



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Pkway
Burnsville, MN 55337
August 11, 2022
6:30 PM

Strategic Directions

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging innovation to improve student outcomes and district culture
- Engaging our community to ensure common understanding of our Strategic Roadmap and the district work to support it

5:45 PM Listening Session with Chair Lesley Chester and Director Sue Said

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

II. Approval of Agenda

III. Information

- A. Report about the Form of Remedial Action Resolution (Defeasance and Alternative Use of Disposition Proceeds) 3

Speaker(s): Sofia Lykke, Kennedy and Graven, Chartered

- B. Superintendent Report 4
- C. Board Member Reports 5

IV. Business Meeting

A. Consent Agenda

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

- 1. Approve Minutes 6
- 2. Approve Personnel Recommendations 11
- 3. Adopt a Resolution to Accept Donations
- 4. Receive a Report about the Listening Session

5. Approve, on a First Reading Basis, Non-Substantive Changes to Policy 204: <i>School Board Meeting Minutes</i>	16
B. New Business	21
1. Adopt Form of Remedial Action Resolution (Defeasance and Alternative Use of Disposition Proceeds) Speaker(s): Sofia Lykke, Kennedy & Graven, Chartered	24
2. Approve the 2022-23 Student Handbook Speaker(s): Dr. Chris Bellmont, Assistant Superintendent	38
3. Approve, on a First Reading Basis, Changes to Policies 205: <i>Open Meetings and Closed Meetings</i> , 208: <i>Development, Adoption, and Implementation of Policies</i> , 305: <i>Policy Implementation</i> , and 533: <i>Wellness</i> Speaker(s): Dr. Theresa Battle, Superintendent	66
V. Adjourn to a Workshop	
A. Review Board Planning Document Speaker(s): Lesley Chester, Chair	87
B. Review Superintendent/Board Communication Document Speaker(s): Lesley Chester, Chair	89
C. Review Candidate Debrief Presentation Speaker(s): Dr. Theresa Battle, Superintendent	94



**Agenda III.A.
August 11, 2022**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Sofia Lykke, Kennedy and Graven, Chartered

Date: August 11, 2022

Re: Report about the Form of Remedial Action Resolution (Defeasance and Alternative Use of Disposition Proceeds)

Receive a report from Sofia Lykke, Kennedy and Graven, Chartered about the Form of Remedial Action Resolution (Defeasance and Alternative Use of Disposition Proceeds).



**Agenda III.B.
August 11, 2022**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 4, 2022
Re: Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.C.
August 11, 2022**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Lesley Chester, board chair

Date: August 4, 2022

Re: Board Member Reports

Receive reports from board members.

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 June 16, 2022

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

Directors Alt, Conner, Hume, Said, and Werb were present. Chair Chester and Director Miller were absent. Superintendent Dr. Battle, administrators, staff and members of the public were also present. Attendance

Vice Chair Hume welcomed the audience and asked Alt to lead the Pledge of Allegiance. Welcome and Pledge

Moved by Alt, seconded by Werb, to approve the agenda. The motion carried unanimously (5, 0). Agenda

Moved by Conner, seconded by Werb, to approve the consent agenda. Consent Agenda
 -Approve minutes of the June 9, 2022, regular meeting. Minutes
 -Approve personnel recommendations for Kerianne Green, Sydney Mohr, Personnel
 Amanda Gregory, Anne Sands, Cara Grant, Emily Goldsmith, Holly Bueno,

Marielle Jenquin, Sydney Mohr, Erik Leafblad, Kristina Aars, Beth Behme, Julissa Garcia, Kacie Wilson, Marielle Jenquin, Michal Thomason, Travis Nowland, and Wilhelmina Brown.

-Adopt a resolution to approve and accept donations as presented. Donations
 -Approve April payroll checks in the net amount of \$3,988,163.50. April Checks, receipts,
 claims to date, wire transfers and adjustments totaling \$7,787,474.52. claims and
 Also, that the Board accepts April receipts of \$14,134,256.19 and investments
 investments for the General Fund, 2015A School Building Bonds, and

OPEB of \$62,545,723.03 as of June 7, 2022.

-Accept the Budget Analysis for the month ending April 30, 2022. Budget analysis

-Receive a report about the Listening Session on June 9, 2022. Listening Session

-Approve, on a second reading basis, non-substantive changes to Policies Policies
 203.5: *School Board Meeting Agenda*, 546: *Early Admission to Kindergarten*, 611: *Home Schooling*, 613: *Graduation Requirements*, and
 614: *School District Testing Plan and Procedure*.

-Approve, on a second reading basis, changes to Policy 616: *School District System Accountability*.

The motion carried unanimously (5, 0).

Moved by Werb, seconded by Alt, to approve the agreement for mental health services with Headway Emotional Health for 2022-23 for a total of \$300,000 and authorize the Executive Director of Business Services to execute the agreement. The motion carried unanimously after discussion (5, 0). Headway

Moved by Conner, seconded by Alt, to approve the pupil transportation CSTMN

services agreement with CSTMN for the period of July 1, 2022 through June 30, 2024. The motion carried unanimously after discussion (5 0).

Moved by Said, seconded by Werb, to approve the commitment of fund balance for Fiscal Year 2022 to include fund balance resulting from carryover funds, facility rental funds and Pro Pay funds; and to assign fund balance to eliminate the projected budgetary deficit in FY23 unassigned fund balance and no greater than the projected budgetary deficit. The motion carried unanimously after discussion (5, 0).

Fund Balance

Moved by Alt, seconded by Werb, to approve the 2022-23 Adopted Budget providing all funds' revenues of \$182,328,209 and all funds' expenditures of \$183,385,992. The motion carried unanimously after discussion (5, 0).

FY23 Adopted Budget

Moved by Said, seconded by Conner, to approve the income contract with the State of Minnesota acting through its Board of Trustees of the Minnesota State, on behalf of Normandale Community College for PCON for the 2022-2027 School Years and authorize the Executive Director of Business Services to execute the agreement. The motion carried unanimously after discussion (5, 0).

Normandale

Moved by Alt, seconded by Werb, to approve the coverage for property, casualty and liability insurance for the 2022-2023 year with Affiliated FM Insurance Company; American Alternative Insurance Company; National Union Fire Insurance Company Pittsburgh PA; Auto-Owners Insurance Company; Admiral Insurance Company; and Palomar Excess and Surplus Ins. Co. The motion carried unanimously after discussion with discussion (5, 0).

Insurance

Moved by Conner, seconded by Werb, to adopts the attached formal resolution establishing dates for filing Affidavits of Candidacy.

Affidavits of Candidacy

RESOLUTION ESTABLISHING DATES FOR FILING AFFIDAVITS OF CANDIDACY

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

1. The period for filing Affidavits of Candidacy for the office of school board member of Independent School District No. 191 shall begin on August 2, 2022, and shall close on August 16, 2022. An Affidavit of Candidacy must be filed in the office of the School District Clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 16, 2022.
2. The Clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the School District at least two (2) weeks prior to the first day to file Affidavits of Candidacy. Publication of said notice prior to the date of adoption of

this resolution is hereby ratified and approved in all respects.

- 3. The Clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the School District at least ten (10) days prior to the first day to file Affidavits of Candidacy.
 - 4. The notice of said filing dates shall be in substantially the following form: Affidavit of Candidacy.
- The motion carried unanimously (5, 0).

Moved by Alt, seconded by Conner, to adopt the resolution relating to Election of School Board members and Calling the School District Election.

Calling Election

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

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

- 1. It is necessary for the School District to hold its general election for the purpose of electing four (4) school board members for terms of four (4) years each.
- 2. The general election is hereby called and directed to be held in conjunction with the State General Election on Tuesday, November 8, 2022.
- 3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the School District and which have been established by the cities or towns located in whole or in part within the School District. The voting hours at those polling places shall be the same as those for the State General Election.
- 4. The Clerk is hereby authorized and directed to cause written notice of said general election to be provided to the County Auditor of each county in which the School District is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall specify the date of said election and the office or offices to be voted on at said general election. Any notice given prior to the adoption of this resolution is ratified and confirmed in all respects.
- 5. The Clerk is hereby authorized and directed to cause notice of said general election to be posted for public inspection at the administrative offices of the School District at least ten (10) days

before the date of said election.

6. The Clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the School District at least four (4) days before the date of said election and to cause two sample ballots to be posted in polling places located within the School District on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.
7. The Clerk is hereby authorized and directed to cause notice of said election to be published in the official newspaper of the School District, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the election. The notice of election so posted and published shall state the offices to be filled as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.
8. The Clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this general election and generally to cooperate with state, city, township and county election authorities conducting the state general and other elections on that date. The Clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate municipal and county officials regarding preparation and distribution of ballots, election administration and cost sharing.
9. The Clerk is further authorized and directed to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:
10. Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.
11. The name of each candidate for office at each election shall be

rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

12. If the School District will be contracting to print the ballots for this election, the Clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The Clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.
13. The individuals designated as judges for the State General Election shall act as election judges for this general election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the School Board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.
14. The School District Clerk shall make all Campaign Financial Reports required to be filed with the School District under Minnesota Statutes, Section 211A.02 available on the School District's website. The Clerk must post the report on the School District's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The School District must make a report available on the School District's website for four years from the date the report was posted to the website. The Clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

The motion carried unanimously (5, 0).

Adjourn to a workshop at 7:08 p.m. The purpose of the workshop was an Open Faculties Update and review revisions to Information for Prospective Members of the Burnsville-Eagan-Savage Board of Education. The workshop began at 7:18 p.m. and ended at 8:10 p.m.

Adjourn to a workshop

Abigail Alt, clerk

August 11, 2022

Date approved

**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 11, 2022

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Appointment		Alicia Vonderharr		Burnsville High School	Teacher	8/24/2022
Certified	Appointment		Anna Milligan		Nicollet Middle School	Behavior Analyst	08/29/2022
Certified	Appointment		Antanaya Ferguson		Virtual Academy	Teacher	08/29/2022
Certified	Appointment		Brittney Hoge		Nicollet Middle School	Teacher	8/24/2022
Certified	Appointment		Chris Belmont		District-wide	Assistant Superintendent	07/01/2022
Certified	Appointment		Cole Brainard		Nicollet Middle School	Teacher	8/24/2022
Certified	Appointment		Emily Ansell		Burnsville High School	Teacher	08/24/2022
Certified	Appointment		Ibrahim Abdullahi		Nicollet Middle School	Teacher	08/24/2022
Certified	Appointment		Jack Bunce		Rahn Elementary School	Teacher	08/24/2022
Certified	Appointment		Jennifer Scoville		Edward Neill Elementary	RN Nurse	08/29/2022
Certified	Appointment		Jessie Bakeberg		Nicollet Middle School	Teacher	08/24/2022
Certified	Appointment		Kenadie Pings		Burnsville High School	Teacher	08/24/2022
Certified	Appointment		Lauren Liberacki		Nicollet Middle School	Teacher	08/24/2022
Certified	Appointment		Liza Nicklin		Eagle Ridge Middle School	Teacher	08/24/2022
Certified	Appointment		Madeline Kessler		District-wide	Teacher	8/24/2022
Certified	Appointment		Malorie Binn		Edward Neill Elementary	Teacher	8/24/2022
Certified	Appointment		Margaret Kubes		Nicollet Middle School	Teacher	8/24/2022
Certified	Appointment		Mark Gonnella		Eagle Ridge Middle School	Teacher	08/24/2022
Certified	Appointment		Matthew Sticha		Nicollet Middle School	Teacher	08/24/2022
Certified	Appointment		Morgan Hazelton		Burnsville High School	Teacher	8/24/2022
Certified	Appointment		Paul Nesseth		Nicollet Middle School	Teacher	8/24/2022
Certified	Appointment		Salma Hussein		Gideon Pond Elementary	Principal	7/18/2022
Certified	Appointment		Samantha Schwanke		Burnsville High School	Counselor	8/24/2022
Certified	Appointment		Susan O'Sheaghnessy		Burnsville High School	Teacher	8/24/2022
Certified	Appointment		William Sommers		Burnsville High School	Interim Principal	08/05/2022
Certified	Change of Assignment		Carolyn Potter		Diamondhead Education Center	Teacher	08/29/2022
Certified	Change of Assignment		David Helke		Eagle Ridge Middle School	Principal	07/01/2022
Certified	Change of Assignment		Frances Becquer		Nicollet Middle School	Principal	07/01/2022
Certified	Change of Assignment		Jay Lepper		Nicollet Middle School	Assistant Principal	08/08/2022
Certified	Change of Assignment		Jill Bear		Diamondhead Education Center	Teacher	08/29/2022
Certified	Leave of Absence		Amanda Exley		Hidden Valley Elementary	RN Nurse	2022-2023 School Year
Certified	Leave of Absence		Sarah Kersten		WM. Byrne Elementary School	Teacher	08/29/2022-10/23/2022
Certified	Recall		Amber Garrison		Eagle Ridge Middle School	Teacher	6/13/2022
Certified	Recall		Katie Kelly		Nicollet Middle School	Teacher	6/23/2022
Certified	Recall		Maria Starkey		Edward Neill Elementary	Teacher	6/17/2022
Certified	Recall		Mary Jane Gunderson		Burnsville High School	Teacher	6/28/2022
Certified	Recall		Megan Lewandowski		Eagle Ridge Middle School	Teacher	6/23/2022
Certified	Recall		Rachel Heil		Eagle Ridge Middle School	Teacher	7/5/2022
Certified	Rescind Leave		Morgan McDowell		WM. Byrne Elementary School	Teacher	2022-2023 School Year
Certified	Resignation		Amber Barry		Burnsville High School	Teacher	6/23/2022
Certified	Resignation		Chris Bellmont		Nicollet Middle School	Principal	06/30/2022
Certified	Resignation		Elizabeth Williams		Eagle Ridge Middle School	Teacher	08/04/2022
Certified	Resignation		Emily Baxa		Eagle Ridge Middle School	Teacher	6/26/2022
Certified	Resignation		Jada Hoffman		Eagle Ridge Middle School	Teacher	07/22/2022
Certified	Resignation		Jennifer Roe		WM. Byrne Elementary School	RN Nurse	07/31/2022
Certified	Resignation		Julia Hood		Burnsville High School	Teacher	7/20/2022
Certified	Resignation		Linda Sandager		Diamondhead Education Center	Teacher	7/15/2022
Certified	Resignation		Lindsey Fairchild		Eagle Ridge Middle School	Teacher	6/23/2022
Certified	Resignation		Micayla Irmiter		Sky Oaks Elementary School	Teacher	7/6/2022
Certified	Resignation		Monica Potter		St. John's	Counselor	6/30/2022
Certified	Resignation		Patricia Hansmann		WM. Byrne Elementary School	Teacher	7/31/2022
Certified	Resignation		Rachel Navarro		District-wide	Teacher	6/10/2022
Certified	Resignation		Rebecca Bang		Nicollet Middle School	Dean	7/15/2022
Certified	Resignation		Robert Schweim		Nicollet Middle School	Teacher	6/23/2022
Certified	Resignation		Tasia Islam		Nicollet Middle School	Teacher	6/10/2022
Certified	Resignation		Tessa Nossier		Harriet Bishop Elementary	Teacher	08/08/2022
Classified	Appointment		Angelica Carrillo Martinez		Diamondhead Education Center	Clerical	07/25/2022
Classified	Appointment		Ariel Olson		Diamondhead Education Center	Benefits Specialist	7/1/2022
Classified	Appointment		Julissa Garcia		Burnsville High School	Cultural Liaison	8/29/2022
Classified	Appointment		Kristine Kacmarynski		Diamondhead Education Center	HR Employment Specialist	7/1/2022
Classified	Appointment		Kristine Schlender		Diamondhead Education Center	Student Services Account Specialist	08/02/2022
Classified	Appointment		Mark Hubbard		Burnsville High School	BHS Theater Operations Manager	09/30/2022
Classified	Appointment		Naimo Adan		Diamondhead Education Center	Clerical	7/1/2022
Classified	Appointment		Priscila Wild		District-wide	CE Social Services Specialist	7/1/2022
Classified	Appointment		Susan Amos		District-wide	Custodian	07/01/2022
Classified	Change of Assignment		Darla Teal		Burnsville High School	Food Service Associate	8/23/2022
Classified	Change of Assignment		Dixie True		Burnsville High School	Food Service Associate	8/23/2022
Classified	Leave of Absence		Ruth Davila		Hidden Valley Elementary	Educational Assistant	8/29/2022-10/31/2022
Classified	Probationary Release		Kaleb Wick		District-wide	Custodian	08/02/2022

Classified	Resignation	Abigail Katzmarek	Burnsville High School	Admin Assistant	8/19/2022
Classified	Resignation	Abigail Salm	Burnsville High School	Assistant Girls Cross Country Coach	07/13/2022
Classified	Resignation	Aisha Moallin	Diamondhead Education Center	ABE Teacher	07/19/2022
Classified	Resignation	Amy McCusker	Diamondhead Education Center	CE Coordinator	08/09/2022
Classified	Resignation	Angela Althoff	Hidden Valley Elementary	Food Services Manager	08/19/2022
Classified	Resignation	Ariel Olson	Diamondhead Education Center	Employment Specialist	6/30/2022
Classified	Resignation	Emma Gislason	Burnsville High School	Dance Assistant Coach	3/15/2022
Classified	Resignation	Erik Hundevad	Burnsville High School	Boys Soccer Assistant Coach	07/19/2022
Classified	Resignation	Hanaa Hammoud	WM. Byrne Elementary School	Educational Assistant	07/29/2022
Classified	Resignation	Hanad Mohamed	District-wide	Tech Specialist	7/18/2022
Classified	Resignation	Jeffery Winterlin	Burnsville High School	Boys Track and Field Head Coach	6/15/2022
Classified	Resignation	Jonathan Dent	Sky Oaks Elementary School	Educational Assistant	6/9/2022
Classified	Resignation	Julissa Garcia	Burnsville High School	Cultural Liaison	08/04/2022
Classified	Resignation	Katherine Rider	Burnsville High School	Debate Team Assistant Coach	07/19/2022
Classified	Resignation	Katherine Rider	Burnsville High School	Speech Team Coach	07/19/2022
Classified	Resignation	Kelly Schmitz	Diamondhead Education Center	CE Coordinator	7/22/2022
Classified	Resignation	Kristine Kacmarynski	Diamondhead Education Center	Admin Assistant	6/30/2022
Classified	Resignation	Laurie Young	Edward Neill Elementary	Food Service Associate	6/27/2022
Classified	Resignation	Marcy Kimball	Diamondhead Education Center	Educational Assistant	08/09/2022
Classified	Resignation	Ryan Haddorff	Burnsville High School	Boys Tennis Coach	06/29/2022
Classified	Resignation	Samantha King	Sky Oaks Elementary School	Educational Assistant	7/1/2022
Classified	Resignation	Sean Anderson	District-wide	Custodian	08/03/2022
Classified	Resignation	Sterling Brown	Eagle Ridge Middle School	Dean	6/23/2022
Classified	Resignation	Susan Amos	Diamondhead Education Center	CE Associate	06/24/2022
Classified	Resignation	Jacob Sanchez	District-wide	Food Service Associate	08/19/2022
Classified	Retirement	Betsy Bond	District-wide	AVID Tutor	08/11/2022
Classified	Retirement	Catherine Quinn	Burnsville High School	Food Service Manager	8/26/2022
Classified	Retirement	Lisa Rider	Diamondhead Education Center	Business Director	8/5/2022
Classified	Retirement	Marcia Erz	Hidden Valley Elementary	Food Service Associate	8/1/2022
Classified	Retirement	Nanette Cecka	Burnsville High School	Clerical	8/12/2022
Classified	Retirement	Rhonda Tomoson	Edward Neill Elementary	Food Services Manager	08/19/2022



**Agenda IV.A.3.
June 16, 2022**

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

From: Tyler Dehne, director of finance

Date: June 9, 2022

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 11, 2022.

Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
6/6/2022	Rahn Elementary Parent Teacher Organization	BrainPower in a Backpack	Donation	\$1,000
6/9/2022	St. John the Baptist School, Savage	BrainPower in a Backpack	Donation	\$2,500
6/10/2022	Minnesota Valley Electric Trust Operation RoundUp	BrainPower in a Backpack	Donation	\$500
6/15/2022	Garrett and Judy Sampson	BrainPower in a Backpack	Donation	\$50
6/15/2022	Deb	BrainPower in a Backpack	Donation	\$20
6/8/2022	Melissa Anderson	Food & Nutrition Services	For students in need at Rahn Elementary	\$47.40
6/25/2022	28 Anonymous families	Food & Nutrition Services	For students in need	\$647.49
6/7/2022	Donor's choose	Sky Oaks Elementary	Bookshelf for kindergarten classroom	Bookshelf
6/30/2022	In Memory of Patricia Ann Green	BrainPower in a Backpack	Donation	\$2,099
7/15/2022	Second Harvest Heartland	BrainPower in a Backpack	Donation	\$5,000
7/22/2022	Ann Bakken	BrainPower in a Backpack	Donation	\$50
7/22/2022	Susan Nelson	BrainPower in a Backpack	Donation	\$100
7/22/2022	Joan and Bruce Larson	BrainPower in a Backpack	Donation	\$100
7/22/2022	Roy Green	BrainPower in a Backpack	Donation	\$400
7/22/2022	Catherine Owen	BrainPower in a Backpack	Catherine Owen	\$100

Total monetary donation received: \$12,613.89



**Agenda IV.A.4.
August 11, 2022**

To: Board of Education

From: Dr. Theresa Battle, superintendent

Date: August 4, 2022

Re: Receive a Report about the Listening Session

Recommendation: Receive a report about the Listening Session on June 16, 2022.

No one spoke at the Listening Session on June 16, 2022.



**Agenda IV.A.5.
August 11, 2022**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 4, 2022
Re: Policy 204: *School Board Meeting Minutes*

Recommendation: Approve, on a first reading basis, non-substantive changes to Policy 204: *School Board Meeting Minutes*.

Policy 204 was reviewed by the Policy Review Committee on June 21, 2022.

- Policy 204 - MSBA: Update text to mirror statute.

Adopted: 7/1985

Burnsville-Eagan-Savage School District Policy 204

Reviewed: ~~10/24/2019~~ 11/2022

Revised: 5/28/2015

Rescinds: BDDG

204 SCHOOL BOARD MEETING MINUTES

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law ~~shall~~ must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district ~~shall~~ must be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense ~~of the school district~~. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

- b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
 - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
 - a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and

- c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.
- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 10 (Publishing Proceedings)
Minn. Stat. § 123B.14, Subd. 7 (Record of Meetings)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Notice Regarding Published Summaries)
Minn. Stat. § 331A.08, Subd. 3 (Publication of Proceedings)
Op. Atty. Gen. 161-a-20 (Dec. 17, 1970)
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: Burnsville-Eagan-Savage School District Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

August 11, 2022 Board Meeting

Board Members’ Questions and Staff Responses regarding BoardBook materials

(Form of Remedial Action Resolution (Defeasance and Alternative Use of Disposition Proceeds))

Board Member Question	Staff Response
<p>I would like to understand what the effect and impact of Section 5 will have on the open facilities process. It will be helpful to have a clear explanation of what is meant, as well as to understand if this is common practice to have individuals able to take action independent of all other individuals and board members (if I am understanding this correctly - if not, the explanation will be really helpful). Section 5 (pages 5 & 6) below:</p> <p>"Section 5. Further Action. Each of the Chair, the District Clerk, the District Treasurer, or any other officer or official representative of the District, acting alone and without the necessity of the joinder of any other authorized District official, is hereby authorized and directed to take all action as may be necessary or appropriate to effectuate this resolution and: the redemption or defeasance of the Nonqualified Bonds, including but not limited to, making all arrangements necessary or appropriate with</p>	<p>Section 5 of the remedial action resolution authorizes certain specified representatives to take the actions approved by the remedial action resolution only, and not any other actions to be taken in connection with the open facilities process. The remedial action resolution authorizes the Chair, the District Clerk, the District Treasurer, or any other officer or official representative of the District to take the following specified actions, which are necessary or appropriate to effectuate the remedial action resolution, including:</p> <ul style="list-style-type: none"> the redemption or defeasance of bonds (which includes making all necessary arrangements with the bond paying agent for the redemption or defeasance of bonds, making deposits to the bond defeasance escrow to defease and redeem bonds, approving the final terms of and execution of any escrow agreement relating to defeasance and redemption of bonds, and approving the payment of the costs incurred in connection with the remedial actions described in the

the Paying Agent for the redemption or defeasance of the Nonqualified Bonds..."

resolution (including the fees and costs of bond counsel, municipal advisor, escrow verification agent, paying agent and the escrow agent); and

- taking all other actions that are reasonably necessary or appropriate to provide for the redemption or defeasance of bonds and alternative use of disposition proceeds with respect to the Diamondhead Facility (each of which are remedial actions required under federal tax law for the bonds).

By the remedial action resolution, the Board will approve the taking of the remedial actions required under federal tax law in the event the District sells additional properties (including (1) redemption/defeasance of bonds, and (2) alternative use of sale proceeds as to the Diamondhead facility only). The remedial action resolution provides authority to certain specified individuals to go through the additional steps for remedial actions. For redemption/defeasance of bonds, the District will need to execute an Escrow Agreement for deposit of the sale proceeds of any facility sold, and the District will be able to do that without having to approve another resolution or resolutions each time the District begins the process of selling a facility. The remedial action

	<p>resolution approves all actions necessary for the bonds under federal tax law; it does not authorize the specified individuals to take actions independent of the Board members with respect to any other matter, including the open facilities process and consideration of the sale of any particular facility.</p>
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MEMORANDUM

TO: School Board

FROM: Sofia E. Lykke

DATE: August 3, 2022

RE: Remedial Action Resolution for Consideration by School Board on August 11, 2022

Introduction

The District is an issuer of tax-exempt governmental purpose bonds. Such bonds are subject to restrictions on the ownership and use of the facilities financed with the bonds under Section 141 of the Internal Revenue Code, as amended (the “Code”). The issuance of tax-exempt bonds results in lower interest rate payments and is therefore economically advantageous to the issuer. The District, however, must comply with the restrictions on private use of the bond-financed facilities or the bonds may become private activity bonds that do not qualify for tax exemption.

The District is considering selling, is in the process of selling, or has sold, certain of its facilities, including the River Ridge Facility, the Diamondhead Facility, the Metcalf Facility, the Marion W. Savage Facility, the Sioux Trail Facility, and the Cedar Facility (each, a “Facility,” and collectively, the “Facilities”), each of which were financed with the District’s tax-exempt governmental purpose bonds (the “Bonds”). The sale of the Facilities will constitute a “change in use” of the Facilities which may cause either the private business tests or the private loan financing test under Section 141 of the Code to be met and the Bonds to become taxable private activity bonds. In other words, the interest on the Bonds could become taxable, retroactive to the date of issuance. Generally, the private business use test is satisfied if more than 10% of the proceeds of the bonds that financed the facility to be sold (or leased) is to be used by a nongovernmental entity (private business use).

The District can cure any such impermissible private use if it follows certain specific rules to preserve the tax exemption of the Bonds (i.e., if the District takes remedial actions). All capitalized terms used in this memorandum that are not defined herein have the meanings assigned to such terms in the resolution to be considered for approval by the Board on August 11, 2022 (hereinafter, the “Remedial Action Resolution” or “Resolution”).¹ The Remedial Action Resolution sets forth the requirements under the applicable federal tax rules to cure violations of the restrictions on private use of the Facilities.

¹ The resolution is entitled: *Resolution Declaring the Official Intent of the District to Redeem or Defeas a Portion of Certain Outstanding Tax-Exempt Obligations in the Event of Deliberate Action; Authorizing the Redemption or Defeasance of Such Obligations; Authorizing the Execution and Delivery of One or More Escrow Agreements; Authorizing Alternative Use of Disposition Proceeds; and Approving Certain Other Actions with Respect Thereto*

In addition, the District must satisfy Minnesota Statutes, Section 123B.51, subdivision 6. Under Section 123B.51, subdivision 6, sale proceeds of bond-financed facilities must first be used to pay outstanding bonds ascribable to such property. Any remaining proceeds may be deposited in the District's general fund reserved for operating capital account, which proceeds must be used for one of three specified purposes, including capital expenditures for the betterment of district-owned school buildings or to replace property sold.² Although the Remedial Action Resolution addresses only the requirements under federal tax law, the requirements under Minnesota law will also need to be satisfied. Ehlers & Associates, Inc. and Kennedy & Graven, municipal advisor and bond counsel, respectively, to the District will assist the District in satisfying the Minnesota requirements as well.

Available Remedial Actions under the Federal Tax Rules

Governmental issuers occasionally need to sell or lease bond-financed facilities. The applicable federal tax rules provide for various remedial actions to cure violations of the private business use and private loan restrictions under Section 141 of the Code. The Remedial Action Resolution provides for two types of remedial actions to be taken by the District: (1) bond redemption or defeasance; and (2) alternative use of disposition proceeds.

Redemption or Defeasance

Generally, the redemption of "nonqualified bonds" (which are the outstanding portion of the bonds ascribable to the facility being privately used) must occur within 90 days of the date of the deliberate action. A "deliberate action" occurs when an issuer takes an action subsequent to the date of issuance of bonds that causes either the private business tests or the private loan financing test to be met.³ If the bonds are not subject to redemption within 90 days of the date of the deliberate action, the issuer must establish a defeasance escrow, into which proceeds of the sale of the bond-financed facility and/or other funds of an issuer are deposited. The money deposited in the defeasance escrow must be used to redeem nonqualified bonds on the first date such bonds are redeemable.

As to redemption or defeasance of nonqualified bonds, the federal tax rules permit issuers to take an "anticipatory remedial action." This involves the issuer making a declaration of official intent to redeem or defease bonds that would become nonqualified in the event of a subsequent deliberate action that would cause the bonds to meet the private use test of Section 141 of the Code. The option to take an anticipatory remedial action provides more flexibility by allowing an issuer to redeem bonds at any time before a deliberate action, as opposed to waiting until a deliberate action occurs and then redeeming or defeasing nonqualified bonds within 90 days.

Alternative Use of Disposition Proceeds

Generally, the alternative use of disposition proceeds is a remedial action that available if the sale proceeds is exclusively cash. The proceeds from the sale of a bond-financed facility may be used for any capital project of the issuer (e.g., improvements to an existing facility), and such use must occur within 2 years of the date of the deliberate action.

² The District's proposed special legislation would permit the District to use any such remaining sale proceeds to be transferred into the general undesignated fund.

³ A deliberate action occurs when an issuer enters into an agreement which is not subject to any material contingencies with an unrelated third-party nongovernmental buyer for the use of a bond-financed facility.

Remedial Action Resolution Explained

With the exception of the Series 2021A Bonds, all of the Bonds issued by the District that financed or refinanced the Facilities may be remediated by redeeming or defeasing nonqualified bonds. Because the Series 2021A Bonds are not subject to early redemption, the Series 2021A Bonds are subject to the remedial action for alternative use of the proceeds to be received from the sale (disposition proceeds) of the Diamondhead Facility (which is the only Facility financed or refinanced with the Series 2021a Bonds).

The Remedial Action Resolution describes each of the Facilities financed with the Bonds, the proportions of the Bonds ascribable to each Facility, and approves certain remedial actions to cure any private use of the Bonds. The Resolution also approves the establishment of a defeasance escrow for any nonqualified Bonds that are not callable within 90 days from the date of a deliberate action, subject to final approval by the Superintendent of the District and/or the Chair of the School Board of the District and the District Clerk as to the terms of such defeasance escrow.

In addition, the Remedial Action Resolution declares the official intent of the District to redeem or defease Bonds that would become nonqualified in the event of a subsequent deliberate action that would cause the bonds to meet the private use tests. If and after the Board approves the Resolution, any purchase agreements for the sale of any of the remaining Facilities may be added by the District Clerk to the list as additional declarations of official intent as to anticipatory remedial action (*see* Section 1(B) and Exhibit C of the Resolution). Again, taking an anticipatory remedial action will enable the District to redeem or defease nonqualified portions of the Bonds prior to the date of a deliberate action, rather than waiting for the deliberate action date to occur and then redeeming or defeasing within 90 days of such date. Once any purchase agreement executed by the District is no longer subject to any material contingency (i.e., when both parties to a purchase agreement no longer have the option to cancel the agreement), a deliberate action will be deemed to have occurred on that date. The District will then have 90 days from that date of deliberate action to redeem or defease the Bonds.

Even if the District elects not to redeem or defease nonqualified Bonds before a deliberate action occurs, the Remedial Action Resolution provides all the necessary approvals the Board will need to give in order to take remedial actions with respect to the Bonds (including the execution of one or more escrow agreements). Any additional purchase agreement will need to be separately Board approved by resolution for purposes of the sale of corresponding Facilities, but that is a real estate matter, not related to the Bonds.

**INDEPENDENT SCHOOL DISTRICT NO. 191
(BURNSVILLE-EAGAN-SAVAGE)
DAKOTA AND SCOTT COUNTIES**

RESOLUTION DECLARING THE OFFICIAL INTENT OF THE DISTRICT TO REDEEM OR DEFEASE A PORTION OF CERTAIN OUTSTANDING TAX-EXEMPT OBLIGATIONS IN THE EVENT OF DELIBERATE ACTION; AUTHORIZING THE REDEMPTION OR DEFEASANCE OF SUCH OBLIGATIONS; AUTHORIZING THE EXECUTION AND DELIVERY OF ONE OR MORE ESCROW AGREEMENTS; AUTHORIZING ALTERNATIVE USE OF DISPOSITION PROCEEDS; AND APPROVING CERTAIN OTHER ACTIONS WITH RESPECT THERETO

WHEREAS, Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota (the “**District**”), previously issued the following tax-exempt obligations, the proceeds of which financed or refinanced the acquisition and betterment of, and maintenance projects at, various District facilities, including facilities located at: 100 River Ridge Ct., Burnsville, Minnesota 55337 (the “**River Ridge Facility**”), 200 W. Burnsville Parkway, Burnsville, Minnesota 55337 (the “**Diamondhead Facility**”), 2250 Diffley Road, Eagan, Minnesota 55122 (the “**Metcalf Facility**”), 4819 126th St, Savage, Minnesota 55378 (the “**Marion W. Savage Facility**”), 2801 River Hills Drive Burnsville, Minnesota 55337 (the “**Sioux Trail Facility**”), and 2140 Diffley Rd., Eagan, Minnesota 55122 (the “**Cedar Facility**”):

- (a) General Obligation School Building Bonds, Series 2015A (the “**Series 2015A Bonds**”), issued by the District on May 7, 2015, in the original aggregate principal amount of \$64,485,000;
- (b) General Obligation Alternative Facilities Refunding Bonds, Series 2016A (the “**Series 2016A Bonds**”), issued by the District on March 15, 2016, in the original aggregate principal amount of \$36,715,000;
- (c) General Obligation Alternative Facilities Refunding Bonds, Series 2020A (the “**Series 2020A Bonds**”), issued by the District on November 4, 2020, in the original aggregate principal amount of \$11,485,000; and
- (d) General Obligation Alternative Facilities Refunding Bonds, Series 2021A (the “**Series 2021A Bonds**”), issued by the District on November 4, 2021, in the original aggregate principal amount of \$9,680,000.

WHEREAS, 3.19% of the proceeds of the Series 2015A Bonds, 0.12% of the proceeds of the Series 2016A Bonds, and 0.29% of the proceeds of the Series 2020A Bonds financed or refinanced the acquisition and betterment of, and maintenance projects at, the River Ridge Facility; and

WHEREAS, 3.56% of the proceeds of the Series 2015A Bonds, 3.93% of the proceeds of the Series 2020A Bonds, and 10.24% of the proceeds of the Series 2021A Bonds financed or refinanced the acquisition and betterment of, and maintenance projects at, the Diamondhead Facility; and

WHEREAS, 1.53% of the proceeds of the Series 2015A Bonds, 13.71% of the Series 2016A Bonds, and 7.99% of the proceeds of the Series 2020A Bonds financed or refinanced the acquisition and betterment of, and maintenance projects at, the Metcalf Facility; and

WHEREAS, 4.73% of the proceeds of the Series 2016A Bonds and 11.69% of the proceeds of the Series 2020A Bonds refinanced the acquisition and betterment of, and maintenance projects at, the Marion W. Savage Facility; and

WHEREAS, 5.38% of the proceeds of the Series 2016A Bonds and 0.15% of the proceeds of the Series 2020A Bonds refinanced the acquisition and betterment of, and maintenance projects at, the Sioux Trail Facility; and

WHEREAS, 13.06% of the proceeds of the Series 2016A Bonds refinanced the acquisition and betterment of, and maintenance projects at, the Cedar Facility; and

WHEREAS, the Series 2015A Bonds and the Series 2016A Bonds are subject to optional redemption and prepayment on February 1, 2025, and the Series 2020A Bonds are subject to optional redemption and prepayment on February 1, 2027, and therefore the period between the issue date and the first call date of the Series 2015A Bonds, the Series 2016A Bonds, and the Series 2020A Bonds is not more than 10 1/2 years; the Series 2021A Bonds, however, are not subject to optional redemption;

WHEREAS, the Series 2015A Bonds, the Series 2016A Bonds, the Series 2020A Bonds, and the Series 2021A Bonds (collectively, the “**Bonds**”) mature on the dates and in the principal amounts as set forth in EXHIBIT A attached hereto; and

WHEREAS, the District sold the River Ridge Facility to Abdullahi Jama pursuant to a commercial purchase agreement, dated April 22, 2021, and in connection with such sale, the District was advised by Kennedy & Graven, Chartered, bond counsel to the District (“**Bond Counsel**”), that such deliberate action did not cause any of the bonds that financed or refinanced the River Ridge Facility to meet the private activity bond tests under Section 141 of the Internal Revenue Code of 1986, as amended (the “**Code**”); and

WHEREAS, the District anticipates that it may enter into one or more additional purchase agreements that are not subject to any material contingencies (each, a “**Purchase Agreement**”) with an unrelated third-party buyer, a nongovernmental person (a “**Buyer**”), setting forth the terms of the sale of the Diamondhead Facility, the Metcalf Facility, the Marion W. Savage Facility, the Sioux Trail Facility, and the Cedar Facility (each, a “**Facility**,” and collectively, the “**Facilities**”), generally described in EXHIBIT B to this resolution; and

WHEREAS, any Purchase Agreement entered into between the District and a Buyer for any of the Facilities will be a bona fide and arm’s length arrangement, pursuant to which the Buyer will pay fair market value for the Facility; and

WHEREAS, the execution of a Purchase Agreement for the sale of a Facility may constitute a deliberate action by the District under Section 141 of the Code, and Treasury Regulations, Section 1.141-2(d) that causes any of the Bonds to become private activity bonds; and

WHEREAS, an issuer of tax-exempt bonds that takes a deliberate action causing such bonds to become private activity bonds may take a remedial action described in Treasury Regulations, Section 1.141-12 to resolve the deliberate action and preserve the tax-exempt status of the bonds, including but not limited to: (A) redemption or defeasance of all nonqualified bonds under Section 1.141-12(d), and (B) alternative use of disposition proceeds under Section 1.141-12(e); and

WHEREAS, Treasury Regulations, Section 1.141-12(d)(2) provides that if the consideration for the disposition of the bond-financed property is exclusively cash, the requirements for the redemption or defeasance of all nonqualified bonds will be met if the issuer uses all of such disposition proceeds to redeem

a pro rata portion of the nonqualified bonds at the earliest call date after the deliberate action, within 90 days of the date of the deliberate action, or establish a defeasance escrow for such bonds within 90 days of the deliberate action in the event the bonds are not callable within 90 days of the date of the deliberate action; and

WHEREAS, Treasury Regulations, Section 1.141-12(d)(3) provides that an issuer may satisfy the requirements for redemption or defeasance of nonqualified bonds within 90 days of the deliberate action if the issuer declares its official intent to redeem or defease all of the bonds that would become nonqualified in the event of a subsequent deliberate action that would cause the bonds to become private activity bonds and the issuer redeems or defeases such bonds prior to that deliberate action; and

WHEREAS, the District has determined to make this declaration of official intent to redeem or defease all of the Bonds that would become nonqualified in the event of a subsequent deliberate action that would cause such bonds to become private activity bonds (the “**Nonqualified Bonds**”) in accordance with Treasury Regulations, Section 1.141-12(d), to the extent the extent callable; and

WHEREAS, the District has further determined to establish one or more defeasance escrows, as defined in Treasury Regulations, Section 1.141-12(d)(6), to redeem any Nonqualified Bonds that are not callable within 90 days of a deliberate action, at their earliest call date; and

WHEREAS, the District has further determined to authorize the execution of one or more escrow agreements and all other documents and instruments related thereto as the School Board of the District may, in consultation with Bond Counsel and Ehlers and Associates, Inc., municipal advisor to the District (the “**Municipal Advisor**”), determine are necessary or appropriate in connection with such defeasance; and

WHEREAS, Treasury Regulations, Section 1.141-12(e) provides that the District may use any disposition proceeds for another governmental purpose if (i) the deliberate action is a disposition for which the consideration is exclusively cash, and (ii) on the date of the deliberate action the District reasonably expects to expend the disposition proceeds for another governmental purpose, within two years of the date of the deliberate action, and (iii) the disposition proceeds are treated as proceeds for a qualifying purpose under Section 141 of the Code and are used in a manner that does not cause the bonds to meet either the private business tests or the private loan financing test under Section 141 of the Code, and (iv) the District does not take any action subsequent to the date of the deliberate action to cause either of these tests to be met; and

WHEREAS, because the Series 2021A Bonds are not subject to optional redemption, the District expects that in the event a Purchase Agreement is executed in connection with the Diamondhead Facility, the District will use the proceeds from the sale of such Facility for another governmental purpose under Section 141 of the Code, including for example the construction or improvement of District-owned facilities) within two years of receipt and will treat such disposition proceeds as gross proceeds for purposes of Section 148 of the Code.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota that:

Section 1. Declaration of Official Intent to Redeem or Defeas Nonqualified Bonds.

(A) The District declares its official intent pursuant to Treasury Regulations, Section 1.141-12(d) to redeem or defease any Nonqualified Bonds prior to a deliberate action that may cause any of the Bonds to meet the private activity bond tests or within 90 days of the execution of a Purchase Agreement, and if any Nonqualified Bonds are not callable within 90 days of any such deliberate action, establish a

defeasance escrow within 90 days of the deliberate action for deposit therein the cash proceeds received by the District from the sale of a Facility or other available funds to redeem Nonqualified Bonds on their earliest call date.

(B) The District Clerk is hereby authorized to designate appropriate additions to the declaration of official intent to redeem or defease, as provided in this resolution, by a written statement supplementing this resolution in the form attached in EXHIBIT C to this resolution (an “Additional Declaration”), dated as of the date of such action, and any such Additional Declaration shall be reported to the School Board at the earliest practicable date and shall be filed with the official records of the School Board.

Section 2. Redemption or Defeasance of the Nonqualified Bonds. The District hereby authorizes the redemption and defeasance of the Nonqualified Bonds in accordance with the following procedures and plan (herein the “Plan”):

(A) The District hereby authorizes and directs the redemption of any Nonqualified Bonds that may be redeemed within 90 days of the execution of a Purchase Agreement (defined above to include any purchase agreement that is not subject to any material contingencies);

(B) For any Nonqualified Bonds that are not callable within such period, the District hereby authorizes and directs the defeasance of such Nonqualified Bonds and the establishment of a defeasance escrow out of the disposition proceeds received by the District from the sale of respective Facility or Facilities or other available funds of the District, the terms of which defeasance escrow shall be finally determined, specified, and approved by the Superintendent of the District and/or the Chair of the School Board of the District and the District Clerk (the “**Authorized Officers**”), and each such Authorized Officer shall be and hereby is authorized to make the final determination of the terms and manner of defeasance, and the terms of the Escrow Agreement (as hereinafter described) and purchase of the escrowed securities to fund the escrow for accomplishing the defeasance, and the final maturities and portions thereof of the percentage of the Nonqualified Bonds to be defeased. The Nonqualified Bonds selected for defeasance shall be determined by any Authorized Officer in accordance with the requirements of Treasury Regulations, Section 1.141-12(j)(2).

(B) The defeasance escrow shall be established within 90 days of execution a Purchase Agreement in accordance with Treasury Regulations, Section 1.141-12(d).

(C) The Nonqualified Bonds shall be paid from the defeasance escrow on their respective maturity dates, which dates the District hereby finds are the first date each of such obligations may be called, and written notice of defeasance shall be given in such forms as approved by any Authorized Officer.

(D) The cash sum received by the District from the sale of a Facility and/or other funds of the District shall be deposited in the defeasance escrow with the initial registrar and paying agent with respect to the Bonds, or another suitable financial institution in the State of Minnesota whose deposits are insured by the Federal Deposit Insurance Corporation and combined capital and surplus is not less than \$500,000 (the “**Escrow Agent**”). The District shall enter into an escrow agreement with the Escrow Agent (the “**Escrow Agreement**”), setting forth the terms necessary to carry out the Plan set forth herein, and as the School Board of the District may determine, in consultation with Bond Counsel and the Municipal Advisor. The authority to approve, execute, and deliver the Escrow Agreement and any other documents to be executed and delivered by the District in connection with the defeasance of the Nonqualified Bonds is hereby delegated to the

Authorized Officers and such other officials, subject to the following conditions: (i) the Escrow Agreement or such other documents do not materially adversely affect the interests of the District; (ii) the Escrow Agreement or such other documents do not contravene or violate any policy of the District; and (iii) the Escrow Agreement or such other documents are acceptable in form and substance to Bond Counsel. The authorization hereby given shall be further construed as authorization for the execution and delivery of such certificates and related items as may be required to demonstrate compliance with the Escrow Agreement or such other aforementioned documents and the terms of this resolution. The execution of any instrument by the Authorized Officers shall be conclusive evidence of the approval of such instruments in accordance with the terms hereof.

(D) Written notice of the defeasance shall be given to the Commissioner of the Internal Revenue Service within 90 days from the date the defeasance escrow is established in accordance with Treasury Regulations, Section 1.141-12(d)(4).

(E) In the event the disposition proceeds received by the District from the sale of a Facility are not sufficient to fully fund the escrow requirements to defease all of the Nonqualified Bonds, the District will nonetheless be deemed to meet the requirements for the defeasance remedial action so long as the disposition proceeds are exclusively cash and the District uses all of such disposition proceeds to establish a defeasance escrow for a pro rata portion of the Nonqualified Bonds within 90 days of the deliberate action, as provided in Treasury Regulations, Section 1.141-12(d)(2). In the event the disposition proceeds received by the District from the sale of a Facility exceed the amount necessary to fully fund the defeasance escrow for the defeasance of the Nonqualified Bonds, then the remaining disposition proceeds shall be expended by the District within two years for other governmental purposes of the District and in a manner that does not cause the Bonds to become private activity bonds, in accordance with the remedial action provisions under Treasury Regulation §1.141-12(e).

(F) The engagement of Bond Counsel, the Municipal Advisor, any verification agent, and the Escrow Agent, to assist and serve the District in carrying out the Plan is hereby approved, ratified and authorized, and the payment of the reasonable fees and costs of such providers is hereby approved and authorized.

Section 3. Paying Agent Instructions. To provide for the discharge and defeasance of the Nonqualified Bonds and all liens securing same, the District hereby approves and authorizes any of the Authorized Officers to prepare and send written instructions to the paying agent for the Bonds (the “**Paying Agent**”), in such form and content as approved by any such Authorized Officer or any other officer or official representative of the District, as any of them may determine to be necessary or appropriate.

Section 4. Alternative Use of Disposition Proceeds. In the event the District executes a Purchase Agreement for the sale of the Diamondhead Facility, the District hereby authorizes the use the proceeds from such sale for another governmental purpose under Section 141 of the Code. Such alternative use shall be determined, specified, and approved by the Authorized Officers, and such disposition proceeds shall be used within two years of receipt, all in accordance with Treasury Regulations, Section 1.141-12(e).

Section 5. Further Action. Each of the Chair, the District Clerk, the District Treasurer, or any other officer or official representative of the District, acting alone and without the necessity of the joinder of any other authorized District official, is hereby authorized and directed to take all action as may be necessary or appropriate to effectuate this resolution and: the redemption or defeasance of the Nonqualified Bonds, including but not limited to, making all arrangements necessary or appropriate with the Paying Agent for the redemption or defeasance of the Nonqualified Bonds; making such deposits to the

defeasance escrow as may be necessary for the defeasance of the Nonqualified Bonds, approving the final terms of and execution of the Escrow Agreement with the Escrow Agent, authorizing the investment of the funds held in defeasance escrow under the Escrow Agreement in accordance with the terms of this resolution, approving and authorizing the payment of the costs incurred in connection with the remedial actions described in this resolution, including the fees and costs of Bond Counsel, the Municipal Advisor, the verification agent, and the fees and expenses of the Paying Agent and the Escrow Agent and all related costs, and taking all other actions that are reasonably necessary or appropriate to provide for the redemption or defeasance of the Nonqualified Bonds and alternative use of disposition proceeds with respect to the Diamondhead Facility.

Approved by the School Board of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota, this 11th day of August, 2022.

INDEPENDENT SCHOOL DISTRICT NO. 191
(BURNSVILLE-EAGAN-SAVAGE)
DAKOTA AND SCOTT COUNTIES, MINNESOTA

Chair

Attest:

District Clerk

EXHIBIT A

Maturity Dates and Principal Amounts of Outstanding Bonds Attributable to the Facilities

**Remaining Principal and Interest Due on Outstanding Bonds
By Date and by Issue**

Bond/Date	2011A	2012A	2015A	2016A	2020A	2021A
2/2/2020	17,570,925	16,312,545	84,200,569	40,235,800	0	0
8/2/2020	17,285,150	16,130,028	83,150,988	39,623,075	0	0
2/2/2021	0	14,837,510	80,476,407	36,875,350	13,696,198	0
8/2/2021	0	14,666,093	79,443,076	36,316,000	13,440,849	0
2/2/2022	0	0	76,754,744	33,491,650	12,295,500	12,390,217
8/2/2022	0	0	75,746,238	32,988,925	12,107,650	12,089,733
2/2/2023	0	0	72,992,732	30,096,200	10,899,800	10,999,250
8/2/2023	0	0	72,019,126	29,653,225	10,732,350	10,777,000
2/2/2024	0	0	69,265,519	26,675,250	9,489,900	9,609,750
8/2/2024	0	0	68,327,513	26,270,300	9,343,950	9,411,125
2/2/2025	0	0	65,564,507	23,285,350	7,988,000	8,422,500
8/2/2025	0	0	64,663,001	22,932,000	7,866,250	8,243,625
2/2/2026	0	0	61,861,495	19,923,650	6,534,500	7,154,750
8/2/2026	0	0	60,988,488	19,610,125	6,436,950	6,998,625
2/2/2027	0	0	58,155,482	16,536,600	5,124,400	5,867,500
8/2/2027	0	0	57,311,876	16,278,275	5,051,150	5,735,750
2/2/2028	0	0	54,403,270	13,694,950	3,352,900	4,344,000
8/2/2028	0	0	53,600,963	13,483,125	3,312,150	4,243,750
2/2/2029	0	0	50,638,657	10,871,300	1,601,400	2,803,500
8/2/2029	0	0	49,868,751	10,707,475	1,585,700	2,736,750
2/2/2030	0	0	46,343,845	8,063,650	0	0
8/2/2030	0	0	45,615,263	7,949,425	0	0
2/2/2031	0	0	40,066,682	5,235,200	0	0
8/2/2031	0	0	39,434,501	5,159,975	0	0
2/2/2032	0	0	33,912,320	2,394,750	0	0
8/2/2032	0	0	33,356,545	2,359,875	0	0
2/2/2033	0	0	27,315,770	0	0	0
8/2/2033	0	0	26,869,691	0	0	0
2/2/2034	0	0	18,273,613	0	0	0
8/2/2034	0	0	17,990,538	0	0	0
2/2/2035	0	0	9,132,463	0	0	0
8/2/2035	0	0	8,988,731	0	0	0
2/2/2036	0	0	0	0	0	0
Call Date	Refunded with 2020A	Refunded with 2021A	2/1/2025	2/1/2026	2/1/2027	Not Callable
Final Mat.			2/1/2036	2/1/2033	2/1/2030	2/1/2030

Remaining Principal and Interest Due Attributable to Each Facility, by Date

Prop./Date	River Ridge	Diamond-head	Metcalf	Marion W Savage	Sioux Trail	Cedar
2/2/2020	2,785,237	5,358,482	8,208,514	3,957,194	2,191,042	5,254,795
8/2/2020	2,750,191	5,291,196	8,085,617	3,894,805	2,157,649	5,174,774
2/2/2021	2,651,167	4,922,582	7,381,226	3,345,290	2,004,438	4,815,921
8/2/2021	2,616,792	4,858,207	7,268,326	3,288,982	1,973,962	4,742,870
2/2/2022	2,524,323	4,484,440	6,748,463	3,021,499	1,820,294	4,374,009
8/2/2022	2,491,004	4,410,385	6,649,100	2,975,760	1,792,966	4,308,354
2/2/2023	2,396,193	4,153,227	6,113,872	2,697,737	1,635,525	3,930,564
8/2/2023	2,364,118	4,089,227	6,024,865	2,657,209	1,611,442	3,872,711
2/2/2024	2,269,101	3,822,844	5,475,182	2,371,109	1,449,363	3,483,788
8/2/2024	2,238,269	3,763,376	5,393,651	2,334,893	1,427,358	3,430,901
2/2/2025	2,142,615	3,510,489	4,833,800	2,035,194	1,264,734	3,041,067
8/2/2025	2,113,080	3,455,294	4,761,834	2,004,248	1,245,541	2,994,919
2/2/2026	2,016,240	3,191,721	4,200,120	1,706,272	1,081,694	2,602,029
8/2/2026	1,987,732	3,140,822	4,135,984	1,680,038	1,064,680	2,561,082
2/2/2027	1,889,865	2,872,556	3,566,386	1,381,224	897,356	2,159,680
8/2/2027	1,862,431	2,826,154	3,512,210	1,360,442	883,348	2,125,943
2/2/2028	1,761,622	2,513,351	2,977,844	1,039,725	741,818	1,788,560
8/2/2028	1,735,656	2,472,922	2,933,272	1,024,942	730,360	1,760,896
2/2/2029	1,633,063	2,152,750	2,393,179	701,416	587,278	1,419,792
8/2/2029	1,608,261	2,117,889	2,357,684	691,832	578,441	1,398,396
2/2/2030	1,488,045	1,649,841	1,814,587	381,411	433,824	1,053,113
8/2/2030	1,464,666	1,623,903	1,787,780	376,008	427,679	1,038,195
2/2/2031	1,284,409	1,426,374	1,330,766	247,625	281,654	683,717
8/2/2031	1,264,153	1,403,868	1,310,780	244,067	277,607	673,893
2/2/2032	1,084,677	1,207,279	847,179	113,272	128,838	312,754
8/2/2032	1,066,906	1,187,493	833,894	111,622	126,961	308,200
2/2/2033	871,373	972,441	417,931	0	0	0
8/2/2033	857,143	956,561	411,106	0	0	0
2/2/2034	582,928	650,541	279,586	0	0	0
8/2/2034	573,898	640,463	275,255	0	0	0
2/2/2035	291,326	325,116	139,727	0	0	0
8/2/2035	286,741	319,999	137,528	0	0	0
2/2/2036	0	0	0	0	0	0
Total	54,953,223	85,771,791	112,607,249	45,643,816	28,815,852	69,310,922

Percentage of Expenditures Attributable to Each School (Provided by District)

	2011A	2012A	2015A	2016A	2020A	2021A
River Ridge	0.29%	0.00%	3.19%	0.12%	0.29%	0.00%
Diamondhead	3.93%	10.24%	3.56%	0.00%	3.93%	10.24%
Metcalf	7.99%	0.00%	1.53%	13.71%	7.99%	0.00%
Marion W. Savage	11.69%	0.00%	0.00%	4.73%	11.69%	0.00%
Sioux Trail	0.15%	0.00%	0.00%	5.38%	0.15%	0.00%
Cedar	0.00%	0.00%	0.00%	13.06%	0.00%	0.00%
Call Date	Refunded with 2020A	Refunded with 2021A	2/1/2025	2/1/2026	2/1/2027	Not Callable

EXHIBIT B**Purchase Agreements**

General Description of the Purchase Agreement	[Anticipated] Sale Price of Facility
1. Purchase Agreement entered into between the District and Abdullahi Jama and/or its assignees, as buyer, for the purchase of the River Ridge Facility	\$1,250,000
2. Purchase Agreement proposed to be entered into between the District and _____, as buyer, for the purchase of the Diamondhead Facility	\$ _____
3. Purchase Agreement entered into between the District and Syndica, LLP, as buyer, for the purchase of the Metcalf Facility	\$ 12,300,000
4. Purchase Agreement proposed to be entered into between the District and _____, as buyer, for the purchase of the Marion W. Savage Facility	\$ _____
5. Purchase Agreement proposed to be entered into between the District and _____, as buyer, for the purchase of the Sioux Trail Facility	\$ _____
6. Purchase Agreement proposed to be entered into between the District and _____, as buyer, for the purchase of the Cedar Facility	\$ _____

EXHIBIT C

**ADDITIONAL DECLARATION OF OFFICIAL INTENT
ANTICIPATORY REMEDIAL ACTION**

The undersigned, being the duly appointed and acting District Clerk (the “District Official”) of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota (the “District”) hereby states and certifies on behalf of the District, for the purposes of compliance with Treasury Regulations, Section 1.141-12(d)(3), as follows:

1. The District Official has been and is on the date hereof duly authorized by the School Board of the District to make and execute this Additional Declaration of Official Intent (the “Additional Declaration”) for and on behalf of the District.

2. This Additional Declaration relates to the anticipated sale of the following property or properties that may cause the issue of bonds that financed such property or properties to meet the private activity bond tests to which anticipatory remedial action is being taken (the “Project”) and the anticipated sale price(s) of such property or properties:

<u>Financed Property or Loan to which Anticipatory Remedial Action Is Being Taken</u>	<u>Anticipated Sale Price of Facility</u>
1. Marion W. Savage Facility	\$ _____
2. Sioux Trail Facility	\$ _____
3. Cedar Facility	\$ _____

3. The District hereby declares its official intent to redeem or defease all of the bonds that financed the above-referenced property or properties that would become nonqualified bonds in the event of a subsequent deliberate action that would cause the private business tests or the private loan financing test to be met. The District reasonably expects to redeem or defease such nonqualified bonds prior to any deliberate action or within 90 days of the deliberate action.

5. As of the date hereof, the statements and expectations contained in this Additional Declaration are believed to be reasonable and accurate.

Dated: _____

District Clerk



**Agenda IV.B.2.
August 11, 2022**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: August 4, 2022

Re: Approve the 2022-23 Student Handbook

Recommendation: That the Board of Education approves the 2022-23 Student Handbook.

The handbook revisions include a new welcome letter from Dr. Battle, Policy 503 was updated, Policy 524 was replaced by Policy 634, Policy 522 was added, and the Student Data Privacy Notification was added to the handbook.



Student Handbook

~~2021~~2022-2023

Board approved: August ~~11~~12, ~~2021~~2022



Letter from the Superintendent

Dear Students,

Welcome to the 2022-2023 school year in Burnsville-Eagan-Savage School District 191!

I am so excited for this school year, as I hope you are, too. As a community, we have been able to grow through challenges over the past years, and I look forward to how we'll grow together over the next months.

As you get ready for and make your way through this next school year, I encourage you to think about the opportunities that are ahead of you. What are your goals and what are the steps you can take now and in the coming months to help you achieve those goals? Maybe you want to learn more about a specific subject, become a better writer, or spend more time on service projects. Whatever your goals, your school experience can help you achieve it by providing learning materials, tutoring, new in-class and field trips experiences, or just guidance from your teacher or counselor.

One of our core values in District 191 is STUDENT AGENCY. We believe that our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.

It doesn't mean that students have to do everything on their own, but it means that our job is to make sure you can learn about yourself, find the things you love, and have the tools you need to make your own path and your own future.

Together, we build the community and partnerships that make it possible.

I wish you all the best this school year and look forward to seeing you blaze your pathway.

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,



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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.

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

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. 42

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 522: TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

The school district prohibits sexual harassment that occurs within its education programs and activities.

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 634: ELECTRONIC TECHNOLOGIES ACCEPTABLE USE 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. The system is subject to periodic maintenance and possible unforeseen downtime.

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 phone⁴⁴ 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 45 equipment is due at season’s end, all locks and belongings must be removed.

MEDICATIONS

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

PERMITTED ACTIONS

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

For more information, please review MN Statute §609.379.

REPORTING CHILD ABUSE/NEGLECT

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

SCREENING

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

SECTION 504

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

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

SPECIAL EDUCATION

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

STUDENT DATA PRIVACY NOTIFICATION

ISD191 uses a variety of digital tools to support student learning. Technology vendors and software is utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world.

We have an inventory of our curriculum, testing, and assessment tools posted on our website www.isd191.org and include an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year. Individual teachers may also communicate additional digital tools that are used in their classroom.

STUDENT DATA PRIVACY POLICY

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

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

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

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

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

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

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

District 191 Beliefs about Behavior in School

District 191 discipline policies and this student handbook are based on research regarding what is working well across the country. Our most important responsibility is to support the 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. 47

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

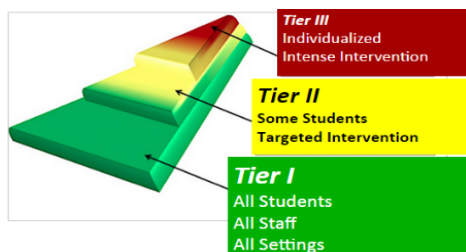
All District 191 schools use Positive Behavioral Interventions and Supports (PBIS) as a way to teach school-wide expectations and to let students know when they have met those expectations.

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 accidental damage of property.			
		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
200 W. Burnsville Pkwy.
Burnsville, MN 55337
www.isd191.org

**Agenda IV.B.3.
August 11, 2022**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 4, 2022
Re: *205: Open Meetings and Closed Meetings, 208: Development, Adoption, and Implementation of Policies, 305: Policy Implementation, and 533: Wellness*

Recommendation: Approve, on a first reading basis, changes to Policies 205: *Open Meetings and Closed Meetings*, 208: *Development, Adoption, and Implementation of Policies*, 305: *Policy Implementation*, and 533: *Wellness*.

These policies were reviewed by the Policy Review Committee on June 21, 2022.

- Policy 205 - MSBA: update titles/text to mirror statutes.
- Policy 208 - MSBA: clarify existing text and an annual review is required.
- Policy 305 - MSBA: add procedures to text.
- Policy 533 – changes suggested by administration and the Policy Review Committee.

Adopted: 7/1985

Burnsville-Eagan-Savage School District Policy 205

Reviewed: ~~4/9/2020~~8/11/2022

Revised: 3/19/2020

Rescinds: BD

205 OPEN MEETINGS AND CLOSED MEETINGS

I. PURPOSE

- A. The school board embraces accountability and transparency ~~the philosophy of openness~~ in the conduct of its business, in the belief that openness produces better programs, more efficiency in administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting ~~the-an~~ individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

“Meeting” means a gathering of at least a quorum ~~or more of school board members of the school board, or,~~ quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.

IV. PROCEDURES

- A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at ~~the school district its primary~~ offices. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.
- c. ~~This notice shall be posted and mailed or delivered at least three days before the date of the meeting.~~ As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the school board's ~~judgment-of-the-school board~~, require immediate consideration.

- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. ~~Health Meeting during~~ Pandemic or ~~Declared Chapter 12~~ Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or ~~other electronic interactive technology means~~ in compliance with Minn. Stat. § 13D.021.

8. Meetings ~~Conducted~~ by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, Google -or other similar electronic means in compliance with Minn. Stat. § 13D.02.

B. Votes

The votes of school board members shall be recorded in a journal or the meeting minutes kept for that purpose., ~~and the~~ The journal or minutes used to record votes of a meeting shall must be available open to the public during all normal business hours at the school district's administrative offices, ~~of the school district and posted on the district website.~~

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings and Data~~Data~~

1. Meetings may not be closed ~~merely because the to discuss~~ data ~~to be that discussed~~ are not public data, except as provided under Minnesota law.
2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.
3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

- a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals. conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA).
- b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessionsmeetings, and hearings between the school board and its employees or their respective representatives are public meetings. ~~These-Mediation~~ meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Allegations or Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is

the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Privilege Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, for example, -i.e., regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

a. A hearing on ~~the~~ dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent, or guardian requests an open hearing.

c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

a. If the school board has declined to renew the coaching assignment of a licensed or non-licensed head varsity coach, it must notify the head coach within fourteen (14) days of that decision.

b. If the head coach requests the reasons for the nonrenewal, the school board must give the head coach the reasons in writing within 10 days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.

- c. On the request of the head coach, the school board must provide the head coach with a reasonable opportunity to respond to the reasons at a school board meeting.
- d. The meeting may be open or closed at the election of the head coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.
- e. A ~~closed~~ meeting closed for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

a. _____ Any portion of a meeting must be closed if the following types of _____ data are discussed:

_____ a. ~~(1)~~ (1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

b. (2) active investigative data collected or created by a law enforcement agency;

e. (3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or

d. (4) an individual's personal medical records.

eb. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

a. The school board may close a meeting:

- (1) to determine the asking price for real or personal property to be sold by the school district;
- (2) to review confidential or nonpublic appraisal data; and
- (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

- b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.
- c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.
- d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

- a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.
- b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.
- d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three

years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 ([Student Dismissal Hearing](#)~~Student Dismissal Hearing~~)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.* (Minn. 1993)
[Dept. of Admin. Advisory Op. No. 21-003 \(April 19, 2021\)](#)
[Dept. of Admin. Advisory Op. No. 21-002 \(January 13, 2021\)](#)
[Dept. of Admin. Advisory Op. No. 19-012 \(October 24, 2019\)](#)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: Burnsville-Eagan-Savage School District Policy 204 (School Board Meeting Minutes)
Burnsville-Eagan-Savage School District Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
Burnsville-Eagan-Savage School District Policy 207 (Public Hearings)
Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)
Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)
MSBA ~~Service Manual, Chapter 13, School~~ Law Bulletin “C” (Minnesota’s Open Meeting Law)

Adopted: 11/2003

Burnsville-Eagan-Savage School District Policy 208

Reviewed: 10/14/2021

Revised: ~~10/28/2021~~ 8/11/2022

Rescinds: BF

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it ~~to continue~~ to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, equitable, and consistent manner. A set of written policies ~~y statements~~ shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form ~~which that~~ is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district ~~with the force and effect of law~~. School ~~board district~~ policy provides the school board's general direction ~~for the school district as to what the school board wishes to accomplish~~ while delegating ~~implementation of~~ policy implementation to the administration.
- B. The school ~~board's writtendistrict's~~ policies provide guidelines and goals to the school community. The policies ~~shall beare~~ the basis for ~~the formulation of~~ guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review by the Policy Review Committee prior to possible placement on the school board agenda. ~~Policies must comply and not conflict with other policies and or state and federal statute.~~

IV. ADOPTION AND REVIEW OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies or repeal of existing policies by placing the item on the agenda of two school board meetings.

- B. The final action taken to adopt the proposed policy or repeal an existing policy shall be approved by a simple majority vote of the school board after the meeting at which public input was received. The adopted policy will be effective on the later of the date of passage or the date stated in the motion. A repealed policy will no longer be in effect on the later of the date of board action or the date stated in the motion.
- C. In ~~the ease of~~ an emergency, a new or modified policy may be adopted or repealed by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption or repeal of the policy shall be included in the minutes. The emergency action policy adopted in an emergency shall expire within one year following the emergency action unless the policy adoption or repeal procedure stated above is followed and the policy adoption or repeal is reaffirmed. The school board shall have discretion to determine what constitutes an emergency ~~situation~~.
- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.
- E. All proposals shall be distributed and public comment will be allowed at a listening session prior to final board actions.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

- A. The superintendent or designee shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent or designee shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. The student handbook shall be subject to annual review and approval by the school board.
- B. Policies adopted by the school board shall be posted to the school district's website using the codification system and format approved by the school board.
- C. The superintendent and designees are responsible to keep the digital policies current: <https://www.isd191.org/discover/board-of-education/policies>
- D. The school board shall review policies at least once every five years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one-fifth of the policies annually. In addition, the school board shall review the following policies annually: 410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 634 Electronic

Technologies Acceptable Use Policy; 806 Emergency Operations Policy; and 208 Development, Adoption, and Implementation of Policies.

- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the action taken, the need for a policy, and will present a recommended policy to the school board for approval.

VI. RESPONSIBILITIES

- A. Board Members—Discharge their governance responsibility through the adoption of policies that establish the focus, criteria, and parameters for decision-making by school district staff to ensure decisions made are congruent with school district goals and priorities.
- B. Board Policy Review Committee—Reviews recommended policies, prior to submitting to the full board for consideration, to ensure policies are within the scope of the school board’s authority and support the school district’s mission, vision, core values, and strategic direction.
- C. District Administrators—Are responsible for informing their subordinates of existing policies and administrative regulations and ensuring that all policies and regulations are implemented with fidelity.
- D. Staff—Are responsible for implementing all school board policies and administrative regulations with fidelity.
- E. Superintendent—Periodically reviews and evaluates all current policies, keeping the school board apprised of the need to revise or repeal existing policies or adopt new policies.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: Burnsville-Eagan-Savage School District Policy 105 (Equity, Access, and Excellence in Education)
Burnsville-Eagan-Savage School District Policy 305 (Policy Implementation)

Adopted: 6/25/2015

Burnsville-Eagan-Savage School District Policy 305

Reviewed: 3/12/2020

Revised: ~~3/19/2020~~8/11/22

Rescinds:

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school ~~board~~-district policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop procedures, guidelines and directives to effectuate the implementation of school board policies. These procedures, guidelines and directives shall be consistent with said policies. At least annually, these written procedures, guidelines, and directives shall be presented to the school board for review.
- B. The student handbook shall be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: Burnsville-Eagan-Savage School District Policy 208 (Development, Adoption, and Implementation of Policies)
Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)

Adopted: 6/2006

Burnsville-Eagan-Savage School District Policy 533

Reviewed: 05/24/2018

Revised: ~~12/01/2016~~8/11/2022

Rescinds: JFCI and JFCI-E

533 WELLNESS

I. PURPOSE

Independent School District 191 is committed to providing a school environment that promotes healthy behaviors and habits relating to nutrition and physical activity. ~~These behaviors and habits will serve as a foundation for a healthy lifestyle during adulthood.~~ Health and academic success are closely linked. Healthy students can better achieve our primary mission of education.

II. GENERAL STATEMENT OF POLICY

This policy will provide guidelines to create an optimal learning environment to support student health and well-being through education, healthy food choices, and physical activity so that students can develop skills and knowledge needed to maintain a healthy lifestyle. To achieve this purpose the Burnsville-Eagan-Savage School District will endeavor to:

- A. Establish nutrition guidelines for all food choices made available to students through the school district.
- B. Establish guidelines for students' physical activity.
- C. Ensure information is shared with staff, families, and the broader community to positively impact student health and to serve as role models for students.
- D. Ensure basic nutrition education and the importance of physical activity is incorporated into all levels of education.
- ~~D-E.~~ Ensure the school environment will promote student emotional health by providing a safe surroundings for students to grow emotionally and socially.

III. NUTRITION EDUCATION AND PROMOTION

Given that schools are well positioned to provide credible nutrition education, the Burnsville-Eagan-Savage School District will endeavor to:

- A. Provide evidence-based nutrition education through a well-articulated curriculum to promote and protect student health.

- B. Review the health curriculum, including nutrition education, to align with the established curriculum review cycle.
- C. Include nutrition education in all educational sites, including elementary grades and required secondary classes in health or other appropriate courses.
- D. Encourage ~~staff and families to make healthy food choices at school and home enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promoterspromotions, taste testing and field tripsopportunities for families and students to participate in at school and home.~~

IV. PHYSICAL ACTIVITY

Developing active, fit, and healthy students requires the integration of physical activity into school life. Quality Physical Education in conjunction with co-curricular activities and recess enables students to develop physical competence, health related fitness, personal responsibility, and enjoyment of movement so that they can be physically active for a lifetime. For purposes of this policy, physical activity is defined as any body movement produced by skeletal muscles which results in an expenditure of energy.

Recognizing the importance of physical activity to a learner's physical and emotional well-being and academic achievement, the Burnsville-Eagan-Savage School District will endeavor to:

- A. Provide evidence-based fitness information to students through a well-articulated curriculum.
- B. Promote a physically active lifestyle for students.
- C. Provide physical activity and/or physical educational opportunities for students in all grade levels.
- D. View physical activity as an educational support component for elementary students that should be provided on a regular basis and not withheld as a form of punishment or behavior management, i.e.: recess, physical education.
- E. Encourage staff to integrate physical activity into the curriculum whenever appropriate.
- F. Partner with nonprofit agencies, athletic clubs and organizations, city park, and recreation departments, and community education to more effectively articulate programs to families.
- G. Encourage families to be physically active with their children at home and in the community.
- H. Review the physical education curriculum regularly through the curriculum renewal cycle.

V. SOCIAL AND EMOTIONAL WELLNESS

Social and Emotional health is known to have an impact on an individual's overall well-being. The Burnsville-Eagan-Savage School District will endeavor to:

- A. Coordinate efforts with our community members (i.e. Public Health, Law Enforcement) to promote student wellness through prevention of high-risk behaviors.
- B. Encourage an environment where students feel safe to disclose issues of abuse.
- C. Encourage staff to act as role models for social and emotional health and well-being.

VI. COMMUNICATION WITH PARENTS

Parents and guardians have a primary role in promoting their children's health and well-being. Parents and caregivers provide the primary social environment in which children form attitudes and behaviors regarding eating, physical activity and emotional and social health and well-being. Parents create an environment for healthy eating modeling good eating habits. The Burnsville-Eagan-Savage School District will endeavor to:

- A. Support parents' efforts to provide daily physical activity for their children. Parents will be encouraged to create an environment conducive to an active lifestyle. The District will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.
- B. Encourage parents to pack healthy lunches and snacks.
- C. Support parent's efforts to provide emotional and social wellbeing for their children and to learn about the impact positive emotional well-being has on one's health.
- D. Inform parents of recommended state and local food safety and sanitation regulations.

VII. FOOD AND NUTRITION SERVICES PROGRAM

The Burnsville-Eagan-Savage School District recognizes that good nutrition during the school year is vitally important for helping children grow strong, succeed in school, and establish healthy habits for a lifetime. Studies suggest that healthy eating habits help students achieve their full academic potential and decrease discipline and emotional problems. School meals offer a variety of healthy choices that are tasty, attractive and of excellent quality that meet and/or exceed the nutrition standards established by the United States Department of Agriculture (USDA). Recognizing the importance of the impact of healthy eating habits on student success, the Burnsville-Eagan-Savage School District will endeavor to:

- A. Utilize marketing strategies to promote healthy food choices. Education regarding USDA standards is encouraged in school-based marketing of foods and beverages.
- B. Minimize barriers to apply for free and reduced-priced meals. Participation in school meal programs will be promoted. Parents will be notified of the availability of the breakfast, lunch and summer school food programs and will be encouraged to determine eligibility for reduced or free meals.
- C. Strive to prevent the overt identification of students who receive free and reduced-price school meals and use best efforts to eliminate any social stigma attached to eating school meals.
- D. Provide nutritional information per USDA standards and encourage healthy lunches and snacks that may be brought from home.
- E. Provide accommodations for students with special dietary needs due to a chronic health condition.
- F. Provide adequate time for students to eat meals in a clean and supervised monitored environment.
- F.G. Food Service personnel will try to accommodate consider provide reasonable accommodation to the religious, ethnic and culturally diversity of the student body in meal planning.

VIII. FOOD AND BEVERAGES

Good nutrition is linked to better learning, and the environments in which we live affect the food choices we make. Realizing that some beverages and food of minimal nutritional value can jeopardize a student's health and nutrition, the Burnsville-Eagan-Savage School District will endeavor to:

- A. Assure that all future food and beverage vending contracts are negotiated to include the following provisions:
 1. Elementary students will not have access to food and beverage vending machines at school.
 2. Secondary students may have access to vending machines with healthy food/beverage options that comply with USDA standards.
- B. Assure all school district sponsored programs that sell or serve foods and/or beverages comply with the school district wellness policy and USDA standards.
- C. Assure individuals and organizations that bring food and/or beverages for student consumption follow the district wellness policy and USDA standards.

D. Minimize the use of food and/or beverages as a reward. If food and/or beverages are used as a reward, they should follow the district wellness policy.

~~E. Assure school district sanctioned organizations make healthy food choices when determining fundraisers involving food and beverages sold on school property.~~

~~F.E.~~ Discourage meetings or activities during mealtimes, unless students may eat during such activities.

F. Promote hand washing or hand sanitizing before they eat meals or snacks.

G. Requires that food served in school follow The State Department of Health requirements to ensure food served is safe. requires that food served in schools be obtained from appropriate sources. Food prepared in a home will not be may not be prepared and brought from home and distributed to students during the instructional parts of the day or as part of a classroom activity in school.

VI IX. IMPLEMENTATION AND MONITORING

A. The wellness policy will be implemented throughout the Burnsville-Eagan- Savage School District.

A.B. Triennial Assessment at least once every three years the District will evaluate compliance with the Wellness Policy to assess the implementation of the Policy and create a report describing the progress made in attaining the goals and the extent to which the District's wellness policy compares to model local wellness policies

~~B.C.~~ The superintendent or designee will ensure compliance with this wellness policy and will provide a periodic assessment of compliance with the policy to the public.

D. The ~~Administer~~Administrator of each school will ensure compliance within the school and will report regarding compliance matters upon request.

~~C.E.~~ School food and nutrition services staff will ensure that the school food and nutrition services program complies with the wellness policy and will report to the School Food and Nutrition Services Director or designee.

~~D-F.~~ The school board will review and revise this policy as necessary or appropriate.

~~E-G.~~ The school district will post this wellness policy on its website.

F.H. Exemptions from this policy may be granted by the Board of Education upon recommendation of the Superintendent based upon the best interests of the District.

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)

42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
 42 U.S.C. § 1758b (Local School Wellness Policy)
 42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
 7 C.F.R. § 210.10 (School Lunch Program Regulations)
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
 Minnesota Department of Health, www.health.state.mn.us
 County Health Departments
 Action for Healthy Kids Minnesota, www.actionforhealthykids.org
 United States Department of Agriculture, www.fns.usda.gov
 United States Department of Agriculture, www.fns.usda.gov/wic
 —Alliance for a Healthier Generation,
<https://foodplanner.healthiergeneration.org/calculator/>

Cross References: [Burnsville-Eagan-Savage School District Policy 105 \(Equity, Access and Excellence in Education\)](#)
 Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)
 Burnsville-Eagan-Savage School District Policy 418 (Drug-Free Workplace/Drug-Free School)
 Burnsville-Eagan-Savage School District Policy 419 (Tobacco-Free Environment)
 Burnsville-Eagan-Savage School District Policy 420 (Students with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)
 Burnsville-Eagan-Savage School District Policy 530 (Immunization Requirements)

	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.	

2021-22 Board Planning Document

	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 Review the Board Planning Document in a workshop	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

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 Roadmap.

- Caring Community - Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.
- Cultural Proficiency - Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.
- Future Readiness - Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.
- Inclusive Partnership - Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.
- Student Agency - Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.

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~~ communicate~~ing~~ regularly and clearly with the goal of keeping 90 board members informed about events and/or changes that may have a consequential impact on the district overall.

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 91 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 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.

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 member is not a member of the executivesenior 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 the initial alert is shared with the 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 the 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.

When seeking input from board members before making a public statement about a district or public crisis, allow 24-48 hours for board members to provide input before releasing the message to the staff or public.

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.

Protocol for Special Events

The superintendent, when speaking at special events, will acknowledge board members by name who are present at special events especially when other elected officials (city, state and federal) are in attendance.

Revised 9/13/2021

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School Board
Candidate Briefing

Fall 2022



Welcome and Agenda

Outcomes for Today



- ❖ Provide an overview of board members' role to provide Governance to support the school district
- ❖ Provide information for Governance tasks: Selection of Superintendent, Policy, Academics, Culturally Proficient School Systems, Finance, Human Resource, Ambassadors, Legislative Platform
- ❖ Board Member Development and Mentoring
- ❖ Answer Questions

Responsibilities of the School Board

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Board Duties

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

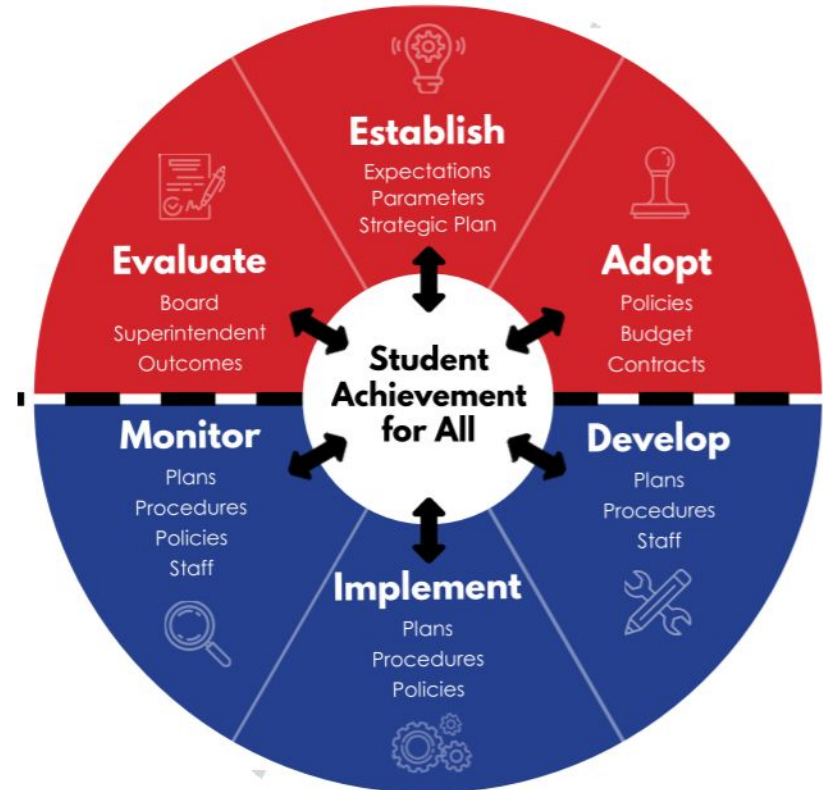
[Get On Board: A School Board Candidate's Introduction to Service](#) Source: MSBA

Selection of Superintendent

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

ISD 191 Policy 208:

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

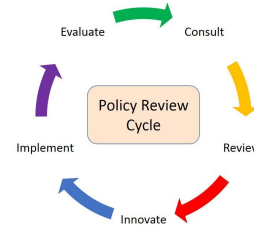


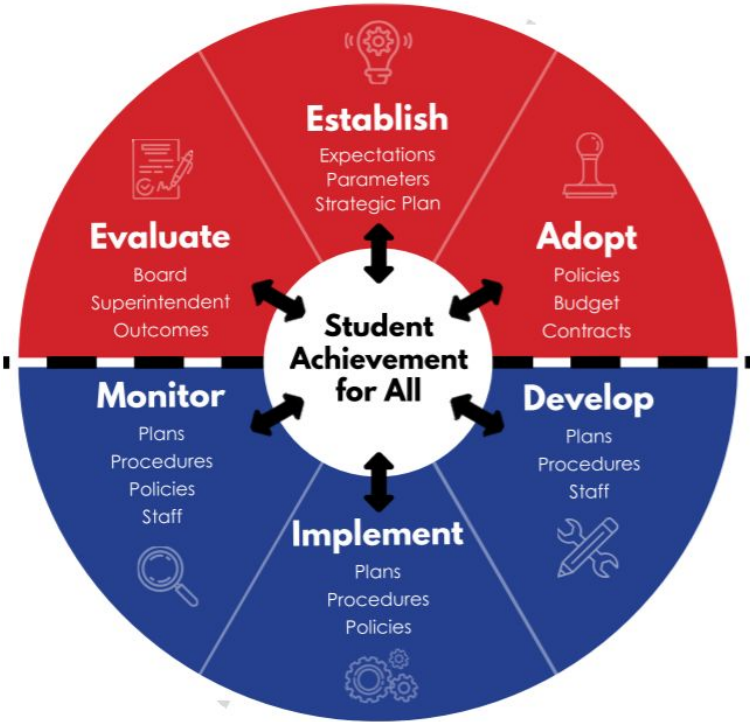
Policy Roles and Responsibilities:

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

ISD 191 Process

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





Mission Statement	
The mission of District 191 is Each Student. Future Ready. Community Strong	
Vision Statement	Core Values
Our vision statement uses aspirational language to communicate our purpose — it's the change we intend to make in the world.	Our core values express what we stand for and what we believe in. They are our foundation. They represent the lens through which all our work is done.
<p><i>We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:</i></p> <ul style="list-style-type: none"> • Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence, • Embrace the humanity of all people and welcome diverse perspectives and voices, and • Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path. 	<p><i>In District 191, we believe in (stand for) ...</i></p> <p>Caring Community Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.</p> <p>Cultural Proficiency Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.</p> <p>Future Readiness Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.</p> <p>Inclusive Partnership Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.</p> <p>Student Agency Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.</p>

Strategic Directions

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging innovation to improve student outcomes and district culture
- Engaging our community to ensure common understanding of our Strategic Roadmap and the district work to support it



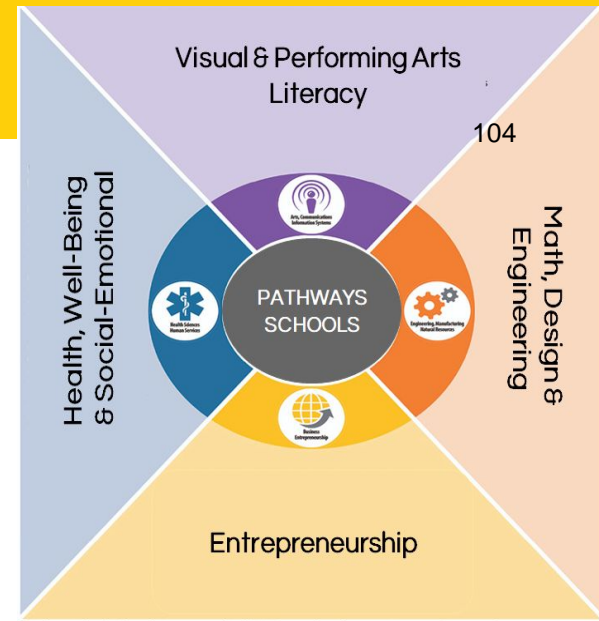
Student Performance & Achievement Reports (Committee of the Board)

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

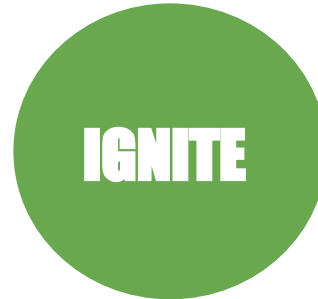
Pathways

PK-12 Pathways give students:

- opportunities to explore their interests
- find the path that fits their passion
- develop the skills for success



Grades PK-5



Grades 6-8



Grades 9-12

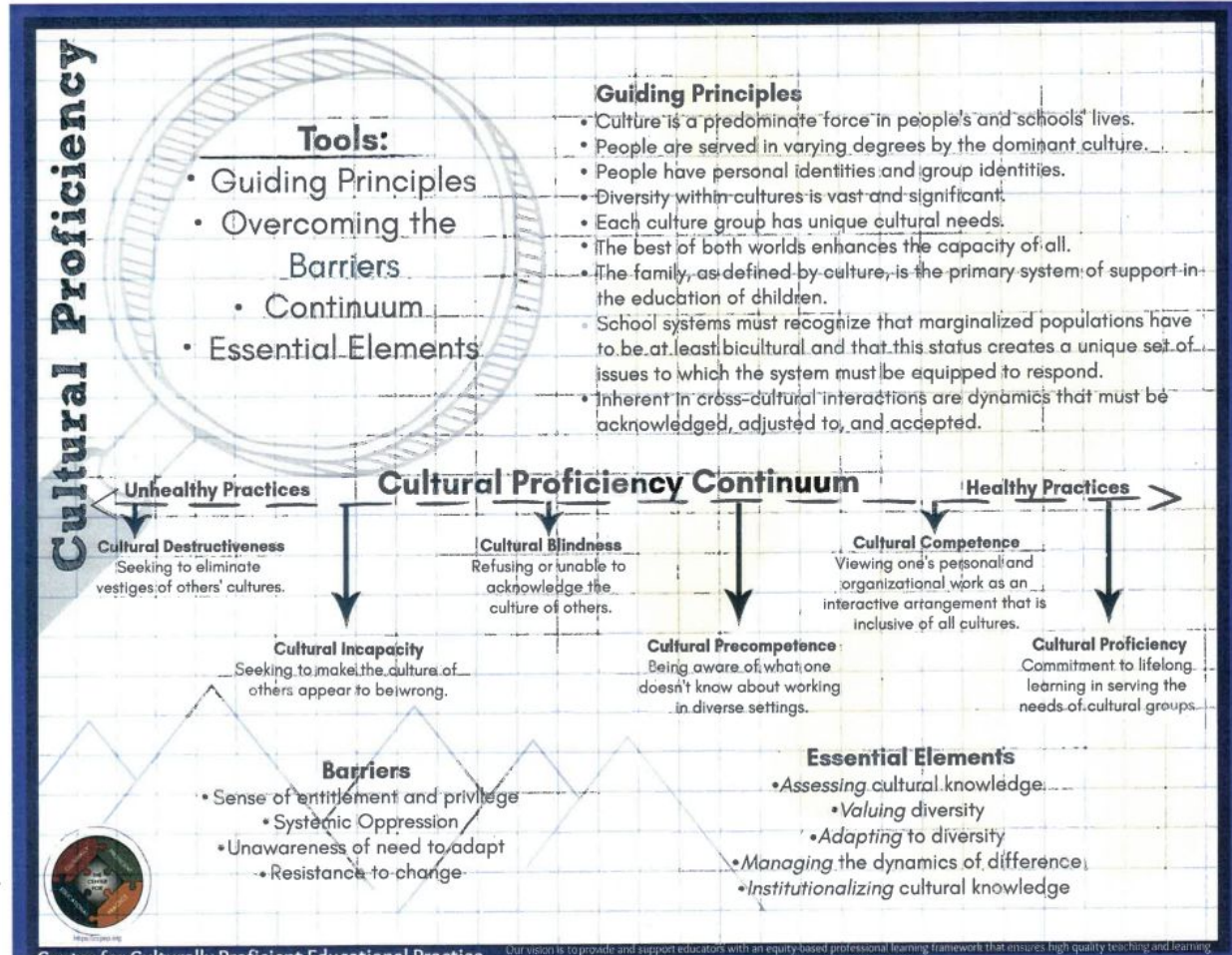
Culturally Proficient School System

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District Equity Plan - Establish and implement a comprehensive Culturally Proficient School System framework (CPSS) which ensures learning disparities amongst student groups are eliminated resulting in every student being Future Ready, Community Strong at graduation.

Cultural Proficiency is about educating all students to high levels through knowing, valuing, and using as assets students' cultural backgrounds, languages, and learning styles within the context of our teaching.

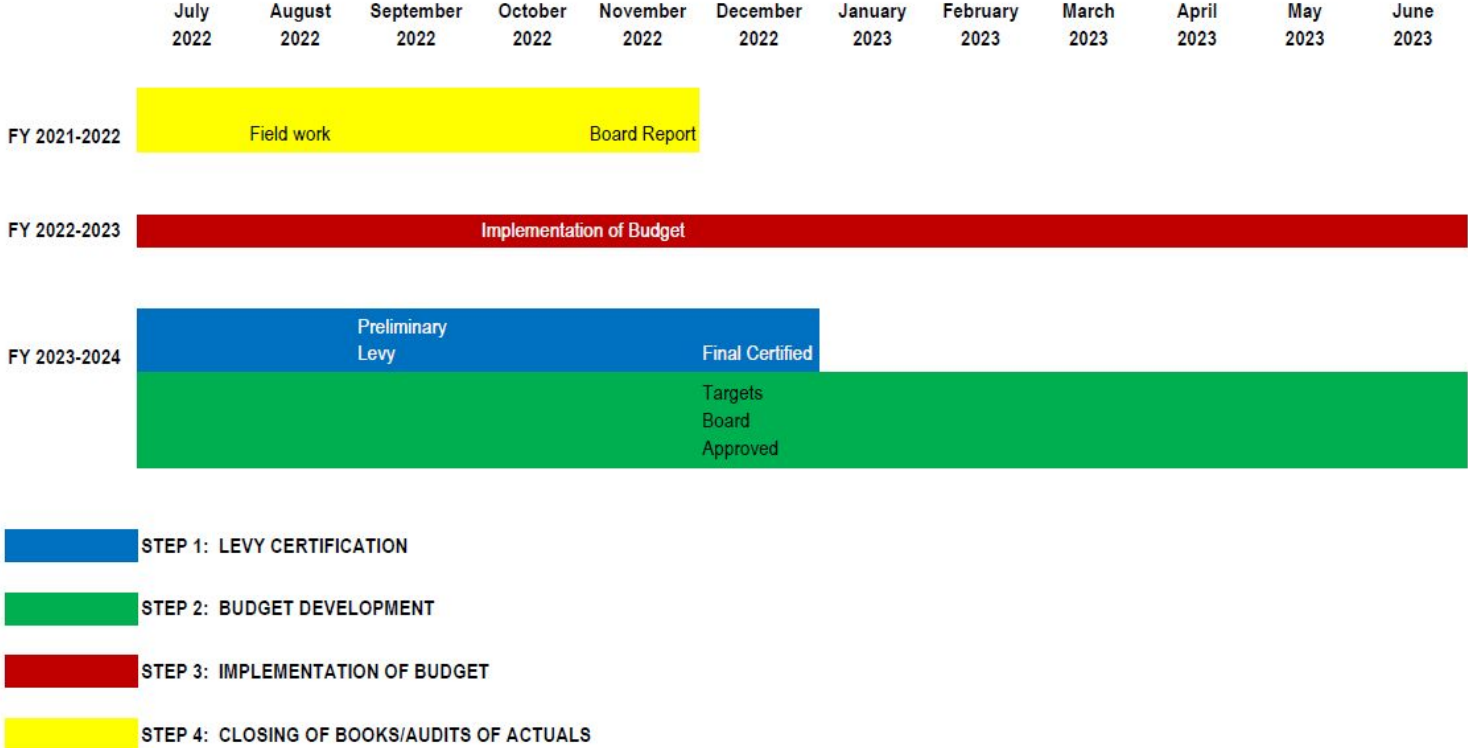
Policy 105 EQUITY, ACCESS AND EXCELLENCE IN EDUCATION



Four Step Budget Process

Submit levy information to MDE for taxes payable during calendar 2023 (revenue in the 2023-2024 School Year)	School Board adopts preliminary levy	Truth-in-taxation notices mailed to property tax payers by the county	School Board holds public hearing on tax levy as part of regular meeting	School Board certifies final calendar 2023 property tax levy
STEP 1				
July-August 2022	September 2022	November 2022	December 2022	December 2022
Begin Budget process for FY24 budget	Analyze actual versus projected enrollment and update enrollment projections	Provide Preliminary Revenue and Expenditure Budget Targets FY24. Update and review long-range budget forecast	Determine budget line items and staffing levels and seek School Board Formal approval	School Board approves adopted budget for FY 2023-2024
STEP 2				
June 2022	December 2022	December 2022-February 2023	February-May 2023	June 2023
Revenues and Expenditures for FY2022-2023 are processed; monthly reporting on enrollments and actual to budget	School Board approves Revised Budget for FY2022-2023	Process closing entries for FY2021-2022	Independent auditors perform audit and render opinion on financial statements	School Board approves FY21 audited Financial Statements and Report
STEP 3		STEP 4		
July 1, 2022-June 30, 2023	December-February 2023	July-September 2022	August-October 2022	November-December 2022

Fiscal Year Budget Processes



Excerpt from Board Action June 16, 2022

RECOMMENDATION: That the Board of Education approves the 2022-23 Adopted Budget providing all funds' revenues of \$182,328,209 and all funds' expenditures of \$183,385,992.

Below is a summary of the proposed 2022-2023 Adopted Budget for your review. A full summary of the General Fund budget units and the assigned staffing are attached for review prior to action for adoption at the board meeting on June 16, 2022.

FUND	REVENUE BUDGET	EXPENDITURE BUDGET	INCR (DECR) TO FUND BALANCE
GENERAL	\$ 135,328,560	\$ 137,139,540	\$ (1,810,980)
FOOD SERVICE	5,164,842	5,190,762	(25,920)
COMMUNITY SERVICE	6,464,450	5,740,690	723,760
CAPITAL PROJECTS	-	-	-
DEBT SERVICE	10,875,000	9,970,000	905,000
INTERNAL SERVICE FUND	24,495,357	25,345,000	(849,643)
TOTAL ALL FUNDS	<u>\$ 182,328,209</u>	<u>\$ 183,385,992</u>	<u>\$ (1,057,783)</u>

Operating Funds

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

Non-Operating Funds

- 26 (UFARS 06) – Building Construction Fund: record Vision One91 Bond Project proceeds and uses approved by voters February 2015. Intended to be zero by 6/30/2022.
- 07 – Debt Service Fund: record revenues and expenditures to pay for the principal and interest on debt issued by the school district.
- 47 – Post-Employment Benefits Debt Service Fund: similar to Debt Service Fund, but only for debt related to Other Post Employment Benefits.

Proprietary Funds (Internal Service Funds)

- Within these funds the expenses or claims are charged as expenditures in the other funds and recognized as revenue in the Internal Service Fund.
 - 20 Dental Self Insurance Fund
 - 21 Severance Fund
 - 22 Health Insurance Fund
 - 25 Other Post Employment Benefit Revocable Trust Fund

Summary

Budget

[1-R-2022-23 Adopted Budget for 6 16 2022](#)

[2-Powerpoint of Adopted Budget FY23](#)

[3- Budget Unit Report 6.09.22](#)

[4-Staffing Detail by Budget Unit 6.09.22](#)

Audit

[5-CAFR - Burnsville-6-30-21](#)

[Comprehensive Annual Financial Report](#)

[6-EAS - Burnsville 6-30-21 Executive Audit
Summary](#)

[7-SOFA - Burnsville 6-30-21 Schedule of
Federal Awards](#)

[8-Auditor Presentation to Board 11-10-21](#)

Human Resources *Overview of Responsibilities*

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Human Resources Staff

KRISSI KACMARYNSKI

HR EMPLOYMENT SPECIALIST



Contact regarding:

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

ARIEL OLSON

HR BENEFITS SPECIALIST



Contact regarding:

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

JOY S DEMUTH

HR LABOR RELATIONS MGR



Contact regarding:

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

HAILEY BUSKER

HR COORD



Contact regarding:

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

STACEY SOVINE

DIR HUMAN RESOURCES



Contact Regarding:

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

PELRA: Public Employee Labor Relations Act

179A.07 RIGHTS AND OBLIGATIONS OF EMPLOYERS.

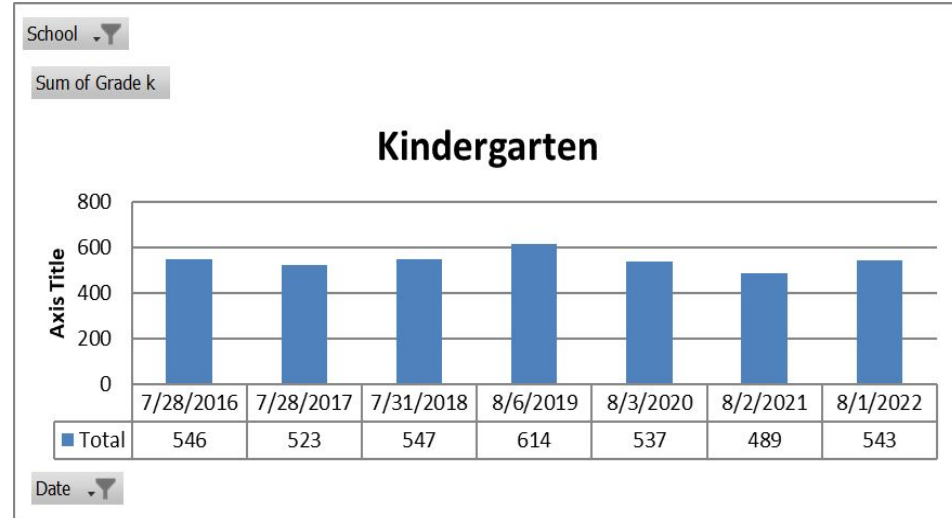
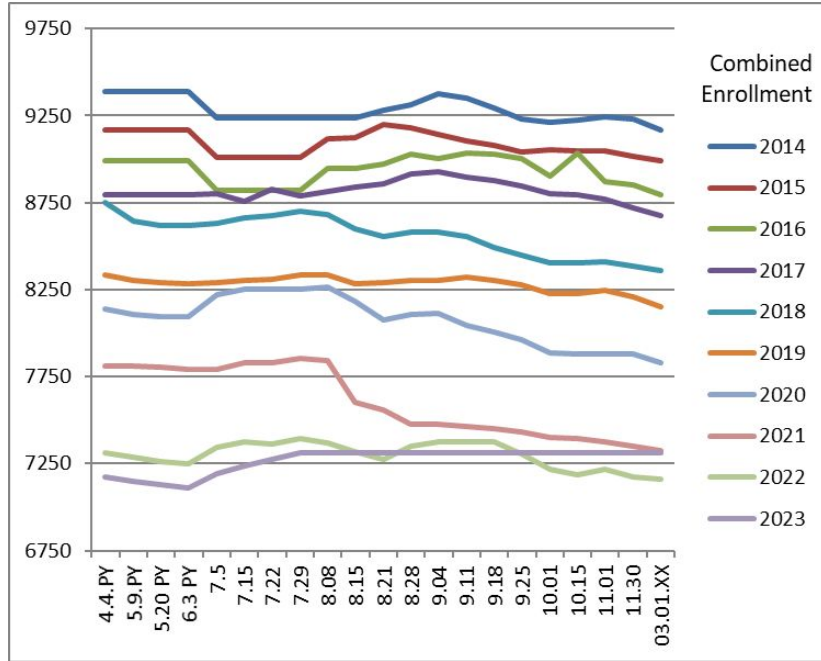
- Subdivision 1. Inherent managerial policy
- Subd. 2. Meet and negotiate
- Subd. 3. Meet and confer
- Subd. 4. Other communication
- Subd. 5. Arbitrators pay and hiring
- Subd. 6. Time off

122A.40 EMPLOYMENT; CONTRACTS; TERMINATION.

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

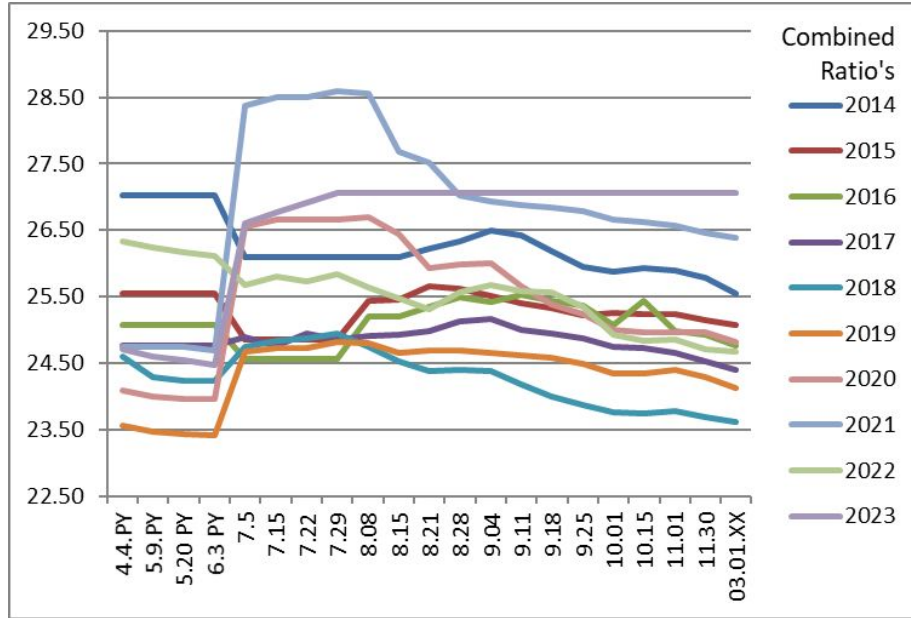
Human Resources

Enrollment



Human Resources

Staffing Ratios



Elementary Targets

Staffing projection for FY 23: 3398, 139 FTE's

	Min	Max	Targ	+/-	Avg
K	20	25	22.5	0.38	22.88
1	24	28	26	-2.74	23.26
2	25	29	27	-1.38	25.63
3	26	30	28	-1.43	26.57
4	27	31	29	-2.24	26.76
5	28	32	30	-2.50	27.50
	25	29	24.5	0.79	25.29

Board Members' Role in Communication

- Support messaging on key issues in community
 - Answering questions or redirect to chair/staff
 - Present information/attend promotional events in consultation with Communications Office
- Understand and reinforce the district's brand
- Amplify district messages on social media
- School visits

2022 Legislative Platform

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- Reduce the cross subsidy for special education, English learning
- Remove the 15-day residency requirement for online students
- Increase funding for mental health
- Provide targeted funding to increase diversity among teachers
- Permanently fund free school meals for all students
- Provide a legislative exemption for District 191 property sale

[District 191 Legislative Platform](#)

MSBA Training

School board members are expected to complete all four phases of training (MSBA Phases I-IV), ideally within their first two years on the school board (School District Policy 212).

- PH 1: Learning to Lead — School Board Basics
- PH 2: Leadership Foundations — School Finance and Management
- PH 3: Building a High-Performance School Board Team
- PH 4: PH 4: Representing Your Community Through Policy and Engagement

MSBA Leadership Conference in January

MSBA Summer Seminar in August

Board Member Mentoring

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The board chair will assign experienced board members to mentor new board members during their first year on the school board.

[New Board Member Orientation Year-At-a-Glance](#)

School Board Meeting Overview

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Board Planning Document: Click [HERE](#)

Schedule of Regular Board Meetings, Listening Sessions and School Board Committees

School Board Candidate Briefing Questions?

Thank you!