



Future Ready. Community Strong.

Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Pkway
Burnsville, MN 55337
August 12, 2021
6:30 PM

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

5:45 PM Board Listening Session with Directors Lesley Chester and Toni Conner

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

II. Approval of Agenda

III. Information

- A. Budget Update Based on State Allocation 3
Speaker(s): Dr. Theresa Battle, Superintendent
- B. Virtual Academy Enrollment, Staffing and Programming 4
Speaker(s): Don Leake, Principal on Special Assignment (POSA) Virtual Academy
- C. Open Facilities Update 13
Speaker(s): Dr. Theresa Battle, Superintendent, and Lisa Rider, Executive Director of Business Services
- D. Report about Superintendent Goals 30
Speaker(s): Dr. Theresa Battle, Superintendent
- E. Superintendent Report 34
- F. Board Member Reports 35

IV. Business Meeting

- A. Consent Agenda

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.

Description: Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.	2
1. Approve Minutes	36
2. Approve Personnel Recommendations	37
3. Adopt a Resolution to Accept Donations	39
4. Receive a report about the Listening Session	41
5. Approve No Changes to 602: <i>Organization of the School Calendar and School Day</i>	42
B. New Business	
1. Recommendation for Health and Safety measures for the 2021-2022 school year	46
Speaker(s): Dr. Theresa Battle, Superintendent	
2. Approve the 2021-22 Student Handbook	49
Speaker(s): Brian Gersich, Assistant Superintendent	
3. Approve, on a First Reading Basis, Policies 503: <i>Student Attendance</i> , and 609.5: <i>Intra-District Transfers (Variance Policy)</i>	76
Speaker(s): Imina Oftedahl, Director of Curriculum, Instruction and Assessment	
4. Approve, on a First Reading Basis, Changes to Policy 516: <i>Student Medication</i>	88
Speaker(s): Stephanie White, Director of Student Support Services	
5. Approve 2021-2022 Headway Contract	95
Speaker(s): Lisa Rider, Executive Director of Business Services	
6. Approve Contract with Inver Hills (Postsecondary Enrollment Options)	102
Speaker(s): Lisa Rider, Executive Director of Business Services	
7. Burnsville High School Scoreboard Recommendation	107
Speaker(s): Eric Miller, Board Chair	
8. Approve Board FY22 Goals	108
Speaker(s): Eric Miller, Board Chair	
9. Request to Name Burnsville High School Tennis Courts	111
Speaker(s): Brian Gersich, Assistant Superintendent	
V. Adjourn to a Workshop	
A. Review Superintendent/Board Communication Document	114
B. Review Board Planning Document	119
Speaker(s): Eric Miller, Board Chair	



**Agenda III.A.
August 12, 2021**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 5, 2021
Re: Budget Update Based on State Allocation

Receive a Budget Update Based on State Allocation from Dr. Theresa Battle, superintendent.



**Agenda III.B.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Don Leake, POSA Virtual Academy

Date: August 5, 2021

Re: Virtual Academy Enrollment, Staffing and Programming

Receive a report about Virtual Academy Enrollment, Staffing and Programming from Don Leake, POSA Virtual Academy.



2021-2022 Virtual Academy

Board Report August 12, 2021

Presenter:
Don Leake-Principal on Special
Assignment (POSA) Virtual Academy

Overview

- Timeline of Virtual Academy 2021-22
- Enrollment and Staffing
- Student Support Services
- Professional Development
- School Day Plan



One91 Virtual Academy

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Our goal is to provide online, high-quality, and flexible learning opportunities that offer the next generation of K-12 learning.



Timeline

August 26, 2021	Device and Materials Handout at DEC
August 30 - September 2, 2021	Workshop Week
September 1, 2021	One91 Virtual Academy Online Open Houses
September 8, 2021	Start of school

One91 Virtual Academy

Enrollment & Staffing

As of August 2, 2021 we have 319 students enrolled K-12

- **133** K-5 with 8 FTEs (Reallocation / ESSER II)
- **75** 6-8 with 4 FTEs (ESSER II)
- **111** 9-12 with 5.4 FTEs (Reallocation / ESSER II)
- Special Education 1.0 FTE K-8
- English Learner Services 1.0 FTE K-12

29 Open Enrollment students K-12



Summer Professional Development

- K-5:
 - Online Instruction/Tools
 - Social Emotional Learning (SEL) Instruction
 - “What I Need” (WIN)
- 6-12:
 - Online Instruction/Tools
 - Advisory / SEL Instruction

School Day Plan

- Elementary
 - Synchronous daily
 - Asynchronous time
- Middle School
 - Synchronous / Asynchronous
 - Transition students to be Independent
- High School
 - Asynchronous





**Agenda III.C.
August 12, 2021**

To: Board of Education

From: Dr. Theresa Battle, superintendent, and Lisa Rider, executive director of business services

Date: August 5, 2021

Re: Open Facilities Update

Receive an Open Facilities Update from Dr. Theresa Battle, superintendent, and Lisa Rider, executive director of business services.



Open Facilities Update Board Presentation

Dr. Theresa Battle, Superintendent
Lisa Rider, Executive Director of Business Services

August 12, 2021

Overview

- River Ridge Education Center
 - Anticipated Closing August 18, 2021
 - BEST move update
- Cedar School - 917 interest
 - BAHS options and implications
- Remodeling of Diamondhead Education Center
- Metcalf Middle School (MMS), Sioux Trail Elementary (STE) and Marion W. Savage Elementary (MWS)

Purpose and Commitment

Purpose

- Maximize use of Open Facilities
 - What are our district needs?
 - What are our opportunities for community partnerships?
- Leverage our resources as efficiently and effectively as possible

ISD 191 is Committed to:

- Students, student learning, and offering the best possible learning environments and opportunities;
- Engaging our community in this process and hearing from many voices;
- An open and transparent communication and decision making process;
- A cost effective use of our facilities and resources;
- Avoiding the creation of inequities or racially and socioeconomically identifiable schools.

River Ridge Education Center

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Purchase Agreement

- Transwestern secured offer of purchase
- School Board authorized April 8, 2021
- Board Chair and Board Clerk signed purchase agreement April 22, 2021 as well as subsequent addendums
- Closing on Sale of River Ridge Education Center on August 18, 2021

BEST Program Move

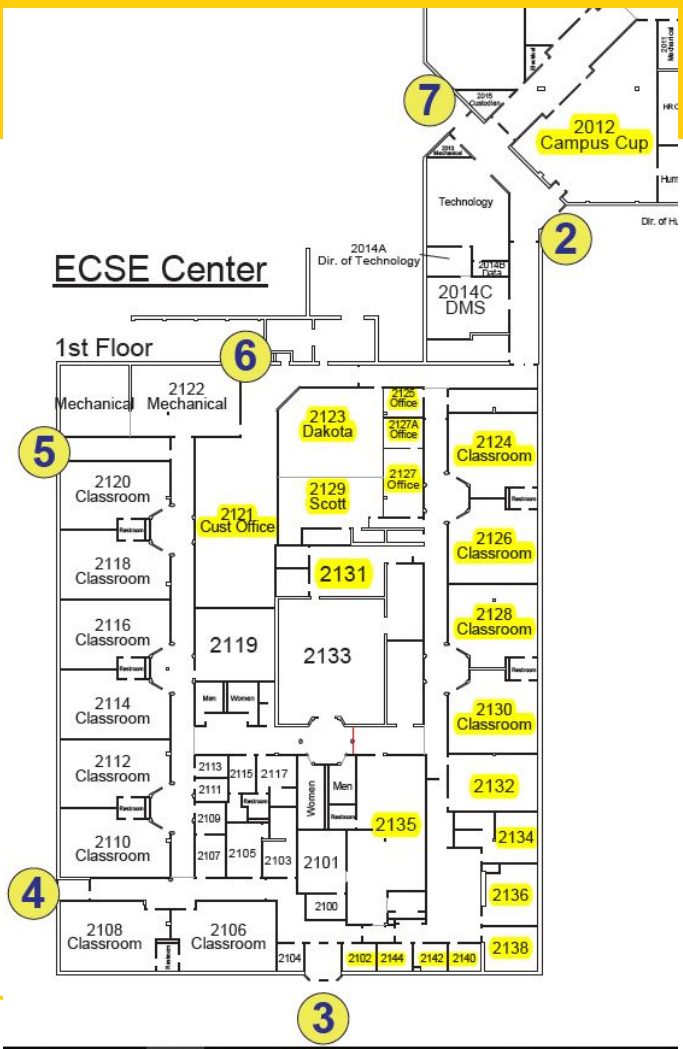
Move

- Boxes, furniture and equipment have been moved

Renovation

- RAK construction is in progress
- Sidewalk repair and addition are in progress
- Transportation flow and signage are in progress
- Entry signage above Door 2 is complete

BEST Program Move



BEST Program Move



BEST Program Move



Cedar School - 917 Interest

22

Cedar School is currently leased by 917 for 21,629 square feet

- Lease expires June 30, 2022
- Additional 31,658 square feet
- BAHS possible move to MWS
- 917 interested and exploring continuing and expanding

Other Options

- 917 toured Sioux Trail

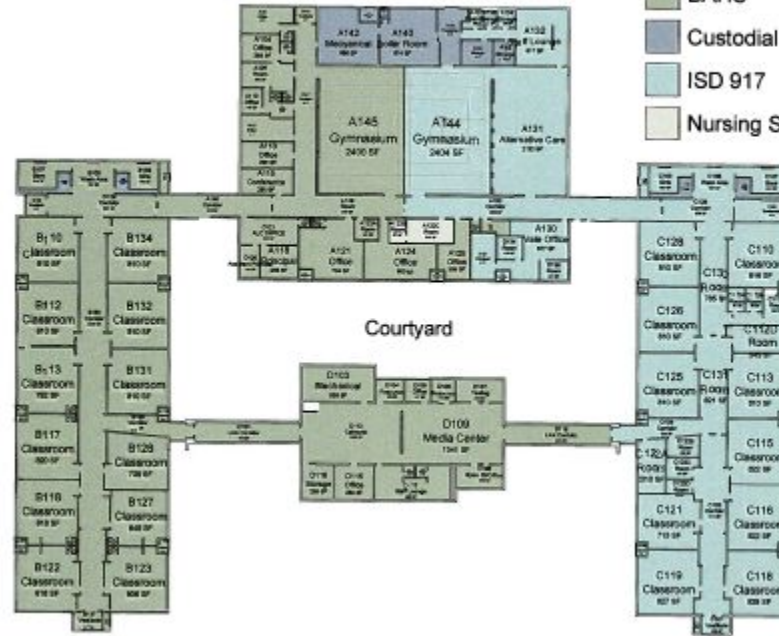
Rental Income

- Debt portion paid after February 2025 or 2026

EXHIBIT A

Department Legend

- BAHS
- Custodial
- ISD 917
- Nursing Services



First Floor

Diamondhead Education Center

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Next Steps

- Per Open Facilities Action Plan:
 - d) Up to 4 acres of land at DEC may be sold after special legislation has been adopted as discussed in paragraph 1 above.
- Consideration of 2-4 acres of parking lot sold for redevelopment
 - Implications
 - Profits from sale
 - Current parking spaces - Decrease of potentially 40 to 80 parking spaces likely
 - Separate bus lanes and parent drop off for existing programs
- No further action taken because special legislation has not yet passed.

Metcalf Middle School

25

- Per Open Facilities Action Plan:
 - c) Subject to Minnesota Statutes, Section 123B.51, subdivisions 3 and 4 and federal tax regulations, District administration may lease some or all space at Metcalf Middle School (MMS) to noncompetitive partner organizations with an understanding that such leases will terminate at such time as the School Board of Independent School District 191 agrees to sell the land and building of MMS.

Current Use

- Open Door every Tuesday through September, 2021; have requested an annual agreement September, 2021 through September, 2022

Unused Equipment

- Food and Nutrition continues to move equipment for utilization and to sell

- Per Open Facilities Action Plan:
 - a) Marion W. Savage Elementary (MWS) and Sioux Trail Elementary (ST) will continue to be used as ISD 191 childcare facilities as long as COVID impacts our ability to group and transport ISD 191 students. Once COVID is no longer a consideration, we will actively work to find noncompetitive partners for a lease arrangement of these facilities.

During FY 2022

- Currently no active interest; however we continue to explore opportunities for leasing of the space

Marion W. Savage Elementary

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- Per Open Facilities Action Plan:
 - a) Marion W. Savage Elementary (MWS) and Sioux Trail Elementary (ST) will continue to be used as ISD 191 childcare facilities as long as COVID impacts our ability to group and transport ISD 191 students. Once COVID is no longer a consideration, we will actively work to find noncompetitive partners for a lease arrangement of these facilities.

During FY 2022

- Currently no active interest externally
- BAHS possible move if additional Cedar space released to District 917
- Establish necessary budget for move and renovation

Next Steps

- Finalize preparation for BEST at Diamondhead Education Center
- Continue discussion with 917 for future Cedar facility use
 - Consider impact, if any, to Burnsville Alternative High School
- Contact Legislators in October about legislative exemption
- Actively pursue partnerships with community organizations for rental of Marion W Savage, Sioux Trail, Metcalf Middle School as available
- Begin discussion with developers in January for Metcalf Middle School and Diamondhead outlots

Thank You



**Agenda III.D.
August 12, 2021**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 5, 2021
Re: Report about Superintendent Goals

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

Superintendent Battle Evaluation: Goals and Standards 2021-2022

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.

FY22 Superintendent Evaluation will be based on the same evaluation tool as was used in FY21 Superintendent Evaluation to ensure consistency and highlight progress over time, with the goals in this document identified as personal goals.**

**Personal Development Goal

1. Improve competency in moving toward adaptation in Cultural Competency as described by the Intercultural Development Continuum. Linking knowledge of my culture and other cultures to increase skill of “shifting perspectives” and to link my cognitive ability to generate cultural appropriateness in my affect and behavior.

Evidence of Performance

- a. Learning about constituents’ cultures through dialogue and planned intercultural experiences.
- b. Provide examples of including multiple perspectives in my planning, decision-making and implementation of plans and review of policies and practices.

Check one box below

Greatly Exceeds Expectations	Exceeds Expectations	Meets Expectations	Below Expectations	Greatly Below Expectations
Comments				

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****Personal Development Goal**

2. Increase knowledge and to strengthen connections with ISD #191 board members to have a highly collaborative and respectful relationship with them.

Evidence of Performance

- a. Hold monthly 1:1 meetings with each Board member.
- b. Attend MASA and AASA conference sessions that focus on Board Relations.
- c. Participate in Board retreats.

Check one box below

Greatly Exceeds Expectations	Exceeds Expectations	Meets Expectations	Below Expectations	Greatly Below Expectations
Comments				

3. By January 2022, provide leadership for the One91 Roadmap, strategic directions and dashboard to receive feedback. Complete draft for directors, staff, students, families and community to review and provide input.

Evidence of Performance

- a. Present draft of One91 strategic directions and dashboard by November 2021.
- b. Finalize strategic directions and dashboard by June 2022.

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>	

4. By April 2022, present a goal-setting system for the executive leadership team for the purpose of professional development about progress towards meeting individual goals aligned to District goals.

Evidence of Performance

Standard 5. Human Resources				
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>	<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	<i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i>	<i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	



**Agenda III.E.
August 12, 2021**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 5, 2021
Re: Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.F.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Board Chair

Date: August 5, 2021

Re: Board Member Reports

Receive reports from board members.

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 July 19, 2021

The special meeting of the Board of Education was called to order by Chair Miller at 6:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Hume, Conner, Chester, Said, Alt, Werb and Chair Miller were present. Superintendent Battle and members of the staff were also present.

Attendance

Miller welcomed the public and asked Alt to lead the Pledge of Allegiance.

Moved by Hume, seconded by Alt, to approve the agenda. The motion carried unanimously (7, 0).

Agenda

Moved by Chester, seconded by Conner, to approve the minutes of the June 17, 2021, regular board meeting. The motion carried unanimously (7, 0).

Minutes

Moved by Werb, seconded by Hume, to approve the proposed revisions and re-adopt the unchanged language in the 2021-2023 Collective Bargaining Agreement with the Burnsville Education Association and Independent School District 191. The motion carried unanimously after discussion (7, 0).

BEA

Moved by Chester, seconded by Said, to approve the proposed revisions and re-adopt the unchanged language in the 2021-2023 Master Agreement with the Association of Clerical Employees. The motion carried unanimously (7, 0).

Clerical

Moved by Alt, seconded by Conner, to adjourn to a workshop at 6:41 p.m. The motion carried unanimously (7, 0).

Adjourn

The purpose of the workshop was to discuss the Scoreboard offer. The workshop adjourned at 6:58 p.m.

Workshop

Scott Hume, clerk

August 12, 2021
 Date approved

August 12, 2021-Final

**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 12, 2021 Final
RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Appointment		Abigail Salm		Eagle Ridge Middle School	Language Arts Teacher	8/24/2021
Certified	Appointment		Alta Brown		Hidden Valley Elementary	Teacher	8/24/2021
Certified	Appointment		Andra Hiebert		Rahn Elementary School	Teacher	8/24/2021
Certified	Appointment		Andrew Bryzgoria		Nicollet Middle School	Teacher	8/24/2021
Certified	Appointment		Ashly Mickelson		Harriet Bishop Elementary	Teacher	8/24/2021
Certified	Appointment		Autumn Bresina		Diamondhead Education Center	Teacher	8/30/2021
Certified	Appointment		Christopher Lunde		Burnsville High School	Teacher	8/24/2021
Certified	Appointment		Cynthia Sampers		Diamondhead Education Center	Early Learning Coordinator	8/2/2021
Certified	Appointment		Danae Heckmann		Edward Neill Elementary	Teacher	8/24/2021
Certified	Appointment		Emily Mjelleli		Nicollet Middle School	Licensed School Nurse	8/24/2021
Certified	Appointment		Emma Martin		Eagle Ridge Middle School	Language Arts Teacher	8/24/2021
Certified	Appointment		Harrison Owings		Burnsville High School	Teacher	8/24/2021
Certified	Appointment		Julia Hood		Burnsville High School	Special Education Teacher	8/24/2021
Certified	Appointment		Kara Fahey		Nicollet Middle School	Social Worker	8/24/2021
Certified	Appointment		Kaycie Palesch		Vista View Elementary School	Teacher	8/24/2021
Certified	Appointment		Kerbaugh Danai		Nicollet Middle School	ESL Teacher	8/24/2021
Certified	Appointment		Kristin Hollingsworth		Diamondhead Education Center	Long Term Substitute Occupationa	8/23/2021
Certified	Appointment		Laura Katchmark		Hidden Valley Elementary	Teacher	8/24/2021
Certified	Appointment		Madison Thornton		Eagle Ridge Middle School	Counselor	8/24/2021
Certified	Appointment		Megan Lewandowski		Eagle Ridge Middle School	Teacher	8/24/2021
Certified	Appointment		Michelle Harbeck		Sky Oaks Elementary School	Teacher	8/24/2021
Certified	Appointment		Molly Waterman		Nicollet Middle School	Counselor	8/24/2021
Certified	Appointment		Nicole Nolte		Diamondhead Education Center	Special Education Teacher	8/24/2021
Certified	Appointment		Shannon Hart		Sky Oaks Elementary School	Psychologist	8/24/2021
Certified	Appointment		Shawn Bortel		Burnsville High School	Teacher	8/24/2021
Certified	Appointment		Taylor Nazarenus		Harriet Bishop Elementary	Teacher	8/24/2021
Certified	Change of Assignment		Bradley Hise		WM. Byrne Elementary School	Nurse	7/6/2021
Certified	Change of Assignment		Kristen Wagner		Vista View Elementary School	Teacher	7/28/2021
Certified	Leave of Absence		Amy Hill		Burnsville Alternative High School	Teacher	8/30/2021-10/4/2021
Certified	Leave of Absence		Andrea Traetow		Gideon Pond Elementary	Teacher	9/8/2021-10/1/2021
Certified	Leave of Absence		Bonnie Tranby		Edward Neill Elementary	Teacher	2021-2022 School Year
Certified	Leave of Absence		Emily Lemke		Vista View Elementary School	Social Worker	8/30/21-11/30/21
Certified	Leave of Absence		Kelsey Blood		Diamondhead Education Center	Teacher	8/30/2021-10/15/2021
Certified	Leave of Absence		Rachel Lucius		Rahn Elementary School	Teacher	2021-2022 School Year
Certified	Recall		Goffrey Cleveland		Nicollet Middle School	Teacher	7/15/2021
Certified	Recall		Kalie Kelly		Nicollet Middle School	Teacher	6/21/2021
Certified	Recall		Kimberly Fritz		Vista View Elementary School	Phy Ed Teacher	7/13/2021
Certified	Recall		Kristen Wagner		Sky Oaks Elementary School	Teacher	6/23/2021
Certified	Resignation		Annette Jasicki		Burnsville High School	Special Education Teacher	7/12/2021
Certified	Resignation		Christopher Palmer		Burnsville High School	Teacher	7/23/2021
Certified	Resignation		Cynthia Sampers		Community Education	Teacher	7/30/2021
Certified	Resignation		Emily Robb		Nicollet Middle School	Dean	6/29/2021
Certified	Resignation		Erin Miller		Hidden Valley Elementary	Teacher	7/15/2021
Certified	Resignation		Geoffrey Cleveland		Nicollet Middle School	Teacher	8/2/2021
Certified	Resignation		Jaclyn Schmeichel		Burnsville High School	Music Teacher	7/30/2021
Certified	Resignation		Kiersten Wickenhauser		Nicollet Middle School	Teacher	7/16/2021
Certified	Resignation		Marin Haugo		Eagle Ridge Middle School	Teacher	6/11/2021
Certified	Resignation		Matthew Drugg		Eagle Ridge Middle School	Dean	7/21/2021
Certified	Resignation		Megan Orlich-Sullivan		Diamondhead Education Center	Early Childhood Special Education	7/15/2021
Certified	Resignation		Niaka Dunbar		Burnsville High School	Dean	7/15/2021
Certified	Resignation		Reese Hendricks		Burnsville Alternative High School	Counselor	7/12/2021
Certified	Resignation		Robert Pope		Eagle Ridge Middle School	Teacher	8/2/2021
Certified	Resignation		Sandy Ditmarsen		Vista View Elementary School	Teacher	8/15/2021
Certified	Resignation		Susan Edmonson		Community Education	ABE Teacher	7/30/2021
Certified	Resignation		Tara Nelson		Diamondhead Education Center	Teacher	6/30/2021
Certified	Resignation		Taylor Umhoefer		Hidden Valley Elementary	Special Eduation Teacher	6/30/2021
Certified	Retirement		Nicholas Wolf		Burnsville High School	Teacher	7/30/2021
Certified	Retirement		Sarah Levinski		Burnsville High School	Teacher	7/29/2021
Certified	Retirement		William Derden		Burnsville High School	Assistant Principal	7/20/2021
Classified	Appointment		Ariel Olson		Diamondhead Education Center	Employment Specialist	5/26/2021
Classified	Appointment		Guek Yong Lau		Diamondhead Education Center	Clerical	6/21/2021
Classified	Appointment		Hailey Busker		Diamondhead Education Center	Human Resources Coordinator	8/2/2021
Classified	Appointment		Jaimie Howe		Diamondhead Education Center	SISA Coordinator	7/6/2021
Classified	Appointment		James Webster		District-wide	Technology Specialist	6/21/2021
Classified	Appointment		John Tarnofsky		Diamondhead Education Center	Tech Specialist 1	7/26/2021
Classified	Appointment		Kimberly Wakal		ECSE Center	Special Education Coordinator	7/1/2021

Classified	Appointment	Kyle Hinrichsen	Diamondhead Education Center	Facilities Coordinator	7/1/2021
Classified	Appointment	Martha Najera Vazquez	Hidden Valley Elementary	Secretary	8/16/2021
Classified	Appointment	Pierre Conwell	Nicollet Middle School	Dean	8/30/2021
Classified	Appointment	Rachel Lucius	Diamondhead Education Center	SISA Coordinator	8/16/2021
Classified	Change of Assignment	Christina Kauffman	Nicollet Middle School	Food Services Assistant Manager	8/23/2021
Classified	Change of Assignment	Erin O'Hara Stuart	Nicollet Middle School	Clerical Level IV	7/29/2021
Classified	Change of Assignment	Jada Hoffman	WM. Byrne Elementary School	Educational Assistant Level IV	9/1/2021
Classified	Change of Assignment	Jason Sellars	Diamondhead Education Center	Director of Community Education	7/1/2021
Classified	Change of Assignment	Julie Morgan	Burnsville High School	Custodian	7/19/2021
Classified	Change of Assignment	Kimberly Depies	Sky Oaks Elementary School	Educational Assistant	8/30/2021
Classified	Change of Assignment	Whitney Meyman	Burnsville High School	Educational Assistant	9/1/2021
Classified	Recall	Arizo Wahedi	Gideon Pond Elementary	Food Service Associate	8/24/2021
Classified	Recall	Michael Sweeney	District-wide	DAPE Teacher	7/22/2021
Classified	Resignation	Angela Henle	WM. Byrne Elementary School	Educational Assistant Level II	7/30/2021
Classified	Resignation	Anne Naas	Diamondhead Education Center	Administrative Assistant	7/30/2021
Classified	Resignation	April Aamodt	Burnsville High School	Special Education Educational Assi	6/10/2021 - Correction
Classified	Resignation	Bryana Klofstad	WM. Byrne Elementary School	Educational Assistant	7/27/2021
Classified	Resignation	Deana Gallagher	Diamondhead Education Center	Administrative Assistant	7/16/2021
Classified	Resignation	Eddieca Ontiveros	Hidden Valley Elementary	Clerical	6/15/2021
Classified	Resignation	Hamde Daoud	Diamondhead Education Center	Secretary	7/30/2021
Classified	Resignation	Jen Scoville	District-wide	Registered Nurse	7/27/2021
Classified	Resignation	Kyle Hinrichsen	Harriet Bishop Elementary	Community Education Coordinator	6/30/2021
Classified	Resignation	Madison Malecha	Community Education	Lifeguard	6/21/2021
Classified	Resignation	Robert Lenhardt	Burnsville High School	Robotics Advisor	5/14/2021
Classified	Resignation	Susan Nixon	Eagle Ridge Middle School	Secretary	8/6/2021
Classified	Resignation	Tiffany Weiler	Diamondhead Education Center	Human Resources Coordinator	7/30/2021
Classified	Retirement	Deborah Jackson	Hidden Valley Elementary	Food Services Manager	6/30/2021
Classified	Retirement	Diane Gooding	Rahn Elementary School	Food Services Manager	6/30/2021
Classified	Retirement	Mary Brown	Eagle Ridge Middle School	Food Services Assistant Manager	8/2/2021
Co-Curricular/Coach	Change of Assignment	Jeremy Abbott	Burnsville High School	Football Coach	11/13/2020
Co-Curricular/Coach	Resignation	Erin Goodell	Hidden Valley Elementary	Assistant Hockey Coach	3/15/2021
Co-Curricular	Appointment	Elizabeth Weightman	Burnsville High School	Science Quiz Bowl Advisor	9/21/2021
Co-Curricular	Resignation	Michael Huemoeller	Burnsville High School	Science Quiz Bowl Advisor	5/14/2021

**Agenda IV.A.3.
August 12, 2021**

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

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

Date: August 6, 2021

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 12, 2021

Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
6/23/2021	Anonymous	Food & Nutrition Services	WB-NMS-BHS negative account balance	\$283.10
7/15/2021	Four Anonymous former families	Food & Nutrition Services	For students with negative balances	\$68.00
7/20/2021	Minnesota Valley Electric Trust	BRAINPOWER IN A BACKPACK	Donation in support of BrainPower program	\$500.00
7/20/2021	Sheryl and Michael Burkhardt	BrainPower in a BackPack	Donation in support of BrainPower program	\$250.00
7/26/2021	Anonymous	Food & Nutrition Services	For negative meal balances from 14 former student accounts	\$192.15

Total monetary donation received: \$1,293.25



**Agenda IV.A.4.
August 12, 2021**

To: Board of Education

From: Dr. Theresa Battle, superintendent

Date: June 17, 2021

Re: Receive a Report about the Listening Session

Recommendation: Receive a report about the Listening Session on June 17, 2021 from Dr. Theresa Battle, Superintendent.

No one spoke at the listening session on June 17, 2021.



**Agenda IV.A.5.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Imina Oftedahl, director of curriculum, instruction and assessment

Date: August 5, 2021

Re: 602: Organization of the School Calendar and School Day

Recommendation: Approve no changes to Policy 602: *Organization of the School Calendar and School Day*.

Policy 602 was reviewed by the Policy Review Committee on June 14, 2021.

Adopted: 4/1991
Reviewed: 12/13/2018
Revised: 10/22/2020
Rescinds: IC, ICA & ID

Burnsville-Eagan-Savage School District Policy 602

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted by the school board. The calendar shall meet all provisions of Minnesota statutes pertaining to minimum number of minutes and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.
 - 1. The superintendent or designee shall submit a calendar recommendation for the following school year to the school board no later than November of each year.
 - 2. The school calendar will establish at least 170 student contact days and the contractual work days for instructional staff.
- B. The following dates are designated as non-classroom days: Labor Day, two days in October during the annual convention for Education Minnesota, Thanksgiving and the Friday after Thanksgiving, Martin Luther King, Jr., Day, and Memorial Day. A winter break of at least seven days (excluding weekends) will be scheduled.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

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

shall be met.

- B. In developing the student day schedule, the superintendent or designee shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. The superintendent or designee shall establish a schedule for the school day that exceeds the minimum number of hours established in Minnesota statute by at least two instructional days to provide for possible emergency closings.
- D. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
 Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
 Minn. Stat. § 120A.414 (E-Learning Days)
 Minn. Stat. § 120A.415 (Extended School Calendar)
 Minn. Stat. § 120A.42 (Holidays)
 Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the

First Class; Definitions)

Minn. Stat. § 123A.30 (Agreements for Secondary Education)

Minn. Stat. § 123A.32 (Interdistrict Cooperation)

Minn. Stat. § 123A.35 (Cooperation and Combination)

Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)

Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)

Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)

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

Cross References: Burnsville-Eagan-Savage School District Policy 425 (Staff Development)



**Agenda IV.B.1.
August 12, 2021**

To: Board of Education

From: Dr. Theresa Battle, superintendent

Date: August 6, 2021

Re: Recommendation for Health and Safety measures for the 2021-2022 school year

Recommendation: That the Board of Education adopts the resolution for Health and Safety measures for the 2021-2022 school year.

District 191 Resolution**Health and Safety Measures for the 2021-2022 School Year**

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*; and

WHEREAS, the Centers for Disease Control and Prevention (“CDC”) and the Minnesota Department of Health (“MDH”) have determined that the COVID-19 pandemic is currently ongoing and may remain ongoing for an unknown time; 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 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 COVID-19 health and safety measures, the current CDC, 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 all staff, students, and visitors within Independent School District 191 buildings must wear a mask, regardless of vaccination status, as recommended in the CDC Guidance for COVID-19 Prevention in K-12 Schools. This requirement applies to ages three years and older.

WHEREAS, the district will also review any recommendations set forth by the Minnesota State High School League or Department of Health with regard to athletics and activities and may adjust masking requirements and expectations as they pertain to participants, coaches, advisors and spectators.

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 health and safety measures to open the 2021-2022 school year: all staff, students, and visitors within Independent School District 191 buildings must wear a mask, regardless of vaccination status, as recommended in the CDC Guidance for COVID-19 Prevention in K-12 Schools, with exceptions or accommodations allowed as outlined by the Minnesota Department of Health.

Section 2: The Superintendent is hereby authorized, after consultation with the School Board Chair and notification to the School Board, to select and implement different health and safety measures

for the School District or any specific school buildings without School Board action if the Superintendent reasonably believes that prompt implementation of different health and safety measures 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 health and safety measures 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 different health and safety measures.

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 _____, 2021.

Roll Call Vote

School Board Chair

School Board Clerk



**Agenda IV.B.2.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Brian Gersich, assistant superintendent

Date: August 5, 2021

Re: Approve the 2021-22 Student Handbook

Recommendation: That the Board of Education approves the 2021-22 Student Handbook.

The handbook revisions include a new welcome letter from Dr. Battle and a statement that had been included in policy, and added to the section that addresses lockers.

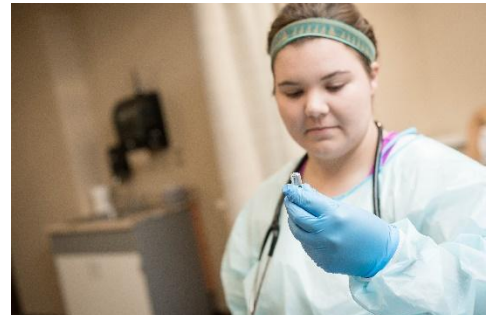


Future Ready. Community Strong.

Student Handbook

20210-20211

Board approved: ~~August 13, 2020~~



Letter from the Superintendent

Dear Students,

Welcome to the 2021-2022 school year in Burnsville-Eagan-Savage School District 191!

As we return to school this year, ready for a new start, I can't help but reflect on the ways we as a community confronted the challenges of the last year. We learned how to be adaptive and flexible, how to overcome barriers and meet needs, and how to support each other and work together. We'll take all of those lessons with us as we move forward.

All of the ways we've grown and the experiences we've had together, they can and will be a spark for us as a school community. We've seen clearly how important it is to be a truly inclusive community, listening to all voices and partnering with families, students and community organizations. We've seen the strength that comes from our diversity, with each individual making important and unique contributions to help the entire community. And we've seen the benefits of blazing our own path rather than waiting to see what others will do.

Living our values over the last year helped us do more than survive. In a time of uncertainty and challenges, we learned and grew and prepared for what's next. We'll keep doing that this year, too, and we'll do it together.

This handbook also reflects those values. 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 blaze your pathway.

Sincerely,

Dr. Theresa Battle,
Superintendent

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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

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 ww.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 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.

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.

[School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.](#)

Students may also be assigned athletic lockers for use during a specific athletic season. On the date that 55 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.

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.

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.

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.

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.

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 success of all our students while they are in

- 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.

school. We also want to prepare them for successful lives after graduation. 57

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

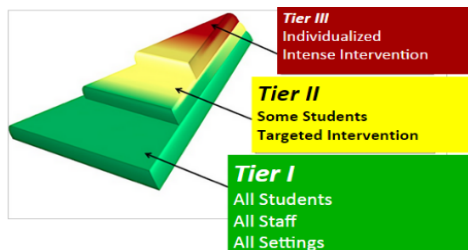
All District 191 schools use Positive Behavioral Interventions and Supports (PBIS) as a way to teach school-wide expectations and to let students know when they have met those expectations.

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.

■ 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

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.

LEVEL 3 – Support and Administrative Responses

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:

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.

- 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.

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.

²⁻³ *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.

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
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) for the purposes of deceiving a staff member; or cheating.			
		Tampering with, or assisting another to tamper with student information or assessment systems.		
Alcohol <i>Policies 417, 418</i>			Any activity involving the consumption of any alcoholic beverage; 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 a physical behavior that intentionally causes physical harm.		

Lowest level should be considered first, followed by progressively more intensive consequences.				
Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Bullying <i>Policy 514</i> Cyberbullying <i>Policy 514</i>		Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.		
		Using electronic communication (social media, emails, etc) to inappropriately target another student over a pattern of events where a perceived imbalance of power exists.		
Computer-Related Offense	Inappropriate use of school provided electronic device or school owned or managed software, hardware, or network Tampering with, or assisting another to tamper with student information or assessment systems Filming, 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.			
Bus Misconduct <i>Policies 506, 709</i>	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.			
Vandalism/ Destruction of Property <i>Policy 506</i>				
		Causing intentional damage to property.		

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Disorderly		Pushing, shoving, horseplay, body checking, necking, etc. but without severe or intentional physical harm.		
Disruption <i>Policy 506</i>	Engaging in minor behavior that distracts from the learning environment.			
	Persistent or continual interference with the educational setting Interference with the physical educational setting that creates physical disorder			
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.		

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
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 506</i>	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")			
Fighting <i>Policies 501, 506</i>	Two or more people engaged in intentional bodily harm toward each other			
Harassment <i>Policies 413, 506</i>	<p>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</p> <p>Sexual; Unwelcome sexual advances, requests for sexual favors; and/or other inappropriate verbal, written or physical conduct of a sexual nature directed toward others</p> <p>(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.)</p>			

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
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>	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 drug, illegal substance that subjects the student to a risk of harm.
Over the Counter Medications	Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician			

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)	
Weapons <i>Policy 501</i>			Possessing, using, or threatening to use a non-firearm gun. Possessing a fire-arm		
			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.	
Robbery (using force)			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		
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.				

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Terroristic Threats				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
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
Tobacco <i>Policies 419, 506</i>				Any activity involving the consumption of tobacco products

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Threat/Intimidation				<p>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.</p> <p>Possessing, using or threatening to use a look alike or facsimile (e.g. water gun) weapon that is not dangerous</p>
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>	Use of profane or obscene language towards a particular person			

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
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Burnsville, MN 55337
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Future Ready. Community Strong.

**Agenda IV.B.3.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Imina Oftedahl, director of curriculum, instruction and assessment

Date: August 5, 2021

Re: Policies 503: *Student Attendance*, and 509.5: *Intra-District Transfers (Variance Policy)*

Recommendation: Approve, on a first reading basis, Policies 503: *Student Attendance*, and 509.5: *Intra-District Transfers (Variance Policy)*.

Policies 503 and 509.5 were reviewed by the Policy Review Committee on June 14, 2021. The changes were made by administration to include the Virtual Academy.

Adopted: 12/1997
 Reviewed: 9/12/2019
 Revised: 9/26/2019
 Rescinds: JE

Burnsville-Eagan-Savage School District Policy 503

503 STUDENT ATTENDANCE

I. PURPOSE

- A. The school board believes that 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. The purpose of this policy is to encourage regular school attendance and is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

A student has the right to be in school. A student also has the responsibility to attend all assigned classes and study halls every day that school is in session, participate in the instructional activities for the full class period, and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, a student has the responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

A student's parent or guardian has the responsibility to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

The teacher has the responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. The teacher also has the responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. The

teacher also has the responsibility to provide any student who has been absent with any missed assignments upon request. Finally, the teacher has the responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. The administrator has the responsibility to require students to attend all assigned classes and study halls. The administrator also has the responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, the administrator has the responsibility to inform the student's parents or guardians of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Types of Absences

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
 - (1) Illness.
 - (2) Serious illness in the student's immediate family.
 - (3) A death or funeral in the student's immediate family or of a close friend or relative.
 - (4) Medical, dental, or orthodontic treatment, or a counseling

appointment.

- (5) Court appearances occasioned by family or personal action.
- (6) Religious instruction not to exceed three hours in any week.
- (7) Physical emergencies such as fire, flood, storm, etc.
- (8) Official school field trip or other school-sponsored activity.
- (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- (10) Active duty in any military branch of the United States.
- (11) A student's condition that requires ongoing treatment for a mental health diagnosis.
- (12) Family emergencies.

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within two school days from the date of the student's return to school. However, the classroom teacher or the building principal may extend the time allowed for completion of make-up work in the case of an extended absence or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.

- (4) Work at a business, except under a school-sponsored work release program.
- (5) Absences resulting from cumulated unexcused tardies (7 tardies equal one unexcused absence)
- (6) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness

- 1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness. Assigned area applies to physical and virtual areas.
- 2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip. Exception made for virtual learning students.
 - b. Tardiness between periods will be handled by the teacher.
- 3. Excused Tardiness

Valid excuses for tardiness are:

 - a. Illness.
 - b. Serious illness in the student's immediate family.
 - c. A death or funeral in the student's immediate family or of a close friend or relative.

- d. Medical treatment or appointment.
- d. Court appearances occasioned by family or personal action.
- e. Physical emergency conditions such as fire, flood, storm, etc.
- f. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.
6. Absences of one-half day or more, **even if excused**, prohibits students from participating that day in a Minnesota State High School League (MSHSL) competition. Certain exceptions, as outlined by MSHSL policy, are allowed at the school's discretion.

III. DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

IV. REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in a secondary school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to

school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
 Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120A.24 (Reporting)
 Minn. Stat. § 120A.26 (Enforcement and Prosecution)
 Minn. Stat. § 120A.34 (Violations; Penalties)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 260A.02 (Definitions)
 Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
 Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
 Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage School District Policy 609 (Religion)

Adopted: 1/23/2020
Reviewed: 12/19/2019, 1/9/2020
Revised:
Rescinds:

509.5 INTRA-DISTRICT TRANSFER (VARIANCE ENROLLMENT)

I. PURPOSE

The school district provides enrollment options to resident students whenever practicable. It is the purpose of this policy to set forth procedures and standards in making such determinations.

II. GENERAL STATEMENT OF POLICY

A. Eligibility

Students who are current residents of the district are eligible to apply for Variance Enrollment. Applications for Variance Enrollment shall be available on the district website and in the District Enrollment Center.

B. Standards for Acceptance

1. Residents living in the district who would like to enroll their student in a school outside of their attendance area must complete the Variance Enrollment application (one form per child). Applicants will be notified in writing of approval/non-approval. For the purpose of this policy, Virtual Academy exists outside of all attendance areas.
2. Approval for Variance Enrollment transfer is under the condition that program, class, grade level, or school building capacity is not exceeded as determined by the district.
3. Approval is valid for the duration of enrollment at the school building-designated on the application. Once approved for a particular school, there is no need to reapply each year that a student is enrolled at that school.
4. When the student promotes to a new buildingschool, he/she must apply for school building-placement by completing and submitting a new Variance Enrollment application. Approval is based on current enrollment levels and promotion to the school that the majority of their sibling or peers will attend is not guaranteed.
5. The Superintendent shall establish an Approval Process for Variance Enrollments in accordance with Policy 509.5. The process shall be posted on-line under Student Enrollment.
6. Transportation of students under this policy shall be the responsibility of the parent/guardian, unless transportation is documented in a student's special education plan. The district may provide bus transportation in accordance with policy 707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS, if:
 - a. The ride is on an existing bus route to school/program and space is available on bus;

- b. No re-routing of buses and no additional bus stops are created;
- c. Any fees, if applicable, required by the district for providing transportation have been paid in full;
- d. A signed waiver is on file indemnifying the district of any liability for the safekeeping of the student at the bus stop, or to and from home to bus stop.

C. Exceptions to the Policy

- 1. The parent/guardian may sever the Variance Enrollment agreement at any time. When such agreement is cancelled by the parent, the student will be assigned to the school in his/her resident attendance area. A Severance Form to sever a Variance Enrollment shall be available on the district website and in the District Enrollment Center.
- 2. The district reserves the right to sever a Variance Enrollment agreement if it deems this action is in the best interest of the district. A Variance Enrollment agreement will not be severed during a school year, unless by mutual agreement with parent and the district.
- 3. The provisions of federal mandates supersede the terms and conditions of this policy. Any provision of this policy found to be in violation of any such law, regulation, directive or order shall be null and void and without force and effect.
- 4. The district reserves the right to alter the application process if it determines that it is appropriate to do so.

D. Temporary Suspension of the Policy

The School Board reserves the right to temporarily suspend the implementation of this policy when it deems such action is in the interest of ISD 191.

1. The Board may address physical and virtual schools differently.

1.2. Any Board of Education action to suspend the implementation of this policy will be for the subsequent school year(s).

2.3. Board of Education action to suspend implementation of the policy will be subject to annual review and reaffirmation by the school board no later than March 31.

3.4. Students currently attending school under a previously approved Variance Enrollment agreement may be required to reapply for a Variance Enrollment if the Board of Education decides to suspend the implementation of this policy for a subsequent school year(s).

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)

Cross References: Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 517 (Student Recruiting)
Burnsville-Eagan-Savage School District Regulation 509
MSBA Service Manual, Chapter 5, Various Educational Programs

**Agenda IV.B.4.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stephanie White, director of student support services

Date: August 5, 2021

Re: Changes to Policy 516: *Student Medication*

Recommendation: That the Board of Education approves, on a first reading basis, changes to Policy 516: *Student Medication*.

Policy 516 was reviewed by the Policy Review Committee on May 17 and June 14, 2021.

Policy revisions were recommended by MSBA and administration.

Adopted: 1/99
 Reviewed: 4/9/2020
 Revised: 4/23/2020
 Rescinds: JLCD

Burnsville-Eagan-Savage School District Policy 516

516 STUDENT MEDICATION

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

~~The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription and nonprescription or "over the counter" medication to students during the school day.~~

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, or designee such as a health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

~~The school district acknowledges that some students may require prescription and/or over the counter medications during the school day and on school-sponsored field trips. Whenever possible, medication should be given to students by a parent or guardian before and/or after school hours. The school district's licensed school nurse or designee will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.~~

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. ~~An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.~~

~~The administration of prescription and non-prescription medication at school requires authorization from a person licensed to prescribe medications and a completed signed request from the student's parent. An oral request from a parent or guardian must be reduced to writing within two school days~~

- B. An "Adminstrating Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6. ~~A Medication Authorization form must be completed annually (once per school~~

year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.

- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be kept in the school health office. Exceptions to this requirement are as noted below in Part I.: and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. The school nurse, ~~or designee such as a health clerk, principal, or teacher or other designated person~~, shall be responsible for the filing of the Medication Authorization form in the health records section of the student file. The school nurse, or designee other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- H. Medication may be administered only by the licensed school nurse or designee. Procedures for administration of medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy. The licensed school nurse is responsible for educating unlicensed personnel in accordance with school district procedures.
- I. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled

substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

J. Specific Exceptions:

1. Parents/guardians must make arrangements with the licensed school nurse for special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings. Such special health treatments do not constitute administration of medicine;
2. Emergency health procedures, including emergency administration of medicine, are not subject to this policy;
3. Medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
5. Medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the school district has received a written authorization from the student's medical provider and parent or guardian permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year.

The school nurse must assess the student's knowledge and skills to safely possess and use an asthma inhaler and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular activities; or

- c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

- 7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian and medical doctor permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy

The school district will not administer medications, including herbal medicines that are not approved by the Food and Drug Administration agency.

- ~~7. 8.—A 7-12 grade student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's medical provider and the parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any medication or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.~~
- 8.9. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:
 - a. possess epinephrine auto-injectors; or
 - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's 504 plan.

910. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

J. "Parent" for students 18 years old or older is the student.

K. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine. A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

NL. Procedure regarding unclaimed drugs or medications.

1. The school district must have adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. The procedure must ensure that before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. The procedure must provide that transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes § 152.01, subdivision 4, or is an over-the-counter medication, the school district may will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or may request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes § 152.01, subdivision 4, the school district or school

personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Legal References: Minn. Stat. § 13.32 (Student Health Data)
 Minn. Stat. § 121A.21 (Hiring of Health Personnel) 516-6
 Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
 Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
 Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine AutoInjectors; Model Policy)
 Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
 Minn. Stat. § 121A.223 (Possession and Use of Sunscreen) Minn. [Stat. § 152.01 \(Definitions\)](#)
 Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
 Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
 Minn. Stat. § 152.23 (Medical Cannabis; Limitations) 20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2004) 29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)

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

Agenda IV.B.5.
August 12, 2021

To: Members, board of education
Dr. Battle, superintendent

From: Lisa Rider, executive director of business services

Date: July 23, 2021

Re: Approve agreement for co-located mental health services with Headway Emotional Health Services, Inc. for 2021-22

RECOMMENDATION: that the Board of Education approve the agreement for mental health services with Headway Emotional Health Services, Inc. for 2021-22 for a total of \$300,000 and authorize the Executive Director of Business Services to execute the agreement.

As a result of an agreement with Headway Emotional Health Services, Inc. for the past several years, mental health services have been made available within our schools.

The agreement for 2021-22 calls for 10 therapists to be co-located in schools and 1-2 master's level interns to support the mental health needs of students in 1 high school, 2 middle schools, and 8 elementary schools. Assignments will be:

- Two therapists will provide services in Burnsville High School
- One therapist will provide services in each of the two Middle Schools.
- Six therapists will provide services in the Elementary Schools, including two split positions which will be determined prior to the beginning of the school year and will take into account enrollment numbers, current caseload size, and referral history.

Mental health services continue to be one of the greater needs of our student population and this agreement allows the district to better serve our students. I am pleased to recommend this agreement for your approval.

**CONTRACT TO PROVIDE SERVICES
BY AND BETWEEN
INDEPENDENT SCHOOL DISTRICT 191, BURNSVILLE-EAGAN-SAVAGE (ISD191)
And
HEADWAY EMOTIONAL HEALTH**

This contract is entered into by the Burnsville-Eagan-Savage Public Schools, District 191, 200 West Burnsville Parkway, Burnsville, Minnesota 55337 (“District 191”) and Headway Emotional Health (“Headway”), 6425 Nicollet Avenue South, Richfield, Minnesota 55423. District 191 and Headway will be collectively referred to in this contract as “the Parties”.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

I. Services Provided

A. Services to Be Provided at District Expense

Headway agrees to provide mental health specialists to provide assessment and therapeutic treatment for students and families of students attending District 191 who may be experiencing mental health, personal and family problems that may be interfering with their education and daily functioning. This does not include IEP related mental health services. With the co-located model, Headway’s mental health specialists may also provide limited, short-term coordination and consultation with school staff as needed and as indicated by best practices for client care, and to the extent that it does not impact billable session time or capacity.

Headway will provide 10 therapists to support the mental health needs of students in 1 high school, 2 middle schools, and 8 elementary schools. Assignments will be:

- Two therapists will provide services in Burnsville High School
- One therapist will provide services in each of the two Middle Schools.
- Six therapists will provide services in the Elementary Schools, including two split positions which will be determined prior to the beginning of the school year and will take into account enrollment numbers, current caseload size, and referral history.

B. Emotional Health Services to Be Provided at Family/Student or Third Party Expense

Headway mental health specialists will provide assessment and therapeutic treatment for students and families of students attending District 191 who may be experiencing mental health, personal and family problems that may be interfering with their education and daily functioning. These services will be charged to the student or family or a third party.

C. Limitations

Sites not covered under the terms of this contract are: Burnsville Alternative High School. Headway may on occasion provide limited, short-term services to uninsured students within the parameters of Headway’s charitable care cap. If referring uninsured students, District 191 staff will assist families in accessing coverage for which they may be eligible, prior to the referral.

II. Headway Employee Training, Background and Employment Status

A. Training

Headway will ensure that its employees providing service to District 191 students will be appropriately trained for the services they render and appropriately supervised by Headway. Headway has determined that its employees should have a master's degree in a mental health discipline.

B. Criminal Background Check

Headway hereby warrants that each Headway employee providing service to District 191 has been subjected to a criminal background check pursuant to Minnesota Statute Section 299C.60 *et. seq.* Statute Section 123B.03 (as an independent contractor employed by the District) Headway warrants that no prohibited sexual contacts were discovered pursuant to such background inquiries for any employee assigned to work at a District 191 site. A copy of each staff member's criminal background study will be provided to District 191 upon request.

C. Employment

Headway employees shall be hired and employed by Headway. Headway will be solely responsible for hiring, training, development, discipline, discharge, and assignment of employees. Headway will assign service providers in the District for ten months.

Changes in personnel will be made by Headway. Headway agrees to seek consultation with District 191 regarding assignment of service providers to District 191 sites. District 191 shall have absolute authority to prohibit a Headway staff member from providing service under this Agreement. If this occurs, Headway will have thirty business days to replace the provider without disruption of the contract.

Headway employees will not be responsible to provide administrative support to the school and should not be assigned to duties by school staff or administration.

Student, family, and staff support that is related to mental health needs of the student will be provided by the service provider as they and/or Headway deem necessary and appropriate. Headway and its employees will have exclusive control and the exclusive right to determine the types, amount, and extent of services, if any, that are provided. Headway will have the exclusive right to provide services, refuse to provide services, or terminate any client relationship.

The mental health specialists will work as assigned by Headway for an 8.5 hour day (including a lunch period and breaks as required by applicable law and set by Headway) providing services before, during, and after school day hours during the 2021-22 school year. Specific hours will depend on the start time for each school and will be determined by Headway. A total of 10 FTE's will be assigned to provide services to 11 school sites. The assignments may change during the school year in order to meet the needs of the schools and/or its students. A copy of the current assignments can be requested from Headway's ISD 191 School-Based Supervisor or the ISD 191 Director of Student Services.

Headway employees will receive pay and benefits from Headway and will receive paid leave and holidays and any other benefits in accordance with Headway's personnel policies. Nothing in this contract shall be construed to make a Headway employee and employee of District 191. Service providers and Headway specialists agree that they are not eligible for any benefits provided to District employees or volunteers, including but not limited to insurance, severance, employee benefits, workers compensation, discounts, tenure, or any other District employee benefits.

III. Independent Contractor Status

Headway is an independent contractor under this contract, and will provide all necessary training to its employees and will provide all tools, equipment, supplies, and materials other than the following: ISD

191 will provide a private space with an internet connection and a locking file cabinet for Headway staff to provide therapy sessions.

The mental health specialists will keep records of the various services rendered and in a manner that complies with the applicable privacy laws, so the Parties may evaluate the effectiveness of the services performed. Headway personnel shall regularly submit information to the Headway supervisor regarding services rendered. Headway supervisor will provide a monthly summary report to the District, in addition to a year-end summary report at the completion of the 2021-22 school year.

Headway will determine how to provide services, the types and amounts of services, and which of its employees will provide the services based on their expertise and professional standards.

IV. Data Practices and Confidentiality/Informed Consent

Headway certifies that its staff members have been instructed on the private nature of information related to students of District 191. Headway will ensure that each service provider will review District 191's Data Privacy Policy in full before the provider begins work in the District.

Each Party will be responsible for any data that it creates or maintains and will comply with the state and federal law requiring the acquisition of data, the storage of data, the release of data, and the destruction of data. Headway will obtain a release of information from each parent/guardian or adult student to share and obtain information from District 191. As members of school collaborative education teams, Headway will provide general recommendations to building staff that will enhance and improve education. District 191 will share information with Headway only as specified under district policy.

Headway will require that students under age 18 years of age will have the written, informed consent of their parent(s) or guardian(s) before Headway provides any services. Students ages 18 years of age and older will sign a written informed consent before services are rendered. Headway will provide initial crisis assessment and support without parental consent.

V. District Obligations under Special Education or Other Law

Headway has no authority to designate its services as "special education", "Section 504" or "related services" under the Individuals with Disabilities Education Improvement Act (IDEIA); Minnesota Statute Section 125A.; Section 504 of the Rehabilitation Act, or any other state or federal disability law.

District 191 has certain obligations under the above laws and is solely responsible for providing the services, if any, required by the state and federal laws.

Headway employees may not engage in restraint or seclusion (restrictive procedures) or corporal punishment upon students of District 191 while working as independent contractors for the District.

VI. Term

This Agreement shall be effective for the regular 2021-22 school year.

VII. Termination

Either party may elect to terminate this Agreement by providing 60 days written notice to the contract person identified in Section XVI of this Agreement.

VIII. Contract Payments

In consideration for the services described herein that are to be at District expense, the total cost to the district will be \$300,000. The payment schedule will be 12 equal monthly payments of \$25,000 due on or before the last day of each month beginning July 1st, 2021 and concluding June 30th, 2022.

In the event that the program is terminated as provided in section VII, the remaining amount due for the terminated program will be paid by District 191 at a prorated rate based upon the services rendered at the time of termination. Headway will not seek payment beyond the amount specified above in the 2021-22 school year. Headway agrees that if students, families, or third parties do not pay for the services rendered, it will not seek payment from the District.

IX. Insurance and Indemnity

Headway shall maintain insurance coverage to cover any claims arising out of the services provided under this contract and naming District 191 as an additional insured for purposes of claims arising out of services provided under this contract. A certificate evidencing insurance obtained by Headway shall be furnished to District 191 upon request. Headway shall carry the following minimum insurance coverage in a form acceptable to District 191 at Headway's expense during the term of this contract.

- General Liability Insurance, \$1,500,000 per occurrence, minimum.
- Professional Liability Insurance, \$500,000 per occurrence, minimum.
- District 191 will be listed as an additional insured on Headway's insurance policies with respect to claims related to the services provided under this Agreement.

Headway agrees to defend, indemnify and hold harmless District 191 from any and all liability, claims, causes of action, damages, costs including attorneys' fees and expenses for injuries or damage to person or property arising from or in connection with any intentional or negligent act or omission of Headway, its officers, agents and employees; however, this provision has no effect if the sole proximate cause of injuries or damage is the intentional or reckless conduct of District 191.

X. Compliance with Applicable Laws

The Parties warrant that they will comply with all applicable federal, state and local laws.

XI. Non-Discrimination

Neither Headway nor District 191 shall discriminate on the basis of race, religion, creed, color, sex, national origin, disability, age, marital status, parental status, public assistance status, membership or activity in a local human rights commission, veteran status, sexual orientation, or gender identity and expression.

XII. Successors

All covenants, stipulations and promises in this Agreement will be binding upon and insure to the benefit of the parties hereto and their respective successors, assigns and legal representatives. Headway does not have the right to assign or otherwise transfer its rights or obligations under this Agreement except with the written consent of District 191. Any prohibited assignment will be null and void.

XIII. Governing Law

This Agreement will be governed by and construed pursuant to the laws of the state of Minnesota.

XIV. Waivers

No failure on the part of either party to exercise and no delay in exercising any right or remedy hereunder shall operate as a waiver thereof.

IX. Amendments

This Agreement may not be modified, amended, rescinded, canceled or waived in whole or in part, except by a written instrument signed by both parties or as provided in Section VII, Termination.

XV. Entire Agreement

This Agreement constitutes and expresses the entire agreement and understanding between the Parties relative to the service provided by Headway. This Agreement supersedes all other prior agreements between the Parties.

XVI. Notices

Any notices required by this Agreement shall be sent to the following contact persons for the respective parties. By their signatures below, the signor acknowledges that he/she has authority to contract on behalf of the Party and that the Party agrees to all of the provisions contained in this contract.

Headway Emotional Health

Independent School District 191

Regina Brown
Chief Services Officer
6425 Nicollet Ave S
Richfield, MN 55423
(612) 746-0900

Burnsville-Eagan-Savage
Lisa Rider, Business Manger
100 River Ridge Road
Burnsville, MN 55337
(952) 707-2050



Agenda Item IV.B.6.
August 12, 2021

TO: Members, board of education
Dr. Theresa Battle, superintendent

FROM: Lisa Rider, executive director of business services

DATE: July 23, 2021

RE: Approve Contract with Inver Hills Community College for Post-Secondary Enrollment Options (PSEO) services for 2021-2022 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 2021-2022 School Year and authorize the Executive Director of Business Services to execute the agreement.

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 proposed

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, 2021, 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, 2022**, 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)  7E8BD8CD0F434B0...
Title CFO
Date 7/12/2021 9:56:36 PM CDT

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 Exec. Dir. Business Services ISD 191
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.7.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Eric Miller, board chair

Date: August 6, 2021

Re: Scoreboard

Recommendation:

WHEREAS, Richard Pomije, on behalf of the Black and Gold Alumni Foundation, has made an offer to the School District to sell it the electronic scoreboard currently placed on School District property, with all related structures and anchor points, for a purchase price of \$165,000.

NOW, THEREFORE, the School Board: (1) authorizes the Superintendent and the Director of Business Services in consultation with School District legal counsel to pursue an Asset Purchase Agreement for the sale and purchase of the scoreboard for a purchase price not to exceed \$165,000, and including all other appropriate terms, conditions and contingencies, and (2) directs the Superintendent that if a proposed Asset Purchase Agreement is reached, the written Agreement shall be submitted to the School Board for consideration and possible approval.



**Agenda IV.B.8.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Eric Miller, board chair

Date: August 5, 2021

Re: Approve Board FY22 Goals

Recommendation: That the Board of Education approves the Board FY22 Goals.

SMART Goals for the ISD 191 School Board

2021 - 2022

GOAL 1 - ISD191 Board Members as Ambassadors

BOE SMART goal: Before June 2022, all ISD 191 Board Members will demonstrate their role in being an ambassador for the district to support efforts to increase district enrollment.

Members of the District 191 Board of Education will:

- Support messaging on key district issues by:
 - Answering questions from community members or redirecting to chair/ staff.
 - Presenting information and attending promotional events in consultation with the Communications Office.
- Understand and reinforce the district's brand.
- Amplify district messages on social media.
- Visit schools as assigned and share their experiences at Board meetings.

Measures of progress:

- Track the number of school visits board members make to assigned schools, or the number of phone visits the board member has with the principal if in person visits are not possible. **Note: Visits to schools are dependent on the course of the pandemic and guidance.**
- If board members have social media accounts, they could leverage these accounts to promote the district. They could also follow their assigned schools' social media and promote the school's posts.
- Track the number of community events that board members attend.

GOAL 2 - ISD191 Board Members will work on their cultural proficiency in alignment with the district's work in being a culturally proficient school system.

Members of the District 191 Board of Education will:

- Work to understand our individual assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.

Measures of progress:

- Board members will work in consultation with the YMCA in having individual consultation regarding their results of the IDI.

- Enrich our cultural understanding and development by participating in the Equity Lab
- Each board member will create an individual development plan



**Agenda IV.B.9.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Brian Gersich, assistant superintendent

Date: August 5, 2021

Re: Process to name BHS Tennis Courts

Recommendation: That the Board of Education approves the formation of a committee to review the request to name the BHS Tennis Courts

As the 899 Policy states the naming or renaming of school buildings or facilities is the responsibility of the school board.

Attached is a request from Burnsville High School Principal for consideration of the naming of the BHS Tennis Courts as well as the 899 Policy that covers the naming of school buildings or facilities.

DATE: 7/26/21

TO: Brian Gersich, Assistant Superintendent of Instruction

FROM: Dave Helke, Principal

RE: Request to name Burnsville High School tennis courts

Pete Heunisch, son of former Burnsville High School tennis coach Richard (Dick) Heunisch, has brought forward a request to name the Burnsville High School tennis courts after his father. In accordance with Burnsville-Eagan-Savage School District Policy 899, I am submitting this request for consideration. There are currently several facilities in our school district that are named after individuals who were significant to the start and/or development of specific activities. These include the Mraz Center (performing arts), Pates Stadium (football), Dick Hanson Field (football), Pat Feely Field (softball), and Ted Seidel Field (soccer).

I have linked two pictures [[picture 1](#)] [[picture 2](#)] out of Burnsville High School yearbooks verifying that Dick Heunisch did start tennis at the school in 1967 and coached through the early 90s. Dick was also a long time teacher here at Burnsville High School from 1967 until the late 90s. In addition to starting the tennis program, Dick also was a coach with the hockey team. Initially, the high school team practiced at Metcalf as there were no tennis courts at the high school site until 1974.

Dick grew up in Burnsville and still lives in Burnsville where he has also taught tennis in the community. Additionally, Dick was a tennis player on the Hamline team in his college years.

Please let me know any other information you might need as part of your consideration of this request.

Adopted: 10/1992
Reviewed: 5/9/2019
Revised: 5/23/2019
Rescinds: FFB

Burnsville-Eagan-Savage School District Policy 899

899 NAMING SCHOOL BUILDINGS OR FACILITIES

I. PURPOSE

The purpose of this policy is to provide guidance for naming school buildings or facilities.

II. GENERAL STATEMENT OF POLICY

The naming or renaming of school buildings or facilities is the responsibility of the school board. If a building or facility is to be named after an individual, that person shall have attained local or national prominence via significant contributions in a field of endeavor. The contributions or the significance of his or her place in history shall be clearly established beyond the generation of the contribution.

The policy of the school board is to name school buildings at the time of construction. Major components of school buildings (media centers, theaters, gymnasiums, fields, *etc.*) may be named at any time on recommendation from the building principal or by action of the school board.

Whether naming a building, facility, or building component, the aforementioned criteria shall apply. The school board may establish a committee including five to seven residents, which will receive suggestions from the community, staff, and students. This committee shall be representative of the entire school district and will propose a name or names to the school board. The school board reserves all rights in the naming or renaming of school buildings, facilities, or components of school buildings.

Collections of works or other major gifts to the school district may be acknowledged and named by individual schools, subject to the district's gift policy.

Legal References:

Cross References: Burnsville-Eagan-Savage District Policy 706 (Acceptance of Gifts)



**Agenda V.A.
August 12, 2021**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 5, 2021
Re: Review Superintendent/Board Communication Document

Philosophy/Purpose

Clear and timely communication between members of the Board of Education and the Superintendent is essential to a productive working relationship by establishing trust and ensuring all parties are informed and prepared to be effective.

Clearly defining communications procedures, as well as roles and responsibilities, will help reduce confusion and the potential for misinformation or conflicting information to be shared to other parties, including district leadership, staff and community members. Additionally, it will help support Board Members in their role of Governance and support the Superintendent to provide leadership and supervision for the school district.

Goals of these Communications Protocols

- Clearly define roles and expectations for communication between Board Members and the Superintendent
- Set expectations for communication involving Board Members and district staff
- Ensure clear and consistent two-way communication

Values

In working together for District 191, Board Members and the Superintendent will model the District 191 Values as outlined in the Strategic Plan.

- 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.
- Respect: I will honor the uniqueness of myself and others.
- Integrity: I will do the right thing...even when no one is looking.
- Partnership: I will engage in relationships and action which empowers learning for ALL.

Guiding Principles of Board/Superintendent Communication

- We will speak with one voice.
- We will value and respect the unique and distinct roles of the Board and the Superintendent.
- We will communicate positively about each other, staff and District 191 as a whole.
- We will advocate for District 191 and public education.
- We will strive to have no surprises by communicating regularly and clearly.

Legal Requirements

The Board and Superintendent will follow all applicable state laws concerning open meetings.

Roles and Responsibilities

As a body of elected officials, the Board as a whole represents the community at large and has the responsibility to oversee the operation of the school district, through the Superintendent.

Board Members:

- Speak with one voice, communicating the decisions of the Board with support from the Superintendent and advocating for District 191 schools.
- Work together, taking recommendations from the Superintendent, to establish district policy, adopt the district budget, and conduct district business as outlined in policy and state statute.
- Work together to provide direction to and review the work of the Superintendent.
- Represent the voice of the community through constituent relations, including by bringing concerns of community members and staff, as detailed below.
- Supports publicly the work of the district and communicates the value of District 191 schools and programs.

Board Chair:

- Serves as a liaison between the Board and the Superintendent.
- Is responsible for sharing information pertaining to Board work with all Board members on a timely basis and is the primary conduit of information flow from the Board to the Superintendent.
- Works with the Superintendent to set meeting agendas, as outlined by Policy.
- Works with the Superintendent and Director of Communications to act as primary spokesperson for the Board with the media.

Superintendent:

- In consultation with the Board Chair, establishes and reviews these communications protocols.
- Schedules meetings with individual board members.
- Provides information requested by board members, as outlined in these protocols.
- Works with the Board Chair to set meeting agendas, as outlined by Policy.

Regular Communication

Weekly email: The Superintendent will provide a weekly update to Board Members via email. The weekly update will include issues selected by the Superintendent as important, updates requested by the Board, and information from members of the Superintendent's leadership team. Board Members are expected to check emails in a timely manner.

The executive assistant to the superintendent will provide a weekly update for calendar invites and events to board members.

One-on-one meetings: The Superintendent will meet regularly with individual Board Members to provide information, hear and answer questions or concerns, and conduct business (e.g. setting agendas or scheduling meetings), as needed. At the Superintendent's discretion, she will send a follow-up email to all Board Members as a response to specific requests/questions.

Board work sessions: The Board Chair and Superintendent may schedule work sessions for the Board where topics of particular importance can be presented and discussed in depth. In general, staff participation at these meetings will be limited to presenting information and answering questions.

Regular Board Meetings: As scheduled by the Board each year, the Board will hold regular meetings for conducting of district business and receiving informational reports. Agendas will be set by the Superintendent and Board Chair. Documents for Board meetings will be available to Board Members per policy. 117

Board Members are asked to submit questions about materials in advance, so they can be answered before the meeting. Board Members may still choose to ask their question(s) at the meeting, if they feel there is a benefit to the answer being shared in a public forum.

Communication with Staff

In general, Board Members should make requests for information to the Superintendent, who will determine the appropriate method for responding to those requests.

The Board and its members will not issue directives to staff except through the Superintendent or the Superintendent's designated representative(s). Regarding staff presentations in Boardbook, suggestions for revisions and questions should be sent to the staff member, direct supervisor and Superintendent if the staff is not a member of senior leadership team.

Individual Board Members will not request reports or compilation of materials from staff that involves significant work time unless the majority of a Board Committee or the Board as a whole approved the preparation of the report.

Emergency/Crisis Communication

In the event of an emergency/event, the Superintendent will ensure that all Board Members are aware of the situation as soon as possible, providing details that are available. In general, this information will be provided by email, with a text notification being sent by the Superintendent to bring Board Members' attention to the email.

After initial alert is shared with full BOE, formal Communications process for notification is Chair, BOE, staff, then students/families. This helps ensure that Chair and BOE is informed and can provide last minute feedback on planned communications outside of BOE. More importantly, it ensures full board support of superintendent in formal, external communications to our school community.

As needed updates on emergency situations may be provided by the Communications Director or other staff members, as requested by the Superintendent.

Community Relations

Members of the Board will refer all personal appeals, applications, complaints, and other communications concerning the administration of the school district to the Superintendent or his or her designated representative(s) for investigation and report to the Board Member.

Board Members will encourage staff and community members to follow the chain of command, bringing their complaint or concern to their teacher, principal, Supervisor and/or Superintendent, as appropriate.

Responses to community members will be provided by the Board Chair, in consultation with the Superintendent and appropriate staff.



**Agenda V.B.
August 12, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Eric Miller, Board Chair

Date: August 5, 2021

Re: Review 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.) Equity Training - YMCA	In odd years: Contract with and schedule a date in Nov/December with MSBA in odd years to complete full BOE self eval. In even years: contact MSBA to schedule completion of MSPA's simple online survey. Equity Training - YMCA		1) Review and update "Board Members as Ambassadors." 2) In odd years, complete full BOE self eval with MSBA. In even years, complete MSBA simple online survey and receive report back for review. Equity Training - YMCA	Odd years: retreat with MSBA to review BOE self eval. Even years: BOE retreat to review BOE self eval report generated by MSBA's simple online survey.	MSBA Leadership Conference and Phase Trainings. Minneapolis.	1) MSBA Officer Training (Chair, Vice Chair, 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	Annual audit work begins.	2020 - Dr. Battle and staff present School Reopening Plan	*Special for FY22 Budget: placeholder for staff presentation on New Legislation and Outstanding Federal Grants ESSER II and III	*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 back mapped to end-February/early March goal for final BOE budget discussion.	Fall Enrollment Report to board. Receive and approve audit FY21.	1) Truth in Taxation hearing. 2)Report on FY23 Preliminary Current Reality	1) Board Approval of Revised FY22 Budget (second mtg) 2) Budget planning Board workshop a) Initial FY23 budget workshop: present current reality and parameters. b) 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.	a)1st meeting of Month: First public presentation of initial budget process, and timeline. 2nd meeting of Month report on public input adjustments at regular BOE meeting, delineating adjustments by department. (Mgmt.) Followed by presentations to staff and site (to staff and families) for input. Online input form is closed.	(Mgmt): 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. c) Board workshop to review input/feedback. 2nd Meeting of Board: Board meeting to present final adjustments by department based on input.	Internal: HR notifications of staffing adjustments	1st Mtg) Board meeting to review final Adopted Budget. 2nd Mtg) 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.	Superintendent meets with school board candidates, with option to add a panel of three board members who are not up for reelection		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. Mentor and sup review Board Planning Document with new board members.	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.	

	July	August	September	October	November	December	January	February	March	April	May	June
Election	Post Candidate Filing on website Candidate Filing Opens	Candidate Filing closes Aug. 10	AB Voting begins on Sept. 17 Adopt a resolution establishing a Ballot Board Adopt a resolution to appoint Election Judges Information Session for Board candidates		Special Election on Nov. 2 - no board meetings Board meeting on Nov.10 to canvass election	Elected Board member starts Dec. 10 - Oath of Office Adopt a resolution combining precincts						
Student Performance and Achievement Committee							PrK-3 System w/ WBWF Goal: Kindergarten Readiness	Achievement Gap w/ WBWF Goal		Graduation w/ WBWF Goal College and Career Readiness WBWF Goal		Grade 3 Reading w/ WBWF Goal.
Annual Events		Night to Unite on August 3 All-staff school year kick-off event	Fire Muster Parade on Sept 11	Read for the Record			Reorganize the Board	New committee assignments		Community of Excellence Awards	Employment Retirement Celebration Savage Parade	Graduation Celebrations: BEST BAHS BHS ABE Native Americans