602 Organization of School Calendar and School Day

I. PURPOSE

The purpose of this policy is to establish a timely process for determination of the school calendar and school day.

II. SCOPE

This policy applies to all ISD191 schools and programs that operate during the regular academic school year.

III. DEFINITIONS

None.

IV. POLICY STATEMENT

Calendar:

The superintendent or designee shall submit a calendar recommendation for the following school year to the Board of Education no later than November of each year that establishes 170 student contact days and 184 work days for instructional staff.

The following dates are designated as non-classroom days: Labor Day, two days in October during the annual teacher convention, Thanksgiving and the Friday after Thanksgiving, Martin Luther King Jr. Day, and Memorial Day. In addition, there will be a winter break of at least 7 days (excluding weekends) commencing no later than December 24th with classes resuming for students on the first of two consecutive weekdays after the January 1st holiday. The school year for students will end no later than June 11th.

Half of three professional days are to be used by teachers for completing grades, record keeping, and preparation for conferences and should be scheduled accordingly.

School Day:

The superintendent or designee shall establish a schedule for the school day that exceeds the minimum number of hours established in Minnesota statute by at least two instructional days to provide for possible emergency closings.

V. RESPONSIBILITIES

Superintendent – The superintendent or designee will facilitate a collaborative process to establish calendar options, including input from staff and parents, and bring a recommendation to the board by November of each year.

History:		
Approved by: Board of Education	Clerk's Signature:	Date:

VI. EXCLUSIONS**VII. CONTACTS**Office/DepartmentTelephone Number

Assistant Superintendent

952-707-2005

VIII. LEGAL REFERENCES

Legal References:

Minn. Stat. § 120A.40 (School Calendar)

Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)

Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120A.42 (Holidays)

Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts;
Termination)

Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class, Definitions)

Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; appropriation)

Cross References:

MSBA Model Policy 602 (Organization of School Calendar and School Day)

MSBA/MASA Model Policy 425 (Staff Development)

History:		
Approved by: Board of Education	Clerk's Signature:	Date:

Descriptor Term: **School Calendar**

Descriptor Code: **ICA**

Issued Date: **4/91**

Reviewed Date: **4/10**

Revised Date: **5/10**

Rescinds: **ICA-R**

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

It is important to parents, students, employees, and the general public to have advance knowledge of the school calendar and school day to effectively plan for the school year.

III. CALENDAR RESPONSIBILITY

- A. Annually in November, the Executive Director of Human Resources shall submit to the Board of Education a calendar for the school year immediately following the next upcoming year.

It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.

- B. An Advisory Committee shall be formed, composed of community members, teachers, and Administrators to assist in reviewing calendar options based on the following criteria:

1. Starting Date:

Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before September 1, unless beginning the school year earlier will accommodate a construction or remodeling project of \$400,000 or more, which affects a district's school facility. Days devoted to teacher's workshops may be held before September 1.

2. Non-Classroom Days:

The following non-classroom days shall be designated: Labor Day, two teacher convention days in October, Thanksgiving Thursday and Friday, Martin Luther King Day, Memorial Day and one (1) other day designated by the committee.

There will be, at minimum, a seven-day (excluding weekends) winter break incorporating December 25 and January 1, commencing no later than December 24 with classes resuming on the first of two consecutive weekdays after the January 1 holiday.

3. Ending Date:

The school year for students is not to end later than June 11.

4. Staff/Student Days:

The calendar shall incorporate 184 staff days and no less than 173 student contact days.

Adequate teacher workshops, professional days, and conference days will be incorporated in each calendar.

One half of the professional day at the end of each of the first three quarters is to be used by teachers for grade preparation and record keeping with the other half of the day devoted to curriculum and staff development.

The calendar shall reflect pupil attendance requirements by law and state regulations.

5. Community Input:

Prior to recommending a calendar to the Board of Education, the Calendar Committee shall survey the community to determine their preferences.

IV. SCHOOL DAY RESPONSIBILITY

The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education shall be met.

- A. In all secondary schools the minimum length of an instructional day for each pupil, exclusive of noon intermission, shall be six hours.

Community-based programs may be approved as part of the school day provided that students are supervised through the vocational department.

Nonemployment-related community-based programs may be approved by administration for one hour a day provided that the student is sixteen (16) years of age and has parent/guardian permission.

The high school principal shall draft a procedure, which specifies that the parent/guardian is fully responsible for student activities in the nonemployment-related community based program.

In all elementary schools the minimum length of an instructional day for each pupil in grades one through six shall be six hours and twenty-five minutes inclusive of noon intermission.

In all elementary schools the minimum length of an instructional day for each kindergarten pupil shall be two hours and forty-two minutes.

- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

Legal References:

Minn. Stat. § 120A.40 (School Calendar)

Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)

Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120A.42 (Holidays)

Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts;
Termination)

Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class,
Definitions)

Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; appropriation)

Cross References:

MSBA/MASA Model Policy 425 (Staff Development)

Descriptor Term: **School Day**

Descriptor Code: **ID**

Issued Date: **1/86**

Reviewed Date:

Revised Date:

Rescinds:

Length of School Day - - Early Release

In all secondary schools the minimum length of an instructional day for each pupil, exclusive of noon intermission, shall be six hours.

Community-based programs may be approved as part of the school day provided that students are supervised through the vocational department.

Nonemployment-related community-based programs may be approved by administration for one hour a day provided that the student is sixteen (16) years of age and has parent-guardian permission.

The high school principal shall draft a procedure which specified that the parent-guardian is fully responsible for student activities in the nonemployment-related community-based program.

In all elementary schools the minimum length of an instructional day for each pupil in grades one through six shall be six hours and twenty-five minutes inclusive of noon intermission.

In all elementary schools the minimum length of an instructional day for each kindergarten pupil shall be two hours and forty-two minutes.



Superintendent of Schools

TO: Members, Board of Education Agenda Item IV.F
FROM: Randy Clegg, Superintendent
DATE: March 7, 2013
RE: Board Policy 705.1: *Post Issuance Debt Compliance Policy*

Recommendation: That the Board of Education approve, on a first reading basis, Policy 705.1: *Post Issuance Debt Compliance Policy*.

As part of the ongoing work to update the Board of Education's governance policies, Board Policy 705.1: *Post Issuance Debt Compliance Policy* has been reviewed by the Board Policy Committee.

The Internal Revenue Service (IRS) is responsible for enforcing compliance with the Internal Revenue Code (the "Code") and regulations promulgated there under ("Treasury Regulations") governing certain obligations (for example: tax-exempt obligations, Build America Bonds, Recovery Zone Development Bonds and various "Tax Credit" Bonds). The IRS encourages issuers and beneficiaries of these obligations to adopt and implement a post-issuance debt compliance policy and procedures to safeguard against post-issuance violations.

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Policy 705.1 Post-Issuance Debt Compliance Policy

I. PURPOSE

The Internal Revenue Service (IRS) is responsible for enforcing compliance with the Internal Revenue Code (the "Code") and regulations promulgated there under ("Treasury Regulations") governing certain obligations (for example: tax-exempt obligations, Build America Bonds, Recovery Zone Development Bonds and various "Tax Credit" Bonds). The IRS encourages issuers and beneficiaries of these obligations to adopt and implement a post-issuance debt compliance policy and procedures to safeguard against post-issuance violations.

II. SCOPE

Board of Education of ISD 191 and designees.

III. DEFINITIONS

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IV. POLICY STATEMENT

Post-Issuance Debt Compliance Policy Objective

The District desires to monitor these obligations to ensure compliance with the Code and Treasury Regulations. To help ensure compliance, the District has developed the following policy (the "Post-Issuance Debt Compliance Policy"). The Post-Issuance Debt Compliance Policy shall apply to the obligations mentioned above, including bonds, notes, loans, lease purchase contracts, lines of credit, commercial paper or any other form of debt that is subject to compliance.

V. RESPONSIBILITIES

Executive Director of Business Services – designated as the District's agent who is responsible for post-issuance compliance of these obligations.

The Executive Director of Business Services shall assemble all relevant documentation, records and activities required to ensure post-issuance debt compliance as further detailed in corresponding procedures (the "Post-Issuance Debt Compliance Procedures"). At a minimum, the Post-Issuance Debt Compliance Procedures for each qualifying obligation will address the following:

1. General post-issuance compliance;
2. Proper and timely use of obligation proceeds and obligation-financed property;
3. Arbitrage yield restriction and rebate;
4. Timely filings and other general requirements;
5. Additional undertakings or activities that support points 1 through 4 above;
6. Maintenance of proper records related to the obligations and the investment of proceeds of obligations;
7. Other requirements that become necessary in the future.

History:		
Approved by: Board of Education	Clerk's Signature:	Date:

The Executive Director of Business Services shall apply the Post-Issuance Debt Compliance Procedures to each qualifying obligation and maintain a record of the results. Further, the Executive Director of Business Services will ensure that the Post-Issuance Debt Compliance Policy and Procedures are updated on a regular and as needed basis.

The Executive Director of Business Services or any other individuals responsible for assisting the Executive Director of Business Services in maintaining records needed to ensure post-issuance debt compliance, are authorized to expend funds as needed to attend training or secure use of other educational resources for ensuring compliance such as consulting, publications, and compliance assistance.

Most of the provisions of this Post-Issuance Debt Compliance Policy are not applicable to taxable governmental obligations unless there is a reasonable possibility that the District may refund their taxable governmental obligation, in whole or in part, with the proceeds of a tax-exempt governmental obligation. If this refunding possibility exists, then the Executive Director of Business Services shall treat the taxable governmental obligation as if such issue were an issue of tax-exempt governmental obligations and comply with the requirements of this Post-Issuance Debt Compliance Policy.

Private Activity Bonds

The District may issue tax-exempt obligations that are “private activity” bonds because either (1) the bonds finance a facility that is owned by the District but used by one or more qualified 501(c)(3) organizations, or (2) the bonds are so-called “conduit bonds”, where the proceeds are loaned to a qualified 501(c)(3) organization or another private entity that finances activities eligible for tax-exempt financing under federal law (such as certain manufacturing projects and certain affordable housing projects). Prior to the issuance of either of these types of bonds, the Executive Director of Business Services shall take steps necessary to ensure that such obligations will remain in compliance with the requirements of this Post-Issuance Debt Compliance Policy.

In a case where compliance activities are reasonably within the control of a private party (i.e., a 501(c)(3) organization or conduit borrower), the Executive Director of Business Services may determine that all or some portion of compliance responsibilities described in this Post-Issuance Debt Compliance Policy shall be assigned to the relevant party. In the case of conduit bonds, the conduit borrower will be assigned all compliance responsibilities other than those required to be undertaken by the District under federal law. In a case where the Executive Director of Business Services is concerned about the compliance ability of a private party, the Executive Director of Business Services may require that a trustee be retained to assist with record keeping for the obligation and/or that the trustee or such third party be responsible for all or some portion of the compliance responsibilities.

The Executive Director of Business Services is additionally authorized to seek the advice, as necessary, of bond counsel and/or its financial advisor to ensure the District is in compliance with this Post-Issuance Debt Compliance Policy.

VI. EXCLUSIONS

History:		
Approved by: Board of Education	Clerk’s Signature:	Date:

No exclusions.

VII. CONTACTS

Office/Department

Telephone Number

Business Office

952-707-2050

VIII. LEGAL REFERENCES

Internal Revenue Code – Post Issuance Debt Compliance

History:		
Approved by: Board of Education	Clerk's Signature:	Date:



TO: Board of Education
Dr. Randall Clegg

FROM: Chris Lindholm

DATE: March 1, 2013

RE: Approval of 2012-13 Integration Plan Budget Revisions

Agenda Item IV.G
March 7th, 2013

Recommendation:

The board of education approve the proposed 2012-13 integration budget revisions

Dr. David Bernard, Director of Instruction, will provide an update regarding the 2012-13 integration plan and recommended budget revisions to be submitted to MDE by March 15th. Materials supporting this recommendation will be provided next week as they become available.

1. The attached FY13 integration budget worksheet reflects revisions to line items.
2. The FY13 integration budget was not submitted for approval in March 2012, as our district was still waiting for a response from MDE regarding Sky Oaks.
3. The Board did, however, approve the parameters for the integration funding on June 21, 2012.
4. A detailed budget was then submitted to MDE following MDE's response to our district in December.
5. Anne Parks reviewed the budget and discussed line items with me when she and I met at MDE on February 12, 2013.
6. Subsequent to my meeting with Anne Parks at MDE, Lisa Rider, Brady Hoffman, and I have met to adjust a few line items and/or change object codes to align with UFARS.

Goal 1: Student Achievement

- ISD 191 will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success

Objectives

1. Create integrated learning settings where all students can attain high academic achievement.
2. Decrease the opportunities gap by eliminating racial predictability.
3. Provide professional development opportunities that allow staff at all levels to develop cultural competence.

Updates to line items include the following for Goal 1:

- Increasing salaries for AVID elective teachers to fund staffing for AVID elective teachers at BHS, BAHS, and Nicollet Junior High School
- Adjusting the fee for membership and dues for AVID to reflect correctly coding AVID instructional supplies and required professional development.
- Increasing support for technology for AVID elective teachers and students through the purchase of iPads.
- Adjusting the professional development funding for magnet schools. More funds were originally assigned than were required.

Goal 2: Racial Integration

- ISD 191 will assist in creating opportunities among students, families, staff, and community that expand cultural competency and promote equity for all

Objectives

1. Create a district, school, and classroom climate that welcomes and encourages children and families of diverse race, ethnicity, language and income.
2. Promote sustained opportunities for staff and students to partner in developing intercultural relationships and increase academic achievement.
3. Promote the expansion of partnerships with community stakeholders to create an atmosphere of mutual support and commitment to all students achieving proficiency.

Updates to line items include the following for Goal 2:

- Adjustments were made to reflect integration and programming support to reflect staffing and instructional materials for READY for K.
- Adjustments were also made to the benefits section to reflect adjustments made for staffing.

Racially Identifiable Goals:

The Sky Oaks Intra-District Plan will focus on the following four components: increased enrichment for students; improved instructional practices; increased opportunity for family engagement and involvement; and aligned professional development.

Funds for planning for the racially identifiable school plan at Sky Oaks were also included in a separate goal for Sky Oaks. The funds will be used to support planning for program implementation for the 2013-2014 school year.



Integration Revenue Budget Worksheet FY13

Use this worksheet to provide budget data needed to calculate FY13 integration revenue. Address general questions on Integration Revenue budget submission to the Education Innovation Team, 651-582-8280. Return the completed worksheet by March 15th, 2012 to mde.integration@state.mn.us. **Electronic submission is required.** Delete additional pages or those that do not pertain to your budget.

District Name: Burnsville-Eagan-Savage
District Number: 191
Superintendent: Dr. Randall Clegg
Collaborative: ISD 191 & 194
District Contact: Dr. David Bernard
Phone: 952-707-6277
E-mail: dbernard@burnsville.k12.mn.us

Partner Districts:

ISD194		

List all Racially Identifiable school sites in your district:
 Sky Oaks Elementary School

Integration Revenue	\$ 1,387,450.00
Alternative Attendance Revenue	
TOTAL REVENUE	\$ 1,387,450.00
Integration Revenue Contributed to Collaborative	

Notes or Comments:

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2013 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair		Date	
Superintendent		Date	

MDE Approval:	Amount:	Date:
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Integration Revenue Budget Worksheet
FY13
Inter-District Budget: Goal 1

District Number:

191

District Name:

Burnsville-Eagan-Savage

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

Line Item Description	UFARS Code (Required)				Budgeted Amount	Resubmit this form with the actual FY13 expenditures by 12/1/13	Comments
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					Provide the total amount budgeted for this line item.		
AVID						Amended in red	
AVID District Director	xxx	xxx	315	110	\$ 32,280.00	\$ 32,280.00	Administrative / Indirect
AVID Teachers	xxx	xxx	315	140	\$ 90,000.00	\$ 137,000.00	Amount increased to reflect staffing assigned for 2012-2013 school year.
AVID Tutors	xxx	xxx	315	186	\$ 30,000.00	\$ 30,000.00	Object code changed from 140 to 186 to reflect UFARS.
AVID Support	xxx	xxx	315	170	\$ 24,482.00	\$ 24,482.00	Object code changed from 175 to 170 to align with line item description.
Substitutes	xxx	xxx	315	305	\$ 15,000.00	\$ 15,000.00	Changed from 311 to 305 for object code to reflect expenditure.
AVID Membership	xxx	xxx	315	820	\$ 52,300.00	\$ 25,400.00	Changed from 305 to 820 for object code to reflect expenditure.
AVID Instructional Resources	xxx	xxx	315	430	\$ -	\$ 20,600.00	Adjusted AVID membership fee to reflect charges for AVID instructional resources.
AVID PD	xxx	xxx	315	366	\$ 90,000.00	\$ 43,000.00	Adjusted to reflect PD to support AVID's implementation.
AVID Technology	xxx	xxx	315	555	\$ 12,000.00	\$ 40,000.00	Reflects an increase for purchase of technology to enhance AVID implementation.
Supplies/Printing	xxx	xxx	315	401	\$ 12,000.00	\$ 12,000.00	

Food	xxx	xxx	315	490	\$ 6,000.00	\$ 6,000.00
Student Achievement Support						
Continuous Improvement Coaches	xxx	xxx	315	143	\$ 109,000.00	\$ 109,000.00
Literacy Coaches	xxx	xxx	315	143	\$ 89,000.00	\$ 89,000.00
Director of Instruction	xxx	xxx	315	110	\$ 75,320.00	\$ 75,320.00
Support for Magnet Programs	xxx	xxx	315	143	\$ 115,000.00	\$ 115,000.00
Support for Magnet Programs	xxx	xxx	315	366	\$ 40,000.00	\$ 18,300.00
Support for Magnet Programs	xxx	xxx	315	430	\$ 40,000.00	\$ 40,000.00
Professional Development						
Staff Development Academy	xxx	xxx	315	185	\$ 50,000.00	\$ 50,000.00
Administrator Training	xxx	xxx	315	305	\$ 10,000.00	\$ 10,000.00
Registrations & Conferences	xxx	xxx	315	305	\$ 15,000.00	\$ 15,000.00
Materials & Supplies	xxx	xxx	315	401	\$ 2,000.00	\$ 2,000.00
Benefits						
FICA	xxx	xxx	315	210	\$ 48,563.00	\$ 48,563.00
PERA	xxx	xxx	315	214	\$ 1,775.00	\$ 1,775.00
TRA	xxx	xxx	315	218	\$ 35,699.00	\$ 35,699.00
TSA	xxx	xxx	315	250	\$ 6,075.00	\$ 6,075.00
Medical	xxx	xxx	315	220	\$ 91,750.00	\$ 91,750.00
Life	xxx	xxx	315	230	\$ 627.00	\$ 627.00
Dental	xxx	xxx	315	235	\$ 6,593.00	\$ 6,593.00
LTD	xxx	xxx	315	240	\$ 3,454.00	\$ 3,454.00
TOTAL					\$ 1,103,918.00	\$ 1,103,918.00

Administrative / Indirect

Adjusted to reflect PD for magnets.

Switched budget codes to reflect expense connected to providing administrator PD.

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):
 Participation from Your District (if not the RI):
 Participation from Other Member Districts:

	Projected (7/1/12)	Actual
	Students	Students
Total Program Participation:		

Notes or Comments:

Integration Revenue Budget Worksheet
FY13
Inter-District Budget: Goal 2

District Number:

191

District Name:

Burnsville-Eagan-Savage

ISD 191 will assist in creating opportunities among students, families, staff, and community that expand cultural competency and promote equity for all.

Line Item Description	UFARS Code (Required)				Budgeted Amount	
Provide a short description of the expenditure	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item	
Student Integration Opportunities						
Stipends	xxx	xxx	315	185	\$ 15,000.00	\$ 15,000.00
Substitutes	xxx	xxx	315	305	\$ 2,000.00	\$ 2,000.00
Supplies/Printing	xxx	xxx	315	401	\$ 2,000.00	\$ 2,000.00
Instructional Supplies	xxx	xxx	315	430	\$ 2,000.00	\$ 2,000.00
Community Programming	xxx	xxx	315	305	\$ 15,000.00	\$ 15,000.00
Field Trips (non transportation)	xxx	xxx	315	394	\$ 20,000.00	\$ 20,000.00
Food	xxx	xxx	315	490	\$ 3,000.00	\$ 3,000.00
Professional Development						
Registration/Conferences	xxx	xxx	315	366	\$ 7,000.00	\$ 7,000.00
Consultants	xxx	xxx	315	305	\$ 7,000.00	\$ 7,000.00
Stipends	xxx	xxx	315	185	\$ 8,000.00	\$ 5,000.00
Integration Programming and Support						
Parent Involvement	xxx	xxx	315	185	\$ 10,000.00	\$ 10,000.00
Facilitators	xxx	xxx	315	186	\$ -	\$ 3,300.00
Community Liaisons	xxx	xxx	315	175	\$ 48,000.00	\$ 74,000.00
Bi-Lingual Community Greeters	xxx	xxx	315	170	\$ 78,000.00	\$ 25,000.00
Parent Involvement	xxx	xxx	315	430	\$ -	\$ 36,200.00
Benefits						

Switched from 311 (ISD 191) to 305 (UFARS).

Switched from 305 to 394 to match UFARS code with scope of line item.

Level of stipends not needed.

Provide stipends for non-licensed staff supporting parent involvement program.

Adjusted amount paid to liaisons to reflect salaries of staff.

Adjusted amount for position. Other funds to cover liaison position.

Use for instructional materials to support parent involvement and engagement initiative.

FICA	xxx	xxx	315	210	\$ 8,200.00	\$ 11,109.00
PERA	xxx	xxx	315	214	\$ 6,878.00	\$ 7,378.00
TRA	xxx	xxx	315	218	\$ 7,909.00	\$ -
TSA	xxx	xxx	315	250	\$ -	
Medical	xxx	xxx	315	220	\$ 26,000.00	\$ 26,000.00
Dental	xxx	xxx	315	235	\$ 1,860.00	\$ 1,860.00
LTD	xxx	xxx	315	240	\$ 560.00	\$ 560.00
Life	xxx	xxx	315	230	\$ 125.00	\$ 125.00
					\$ 268,532.00	\$ 273,532.00
TOTAL						

Adjusted to reflect benefits for salaries included in line items.
 Adjusted to reflect benefits for salaries included in line items.
 Adjusted to reflect benefits for non-licensed employees.

PARTICIPATION INFORMATION

Projected (7/1/12)

Students

Staff

aff

Participation from Racially Isolated District (RI):
 Participation from Your District (if not the RI):
 Participation from Other Member Districts:

Total Program Participation:

Notes or Comments:



**Integration Revenue Budget Worksheet
FY13**

Racially Identifiable School(s) Budget: Goal 1

District Number:

District Name:

The Sky Oaks Intra-District Plan will focus on the following four components: increased enrichment for students; improved instructional practices; increased opportunity for family engagement and involvement; and aligned professional development.

Line Item Description	UFARS Code (Required)				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Provide a short description of the expenditure.					Provide the total amount budgeted for this line item
Stipends for Staff	xxx	xxx	315	185	\$ 3,000.00
Consultant	xxx	xxx	315	305	\$ 2,500.00
District Coordinator	xxx	xxx	315	185	\$ 1,000.00
Supplies/Meals/Snacks	xxx	xxx	315	401	\$ 500.00
Substitutes	xxx	xxx	315	305	\$ 2,000.00
Meals	xxx	xxx	315	401	\$ 500.00
Benefits	xxx	xxx	315	210	\$ 500.00
TOTAL					\$ 10,000.00

Switched code from 185 to 305 to reflect accurate code for line item description.

Switched code from 311 (ISD 191) code to UFARS code of 305.

PARTICIPATION INFORMATION

Projected (7/1/12)	
Students	Staff
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Participation from the Identifiable School(s):

Participation from Other Schools in the District:

Total Program Participation:

Notes or Comments:



TO: Board of Education
Dr. Randall Clegg

Agenda Item IV.H
March 7th, 2013

FROM: Chris Lindholm

DATE: March 1, 2013

RE: Approval of 2013-14 Integration Plan

Recommendation:

The board of education approve the 2013-14 integration plan

Dr. David Bernard, Director of Instruction, will present the board with our 2013-14 integration plan which incorporates both inter-district components and intra-district components. He will share details about the process used to develop the plan and how the unpredictable status of state funding should be considered. The plan must be submitted to MDE by March 15th.

Dr. Bernard will provide the materials supporting this recommendation as they become available next week after a final budget meeting and the last input meetings with the Community Collaboration Council and the Sky Oaks staff and PTO.

The FY 14 integration budget is attached for your review and approval.

1. MDE has required the development of the FY 14 integration budget even though integration funding will sunset at that end of this fiscal year.
2. The FY 14 integration budget identifies line items for our district's integration goals and the intra-district focus areas for Sky Oaks.
3. A more descriptive narrative is also included for your review; the narrative is required by MDE, as well.

Goal 1: Student Achievement

- ISD 191 will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success

Objectives

1. Create integrated learning settings where all students can attain high academic achievement.
2. Decrease the opportunities gap by eliminating racial predictability.
3. Provide professional development opportunities that allow staff at all levels to develop cultural competence.

Goal 1:

- Support AVID at BHS, BAHS, and Nicollet by funding 3.2 FTEs (AVID elective teachers)
- Provide resources for AVID professional development. Aside from required professional development at the AVID summer institute, teachers from ISD 191 will attend PD in the Metro so that our each of the school's efforts to implement AVID school-wide is supported.
- Sustain .5 reading specialists for Harriet Bishop, William Byrne, and Rahn (Title I funds cover a .5 reading specialist at each of our other elementary schools).
- Hire an instructional coach to support the district's literacy and/or math curricula and best practices.
- Support resources for the district's PD academy (mini-courses and summer collaborative PD options aligned with the district's operational plan will be provided).

Goal 2: Racial Integration

- ISD 191 will assist in creating opportunities among students, families, staff, and community that expand cultural competency and promote equity for all

Objectives

1. Create a district, school, and classroom climate that welcomes and encourages children and families of diverse race, ethnicity, language and income.
2. Promote sustained opportunities for staff and students to partner in developing intercultural relationships and increase academic achievement.
3. Promote the expansion of partnerships with community stakeholders to create an atmosphere of mutual support and commitment to all students achieving proficiency.

Goal 2:

- Provide funding to support integrative and enrichment experiences for students in ISD 191 with students in ISD 194.

- Provide funding for professional development on culturally relevant pedagogy. Collaborate with ISD 194¹¹⁸ on the development of culturally responsive pedagogy cohorts.
- Hire cultural liaisons (secondary level Spanish and Somali-speaking) to promote student achievement through increased parent and family engagement and involvement.

Racially Identifiable Goals:

The Sky Oaks Intra-District Plan will focus on the following four components: increased enrichment for students; improved instructional practices; increased opportunity for family engagement and involvement; and aligned professional development.

Racially Identifiable School Goal 1:

- Provide enrichment and integrative experiences for students at Sky Oaks (to be offered for students at other elementary schools in ISD 191).

Racially Identifiable Goal 2:

- Provide professional learning and support for teachers and staff at Sky Oaks to implement a number of the strategies identified in the focus areas (outlined in Intra-District Plan).
- Hire an instructional coach to support the district's literacy and/or math curricula and best practices.
- Support the hiring of a licensed social worker to support families and children with needs that may extend beyond the school, but that may impact school performance and student achievement.



Integration Revenue Budget Worksheet FY14

Use this worksheet to provide budget data needed to calculate FY14 integration revenue. Address general questions on Integration Revenue budget submission to the Office of Equity and Innovation, 651-582-8462. Return the completed worksheet by March 15th, 2013 to mde.integration@state.mn.us. **Electronic submission is required.** Delete additional pages or those that do not pertain to your budget.

District Name: Burnsville-Eagan-Savage
District Number: 191
Superintendent: Dr. Randall Clegg
Collaborative: ISD 191 and ISD 194
District Contact: Dr. David Bernard
Phone: 952-707-6277
E-mail: dbernard@burnsville.k12.mn.us

Partner Districts:

194		

List all Racially Identifiable school sites in your district:
 Sky Oaks

Integration Revenue	\$ 1,387,450.00
Alternative Attendance Revenue	
TOTAL REVENUE	\$ 1,387,450.00
Integration Revenue Contributed to Collaborative	

Notes or Comments:

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2014 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair		Date	
Superintendent		Date	

MDE Approval: _____ **Amount:** _____ **Date:** _____

District Number:

District Name:

ISD191 will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Actual Expenditures
	ORG	PROG	FIN	OBJ		
Provide a short description of the expenditure.					Provide the total amount budgeted for this line item.	Resubmit this form with the actual FY14 expenditures by 12/1/14.
AVID						
AVID Elective Teacher			315	140	\$ 275,200.00	
AVID Tutor			315	141	\$ 34,800.00	
AVID Membership/Dues			315	820	\$ 12,500.00	
AVID PD			315	366	\$ 64,000.00	
Instructional Supplies			315	401	\$ 10,000.00	
Instructional Resources			315	430	\$ 10,000.00	
Food			315	490	\$ 10,000.00	
Substitutes			315	305	\$ 10,000.00	
Stipends			315	185	\$ 11,500.00	
Student Achievement Support						
Clerical Support			315	170	\$ 32,125.00	

NOTE: Benefits will be calculated once staffing assignments have been determined.
NOTE: Benefits will be calculated once staffing assignments have been determined.

NOTE: Benefits will be calculated once staffing assignments have been determined.

NOTE: Benefits will be calculated once staffing assignments have been determined.

Reading Specialists			315	143	\$ 129,000.00	
Instructional Coaches			315	143	\$ 86,000.00	
Professional Development						
PD Academy			315	143	\$ 21,200.00	
Substitutes			315	305	\$ 5,000.00	
Stipends			315	185	\$ 11,500.00	
Instructional Supplies			315	401	\$ 5,000.00	
Benefits						
FICA			315	210		
PERA			315	214		
TRA			315	218		
Medical			315	220		
Dental			315	230		
Life			315	235		
LTD			315	240		
TSA			315	250		
TOTAL					\$ 727,825.00	\$ -

NOTE: Benefits will be calculated once staffing assignments have been determined.

NOTE: Benefits will be calculated once staffing assignments have been determined.

NOTE: Benefits will be calculated once staffing assignments have been determined.

NOTE: Benefits will be calculated once staffing assignments have been determined.

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):
 Participation from Your District (if not the RI):
 Participation from Other Member Districts:

	Projected (7/1/1)	Actual	Staff
	Students	Students	
Total Program Participation:			

Notes or Comments:

District Number:

District Name:

ISD 191 will assist in creating opportunities among students, families, staff, and community that expand cultural competency and promote equity for all.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Actual Expenditures
	ORG	PROG	FIN	OBJ		
Provide a short description of the expenditure					Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/1/14.
Student Integration Opportunities						
Field Trips			315	394	\$ 20,000.00	
Instructional Supplies			315	401	\$ 2,500.00	
Instructional Resources			315	430	\$ 5,000.00	
Stipends			315	185	\$ 5,750.00	NOTE: Benefits will be calculated once staffing assignments are finalized.
Substitute Teachers			315	305	\$ 2,500.00	
Professional Development						
PD Academy			315	143	\$ 11,500.00	NOTE: Benefits will be calculated once staffing assignments are finalized.
Substitutes			315	305	\$ 2,500.00	
Stipends			315	185	\$ 5,750.00	NOTE: Benefits will be calculated once staffing assignments are finalized.
Instructional Supplies			315	401	\$ 2,500.00	
Integration Programming and Support						
Cultural Liaisons			315	175	\$ 192,000.00	NOTE: Benefits will be calculated once staffing assignments are finalized.
Interpreter Services			315	305	\$ 3,000.00	

NOTE: Benefits will be calculated once staffing assignments are finalized.

Stipends			315	185	\$ 5,750.00	
Food			315	490	\$ 2,500.00	
Benefits						
FICA			315	210		
PERA			315	214		
TRA			315	218		
Medical			315	220		
Dental			315	230		
Life			315	235		
LTD			315	240		
TSA			315	250		
TOTAL					\$ 261,250.00	\$ -

PARTICIPATION INFORMATION

Participation from Racially Isolated District (RI):

Participation from Your District (if not the RI):

Participation from Other Member Districts:

	<u>Projected (7/1/1)</u> Students	<u>Actual</u> Students	Staff
Total Program Participation:			

Notes or Comments:



Integration Revenue Budget Worksheet FY14 Administrative/Indirect

District Name:

Burnsville-Eagan-Savage

District Number:

191

Please include on this worksheet all Admin./Indirect proposed expenditures from your FY14 budget. No more than 10 percent of the total budget may be spent on Admin./Indirect costs. See FY14 Budget Guide for details.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Actual Expenditures
	ORG	PROG	FIN	OBJ		
Provide a short description of the expenditure					Provide the total amount budgeted for this line item	Resubmit this form with the actual FY14 expenditures by 12/01/2014
Director of Instruction		030		110	\$ 110,745.00	
(example - Administrator benefits)		030		200s	25,300.00	
TOTAL					\$ 136,045.00	\$ -

Notes or Comments:

District Number:

District Name:

The Sky Oaks Intra-District Plan will focus on the following four components: increased enrichment for students; improved instructional practices; increased opportunity for family engagement and involvement; and aligned professional development.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item.	Resubmit this form with the actual FY14 expenditures by 12/1/14.
Student Integration Opportunities						
Field Trips			315	394	\$ 20,000.00	
Instructional Supplies			315	401	\$ 2,500.00	
Instructional Resources			315	430	\$ 2,500.00	
Stipends			315	185	\$ 5,750.00	
Substitute Teachers			315	305	\$ 2,500.00	
Benefits						
FICA			315	210		
PERA			315	214		
TRA			315	218		
Medical			315	220		
Dental			315	230		
Life			315	235		
LTD			315	240		
TSA			315	250		
TOTAL					\$ 33,250.00	\$ -

Note: Benefits will be calculated once staffing assignments are finalized.

PARTICIPATION INFORMATION

	Projected (7/1/14)	Actual	
	Students	Students	Staff
Participation from the Identifiable School(s):	<input type="text"/>	<input type="text"/>	<input type="text"/>
Participation from Other Schools in the District:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total Program Participation:	<input type="text"/>	<input type="text"/>	<input type="text"/>

Notes or Comments:

District Number:

191

District Name:

Burnsville-Eagan-Savage

The Sky Oaks Intra-District Plan will focus on the following four components: increased enrichment for students; improved instructional practices; increased opportunity for family engagement and involvement; and aligned professional development.

Line Item Description	UFARS	Code	(Required)		Budgeted Amount	Actual Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item.	Resubmit this form with the actual FY14 expenditures by 12/1/14.
Professional Development						
						NOTE: Benefits will be calculated once staffing assignments are finalized.
Stipends			315	185	\$ 5,750.00	
Substitutes			315	305	\$ 3,000.00	
Consultants			315	305	\$ 20,000.00	
Instructional Supplies			315	401	\$ 2,000.00	
Food			315	490	\$ 2,000.00	
Conferences			315	366	\$ 10,000.00	
Travel			315	366	\$ 5,000.00	

Student Achievement Support						
						NOTE: Benefits will be calculated once staffing assignments are finalized.
Instructional Coaches			315	143	\$ 86,000.00	
						NOTE: Benefits will be calculated once staffing assignments are finalized.
Licensed Social Worker			315	156	\$ 82,080.00	
Instructional Resources			315	430	\$ 5,000.00	
						NOTE: Benefits will be calculated once staffing assignments are finalized.
Stipends			315	185	\$ 5,750.00	
Substitutes			315	305	\$ 2,500.00	
Benefits						
FICA			315	210		
PERA			315	214		
TRA			315	218		

Medical			315	220		
Dental			315	230		
Life			315	235		
LTD			315	240		
TSA			315	250		
TOTAL					\$ 229,080.00	\$ -

PARTICIPATION INFORMATION

Projected (7/1/1	Actual	
Students	Students	Staff

Participation from the Identifiable School(s):

--	--	--

Participation from Other Schools in the District:

--	--	--

Total Program Participation:

--	--	--

Notes or Comments:

ISD 191's planned FY2014 integration budget reflects the intent of Minnesota Statutes, Section 124D.86, Subd. 1 to have 1) increased and sustained interracial contacts; and, 2) improved educational opportunities designed to close the achievement gap.

Goals of ISD 191 Integration Plan

- ISD 191 will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success
- ISD 191 will assist in creating opportunities among students, families, staff, and community that expand cultural competency and promote equity for all

The focus of the district's integration plan is aligned with both the district's initiatives and the statutory goals for the integration program. The budget narrative for each of the object codes reflects that alignment.

Evaluation

The integration plan will follow the procedures put forward by MDE and will include a variety of qualitative and quantitative data to communicate the impact of the goals of the integration plan.

ISD 191 will follow an evaluation process that includes the following protocol:

- Identify indicators of success for each goal
- Collect baseline data for each indicator
- Design and administer instruments to assess progress toward goals
- Utilize existing instruments, tools and data sources to assess progress toward goals
- Analyze data, interpret findings, and communicate results

Goal 1: Student Achievement

- ISD 191 will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success

Objectives

1. Create integrated learning settings where all students can attain high academic achievement.
2. Decrease the opportunities gap by eliminating racial predictability.
3. Provide professional development opportunities that allow staff at all levels to develop cultural competence.

Achievement Via Individual Determination (AVID)

ISD 191 will continue its support of AVID, a program that meets the intent of Minnesota's integration statute of 129 increasing and sustaining interracial contacts and improving educational opportunities designed to close the achievement gap. AVID is a college preparatory program targeting students in grades 4-123 who do not rank high academically but show the potential and desire to improve their academic standing. Participants are usually protected-class students, first generation college attendees, and/or have lower social economic status. ISD 191 will increase the number of AVID sections and increased the number of schools participating, thereby aligning with the district's mission of preparing each student to be "real-world-ready."

The district will fund AVID elective teachers at Nicollet Junior High School, Burnsville High Schools and Burnsville Alternative High School. Because we are increasing the number of AVID sections, we will also need to increase the number of AVID tutors to support the AVID elective teachers. AVID tutors are typically college students who facilitate an inquiry-based peer assessment process in the AVID elective classroom.

Participating in AVID designed and delivered professional development is a mandatory component of participating in the AVID program. This includes professional development for the district director, AVID elective teachers, AVID site team members, and school administrators. The professional development will involve a significant number of teachers and administrators from the three sites, as well as administrators from our district's other secondary sites where we hope to expand AVID. Because of the professional development, substitutes will be needed to cover classrooms when classroom teachers are required to attend AVID professional development during the school year.

All AVID districts are required to pay membership fees on an annual basis and to purchase AVID instructional resources to support the implementation of the AVID program. All AVID districts are also required to have a district director to support the implementation of AVID. Support for the district director's stipend will ensure that AVID is implemented with fidelity. The district director is required to participate in professional development and attend conferences with AVID site teams and elective teachers.

Necessary resources for AVID include elective teachers, tutors, district leadership, professional development, technology, instructional supplies, membership fees, and other related support. ISD 191 will not be requesting use of integration funds for technology for the 2013-2014 school year at this time.

ISD 191 will continue its collaboration and provide district ISD 194 AVID teachers and administrators the opportunities to participate in professional development programs to support ISD 194's AVID program. Districts ISD 191 and ISD 194 will collaborate to provide focused PD for AVID elective teachers and core curriculum teachers to deepen their understanding of AVID implementation.

Nicollet Junior High School (ISD 191) and McGuire Middle School (ISD 194) will collaborate throughout the year on their respective plans for becoming AVID National Demonstration Schools.

Student Achievement Support

ISD 191 will strengthen its commitment to student achievement support through our focus on continuous improvement; such a commitment aligns with the district's teaching and learning goals. The district will employ continuous improvement (instructional) coaches who will work directly with classroom teachers to analyze classroom and student achievement data, develop professional learning plans, and engage in instructional coaching to more directly impact classroom practices, thereby reducing the number of students in the academic achievement gap. Literacy coaches will also be employed to focus tightly on supporting student achievement by

serving as academic interventionists for students who need both strategic and/or intensive academic intervention in the area of literacy. Research and best practices about instructional coaches support the rationale for providing teachers and students with additional support to narrow the achievement gap.

The district will continue its support for magnet programs that are designed to provide integrative and academic value for our district's students. Additional staffing to support the implementation of the magnet programs and additional professional development and instructional resources will be funded to support the goals of the district's magnet programs. Underrepresented families will also have support for their students entering kindergarten.

Part of the director of instructor's salary will support the aforementioned programs to support student achievement in our district and to provide oversight and administration of the integration program.

Professional Development

In collaboration with ISD 194, opportunities for staff members and administrators to become more culturally intelligent will be provided. The focus of such professional development will focus on staff members' beliefs that all children have the capability to succeed at high levels when they have the access and ongoing support. The professional development will focus on strands identified in the Developmental Model of Intercultural Sensitivity (DMIS) and through a series of SEED (Seeking Educational Equity and Diversity) courses. The district will continue to develop and implement a staff development academy that provides equity-focused professional development experiences for staff members. The intent of the equity-focused professional development is to deepen staff members' awareness, understanding of, and response to the cultures of our students, families, and communities. Part of the director of instruction's salary will be committed to supporting the development and implementation of the professional development. The director of instruction will design and lead professional development sessions to support the development of cultural competence and to focus on the integration of instructional strategies and practices to close the achievement gap.

Through collaborative efforts with ISD 194, ISD 191 and ISD 194 will be developing and implementing an educational equity focused conference for district leadership (superintendents, directors, coordinators, principals, deans, etc). The funds will support speakers for keynote and breakout sessions that are tailored at developing more culturally intelligent leaders, closing the achievement gap, and providing integrative experiences for students between ISD 191 and ISD 194 (and for elementary students within ISD 191).

The goals of the professional development will focus on the following:

- Understand key elements of culture and race and the impact of culture and race in education, particularly student achievement.
- Explore and identify personal biases that create barriers and challenges to effectively working with diverse populations.
- Recognize the importance of the role of school leaders in the area of cultural competency and meeting the needs of all learners.
- Develop strategies to address cross cultural issues and the impact on student achievement.

The professional development focus in ISD 191 will also include specific strategies and practices to align more specifically with the focus of the school improvement plans through an equity lens. Offerings will focus on analyzing data and developing action plans by student group so that specific strategies and data collection processes to close the achievement gap are a focus for each school improvement plan. This professional development will be lead by the director of instruction.

Goal 2: Racial Integration

- ISD 191 will assist in creating opportunities among students, families, staff, and community that expand cultural competency and promote equity for all

Objectives

1. Create a district, school, and classroom climate that welcomes and encourages children and families of diverse race, ethnicity, language and income.
2. Promote sustained opportunities for staff and students to partner in developing intercultural relationships and increase academic achievement.
3. Promote the expansion of partnerships with community stakeholders to create an atmosphere of mutual support and commitment to all students achieving proficiency.

Student Integration Opportunities

ISD 191 will offer programs for students in its elementary schools to experience integrative experiences as a result of Sky Oaks Elementary School being identified as a racially identifiable school and will continue its integrated student learning grants. The focus of both grants will deepen students understanding of the respective districts' curricular outcomes and provide integrative experiences for students within ISD 191 and between students in ISD 191 and ISD 194. One such program between ISD 191 and ISD 194 involves students sharing inquiry-based research projects and appreciation for advanced science courses with younger students throughout the two districts. ISD 191 also provides students in both ISD 191 and ISD 194 to engage in integrative experiences each summer through the Edge, a summer enrichment program offered to middle-aged youth (grades 6-9) to mix socially, learn through service projects, and explore their interests and abilities through safe, structured activities.

Professional Development

As an extension of the district's staff development academy, ISD 191 will offer interracial learning opportunities that celebrate the diversity of our students, families, and communities and create meaningful integrative experiences for communities to learn from and with one another. Specific opportunities for communities in both districts will be offered to broaden our understanding of and our responses to other cultures. Equity-focused student leadership opportunities will be provided. Such leadership opportunities will be available for student in ISD 191 and ISD 194, as well as for students within ISD 191.

ISD 191 and ISD 194 will also collaborate on administrative professional development to promote cultural proficiency and with administrators and teachers on the development of a culturally responsive pedagogy cohort.

Integration Programming and Support

ISD 191 will continue to support cultural liaisons for families. The staff members will support families with students at-risk to increase school involvement, academic success, and graduation rates. Cultural liaisons support teachers by facilitating relationship development to support students' academic success, thereby narrowing the achievement gap.

Racially Identifiable School Goal 1:

Provide increase enrichment and integrative opportunities for students at Sky Oaks and in collaboration with students from our district's other elementary schools.

Student Integration Opportunities

The strategy will allow staff members in ISD 191 to collaborate on the development of integrative and enrichment experiences for students at Sky Oaks. During the course of the school year both enrichment and integrative opportunities will be provided for students during the school year and as part of extended day/year services.

Stipends will be provided for teachers at Sky Oaks to plan enrichment and integrative experiences for students in ISD 191.

Racially Identifiable Goal 2:

Improved instruction through aligned professional development and educational programming and increased family engagement and involvement.

Professional Development

Teachers at Sky Oaks will be provided professional development that is aligned with strategies identified throughout the development of the intra-district integration planning process and with the School Improvement Plan at Sky Oaks. Both the strategies and the plan focus on core instruction, system of interventions and enrichments, culture and climate, and parent and community engagement.

Student Achievement Support

An instructional coach and a licensed social worker will be hired to support the focus of the intra-district integration plan's focus areas: improved student achievement and increased family engagement and involvement. The instructional coach would focus on supporting the implementation of the district's math and literacy curricula by providing modeling, coaching, and professional learning.

The social worker will facilitate families in locating resources and supports for needs that may impact their children's education.

In both cases, the focus will be on promoting increased student achievement for students at Sky Oaks Elementary School.