



Future Ready. Community Strong.

Regular Meeting Agenda

Diamondhead Education Center

August 13, 2020

6:30 PM

The meeting will take place via teleconference or other electronic means pursuant to Minnesota Statute 13.D.021. Please visit our website at www.isd191.org for viewing details.

Strategic Directions

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

II. Approval of Agenda

III. Information

- A. Report about Reopening Schools (Maximize resources for optimal student learning)
Dr. Theresa Battle, Superintendent
- B. Report about FY21 Superintendent Goals (Create a culturally proficient school system)
Dr. Theresa Battle, Superintendent
- C. Report about the Board Planning Document (Maximize resources for optimal student learning)
Abigail Alt, Chair
- D. Superintendent Report (Create a culturally proficient school system)
- E. Board Member Reports (Create a culturally proficient school system)

IV. Business Meeting

- A. Consent Agenda (Maximize Resources for Optimal Student Learning)
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. Approve Minutes
 2. Approve Personnel Recommendations
 3. Adopt a Resolution to Accept Donations
 4. Approve, on a Second Reading Basis, New Policy 599: *Memorials for Deceased Students or Staff*
- B. New Business
 1. Adopt a Resolution Relating to Election of School Board Members and Calling the School District Election (Increase the capacity for partnership with community)
Lisa Rider, Executive Director of Business Services
 2. Approve Ice Arena Lease with the City of Burnsville (Maximize resources for optimal student learning)

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.

Lisa Rider, Executive Director of Business Services

3. Approve the 2020-21 Student Handbook (Create a culturally proficient school system)

Brian Gersich, Assistant Superintendent, and Anna Resele, Data, Assessment & Research Coordinator

4. Approve Contract with Inver Hills (Postsecondary Enrollment Options) (Increase the capacity for partnership with community)

Lisa Rider, Executive Director of Business Services

5. Approve Revisions to the 2020-2021 Academic Calendar (Close gaps and raise achievement for all students)

Brian Gersich, Assistant Superintendent

6. Approve the Adoption of Base Learning Model for the 2020-2021 School Year (Close gaps and raise achievement for all students)

Dr. Theresa Battle, Superintendent

7. Approve Board Priorities (Maximize resources for optimal student learning)

Stacey Sovine, Executive Director of Human Resources

V. Adjourn to a Workshop

- A. Discuss Authorize Sale of Refunding Bonds (Maximize resources for optimal student learning)

Lisa Rider, Executive Director of Business Services

- B. Onboarding and Orientation of School Board Candidates and Newly Elected Members (Increase the capacity for partnership with community)

Abigail Alt, Chair, and Dr. Theresa Battle, Superintendent



**Agenda III.A.
August 13, 2020**

To: Board of Education

From: Dr. Theresa Battle, superintendent, Bernadette Bien, licensed practical nurse, Stephanie White, director of student support services, Imina Oftedahl, director of curriculum, instruction and assessment, Rachel Gorton, director of technology, Lisa Rider, executive director of business services, Aaron Tinklenberg, director of communications, and Brian Gersich, assistant superintendent

Date: August 6, 2020

Re: Report about Reopening Schools (Maximize resources for optimal student learning)

Receive a report about Reopening Schools from Dr. Theresa Battle, superintendent, Bernadette Bien, licensed practical nurse, Stephanie White, director of student support services, Imina Oftedahl, director of curriculum, instruction and assessment, Rachel Gorton, director of technology, Lisa Rider, executive director of business services, Aaron Tinklenberg, director of communications, and Brian Gersich, assistant superintendent.

One91



Forward to Fall 2020 One91 Learning Plan

August, 13 2020

Forward to Fall

- Lead and operate with health and safety of students and staff first in mind
- Deliver effective instructional programs and support services
- Provide essential human resource and finance functions
- Support Board of Education work
- Provide school meals
- Provide Childcare

Guiding Change

- Healthy and safe students & staff
- Positive relationships
- High quality learning
- Consistency
- Social and emotional learning
- Support
- Personalized

[Guiding Change Document](#)

Leading with an Equity Lens

We must not be willing to accept inequity

- Listen
- Identify disparities and barriers
- Look for practices that perpetuate inequities
- Implement adaptive practices allowing for flexibility

Decision Making: Can we safely return to in person instruction?

Factors the district considers:

- Dakota and Scott Counties COVID-19 cases in the previous 14 days (data from the county with the highest case rate). Is it increasing or decreasing?
- Ability to implement health practices across the district or at school building or particular grades of instruction
- Children's academic, social and emotional needs
- Facts about risk of exposure, transmission and mitigating the spread
- Adequate Funding

MDE Recommended Scenario

July 30
State provided
direction to
districts

STAY SAFE MN 2020-21 SCHOOL YEAR

How do schools determine their safe learning model?

STEP 1

Minnesota Department of Health (MDH) will use data from counties to determine a base learning model for public schools.

STEP 2

Minnesota Department of Education (MDE) will share county data and the consultative process for public schools to engage with education and public health experts to review their county health data and safe learning plans.

STEP 3

Public schools, with their incident command team, will evaluate their ability to implement required and recommended health best practices.

STEP 4

Public schools, in consultation with public health, will determine a learning model to begin the school year and communicate that decision with their school community.*

STEP 5

Public schools and MDH will monitor the community and school-level impact of COVID-19 on a regular basis. Adjustments will be made to the learning model if needed.

m MINNESOTA

Safe learning models:



* Regardless of learning model, all public schools must offer an equitable distance learning option to all families.

MDE Recommended Scenario

Selecting a learning model for school opening

STAY SAFE MN

Number of cases per 10,000 over 14 days, by county of residence	Learning model
0-9	In-person learning for all students
10-19	In person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; distance learning for secondary students
50+	Distance learning for all students

10

Overview

- » Facts and Data about Coronavirus
- » Health and Safety
- » Instructional Model and Technology
- » Operations
- » Communications
- » Next Steps

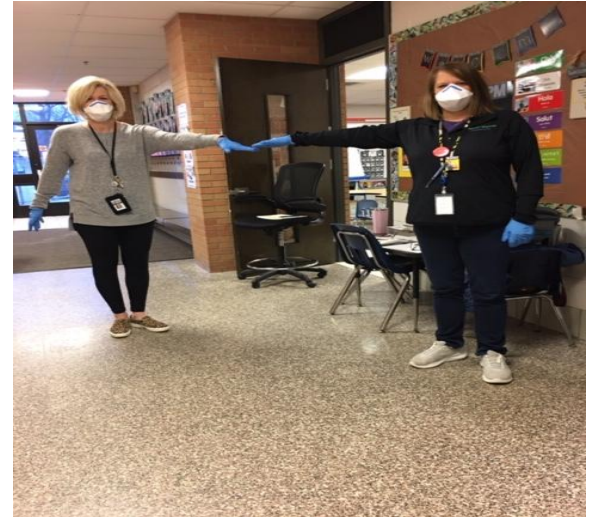
Facts and Data about Coronavirus

- Important Facts about COVID-19
- Data

Health and Safety Practices

Preparing Safe and Healthy Environments for our Students and Staff

- Daily screening at home for students and staff
- Social distancing and minimizing exposure
- Face coverings
- Protecting vulnerable populations
- Hygiene practices
- Cleaning and materials handling



Health and Safety Collaboration

- Dakota County Public Health Nurse: Gerilee Greely
- Dakota County Epidemiologist- Melanie Countryman
- Scott County Public Health Department
- Minnesota Department of Health Consultants



14

Health and Safety Protocols

- Data is gathered immediately by the Licensed School Nurse
- Collaboration with School/Community to determine next steps
- Isolation for cases with suspected or confirmed COVID for at least 10 days
- Quarantine for 14 days for close contacts and household family members
- Isolation for students or staff who feel ill in schools until arrangements can be made to go home
- Special Education and specialized environments will have additional protective measures as needed

Hybrid Learning (In Person and Distance Learning)

As many students as possible for as much time as possible

1. Health and safety protocols
2. Reduce/mitigate exposure
3. Maintain strict 6 foot social distance
4. Utilize all building spaces
5. Match activities best for face to face and those for online
6. Distance learning for all: develop independence and capacity

Hybrid Learning (In person and Distance Learning)

- PreK-Gr 2: 4 days/wk in person, 1 day/wk distance learning
- Gr 3-5: 2 days/wk in person, 3 days/wk distance learning
- Gr 6-12: 2 days/wk in person, 3 days/wk distance learning
- BAHS: 4 day/wk in person or 2 days/wk in person



*Full distance learning
option for students
available*

Hybrid Learning (In person and Distance Learning)

- K-12 school start times may be adjusted slightly to accommodate health and safety protocols
- K-12 school dismissal times will be 55-60 minutes earlier
 - students will have assigned online task to complete the day
 - bus, building, and classroom cleaning
 - common prep time for all elementary teachers

Distance Learning 2.0

- Interact with licensed teacher each day
- Posted teacher office hours
- At least 120 minutes of synchronous instruction
- Flexible grouping
- Online tools for independent practice
- Differentiation & accommodations
- Districtwide benchmarking assessments
- Evaluation of student work reported
- Common expectations for Schoology and SeeSaw
- Focused/streamlined communication with families/students

Hybrid

- Mix of some In-Person and some online learning
- Teachers will work in collaborative teams with some assigned to In-Person and others assigned to Distance Learning for the same groups of students
- Distance Learning will follow the guidelines for DL 2.0

Virtual Academy

- All instruction is delivered online
- Teachers will be assigned to Virtual Academy students only*
- All instruction will follow the guidelines for DL 2.0

**Exceptions may be necessary for some secondary content or elective courses*

20

One91 Virtual Academy: Elementary

- Students will be assigned a Virtual Academy teacher
 - Virtual Academy teachers are ISD191 teachers who are focused on the 100% online learning of academy students
- Students remain part of their home school
- Curriculum is standards-based and aligned with the hybrid model
- Learning activities are designed for online learning
- Daily live sessions build relationships, provide student/teacher interactions, and provide structure for the learning day
- Teachers have posted office hours to support students and families

One91 Virtual Academy: Secondary

- All classes are taught by ISD191 teachers
- Students remain part of their home school
- Courses and curriculum align with hybrid options
- Access to academic and social supports
- Daily live sessions build relationships, provide student/teacher interactions, and provide structure for the learning day
- Teachers have posted office hours to support students and families
- Virtual Academy will not change when in-person/hybrid/distance changes may occur

One91 Technology

- Every student K-12+ will have a district-issued Chromebook
- District will assist families needing internet access at home
- Technical support will be provided for students and families

- Schoology/Seesaw continue as our learning management systems
- Google Meet/Zoom for scheduled student and teacher connections

Supports for Families and Students

- Clear path for families to get support/person they need
- District Supports: Pantry 191, Brainpower in a Backpack,
- Community Partners (YMCA, home childcare centers, Open Door Food Pantry, Headway, Isuroon, Children's Dental, Dakota/Scott County Health, Park Nicollet: Diamondhead Clinic, Growing w/Grief, Teletherapy.)

Operations in Partnership with Families:

- Food and Nutrition - Access to school meals
 - State/federal actions may make other options available
- Transportation - asking parents to opt-out
 - All Virtual Academy -will assume no transportation needed
- Routers awaiting enrollment groups
- Custodial cleaning
- Personal Protective Equipment (PPE)
- Childcare before and after school will be available district wide.

Family/Student Communication

- Virtual Academy registration reminders
 - Open until Aug. 16
 - Number of registrations as of Aug. 13
- Aug. 6 message outlining Learning Models
- Parent checklist
- Website resources (models, FAQ, etc.)
- Social media calendar (health reminders, FAQ, checklist)
- Upcoming conversations with students (date TBD)

Forward to Fall Timeline

August 16: Deadline to opt-in to One91 Virtual Academy
August: Deadline to opt-out of transportation
August 31 - Sept 3: Teacher Workshops & Preparation
September 7 - 10: Connections Week

Next Steps

- Continue to engage others including student conversations, listening to family responses, staff involved with planning
- Continue to monitor COVID-19 cases; provide update at Aug. 27 Board meeting
- School Calendar Adjustment
 - Adjustments proposed to offer additional time for Professional Development before the start of school
 - Planning that will match the deliberate and strategic approach to implementation of hybrid

School Calendar Adjustment

Mon Aug 31	Tue Sept 1	Wed Sept 2	Thu Sept 3	Mon Nov 2	Tues Nov 3	Wed Nov 4	Thu Nov 5	
District/Site PD	District Welcome and PD	Site Scheduled Open House Activities	District/Site PD	District/Site PD	Conferences	Not Scheduled	Student Instructional Day	
				Conference Prep	Not Scheduled	Afternoon and Evening Conferences		
				Evening Conferences				
Tue Sept 8	Wed Sept 9	Thu Sept 10	Fri Sept 11	Fri Jan 29	Wed Feb 24	Thur Feb 25	Fri Feb 26	Mon Apr 26
District PD	District PD	K-1: Conf/Assmnt 2-12: First Day Distance Learning	K-1: Conf/Assmnt 2-12: Distance Learning	District PD	District/Site PD	Not Scheduled	Conferences	Student Instructional Day
		Buildings plan for attendance of Cohort and/or a specific grade level		Report Card Prep	Conference Prep	Afternoon and Evening Conferences	Not Scheduled	
					Evening Conferences			

Strategic Hybrid Implementation

Sept 14-18

Hybrid starts

- ❖ PK-1, 6, 9
- ❖ All others DL

Sept 21-25

Hybrid

- ❖ PK-3, 6-7, 9, 12
- ❖ All others DL

Sept 28

Hybrid

- ❖ All students

School Calendar Adjustment

Changes Recommended from Adopted Calendar

- More Professional Days for fall
 - Move Professional Day from November 3 to Tuesday, September 8
 - Move Professional Day from Monday, April 26 to Wednesday, Sept 9
- Adjust fall conferences to November 2, 3, 4
 - October 29 and 30 become student instructional days
- Move last day of Semester 1 from January 22 to January 28
 - Move Professional Day from Monday, January 25 to Friday, January 29







**Agenda III.B.
August 13, 2020**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 6, 2020
Re: Report about FY21 Superintendent Goals (Create a culturally proficient school system)

Receive a report about FY21 Superintendent Goals from Dr. Theresa Battle, superintendent.

Superintendent Battle Evaluation: Goals and Standards 2020-2021

Essential Duties and Responsibilities

- Serves as the Chief Executive Officer for the School District.
- Serves as the educational leader of the District.
- Serves as the primary spokesperson for the District and oversees all public relation activities of the District to best represent the District before the public, governmental agencies, community organizations, or other groups.
- Directs and oversees the operational and administrative services, programs, and operations of the District to ensure the efficiency and effectiveness of these functions.

The following personal goals are provided to the school board as a component of the superintendent evaluation process. As part of the superintendent's weekly update to the board, the superintendent reports to the school board how her personal activities fulfilled goals that week, as well as continues to provide additional departmental information and context. Percentages assigned to goals reflect general guidance on focus and time invested in each goal throughout the year.

FY21 Superintendent Evaluation will be based on the same evaluation tool as was used in FY20 Superintendent Evaluation to ensure consistency and highlight progress over time, with the goals in this document identified as personal goals.**

District Focused Goals

Goal 1 (5%): Collaborate with school board to support Board SMART goals in the following areas: (MSBA Standard 1 Governance Team Element 1d Information for Decision-Making)

Goal A. Before July 1st 2020, create a document that outlines the school board role for prospective candidates that will be available on the district website, as a handout from the district office, and included in the candidate filing packet.

Evidence of Performance

- District branded Document is printed for handouts and for candidate filing packets
- Document is posted on the website under "School Board" at all times and under "Quick Links" from July 1 through end of filing deadline

Goal B. Before August 15th, 2020 create and document an internal process for providing school board candidates with an informal Q&A session between the filing deadline and October 15th with the superintendent and up to three board members who are not currently up for re-election.

Evidence of Performance

- Superintendent and Board to determine topics to cover, amount of time, etc.
- By September 4th, Superintendent sends a personal invitation to candidates to attend group information sessions and offers to answer questions from each candidate*

Goal C. Before October 1st, 2020 the superintendent will work with Directors Scott Hume and Lesley Chester to clarify and specify the board's role in supporting efforts to increase district enrollment.

Evidence of Performance

- Determine what specific activities will be included in this process and the timing
- Determine three measurable indicators of progress (measurements, specific activities, behavioral change, shift or reallocation of district resources)
- Directors Hume and Chester will work with Dr. Battle to determine the date and venue for board review, adding this as an agenda item in the Officers meeting.

Goal 2 (20%): By February 2022 implement revised and updated district Strategic Roadmap and Vision 191 (MSBA Standard 1 Governance Team Element 1b Goals and/or Strategic Plan).*

Evidence of Performance

- Conduct a minimum of two school district surveys and/or community meetings in order to revise the district strategic plan by gathering student, families, staff and community feedback regarding current Vision 191
- Align new Vision 191 to branding vision
- Superintendent presents the initial draft plan to board members for review, comment and feedback, and then presents the final draft to the board following constituents' review, comment, and feedback.
- Superintendent presents draft plan to constituents for review, comment and feedback
- Update Vision 191 to include goals and strategies for Pathways PreK-12. Strategic plan programs and strategies identified in Vision 191 are evidence based and proven to impact identified student needs.
- Develop a Dashboard that is a place that provides measures of success to see and show how we're doing on the things that matter most. It will help us celebrate our successes. By October 30th, Superintendent presents draft Dashboard for board review.

Goal 3 (20%): By December 2020 develop budget timeline, process and overview for FY 22 budget (MSBA Standard 2 School District Finances Element 2a Budget Development and Maintenance)

Evidence of Performance

- Prepare a Vision 191 strategic financial plan
- FY21 budget process includes inclusive processes for development of the budget, Board budget workshops, staff and public preliminary and final presentations
- Superintendent prepares and submits an annual report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three years

Goal 4 (55%): Provide leadership to strengthen school/community relationships, diverse communities and cultural competence. Spend time weekly in the schools to understand the culture, challenges, and positive work that is being done in each building so as to better understand the district landscape as a whole. (MSBA Standard Ethical and Inclusive Leadership. Element 8d Diverse Communities and Element 8e Cultural Competency)

Evidence of Performance

- External Meetings* (15%):
 - Regional sups
 - MDE/State Covid
 - AMSD
 - MASA
 - Reimagine MN
 - Monthly sup/Chair meetings with City of Savage and City of Burnsville
 - Periodic meetings with Savage and Burnsville Chiefs of Police
 - Quarterly meetings with Burnsville Chamber/City/ISD191 and Burnsville Leaders Group
 - Rotary
- Internal Meetings* (40%)
 - Board/Sup conversations and projects
 - Monthly 1:1 meetings with board members
 - Committees (Policy Review, Legislative)
 - Officers Meetings
 - Weekly school visits to absorb school culture and climate, as well as to meet with staff and interact with students:
 - Impromptu and scheduled school visits: averaging 10 hours/month or a weekly average of 2.5 hours per week. Allows formal and informal conversations to learn about the

similarities, differences, and unique needs of our individual schools.

- 1:1 visit with individual building principals at least twice at their school, and visit 1:1 with middle school principals at least four times at their school. Meet with all 12 principals between September 15th and June 30th.*
- Monthly review of progress in PreK-12 Pathway School roll-out with evidence provided to superintendent by leadership, POSA, and through school visits. Evidence is collected, and the superintendent reports on progress based on goals outlined in the plan, with quarterly reports in school board workshops beginning in October.*
- Meet monthly with Superintendent's Racial Equity Advisory group to: create awareness on what is happening at the school level; develop relational trust between staff and superintendent; provide input and feedback to address issues of racism and bias; and receive updated and support staff of color affinity group- Amplify 191. This group is an affinity cohort for teachers, paraprofessionals, administrators who are BIPOC. It aims to provide a sense of community and mutual support among all staff of color through a place for exchanging ideas and generating ideas and recommendations for the superintendent's race advisory group.
- In concert with Exec. Director of Human Resources, meet quarterly with leaders of the 12 bargaining units to increase relational trust between these leaders and superintendent, as well as to allow greater understanding of concerns and receive feedback, but not to engage in negotiations with individual bargaining units.
- By October 31st, create a district Equity Plan. Scope of the Equity Plan defined by the following policies: 102 Equal Educational Opportunity; 103 Complaints-Students, Employees, Parents, Other Persons; 105 Equity, Access and Excellence in Education; 413 Harassment and Violence; 423 Employee-Student Relationships; and 522 Student Sex Nondiscrimination. Feedback will be received from constituency groups, community partnership, and continue contract with YMCA to provide Equity Innovation Lab experiences and possible Intercultural Inventory. By November 15th, present the initial Equity Plan to the school board.
- By December 31st conduct one survey in Fall 2020 and one survey in Spring 2021. Surveys of students, parents and staff will address issues of racial bias, gender bias, gender identity bias, sexual orientation bias, marginalization of American Indian or people of color, how the district addresses these issues and if the appropriate measures for resolution are implemented.
- By June 30th, conduct multiple surveys to inform district knowledge of our families' experiences. Survey students, parents and staff

- about their level of feeling welcomed, valued and included in decision-making.
- By September 30th create a Critical Issue Response Team: A District wide resource that can support the Superintendent responding to critical issues related to implementation of the following Policies: 102 Equal Educational Opportunity; 103 Complaints-Students, Employees, Parents, Other Persons; 105 Equity, Access and Excellence in Education; 413 Harassment and Violence; 423 Employee-Student Relationships; and 522 Student Sex Nondiscrimination. This team will understand the interplay and rights of students, duties of employees at any level and be able to assist in development of an appropriate response and communication plan for the District.

*When Distance Learning is in place, attend via virtual meetings.

**Estimated allotment of superintendent’s time noted next to each goal.

MSBA Goals and Standards Based Superintendent Evaluation

Standard 1. Governance Team				
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Facilitates development of the school district’s short- and long-term measurable goals and aligns available resources with school district’s budget to accomplish goals</i>	<i>Facilitates development of the school district’s short- and long-term goals and recommends necessary financial strategies to meet goals</i>	<i>Goals have been developed but no overall plan or alignment of resources exists</i>	<i>Goals are not developed.</i>	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages in timely budget planning and actions that consider current and longrange information and data; seeks balance to meet students’ current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>	<i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students’ needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>	<i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i>	<i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>	

Standard 8. Ethical and Inclusive Leadership				
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>	<i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>	<i>Becomes familiar with views and characteristics of diverse groups within the community</i>	<i>Does not recognize or respond to the existence of diverse groups in the community</i>	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>	<i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>	<i>Assures that staff has necessary cultural competence to respond to students' needs</i>	<i>Does not use strategies that recognize and capitalize on community's diversity</i>	



**Agenda III.C.
August 13, 2020**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Abigail Alt, chair

Date: August 6, 2020

Re: Report about the Board Planning Document (Maximize resources for optimal student learning)

Receive a report about the Board Planning Document from Chair Alt.

2020-Board Planning Document

	July	August	September	October	November	December	January	February	March	April	May	June
Board Development: Goal setting and self-eval		1) MSBA Summer Seminar (Twin Cities). 2) Retreat: board development. (e.g. CPSS, Strategic Plan review, ice breaking exercises, etc.)				Contract with and schedule board self eval with MSBA in even years. Schedule retreat with MSBA in even years to conduct self eval review	MSBA Leadership Conference and Phase Trainings. Minneapolis.	1) Complete online board self-eval each year, and MSBA-guided self-eval during even years. 2) MSBA Officer Training (Chair, Vice Char, Clerk).		1) NSBA National Conference (varied locations). 2) Retreat: review board self eval results (As a board in odd years; with MSBA as retreat in even years). Compile initial list of goals for the coming year.	Workshop: set 3-4 goals for the coming year (prior to sup eval closed session). Goals aligned to Strategic Plan.	Board meeting: review and establish board goals.
Sup evaluation		Retreat: Vice chair leads review sup eval tool and final sup goals in preparation for the upcoming eval cycle		Workshop: Finalize changes to sup eval tool.		1:1 meetings: mid-year check in with sup.	1:1 meetings: mid-year check in with sup.		BOE compiles individual assessments. Shares with vice chair.	BOE submits sup eval to vice chair for compilation. Individual board members compile short list of proposed goals for the coming year. Goals aligned to Strategic Plan.	Closed session: review eval together w sup and set sup goals for the coming year (might be two separate meetings). Sup goals set after board sets its own goals.	Board meeting: BOE presents public statement, and posts public statement in BoardBook. Proof of sup eval and topline results (signed by sup and Chair) are placed in sup's HR file. Then, board and sup create and share sup goals for next year.
Budget			*Special for FY21 Budget: placeholder for staff presentation on Plan A (business as usual) and Plan B (Covid resurgence and/or Distance Learning enacted.) Both plans backmapped to end-February/early March goal for final BOE budget discussion.	*Special for FY21 Budget: placeholder for staff presentation on Plan A (business as usual) and Plan B (Covid resurgence and/or Distance Learning enacted.) Both plans backmapped to end-February/early March goal for final BOE budget discussion.	Prep for December: In case of changes which might impact budget, sup plans alternate budget timeline to present in December	a) Initial budget workshop: present current reality and parameters. b) Board meeting to present timeline, process, and overview publicly (including dates for site, staff, student, and community input.) c) Open online input form with clear end-date for submission and d) clear end-date identified for final BOE budget discussion.	Building the budget: a) first, "ground-up" development led by sup and leadership with direct input from dept heads and principals. b) BOE workshop to present and discuss initial budget adjustments based on input from groups listed above.	a) First public presentation of initial budget adjustments at regular BOE meeting. b) Followed by sup/asset: sup presentations to staff and site presentations of budget (to staff and families) for input. c) Board workshop to review input/feedback. d) Online input form is closed. e) Board meeting to present final adjustments based on input.	a) final planning sessions among leadership, dept heads, and principals based on staff, community, BOE feedback; b) 1st March regular Board meeting: Present final budget adjustments to the board.	Internal: HR notifications of staffing adjustments	a) Board meeting to review final Adopted Budget. b) Board meeting to take action on Adopted Budget	
Board Priorities		Board meeting: Approve Board Priorities for the coming year									Workshop: Review HR research into board priorities. Discuss initial list of proposed board priorities	Workshop: review final list of priorities.
Onboarding		MSBA Summer Seminar.			Assign mentor to new board members.	Mentor and sup begin onboarding process, once oath of office is signed. Monthly 1:1 meetings through the following December.	MSBA Leadership Conference. Phase I & II Trainings					
Policy		Monthly committee meetings to edit and review existing policy, as well as to add new policy.										
Legislative				Legislative Committee develops BOE legislative platform and calendar of events based on State Bonding vs State Funding cycles. Identifies Federal advocacy goals.	Legislative Committee presents BOE legislative platform in retreat setting to full BOE for input. At regular meeting, the final legislative platform is presented as a report. Once final report is presented, staff schedules a forum with State Representatives and Senators.	Legislative Forum	Advocacy calendar of events begins.				Advocacy efforts end.	



**Agenda III.D.
August 13, 2020**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 6, 2020
Re: Superintendent Report

Receive a report from Dr. Battle, superintendent.



**Agenda III.E.
August 13, 2020**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Abigail Alt, chair

Date: August 6, 2020

Re: Board Member Reports

Receive reports from board members.

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
August 6, 2020

The special meeting of the Board of Education was called to order by Chair Alt at 8:00 a.m. The meeting took place via electronic means pursuant to Minnesota Statute 13.D.021.

Call to Order

Members present: Chester, Hume, Miller, Currier, Schatz, Holweger, and Chair Alt. Others in attendance were Superintendent Battle, Stacey Sovine, Tom Umhoefer, Aaron Tinklenberg, Brian Gersich, Rachel Gorton, Lisa Rider, Bernadette Bien, Stephanie White, Imina Oftedahl, Julie Kronabetter, and Dave Lake.

Attendance

Alt welcomed people who were watching and asked Schatz to lead the Pledge of Allegiance.

Pledge

Moved by Schatz, seconded by Hume, to approve the agenda. A roll call vote was taken and the motion carried unanimously (6,0 with Holweger, Alt, Miller, Hume, Schatz, and Chester voting in favor and none voting against).

Agenda

Moved by Schatz, seconded by Miller, to approve the consent agenda:
-Approve minutes of the special board meeting on July 8, 2020. A roll call vote was taken and the motion carried unanimously (6,0 with Alt, Miller, Hume, Schatz, Chester, and Holweger voting in favor and none voting against).

Consent Agenda
Minutes

Received a report about the One91 Fall Learning Plan from Dr. Theresa Battle, superintendent, Imina Oftedahl, director of curriculum, instruction and assessment, Stephanie White, director of student support services, and Lisa Rider, executive director of business services.

Reports

Received a report about the Online Learning Virtual Academy Possibility from Brian Gersich, assistant superintendent, and Rachel Gorton, director of technology.

The meeting adjourned at 10:32 a.m.

Adjourn

DeeDee Currier, clerk

Date Approved

August 13th, 2020

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

TO: Members, Board of Education
Dr. Theresa Battle, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: August 13th, 2020 FINAL
RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Appointment		Ana Leyva		Eagle Ridge Middle School	Teacher	8/24/2020
Certified	Appointment		Anne Poliquin		Eagle Ridge Middle School	School Social Worker	8/24/2020
Certified	Appointment		Emily Lemke		Vista View Elementary School	School Social Worker	8/24/2020
Certified	Appointment		Fahmo Osman		Nicollet Middle School	Teacher	8/24/2020
Certified	Appointment		Jena Splettsjoeser		Burnsville High School	Teacher	8/24/2020
Certified	Appointment		Jocelyn Lian		District-wide	Physical Therapist	8/31/2020
Certified	Appointment		Jonathan Armajani		Eagle Ridge Middle School	Teacher	8/24/2020
Certified	Appointment		Julie Pettes		Hidden Valley Elementary	Teacher	8/24/2020
Certified	Appointment		Katie Kelly		Nicollet Middle School	Teacher	8/24/2020
Certified	Appointment		Kristen Wagner		Sky Oaks Elementary School	Teacher	8/24/2020
Certified	Appointment		Lindsay Steding		Harriet Bishop Elementary	Teacher	8/24/2020
Certified	Appointment		Madeline Hill		Harriet Bishop Elementary	Teacher	8/24/2020
Certified	Appointment		Madeline McNeil		Nicollet Middle School	Teacher	8/24/2020
Certified	Appointment		Maria Starkey		Rahn Elementary School	Teacher	8/24/2020
Certified	Appointment		Mary Jane Gunderson		Burnsville High School	School Psychologist	8/24/2020
Certified	Appointment		Michelle Okerstrom		Edward Neill Elementary	Teacher	8/24/2020
Certified	Appointment		Sacdiyo Abdullahi		Nicollet Middle School	Teacher	8/24/2020
Certified	Appointment		Samantha Notch		Nicollet Middle School	Teacher	8/24/2020
Certified	Appointment		Sterling Brown		Eagle Ridge Middle School	Dean of Students	8/24/2020
Certified	Leave of Absence		Abby Ertl		Gideon Pond Elementary	Teacher	08/25/2020-11/30/2020
Certified	Recall		Joseph Kohner		Nicollet Middle School	Teacher	6/30/2020
Certified	Resignation		Alexandra McLaughlin		Nicollet Middle School	School Social Worker	6/5/2020
Certified	Resignation		Chadwick Tower		Eagle Ridge Middle School	Teacher	8/11/2020
Certified	Resignation		Jessica Saba		WM. Byrne Elementary School	Teacher	8/10/2020
Certified	Resignation		Kayla Tesch		WM. Byrne Elementary School	Teacher	8/10/2020
Certified	Resignation		Maria Phillips		Harriet Bishop Elementary	Teacher	7/6/2020
Classified	Appointment		Coudjo Amegbleame		District-wide	Cultural Liaison	8/31/2020
Classified	Appointment		Danette Westerlund		Burnsville High School	Registrar	7/29/2020
Classified	Appointment		Jessica Meyer		Diamondhead Education Center	Technology Level I	8/17/2020
Classified	Appointment		John Thomas		District-wide	Technology Level II	8/6/2020
Classified	Appointment		Nyounee Neor		District-wide	Technology Level I	7/1/2020
Classified	Recall		Marci Plomski		Nicollet Middle School	Clerical Level III	8/17/2020
Classified	Resignation		Cassandra Bowen		Burnsville High School	Educational Assistant Level IV	6/4/2020
Classified	Resignation		Denise Page		Burnsville High School	Food Service Associate	8/21/2020
Classified	Resignation		Jessica Meyer		Diamondhead Education Center	Community Education Coordinator	6/5/2020
Classified	Resignation		Justin Hreha		Diamondhead Education Center	Technology Level II	7/2/2020
Classified	Resignation		Rachelle Eisenberg		ECSE Center	Educational Assistant Level IV	8/31/2020
Classified	Resignation		Veronica Ramos		District-wide	Cultural Liaison	8/5/2020
Classified	Retirement		Jann Adrian		Burnsville High School	Educational Assistant Level IV	6/4/2020
Classified	Retirement		Laura Peterson		Metcalfe Middle School	Clerical Level III	8/31/2020
Co-Curricular/Coach	Appointment		Brian Nacey		Burnsville High School	Head Coach- Boys Varsity Soccer	8/31/2020



**Agenda IV.A.3.
August 13, 2020**

To: Members, Board of Education
Dr. Theresa Battle, superintendent

From: Lisa K. Rider, executive director of business services

Date: August 6, 2020

RECOMMENDATION: To adopt a resolution to approve and accept donations as presented.

RESOLUTION TO ACCEPT DONATIONS

WHEREAS,

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02, Subd. 6 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

THEREFORE, BE IT RESOLVED by the School Board of ISD 191 to approve and accept with appreciation the donations as presented below and to permit their use as designated by the donors.

Moved by: _____

Seconded by: _____

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on August 13, 2020.

DeeDee Carrier, Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
7/7/2020	Greater Twin Cities United Way, Acooa Ellis, Senior VP Community Impact	District 191	Summer sustainability funding to support students participating in work-based learning, internships, and community partnerships.	\$25,000.00
7/7/2020	Church of the Risen Savior, Fr. Thomas Krenik	District 191	To support expenses related to BrainPower in a Backpack, COVID relief, and Meal Angel Fund	\$450.00
7/13/2020	Best Buy Foundation, Social Impact	District 191	General operating relief due to COVID19	\$6,000.00
7/27/2020	Minnesota Department of Education	District 191	To support identification of gifted and talented students in elementary grades and to increase exposure to computer science as part of a STEM pathway.	\$77,834.00
8/4/2020	Burnsville Lions Club	Rahn Elementary	School supplies	In-Kind (goods or services)

Total monetary donation received: \$108,834.00



**Agenda IV.A.4.
August 13, 2020**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Brian Gersich, Assistant Superintendent

Date: August 6, 2020

Re: Policy 599

Recommendation: that the Board of Education approves, on a second reading basis, new Policy 599: *Memorials for Deceased Students or Staff*.

Policy 599 was reviewed by the Policy Review Committee on May 12 and June 9, 2020. The first reading of Policy 599 was approved by the Board of Education at its regular board meeting on June 18, 2020.

Adopted:
Reviewed: 6/18/2020
Revised:
Rescinds:

599 MEMORIALS FOR DECEASED STUDENTS OR STAFF

I. PURPOSE

It is recognized that the loss of a member of the school community is deeply felt by students, staff, and families. The purpose of this policy is to ensure that the Burnsville-Eagan-Savage Schools will support staff, students and families impacted by death by assisting them with connections to appropriate school and community resources. Because it is recognized that memorial decisions made immediately in the aftermath of a crisis or death may be made without full consideration of the potential implications for students, staff, families and the community, the Burnsville-Eagan-Savage Area Schools will provide a process for memorial decision-making.

II. DEFINITIONS

Memorials: Objects or activities to remember an event or deceased person(s).

Building Crisis Response Team: A designated group of staff members within each school building who plan and implement supports specific to the crisis event.

Crisis: Any natural disaster or unexpected event that is perceived as extremely negative, generates feelings of helplessness, powerlessness, and/or entrapment and may occur suddenly, unexpectedly, and without warning

Impact: The magnitude of the potential loss or seriousness of the crisis.

District Crisis Response Team: A designated group of staff members who develop and execute district-wide procedures specific to the crisis event.

III. GENERAL STATEMENT OF POLICY

Memorial activities expressed at school need to be coordinated and approved through the school's Crisis Response Team (CRT). The CRT will assist families and students in selecting memorial activities that are appropriate for school and assist students in healthy bereavement.

In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff. Schools should focus on maintaining the regular schedule, structure, and routine.

Temporary school memorials, as approved by school administration and the Director of

Operations/Transportation, may be displayed for one week or until the day of the funeral, whichever is sooner and will then be offered to the family. Selling of memorabilia items on school grounds is prohibited. Allowable temporary memorials are banners and pictures displayed in a common area that students can avoid such as the media center. Memorials that may spontaneously arise on lockers and desks should be transferred to the designated area. Memorial symbols displayed by individual students or staff on school grounds will be limited to one week after death, or to the day after the funeral, whichever is sooner and will then be offered to the family.

Permanent memorials for deceased students and staff will be limited to living memorials, endowments, scholarships, and books or items with educational significance. Scholarship and endowment memorials may be established one time, or in the form of a perpetual award, with a description of the purpose of the endowment or scholarship. Existing memorials established prior to the implementation of this policy will not be affected.

Memorials After a Suicide

Schools should strive to treat all deaths in the same way. Having a different approach for a student who dies by suicide reinforces prejudice associated with suicide and may be deeply painful to the student's family and friends. However, memorials following suicide are particularly important to monitor.

Schools can play an important role in channeling the energy and passion of the students (and greater community) in a positive direction, balancing the community's need to grieve with the impact that the proposed activity will likely have on students, particularly on those who might be vulnerable to suicide contagion.

Whenever possible, schools should communicate with the student's friends and coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the student and the family.

School district facilities will not be used for memorial services or funerals. However, the superintendent, in consultation with the District Crisis Response Team, has the discretion to consider school-wide memorial activities when a crisis event has a significant impact on a majority of students, staff, and community.

School staff will monitor anniversary dates and may provide friends of the deceased small group or individual counseling and other supportive activities to assist with grief recovery. School-wide recognition of anniversary dates will not occur.

Other possible memorial activities include:

Yearbooks: A student who has died may be acknowledged the year the death occurred. Information shall be limited to the student's name, photo, dates of birth and death, and school activities in which the student participated.

Commemorative Events: A commemorative event may be established and held in the name of the deceased student or staff member. Activities cannot be held during the

school day and should be sponsored by a class, club, or activity in which the deceased student or staff member participated. Advertisement of events must occur outside the school day. It is recommended that commemorative events utilize community partners (e.g., employers of the deceased, faith communities, etc.)

Graduation Recognition: One symbol representing all deceased members of a graduating class, such as a plant or bouquet of flowers, may be present on stage. A member of the school administration can also direct the audience in a moment of silence to collectively recognize deceased members of the graduating class.

Moment of Silence Recognition: a ‘moment of silence’ may be used following the death of a student or staff member to honor their memory. School-wide moments of silence should occur within 2 school days following notification of the death. Moments of silence are also approved for use at ISD191 Board of Education meetings, co-curricular events in which the deceased participated, and community-based events.

Legal References: Burnsville-Eagan-Savage School District Policy

Cross References:



**Agenda Item IV.B.1.
August 13, 2020**

To: Members, Board of Education
Dr. Theresa Battle, superintendent

From: Lisa Rider, Executive Director of Business Services

Date: August 6, 2020

Re: Adopt a Resolution Relating to Election of School Board Members and Calling the School District Election (Increase the capacity for partnership with community)

Recommendation: That the Board of Education adopts the attached formal resolution calling a School District General Election on Tuesday, November 3, 2020 to elect three (3) members to the School Board for terms of four (4) years each.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5 p.m. on August 11, 2020. The resolution will be updated to include the names of the candidates on August 12, 2020.

I recommend the adoption of the resolution.

Attachments:
Resolution Calling School Board Election

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 191
(BURNSVILLE-EAGAN-SAVAGE)
DAKOTA AND SCOTT COUNTIES, MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota, was held in said school district on August 13, 2020, at 6:30 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO ELECTION OF SCHOOL BOARD MEMBERS
AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 191, Dakota and Scott Counties, Minnesota, as follows:

1. (a) It is necessary for the school district to hold its general election for the purpose of electing three (3) school board members for terms of four (4) years each.

(b) The clerk shall include on the ballot the names of the individuals who file affidavits of candidacy on said general election during the period for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

2. The general election is hereby called and directed to be held on Tuesday, the 3rd day of November, 2020, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district polling places and the precincts served by those polling places, as previously established and designated for school district elections held in conjunction with a statewide election, are hereby designated for this general election.

4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of Dakota and Scott Counties, at least seventy-four (74) days before the date of said general election. The notice shall specify the date of said election and the office or offices to be voted on at said general election.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause a sample ballot to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said elections to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the general election.

The notice of election so posted and published shall state the offices to be filled as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on election day.

The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this general election and generally to cooperate with any election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate officials regarding preparation and distribution of ballots, election administration and cost sharing.

5. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form attached hereto as Exhibit A, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:

6. The name of each candidate for office at each election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

7. If the School District will be contracting to print the ballots for this election, it is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

8. If not performed by election officials conducting other elections on that date, the clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the general election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance of publication once in the official newspaper, by posting a notice, and by notifying the county or legislative district chair of each major political party.

9. If not performed by the election officials conducting other elections on that date, the clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the general election and in the newspaper of widest circulation once on the day preceding the general election, or once the week preceding the general election if the newspaper is a weekly.

10. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the various polling places and combined polling places during the November 3, 2020 general election. The election judges shall act as clerks of election and submit the results to the school board for canvass in the manner provided for other school district elections.

The motion for the adoption of the foregoing resolution was duly seconded by

_____ and upon vote being taken thereon the following voted in favor

thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

SCHOOL DISTRICT BALLOT

**INDEPENDENT SCHOOL DISTRICT NO. 191
(BURNSVILLE-EAGAN-SAVAGE)
GENERAL ELECTION**

NOVEMBER 3, 2020

INSTRUCTIONS TO VOTERS
TO VOTE, COMPLETELY FILL IN THE OVAL(S) NEXT TO YOUR CHOICE(S).



SCHOOL BOARD MEMBER

VOTE FOR UP TO THREE

Eric Miller

Suad (Sue) Said

Toni Conner

Anna Werb

Hodan Ahmed

write-in, if any

write-in, if any

write-in, if any

STATE OF MINNESOTA)
COUNTIES OF DAKOTA)SS
AND SCOTT)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to the calling of the general election of said school district, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this ____ day of _____ 2020.

School District Clerk



Future Ready. Community Strong.

**Agenda Item IV.B.2
August 13, 2020**

To: Board of Education, Members
Dr. Theresa Battle, Superintendent

From: Lisa Rider, Executive Director of Business Services

Date: August 6, 2020

Re: Approve Burnsville Ice Center Rental Agreement for School Year 2020-2021

RECOMMENDATION:

That the Board of Education approves the Burnsville Ice Center Rental Agreement for the 2020-2021 school year in the estimated amount of \$91,195.10 for a total of 407.37 hours of ice time.

The ice rental agreement with the City of Burnsville provides practice, game and playoff time for both boys and girls hockey. The contract is similar to last year's language. Anticipated hours have been used to estimate amount of total agreement.

**CITY OF BURNSVILLE
BURNSVILLE ICE CENTER RENTAL AGREEMENT**

AGREEMENT made this 29th day of July, 2020, by and between **BURNSVILLE HIGH SCHOOL, ISD 191** (“User”) and the **CITY OF BURNSVILLE** (“City”), a Minnesota municipal corporation.

RECITALS

- A. The City is the owner and manager of the Burnsville Ice Center (“Ice Center”), which facility is conducive to and available for events open to the public.
- B. User desires to use portions of the Ice Center subject to the terms and conditions of this Agreement (“Agreement”) and all applicable laws and regulations.

NOW, THEREFORE, in consideration of the mutual promises, covenants and conditions contained herein, the parties mutually agree as follows:

1. **TERM.** The City hereby permits User the use of the Ice Center and facilities incidental thereto for the period as set forth on the schedule attached hereto as “Household Reservation Report”.
2. **FACILITIES.** User will have exclusive use of ice sheet(s) as well as four dressing rooms during the times scheduled. The City will maintain and clean the ice rink. The common areas of the Burnsville Ice Center shall be open to the public at all times. The User will have shared use of the common areas and may not prohibit use by other patrons.
3. **PAYMENT.** The Ice Center will bill User on a monthly basis for ice time and services. Invoices shall be sent 30 to 45 days in advance of due date. All payments shall be due on or before the 15th of the month in which the User is skating.
4. **SERVICES.** Notwithstanding any other provision of this Agreement, the parties may separately agree for the provision of additional services, personnel, and staffing as needed.
5. **RULES AND REGULATIONS.** User hereby agrees that it and its members using the Ice Center will abide by all rules and regulations adopted by the City, and as amended from time to time, for use of the Ice Center.
6. **USER MAINTENANCE.** User shall be responsible for cleanup of the Ice Center and its facilities following each use of the Ice Center, including the pickup and proper disposal of all trash, litter and other debris left in the Ice Center by User and User’s members, guest, invitees, and others utilizing the Ice Center under User’s rental of the Ice Center.

7. **DAMAGE TO ICE CENTER.** User shall be liable to the City for any loss or damage to the Ice Center or its facilities occasioned by, or in connection with the use of the Ice Center by the User or User's members, guests, or invitees.
8. **INDEMNIFICATION.** User agrees to hold the City and its officers, agents, and employees harmless and defend and indemnify the City against any claims related to use of the Ice Center by User, its agents, employees, or subcontractors. User further agrees to defend, indemnify and hold the City, its officers, agents, and employees harmless from any liability, claims, damages, costs, judgments, or expenses, including reasonable attorney's fees, occasioned by or arising in connection with the use of the Ice Center by User or User's guests or invitees, including any and all claims for bodily injury or death or property loss or damage sustained as a result of use of the Ice Center by User or User's guests or invitees.
9. **INSURANCE.** User is required to obtain general liability insurance and provide proof of such insurance upon execution of this Agreement. \$1 million commercial general liability for non-profit affiliated with City, ISD 191 or other similar Burnsville local governmental unit and \$2 million commercial general liability for all others that have contracts of \$20,000.00 or higher in value. User shall also maintain and provide proof of statutory minimum workers' compensation (or alternately) User represents that it does not have any employees or other individuals covered by this Agreement for which User would be obligated to provide workers compensation coverage.
10. **CANCELLATION OR RESCHEDULING.**
 - 10.1 **BY USER:** User shall notify Ice Center Management of any cancellation of any ice time scheduled under this Agreement no later than August 15, 2020. Except as otherwise provided herein, all ice time set forth on the Household Reservation Report must be paid for by the User whether or not the Ice Center is actually used.
 - 10.2 **BY CITY:** The City reserves the right to: a) cancel this Agreement for any default or breach of this Agreement by the User or its members; and b) reschedule the dates or times of use by the User provided under Paragraph 1, if the City deems necessary. In the event of a mechanical, or other, failure of the Ice Center equipment or facilities, the City will notify User as soon as possible. The City will reimburse fees paid by the User for any time scheduled under this Agreement which makes the Ice Center unavailable to User as a result of such failures. The City shall not be responsible for any damages suffered by User as the result of any cancellation.
11. **DISTRIBUTION OF AGREEMENT AND RULES.** Prior to using the Ice Center pursuant to this Agreement, User shall make available a copy of the Ice Center rules and regulations to User's members.

12. **AGENT AUTHORITY.** User certifies that s/he is the User or an agent for the User and is authorized to execute this Agreement and accept the responsibility for observance of the rules and regulations of the City.
13. **ASSIGNMENT.** User shall not assign this Agreement, or any interest arising herein, without the express written consent of the City.
14. **ENTIRE AGREEMENT.** The entire agreement of the parties is contained herein, and this Agreement supersedes all prior agreements and negotiations between the parties relating to the subject matter herein as well as any previous agreements presently in effect between the parties relating to the subject matter contained herein. Any alterations, amendments, deletions, or waivers of the provisions of this Agreement shall be valid only when expressed in writing and duly signed by the parties, unless otherwise provided herein.
15. **WAIVER.** Any waiver by either party of a breach of any provision of this Agreement shall not affect, in any respect, the validity of the remainder of this Agreement.
16. **MISCELLANEOUS.**
 - 16.1 **Additional Fees.** User shall pay such other equipment rental, maintenance, and other fees as appropriate and as set forth on the attached “Reservation Report - Exhibit A” if it applies. The City reserves the right to charge supplemental fees for the use of additional locker rooms, additional ice maintenance, and additional clean up expenses.
 - 16.2 **Sale of Food and Beverages.** The City has the exclusive right to operate concession sales at the Ice Center for the sale of food and beverages, including food and beverages dispensed from vending machines.
 - 16.3 **Advertising.** No advertising by User in or on any part of the Ice Center is permitted without the express written consent of the City.
 - 16.4 **Parking Lot Usage.** The User will have shared use of the parking lot on a first come, first served basis and may not prohibit use by other patrons.
 - 16.5 **Alcohol.** Alcohol is not allowed on the premises of the Ice Center.
17. **ACKNOWLEDGEMENT OF CONCUSSION AWARENESS OBLIGATIONS.** The Burnsville High School, ISD 191, a nonprofit organizations that organizes youth athletic activities, acknowledges that it has obligations under Minnesota state law to inform and educate coaches, officials, youth athletes, and their parents or guardians about concussions. These obligations include, but are not limited to, making information about the nature and risks of concussions accessible to all participating coaches, officials, youth athletes, and their parents or guardians and requiring that all participating coaches and

officials receive periodic online training consistent with the standards set forth in Minnesota Statute and by the Centers for Disease Control. By signing this form and using these facilities, the undersigned acknowledges that it is subject to the responsibilities existing under Minnesota Statutes and verifies that all coaches, officials, youth athletes, and their parents or guardians have complied with the mandated policies prescribed by Minnesota Statute Sections 121A.37 and 121A.38.

18. COVID-19 INFORMATION:

We all have a role to play in protecting ourselves and our community from the COVID-19 health threat. To assist in slowing the spread of COVID-19, and decreasing the potential for added strain on local communities and health care systems in Minnesota, we have adopted the guidelines listed below. By following these guidelines, we can enjoy the many benefits of the Burnsville Ice Center while protecting public health. When using the Burnsville Ice Center, please adhere to the following guidelines: Strictly follow building occupancy information provided to you. If you are feeling sick or have been exposed to someone with COVID-19, please stay home and do not use the park amenities. Use social distancing and maintain at least six feet between individuals at all times. Cover coughs and sneezes with a tissue, then throw the tissue in the trash. Wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. Use hand sanitizer that contains at least 60% alcohol if soap and water are not available. Avoid touching eyes, nose, and mouth with unwashed hands. All groups using the facility must be under competent adult (18+) leadership. The organizing user will assume full responsibility for the group's conduct and for damage to the building or equipment.

19. NOTICE. All notices required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given if delivered in person or deposited in the United States Mail, postage prepaid, as follows:

If to the City, to: Dean Mulso
 Recreation Facilities Manager
 City of Burnsville

If to User, to: ISD 191, Burnsville High School
 200 Burnsville Pkwy
 Burnsville, MN 55337

By signing this Agreement, the parties acknowledge that they have read, understand, and agreed to abide by all its conditions as stipulated.

TITLE OF USERS

CITY OF BURNSVILLE

By: _____

Melanie Lee, City Manager

Its: __BHS Representative_____

Date: _____

Tax ID Number_____

Address_____

Phone_____

Date_____

Elizabeth Kautz, Mayor

Date: _____

**THE CITY OF BURNSVILLE REQUIRES, AS A CONDITION OF THIS AGREEMENT,
THAT CONTRACTOR'S EMPLOYEES, VOLUNTTERS OR ASSOCIATES REFRAIN
FROM CARRYING FIREARMS WHILE ON CITY PROPERTY**

Ice Rink Reservation Report with \$

Primary Phone: (952)707-2111
 Phone Extension:
 Primary Email: gpaek@isd191.org
 Household #: 344

Burnsville High School Hockey
 600 East Highway 13

Burnsville, MN 55337

Day	Date	Time Period	Location	Facility Name	Reservation Purpose	Hours	Fees/Tax	Amt Paid	Total Due
Monday	10/26/2020	3:15pm - 5:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls HS Tryouts	2.25	517.50	0.00	517.50
Tuesday	10/27/2020	3:15pm - 5:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls Tryouts	2.25	517.50	0.00	517.50
Wednesday	10/28/2020	3:15pm - 5:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls Tryouts	2.25	517.50	0.00	517.50
Thursday	10/29/2020	3:15pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHs Girls V	2.42	556.60	0.00	556.60
Friday	10/30/2020	3:15pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	2.42	556.60	0.00	556.60
Monday	11/02/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	11/02/2020	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Tuesday	11/03/2020	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.50	345.00	0.00	345.00
Tuesday	11/03/2020	4:50pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV	1.00	230.00	0.00	230.00
Wednesday	11/04/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Wednesday	11/04/2020	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Thursday	11/05/2020	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.50	345.00	0.00	345.00
Thursday	11/05/2020	4:50pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	11/06/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	11/06/2020	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Monday	11/09/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	11/09/2020	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Monday	11/09/2020	5:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys Tryout	2.00	460.00	0.00	460.00
Tuesday	11/10/2020	3:00pm - 4:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys Tryout	1.50	345.00	0.00	345.00
Tuesday	11/10/2020	4:40pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Bloomington	2.33	535.90	0.00	535.90
Tuesday	11/10/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Bloomington J	2.00	460.00	0.00	460.00
Wednesday	11/11/2020	3:00pm - 5:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys Tryouts	2.50	575.00	0.00	575.00
Wednesday	11/11/2020	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Thursday	11/12/2020	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS	1.00	105.00	0.00	105.00
Thursday	11/12/2020	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Thursday	11/12/2020	5:00pm - 6:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Thursday	11/12/2020	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS	1.00	230.00	0.00	230.00
Friday	11/13/2020	3:00pm - 10:30pm	Burnsville Ice	Gary R. Harker Rink	Boys HS Preview	7.50	1,725.00	0.00	1,725.00
Friday	11/13/2020	3:00pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.17	269.10	0.00	269.10
Saturday	11/14/2020	7:00am - 11:00pm	Burnsville Ice	Gary R. Harker Rink	Boys HS Preview	16.00	3,680.00	0.00	3,680.00
Monday	11/16/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	11/16/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	11/16/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Monday	11/16/2020	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	11/17/2020	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS JV	1.00	105.00	0.00	105.00
Tuesday	11/17/2020	3:00pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Tuesday	11/17/2020	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Shakopee J	2.50	575.00	0.00	575.00
Tuesday	11/17/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Shakopee V	2.00	460.00	0.00	460.00
Tuesday	11/17/2020	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS	1.00	230.00	0.00	230.00
Wednesday	11/18/2020	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	11/18/2020	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40

Ice Rink Reservation Report with \$

Primary Phone: (952)707-2111
 Phone Extension:
 Primary Email: gpaek@isd191.org
 Household #: 344

Burnsville High School Hockey
 600 East Highway 13

Burnsville, MN 55337

Day	Date	Time Period	Location	Facility Name	Reservation Purpose	Hours	Fees/Tax	Amt Paid	Total Due
Wednesday	11/18/2020	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	11/19/2020	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS JV	1.00	105.00	0.00	105.00
Thursday	11/19/2020	3:15pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.42	326.60	0.00	326.60
Thursday	11/19/2020	4:50pm - 6:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Thursday	11/19/2020	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS JV	1.00	230.00	0.00	230.00
Friday	11/20/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Friday	11/20/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	11/20/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Friday	11/20/2020	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Saturday	11/21/2020	12:30pm - 3:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Lakeville So	2.50	575.00	0.00	575.00
Saturday	11/21/2020	3:00pm - 5:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Lakeville Sout	2.00	460.00	0.00	460.00
Monday	11/23/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	11/23/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	11/23/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	Burnsville Boys V	1.25	287.50	0.00	287.50
Monday	11/23/2020	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	Burnsville Boys JV	1.00	230.00	0.00	230.00
Tuesday	11/24/2020	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	11/24/2020	4:20pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Wednesday	11/25/2020	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	11/25/2020	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	11/25/2020	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	11/26/2020	8:00am - 9:30am	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	157.50	0.00	157.50
Thursday	11/26/2020	8:10am - 9:10am	Burnsville Ice	Rink 2	BHS Boys JV	1.00	105.00	0.00	105.00
Monday	11/30/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	11/30/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	11/30/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Monday	11/30/2020	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	12/01/2020	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS JV	1.00	105.00	0.00	105.00
Tuesday	12/01/2020	3:00pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Tuesday	12/01/2020	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Eagan JV	2.50	575.00	0.00	575.00
Tuesday	12/01/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Eagan V	2.00	460.00	0.00	460.00
Tuesday	12/01/2020	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS	1.00	230.00	0.00	230.00
Wednesday	12/02/2020	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	12/02/2020	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	12/02/2020	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	12/03/2020	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS JV	1.00	105.00	0.00	105.00
Thursday	12/03/2020	3:10pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.17	269.10	0.00	269.10
Thursday	12/03/2020	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs Eagan JV	2.50	575.00	0.00	575.00
Thursday	12/03/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs Eagan V	2.00	460.00	0.00	460.00
Thursday	12/03/2020	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS JV	1.00	230.00	0.00	230.00
Friday	12/04/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Friday	12/04/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00

Ice Rink Reservation Report with \$

Primary Phone: (952)707-2111
 Phone Extension:
 Primary Email: gpaek@isd191.org
 Household #: 344

Burnsville High School Hockey
 600 East Highway 13

Burnsville, MN 55337

Day	Date	Time Period	Location	Facility Name	Reservation Purpose	Hours	Fees/Tax	Amt Paid	Total Due
Friday	12/04/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Friday	12/04/2020	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Monday	12/07/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	12/07/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	12/07/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Monday	12/07/2020	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	12/08/2020	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	12/08/2020	4:20pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Wednesday	12/09/2020	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	12/09/2020	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	12/09/2020	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	12/10/2020	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Thursday	12/10/2020	5:00pm - 6:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	12/11/2020	3:00pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Friday	12/11/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00
Friday	12/11/2020	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Farmington J	2.50	575.00	0.00	575.00
Friday	12/11/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Farmington V	2.00	460.00	0.00	460.00
Saturday	12/12/2020	12:30pm - 3:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs Farmington	2.50	575.00	0.00	575.00
Saturday	12/12/2020	3:00pm - 5:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs Farmington V	2.00	460.00	0.00	460.00
Monday	12/14/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	12/14/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	12/14/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Monday	12/14/2020	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	12/15/2020	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Lakeville Nor	2.50	575.00	0.00	575.00
Tuesday	12/15/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Lakeville Nort	2.00	460.00	0.00	460.00
Wednesday	12/16/2020	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	12/16/2020	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	12/16/2020	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	12/17/2020	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS JV	1.00	105.00	0.00	105.00
Thursday	12/17/2020	3:00pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.33	305.90	0.00	305.90
Thursday	12/17/2020	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs Lakeville No	2.50	575.00	0.00	575.00
Thursday	12/17/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs Lakeville Nort	2.00	460.00	0.00	460.00
Thursday	12/17/2020	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS JV	1.00	230.00	0.00	230.00
Friday	12/18/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Friday	12/18/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00
Friday	12/18/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Saturday	12/19/2020	12:30pm - 3:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs Apple Valley	2.50	575.00	0.00	575.00
Saturday	12/19/2020	3:00pm - 5:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs Apple Valley	2.00	460.00	0.00	460.00
Monday	12/21/2020	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	12/21/2020	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	12/21/2020	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50

Ice Rink Reservation Report with \$

Primary Phone: (952)707-2111
 Phone Extension:
 Primary Email: gpaek@isd191.org
 Household #: 344

Burnsville High School Hockey
 600 East Highway 13

Burnsville, MN 55337

Day	Date	Time Period	Location	Facility Name	Reservation Purpose	Hours	Fees/Tax	Amt Paid	Total Due
Monday	12/21/2020	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	12/22/2020	3:00pm - 5:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V and JV	2.17	499.10	0.00	499.10
Tuesday	12/22/2020	5:20pm - 6:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV	1.00	230.00	0.00	230.00
Tuesday	12/22/2020	6:30pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Blake	2.50	575.00	0.00	575.00
Wednesday	12/23/2020	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	12/23/2020	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	12/23/2020	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Monday	12/28/2020	8:00am - 9:00am	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	105.00	0.00	105.00
Monday	12/28/2020	9:10am - 10:40am	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	157.50	0.00	157.50
Monday	12/28/2020	3:00pm - 5:00pm	Burnsville Ice	Gary R. Harker Rink	Girls HS Tournament	2.00	460.00	0.00	460.00
Monday	12/28/2020	4:30pm - 6:50pm	Burnsville Ice	Rink 2	BHS Girls JV vs Hasting JV	2.33	535.90	0.00	535.90
Monday	12/28/2020	5:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	Girls HS Tournament	2.00	460.00	0.00	460.00
Monday	12/28/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Hasting V	2.00	460.00	0.00	460.00
Tuesday	12/29/2020	8:00am - 9:00am	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	105.00	0.00	105.00
Tuesday	12/29/2020	9:10am - 10:40am	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	157.50	0.00	157.50
Tuesday	12/29/2020	3:00pm - 5:00pm	Burnsville Ice	Gary R. Harker Rink	Girls HS Tournament	2.00	460.00	0.00	460.00
Tuesday	12/29/2020	4:30pm - 6:50pm	Burnsville Ice	Rink 2	BHS Girls JV vs Apple Valley	2.33	535.90	0.00	535.90
Tuesday	12/29/2020	5:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	Girls HS Tournament	2.00	460.00	0.00	460.00
Tuesday	12/29/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Apple Valley	2.00	460.00	0.00	460.00
Wednesday	12/30/2020	8:00am - 9:00am	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	105.00	0.00	105.00
Wednesday	12/30/2020	9:10am - 10:40am	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	157.50	0.00	157.50
Wednesday	12/30/2020	3:00pm - 5:00pm	Burnsville Ice	Gary R. Harker Rink	Girls HS Tournament	2.00	460.00	0.00	460.00
Wednesday	12/30/2020	4:30pm - 6:50pm	Burnsville Ice	Rink 2	BHS Girls JV vs Park JV	2.33	535.90	0.00	535.90
Wednesday	12/30/2020	5:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	Girls HS Tournament	2.00	460.00	0.00	460.00
Wednesday	12/30/2020	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Park V	2.00	460.00	0.00	460.00
Monday	01/04/2021	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	01/04/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	01/04/2021	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Monday	01/04/2021	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	01/05/2021	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs MPLS	2.50	575.00	0.00	575.00
Tuesday	01/05/2021	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs MPLS	2.00	460.00	0.00	460.00
Wednesday	01/06/2021	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	01/06/2021	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	01/06/2021	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	01/07/2021	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Thursday	01/07/2021	5:00pm - 6:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	01/08/2021	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Friday	01/08/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	01/08/2021	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Friday	01/08/2021	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Monday	01/11/2021	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50

Ice Rink Reservation Report with \$

Primary Phone: (952)707-2111
 Phone Extension:
 Primary Email: gpaek@isd191.org
 Household #: 344

Burnsville High School Hockey
 600 East Highway 13

Burnsville, MN 55337

Day	Date	Time Period	Location	Facility Name	Reservation Purpose	Hours	Fees/Tax	Amt Paid	Total Due
Monday	01/11/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	01/11/2021	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Monday	01/11/2021	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	01/12/2021	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS	1.00	105.00	0.00	105.00
Tuesday	01/12/2021	3:00pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Tuesday	01/12/2021	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Rosemount J	2.50	575.00	0.00	575.00
Tuesday	01/12/2021	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Rosemount V	2.00	460.00	0.00	460.00
Tuesday	01/12/2021	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS	1.00	230.00	0.00	230.00
Wednesday	01/13/2021	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	01/13/2021	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	01/13/2021	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	01/14/2021	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS	1.00	105.00	0.00	105.00
Thursday	01/14/2021	3:00pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.33	305.90	0.00	305.90
Thursday	01/14/2021	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs Rosemount	2.50	575.00	0.00	575.00
Thursday	01/14/2021	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs Rosemount V	2.00	460.00	0.00	460.00
Thursday	01/14/2021	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS JV	1.00	230.00	0.00	230.00
Friday	01/15/2021	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Friday	01/15/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	01/15/2021	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Friday	01/15/2021	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Monday	01/18/2021	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	01/18/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	01/18/2021	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Monday	01/18/2021	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Tuesday	01/19/2021	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Eastview JV	2.50	575.00	0.00	575.00
Tuesday	01/19/2021	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Eastview V	2.00	460.00	0.00	460.00
Wednesday	01/20/2021	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	01/20/2021	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	01/20/2021	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	01/21/2021	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS	1.00	105.00	0.00	105.00
Thursday	01/21/2021	3:00pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.33	305.90	0.00	305.90
Thursday	01/21/2021	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs Eastview JV	2.50	575.00	0.00	575.00
Thursday	01/21/2021	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs Eastview V	2.00	460.00	0.00	460.00
Thursday	01/21/2021	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS JV	1.00	230.00	0.00	230.00
Friday	01/22/2021	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Friday	01/22/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	01/22/2021	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Friday	01/22/2021	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Saturday	01/23/2021	12:30pm - 3:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV vs Prior Lake J	2.50	575.00	0.00	575.00
Saturday	01/23/2021	3:00pm - 5:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V vs Prior Lake V -	2.00	460.00	0.00	460.00
Saturday	01/23/2021	5:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	Burnsville Boys JV vs Prior L	2.00	460.00	0.00	460.00

Ice Rink Reservation Report with \$

Primary Phone: (952)707-2111
 Phone Extension:
 Primary Email: gpaek@isd191.org
 Household #: 344

Burnsville High School Hockey
 600 East Highway 13

Burnsville, MN 55337

Day	Date	Time Period	Location	Facility Name	Reservation Purpose	Hours	Fees/Tax	Amt Paid	Total Due
Saturday	01/23/2021	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	Burnsville Boys V vs Prior La	2.00	460.00	0.00	460.00
Monday	01/25/2021	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Monday	01/25/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Girls JV	1.00	230.00	0.00	230.00
Monday	01/25/2021	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Monday	01/25/2021	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	01/27/2021	3:10pm - 4:10pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	01/27/2021	3:15pm - 4:50pm	Burnsville Ice	Rink 2	BHS Girls V & JV	1.58	363.40	0.00	363.40
Wednesday	01/27/2021	4:20pm - 5:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.33	305.90	0.00	305.90
Thursday	01/28/2021	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Thursday	01/28/2021	5:00pm - 6:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls JV	1.00	230.00	0.00	230.00
Friday	01/29/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Friday	01/29/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00
Monday	02/01/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00
Monday	02/01/2021	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Monday	02/01/2021	5:00pm - 6:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Tuesday	02/02/2021	3:10pm - 4:25pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.25	287.50	0.00	287.50
Tuesday	02/02/2021	4:35pm - 5:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.25	287.50	0.00	287.50
Tuesday	02/02/2021	6:00pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	02/03/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Wednesday	02/03/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	02/03/2021	6:30pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls vs TBD - Section P	2.50	575.00	0.00	575.00
Thursday	02/04/2021	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Friday	02/05/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00
Friday	02/05/2021	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Friday	02/05/2021	5:00pm - 6:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Saturday	02/06/2021	12:30pm - 3:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs Shakopee J	2.50	575.00	0.00	575.00
Saturday	02/06/2021	3:00pm - 5:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs Shakopee V	2.00	460.00	0.00	460.00
Saturday	02/06/2021	6:30pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls - Possible Section	2.50	575.00	0.00	575.00
Monday	02/08/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00
Monday	02/08/2021	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Monday	02/08/2021	5:00pm - 6:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Tuesday	02/09/2021	6:00am - 7:00am	Burnsville Ice	Gary R. Harker Rink	BHS	1.00	105.00	0.00	105.00
Tuesday	02/09/2021	3:15pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.42	326.60	0.00	326.60
Tuesday	02/09/2021	4:50pm - 6:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Tuesday	02/09/2021	9:30pm - 10:30pm	Burnsville Ice	Rink 2	BHS	1.00	230.00	0.00	230.00
Wednesday	02/10/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00
Wednesday	02/10/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Thursday	02/11/2021	3:15pm - 4:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.08	248.40	0.00	248.40
Thursday	02/11/2021	4:30pm - 7:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys JV vs Lakeville So	2.50	575.00	0.00	575.00
Thursday	02/11/2021	7:00pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V vs Lakeville Sout	2.00	460.00	0.00	460.00
Friday	02/12/2021	3:10pm - 4:10pm	Burnsville Ice	Rink 2	BHS Boys JV	1.00	230.00	0.00	230.00

Ice Rink Reservation Report with \$

Primary Phone: (952)707-2111
 Phone Extension:
 Primary Email: gpaek@isd191.org
 Household #: 344

Burnsville High School Hockey
 600 East Highway 13

Burnsville, MN 55337

Day	Date	Time Period	Location	Facility Name	Reservation Purpose	Hours	Fees/Tax	Amt Paid	Total Due
Friday	02/12/2021	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Friday	02/12/2021	5:00pm - 6:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Monday	02/15/2021	3:15pm - 4:50pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.58	363.40	0.00	363.40
Monday	02/15/2021	5:00pm - 6:30pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Tuesday	02/16/2021	3:15pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.42	326.60	0.00	326.60
Tuesday	02/16/2021	4:50pm - 6:20pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Wednesday	02/17/2021	11:45am - 1:15pm	Burnsville Ice	Gary R. Harker Rink	BHS Girls V	1.50	345.00	0.00	345.00
Wednesday	02/17/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Thursday	02/18/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Thursday	02/18/2021	6:30pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys - Possible Boys Se	2.50	575.00	0.00	575.00
Friday	02/19/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Saturday	02/20/2021	6:30pm - 9:00pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys - Possible Section	2.50	575.00	0.00	575.00
Monday	02/22/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Tuesday	02/23/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Wednesday	02/24/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Thursday	02/25/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Friday	02/26/2021	3:10pm - 4:40pm	Burnsville Ice	Gary R. Harker Rink	BHS Boys V	1.50	345.00	0.00	345.00
Totals for Household # 344:						407.37	91,195.10	0.00	91,195.10



**Agenda IV.B.3
August 13, 2020**

To: Board of Education, Members
Dr. Theresa Battle, Superintendent

From: Brian Gersich, Assistant Superintendent, and Anna Resele, Data, Assessment & Research Coordinator

Date: August 6, 2020

Re: 2020-2021 Student Handbook

RECOMMENDATION:

That the Board of Education approves the 2020-2021 Student Handbook.



one91
Burnsville · Eagan · Savage



Student Handbook Presentation
Aligning Discipline Definition and Coding Systems
2020-2021

August 13, 2020
Presenter: Anna Resele

71

Future Ready. Community Strong.



Aligning our Discipline Definition and Coding Systems

District Policy	Handbook	Discipline Incident Reporting (DIRs) for MN Department of Education (MDE) annually	Office of Civil Rights reporting biannually
Provides only some definitions of behavior violations	Definitions of violations were not aligned with DIRs and too vague for Office of Civil Rights	<ul style="list-style-type: none"> • Reported by severity • Several codes link to same violation in our handbook <p style="text-align: center;">72</p>	<ul style="list-style-type: none"> • Requires specific harassment coding • Requires analysis of certain codes

Phase 1 Summer 2019	Phase 2 2019-2020	Phase 3 Summer 2020	Phase 4 2020-2021
<p>Initial analysis by Data Coordinator around current policies, ISD handbook, state and Office of Civil Rights definition and coding</p> <p>Initial analysis of alignment by Data Coordinator and assistant principals (APs)</p>	<p>Recommendations by 6-12 APs brought to 6-12 Principals</p> <p>2nd Analysis and Recommendations by K-5 Elementary Committee and Special Education Coordinators</p> <p>Data Coordinator provides additional information as needed</p>	<p>Develop communication and training plan to staff based on role</p> <p>Recommendations to Leadership and School Board: Approval sought from School Board August 13.</p>	<p>Implementation of new coding and definitions</p> <ul style="list-style-type: none"> ● Review of policy ● Review of handbook ● Training for clerical staff ● Training for teachers

CPSS: Analysis of ALL practices and attitudes for cultural understanding

Socio-Emotional Learning (SEL)

Explicit instruction toward individuals for self awareness, self-management, social awareness and decision making
Referrals are NOT the metric.

- Prevention of referrals
- Foster positive relationships
- Explicit skill instruction
- Modeling
- Practice/reinforcement

Positive Behavior Intervention and Supports (PBIS)

Common Purpose, language, approach to discipline within a school setting

Positive approach to misbehavior

Referrals are the main metric

District Handbook and Policies are codified statements of procedures and definitions dictated by law, school board responsibility, and district values.

Discipline Process and Coding:
Operationalizing our responses to student behavior with definitions and adult processes



one91
Burnsville · Eagan · Savage



Thank you.



Student Handbook



Board approved



Burnsville-Eagan-Savage School District 191

Letter from the Superintendent

Dear Students,



Welcome to the 2020-21 school year in Burnsville-Eagan-Savage School District 191!

Although I've only been part of the One91 Community for about a year, we've already experienced a lot together and I feel like I've gotten to know the people and spirit of this community well. What I've learned is that we're a community full of people who are proud of where they live, who care about their neighbors, who want to see students grow and succeed. We are a community where everyone belongs.

That's especially important as we start a new school year amid a global pandemic and with so much uncertainty. We will need to rely on each other for support and we'll need to stay focused on our values – holding high expectations, respecting ourselves and others, acting with integrity, and working in partnership – as we make important decisions that affect your education, as well as your health and safety.

This handbook reflects those values, too. I encourage you to read through its pages to understand your responsibilities and our commitment to you and your success. Together, no matter what challenges we face, we can create a strong learning community that supports all learners.

I wish you all the best this school year and look forward to seeing you grow. Welcome to the 2019-20 school year in Burnsville-Eagan-Savage School District 191!

I am so excited to be joining the One91 community. Like a student heading to a new school, as many of you are, I'm full of nervous excitement for what's ahead: meeting new friends and colleagues, learning new skills, and participating in the traditions that help make a strong community.

Since I'm new to District 191, I'm also learning about the values of our community and how they are reflected in our practices and policies. Our values—holding high expectations, respecting ourselves and others, acting with integrity, and working in partnership—should be reflected in how we interact with each other every day. This is true for students, teachers, support staff, principals and, of course, superintendents.

This handbook reflects those values, too. I encourage you to read through its pages to understand your responsibilities and our commitment to you and your success. Together, we can create a strong learning community that supports all learners.

I wish you all the best this school year and look forward to seeing you grow.

Sincerely,

Dr. Theresa Battle,
Superintendent

Table of Contents

Letter from the Superintendent	2
Important District Policies to Know	3
General District Information	5
District 191 Beliefs about Behavior in School	8
Explanation of PBIS	8
Explanation of Roles	9
All students:	9
All parents and legal guardians:	9
All teachers:	9
Building principals:	10
Other school district personnel:	10
Superintendent:	10
School Board:	10
Procedural Requirements	11
■ Application of the Code of Conduct	11
■ Factors Impacting Discipline Decisions	11
■ Disciplinary Responses	11
■ Rights to Continued Access to Instruction	11
Responses to Behavior	12
Levels of Intervention for Behavior	14
Behavior Response Matrix	17
Parent/Guardian Guide to Statewide Testing	24

Important District Policies to Know

This page includes summaries of several Burnsville-Eagan-Savage School District 191 policies regarding student behavior and ensuring a safe and positive learning environment at our schools. The complete text of these and other District 191 policies can be found online at www.isd191.org/policies or upon request from a school or district office. Questions regarding district policies or this handbook can be directed to the building principal, program director or superintendent’s office at 952-707-2005.

POLICY 404: EMPLOYEE BACKGROUND CHECKS

District 191 places a high priority on ensuring a safe and healthy learning environment for students. As part of this, all applicants who have been offered employment with the district must complete a criminal background check before they start. This process meets legal requirements.

POLICY 413: HARASSMENT AND VIOLENCE

District 191 is committed to creating safe and supportive spaces where students can learn, and employees can work, without fear of harassment or violence. Any harassing or violent behavior is strictly prohibited in District 191 schools and other buildings, on district property and during district events. We take all complaints of harassment or violence very seriously. We will investigate all complaints and take disciplinary action against any student, teacher, administrator or other school employee who violates this policy.

POLICY 419: TOBACCO- AND SMOKE-FREE ENVIRONMENT

As part of our work to keep a healthful learning environment for students and working environment for our employees, tobacco use of any kind – including electronic cigarettes and tobacco-related devices – is prohibited in all of our schools. This applies to all students, teachers, administrators and other District 191 employees.

POLICY 501: SCHOOL WEAPONS POLICY

No person is allowed to possess, use or distribute a weapon on school property, with specific exceptions. We will enforce this policy and discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

POLICY 502: SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT’S PERSON

3

School lockers are the property of the district and we maintain exclusive control of lockers provided for the convenience of students. Because of this, we may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant. However, a student's personal possessions within a school locker or being carried by that student may be searched only when school employees have a reasonable suspicion that the search will reveal evidence of a violation of law or school rules.

POLICY 503: STUDENT ATTENDANCE

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student.

POLICY 505: DISTRIBUTION OF NON-SCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

District 191 is committed to protecting students' and employees' rights to free speech while also maintaining effective learning environments. To maintain this balance, we allow students and employees to distribute non-school-sponsored materials on school property as long as it is done at a reasonable time and place and in a reasonable manner. Complete guidelines are available in the online policy manual. If you are interested in distributing materials on school grounds, you must place a request with and get permission from your school principal or administrator.

POLICY 506: STUDENT DISCIPLINE

Students are expected to behave appropriately so that our schools are positive learning environments for all. When students do not follow expected behavior guidelines, school administrators will take appropriate disciplinary action.

POLICY 514: BULLYING PROHIBITION POLICY

District 191 knows that a safe and civil learning environment is essential for all students to achieve to their highest capabilities. Therefore, bullying, whether by an individual or a group, is expressly prohibited in District 191 schools, on school property, at school events and activities, and on school transportation. Condoning or supporting another student’s act of bullying is also prohibited. Although we cannot monitor all students’ actions at all times, we will investigate and respond to any bullying behavior that negatively affects the school environment and educational rights of other students. This includes cyberbullying.

POLICY 520: STUDENT SURVEYS

Occasionally, we will use surveys to gather student opinions and information about students. These surveys will be to help the district better achieve its mission.

POLICY 524: INTERNET ACCEPTABLE USE AND SAFETY POLICY

We understand the importance of students being able to access resources on the internet, both for current educational work and to help ensure students have the skills they need for future study and work. We provide students access to our computer system, including the internet, expressly for educational purposes, including classroom activities, research and college/career readiness activities. Students are expected to use our system in a safe manner and for these appropriate purposes. If the system is used in an unacceptable manner, students may face consequences as outlined in this policy.

POLICY 526: HAZING PROHIBITION

Hazing activities of any type are prohibited at all times whether they happen on or off school property, during or after school hours. Hazing activities can mean doing something to a student or coercing a student to do something that could cause harm in order for that student join or be part of a group or organization. More details about what constitutes hazing can be found in the online policy manual.

POLICY 527: STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

POLICY 529: STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

We are committed to maintaining safe learning and working environments for our students and staff. As part of this

commitment, we provide classroom teachers and other school staff members notice about students’ history of violent behavior. Before we do so, we will inform the student’s parent or guardian.

POLICY 806: EMERGENCY OPERATIONS POLICY

Each district site has its own emergency operations plan. In the event of an emergency, relevant information of reunification instructions will be sent through the district messaging system and available on the ISD 191 website.

General District Information

APPLY FOR EDUCATIONAL BENEFITS (FREE/REDUCED PRICE MEALS)

Parents/Guardians are encouraged to apply to receive educational benefits. If your family qualifies, your students can receive free or reduced-price meals and possibly other benefits, including discounts for participation in athletics, band and other activities. In addition, some school funding is based on number of students who qualify for benefits. So by filling out an application, you are helping to ensure every school in District 191 gets all the funding it deserves.

Applications may be completed online at www.isd191.org/edbenefits. Paper applications are available online, at school buildings and at the District Office. A new application must be completed each school year. Call 952-707-2051 if you need assistance with the application process.

CHROMEBOOKS

All Chromebooks, other student devices, and issued accessories are the property of ISD191. Students will take care of the equipment, use the equipment in accordance with our Acceptable Use Policy, and return the equipment when requested or when the student leaves ISD191.

More Information and the One91 Chromebook Loan Expectations can be found at www.isd191.org/chromebook.

COVID-19

In consideration of the current COVID-19 pandemic, students should not attend school if they exhibit respiratory 'shortness-of-breath', a new onset of a 'cough' or difficulty breathing. Further, please have students consult with a medical provider before sending to school if the student experiences a cluster of two of the following symptoms: chills, repeated shaking with chills, muscle pain, headache, sore throat, new loss of taste or smell, and gastrointestinal symptoms of diarrhea, vomiting, or nausea.

FIELD TRIPS

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

FLEXIBLE LEARNING DAYS

District 191 schools will use "Flexible Learning Days," new for the ~~2019-2020~~2020-21 school year, in order to minimize the disruptions caused by snow or extreme cold weather. Under the plan, the first cancellation due to weather during a school year will remain a

traditional cancellation. After that, Flexible Learning Days would kick in.

On a Flexible Learning Day, teachers, administrators and other licensed professionals will be available by phone, email and/or Schoology from 9 to 11 a.m. and from 1 to 3 p.m. to answer questions, provide guidance or otherwise engage students.

- For grades 6-12, teachers will publish lessons by 9 a.m. using Schoology, the district's online learning system, so students can access courses and complete assigned work.
- For grades PreK-5, students will complete portions of selected learning activities created and distributed in advance by their teachers.

More information and details will be shared with students and families throughout the school year.

FOOD POLICY

The State Department of Health requires that food served in schools be obtained from appropriate sources. Food prepared in a home will not be distributed in school. Families must adhere to the district's Wellness [Policy 533](#) and must also check with school staff before sending in treats for a party or other event.

HUMAN GROWTH AND DEVELOPMENT

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

ILLNESS AND INJURY

In case of illness or significant injury at school, a parent or guardian will be notified by the Health Office staff. Transportation home and all medical care is the responsibility of the parent or guardian. If a parent or guardian cannot be reached, the emergency contact will be called. The person designated as an emergency contact must be able and willing to provide transportation and supervision for the student. It is important that the emergency contact information is current for all students. If emergency contact cannot be reached, 911 will be called as necessary.

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline

Formatted: Font: Not Bold, No underline

In most cases, children should remain at home for 24 hours after antibiotics have been started. Students should be fever free for 24 hours before returning to school. Please see the district health services website for more information regarding “Is My Child Too Sick for School Today?” which will provide general guidelines regarding if your child should attend school when ill. If a student becomes ill with a communicable disease, please notify the school.

IMMUNIZATION RECORDS

In order for students to enroll or remain enrolled in elementary or secondary schools, Minnesota state law requires documentation of required immunizations or written proof of exemption. Students will not be allowed to start school until this information or an appropriately signed legal exemption is provided to the district. A list of the required immunizations, the entire District 191 Immunization Policy 530 and immunization forms are available on the district website, www.isd191.org, or in the school health office.

LATEX-SAFE SCHOOLS

To safeguard the health of students and staff who have latex allergies, all schools take steps to minimize exposure to natural rubber latex. No latex balloons are allowed. Students with latex allergies should notify the building nurse at their school so that accommodations can be made.

LOCKERS (SECONDARY SCHOOLS)

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

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

Students may also be assigned athletic lockers for use during a specific athletic season. On the date that equipment is due at season’s end, all locks and belongings must be removed.

MEDICATIONS

If a student needs to take medicine at school, a parent must contact the school nurse. Teachers cannot be responsible for a child’s medication. Rather, medications must be sent to the school nurse in the original prescription bottle or original packaging along with a note from the parent/guardian providing permission for the medication to be administered during the school day. All medications dispensed at school require a doctor’s order. This includes over-the-counter medications. Please refer to the district website for the medication Policy 516. For more information, contact the school nurse.

PERMITTED ACTIONS

As allowed by Minnesota state law, there are some instances when reasonable force may be used toward a student without the student’s permission. This includes when a parent/guardian, teacher or other caretaker needs to restrain or correct the student, to keep the student from injuring himself/herself or others, or to prevent the student from damaging property.

For more information, please review MN Statute §609.379.

REPORTING CHILD ABUSE/NEGLECT

District 191 will seek to protect children whose health and welfare may be jeopardized through physical abuse, neglect, truancy or sexual abuse. All district employees are required by state law to report suspected misconduct toward children and to maintain the confidentiality of such data. Policy 414

SCREENING

Every school year, students participate in grade level vision screening. Students also receive hearing and/or vision screening upon request from their parents or guardians or if the teacher suspects that there may be a hearing or vision concern that is affecting the student’s ability to learn. Please visit the Health Services webpage on the district website for a list of the grade level screenings. *If you do not wish for your child to receive health screening, please inform your school health office.*

SECTION 504

Section 504, a provision of the Federal Rehabilitation Act, ensures access to a free and appropriate public education for individuals with a qualifying disability by prohibiting discrimination based on a disability. A student may qualify for a 504 plan if he or she has a mental or physical condition for which reasonable accommodations are necessary in order to make progress in

school. Questions about Section 504 services may be directed to the building 504 contact or Individualized Student Services Department (952) 707-2082.

SPECIAL EDUCATION

Students with disabilities who have been evaluated and found to be eligible for special education receive specialized instruction and supports based on their identified needs. Licensed special education teachers provide services that are identified on a student's Individual Education Program (IEP) plan including, when necessary, services from speech, occupational and physical therapists, nurses, school psychologists, and school social workers. Prior to a referral for a special education evaluation by a general education teacher at least two evidence based interventions are implemented to see if the student makes academic and/or behavioral progress. If a parent/ guardian believes their child has a disability that is interfering with progress in the general education classroom, they may request a special education evaluation by contacting the building principal.

STUDENT DATA PRIVACY POLICY

The District 191 Board of Education Policy 515 requires the district to comply with the Federal Family Rights and Privacy Act and the Minnesota Government Data Practices Act.

In District 191, educational data are recorded on individual students in areas related to health, academic progress, attendance, testing and special education. Most information in education records is considered private and available only to the student, the student's parents/guardians if the student is not yet 18 years old, and to the school staff who need the data to provide services to the student, unless permission is granted by the student or parent/guardian.

However, according to state and federal guidelines, information that is considered to be directory information may be released to the public without permission of the student or parent/guardian. This includes:

- Student's name;
- Gender;
- Address;
- Telephone number;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees and awards received;
- Photographs for school-approved publications, newspapers and videotapes.

If a student or parent/guardian does not wish any or all of this information to be made public, he or she can "opt out" by notifying his or her school principal in writing.

If the decision is made to opt out, then the student will be excluded from all published information including:

- Honor rolls;
- Programs for concerts and theater performances;
- Athletic programs;
- Yearbooks;
- Press releases, etc.

District 191 Beliefs about Behavior in School

District 191 discipline policies and this student handbook are based on research regarding what is working well across the country. Our most important responsibility is to support the

- Have consistent school-wide expectations and make sure students and adults know them.
- Teach and encourage desired behaviors so students know what is expected of them.
- Focus on rewarding positive behavior rather than just punishing negative actions.
- Create expectations and rules that address the diverse cultural needs of our students and staff members.

success of all our students while they are in school. We also want to prepare them for successful lives after graduation.

We must teach, grow and enhance our students' experiences in four main areas: academic achievement; connection to school and community; social-emotional learning, and college and career readiness.

With this in mind, we will:

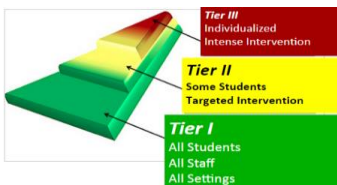
- Promote equitable actions and always look for ways to be more responsive to the cultures of our students.
- Understand all viewpoints when responding.
- Build stronger relationships between students and their classmates, and between students and school staff members.
- Include students instead of excluding.
- Restore and repair relationships when needed.

Explanation of PBIS

All District 191 schools use Positive Behavioral Interventions and Supports (PBIS) as a way to teach school-wide expectations and to let students know when they have met those expectations.

PBIS shows that:

- Students learn better when they are taught the school expectations and given the chance to practice them.
- Students are more likely to follow the school expectations when they are recognized for doing what they are supposed to be doing.
- Some students need extra support when it comes to behavior. PBIS has three steps to help support them.



Students who need additional support may benefit from:

- Additional lessons or instruction on the expected behavior, or skills that will help them meet the expected behavior (refocusing, self-control, self-advocacy, etc.).
- More opportunities to practice the behavior.
- Increased supervision by adults.
- Looking at what has worked for the student in the past, and doing it again.

Explanation of Roles

It is the responsibility of all stakeholders to promote a safe and inclusive learning environment.

All students:

shall be held individually responsible for their behavior and for knowing and following the Code of Student Conduct and related district policies.

Students should...

- Build and maintain positive, respectful relationships with school staff and caregivers. Have a go-to adult in the building.
- Observe and follow the routines and expectations taught by school staff and administrators.
- Understand the behavior response matrix of expectations and display behaviors in accordance with its content.
- Accept redirection and have open communication with adults.
- Be responsible and accountable for individual academic and social success.
- Do the right thing, even when no one is looking.
- Adhere to all Board policies.

All parents and legal guardians:

shall be held responsible for the behavior of their children as determined by law and community practice. All parents and legal guardians are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Parents and guardians should...

- Establish a positive relationship with someone at the school where communication can readily occur.
- Partner with the school in regard to rules and policies.
- Show and model respect for other students and families.
- Work with staff in a mutually respectful manner focusing on the success of your student.
- Emphasize the importance of being prepared for school, both physically and emotionally. Teach and model skills for following routines and expectations in order to achieve academic and social success.
- Ask for help or information from the school when necessary.

All teachers:

shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall promote use of the Code of Student Conduct.

Teachers should...

- Develop a classroom community and learning environment that provides for academic and social success for ALL.
- Build and maintain positive, respectful relationships with all students and their families.
- Hold high expectations for behavior and academics for all students.
- Teach and model expectations in accordance with the school's Positive Behavioral Interventions and Supports (PBIS) matrix.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate and partner with caregiver(s) in a positive, consistent, proactive, and culturally respectful manner.
- Acknowledge, honor and respond to both positive and negative behaviors.
- Maintain a positive attitude and professional learning environment for ALL.

Building principals:

are given the responsibility and authority to formulate building rules and regulations necessary to enforce this Handbook. The principal shall give direction and support to all school personnel performing their duties within the framework of this Handbook.

Building principals should...

- Create a warm, welcoming and positive learning environment for ALL.
- Hold high expectations for students and staff.
- Teach and model expectations in accordance with the school's PBIS matrix.
- Lead/support building development that improves classroom management skills of teachers and promotes a positive learning environment.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate regularly with caregiver(s) in a positive, consistent, proactive and culturally respectful manner.
- Acknowledge, honor and respond to both positive and negative behaviors.

Other school district personnel:

shall be held responsible to work with building administration under the guidance of the superintendent to foster a positive, safe environment.

Other school district personnel should...

- Contribute to a positive, safe, atmosphere that provides learning opportunities for ALL.
- Accept responsibilities as related to school behavior under the direction of the superintendent.
- Work to support building principals in setting and supporting the school Code of Conduct.
- Model and adhere to the school Code of Conduct and lead an equitable model of behavioral management which contributes to increased learning.
- Hold high expectations for all staff and students.

Superintendent:

shall be responsible for designing, enhancing, and overseeing all behavior policies and enforcement subject to School Board approval. The superintendent will give direction and support to building principals and other district personnel to perform their duties within the framework of this handbook.

The superintendent should...

- Ensure policy is aligned with best practices and the Strategic Roadmap as outlined by the Board of Education
- Lead/support building principals and other district personnel to improve classroom management processes and promote a positive learning environment.
- Ensure building principals and other district personnel are seeking to treat all students equitably and design policy accordingly.
- Hold high expectations for all staff and students.

School Board:

is given the responsibility and authority to govern and oversee all policies relating to behavior management. The School Board will ensure behavior policy can allow for positive, safe, and productive learning environments in all district schools.

School Board members should...

- Approve all district policies related to behavior management systems.
- Seek to provide equitable outcomes for all students in the district.
- Support and provide guidance to the superintendent in designing policies related to behavior management systems.
- Support all personnel with implementing best practices.

- Hold high expectations for all students and staff.

Procedural Requirements

■ Application of the Code of Conduct

The disciplinary responses set forth in the District 191 code of conduct apply to students at all times while they are on District 191 property or while attending a District 191 event. District 191 property means any school or other facility, including grounds owned or operated by District 191, buses and other District 191 vehicles, bus stops, and the facility and grounds of any District 191 activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the administration believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

A student can never be punished physically.

■ Factors Impacting Discipline Decisions

District 191 staff shall make disciplinary decisions using clear, developmentally appropriate criteria, ensuring that consequences applied are proportional and consistent with:

1. The student's age;
2. Previous severe disciplinary infractions, including the nature of prior misconduct, the number of prior instances of misconduct and the progressive disciplinary measures implemented for such misconduct;

3. Cultural or linguistic factors that may provide context to understand student behavior;
4. The circumstances, including the nature and seriousness of the offense, surrounding the incident ;
5. Other mitigating or aggravating circumstances;

Factors and circumstances will be considered, at the district's discretion, on a case-by-case basis.

■ Disciplinary Responses

District 191 uses a continuum of instructional strategies and disciplinary responses to support student development and positive school environments.

The pages that follow establish levels of responses to defined disciplinary infractions, as follows:

- Responses to Behavior;
- Levels of Intervention for Behavior;
- Disciplinary Response Matrix;

■ Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences.

Each student suspended in excess of five days, or who has been expelled out of school and has not enrolled in another district, shall receive daily classwork and assignments from each teacher that shall be requested from teachers by administration or designee.

Responses to Behavior

Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialists	Prompting a student to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker or coach who has a relationship with the student.
Classroom-based Responses	Prompting a student to reflect on his/her behavior using classroom strategies such as time-out, teacher–student conference, reflection, redirection (e.g., role play), seat change, call home, loss of classroom privilege or apology letter, and re-teaching expectations.
Classroom Removal (limited to one class period)	Removing a student from the classroom setting in order to reintroduce the student in a successful way. This intervention shall not exceed one class period or otherwise determined by an administrator/designee.
Classroom Removal (more than one class period)	Removing a student from the classroom setting to work with assigned support staff in order to reintroduce the student in a successful way. This intervention shall not exceed three class periods or otherwise determined by an administrator/designee. In no case may a student be prohibited from attending a class or activity period of time exceeding five days under this response.
Community Service	Recommending student to participate in an activity that serves and benefits others in the school or broader community (e.g. working at a soup kitchen, cleaning up public spaces, or helping at a facility for the elderly).
Conflict Resolution	Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents, guardians, teachers, school staff, and/or principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	Requiring a student to report to a designated classroom before school, during a free period, after school or on the weekend for a set period of time.
Dismissal	Denying of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Board.
Loss of Privileges	Temporarily denying of a student privilege.

Mentoring Program	Pairing students with mentors (e.g. counselor, teacher, fellow student, or community member) who help with their personal, academic, and social development.
Parent Outreach	Informing parents/guardians of their children’s behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Plan for Success/Contract	Developing an agreement between the student, school and family to create opportunities for change.
Referral to an Alternative Education Setting	Recommending a student to a building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, formally apologizing, or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.

Levels of Intervention for Behavior

LEVEL 1 – Teacher Initiated Response

An Office Discipline Referral would not be typically completed at this stage. These responses aim to change the conditions contributing to the negative behavior and typically will be instituted in a graduated fashion; however, a teacher may exercise discretion to tailor a response to a particular situation:

- Classroom based responses (verbal correction, written reflection, reminder, redirection, break/processing, daily progress);
- Classroom detention (Additional dedicated skill building time);
- Restorative practices;
- Loss of privileges connected to the infraction;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- Collaboration with support staff (EA, Case Manager, School Counselor, Mentor, Coach, Family Support Worker, etc.);
- Collaboration with Community Based Organizations.

LEVEL 2 – Teacher Initiated Response with Office Support

An Office Discipline Referral Documentation would be created in this situation but would include ongoing Level 1 interventions. Partnership with teacher and administration. These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student’s support system in order to alter conditions that contribute to the student’s inappropriate or disruptive behavior. These responses aim to correct behavior:

- Classroom based responses (verbal correction, written reflection, reminder, redirection, break/processing, daily progress);
- Plan for Success/Contract;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- School-based or outside facilitated conflict resolution;
- Detention (Additional dedicated skill building time);
- Temporary classroom removal;
- Parent/Guardian conference;
- Home visits;
- Informal and/or preventative school-based mentoring;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;¹
- Referral to mental/chemical/emotional services;
- Loss of privileges connected to the infraction;
- Collaboration with Community Based Organizations;
- Notification to extra-curricular supervisor;
- Restorative practices;
- Restitution.

Commented [1]: Buildings will document admin support through a spreadsheet, form, etc but will not necessarily complete a discipline referral for Synergy

LEVEL 3 – Support and Administrative Responses

¹ These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.

An Office Discipline Referral would be completed and the administrator would coordinate interventions. These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses intent is to intervene in an intense, collaborative, and significant way in order to alter the behavior without removing the student from school. These responses may include short-term removal of a student but should be inclusive and practical in nature in order to change the long-term outcomes:

- Classroom based responses (verbal correction, written reflection, reminder, redirection, daily progress);
- Plan for Success;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- School-based or outside facilitated conflict resolution;
- Detention (Additional dedicated skill building time);
- Temporary classroom removal;
- Parent/Guardian conference;
- Home visits;
- Informal and/or preventative school-based mentoring;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;²
- Referral to mental/chemical/emotional services;
- Loss of privileges;
- Notification to extra-curricular supervisor;
- Restorative practices;
- Restitution;
- Classroom removal;
- In-school suspension;
- In-school intervention;
- Collaboration with Community Based Organizations.

² *These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.*

LEVEL 4 – Support, Administrative and Removal Responses

Immediate notification would be made to the office in this situation. Administration would be working collaboratively with each other to collect information and make a determination for placement. These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time.

- Parent/Guardian and Student conference [with administrator(s)];
- Involvement of School Resource Officer;
- Loss of privileges/removal from extracurricular activities (referral to Athletic Director);
- Restitution;
- Manifestation Determination³
- Formal mentoring program;
- Classroom removal;
- In-school suspension;
- Suspension;
- Referral to an alternative education setting;
- Recommendation for expulsion;
- Collaboration with Community Based Organizations.

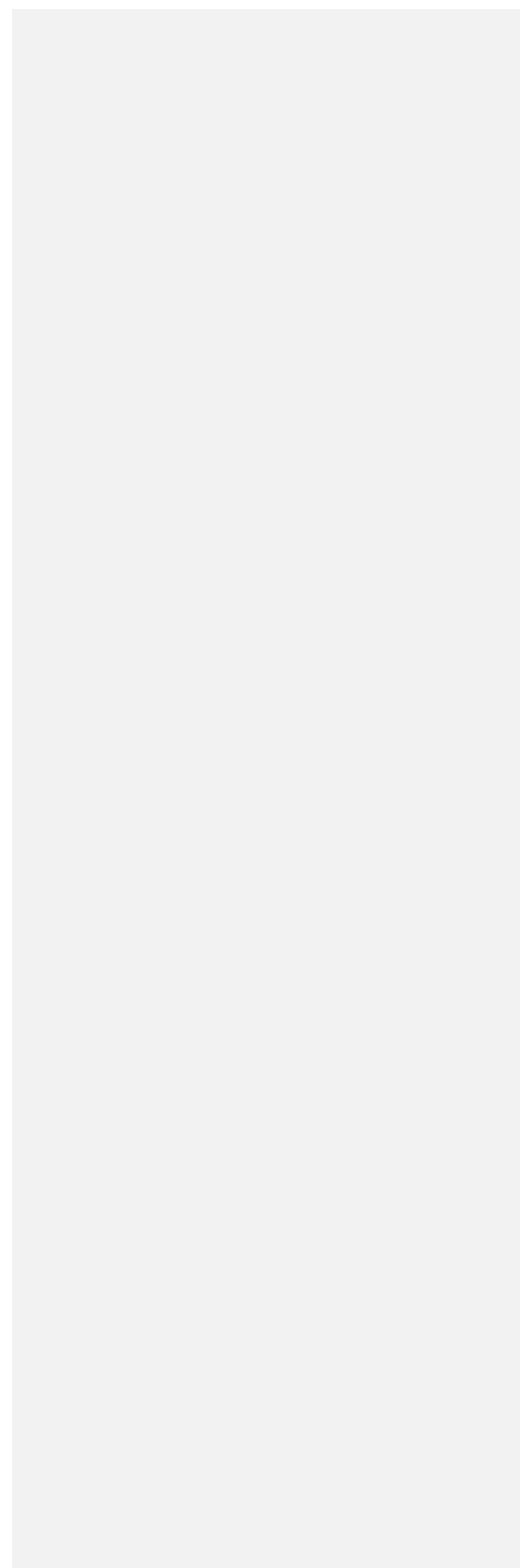
³ *These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.*

Behavior Response Matrix

The following are examples of unacceptable behavior subject to disciplinary action by the school district. Although progressive discipline is preferred, the district, nonetheless, has the authority to bypass levels on a case-by-case basis. These examples are to clarify some behaviors but do not represent all behavior that may lead to disciplinary action. School Board Policy 506 gives the broad language regarding unacceptable behaviors and disciplinary action. Additional, related policies are referenced below, and in Policy 506. Please see page 11, "Factors Impacting Discipline Decisions," to help understand context around responses.

Lowest level should be considered first, followed by progressively more intensive consequences.		
Behavior	<p>LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)</p>	<p>LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline <u>documentation</u> referral ↓ required)</p>
		<p>LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)</p>

--	--	--



Scholastic Dishonesty/ Misrepresentation Academic Dishonesty/Forgery <i>Policy 506</i>	Plagiarizing (taking someone else's work or ideas for students in grades 6-12), forgery (faking a signature; electronic or actual) of a teacher or parent/guardian) <u>for the purposes of deceiving a staff member</u> ; or cheating.
	Tampering with, or assisting another to tamper with student information or assessment systems.
Alcohol <i>Policies 417, 418</i>	<u>Any activity involving the consumption of any alcoholic beverage</u> ; Being under the influence of alcohol.
	Using or possessing alcohol.
	Distributing/selling alcohol.
Arson <i>Policy 506</i>	Setting or attempting to set a fire or helping others to set a fire.
Assault <i>Policies 413, 506</i>	Engaging in <u>behavior that intentionally causes or threatens a physical behavior that intentionally causes physical harm.</u>
Bullying <i>Policy 514</i> Bullying Cyberbullying (cont.) <i>Policy 514</i>	Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.
	<u>Materially, substantially interfering with another student's right to learn or participate in school activities.</u> Using electronic communication (<u>social media, emails, etc</u>) <u>that significantly disrupts another student's right to learn or participate in school activities to inappropriately target another student over a pattern of events where a perceived imbalance of power exists.</u>

Formatted Table

Formatted Table

Computer-Related Offense	<p><u>Inappropriate use of school provided electronic device or school owned or managed software, hardware, or network</u></p> <p><u>Tampering with, or assisting another to tamper with student information or assessment systems</u></p> <p><u>Filming, -or-recording or distributing in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property</u></p>	
Bus Misconduct <i>Policies 506, 709</i>	<p><u>Breaking any bus and/or school rules while waiting for, riding, and leaving the bus. In addition to possible loss of transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for the specific behaviors.</u> <u>Breaking any bus and/or school rules while waiting for, riding, and leaving the bus. In addition to possible loss of transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for the specific behaviors.</u></p>	
Vandalism/Destruction of Property <i>Policy 506</i>	Causing accidental damage <u>of property.</u>	Causing intentional damage to property.
<u>Disorderly</u>		<u>Pushing, shoving, horseplay, body checking, necking, etc. but without severe or intentional physical harm</u>
Disrespect <i>Policy 506</i>	<u>Making inappropriate gestures, verbal or written comments, or symbols to others.</u>	

Formatted Table

Formatted: Indent: Left: 0"

Formatted Table

Formatted: Font: (Default) Calibri, 11 pt, Font color: Black

Formatted Table

Formatted Table

Commented [2]: This should be deleted. There is no code in DIRs for disrespect. CPSS lens discussion also concluded the potential cultural destructiveness of this violation and requires more analysis.

Disruption

Includes, but is not limited to the actions listed in this matrix

Policy 506

Engaging in minor behavior that distracts from the learning environment.

Disruption (cont.)

Policy 506

Engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others; gang symbols, drawings/messages, or any other type of insignia to display association with an organization that is disruptive to the learning environment.

Persistent or continual interference with the educational setting

Interference with the physical educational setting that creates physical disorder

Possessing or using any object that causes distraction, such as wallet chains, lighters, radios, squirt guns, games, laser pointers, etc., is prohibited. If a nuisance object is used in a manner which constitutes a threat, physical assault and/or a weapon violation, the appropriate consequences will be applied.

Engaging in an inappropriate behavior of a sexual nature.

Engaging in intentional, negative actions that significantly disrupt the rights of other students and/or school community members to learn and be safe.

Filming or recording in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property.

Formatted Table

Commented [3]: All the following violations under Disruption should be coded as other violations, including harassment, bullying, verbal abuse, threat/intimidation, gang/activity, computer-related offense or electronic device

Dress Code <i>Policies 504, 506</i>		Displaying dress or personal grooming that presents a danger to student's health or safety, provides inadequate coverage or is suggestive, causes an interference with work, or creates classroom or school distraction is not allowed during school or at school-sponsored events. Such attire includes, but is not limited to, chains, clothing with drugs, weapons and/or alcohol, sexually explicit or suggestive messages, or representations that are inappropriate or demeaning to any groups, or that shows gang affiliation.
Driving <i>Policy 506</i>		Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited.
Explosives/Bomb Threat Bomb <i>Policies 501, 506</i>	Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops," which should be treated as a disruption).	Detonating or possessing and/or threatening to detonate an incendiary device or material, as described above.
Bomb Threat <i>Policies 501, 506</i>	<u>Verbal or written threat in any medium of possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g. firecrackers, smoke bombs, flares, but NOT "snap pops")</u>	
Fighting <i>Policy 506</i>	Engaging in shoving, pushing, or otherwise being physically aggressive toward others (e.g. intentional bumping, body checking, pushing).	Engaging in a fight.
		<u>Two or more people engaged in intentional bodily harm toward each other</u>

Formatted: Indent: Left: 0"

Formatted: Font: (Default) Calibri, 11 pt, Not Bold

Formatted Table

Formatted: Indent: Left: 0"

Formatted: Indent: Left: 0"

Formatted: Indent: Left: 0.13"

		Engaging in a fight that extends beyond staff interference.
Firearms <i>Policy 501</i>		Possessing a firearm as defined by school district/state policy.
Harassment <i>Policies 413, 506</i>		Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion or other characteristics, and that interfere with a student's ability to participate in or benefit from the school's educational programs.
		Unwelcome sexual advances; requests for sexual favors; and/or other inappropriate verbal, written, or physical conduct of a sexual nature; directed toward others. <u>Nonsexual: Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender and gender identity, disability, sexual orientation, religion or other characteristics that interfere with a student's ability to participate in or benefit from the school's educational programs</u> <u>Sexual: Unwelcome sexual advances, requests for sexual favors; and/or other inappropriate verbal, written or physical conduct of a sexual nature directed toward others</u>
		(Consideration would need to be particularly given to the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and responses.)
		Creating an intimidating, hostile, or offensive academic environment; substantially or unreasonably interfering with an individual's academic performance; or, otherwise adversely affecting an individual's academic opportunities.

Commented [4]: This goes under weapons

Hazing <i>Policy 526</i>		Committing an act against another student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.								
Illegal Drugs/ Controlled Substances (Prescription) <i>Policies 417, 418</i>		<table border="1"> <tr> <td data-bbox="508 598 685 720"> Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician. </td> <td data-bbox="685 598 1044 720"></td> </tr> <tr> <td data-bbox="508 720 685 890"></td> <td data-bbox="685 720 1044 890"> Using, possessing (including paraphernalia) or being under the influence of illegal drugs. </td> </tr> <tr> <td data-bbox="508 890 685 1192"></td> <td data-bbox="685 890 1044 1192"> Distributing or selling non-illegal drugs or look-alike substances. </td> </tr> <tr> <td colspan="2" data-bbox="508 1192 1044 1192"> Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or illegal substance that subjects the student to a risk of harm. </td> </tr> </table>	Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.			Using, possessing (including paraphernalia) or being under the influence of illegal drugs.		Distributing or selling non-illegal drugs or look-alike substances.	Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or illegal substance that subjects the student to a risk of harm.	
Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.										
	Using, possessing (including paraphernalia) or being under the influence of illegal drugs.									
	Distributing or selling non-illegal drugs or look-alike substances.									
Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or illegal substance that subjects the student to a risk of harm.										
<u>Controlled Substances (prescription)</u> <i>Policies 417, 418</i>		<u>Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.</u>								
Inappropriate Use of Personal Electronic Devices <i>Policies 506, 524</i>		Inappropriate use of personal electronic devices (cell phone, game console) Filming or recording in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property. Using or displaying a personal electronic device that causes a disruption.								
Insubordination <i>Policy 506</i>		Repeatedly or persistently defying or refusing to follow directions of teachers, staff, or administrators.								

Formatted Table

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted Table

<u>Over the Counter Medications</u>		<u>Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician</u>
Other Firearms/ Weapons/ Knives Weapons <i>Policy 501</i>		Possessing, using, or threatening to use a look-alike gun or facsimile (e.g. water gun).
		Possessing, using, or threatening to use a non-firearm gun.
		<u>Possessing a fire-arm</u>
		Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.
		Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.
		Using or threatening to use, a knife or other implement as a weapon with intent to cause serious bodily harm.
		Distributing or selling weapons.
<u>Robbery (using force)</u>		<u>Taking or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force and/or by putting the victim in fear</u>

Formatted Table

Commented [5]: Due to state coding, this will be put into threat/intimidation

Formatted Table

Tardiness <i>Policies 503, 506</i>	Arriving late to the assigned school locations (class).	
	Persistently (more than three times) arriving late to class or school without an excuse.	
<u>Terroristic Threats</u>		<i>A threat of violence with the intent to terrorize: Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience (MN Statute Sec. 609.713</i>
Theft <i>Policy 506</i>	Taking or obtaining property of another without permission and/or knowledge of the owner.	
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.
		Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement.

Formatted: Font: Italic

Formatted Table

Formatted Table

Tobacco <i>Policies 419, 506</i>	<u>Any activity involving the consumption of tobacco products</u> Using or possessing tobacco/tobacco-related devices.
Threat/Intimidation	<u>Engaging in verbal behavior or posturing that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment or participating in school sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm.</u> <u>Possessing, using or threatening to use a look alike or facsimile (e.g. water gun) weapon that is not dangerous</u>
Truancy <i>Policies 503, 506</i>	Being willfully absent from class without lawful excuse for one or more class periods on seven different school days.
Verbal Abuse <i>Policy 506</i>	Engaging in verbal behavior that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participating in school-sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm is about to occur, or "fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in personally abusive language inherently likely to provoke a violent reaction by the listener to the speaker is prohibited. <u>Use of profane or obscene language towards a particular person</u>

Formatted Table

Formatted Table

Formatted Table

Formatted Table

Commented [6]: This definition has been moved to "threat/intimidation" due to DIRs coding

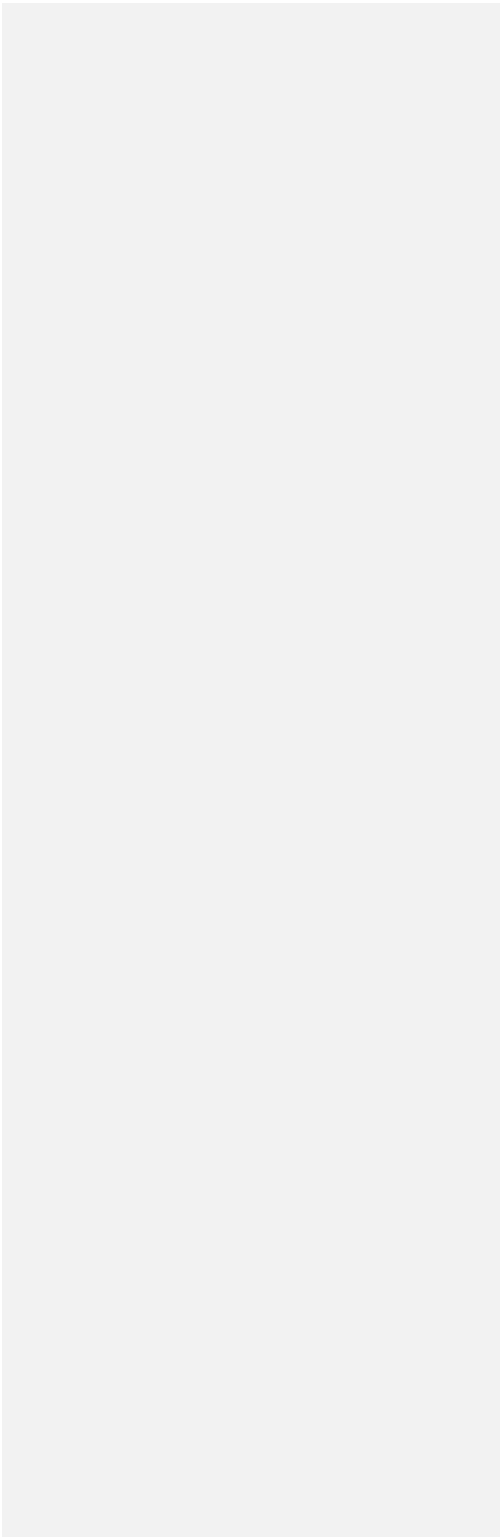
30

105

|

32

107



For information about this handbook, contact District 191
at (952) 707-2000 or info@isd191.org.



Future Ready. Community Strong.

Burnsville-Eagan-Savage School District 191
200 W. Burnsville Pkwy.
Burnsville, MN 55337
www.isd191.org



Agenda Item IV.B.4.
August 13, 2020

TO: Members, Board of Education
Dr. Theresa Battle, Superintendent

FROM: Lisa Rider, Executive Director of Business Services

DATE: August 6, 2020

RE: Approve Contract with Inver Hills Community College for Post-Secondary Enrollment Options (PSEO) services for 2020-2021 school year.

Recommendation: That the Board of Education approve the income contract with the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Inver Hills Community College for PSEO for the 2020-2021 School Year.

The one-year agreement will continue to require us to pay invoices directly billed by Inver Hills Community College at the rate of \$225 per credit hour. This process will result in a greater amount of revenue being retained by the college as well as ISD 191 through the funds allocation with the Contract with College process versus the traditional PSEO process available.

Attachment: State of Minnesota Inver Hills Community College Minnesota State Colleges and Universities Income Contract

F.Y.	Cost Center	Obj. Code	Amount	Vendor #	P.O. #

**STATE OF MINNESOTA
INVER HILLS COMMUNITY COLLEGE
MINNESOTA STATE COLLEGES AND UNIVERSITIES
INCOME CONTRACT**

This contract is by and between **Burnsville High School** (hereinafter "SCHOOL DISTRICT") and the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities (hereinafter "MINNESOTA STATE"), on behalf of Inver Hills Community College (hereinafter "INVER HILLS").

WHEREAS, the SCHOOL DISTRICT has a need for a specific service; and

WHEREAS, MINNESOTA STATE, is empowered to enter into income contracts pursuant to Minnesota Statutes, Chapter 136F;

NOW, THEREFORE, it is agreed:

THE INTENT OF THIS CONTRACT is that all parties authorize enrollment for eligible high school students in courses at INVER HILLS. Eligible students are the same students defined as eligible for the Post-Secondary Enrollment Options program by Minnesota Statutes 124D.09, MINNESOTA STATE Board Policy 3.5 and System Procedure 3.5.1, and INVER HILLS policies.

1. DUTIES OF MINNESOTA STATE:

- a. Admission requirements and acceptance to the PSEO Program are pursuant to Minnesota Statutes 124D.09 and MINNESOTA STATE policies, and determined by INVER HILLS.
- b. INVER HILLS will provide an orientation session to students and parents that will include information regarding academic planning, course selection and registration, college expectations, resources and services that are available to students, transfer information, and college policies including data privacy policy, attendance policy, code of conduct policy, satisfactory academic progress policy, book borrowing policy, and course drop/withdraw policy.
- c. INVER HILLS will determine the number of college courses or credits that PSEO students will be allowed to take. Students are allowed to enroll in high school courses in addition to any number of college courses.
- d. INVER HILLS will determine the courses that PSEO students will be allowed to take. Students may not register for certain courses including developmental courses not considered college level (numbered below 1000), non-credit courses, and courses that incur travel expenses. Students may not register for selected courses determined by INVER HILLS, including courses in special programs or courses that have a higher rate of tuition or additional fees. Students must meet the course prerequisite requirements established by INVER HILLS.
- e. INVER HILLS agrees that the SCHOOL DISTRICT will not be invoiced for courses that a student officially drops or withdraws from within the first 14 calendar days of the semester.
- f. INVER HILLS will provide transcripts for enrolled students to the SCHOOL DISTRICT at the conclusion of each semester.

2. DUTIES OF THE SCHOOL DISTRICT:

- a. The SCHOOL DISTRICT will provide to INVER HILLS an official high school transcript for each student applying to the PSEO program.
- b. The SCHOOL DISTRICT will complete and sign their portion of the appropriate authorization form prior to the student being admitted to INVER HILLS. The authorization form must contain student and parental consent and the SCHOOL DISTRICT verification of eligibility. The authorization form must be submitted to INVER HILLS each semester prior to course registration.
- c. The SCHOOL DISTRICT is responsible for enforcing that a student is enrolled less than full time at their high school while participating in the PSEO Program.
- d. The SCHOOL DISTRICT is responsible for providing academic counseling to the students to assist them in selecting courses and making the determination that the courses they complete at INVER HILLS will fulfill their high school graduation requirements.

3. CONSIDERATION AND TERMS OF PAYMENT:

- a. Consideration for all services performed and goods or materials supplied by INVER HILLS pursuant to this contract shall be paid by the SCHOOL DISTRICT as follows:

The SCHOOL DISTRICT will be billed at the rate of **Two Hundred Twenty-Five dollars (\$225.00) per credit**. This rate is inclusive of all tuition, fees, and required textbooks and course materials. The course registration information for each student will be included with the invoice from INVER HILLS requesting payment. This rate is subject to change in future contracts.

- b. Terms of Payment: INVER HILLS will send an invoice to the SCHOOL DISTRICT by December 1st for fall semester courses and by May 1st for spring semester courses. Payment is due within thirty (30) days after the invoice is issued.

4. TERM OF CONTRACT: This contract shall be effective on **July 1, 2020**, or upon the date that the final required signature is obtained by MINNESOTA STATE, whichever occurs later, and shall remain in effect until **June 30, 2021**, or until all obligations set forth in this contract have been satisfactorily fulfilled, whichever occurs first.

5. CANCELLATION: This contract may be canceled by the SCHOOL DISTRICT or MINNESOTA STATE at any time, with or without cause, upon thirty (30) days written notice to the other party. In the event of such a cancellation, MINNESOTA STATE shall be entitled to payment, determined on a pro rata basis, for work or services satisfactorily performed.

6. AUTHORIZED REPRESENTATIVES:

- a. The SCHOOL DISTRICT'S Authorized Representative for the purposes of administration of this contract is:

Name: Lisa Rider
Title: Executive Director of Business Services
Address: 200 W. Burnsville Pkwy., Burnsville, MN 55337
Telephone: 651-767-8152
E-Mail: lrider@isd191.org

- b. MINNESOTA STATE'S Authorized Representative for the purposes of administration of this contract is:

Name: David O. Milton
Title: Vice President of Finance and Operations
Address: 2500 East 80th Street, Inver Grove Heights, MN 55076
Telephone: IHCC: 651-450-3534/DCTC: 651-423-8306
E-Mail: dmilton@inverhills.edu

Each authorized representative shall have final authority for acceptance of services of the other party and shall have responsibility to ensure that all payments due to the other party are paid pursuant to the terms of this contract.

7. ASSIGNMENT: Neither the SCHOOL DISTRICT nor MINNESOTA STATE shall assign or transfer any rights or obligations under this contract without the prior written approval of the other party.
8. LIABILITY: The SCHOOL DISTRICT shall indemnify, save, and hold MINNESOTA STATE, its agents and employees, harmless from any and all claims or causes of action arising from the performance of this contract by the SCHOOL DISTRICT or the SCHOOL DISTRICT'S agents or employees. This clause shall not be construed to bar any legal remedies the SCHOOL DISTRICT may have for MINNESOTA STATE'S failure to fulfill its obligations pursuant to this contract.
9. AMERICANS WITH DISABILITIES ACT COMPLIANCE (hereinafter "ADA"): The SCHOOL DISTRICT is responsible for complying with the Americans with Disabilities Act, 42 U. S. C. 12101, et. seq. and regulations promulgated pursuant to it. MINNESOTA STATE IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.
10. AMENDMENTS: Any amendments to this contract shall be in writing and shall be executed by the same parties who executed the original contract or their successors in office.
11. GOVERNMENT DATA PRACTICES ACT: The requirements of Minnesota Statutes § 13.05, subd. 11 apply to this contract. The SCHOOL DISTRICT and MINNESOTA STATE must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by MINNESOTA STATE in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the SCHOOL DISTRICT in accordance with this contract. The civil remedies of Minnesota Statutes §13.08 apply to the release of the data referred to in this clause by either the SCHOOL DISTRICT or MINNESOTA STATE.
- In the event the SCHOOL DISTRICT receives a request to release the data referred to in this clause, the SCHOOL DISTRICT must immediately notify MINNESOTA STATE. MINNESOTA STATE will give the SCHOOL DISTRICT instructions concerning the release of the data to the requesting party before the data is released.
12. JURISDICTION AND VENUE: This contract shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this contract, or the breach thereof, shall be located only in the state or federal court with competent jurisdiction in Ramsey County, Minnesota.
13. STATE AUDITS: The books, records, documents, and accounting procedures and practices of the SCHOOL DISTRICT relevant to this contract shall be subject to examination by the contracting department and the Legislative Auditor.
14. OTHER PROVISIONS: NONE

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

APPROVED:

**1. MINNESOTA STATE COLLEGES AND UNIVERSITIES
INVER HILLS COMMUNITY COLLEGE**

By (authorized signature)
Title
Date

2. SCHOOL DISTRICT: **Burnsville High School**

The SCHOOL DISTRICT certifies that the appropriate person(s) have executed the contract on behalf of the SCHOOL DISTRICT as required by applicable articles, by-laws, resolutions, or ordinances.

By (authorized signature)
Title Principal
Date

By (authorized signature)
Title
Date

3. AS TO FORM AND EXECUTION:

By (authorized college/university/system office initiating agreement)
Title
Date



**Agenda IV.B.5.
August 13, 2020**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Brian Gersich, assistant superintendent

Date: August 12, 2020

Re: Approve Revisions to the 2020-2021 Academic Calendar (Close gaps and raise achievement for all students)

Recommendation: that the Board of Education approves the proposed revisions to the 2020-2021 Academic Calendar as presented.

The proposed revisions to the calendar are a result of the COVID pandemic. It is being brought to the Board for approval because Policy 602: *Organization of School Calendar and School Day* states, "Proposed changes in the school day shall be subject to review and approval by the school board."

The changes to the calendar were reviewed by the Burnsville Education Association, Burnsville Principals Association, System Improvement and Student Achievement (SISA) department, and Executive Leadership Team.

I have attached a copy of the revised calendar and original calendar that was approved by the Board for your review.

ISD 191 Burnsville-Eagan-Savage Schools
PROPOSED REVISED 2020 - 2021 School Year Calendar

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

24-26 New Teacher Workshop (No Students)
 31 Professional Day (No Students)

SEPTEMBER

1-3, 8, 9 Professional Day (No Students)
 7 Labor Day (No Staff/No Students)
 10 First Day of School

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER

15-16 Minnesota Educator Academy
 (No Staff/No Students)

NOVEMBER

2-4 Parent-Teacher Conferences (No Students)
 26-27 Fall Break (No Staff/No Students)

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER

23-31 Winter Break (No Staff/No Students)

JANUARY

1 New Year's Day (No Staff/No Students)
 18 MLK, Jr. Day (No Staff/No Students)
 28 Last Day of 1st Semester
 29 Professional Day (No Students)

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY

24-26 Parent-Teacher Conferences & Teacher
 Prep (No Students)

MARCH

29-31 Spring Break (No Staff/No Students)

March 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL

1-2 Spring Break Cont'd. (No Staff/No Students)

MAY

31 Memorial Day (No Staff/No Students)

JUNE

10 Last Day of School
 11 Graduation & Professional Day (No Students)

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Total School Days.....170
Total Teacher Work Days.....184

Color Key:

No School for All Students
New Teacher Workshop (No Students)
Professional Day (No Students)
Parent-Teacher Conferences & Teacher Prep (No Students)
Holiday (No Staff/No Students)
First & Last Day of School
Graduation



2020-2021 Calendar:

Quarter 1

September 10 - November 13

42 days

Quarter 2

November 16 - January 28

43 days

Semester 1

September 10 - January 22

85 days

Quarter 3

February 1 - March 26

37 days

Quarter 4

April 5 - June 10

48 days

Semester 2

February 1 - June 10

85 days

Burnsville-Eagan-Savage School District 191

2020-21 School Year Calendar

JULY 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Start and End Dates

- Sept. 8..... First Day (except kindergarten)
- Sept. 10 First day for kindergarten
- June 10..... Last Day of School
- June 11 Graduation Class of 2021

Instructional Schedule

- No School for all students on shaded dates.
- Aug. 31-Sept. 3 Staff Workshops (no students)
- Sept. 4..... No staff/students
- Sept. 7..... Labor Day (no staff/students)
- Sept. 8 First Day of School (Grades 1-12)
- Sept. 10 First Day for Kindergarten
- Oct. 15-16..... MEA (no staff/students)
- Oct. 29-Nov. 3 Fall Conferences & Teacher Prep (no students)
- Nov. 26-27 Fall Break (no staff/students)
- Dec. 23-Jan. 1 Winter Break (no staff/students)
- Jan. 18..... MLK, Jr. Day (no staff/students)
- Jan. 25..... Professional Day (no students)
- Feb. 24-26..... Spring Conferences & Teacher Prep (no students)
- March 29-April 2 Spring Break (no staff/students)
- April 26..... Professional Day (no students)
- May 31 Memorial Day (no staff/students)
- June 10..... Last Student Day

Total

Total School Days 170
 Total Teacher Work Days 184





**Agenda IV.B.6.
August 13, 2020**

To: Board of Education

From: Dr. Theresa Battle, superintendent

Date: August 6, 2020

Re: Adoption of Base Learning Model for the 2020-2021 School Year

Recommendation: that the Board of Education approves the Adoption of the Base Learning Model for the 2020-2021 School Year and other COVID related matters.

The resolution to be adopted is attached.



Resolution

Adoption of Base Learning Model for the 2020-2021 School Year and Other COVID-19 Related Matters

WHEREAS, Minnesota Statutes Section 123B.09 vests the care, management, and control of independent districts in the school board; and

WHEREAS, the Superintendent of Independent School District 191 [hereinafter the “Superintendent”] is responsible for the management of the schools, the administration of all School District policies, and is directly accountable to the School Board; and

WHEREAS, when responsibilities are not specifically prescribed nor School District policy applicable, the Superintendent shall use personal and professional judgment, subject to review by the School Board, pursuant to School District Policy 302, *Superintendent*;

WHEREAS, on March 13, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-01, which declared a peacetime emergency in Minnesota in response to the COVID-19 pandemic; and

WHEREAS, on July 30, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-82 and the Safe Learning Plan for 2020-2021 (the “Safe Learning Plan”), which set forth five Learning Models (in-person learning for all, in-person learning for elementary students and hybrid learning for secondary students, hybrid learning for all students, hybrid learning for elementary students and distance learning for secondary students, and distance learning) and authorized all school districts in the State of Minnesota to select and implement an appropriate base Learning Model in accordance with, and subject to, the Safe Learning Plan; and

WHEREAS, the Minnesota Department of Education (“MDE”) has issued and may continue to issue written guidance for Minnesota schools on educational issues related to COVID-19; and

WHEREAS, the Minnesota Department of Health (“MDH”) has issued and may continue to issue written guidance for Minnesota schools on public health issues related to COVID-19; and

WHEREAS, the Superintendent and the administration of the School District have conferred with the School Board regarding the available Learning Models, the current MDE and MDH requirements for each, and other relevant information; and

WHEREAS, based upon the collective consideration of these factors, the Superintendent has recommended to the School Board that Hybrid will be the base Learning Model to be implemented at the commencement of the 2020-2021 school year, and

WHEREAS, the Superintendent believes a deliberate and strategic approach to starting the year is necessary to ensure safe and successful implementation of the Hybrid model, including practicing new routines with staff and students.

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

Section 1: The Superintendent is hereby directed to implement the following plan to open the 2020-21 school year:

- Sept. 8-9: No instruction, professional development for staff
- Sept. 10-11: Grades K-1 participate in conferences & assessments, Grades 2-12 participate in Distance Learning
- Sept. 14-18: Grades PreK-1, 6 and 9 participate in Hybrid learning; all other grades continue distance learning
- Sept. 21-25: Grades Prek-3, 6-7, and 9,12 participate in Hybrid learning; all other grades continue distance learning
- Sept. 28 and until further notice: All students participate in the Hybrid model

Section 2: The Superintendent is hereby authorized, after consultation with the School Board Chair and notification to the School Board, to select and implement a different Learning Model for the School District or any specific school buildings without School Board action, even before the start of the school year, if the Superintendent reasonably believes that prompt implementation of a different Learning Model is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting to approve the implementation. The Learning Model selected and implemented by the Superintendent shall continue in effect unless and until the School Board, in consultation with the Superintendent and appropriate school district staff and public health officials, deems it in the best interest of the School District and its students to implement a different Learning Model.

Section 3: The Superintendent will provide regular updates to the School Board regarding the School District's efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively.

Adopted this _____ day of _____, 2020.

Roll Call Vote

School Board Chair

School Board Clerk

BURNSVILLE EAGAN SAVAGE

Independent School District 191

Human Resources

AGENDA ITEM: IV.B.7.

To: Members of the Board of Education
Superintendent Dr. Theresa Battle

From: Stacey Sovine
Executive Director of Human Resources

Date: August 13, 2020

RE: **Approving Board programming and staffing retention priorities for the 2021-2022 school year.**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVES FOR THE 2021 - 2022 SCHOOL YEAR, THE PROPOSED PROGRAMMING PRIORITIES AND STAFFING RETENTION PROTECTIONS AND THEIR QUALIFYING CRITERIA IN THE FOLLOWING AREAS:

PROGRAMMING PRIORITIES AND STAFFING RETENTION PROTECTIONS	QUALIFYING CRITERIA
Retain the staff, at their 2020-2021 total FTE, who teach Chef 2, Chef 3, and Hospitality Internship (Culinary Pathway) courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license, vocational license, SafeSchools certified, ProStart trained, credentialed by partnering post-secondary institution for the 2021-2022 school year schedule.
Retain the staff, at their 2020-2021 total FTE, who teach Project Lead the Way (PLTW + Engineering Pathway) courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license in the areas under STEM and specialized PLTW certification for the 2021-2022 school year schedule.
Retain the staff, at their 2020-2021 total FTE, who teach Concurrent Enrollment courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license, additional post-graduate education, and credentialed by partnering post-secondary institution for the 2021-2022 school year schedule.
Retain the staff, at their 2020-2021 total FTE, who teach Healthcare Core, Nursing Assistant, and EMT (Healthcare Pathway) courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license, meet all requirements of MDE and MDH, and credentialed by partnering post-secondary institution for the 2021-2022 school year schedule.
Retain the staff, at their 2020-2021 total FTE, who teach CTE Eligible courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license and CTE license for the 2021-2022 school year schedule.
Retain the staff, at their 2020-2021 total FTE, who teach Education Pathway courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license, post-graduate coursework, training in the Pathways2Teaching program with Dr. Bianco through University of Colorado - Denver, credentialed by partnering post-secondary institution for the 2021-2022 school year schedule.
Retain the staff, at their 2020-2021 total FTE, who teach AP Computer Science, Mobile CS Principles, AP Mobile CS Principles, Computer Applications (IT Pathway) courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license and documented training in the specific area of computer science and programming, credentialed by partnering post-secondary institution for the 2021-2022 school year schedule.

Retain the staff, at their 2020-2021 total FTE, who teach Welding/Autobody, Intro to Consumer Auto, Advanced Auto/Vehicle Services (Automotive Pathway) courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license and specific training, Automotive Service Excellence (ASE) certified, credentialed by partnering post-secondary institution for the 2021-2022 school year schedule.
Retain the staff, at their 2020-2021 total FTE, who teach Construction Trades I and II (Construction Pathway) courses that are approved by the site administrator for the 2021-2022 school year schedule.	Current MN teaching license and credentialed by partnering post-secondary institution for the 2021-2022 school year schedule.
Retain the staff, at their 2020-2021 total FTE, who are TOSA's identified as Deans that are approved by the site administrator for the 2021-2022 school year staffing.	Current MN K-12 Principal or Secondary Principal license and 3 years of building level Dean experience during the 2021-2022 school year schedule.

BE IT FURTHER RESOLVED THAT: STAFFING RETENTION PROTECTION ALIGNS WITH THE DISTRICT 191 STRATEGIC PLAN AND ARE FOR TRAITS SUCH AS UNIQUE SPECIALIZED TRAINING, EXTERNAL CERTIFICATIONS OR LICENSES, LANGUAGE PROFICIENCY, AND RECRUITMENT AND RETENTION OF TEACHERS AND ADMINISTRATORS WITH DIVERSE RACIAL AND ETHNIC BACKGROUNDS. THE STAFFING RETENTION PROTECTIONS DO NOT LIMIT THE BOARD'S ABILITY TO DETERMINE THE PROGRAMS, FUNCTIONS, OVERALL BUDGET, UTILIZATION OF TECHNOLOGY, ORGANIZATIONAL STRUCTURE, SELECTION OF PERSONNEL, ABILITY TO DISCIPLINE, AND THE DIRECTION AND NUMBER OF PERSONNEL.



**Agenda V.A.
August 13, 2020**

To: Board of Education
Dr. Theresa battle, superintendent

From: Lisa Rider, executive director of business services

Date: August 6, 2020

Re: Discuss Authorize Sale of Refunding Bonds (Maximize resources for optimal student Learning)

August 27, 2020
Pre-Sale Report for

Independent School District No. 191 (Burnsville-Eagan- Savage), Minnesota

\$11,665,000 General Obligation Alternative
Facilities Refunding Bonds, Series 2020A



Prepared by:

Ehlers
3060 Centre Pointe Drive
Roseville, MN 55113

Advisors:

Jeff Seeley, Senior Municipal Advisor
Matthew Hammer, Municipal Advisor

BUILDING COMMUNITIES. IT'S WHAT WE DO.

EXECUTIVE SUMMARY OF PROPOSED DEBT

Proposed Issue:

\$11,665,000 General Obligation Alternative Facilities Refunding Bonds, Series 2020A

Purposes:

This issue will finance the current refunding of the 2022 through 2030 maturities of the District's \$16,575,000 General Obligation Alternative Facilities Bonds, Series 2011A.

The existing bond maturities have an interest rates of 3.00% to 4.75% (see page 7). Based on current market conditions, we estimate that the new refunding bond maturities will have interest rates of 2.00 to 4.00% (see page 8). In addition, we expect that the underwriter of the bonds will pay a premium (a price in excess of the par amount of the bonds) as shown on page 6. Any premium will be used to reduce the par amount of the new issue. Lower interest rates, along with any premium paid by the underwriter, would reduce future debt service payments by an estimated \$2,165,000 over fiscal years 2022 through 2030, resulting in the reductions in debt service levies for taxes payable in 2021 through 2029. The Net Present Value Benefit of the refunding is estimated to be approximately \$2,061,000, equal to 13.62% of the refunded debt service. Actual results will be determined based on market conditions on the day of sale.

This refunding is considered a Current Refunding as the new Bonds will be issued within 90 days of the call date of the 2011A bonds. Debt service on the Bonds will be paid from the District's annual debt service property tax levy.

Authority:

The Bonds are being issued pursuant to Minnesota Statutes, Section 475.67 and 123B.59. The Bonds will be general obligations of the District for which its full faith, credit and taxing powers are pledged.

Term/Call Feature:

The Bonds are being issued for a term of 9 years, 3 months. Principal on the Bonds will be due on February 1 in the years 2022 through 2030. Interest is payable every six months beginning August 1, 2021.

The Bonds will be subject to prepayment at the discretion of the District on February 1, 2027 or any date thereafter.

Bank Qualification:

Because the District is issuing more than \$10,000,000 in tax-exempt obligations during the calendar year, the District will be not able to designate the Bonds as "bank qualified" obligations.

State Credit Enhancement:

By resolution the District will covenant and obligate itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, which provides for payment by the State of Minnesota in the event of a potential default of a school district obligation.

To qualify for the credit enhancement, the District must submit an application to the State. Ehlers will coordinate the application process to the State on your behalf.

Rating:

Under current bond ratings, the state credit enhancement would bring a Moody's "Aa2" rating.

The District's most recent bond issues were rated by Moody's Investors Service. The current ratings on those bonds are "Aa3" (underlying rating) and "Aa2" (credit-enhanced rating). The District will request a new rating for the Bonds.

If the winning bidder on the Bonds elects to purchase bond insurance, the rating for the issue may be higher than the District's bond rating in the event that the bond rating of the insurer is higher than that of the District.

Basis for Recommendation:

Based on our knowledge of your situation and characteristics of various municipal financing options, you have chosen the issuance of General Obligation Alternative Facilities Refunding Bonds as a suitable option to meet the District's objective of reducing future debt service payments. General Obligation Bonds will result in lower interest rates than some other financing options.

Method of Sale/Placement:

We will solicit competitive bids for the purchase of the Bonds from underwriters and banks.

We will include an allowance for discount bidding in the terms of the issue. The discount is treated as an interest item and provides the underwriter with all or a portion of their compensation in the transaction.

If the Bonds are purchased at a price greater than the minimum bid amount (maximum discount), the unused allowance may be used to reduce your borrowing amount.

Premium Pricing:

In some cases, investors in municipal bonds prefer "premium" pricing structures. A premium is achieved when the coupon for any maturity (the interest rate paid by the issuer) exceeds the yield to the investor, resulting in a price paid that is greater than the face value of the bonds. The sum of the amounts paid in excess of face value is considered "reoffering premium." The underwriter of the bonds will retain a portion of this reoffering premium as their compensation (or "discount") but will pay the remainder of the premium to the District. Any net premium received may be used to reduce the principal amount of the Bonds.

Review of Existing Debt:

We have reviewed all outstanding indebtedness for the District and find that, other than the obligations proposed to be refunded by the Bonds, there are no other refunding opportunities at this time. We will continue to monitor the market and the call dates for the District's outstanding debt and will alert you to any future refunding opportunities.

Continuing Disclosure:

The District will be agreeing to provide certain updated Annual Financial Information and its Audited Financial Statement annually, as well as providing notices of the occurrence of certain reportable events to the Municipal Securities Rulemaking Board (the "MSRB"), as required by rules of the Securities and Exchange Commission (SEC). The District is already obligated to provide such reports for its existing bonds, and has contracted with Ehlers to prepare and file the reports.

Arbitrage Monitoring:

Because the Bonds are tax-exempt obligations, the District must ensure compliance with certain Internal Revenue Service (IRS) rules throughout the life of the issue. These rules apply to all gross proceeds of the issue, including initial bond proceeds and investment earnings in construction, escrow, debt service, and any reserve funds. How issuers spend bond proceeds and how they track interest earnings on funds (arbitrage/yield restriction compliance) are common subjects of IRS inquiries. Your specific responsibilities will be defined in the Tax Certificate prepared by your Bond Attorney and provided at closing. We recommend that you regularly monitor compliance with these rules and/or contract with Ehlers to assist you.

Investment of Bond Proceeds:

Proceeds from the new Bonds will be available for investment by the District from the closing date (November 4, 2020) until shortly before the February 1, 2021 call date. Ehlers is a registered investment advisor, and can assist the District in developing an appropriate investment strategy if needed.

Other Service Providers:

This debt issuance will require the engagement of other public finance service providers. This section identifies those other service providers, so Ehlers can coordinate their engagement on your behalf. Where you have previously used a particular firm to provide a service, we have assumed that you will continue that relationship. For services you have not previously required, we have identified a service provider. Fees charged by these service providers will be paid from proceeds of the obligation, unless you notify us that you wish to pay them from other sources. Our pre-sale bond sizing includes a good faith estimate of these fees, but the final fees may vary. If you have any questions pertaining to the identified service providers or their role, or if you would like to use a different service provider for any of the listed services please contact us.

Bond Counsel: Kennedy & Graven, Chartered

Paying Agent: Bond Trust Services Corporation

Rating Agency: Moody's Investors Service, Inc.

PROPOSED DEBT ISSUANCE SCHEDULE

Ehlers Reviews Presale Report with the School Board:	August 13, 2020
School Board Approves Resolution Authorizing Sale of the Bonds:	August 27, 2020
Due Diligence Call to review Official Statement:	Week of September 21, 2020
Distribute Official Statement:	Week of September 21, 2020
Conference with Rating Agency:	Week of September 21, 2020
Ehlers Receives and Evaluates Proposals for Purchase of Bonds:	October 8, 2020
School Board Meeting to Award Sale of Bonds:	October 8, 2020
Estimated Closing Date:	November 4, 2020
Redemption Date for Bonds Being Refunded:	February 1, 2021

Attachments

Estimated Sources and Uses of Funds

Existing Debt Service Schedule - Callable Portion of 2012A Bonds

Estimated Debt Service Schedule for Refunding Bonds

Estimated Refunding Savings Comparison

Resolution Authorizing Ehlers to Proceed with Bonds Sale/Credit Enhancement
Resolution (provided separately)

EHLERS' CONTACTS

Jeff Seeley, Senior Municipal Advisor	(651) 697-8585
Matthew Hammer, Municipal Advisor	(651) 697-8592
Barbie Roessler, Financial Specialist	(651) 697-8586
Emily Wilkie, Senior Public Finance Analyst	(651) 697-8588
Brian Shannon, Manager, Senior Financial Analyst	(651) 697-8515

The Preliminary Official Statement for this financing will be sent to the School Board at their home or email address for review prior to the sale date.

I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$11,665,000 General Obligation Refunding Bonds,
Dated November 4, 2020 - Proposed Current Refunding of Series 2011A
Assuming Current GO Non-BQ "Aa3" Credit Enhanced Rates

Sources & Uses

Dated 11/04/2020 | Delivered 11/04/2020

Sources Of Funds

Par Amount of Bonds	\$11,665,000.00
Reoffering Premium	1,286,814.30
Total Sources	\$12,951,814.30

Uses Of Funds

Total Underwriter's Discount (0.800%)	93,320.00
Costs of Issuance	75,000.00
Deposit to Current Refunding Fund	12,781,883.33
Rounding Amount	1,610.97
Total Uses	\$12,951,814.30

I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$16,575,000 G.O. Alternative Facilities Bonds, Series 2011A

Prior Original Debt Service

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
02/01/2021	-	-	-	-	-
08/01/2021	-	-	272,462.50	272,462.50	-
02/01/2022	1,105,000.00	3.000%	272,462.50	1,377,462.50	1,649,925.00
08/01/2022	-	-	255,887.50	255,887.50	-
02/01/2023	1,135,000.00	3.500%	255,887.50	1,390,887.50	1,646,775.00
08/01/2023	-	-	236,025.00	236,025.00	-
02/01/2024	1,185,000.00	4.000%	236,025.00	1,421,025.00	1,657,050.00
08/01/2024	-	-	212,325.00	212,325.00	-
02/01/2025	1,325,000.00	4.000%	212,325.00	1,537,325.00	1,749,650.00
08/01/2025	-	-	185,825.00	185,825.00	-
02/01/2026	1,330,000.00	4.250%	185,825.00	1,515,825.00	1,701,650.00
08/01/2026	-	-	157,562.50	157,562.50	-
02/01/2027	1,345,000.00	4.500%	157,562.50	1,502,562.50	1,660,125.00
08/01/2027	-	-	127,300.00	127,300.00	-
02/01/2028	1,765,000.00	4.750%	127,300.00	1,892,300.00	2,019,600.00
08/01/2028	-	-	85,381.25	85,381.25	-
02/01/2029	1,830,000.00	4.750%	85,381.25	1,915,381.25	2,000,762.50
08/01/2029	-	-	41,918.75	41,918.75	-
02/01/2030	1,765,000.00	4.750%	41,918.75	1,806,918.75	1,848,837.50
Total	\$12,785,000.00	-	\$3,149,375.00	\$15,934,375.00	-

Yield Statistics

Base date for Avg. Life & Avg. Coupon Calculation	11/04/2020
Average Life	5.704 Years
Average Coupon	4.4995589%
Weighted Average Maturity (Par Basis)	5.704 Years
Weighted Average Maturity (Original Price Basis)	5.704 Years

Refunding Bond Information

Refunding Dated Date	11/04/2020
Refunding Delivery Date	11/04/2020

I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$11,665,000 General Obligation Refunding Bonds,

Dated November 4, 2020 - Proposed Current Refunding of Series 2011A

Assuming Current GO Non-BQ "Aa3" Credit Enhanced Rates

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
11/04/2020	-	-	-	-	-
08/01/2021	-	-	297,556.67	297,556.67	-
02/01/2022	910,000.00	4.000%	200,600.00	1,110,600.00	1,408,156.67
08/01/2022	-	-	182,400.00	182,400.00	-
02/01/2023	1,040,000.00	4.000%	182,400.00	1,222,400.00	1,404,800.00
08/01/2023	-	-	161,600.00	161,600.00	-
02/01/2024	1,095,000.00	4.000%	161,600.00	1,256,600.00	1,418,200.00
08/01/2024	-	-	139,700.00	139,700.00	-
02/01/2025	1,230,000.00	4.000%	139,700.00	1,369,700.00	1,509,400.00
08/01/2025	-	-	115,100.00	115,100.00	-
02/01/2026	1,230,000.00	4.000%	115,100.00	1,345,100.00	1,460,200.00
08/01/2026	-	-	90,500.00	90,500.00	-
02/01/2027	1,240,000.00	4.000%	90,500.00	1,330,500.00	1,421,000.00
08/01/2027	-	-	65,700.00	65,700.00	-
02/01/2028	1,650,000.00	4.000%	65,700.00	1,715,700.00	1,781,400.00
08/01/2028	-	-	32,700.00	32,700.00	-
02/01/2029	1,695,000.00	2.000%	32,700.00	1,727,700.00	1,760,400.00
08/01/2029	-	-	15,750.00	15,750.00	-
02/01/2030	1,575,000.00	2.000%	15,750.00	1,590,750.00	1,606,500.00
Total	\$11,665,000.00	-	\$2,105,056.67	\$13,770,056.67	-

Yield Statistics

Bond Year Dollars	\$66,889.04
Average Life	5.734 Years
Average Coupon	3.1470875%
Net Interest Cost (NIC)	1.3627978%
True Interest Cost (TIC)	1.2869457%
Bond Yield for Arbitrage Purposes	0.9687641%
All Inclusive Cost (AIC)	1.3982419%

IRS Form 8038

Net Interest Cost	1.1037434%
Weighted Average Maturity	5.724 Years

I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$11,665,000 General Obligation Refunding Bonds,

Dated November 4, 2020 - Proposed Current Refunding of Series 2011A

Assuming Current GO Non-BQ "Aa3" Credit Enhanced Rates

Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2021	-	(1,610.97)	-	1,610.97
02/01/2022	1,408,156.67	1,408,156.67	1,649,925.00	241,768.33
02/01/2023	1,404,800.00	1,404,800.00	1,646,775.00	241,975.00
02/01/2024	1,418,200.00	1,418,200.00	1,657,050.00	238,850.00
02/01/2025	1,509,400.00	1,509,400.00	1,749,650.00	240,250.00
02/01/2026	1,460,200.00	1,460,200.00	1,701,650.00	241,450.00
02/01/2027	1,421,000.00	1,421,000.00	1,660,125.00	239,125.00
02/01/2028	1,781,400.00	1,781,400.00	2,019,600.00	238,200.00
02/01/2029	1,760,400.00	1,760,400.00	2,000,762.50	240,362.50
02/01/2030	1,606,500.00	1,606,500.00	1,848,837.50	242,337.50
Total	\$13,770,056.67	\$13,768,445.70	\$15,934,375.00	\$2,165,929.30

PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	2,060,276.47
Net PV Cashflow Savings @ 0.969%(Bond Yield)....	2,060,276.47
Contingency or Rounding Amount.....	1,610.97
Net Present Value Benefit	\$2,061,887.44
Net PV Benefit / \$15,136,462.01 PV Refunded Debt Service	13.622%
Net PV Benefit / \$12,785,000 Refunded Principal...	16.127%
Net PV Benefit / \$11,665,000 Refunding Principal..	17.676%

Refunding Bond Information

Refunding Dated Date	11/04/2020
Refunding Delivery Date	11/04/2020



**Agenda V.B.
August 13, 2020**

To: Board of Education

From: Abigail Alt, chair, and Dr. Theresa Battle, superintendent

Date: August 6, 2020

Re: Onboarding and Orientation of School Board Candidates and Newly Elected Members (Increase the capacity for partnership with community)

1910



School Board Candidate Briefing

Fall 2020

Welcome and Agenda

Outcomes for Today



- ❖ Provide an overview of board members' role to provide Governance
- ❖ Provide information for Governance tasks: Selection of Superintendent, Policy, Academics, Finance, Human Resource, Ambassadors
- ❖ Answer Questions

Responsibilities of the School Board

Board Duties

- Hire superintendent, who is an ex-officio member of the board, and delegate authority
- Oversight of human, financial, and facility resources
- Set policy and judicial review
- Collective bargaining
- Community relations and advocacy

Source: MSBA

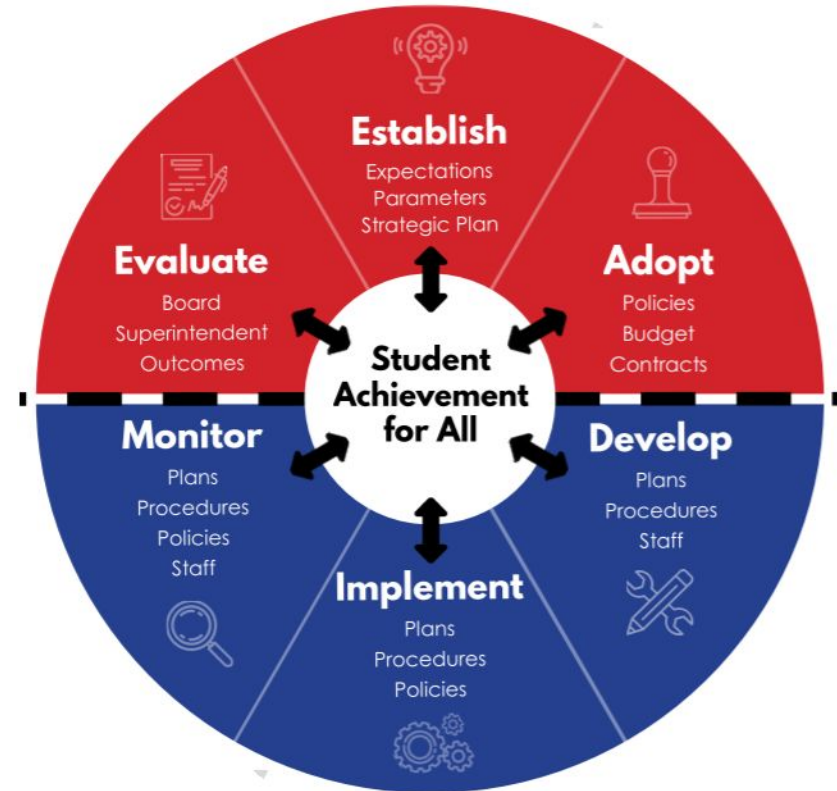
Selection of Superintendent

- School boards employ a superintendent to lead and manage the school district. The superintendent is an ex officio, non-voting member of the school board and the chief executive officer of the school system. The superintendent's duties and responsibilities are derived largely from three sources: in statute, his/her employment contract, and his/her job description.
- Superintendents are responsible for the management of the schools, the administration of all school board policies, and are directly accountable to the school board.

Policy

ISD 191 Policy 208:

“The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.”



Policy

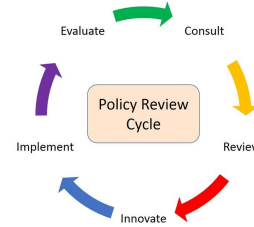
Policy Roles and Responsibilities:

- Board Members - Adopt policies that establish the focus, criteria, and parameters for decision-making.
- Board Policy Review Committee - Reviews / amends recommended policies prior to submitting to the full board for consideration.
- Superintendent and District Administrators - Ensure policies and regulations are implemented, support review and evaluation of policy, and recommend changes of policy to Board for consideration.
- Staff - Implement all school board policies and administrative regulations.

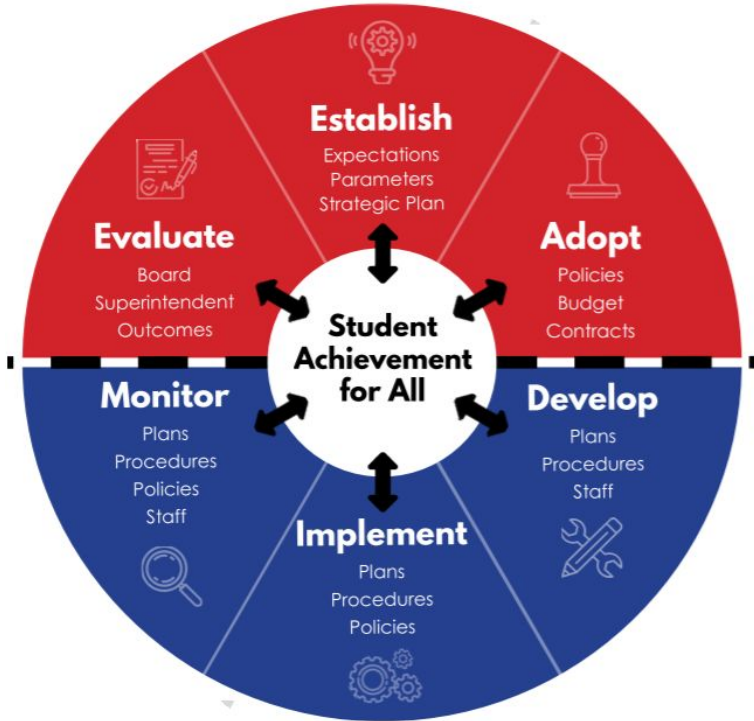
Policy

ISD 191 Process

- MSBA model policies as base
 - Monitors legislation, recommends policy adjustments
- Review Cycle
 - Annual policies for review
 - Review cycle
 - As needed
- Administration review of policy, recommend changes
- Board policy committee (questions, feedback, recommended changes)
- Full Board considers recommendations and adopts policy by majority vote



Academics



District **one91** District 191 Strategic Roadmap 2015-2020

OUR MISSION *Each Student. Future Ready. Community Strong.*

CORE VALUES	Expectations:	I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community.	VISION 2020
	Respect:	I will honor the uniqueness of myself and others	
	Integrity:	I will do the right thing, even when no one is looking	
STRATEGIC DIRECTIONS	Partnership:	I will engage in relationships and action which empowers learning for ALL	<ul style="list-style-type: none"> • Utilize technology for instruction to provide rigorous, personalized learning, and maximize operational systems. • Serve the unique needs of our students, families and communities first and foremost. • Provide relevant and engaging student learning and enrichment leading to college and career readiness for all. • Develop innovative, attractive and aligned academic programs, support services and opportunities. • Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with District mission and core values. • Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world ready learners and citizens. • Attract, value, retain and develop the very best employees in education and operations to serve our students and families.
		<ul style="list-style-type: none"> • Close gaps and raise achievement for all students • Create a culturally proficient school system • Maximize resources for optimal student learning • Increase the capacity for partnership with community 	

Future Ready. Community Strong.

Academics

Close gaps and raise achievement for all students

- Understand academic outcomes/measures of success
- Accountability for academic outcomes

Maximize resources for optimal student learning

- Ensure alignment of resources

STRATEGIC DIRECTIONS

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

Future Ready. Co

Academics

Student Performance & Achievement Reports (Committee of the Board)

- Review and report evidence of student performance over time in order to measure learning.
- Analyze learning and student engagement metrics to promote better alignment of district resources.
- Collaborate with District administration to ensure that curriculum, instruction, professional development and assessments support desired student outcomes.
- Evaluate processes, policies and long-range planning needs in support of the Strategic Roadmap.
- Establish and communicate high expectations for student support beyond our classrooms to parents, staff and the greater community.

Four Step Budget Process

FOUR STEP BUDGET PROCESS

Submit levy information to MDE for taxes payable during calendar 2021 (revenue in the 2021-2022 School Year)	School Board adopts preliminary levy	Truth-in-taxation notices mailed to property tax payers by the county	School Board holds public hearing on tax levy as part of regular meeting	School Board certifies final calendar 2021 property tax levy
--	--------------------------------------	---	--	--

STEP 1

July-August 2020	September 2020	November 2020	December 2020	December 2020
------------------	----------------	---------------	---------------	---------------

Begin Budget process for FY22 budget	Analyze actual versus projected enrollment and update enrollment projections	Update and review long-range budget forecast	Provide Preliminary Revenue and Expenditure Budget Targets FY22. Determine budget line items and staffing levels and seek School Board Formal approval	School Board approves adopted budget for FY 2021-2022
--------------------------------------	--	--	--	---

STEP 2

June 2020	December 2020	December 2020-February 2021	February-May 2021	June 2021
-----------	---------------	-----------------------------	-------------------	-----------

Revenues and Expenditures for FY2020-2021 are processed; monthly reporting on enrollments and actual to budget	School Board approves Revised Budget for FY2020-2021	Process closing entries for FY2019-2020	Independent auditors perform audit and render opinion on financial statements	School Board approves FY20 audited Financial Statements and Report
--	--	---	---	--

STEP 3

July 1, 2020-June 30, 2021

December-February 2021

STEP 4

July-September 2020

August-October 2020

November-December 2020

Fiscal Year Budget Processes

FISCAL YEAR BUDGET PROCESSES



- STEP 1: LEVY CERTIFICATION
- STEP 2: BUDGET DEVELOPMENT
- STEP 3: IMPLEMENTATION OF BUDGET
- STEP 4: CLOSING OF BOOKS/AUDITS OF ACTUALS

Excerpt from Board Action June 18, 2020

RECOMMENDATION: That the Board of Education approves the 2020-21 Adopted Budget providing all funds' revenues of \$175,070,662 and all funds' expenditures of \$175,489,038.

Below is a summary of the proposed 2020-2021 Adopted Budget for your review. A full summary of the General Fund budget units and the assigned staffing are attached for review prior to action for adoption at the board meeting on June 18, 2020.

<u>Fund</u>	<u>Adopted FY21 Revenue</u>	<u>Adopted FY21 Expenditure</u>	<u>Inc (Decr) to Fund Balance</u>
General	\$ 126,834,491	\$ 127,825,136	\$ (990,645)
Food Service	5,549,155	5,691,248	(142,093)
Community Service	6,397,417	6,396,560	857
Capital Projects	30,000	170,000	(140,000)
Debt Service	11,802,599	11,603,819	198,780
Total Governmental	150,613,662	151,686,763	(1,073,101)
Trust & Custodial	920,000	934,616	(14,616)
Internal Service	23,537,000	22,867,659	669,341
All Funds	<u>\$ 175,070,662</u>	<u>\$ 175,489,038</u>	<u>\$ (418,376)</u>

Funds

–Operating Funds

- 01 – General Fund: to account for all revenues and expenditures of the school district not accounted for elsewhere.
- 02 – Food Service Fund: to record financial activities of a school district's food service program.
- 04 – Community Service Fund: to record all financial activities focused in enrichment programs for any age level that are not part of the K-12 education program. Serving ages birth to 100+.

Funds

–Non-Operating Funds

- 26 (UFARS 06) – Building Construction Fund: record Vision One91 Bond Project proceeds and uses approved by voters February 2015.
- 18 – Custodial Fund: scholarship funds that are held for distribution based upon the Foundation One91 awarding of scholarships.
- 07 – Debt Service Fund: record revenues and expenditures to pay for the principal and interest on debt issued by the school district.
- 47 – Post-Employment Benefits Debt Service Fund: similar to Debt Service Fund, but only for debt related to Other Post Employment Benefits.

Funds

–Proprietary Funds (Internal Service Funds)

- Within these funds the expenses or claims are charged as expenditures in the other funds and recognized as revenue in the Internal Service Fund.

- 20 Dental Self Insurance Fund

- 21 Severance Fund

- 22 Health Insurance Fund

- 25 Other Post Employment Benefit Revocable Trust Fund

Summary

Budget

- 1-R-2020-21 Adopted Budget for 6 18 2020
- 2-Powerpoint of Adopted Budget FY21
- 3- Budget Unit Report 6.10.20
- 4-Staffing Detail by Budget Unit 6.10.20
- 5-Additional Data used in Development of FY21 Adopted Budget as of June 4

Audit

- 6-CAFR - Burnsville-6-30-19
Comprehensive Annual Financial Report
- 7-EAS - Burnsville 6-30-19 Executive Audit
Summary
- 8-SOFA - Burnsville 6-30-19 Schedule of
Federal Awards
- 9-Auditor Presentation to Board 12-12-19

Human Resources *Overview of Responsibilities*

HR Contact Information

Jessica Olson
Employment Specialist
jeolson@isd191.org
(952) 707-2009

- Employment Verification
- Job Postings - Applitrack
- Personnel File Maintenance & Viewing Appointments
- Office Management
- Name & Address Changes
- Hiring Process
- New Employee Orientation
- Employee Badging
- Training Facilitator
- Background Checks
- Employee Recognition

Joy Demuth
Labor Relations Manager
jdemuth@isd191.org
(952) 707-2012

- Staffing Assignments & Position Control
- Contract Management
- Compliance Reporting
- Licensure Verification & Variances
- Seniority Lists
- Tenure Tracking
- Payroll Interface
- Salary Questions

Hailey Busker
Benefits Specialist
hbusker@isd191.org
(952) 707-2014

- Medical & Dental Insurance
- Long-Term Disability & Life Insurance
- Flexible Benefits
- Benefit Training
- Wellness
- Americans with Disabilities Act (ADA)
- Tax Sheltered Annuities (403b & 457)
- Retirement Information Sessions
- Unemployment

Tiffany Weiler
Human Resources Coordinator
tweiler@isd191.org
(952) 707-2011

- Benefit & Wellness Committee Lead
- Lane Change
- Tuition Reimbursement Pre-Approvals
- Mandatory Training
- Recruitment
- Interview & Hiring Process
- Job Descriptions
- Kelly Services Liaison
- Student Teacher Placements & University Relations
- Substitute Questions
- Teacher Evaluation System
- Leaves of Absence
- Family Medical Leave (FMLA)

Stacey Sovine
Executive Director of Human Resources
ssovine@isd191.org
(952) 707-2010

- Employee Relations
- Staffing Process
- Conflict Mediation
- Discipline & Investigation Process
- Contract Negotiations
- Calendar Committee
- Performance Evaluation System
- Pay Equity
- Contract Interpretation
- Extra Compensation Management

Teachers On Call - Carissa Buetow
(952) 707-2006

Teachers On Call - Local Branch
(800) 713-4439

Human Resources

PELRA: Public Employee Labor Relations Act

179A.07 RIGHTS AND OBLIGATIONS OF EMPLOYERS.

- Subdivision 1. Inherent managerial policy
- Subd. 2. Meet and negotiate
- Subd. 3. Meet and confer
- Subd. 4. Other communication
- Subd. 5. Arbitrators pay and hiring
- Subd. 6. Time off

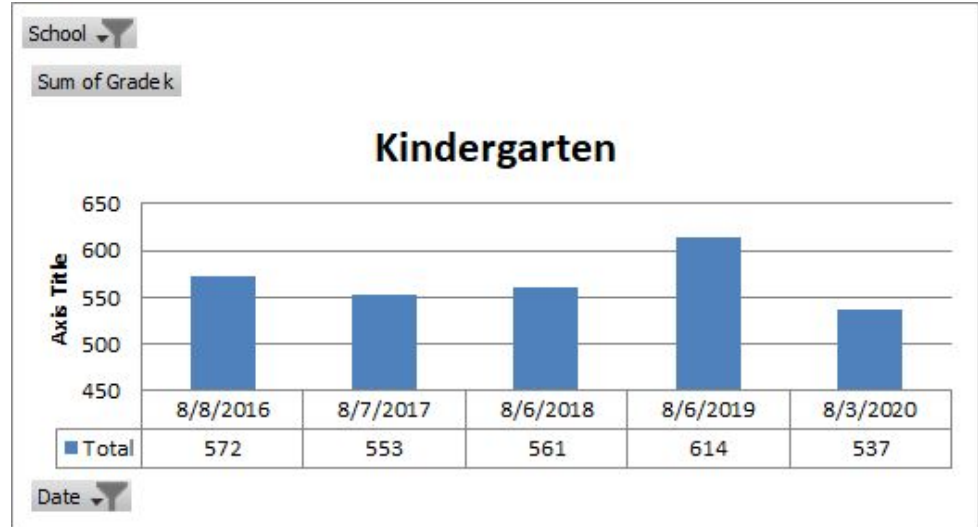
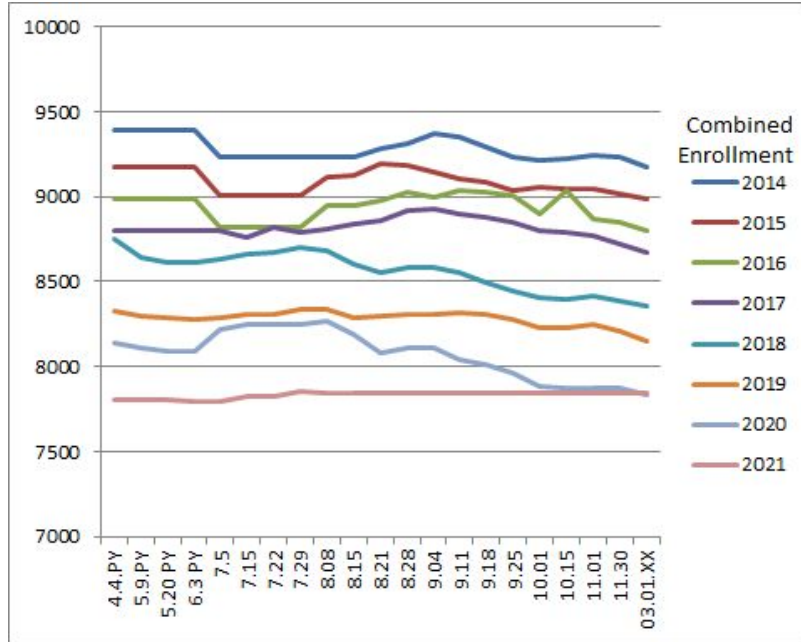
Human Resources

122A.40 EMPLOYMENT; CONTRACTS; TERMINATION.

- Subdivision 1. Teacher defined
- Subd. 2. Non-Provisional license defined
- Subd. 3. Hiring, dismissing
- Subd. 4. Employment in supervisory positions
- Subd. 5. Probationary period
- Subd. 6. Mentoring for probationary teachers
- Subd. 7. Termination of contract after probationary period
- Subd. 7a. Additional staff development and salary
- Subd. 8. Development, evaluation, and peer coaching for continuing contract teachers
- Subd. 9. Grounds for termination
- Subd. 10. Negotiated unrequested leave of absence
- Subd. 11. Unrequested leave of absence
- Subd. 12. Suspension and leave of absence for health reasons
- Subd. 13. Immediate discharge
- Subd. 14. Hearing procedures
- Subd. 15. Hearing and determination by arbitrator
- Subd. 16. Decision
- Subd. 17. Judicial review
- Subd. 18. Exception
- Subd. 19. Records relating to individual teacher; access; expungement

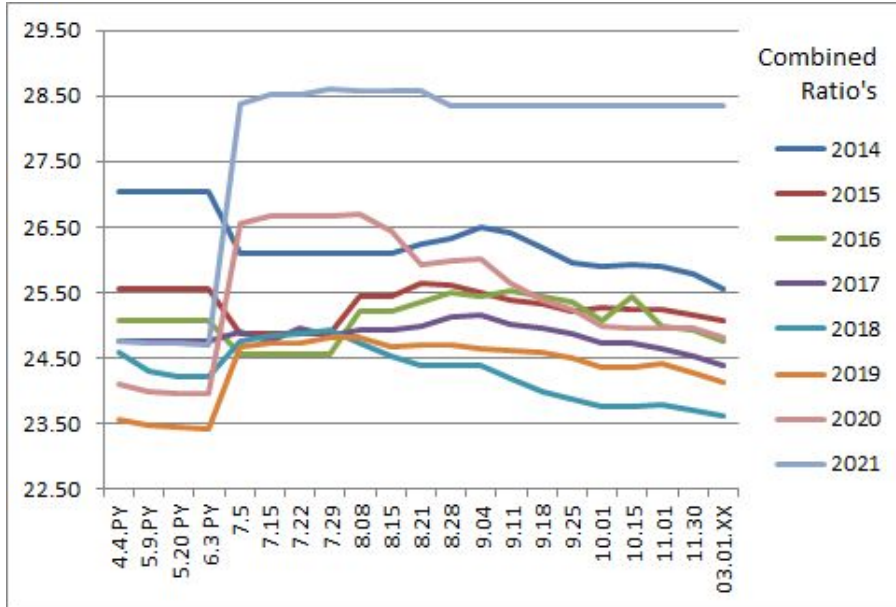
Human Resources

Enrollment



Human Resources

Staffing Ratios



Elementary Targets

Staffing projection for FY21: 3461, 136 FTE's

	Min	Max	Targ	+/-	Avg
K	20	25	22.5	-3.32	19.18
1	24	28	26	1.06	27.06
2	25	29	27	0.64	27.64
3	26	30	28	0.05	28.05
4	27	31	29	0.21	29.21
5	28	32	30	-0.1	29.9

Communications- Board as Ambassadors

**information coming soon **

Thank you!



Information for Prospective Members of the Burnsville-Eagan Savage Board of Education

Thank you for your interest in running for the Board of Education of Burnsville-Eagan-Savage School District 191 (District 191). This document is designed to answer some common questions and ensure prospective candidates understand more about the role.

Additional information from The MN School Board Association:

<http://www.mnmsba.org/BecomingASchoolBoardMember>

Meetings

The following is a list of the meetings that occur during the year. A Board member's attendance at any meeting or event for which they are assigned is critical and respectful, as resources have gone into the preparing and planning of the meeting. By Minnesota Open Meeting law, all meetings below are open to the public, except for a Closed Meeting.

Regular

The Board meets twice a month on Thursdays every month, except for one meeting in November and December and no meetings in July. These meetings are recorded and broadcast live. Robert's Rules of Order on parliamentary procedures are used as the structural foundation of the meetings, and the meetings are run by the Board Chair. Regular meetings usually last 2-3 hours, but sometimes can run as long as 5-6 hours.

Committees

Every Board member is assigned to one or more primary Board Committee, such as Policy or Negotiations. Those meetings occur monthly, except for Negotiations which has a variable meeting schedule depending on the year. Additionally, each Board member is assigned to one or more outside committees, such as Chamber of Commerce or Foundation 191. These additional meetings generally occur monthly and typically last 1 hour.

Listening Sessions

Board members take turns covering the 30-minute Listening Session that occurs prior to the Regular Board meeting. Two board members attend each session and fulfill this role approximately every six weeks. Board members are expected to listen and observe at these meetings; they should only engage the audience for clarification and acknowledgement (coming and speaking at these can be intimidating for some people, so it is important that we are receptive and welcoming). The Superintendent (or representative) will also be in attendance to document the event, provide clarification and note

takeaway actions, and is then responsible for submitting a high level summary report in the consent agenda at the next regular Board meeting.

Superintendent

Every Board member meets 1-on-1 monthly with the Superintendent to discuss any issues or learn about upcoming initiatives. Scheduling of these meetings is the responsibility of the Board member and Superintendent.

Workshops

Workshops/work sessions are held immediately following regular Board meetings and are recorded, broadcast live, and posted online for public viewing. Occasionally workshops may be held on a separate day than a Board meeting depending on the expected length of discussion. These meetings generally last 2-4 hours.

Retreats

Retreats are scheduled by the Board Chair independently from regular Board meetings. The typical schedule for retreats is on a quarterly basis, although retreats may also be scheduled more frequently, as needed. The purpose of retreats is board development, planning and/or a specific topic. These meetings generally last 4-8 hours.

Closed Meetings

Per Minnesota statute, closed meetings may be called by the Board Chair for limited and specific purposes: labor negotiations strategy; employee evaluations or discipline; limited attorney-client privilege; student expulsion hearings; discussions of security issues; and land sale and/or acquisitions.

Meeting Materials and Prep

Board members receive meeting materials the week before the scheduled meeting and are expected to read and familiarize themselves with the material prior to the meeting, as well as prepare questions for staff and for general discussion.

Attending Events

Board members are expected to attend official district events such as State of the District, State of the City, One91 Community of Excellence Awards Ceremony and graduations, including for the BEST Transition program, Burnsville Alternative High School, and Burnsville High School. In addition, Board members are encouraged to attend other events at schools such as Read-A-Thons, Honor Society inductions, AVID events, and other celebrations.

Communications from the Public and Social Media

You will receive emails, phone calls and mail in your role as a Board of Education member. These communications will usually be in advocacy of something and/or critical of some decision the Board has taken. These communications are often harsh and will be directed at you even if you were not on the Board when the issue at hand was decided. Your personal perspective won't matter to the people who are communicating to you. You are now one of seven on the Board of Education and therefore represent the leadership and decision-making that happens in the district. Regardless of who you were and what you did before you were on the Board, as far as the public is concerned, and in keeping with our code of

conduct, you are now responsible for past decisions, as well as future ones. Being on the board means you take on this responsibility of leading the district, and it can be difficult at times.

Similarly, there will be social media posts that are critical of the Board, and perhaps even of individual members, and they can be harsh. Often the communications and social media posts are based on incomplete or inaccurate information, and it can be tempting to defend decisions or correct information. It is critical that Board members forward these items to the Superintendent and Board Chair who will work with the Communications Department to address them. For those of us on social media platforms, understand that your Board member "hat" never comes off. We can try, but people will always put it back on for you, or will filter your posts through the Board lens. It may be helpful to create Board-specific accounts (completely open to the public) and a private account (in which there can be no discussion of Board or district matters).

Your personal cell phone/texts and district email become part of the public record and are therefore subject to collection through the Freedom of Information Act as they relate to school district business.

Governance vs. Management

This Board of Education is a governance board, which means it has overall fiscal and fiduciary responsibility for the district. We ask questions, we ask the Superintendent to check into issues we might hear about, we work to ensure the district's money is spent in a responsible way, we set policy, and we make decisions that allow the district to move forward. As our ex officio Board member and sole employee, we work with and through the superintendent, not around, above, or below him/her.

We are not a management board, which means we do not weigh in on personnel decisions, we do not decide what lunches are served, how to stop a bullying problem, or make local decisions on curriculum. We hire a superintendent whose job it is to provide a great staff to oversee the details of running the district. Parents and community members are much more effective when they communicate directly with their building administration to ask for changes, instead of communicating with us in the intention of implementing change. Board members regularly refer parents and community members to speak with the appropriate staff member(s) for further discussion.

While the public should not be bringing their individual concerns to us with the assumption of direct action, it is our job to listen to and understand peoples' concerns and ideas and work with the superintendent to address those concerns and implement great ideas.

Those of us with children in our schools and activities are obligated to rise above individual and/or family-based concerns while at the board table. When you have concerns that you witness as a result of being a parent, share these with the superintendent (and chair if you wish). These topics are 1-on-1 conversations, not Board-level considerations.

We represent the entire District 191 community, including all stakeholders. We must be respectful of the past, present, and future in our decision making. As a Board and as individual members, it is our responsibility to remember that we are expected to be nonpartisan in our representation and that we put the entire district and the students first in all of our considerations and actions.

Confidentiality

In the course of our work together, this Board is exposed to a variety of private data, including staff, student, and family information, and this data must remain confidential even from our immediate family.

Training and Support

The Director role on the Board of Education is both challenging and rewarding. The excitement and joy of formal celebrations and everyday activities of our students learning is an incomparable feeling. Formal training is provided from the Minnesota School Board Association (MSBA), and experienced District 191 Board members provide onboarding training and ongoing support and training. We are all here because we believe in the District and in the work we do for our students and we work hard to make the best decisions possible as a team.

If you have any questions about this information or have additional questions, please don't hesitate to reach out to any currently serving board members whose contact information can be found [here](#).



New Board Member Orientation Year At-a-Glance

The learning curve for new board members is high. New school board members must learn about their roles and responsibilities in providing effective leadership for the community in fulfilling its vision and mission for quality education for all students. In addition to the state-mandated training, MSBA recommends that the local school board chair assign each new board member a mentor. The mentor(s) and superintendent provide district-level orientation to the new school board members in order to provide a smooth transition into effective school board service. With this in mind, consider organizing the printed materials into an indexed notebook or orientation manual.

While printed materials are useful reference tools, they cannot take the place of personal interaction. School boards are encouraged to conduct learning sessions for new board members. These learning sessions should be conducted over several months so that the new board members have time to process the information and develop questions regarding their governance role.

The following suggestions are offered as guidance for mentors and superintendents who want to get new board members off to a good start. In addition, including all board members in the sessions may provide an opportunity for continued board professional development to strengthen governance practices. MSBA's website, www.mnmsba.org, provides other resources and, as always, please contact your MSBA with any questions.

Prior to First Board Meeting	New Board Member	Mentor	Superintendent	Board Admin. Assistant
Schedule an orientation with the new board member(s), board chair, board mentor, and the superintendent	✓	✓	✓	✓
Assign/introduce the new board member(s) to their mentor(s)		✓		
Provide contact information to the board administrative assistant	✓			✓
Provide and explain electronic access and/or equipment, if needed		✓		✓
Register for MSBA training for new board members (Phase I/II)	✓			✓
Register for the MSBA Leadership Conference	✓			✓
Examine the board member resources on the MSBA website	✓	✓		
Communicate first board meeting details with new board members:				
<input type="checkbox"/> Date, time, and location of the meeting		✓	✓	
<input type="checkbox"/> Board packet delivery date, review method and expectations		✓	✓	

Prior to First Board Meeting, Cont'd	New Board Member	Mentor	Superintendent	Board Admin. Assistant
Review with new board member(s):				
<input type="checkbox"/> Board calendar (meeting dates - timelines)		✓		
<input type="checkbox"/> Procedures for taking oath of office at board organizational meeting		✓	✓	
<input type="checkbox"/> Board culture and climate		✓		
Explain the Open Meeting Law (Policy 205)		✓	✓	
Explain limits of electronic use for board communications including email, social media and texting		✓	✓	
Provide new board member(s) access to and/or copies of:				
<input type="checkbox"/> District policies		✓		✓
<input type="checkbox"/> District mission, vision and beliefs statements		✓	✓	
<input type="checkbox"/> District World's Best Workforce and strategic plan		✓	✓	
<input type="checkbox"/> Board goal statement		✓		
<input type="checkbox"/> District calendar		✓	✓	
<input type="checkbox"/> Provide board minutes from previous year				✓
Provide a hard copy and review the following policies:				
<input type="checkbox"/> Board meeting procedures and format (Policy 203.1)		✓		
<input type="checkbox"/> Agenda format - preparation and dissemination (Policy 203.5)			✓	
<input type="checkbox"/> Public participation at board meetings and chain of command (Policy 206)		✓	✓	
<input type="checkbox"/> Board policy development: adoption, review, evaluation and oversight (Policy 208)		✓	✓	
<input type="checkbox"/> Board member code of ethics (Policy 209)		✓		
<input type="checkbox"/> Review Conflict of Interest (Policy 210)		✓	✓	
<input type="checkbox"/> Use of committees/advisory groups (Policy 213)		✓	✓	
<input type="checkbox"/> Provide copies of discipline policy and/or student handbooks (Policy 506)				✓
Become familiar with district office and procedures:				
<input type="checkbox"/> Tour district office facilities and services			✓	
<input type="checkbox"/> Meet district office staff			✓	
<input type="checkbox"/> Board compensation and expense reimbursement policy, procedures and provide forms (expense voucher, etc.)				✓

Within the First Three Months - January to March	New Board Member	Mentor	Superintendent	Board Admin. Assistant
Explain the following board processes:				
<input type="checkbox"/> School board communication protocols		✓	✓	
<input type="checkbox"/> Process of communication between the board and superintendent, board and staff, among board members, board and media		✓	✓	
<input type="checkbox"/> Chain of command and procedures for responding to concerns from patrons/staff		✓	✓	
<input type="checkbox"/> Procedures for visiting schools		✓	✓	
<input type="checkbox"/> Procedures and authority for seeking advice from district legal counsel (Policy 202)		✓	✓	
<input type="checkbox"/> Expectations regarding board participation at district and community events		✓		
<input type="checkbox"/> Review process for school board self-evaluation		✓		
<input type="checkbox"/> Review strategic plan		✓	✓	
<input type="checkbox"/> Budget development, approval process, and adopted budget for the year		✓	✓	
Review documents related to superintendent's employment:				
<input type="checkbox"/> Employment contract		✓		
<input type="checkbox"/> Job description		✓	✓	
<input type="checkbox"/> Evaluation form process, criteria, and timeline		✓	✓	
Review process for development and approval of school calendar		✓	✓	
Review personnel related policies and documentation:				
<input type="checkbox"/> Provide copies of all master agreements and individual contracts			✓	
<input type="checkbox"/> PELRA			✓	
<input type="checkbox"/> Teacher Tenure 122A.40 - .41			✓	
Attend MSBA Leadership Conference	✓	✓	✓	✓
Register for MSBA Officers' Workshop and Phase III/IV	✓	✓	✓	✓

Within Four to Six Months - April to June	New Board Member	Mentor	Superintendent	Board Admin. Assistant
Provide a tour of the district campus to become familiar with locations of all buildings (maintenance and transportation facilities)		✓	✓	
Explain the status of district facilities: building maintenance projects; current and/or future construction projects			✓	
Prepare for school district graduation				
<input type="checkbox"/> Requirements (Policy 613)		✓	✓	
<input type="checkbox"/> Ceremonies and role of the school board		✓	✓	
Explain process and requirements of Meet and Confer		✓	✓	
Attend MSBA's Phase III/IV	✓	✓	✓	✓
Within Seven to Nine Months - July to September				
Explain key district instructional programs and assessments			✓	
Explain the district evaluation process for administrators, teachers and staff			✓	
Explain the current salary schedules and employee benefits			✓	
Plan to attend MSBA's learning opportunities				
<input type="checkbox"/> Register now for the MSBA Phase I/II training for new board members in August who haven't already attended	✓	✓	✓	✓
<input type="checkbox"/> Register for MSBA's Summer Seminar	✓	✓	✓	✓
Within Ten to Twelve Months - October to December				
Review the collective bargaining process, if applicable		✓	✓	
Review the process for developing and approving next year's budget		✓	✓	
Explain the procedures for program evaluation and curriculum review and revision processes			✓	
Explain programs for specialized populations (e.g., Title I, ELL, gifted, preschool, special education) and the schedule for program review		✓	✓	
Plan to attend MSBA's learning opportunities				
<input type="checkbox"/> Register for negotiations workshops every other year	✓	✓	✓	✓
<input type="checkbox"/> Register for MSBA's Leadership Conference in January	✓	✓	✓	✓

Improving Local New Board Member Orientation

In working with boards, it has become apparent that boards and superintendents across the state are seeking ways of improving local new board member orientation. A suggestion has been made to create a board handbook, similar to a student or teacher handbook. The following is a list of materials to include which may be useful. I'm sure you can think of ways to improve or adapt this list for your local needs.

- Local Board Member Code of Ethics
- District Mission Statement
- District Long Range Plan/Goal Statement
 - Data Selected to Monitor Progress
- Board Goal Statement
- Data
- Superintendent's Job Description
- Superintendent's Yearly Goal Statement
 - Data Selected to Monitor Progress
- Superintendent's Evaluation Form
- Chain of Command Graphs
- Adopted Budget for the Year
- School Calendar
- Board Calendar (meeting dates - timelines)
- Board Committees/Liaison Appointments (including descriptions of duties)
- Discipline Policy and/or Student Handbooks
- Board Policies
 - School Attorney
 - Board Meeting Procedures
 - Agenda Format
 - Agenda Preparation & Dissemination
 - Rules of Order
 - Public Participation at Board Meetings
 - Special Proceedings for Conducting Hearings
 - Use of Committees/Advisory Groups
 - Board Policy Development
 - Adoption, Review, Evaluation & Oversight
 - Board Member Services
 - Board Office Facilities & Services
 - Board Compensation and Reimbursement
 - Forms (expense voucher, etc.)
 - Board Member Development
 - Board Self-Evaluation
- Board Minutes of Previous Year

Either the board chair, the superintendent, or a designated mentor could go through these materials with your new members and answer any questions they may have. In addition, you may wish to discuss the powers and duties of board members and officers as taken from the MSBA Service Manual or "A Guide for Newly-Elected Board Members." Please let us know if you try this and it proves helpful!

2020-Board Planning Document

	July	August	September	October	November	December	January	February	March	April	May	June
Board Development: Goal setting and self-eval		1) MSBA Summer Seminar (Twin Cities). 2) Retreat: board development. (e.g. CPSS, Strategic Plan review, ice breaking exercises, etc.)				Contract with and schedule board self eval with MSBA in even years. Schedule retreat with MSBA in even years to conduct self eval review	MSBA Leadership Conference and Phase Trainings. Minneapolis.		1) Complete online board self-eval each year, and MSBA-guided self-eval during even years. 2) MSBA Officer Training (Chair, Vice Char, Clerk).	1) NSBA National Conference (varied locations). 2) Retreat: review board self eval results (As a board in odd years; with MSBA as retreat in even years). Compile initial list of goals for the coming year.	Workshop: set 3-4 goals for the coming year (prior to sup eval closed session). Goals aligned to Strategic Plan.	Board meeting: review and establish board goals.
Sup evaluation		Retreat: Vice chair leads review sup eval tool and final sup goals in preparation for the upcoming eval cycle		Workshop: Finalize changes to sup eval tool.		1:1 meetings: mid-year check in with sup.	1:1 meetings: mid-year check in with sup.			BOE submits sup eval to vice chair for compilation. Individual board members compile short list of proposed goals for the coming year. Goals aligned to Strategic Plan.	Closed session: review eval together w sup and set sup goals for the coming year (might be two separate meetings). Sup goals set after board sets its own goals.	Board meeting: BOE presents public statement, and posts public statement in BoardBook. Proof of sup eval and topline results (signed by sup and Chair) are placed in sup's HR file. Then, board and sup create and share sup goals for next year.
Budget			*Special for FY21 Budget: placeholder for staff presentation on Plan A (business as usual) and Plan B (Covid resurgence and/or Distance Learning enacted.) Both plans backmapped to end-February/early March goal for final BOE budget discussion.	*Special for FY21 Budget: placeholder for staff presentation on Plan A (business as usual) and Plan B (Covid resurgence and/or Distance Learning enacted.) Both plans backmapped to end-February/early March goal for final BOE budget discussion.	Prep for December: In case of changes which might impact budget, sup plans alternate budget timeline to present in December	a) Initial budget workshop: present current reality and parameters. b) Board meeting to present timeline, process, and overview publicly (including dates for site, staff, student, and community input.) c) Open online input form with clear end-date for submission and d) clear end-date identified for final BOE budget discussion.	Building the budget: a) first, "ground-up" development led by sup and leadership with direct input from dept heads and principals. b) BOE workshop to present and discuss initial budget adjustments based on input from groups listed above.	a) First public presentation of initial budget adjustments at regular BOE meeting. b) Followed by sup/asset: sup presentations to staff and site presentations of budget (to staff and families) for input. c) Board workshop to review input/feedback. d) Online input form is closed. e) Board meeting to present final adjustments based on input.	a) final planning sessions among leadership, dept heads, and principals based on staff, community, BOE feedback; b) 1st March regular Board meeting: Present final budget adjustments to the board.	Internal: HR notifications of staffing adjustments	a) Board meeting to review final Adopted Budget. b) Board meeting to take action on Adopted Budget	
Board Priorities		Board meeting: Approve Board Priorities for the coming year									Workshop: Review HR research into board priorities. Discuss initial list of proposed board priorities	Workshop: review final list of priorities.
Onboarding		MSBA Summer Seminar.			Assign mentor to new board members.	Mentor and sup begin onboarding process, once oath of office is signed. Monthly 1:1 meetings through the following December.	MSBA Leadership Conference. Phase I & II Trainings					
Policy		Monthly committee meetings to edit and review existing policy, as well as to add new policy.										
Legislative				Legislative Committee develops BOE legislative platform and calendar of events based on State Bonding vs State Funding cycles. Identifies Federal advocacy goals.	Legislative Committee presents BOE legislative platform in retreat setting to full BOE for input. At regular meeting, the final legislative platform is presented as a report. Once final report is presented, staff schedules a forum with State Representatives and Senators.	Legislative Forum	Advocacy calendar of events begins.				Advocacy efforts end.	