



## Regular Meeting Agenda

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN 55337  
January 26, 2023  
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 Scott Hume and Director Toni Conner

### I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

### II. Approval of Agenda

- A. Student Athletics and Activities Recognitions 4  
**Speaker(s):** Kevin Kleiner, Athletic Director

### III. Student Performance and Achievement Committee: World's Best Workforce 20 Kindergarten Readiness

**Speaker(s):** Imina Oftedahl, Carolyn Cherry, Ed.D., Angie Tusa, Christine McDonald, Tanya Meyer, and Angie Kachman

### IV. Information

- A. Report about Sky Oaks Elementary and Hidden Valley Elementary 41  
Schools

**Speaker(s):** Dr. Chris Bellmont, Dr. Renee Brandner, Ms. Kristine Black, Ms. Leanne Collins, Ms. Nikki Harves, and Ms. Hodan Ibrahim

- B. Report about the Strategic Dashboard and Profile of a Learner 62

**Speaker(s):** Dr. Theresa Battle, Dr. Kathy Funston, Amy Piotrowski, Aaron Tinklenberg, and Imina Oftedahl

- C. Committee, Board Appointment and School Assignment Reports

### V. Business Meeting

A. Consent Agenda	2
<b>Description:</b> 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	86
2. Approve Personnel Recommendations	90
3. Adopt a Resolution to Accept Donations	91
4. Approve Payroll, Receipts, Expenses and Investments	93
5. Accept the Budget Analysis	143
6. Receive a Report about the Listening Session	148
7. Approve, on a second reading basis, changes to Regulation 413: <i>Administrative Regulation for Supporting Transgender and Gender-Expansive Students</i>	149
8. Approve, on a First Reading Basis, Non-Substantive Changes to Policies 508: <i>Extended School Year for Certain Students with Individualized Education Programs</i> , 509: <i>Enrollment of Nonresident Students</i> , 517: <i>Student Recruiting</i> , 525: <i>Violence Prevention</i> , 528: <i>Student Parental and Family</i> , 529: <i>Staff Notification</i> , 532: <i>Use of Peace Officers</i> , 533: <i>Wellness</i> , 601: <i>School District Curriculum</i> , and 620: <i>Credit for Learning</i>	156
9. Approve 2023 Committee Assignments and Board Appointments	199
B. New Business	201
1. Approve the 2023 Pay Equity Report	203
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services	
2. Approve, on a First Reading Basis, Changes to 515: <i>Protection and Privacy of Pupil Records</i>	204
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services	
3. Approve, on a First Reading Basis, Changes to 104: <i>School District Mission Statement</i>	238
<b>Speaker(s):</b> Aaron Tinklenberg, Director of Communications	
4. Approve, on a First Reading Basis, Changes to Policies 603: <i>Curriculum Development</i> , and 604: <i>Instructional Curriculum</i>	242
<b>Speaker(s):</b> Imina Oftedahl, Director of Curriculum, Instruction and Assessment	
5. Approve, on a First Reading Basis, Changes to Policy 208: <i>Development, Adoption, and Implementation of Policies</i>	253
<b>Speaker(s):</b> Dr. Theresa Battle, Superintendent	
6. Approve, on a First Reading Basis, Changes to Policy 206: <i>Public Participation in School Board Deliberations</i>	257
<b>Speaker(s):</b> Abigail Alt, Director	
7. Appoint Board Member Representative to 917	
<b>Speaker(s):</b> Scott Hume, Chair	

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District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team. 265





**Agenda II.A.  
January 26, 2023**

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

**From:** Kevin Kleiner, athletic director

**Date:** January 19, 2023

**Re:** Student Athletics and Activities Recognitions

Guidelines for recognitions

- Individual or team that qualified for a state tournament
- Individual or team that qualified for a national or global event/competition

# Athletics & Activities Student Recognitions

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Kevin Kleiner, Director of Athletics

January 26, 2023



# Girls Volleyball - Coach Joshua Wasvedt



# Girls Cross Country - Coach Charlie Burnham

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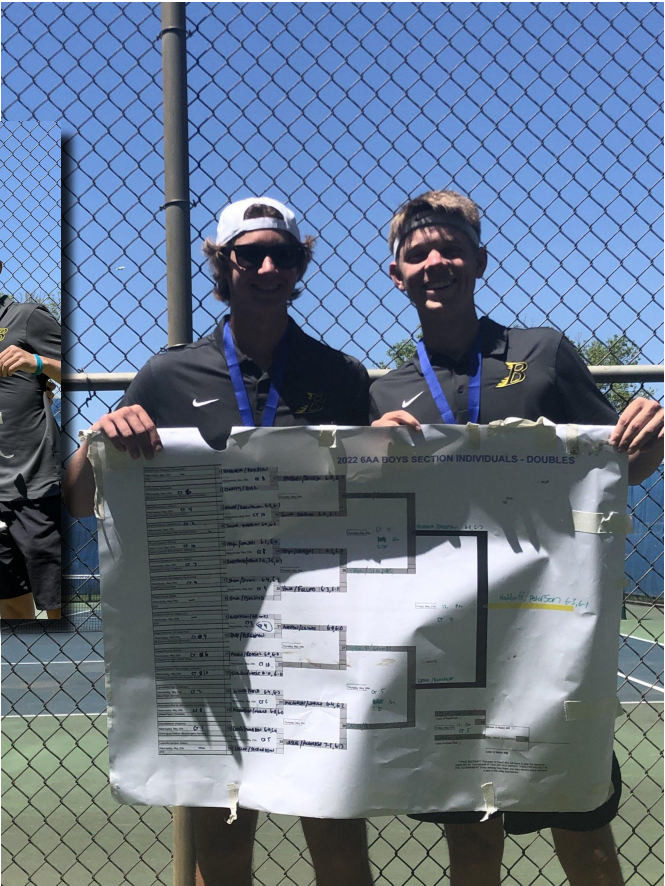
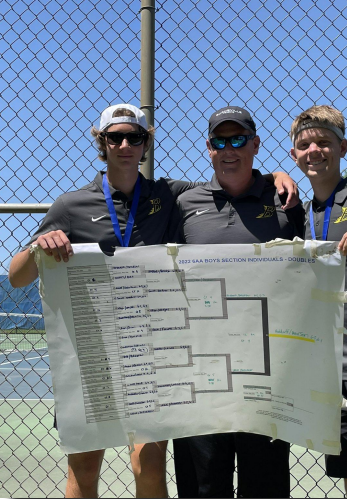
# Boys Cross Country - Coach Jeff Webber



# Girls Swimming & Diving - Coach Kim Harrod



# Boys Tennis - Coach Ryan Haddorff



# Girls Tennis - Coach Ryan Haddorff



# Girls Track & Field - Coach Abby Adkins



# Boys Track & Field - Jef Winterlin (2021-22 season)



# Badminton - Coach Anthony Nguyen



# Speech - Advisor Brendan Klein



# E-Sports Minecraft - Advisor Erik Shimshock

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# E-Sports Rocket League - Advisor Erik Shimshock

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# DECA - Advisor Chris Lunde



**Thank You**



**Agenda III.  
January 26, 2023**

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

**From:** Imina Oftedahl, Director of Curriculum, Instruction and Assessment, Carolyn Cherry, Ed.D., Early Learning Supervisor, Angie Tusa, VPK Teacher, Christine McDonald, Elementary Curriculum Coordinator, Tanya Meyer, Kindergarten Teacher (Harriet Bishop), and Angie Kachman, Kindergarten Teacher (Sky Oaks)

**Date:** January 19, 2023

**Re:** Student Performance and Achievement Committee: World's Best Workforce Kindergarten Readiness

# Kindergarten Readiness

**Imina Oftedahl**

director of curriculum, instruction and  
assessment

**Carolyn Cherry, Ed.D**

early learning supervisor

**Angie Tusa**

VPK teacher

**Christine McDonald**

elementary curriculum coordinator

**Tanya Meyer**

kindergarten teacher

**Angie Kachman**

first grade teacher

**one91**  
Burnsville · Eagan · Savage

January 26, 2023

# Overview

- Early Learning Programming-Voluntary Pre-Kindergarten (VPK)
- Phonemic Awareness Pilot
- Pre-kindergarten (PK)-Kindergarten (K) Alignment Project

# WBWF - Ready for Kindergarten

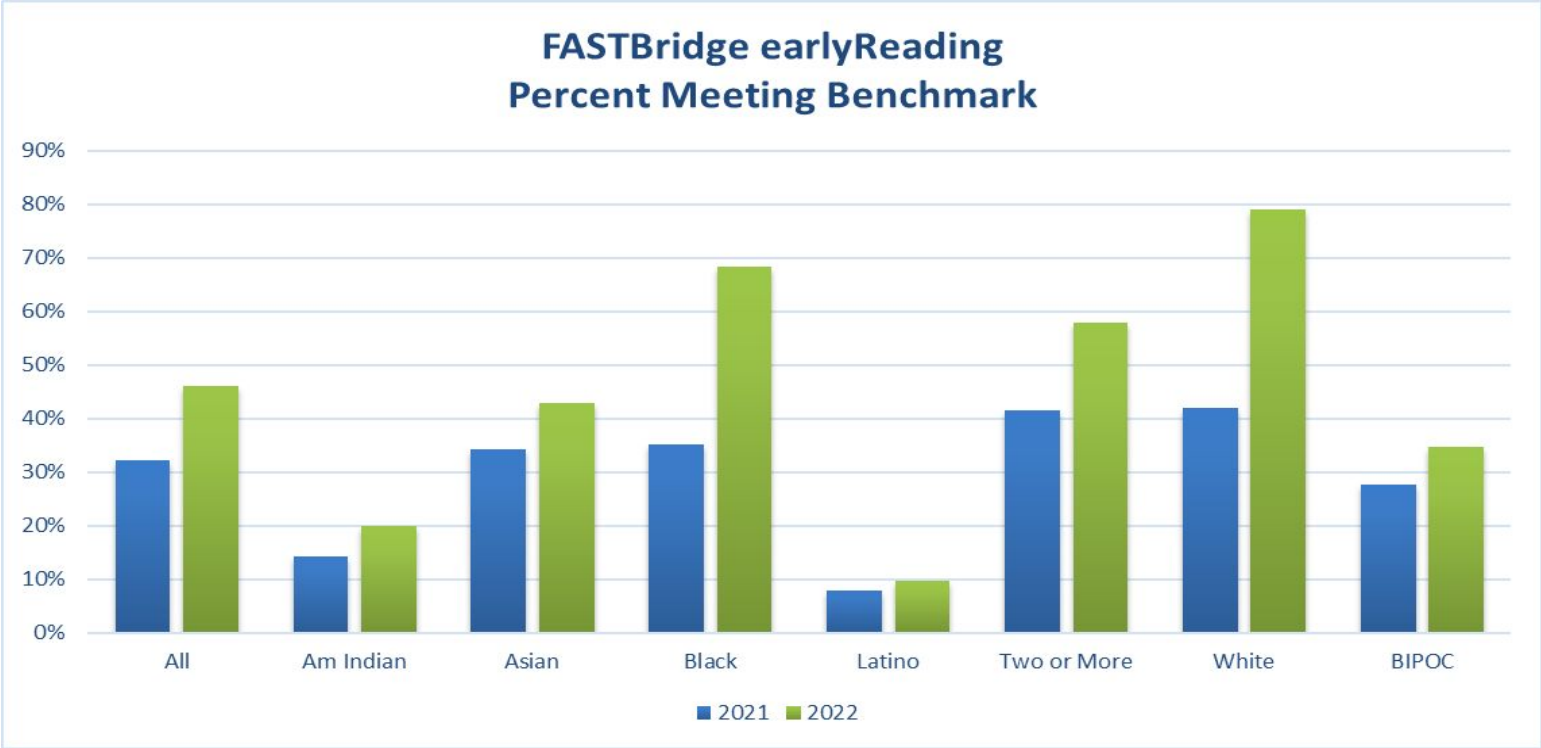
23



**Goal:** Increase percentage of all incoming Kindergartners meeting benchmark on the FASTBridge earlyReading fall assessment from 32% in 2021 to 55% in 2022

**Results:** 46% of incoming Kindergartners met fall benchmark

# Early Reading - Incoming Kindergarten



# PreKindergarten Programs in 191

25

- PreK general education programs -Community Education Department
- Current leadership includes:
  - Jason Sellars, Director
  - Carolyn Cherry, Ed.D., Early Learning Supervisor
  - Cynthia Sampers, Community Education Early Learning Coordinator

## PreKindergarten History

- ~1978: Tiny Tots mixed age preschool began at the Neill Chalet
- ~mid 1980's: Tiny Tots grew to 5 classrooms at 2 locations (Skyline, Cedar)
- 2006: Expansion of Half-day Preschool (Rahn)
- ~2014: All Day PreK at Hidden Valley (20 kids)
- 2017: First year of VPK in ISD 191



# VPK in ISD 191 Yesterday and Today

26

- 2017-18
  - 4 of Classrooms, 4 Schools
  - 4 Teachers
  - 4 Program Assistants
  - ~144 Students
- 2022-23
  - 14 Classrooms, 8 Schools and DEC
  - 14 Teachers
  - 15 Program Assistants
  - 300 Students



# VPK Partners

- Early Childhood Special Education
  - 3 ECSE Itinerant Teachers
  - 8 ECSE Educational Assistants
  - Support from Behavior Analysts
- Building Supports
  - Principals
  - Social Workers
  - Cultural Liaisons
- Systems Improvement and Student Achievement
  - PK-3 Partnership



# Teacher's Story—Early Connections and Relationships

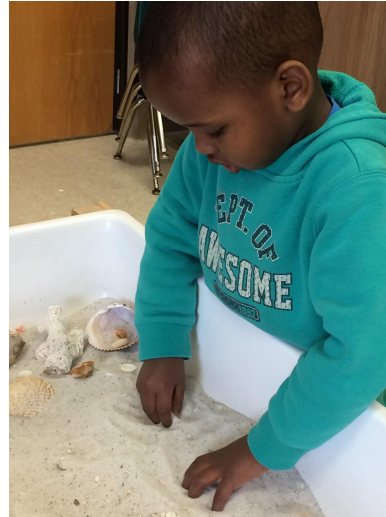
28

Strong ties with families and community make it more likely that students succeed academically.



# Teacher's Story-Play Based Learning

Children learn to make sense of the world, developing social/emotional, and cognitive skills through play.



# Teacher's Story–Social Emotional Learning

Children learn to develop healthy identities, manage emotions, and establish and maintain relationships.



# VPK to K Data-FASTBridge Reading Assessment

Formative Assessment System for Teachers (FAST) earlyReading component is used in kindergarten and first grade to monitor rate and accuracy of early literacy skills.

Fall 2022 FASTBridge earlyReading assessment

	<b>Met Expected Benchmarks</b>	<b>Partially Met Expected Benchmarks</b>	<b>Did not Meet Expected Benchmarks</b>
Voluntary PreK (VPK)	48%	32%	13%
Early Childhood SpEd (ECSE)	45%	23%	24%
VPK + ECSE	47%	28%	18%
No PreK in ISD 191	31%	31%	30%

# Current & Future Work

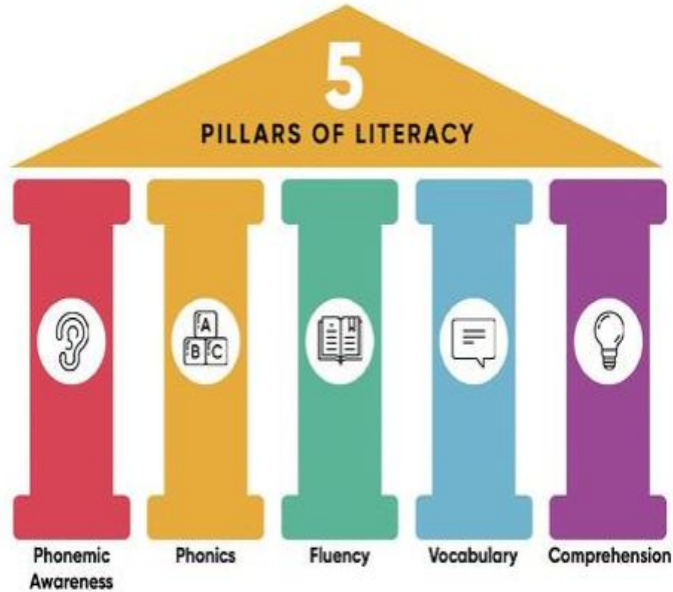
32

- Social Emotional Learning
  - Expansion of access to Conscious Discipline training/supports
- Play Based Learning
  - Creative Curriculum Studies implementation
  - Outdoor Classrooms
- Connecting with Families
  - e-Learning connections and supports
  - Kindergarten Transition Planning



# Phonemic Awareness

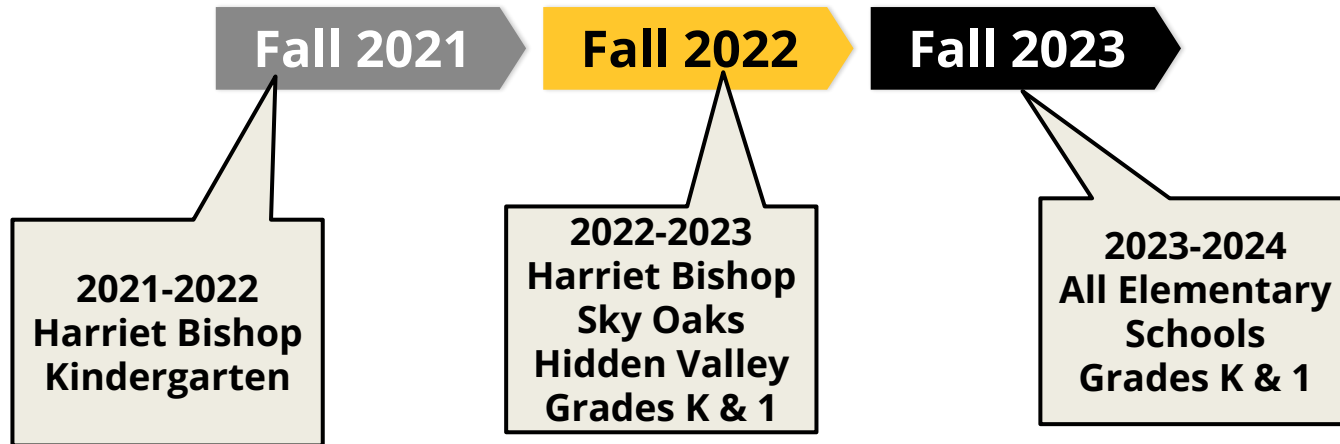
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## Phonemic Awareness is

- ❖ Essential to understanding letters represent sounds
- ❖ Auditory and does not involve words in print
- ❖ Understanding that spoken words are made up of individual sounds

# Phonemic Awareness Instruction



# Data and Observations



## Beginning (Onset) Sounds

November 23, 2022:

- 60% of all Kindergarten students answered all questions correctly
- 92% of all First Grade students answered all questions correctly



# Data and Observations

word	phonemes	picture
cat	c-a-t	
flip	fl-i-p	

## Blending (Phonemes) Sounds

December 16, 2022:

- 49% of all Kindergarten students answered all questions correctly
- 84% of all First Grade students answered all questions correctly

# Phonemic Awareness Instruction

37

## Heggerty in Action at Harriet Bishop

### Teacher Perspective

- Tanya Meyer - Harriet Bishop
- Angie Kachman - Sky Oaks



# PreK - K Alignment Project

## Purpose

- Create common understanding of the practices and expectations for PK-K learners
- Establish working partnership among PK and kindergarten teachers

## 21 project members

- VPK Teachers
- Early Childhood Special Education teachers
- Kindergarten Teachers
- Primary Special Education Teachers
- School Psychologist
- District and Program Coordinators and Administrators

# PreK - K Alignment Project

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Academic benchmarks and assessment



Social-emotional skills and behavioral expectations



Multilingual support and special education service



Instructional time and daily schedules



Family engagement and transition practices





**Agenda IV.A.  
January 26, 2023**

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

**From:** Dr. Chris Bellmont, Dr. Renee Brandner, Ms. Kristine Black, Ms. Leanne Collins, Ms. Nikki Harves, and Ms. Hodan Ibrahim

**Date:** January 19, 2023

**Re:** Report about Sky Oaks Elementary and Hidden Valley Elementary Schools

Receive a report about Sky Oaks Elementary and Hidden Valley Elementary schools from Dr. Chris Bellmont, Dr. Renee Brandner, Ms. Kristine Black, Ms. Leanne Collins, Ms. Nikki Harves, and Ms. Hodan Ibrahim.



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Board of Education  
School Updates

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Hidden Valley  
Sky Oaks  
**January 26, 2023**



## Presenting for Sky Oaks



Renee Brandner, Principal



Nikki Harves, Literacy  
Specialist and ADSIS Teacher

## Presenting for Hidden Valley



Kristine Black, Principal



Hodan Ibrahim, 1st Grade  
Teacher



Leanne Collins,  
Literacy Specialist and  
ADIS

# Hidden Valley Elementary

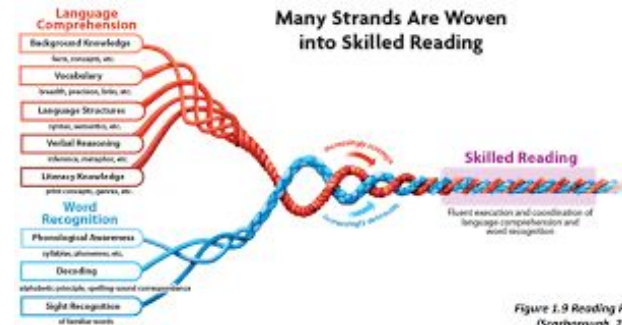


# Sky Oaks Elementary



# Fast for Success (FFS)-Reading

1. Collective Efficacy
2. Science of Reading
3. Using FastBridge Assessments and Data for Instruction



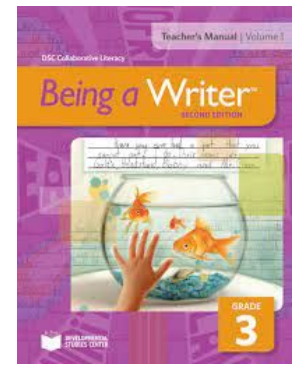
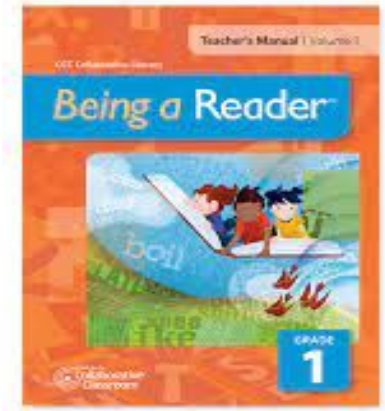
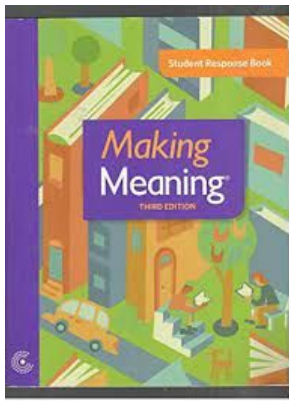
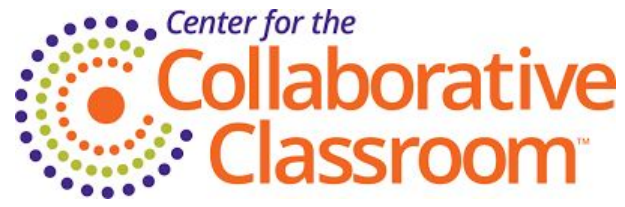
# Using Assessment Tool & Data

47

- Train and Certify Staff to use Assessment Tools
- Six Data Meetings per Year
- Reviewing Benchmark Data
- Planning Interventions
- Progress Monitoring Data



# Comprehensive Literacy Curriculum



# Heggerty Pilot Grades K and 1

49



# Heggerty

Phonemic Awareness  
Lessons

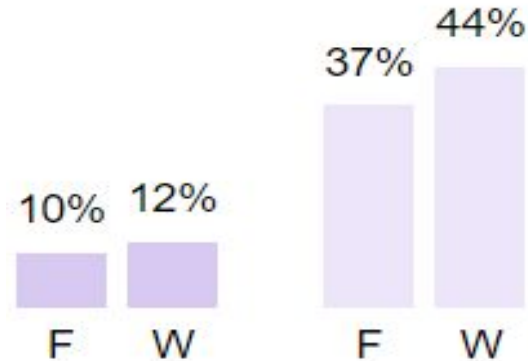
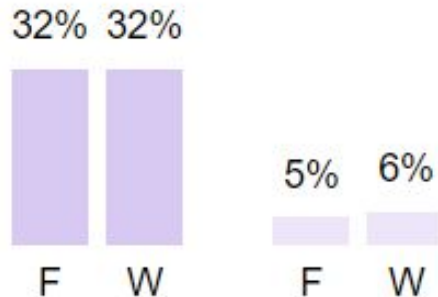
# Heggerty Pilot Grades 1

Fall to Winter Rate of Growth Percentage

Dark Purple = Typical Growth, Light Purple = Aggressive Growth

21-22 Fall to Winter Rate of Growth without Heggerty Pilot

22-23 Fall to Winter Rate of Growth with Heggerty Pilot

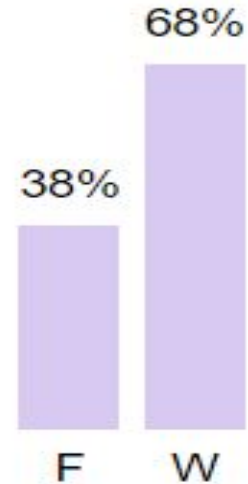
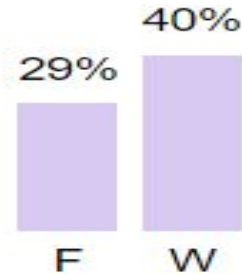


# Heggerty Pilot in Kindergarten

Fall to Winter Percentage of Students Reaching Benchmark

21-22 Fall to Winter Growth  
without Heggerty Pilot = +11%

Targets 22-23 Fall to Winter Preliminary  
Growth with Heggerty Pilot = +30%



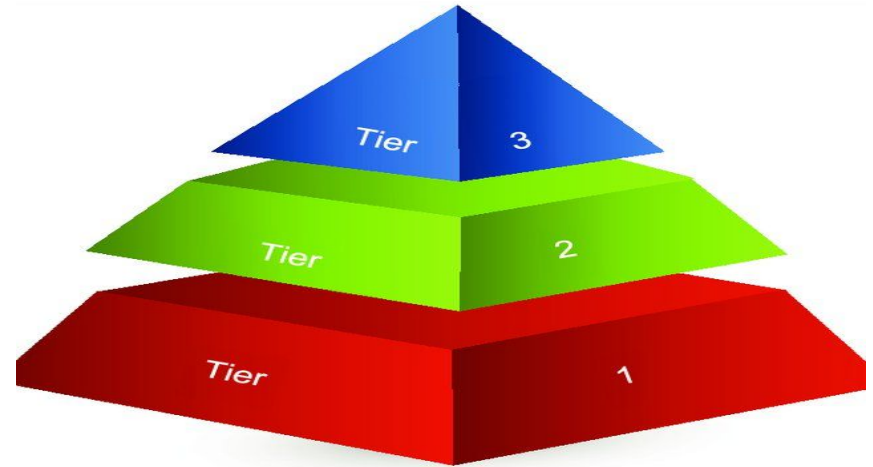
# FFS- Reading Tiers 1, 2, and 3

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Tier 1 for all students

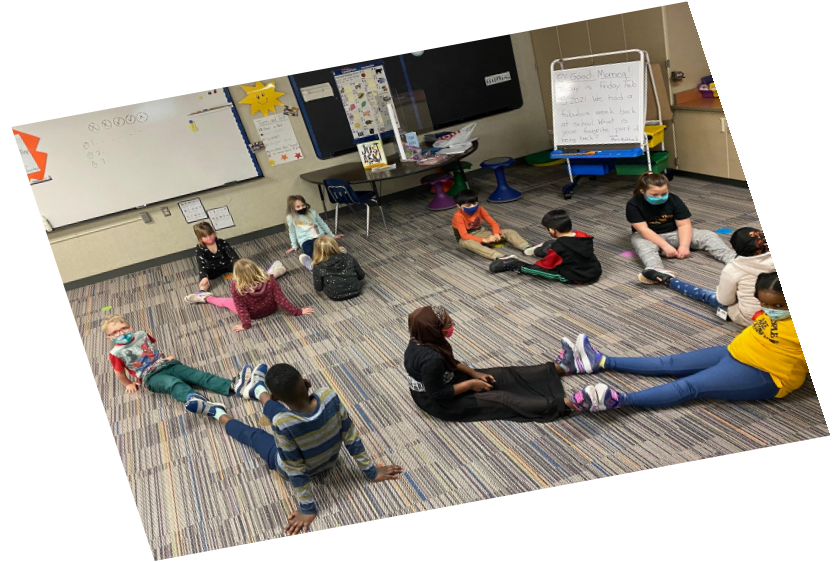
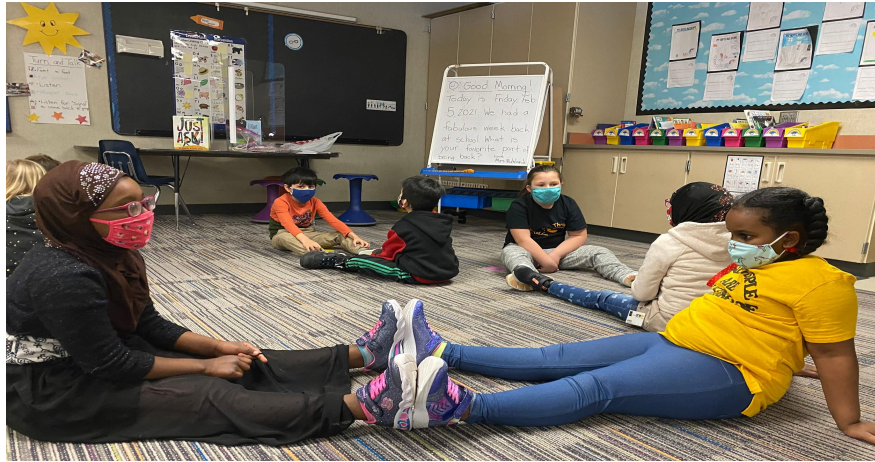
Tier 2 and 3 Interventions: Systematic Intervention in Phonemic Awareness and Phonics (SIPPS)



# A Caring Community

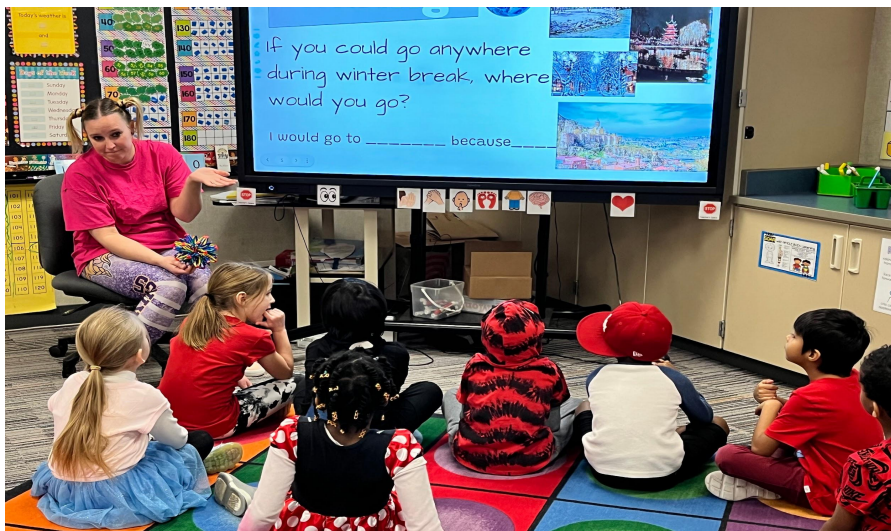
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## Morning Meetings Using the Responsive Classroom Model



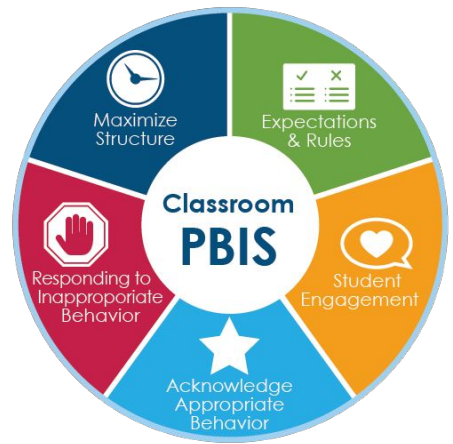
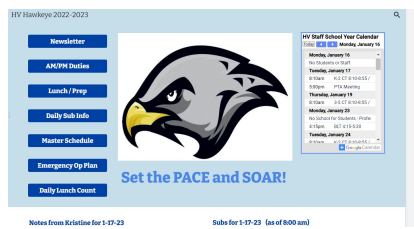
# A Caring Community

Second Step Social and Emotional Learning (SEL) Curriculum in all classrooms. We are also embedding SEL throughout our school day.



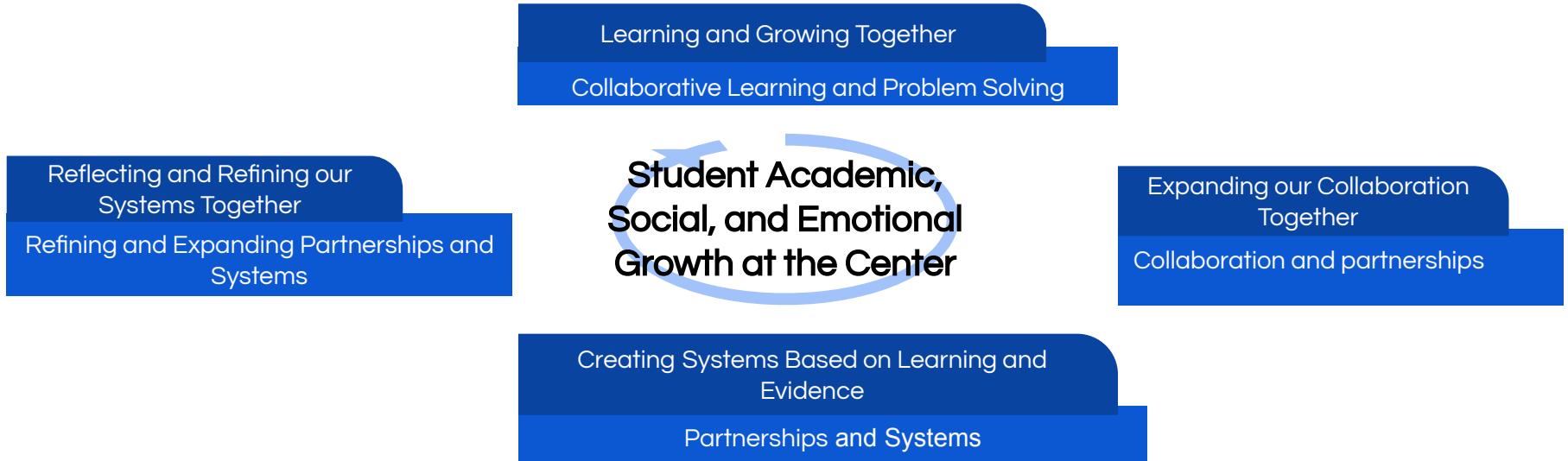
# A Caring Community

## Positive Behavior Intervention and Supports



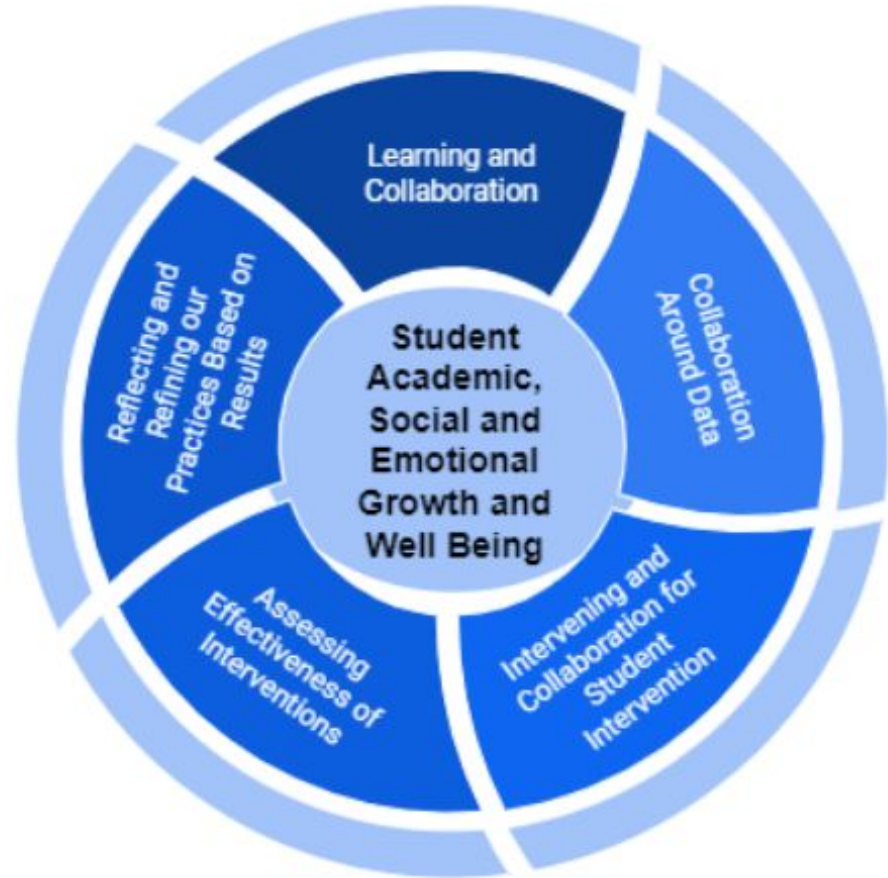
# Coming Together

“There is no power for change greater than a community discovering what it cares about.”—  
Margaret J. Wheatley



# Coming Together

- Effective Collaboration
- Researched-Based Practices and Interventions
- All of our work Surrounded by Culturally Proficient Practices



# Our Path - Sky Oaks

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PBIS Cohort- Refresh

Continued School  
Improvement

Regional Center for  
Excellence



# Our Path - Hidden Valley

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Continued School  
Improvement

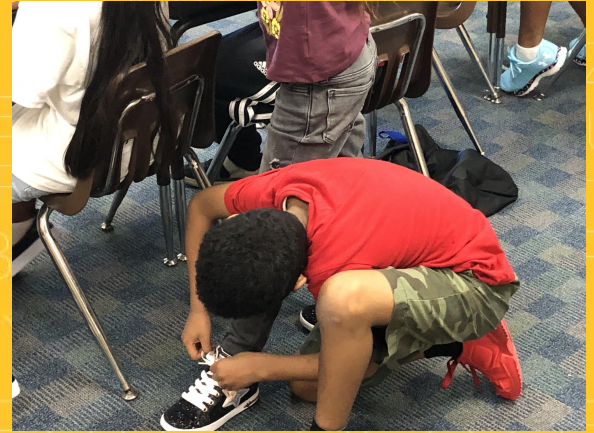
Parent Partnership Meetings

Peace Site

PBIS and Restorative  
Practices



# In their own words...



# Thank You & Contact Information

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*Renee Brandner*

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952-707-3701

<https://skyoaks.isd191.org>

*Sky Oaks Elementary*

*100 East 134th Street*

*Burnsville, MN 55337*

*Kristine Black*

[kblack@isd191.org](mailto:kblack@isd191.org)

952-707-3801

<https://hiddenvalley.isd191.org>

*Hidden Valley Elementary*

*13875 Glendale Road*

*Savage, MN 55378*



**Agenda IV.B.  
January 26, 2023**

**To:** Board of Education

**From:** Dr. Theresa Battle, Dr. Kathy Funston, Amy Piotrowski, Aaron Tinklenberg, and Imina Oftedahl

**Date:** January 19, 2023

**Re:** Report about the Strategic Dashboard and Profile of a Learner

Receive a report about the Strategic Dashboard and Profile of a Learner from Dr. Theresa Battle, Dr. Kathy Funston, Amy Piotrowski, Aaron Tinklenberg, and Imina Oftedahl.

# Strategic Roadmap Dashboard and One91 Profile of a Learner

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**Dr. Theresa Battle**  
Superintendent

**Amy Piotrowski**  
Director of Student Support Services

**Imina Oftedahl**  
Director Curriculum, Instruction and Assessment

**Dr. Kathy Funston**  
Director of Strategic Partnerships and Pathways

**Aaron Tinklenberg**  
Director of Communications



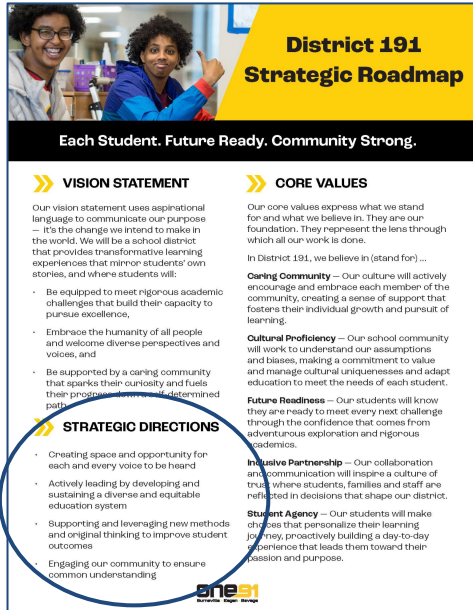
January 26, 2023

- » One91 Profile of a Learner
  - *What experiences do we want for our learners?*
- » Strategic Roadmap Dashboard
  - *How will we measure our progress?*
- » Next Steps

# Profile of a Learner

- Statement that **summarizes the aspirations** of members of a community for their high school graduates.
- Expresses the knowledge, skills, abilities, and mindsets that make the individual **ready for the next step in life** beyond high school and graduation.
- Informs and **focuses the work of educators** along the preK-12 continuum.

# Strategic Roadmap Alignment



**District 191  
Strategic Roadmap**

Each Student. Future Ready. Community Strong.

» **VISION STATEMENT**

Our vision statement uses aspirational language to communicate our purpose — it's the change we intend to make in the world. We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:

- 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 toward self-determined paths.

» **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 new methods and original thinking to improve student outcomes
- Engaging our community to ensure common understanding

**» CORE VALUES**

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.

In District 191, we believe in (stand for) ...

**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.

**one91**  
Burnsville · Eagan · Savage

- **Creating space and opportunity for each and every voice to be heard**
  - Open-ended questions for input
- **Actively leading by developing and sustaining a diverse and equitable education system**
  - Profile of a Learner topics honor equity and access
- **Supporting and leveraging new methods and original thinking to improve student outcomes**
  - Rethinking why and how students learn
- **Engaging our community to ensure common understanding**
  - Over 333 participants provided input

# Profile of a Learner

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## Focus Areas:

- **Academically Ready**
- Civic-Minded
- **Culturally Proficient**
- Financially Savvy
- **Future-Focused**
- Life Ready
- **Workplace Ready**



# Profile of a Learner

## Profile of a Learner

### ACADEMICALLY READY

- Thinks critically
- Collaborates and communicates with others
- Solves problems
- Applies knowledge and skills

### CIVIC-MINDED

- Aware of community & current events
- Participates in civic engagement
- Willing to serve
- Understands personal accountability

### CULTURALLY PROFICIENT

- Sees various perspectives & shows empathy
- Demonstrates advocacy for positive change
- Seeks diverse experiences
- Understands impacts of worldview and biases

### WORKPLACE READY

- Values work and effort
- Demonstrates perseverance
- Manages and organizes time
- Exhibits professionalism

### FINANCIALLY READY

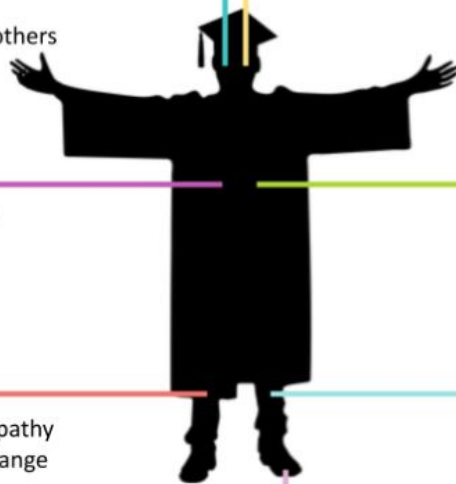
- Budgets and manages money responsibly
- Sets short- and long-term financial goals
- Understands consumer finance practices
- Differentiates between needs and wants

### FUTURE READY

- Identifies aptitudes, interests, and passions
- Engages in networking and self-advocacy
- Pursues attainable goals
- Is adaptive and open-minded

### LIFE READY

- Treats others respectfully
- Exhibits a growth mindset
- Demonstrates strong interpersonal relationship skills
- Regulates emotions & cares for self



# Profile of a Learner

## ACADEMICALLY READY – Terms with Definitions

- **Thinks critically**
  - Individuals conceptualize, apply, synthesize, and analyze/evaluate gathered knowledge; they are open-minded, and respect both evidence and reasoning.
  - Individuals demonstrate competency in use of math, history, social studies, and reading skills.
  
- **Collaborates and communicates with others**
  - Individuals work productively with others; they build collaborative relationships with peers.
  - Individuals communicate effectively through written and oral methods, including writing memos, letters, and complex technical reports, and delivery of the clear articulation of thoughts and ideas in a public setting.
  
- **Solves problems**
  - Individuals identify, analyze, and implement solutions to difficult situations; they use knowledge, facts, and data to reflect on and determine potential solutions.
  
- **Applies knowledge and skills**
  - Individuals develop strong transferrable skills and knowledge that can be applied in school/postsecondary education, career, and life.

# Profile of a Learner

## CIVIC-MINDED – Terms with Definitions

- **Aware of community & current events**
  - Individuals demonstrate civic awareness and engagement; they take action to improve their communities.
  - Individuals understand governmental processes and are active within civic life; they exercise their rights and obligations as citizens at the local, state, national, and global levels.
  
- **Participates in civic engagement**
  - Individuals stay informed about local and national issues; they participate in democratic processes and vote to influence positive change.
  - Individuals understand sources and can identify misinformation; they think critically when evaluating source validity and reliability.
  
- **Willing to serve**
  - Individuals demonstrate servant leadership; they set the example for others as they encourage community responsibility and engagement.
  - Individuals find ways to positively impact their community.
  
- **Understands personal accountability**
  - Individuals act with integrity and contribute to improving their world.

# Profile of a Learner

## FINANCIALLY READY – Terms with Descriptions

- **Budgets and manages money responsibly**
  - Individuals understand the value of money and know how to budget and manage money responsibly; they are aware of budget constraints and basic budgeting best practices.
  - Individuals understand the importance of planning for the future and retirement and save/invest early in their lives.
  
- **Sets short- and long-term financial goals**
  - Individuals purposefully set short- and long-term financial goals and develop plans to attain goals; they find, evaluate, and apply financial information to make sound decisions.
  
- **Understands consumer finance practices**
  - Individuals understand the differences among financial institutions. Individuals understand basic taxes and tax liabilities/requirements at the state and federal levels.
  - Individuals understand types of investments, liabilities, interest rates, amortization, and compounding.
  - Individuals understand credit scores, credit worthiness, credit reporting, and credit checks; they understand how credit is established and what impacts it, both positively and adversely.
  
- **Differentiates between needs and wants**
  - Individuals know how to distinguish between needs and wants; they plan and budget accordingly.

# Profile of a Learner

## FUTURE READY – Terms with Definitions

- **Identifies aptitudes, interests, and passions**
  - Individuals explore career options through the respective lenses of their aptitudes, interests, and passions; they use this understanding of self to make better decisions about their futures.
  
- **Engages in networking and self-advocacy**
  - Individuals create goals and know how to navigate asking questions and seeking resources to support goal achievement.
  - Individuals demonstrate self-confidence in their decisions, actions, and identity; they are confident when communicating with others.
  
- **Pursues attainable goals**
  - Individuals understand projected trends and demand within the workforce for their areas of interest.
  - Individuals set and attain goals in order to meet their education and life goals.
  
- **Is adaptive and open-minded**
  - Individuals are resourceful and agile in their thoughts and actions; they adapt from diverse experiences.

# Profile of a Learner

## LIFE READY – Terms with Definitions

- **Treats others respectfully**
  - Individuals exhibit empathy and show that they value and listen to others. Individuals are aware of their own actions and feelings, and of how others around them are affected.
  
- **Exhibits a growth mindset**
  - Individuals listen openly to feedback and advice; they seek to improve themselves by learning from mistakes.
  - Individuals seek opportunities to challenge themselves and are courageous in expression of their ideas and abilities.
  
- **Demonstrates strong interpersonal relationship skills**
  - Individuals build positive relationships with family, friends, colleagues, and employers by fostering trust, compassion, and consistent communication.
  
- **Regulates emotions & cares for self**
  - Individuals demonstrate resilience; they employ healthy coping strategies to prevent stress, fatigue, and burnout. Individuals manage their own personal health, hygiene, and living space; they exercise self-care to address personal, social, mental, spiritual, and physical well-being.

# Profile of a Learner

## WORKPLACE READY – Terms with Definitions

- **Values work and effort**
  - Individuals exhibit work ethic through their integrity and commitment; they earn the trust of others through honesty and principled behaviors.
  - Individuals adhere to a set of core work values evidenced by their reliability, persistence, honesty, and behavior.
- **Demonstrates perseverance**
  - Individuals display commitment to follow through; they are determined, positive, and committed to achieving their goals.
- **Manages and organizes time**
  - Individuals demonstrate accountability; they honor time commitments and deliverables.
  - Individuals demonstrate proficiency in time management and the ability to meet deadlines.
- **Exhibits professionalism**
  - Individuals demonstrate professional and personal etiquette. Individuals lead by example, maintain a positive attitude, and are personable and able to interact with colleagues at all levels of an organization.
  - Individuals are comfortable with being part of a team and can work collaboratively to handle conflict.

## Strategic Roadmap and Profile of a Learner

# Profile of a Learner

## CULTURALLY PROFICIENT – Terms with Definitions

- **Sees various perspectives & shows empathy**
  - Individuals embrace diversity through cultures and perspectives; they are aware of global issues and take action to improve current situations.
  - Individuals express concern for others and make positive contributions to the world.
  
- **Demonstrates advocacy for positive change**
  - Individuals recognize, understand, and advocate to reach consensus for positive change in addressing systemic racism.
  - Individuals understand the impacts of systemic racism as it relates to wealth management and generational poverty.
  
- **Seeks diverse experiences**
  - Individuals seek to engage in diverse experiences and understand multiple perspectives.
  - Individuals develop a diverse network of friends and supporters.
  
- **Understands impacts of worldview and biases**
  - Individuals are aware of their own personal worldview and strive to use positive behaviors to dispel any possible unconscious biases they or others may have.

# Communication Strategies

## Listen

- Present/discuss with groups & individuals to assess potential cultural considerations & avoid miscommunication or misunderstanding.

## Static

- Incorporate into website
- Assess potential incorporation in public printed materials, staff onboarding materials

## Dynamic

- Wayfinder magazine theme (spring 2023)
- Inclusion in staff, public brand campaigns
- Inclusion in enrollment campaigns (starting summer 2023)
- Inclusion in future enrollment & transition family events (Explore Middle School, Kindergarten Info Nights, etc.)

# Strategic Roadmap Dashboard

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 district work to support it
---	--	---	--

MN Student Survey	WBWF: Outcome Gap*	WBWF: Career & College Ready* - rigorous coursework	Parent/Community Survey
Parent/Community Survey	Diverse Staff-hiring and retention	WBWF/A&I: Graduation*	
Employee Indicator(s)	WBWF/A&I: kindergarten literacy*	Annual report on school/department innovative programs/actions (a yearly count with descriptions)	
	A&I: rigorous coursework*		
	Discipline Disproportionality	Profile of Learner: Competencies	

Enrollment

*\*mandated metrics*

# Strategy 1: Inclusion

## Creating space and opportunity for each and every voice to be heard

### MN Student Survey

- I think things I learn at school are useful.
- Teachers at my school are interested in me as a person.
- I feel safe at school.
- I develop trusting relationships with adults at school.
- I make choices about my own learning.
- I do something that gives me joy and motivation.

### Parent Survey

- The District 191 Board and Administration do a good job of involving community leaders, parents, and interested citizens in decisions about the schools.

### Staff Survey

- Do you feel your feedback is encouraged and valued?

# Strategy 2: Equitable System

## Actively leading by developing and sustaining a diverse and equitable education system

- Kindergarten Literacy: early literacy assessment
- Outcome Gap: state assessment reading & math performance disparities
- Rigorous Coursework: demographic representation 9-12 enrollment
- Discipline Disproportionality: suspensions/expulsions
- Diverse Staff: teacher hiring and retention
- Staff Survey: “Staff members are treated fairly no matter their gender, race, sexual identity, primary language or socio-economic background.”
- Parent Survey: “Students at my child’s school are treated fairly no matter their gender, race, sexual identity, primary language or socio-economic background.”

# Strategy 3: Innovation

## Supporting and leveraging innovation to improve student outcomes and district culture

- Career & College Readiness:
  - 9-12 rigorous coursework enrollment
  - College credits earned
- Graduation: four-year graduation rate
- Annual report on school/department innovative programs/actions (a yearly count with descriptions)
- *Profile of Learner: Competencies*

# Strategy 4: Engaging our Community

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## Engaging our community to ensure common understanding of our Strategic Roadmap and district work to support it

### Parent/Community Survey:

- How familiar are you with Pathways?
- In general, how informed do you feel about decisions made by the School Board and Administration?

### Staff Survey:

- I have a clear understanding of District 191's mission: Each Student. Future Ready. Community Strong.

## Metrics related to all four strategies

- Cohort year-to-year enrollment stability (e.g. 1st grade in FY22 compared to 2nd grade in FY23)
- Capture rate (i.e. kindergarten students enrolled compared to total resident students)

# Next Steps

- Board approval of Dashboard
- Alignment of curriculum to Profile

**Thank You**



**Agenda IV.C.  
January 26, 2023**

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

**From:** Scott Hume, board chair

**Date:** January 19, 2023

**Re:** Committee, Board Appointment and School Assignment Reports from December 2022 and January 2023

Receive reports on Board committees, appointments, and school assignments.

**2022 Committees:**

- Policy Review Committee – Toni Conner
- Negotiations Committee – Abigail Alt
- Legislative Committee – Scott Hume
- Student Performance and Achievement Committee – Lesley Chester

**2022 Board Appointments:**

- AMSD (Association of Metropolitan School Districts) – Toni Conner
- District 917 – Lesley Chester
- Burnsville High School Hall of Fame – Scott Hume
- Burnsville Chamber of Commerce Policy Committee – Toni Conner
- Foundation 191 – Sue Said
- MSBA (Minnesota School Boards Association) – Scott Hume
- MSHSL (Minnesota State High School League) – Eric Miller
- Burnsville Fire Muster and Community Celebration – Abigail Alt

**2022 School Assignments:**

Abigail Alt	Hidden Valley Elementary School
Lesley Chester	William Byrne Elementary School
Toni Conner	Eagle Ridge Middle School
Scott Hume	Gideon Pond Elementary School
Eric Miller	Sky Oaks Elementary School
Sue Said	Edward Neill Elementary School
Anna Werb	Burnsville High School

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 January 12, 2023

The regular meeting of the Board of Education was called to order by Chair Chester 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, Mursal, Werb, and Chair Chester were present. Miller was absent. Superintendent Dr. Battle, Student Representative Ava Drobnick, administrators, staff and members of the public were also present.

Attendance

Chair Chester welcomed the audience and asked Alt to lead the Pledge of Allegiance.

Pledge of  
 Allegiance  
 Oath of Office

Director Werb led Scott Hume, Abigail Alt, Lesley Chester, and Safio Mursal in the ceremonial Oath of Office.

Moved by Conner, seconded by Werb, to approve the agenda. The motion carried unanimously (6, 0).

Agenda

Moved by Chair Chester that Director Hume be nominated and elected chair of the board for 2023. Director Hume was elected as chair by acclamation.

Chair

Hume began to chair the meeting.

Moved by Chair Hume that Director Werb be nominated and elected vice chair of the board for 2023. Werb was elected vice chair by acclamation.

Vice Chair

Moved by Director Alt that Director Chester be nominated and elected clerk of the board for 2023. Director Chester was elected clerk by acclamation.

Clerk

Moved by Director Alt that Director Miller be nominated and elected treasurer of the board for 2023. Moved by Director Conner that Director Alt be nominated and elected as treasurer for 2023. Alt declined the nomination. Director Miller was elected treasurer by acclamation.

Treasurer

Moved by Alt, seconded by Chester, that salaries of board members be set at \$450 per month and that the chairperson receives an additional \$50 per month in recognition of additional duties and expenses associated with the position. Moved by Conner, seconded by Alt, that the stipends be increased back to the original stipend of \$550. The motion failed after discussion (1, 5 with Conner voting in favor and Alt, Hume, Chester, Werb and Mursal voting against.) The main motion carried unanimously (6, 0).

Salaries

Regular Meetings

Moved by Chester, seconded by Alt, that all regular meetings of the Independent School District 191 Board of Education commence at 6:30 p.m. on the dates noted below with meetings conducted at the Diamondhead Education Center and cable cast. Board Listening Sessions will be scheduled from 5:45-6:15 p.m. before regular board meetings.

January 12, 2023	October 12, 2023
January 26, 2023	October 26, 2023
February 9, 2023	November 9, 2023
February 23, 2023	December 14, 2023
March 9, 2023	January 11, 2024
March 23, 2023	January 25, 2024
April 13, 2023	February 8, 2024
April 27, 2023	February 22, 2024
May 11, 2023	March 14, 2024
May 25, 2023	March 28, 2024
June 8, 2023	April 18, 2024*
June 22, 2023	April 25, 2024
August 10, 2023	May 9, 2024
August 24, 2023	May 23, 2024
September 14, 2023	June 13, 2024
September 28, 2023	June 20, 2024*

The motion carried unanimously (6, 0).

Moved by Werb, seconded by Chester, to approve items G-M:

-G. Adopt the attached resolution which 5 authorizes the executive director of administrative services to enter into electronic (telephone) fund transfer agreements with the district's official depositories per Chapter 334 of the laws of Minnesota.

-H. Adopt the attached resolution authorizing the use of facsimile signatures on payroll and claim checks as prescribed in M.S. 47.41 and furthermore that the use of facsimile signatures be authorized for individual personnel contracts covered by board adopted master agreements.

-I. That the institutions shown below be designated as official depositories of the district for the 2023 calendar year per M.S. 124.05.

- U.S. Bank of Minneapolis
- Minnesota School Districts Liquid Asset Fund Plus
- MN Trust
- Associated Bank, WI
- PMA Financial Network

-J. Committee appointments for 2023 will be determined at a future meeting.

-K. . That as of January 1, 2023, Theresa Battle, superintendent, or her designee be designated as the agent in filing applications for and representing the district in state- and federally-funded programs.

-L. That the following law firms be appointed as legal counsel for

and Listening Sessions

Consent Agenda  
G-M  
Electric Fund Transfers

Facsimile Signatures

Designated Depositories

Committee Appointments

Federal Funding

Law Firms

Independent School District 191 for 2023 and that they be paid on an hourly basis for services rendered.  
 Kennedy & Graven Chartered  
 Goetz & Eckland P.A.  
 Booth Law Group LLC  
 Rupp, Anderson, Squires & Waldspurger, P.A.  
 Hitesman & Wold, P.A.  
 Arthur Chapman Kettering Smetak & Pikala, P.A  
 -M. That Sun Thisweek be designated as the official newspaper for 2023 per M.S. 123.33; Subdivision 11, and M.S. Chapter 331.  
 The motion carried unanimously (6, 0).

Official Paper

Received a report from Ava Drobnick, student representative.

Reports

Received a report from Dr. Theresa Battle, superintendent.

Consent Agenda Minutes

Moved by Chester, seconded by Conner, to approve the consent agenda:  
 -Approve minutes of the regular board meeting on December 8, 2022.  
 -Approve personnel recommendations for Connie Bjoin, Hannah King, Jennifer Schmidt, Kristina Pope, Catherine Flynn, Erin Weaver, Gina O'Reilly, Ann Bakken, Awo Jarik, Brenten Magee, Debra Hanson, Denise Engberg, Erica Bugenhagen, Katie Grundstrom, Kelly Kusniryk, Kylie Krick, Linda Smith, Lori Rathjen, Margarita Mercado, Ondine Cella, Renee Higgins, Sharon Papendick, Briseida Gonzalez, KayAnna Lawler, Kodi Contreras, Mark Gorzycki, Theresa Tanberg, Saloua Thompson, Jeffrey Barthel, Carl Bourdon, Hussein Farah, Keshia Gadd, Kristine Schlander, Nasteho Ali, Yurub Mohamed, Jennifer Hinman, and Patty Tushie.  
 -Adopt a resolution to approve and accept donations as presented.  
 -Approve October payroll checks in the net amount of \$4,167,956.22. October claims to date, wire transfers and adjustments totaling \$9,241,077.78. Also, that the Board accepts October receipts of \$11,836,672.16 and investments for the General Fund, 2015A School Building Bonds, and OPEB of \$72,131,906.39 as of October 31, 2022.  
 -Accepts the Budget Analysis for the month ending October 31, 2022.  
 -Receive a report about the Listening Session on December 8, 2022.  
 -Approve, on a second reading basis, changes to Policy 209: Code of Ethics.  
 -Approve, on a second reading basis, changes to Policies 416: Drug and Alcohol Testing, 417: Chemical Use and Abuse, 708: Transportation of Nonpublic School Students, 709: Student Transportation Safety Policy, and 721: Uniform Grant Guidance Policy Regarding Federal Revenue Source.  
 - Approve, on a first reading basis, changes to Policy 418: Drug-Free Workplace/Drug-Free School.  
 The motion carried unanimously (6, 0).

Personnel Recommendations

Donations checks, receipt, claims and investments

Budget Analysis Listening Session Policies

Course Catalog

Moved by Chester, seconded by Werb, to approve the additions, deletions, and changes to the 2023-24 Course Catalog.

The motion carried unanimously after discussion (6, 0).

Regulation 413

Moved by Alt, seconded by Chester, to approve, on a first reading basis, changes to Regulation 413: Administrative Regulation for Supporting Transgender and Gender-Expansive Students. The motion carried unanimously after discussion (6, 0).

Adjourn

The meeting adjourned at 7:33 p.m.

January 26, 2023

Clerk

Date Approved

DRAFT

**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 Administrative Services

DATE: January 26, 2023

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment		Cynthia Lamb	* Edward Neill Elementary	Long Term Substitute Teacher	01/24/2023	1.0 FTE
Certified	Appointment		Jule Andersen	* Eagle Ridge Middle School	Long Term Substitute Teacher	01/23/2023	1.0 FTE
Certified	Appointment		Molly Lampono	* Rahm Elementary School	Teacher	01/30/2023	1.0 FTE
Certified	Leave of Absence		Amy Yager	Eagle Ridge Middle School	Teacher	02/24/2023-06/09/2023	1.0 FTE
Certified	Leave of Absence		Katlin Ring	* Nicollet Middle School	Teacher	03/14/2023-04/10/2023	1.0 FTE
Certified	Resignation		Catherine Schlichting	Eagle Ridge Middle School	Speech/Language Pathologist	02/07/2023	1.0 FTE
Certified	Retirement		Brad Peltier	Hidden Valley Elementary	Teacher	06/09/2023	1.0 FTE
Classified	Appointment		Edward Byrne	Eagle Ridge Middle School	Assistant Coach Boys Basketball	Winter Season	Winter Stipend
Classified	Appointment		Erin O'Hara Stuart	* Burnsville High School	Competition One Act Play Set Design	Winter Season	Winter Stipend
Classified	Appointment		Ibrahim Abdullahi	Nicollet Middle School	Assistant Coach Boys Basketball	Winter Season	Winter Stipend
Classified	Appointment		Madeline Stuart	* Burnsville High School	Full Length Set Design	Winter Season	Winter Stipend
Classified	Appointment		Nicole Harves	* Sky Oaks Elementary School	Administrative Assistant-Elementary	Year Round	Stipend
Classified	Appointment		Pamela Jensen	Diamondhead Education Center	Project Manager- Finance	01/24/2023	8 hours/day
Classified	Appointment		Robert Thompson	Nicollet Middle School	Assistant Coach Boys Basketball	Winter Season	Winter Stipend
Classified	Appointment		Robert Thompson	Nicollet Middle School	Head Coach Girls Basketball	Winter Season	Winter Stipend
Classified	Change of Assignment		Janina Ortiz	ECSE Center	Educational Assistant	01/17/2023	6.5 hours/day
Classified	Change of Assignment		Moriah Combs	Community Education	Community Education Supervisor	01/17/2023	8 hours/day
Classified	Probationary Release		Monica Gihl	Edward Neill Elementary	Food Service Manager	1/13/2023	7.5 hours/day
Classified	Resignation		Basra Hassan	District-wide	Food Service Associate	01/10/2023	3.75 hours/day
Classified	Resignation		Cassidy Solomon	Sky Oaks Elementary School	Educational Assistant	01/06/2023	1.75 hours/day
Classified	Resignation		Laurie Gayle	* Burnsville High School	Food Service Associate	01/20/2023	3.75 hours/day
Classified	Resignation		Raha Somerville	Hidden Valley Elementary	Educational Assistant	01/20/2023	7.25 hours/day



**Agenda V.A.3.  
January 26, 2023**

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

**From:** Tyler Dehne, director of finance

**Date:** January 19, 2023

**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 January 26, 2023.

\_\_\_\_\_  
Clerk – Board of Education

<b>Date</b>	<b>Donor</b>	<b>Recipient</b>	<b>Terms</b>	<b>Donation</b>
12/15/2022	Fire Muster	Community Education	Volunteer Hours for International Beverage Station/Kids' Korner	\$1,350.00
12/20/2022	Pamela Hansen	Community Education	Brainpower in a Backpack	\$16.00
12/20/2022	Baseball Association, Robert Weber	Community Education	Brainpower in a Backpack	\$1,250.00
1/5/2023	Michael and Sheryl Burkhardt	Community Education	Brainpower in a Backpack	\$250.00
1/5/2023	Mark and Kim Evanko	Community Education	Brainpower in a Backpack	\$75.00
1/5/2023	Schuler Shoes	Community Education	Brainpower in a Backpack	\$2,550.00
1/16/2023	Lund Food Holdings	Burnsville High School	Youth in Government fundraiser	\$180.00
1/16/2023	Chipotle Mexican Grill	Burnsville High School	Youth in Government fundraiser	\$120.00

**Total monetary donation received: \$5,791.00**



**Agenda V.A.4  
January 26, 2023**

**To: Dr. Theresa Battle, superintendent and Board of Education**

**From: Tyler Dehne, director of finance**

**Date: January 18, 2023**

**Re: November Payroll, Claims and Receipts**

**Recommendation:** That the Board approves November payroll checks in the net amount of \$4,054,529.22. November claims to date, wire transfers and adjustments totaling \$7,608,910.89. Also, that the Board accepts November receipts of \$10,178,173.78 and investments for the General Fund, 2015A School Building Bonds, and OPEB of \$71,561,413.12 as of November 30, 2022.

November payroll, wire transfers, claims and receipts have been prepared under the direction of Tyler Dehne, Director of Finance, and are presented for approval by the School Board.

TD/mw/jb

**INDEPENDENT SCHOOL DISTRICT 191  
FINANCIAL REPORT  
November 2022**

**Cash Receipts**

Receipts	\$10,178,173.78	
Miscellaneous Adjustments		

**TOTAL NOVEMBER CASH RECEIVED** \$10,178,173.78

**CASH DISBURSEMENTS**

November Payroll	\$4,054,529.22	
------------------	----------------	--

A/P			
November Claims	Checks 486555-486802		\$2,019,865.53
	Virtual Card 6000000880-6000000909		\$182,901.77
	ACH-Emp 9000003635-9000003738		\$282,377.18

November A/P Wires+P-card+Fleet card	\$5,123,766.41	
November Bank Fees	\$0.00	

**TOTAL NOVEMBER CASH DISBURSED** \$11,663,440.11

**TOTAL TO BE APPROVED** \$11,663,440.11

	<u>Money Market</u>	<u>(Original Cost) Investments</u>	<u>11/30/2022</u>
GENERAL FUND	\$16,295,797.34	\$43,320,369.61	\$59,616,166.95
OPEB	\$173,256.71	\$6,423,078.24	\$6,596,334.95
OPEB EQUITY INV	\$10,743.72	\$5,338,167.50	\$5,348,911.22
2015A SCHOOL BUILDING BONDS	\$0.00	\$0.00	\$0.00
	\$16,479,797.77	\$55,081,715.35	\$71,561,413.12

Note: The attached investment reports are provided by our investment advisor, PMA Financial Network, Inc. These reports include our investment and money market balances.



# Total Portfolio Report CAR

Report as of 11/30/2022

PMA Financial Network  
 2135 CityGate Lane  
 7th Floor  
 Naperville, IL 60563 95  
 Phone: 630-657-6400  
 Fax: 630-718-8701

## Burnsville ISD 191 (31134-301 - 2009 Opeb Trust)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
IS		11/30/2022			IS Balance	\$173,256.71	\$173,256.71	\$173,256.71	
SEC	SEC-47620-1	02/08/2021	12/15/2022		KANE COOK AND DU PAGE C	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	0.100
SEC	SEC-48055-1	02/26/2021	02/15/2023		MANSFIELD ISD-B-REF	\$338,780.40	\$310,000.00	\$310,000.00	0.120
SEC	SEC-48065-1	03/02/2021	03/01/2023		SAINT LOUIS CNTY	\$366,396.20	\$335,000.00	\$335,000.00	0.140
SEC	SEC-47613-1	01/08/2021	08/01/2023		SAN MARCOS ISD-REF	\$1,642,845.00	\$1,500,000.00	\$1,500,000.00	0.120
SEC	SEC-48075-1	03/09/2021	08/15/2023		SAN MARCOS CTFS OBLIG	\$321,741.75	\$295,000.00	\$295,000.00	0.110
SEC	SEC-48062-1	03/23/2021	09/01/2023		ROCK CO-TXBL-REF	\$998,050.00	\$1,000,000.00	\$998,050.00	0.130
SEC	SEC-48054-1	02/26/2021	10/01/2023		HAWAII-EY-REF	\$247,033.60	\$220,000.00	\$220,000.00	0.100
SEC	SEC-48044-1	02/24/2021	12/01/2023		DEWITT ETC CO CCD #54	\$616,968.90	\$590,000.00	\$590,000.00	0.190
SEC	SEC-49708-1	11/22/2021	11/15/2024		US TREASURY N/B	\$923,084.96	\$925,000.00	\$923,084.96	0.673
CD	CD-279751-1	01/21/2020	01/21/2025	14445	FARMERS AND MERCHANTS UNION BANK	\$228,200.00	\$248,078.24	\$228,200.00	1.740
<b>Sub Totals →</b>						<b>\$6,856,357.52</b>	<b>\$6,596,334.95</b>	<b>\$6,572,591.67</b>	
<b>Totals →</b>						<b>\$6,856,357.52</b>	<b>\$6,596,334.95</b>	<b>\$6,572,591.67</b>	

**Time and Dollar Weighted Average Portfolio Yield:** 0.48%

**Weighted Average Portfolio Maturity:** 295.68 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

### Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
SEC	93.51	\$6,067,136.05	Securities
CD	3.82	\$248,078.24	Certificate of Deposit
IS	2.67	\$173,256.71	IS Account

### Index

**Cost** is comprised of the total amount you paid for the investment including any fees and commissions.

**Rate** is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

**Face/Par** is the amount received at maturity for fixed rate investments.

**Market Value** reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".

**CD** - Certificates of Deposit, **CP** - Commercial Paper, **ISC** - Investment Shares Class, **MMA** - Money Market Account, **SEC** - Government Securities, **TS** - Term Series



# Total Portfolio Report

Report as of 11/30/2022

PMA Financial Network  
 2135 CityGate Lane  
 7th Floor  
 Naperville, IL 60563 97  
 Phone: 630-657-6400  
 Fax: 630-718-8701

## Burnsville ISD 191 (31134-101 - General Fund)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Rate
IS		11/30/2022			IS Balance	\$16,295,797.34	\$16,295,797.34	
LTD		11/30/2022			LTD Balance		\$10,064,690.01	
SDA	SDA-1285862-1	11/30/2022			Savings Deposit Account - MNTRUST – Full Flex (PenFed XLS)	\$4,069,065.97	\$4,069,065.97	
SDA	SDA-1287414-1	11/30/2022		19581	Savings Deposit Account - BELL BANK	\$15,443,081.61	\$15,443,081.61	
SDA	SDA-1291160-1	11/30/2022			Savings Deposit Account - MNTRUST – Full Flex (Pref HCC)	\$3,014,101.96	\$3,014,101.96	
SDA	SDA-1291161-1	11/30/2022			Savings Deposit Account - MNTRUST – Full Flex (Pref PHLI)	\$1,510,076.03	\$1,510,076.03	
CD	CD-292746-1	12/13/2021	12/13/2022	68430	LATINO COMMUNITY CREDIT UNION	\$249,500.00	\$249,949.10	0.180
TS	TS-292821-1	12/17/2021	12/16/2022		MN TRUST TERM SERIES	\$2,000,000.00	\$2,003,390.69	0.170
SEC	SEC-49920-1	12/29/2021	12/29/2022	33664	STATE BANK INDIA	\$249,422.54	\$249,000.00	0.180
CD	CD-289645-1	05/10/2021	05/11/2023	60269	GREENSTATE CREDIT UNION	\$249,200.00	\$249,948.63	0.150
SEC	SEC-48342-1	05/14/2021	05/15/2023	35141	BMW BANK NORTH AMERICA	\$249,099.57	\$249,000.00	0.130
CD	CD-291023-1	08/16/2021	08/18/2023	58629	ALLEGIANCE BANK TEXAS	\$249,000.00	\$249,501.86	0.101
SEC	SEC-48820-1	08/25/2021	08/25/2023	57565	UBS BANK USA	\$249,743.75	\$249,000.00	0.150
SEC	SEC-48853-1	08/25/2021	08/25/2023	58177	SALLIE MAE BANK/SALT LKE	\$249,742.33	\$249,000.00	0.201
SEC	SEC-48854-1	08/30/2021	08/30/2023	33682	STATE BANK OF INDIA	\$249,742.33	\$249,000.00	0.201
SEC	SEC-53305-1	06/08/2022	12/08/2023	33124	GOLDMAN SACHS BANK USA	\$246,649.66	\$246,000.00	2.320
CD	CD-295121-1	10/28/2022	04/25/2024	227	PENTAGON FEDERAL CREDIT UNION (183 day and out)	\$1,750,000.00	\$1,865,935.60	4.449
SEC	SEC-57091-1	11/04/2022	05/06/2024	34444	CUSTOMERS BANK	\$244,632.85	\$244,000.00	4.520
CD	CD-293933-1	06/01/2022	06/03/2024	33686	BANK HAPOALIM	\$236,700.00	\$249,288.42	2.648
SEC	SEC-53308-1	06/09/2022	06/10/2024	57803	ALLY BANK	\$246,429.86	\$246,000.00	2.610
SEC	SEC-53310-1	06/08/2022	06/10/2024	27471	AMERICAN EXPR NATL BK	\$246,702.22	\$246,000.00	2.603
TS	TS-294471-1	08/18/2022	08/19/2024		MN TRUST TERM SERIES	\$2,000,000.00	\$2,124,339.73	3.100
<b>Sub Totals →</b>						<b>\$49,298,688.02</b>	<b>\$59,616,166.95</b>	
<b>Totals →</b>						<b>\$49,298,688.02</b>	<b>\$59,616,166.95</b>	

**Time and Dollar Weighted Average Portfolio Yield:** 3.25%

**Weighted Average Portfolio Maturity:** 120.90 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

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## Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
SDA	40.35	\$24,036,325.57	SDA Account
CD	4.81	\$2,864,623.61	Certificate of Deposit
TS	6.93	\$4,127,730.42	Term Series
SEC	3.65	\$2,176,510.95	Securities
IS	27.36	\$16,295,797.34	IS Account
LTD	16.90	\$10,064,690.01	LTD Account

## Index

**Cost** is comprised of the total amount you paid for the investment including any fees and commissions.

**Rate** is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

**Face/Par** is the amount received at maturity for fixed rate investments.

**Market Value** reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".

**CD** - Certificates of Deposit, **CP** - Commercial Paper, **ISC** - Investment Shares Class, **MMA** - Money Market Account, **SEC** - Government Securities, **TS** - Term Series



**Burnsville ISD 191 OPEB  
Investment Review**  
November 1 - November 30, 2022

## CLIENT

Burnsville ISD 191 OPEB

## INCEPTION DATE

11/01/2014

## RELATIONSHIP TEAM

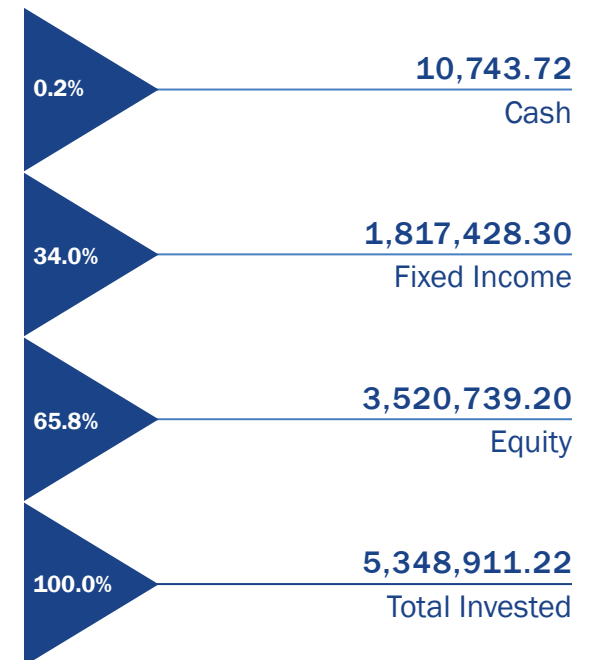
**Kendra Shelland**  
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com

**Steve Pumper**  
VP, Investment Services  
(612) 509-2565  
SPumper@pmanetwork.com

## PORTFOLIO OVERVIEW

	Value
<b>Beginning Market Value</b>	<b>5,111,729.17</b>
Contributions	0.00
Withdrawals	0.00
Net Investment Income	2,073.30
Unrealized Gain/Loss	235,108.75
Realized Gain/Loss	0.00
<b>Ending Market Value</b>	<b>5,348,911.22</b>

Compliance	Status
As of 11/30/2022	Compliant



## INVESTMENT ALLOCATION

Sector	Amount	Allocation	Change	%
<b>Cash</b>				
<b>TOTAL Cash</b>	<b>10,743.72</b>	<b>0.20%</b>	<b>2,073.30</b>	<b>23.91%</b>
<b>Fixed Income</b>				
<b>TOTAL Credit</b>	<b>1,817,428.30</b>	<b>33.98%</b>	<b>60,072.00</b>	<b>3.42%</b>
Funds - Corporate	1,817,428.30	33.98%	60,072.00	3.42%
<b>TOTAL Fixed Income</b>	<b>1,817,428.30</b>	<b>33.98%</b>	<b>60,072.00</b>	<b>3.42%</b>
<b>Equity</b>				
<b>TOTAL Domestic Equity</b>	<b>3,520,739.20</b>	<b>65.82%</b>	<b>175,036.75</b>	<b>5.23%</b>
Funds - Large Cap	3,520,739.20	65.82%	175,036.75	5.23%
<b>TOTAL Equity</b>	<b>3,520,739.20</b>	<b>65.82%</b>	<b>175,036.75</b>	<b>5.23%</b>
<b>TOTAL Invested</b>	<b>5,348,911.22</b>	<b>100.00%</b>	<b>237,182.05</b>	<b>4.64%</b>

## CURRENT PERIOD ALLOCATION



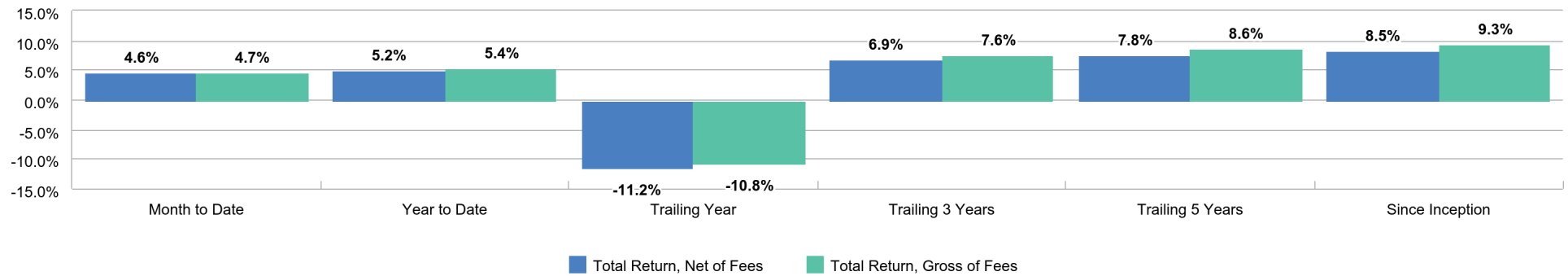
### Asset Class

- Cash - 0.2%
- Fixed Income - 34.0%
- Equity - 65.8%

### Sector

- Cash - 0.2%
- Credit - 34.0%
- Domestic Equity - 65.8%

## HISTORICAL PERFORMANCE



## HISTORICAL PERFORMANCE

	Month to Date	Year to Date	Trailing Year	Trailing 3 Years	Trailing 5 Years	Since Inception
Total Return, Net of Fees	4.64%	5.17%	(11.22%)	6.93%	7.83%	8.46%
Total Return, Gross of Fees	4.68%	5.39%	(10.77%)	7.62%	8.64%	9.34%

Since Inception Date: November 01, 2014

Periods greater than 1 year are annualized. Year to Date returns are presented fiscal year to date.

## PERFORMANCE BY ASSET CLASS

Asset Class	Ending Market Value	Weight	Gross Total Return	Contribution
Cash	10,743.72	0.21%	0.29%	0.00%
Fixed Income	1,817,428.30	34.43%	3.66%	1.26%
Equity	3,520,739.20	65.36%	5.23%	3.43%
<b>Portfolio Total</b>	<b>5,348,911.22</b>	<b>100.00%</b>	<b>4.68%</b>	<b>4.68%</b>

Trade Date	Settle Date	Quantity	Security	Ticker	Identifier	Unit Price	Amount	Gain / Loss
<b>Cash</b>								
<i>Management Fee</i>								
11/03/2022	11/03/2022	(2,034.48)	US DOLLAR	USD	CCYUSD	—	(2,034.48)	0.00
—	—	<b>(2,034.48)</b>	<b>Total Management Fee</b>	—	—	—	<b>(2,034.48)</b>	<b>0.00</b>
<i>Money Market Fund Interest</i>								
11/30/2022	11/30/2022	0.00	GOLDMAN:FS GOVT INST	FGTXX	38141W273	—	31.37	—
—	—	<b>0.00</b>	<b>Total Money Market Fund Interest</b>	—	—	—	<b>31.37</b>	<b>—</b>
<b>Funds - Corporate</b>								
<i>Equity Dividend</i>								
11/01/2022	11/04/2022	0.00	VANGUARD TOT BD ETF	BND	921937835	—	4,076.41	—
—	—	<b>0.00</b>	<b>Total Equity Dividend</b>	—	—	—	<b>4,076.41</b>	<b>—</b>

Ticker	Identifier	Current Units	Description	Rating	Coupon Rate	Effective Maturity	Final Maturity	Original Cost	Market Price	Market Value + Accrued	Interest / Dividend Income	Dividend Yield	Yield	Book Yield
<b>Cash</b>														
<i>Cash</i>														
FGTXX	38141W273	10,712.35	GOLDMAN:FS GOVT INST	AAA	3.73%	11/30/2022	11/30/2022	10,712.35	1.0000	10,712.35	194.73	—	3.73%	3.73%
USD	CCYUSD	31.37	Receivable	AAA	0.00%	11/30/2022	11/30/2022	31.37	1.0000	31.37	0.00	—	0.00%	0.00%
—	—	<b>10,743.72</b>	—	<b>AAA</b>	<b>3.72%</b>	—	—	<b>10,743.72</b>	—	<b>10,743.72</b>	<b>194.73</b>	—	<b>3.72%</b>	<b>3.72%</b>
<b>Fixed Income</b>														
<i>Credit</i>														
<i>Funds - Corporate</i>														
BND	921937835	25,030.00	VANGUARD TOT BD ETF	—	—	—	—	2,119,004.44	72.6100	1,817,428.30	18,355.66	2.66%	—	—
—	—	<b>25,030.00</b>	—	<b>NA</b>	—	—	—	<b>2,119,004.44</b>	—	<b>1,817,428.30</b>	<b>18,355.66</b>	<b>2.66%</b>	—	—
<b>Equity</b>														
<i>Domestic Equity</i>														
<i>Funds - Large Cap</i>														
VTI	922908769	17,245.00	VANGUARD TSM IDX ETF	—	—	—	—	2,253,499.33	204.1600	3,520,739.20	13,479.75	1.53%	—	—
—	—	<b>17,245.00</b>	—	—	—	—	—	<b>2,253,499.33</b>	—	<b>3,520,739.20</b>	<b>13,479.75</b>	<b>1.53%</b>	—	—
<b>Total Invested</b>		<b>53,018.72</b>	—	<b>AAA</b>	<b>3.72%</b>	—	—	<b>4,383,247.49</b>	—	<b>5,348,911.22</b>	<b>32,030.14</b>	<b>1.91%</b>	<b>3.72%</b>	<b>3.72%</b>

**Prudent Man Advisors, LLC doing business as PMA Asset Management, LLC ("PMA") is an investment adviser registered with the U.S. Securities and Exchange Commission.**

This report is intended to detail investment advisory activity through your PMA advisory separately managed account (hereinafter "Account"). The information in this report is confidential and is intended for existing client use only. All transactions are reflected as of trade date. Information derived from sources other than PMA (including market value and market analytics), is believed to be accurate, but is not independently verified nor guaranteed to be accurate or complete. Accounting settings on PMA's accounting and reporting platform, provided by Clearwater Analytics, may not reflect your internal accounting methodology.

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**Past performance is not a guarantee of future results. As with all strategies, there is a risk of loss of all or portion of the amount invested.**

#### **Custodian Bank**

Please note this report is not intended for clients to use as a replacement for custodial statements, which should be considered the official record for the Account. The custodian bank maintains control of all account assets, executes/settles all investment transactions and is the official record of securities, investments, cash holdings and transactions in the account. The custodian bank will provide you customer statements of your account and you are encouraged to compare PMA's statement to the custodian's statement and reconcile any differences. Many custodian banks use a settlement date basis which may result in the need to reconcile due to a timing difference. The custodian may also provide accounting information for all account assets, which may differ from your records or accounting information provided by PMA. The custodian may use different pricing sources or a different pricing hierarchy than PMA, which also may contribute to differences in the market value of your Account.

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#### **Account Assets, Cost, Valuation and Performance**

In computing the market value of any asset of the Account, each security listed on any national securities exchange shall be valued at the last quoted sale price on the valuation date on the principal exchange on which such security is traded. The market values of many fixed income securities are provided by pricing services companies which utilize pricing evaluations based on various market and industry inputs. A hierarchy of pricing sources, which may include prices provided by PMA, is used to provide a price for each security on this report. Although PMA believes the price to be reliable, the values of the investments do not always represent the prices at which the investments could have been bought or sold. Performance is calculated for positions managed by PMA only. Market values for Unmanaged Assets are shown based on information provided by you or your custodian.

#### **Ratings**

Information provided for ratings is based upon a good faith inquiry of selected sources, but their accuracy and completeness cannot be guaranteed. Standard & Poor's and Moody's ratings may represent the long-term rating of the issue or issuer as available.

#### **Risk**

The securities in this Account are not guaranteed or otherwise protected by PMA, the FDIC (except for certain bank products) or by any government agency. Investment in securities involves risks, including the possible loss of the amount invested. In addition, past performance is no indication of future performance and the price or value of investments may fluctuate. Asset allocation does not assure or guarantee better performance and cannot eliminate the risk of investment losses.

#### **Account Control**

PMA does not have the authority to withdraw funds from the Client's account with the custodian bank, except in limited circumstances as authorized by the client for the payment of the investment advisory fee. Our clients retain responsibility for their internal account policies, implementing and enforcing internal controls and generating ledger entries or otherwise recording transactions.

#### **Notification of Changes**

In order to better serve you, we request that you promptly notify us of any material change in your investment policy, investment objective or financial situation.

#### **ADV Firm Brochure**

PMA provides its Clients with a written disclosure statement of its background and business experience. If you would like to receive another copy of the Firm Brochure, please contact PMA at the contact information below.

#### **Affiliated Entities**

PMA provides investment advisory services to a broad range of clients through PMA Asset Management, LLC. PMA Securities, LLC is a broker-dealer and municipal advisor registered with the SEC and MSRB, and is a member of FINRA and SIPC. Public finance services and institutional brokerage services are offered through PMA Securities, LLC. All other products and services are provided by PMA Financial Network, LLC. PMA, PMA Securities, LLC and PMA Financial Network, LLC are under common ownership.

#### **Review of Report**

Please review the pages of this report carefully. If you think there are any errors, missing account information or if you need more information about transactions, please contact PMA within 60 days of receipt. If you have other questions or concerns, you should contact your Institutional Portfolio Manager.



**PMA Asset Management, LLC**

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**Naperville, IL 60563**

**630-657-6400**

**For more information visit [www.pmanetwork.com](http://www.pmanetwork.com)**

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## November 2022

## Wire Transfers

Date	From	To	Amount	For
11/01/2022	MSDLAF	Internal Revenue Service	716,873.01	10/31/22 Payroll - Federal Taxes
11/01/2022	MSDLAF	State of Minnesota	120,456.00	10/31/22 Payroll - State Taxes
11/01/2022	MSDLAF	PERA	114,461.12	10/31/22 Payroll - PERA
11/01/2022	MSDLAF	TRA	374,333.29	10/31/22 Payroll - TRA
11/01/2022	MSDLAF	State of Minnesota	2,483.50	10/31/22 Payroll - Child Support
11/01/2022	MSDLAF	State of Minnesota	477.79	10/31/22 Garnishments
11/01/2022	MSDLAF	State of Minnesota	145.97	10/31/22 Garnishments
11/01/2022	MSDLAF	State of Minnesota	957.30	10/31/22 Garnishments
11/01/2022	MSDLAF	State of Minnesota	536.04	10/31/22 Garnishments
11/01/2022	MSDLAF	State of Minnesota	344.25	10/31/22 Garnishments
11/01/2022	MSDLAF	State of Minnesota	532.12	10/31/22 Garnishments
11/01/2022	MSDLAF	State of Minnesota	709.64	10/31/22 Garnishments
11/01/2022	MSDLAF	Further	29,086.50	Medical Claims
11/01/2022	MSDLAF	Further	12,515.83	Flex Claims
11/01/2022	MSDLAF	Fairview	4,138.93	Clearscript/Fairview September Administrative Invoice
11/02/2022	MSDLAF	First Bank & Trust	189,830.55	10/31/22 Payroll - TSA Wire
11/02/2022	MSDLAF	Neopost	50.00	Meter Fee
11/07/2022	MSDLAF	Delta Dental	10,055.61	Dental Insurance
11/07/2022	MSDLAF	Preferred One	232,354.48	Health Insurance
11/07/2022	MSDLAF	Preferred One	76,316.88	Health Insurance
11/07/2022	MSDLAF	Commerce Bank	43,783.19	Virtual Card
11/08/2022	MSDLAF	Further	27,777.38	Medical Claims
11/08/2022	MSDLAF	Further	12,722.23	Flex Claims
11/10/2022	MSDLAF	Preferred One	201,726.08	PreferredOne Admin Fees
11/10/2022	MSDLAF	Healthy Savings	2,482.44	Healthy Savings Program
11/14/2022	MSDLAF	Preferred One	283,152.69	Health Insurance
11/15/2022	MSDLAF	Delta Dental	13,048.91	Dental Insurance
11/15/2022	MSDLAF	Further	33,793.03	Medical Claims
11/15/2022	MSDLAF	Further	14,533.93	Flex Claims
11/15/2022	MSDLAF	Commerce Bank	42,062.53	Virtual Card
11/16/2022	MSDLAF	Internal Revenue Service	721,365.51	11/15/22 Payroll - Federal Taxes
11/16/2022	MSDLAF	State of Minnesota	121,267.75	11/15/22 Payroll - State Taxes
11/16/2022	MSDLAF	Teacher's Federal Credit Union	32,912.14	11/15/22 Payroll - Teacher's Dues
11/16/2022	MSDLAF	BMO Harris Bank	1,053.00	11/15/22 Payroll - EA Dues

11/16/2022	MSDLAF	PERA	115,258.67	11/15/22 Payroll - EA Dues
11/16/2022	MSDLAF	TRA	375,808.95	11/15/22 Payroll - TRA
11/16/2022	MSDLAF	State of Minnesota	2,483.50	11/15/22 Payroll - Child Support
11/16/2022	MSDLAF	State of Minnesota	205.20	11/15/22 Garnishments
11/16/2022	MSDLAF	State of Minnesota	356.04	11/15/22 Garnishments
11/16/2022	MSDLAF	State of Minnesota	331.07	11/15/22 Garnishments
11/16/2022	MSDLAF	State of Minnesota	212.98	11/15/22 Garnishments
11/16/2022	MSDLAF	State of Minnesota	719.46	11/15/22 Garnishments
11/17/2022	MSDLAF	First Bank & Trust	190,310.05	11/15/22 Payroll - TSA Wire
11/21/2022	MSDLAF	MN Department of Revenue	1,025.00	October Sales Tax
11/21/2022	MSDLAF	Delta Dental	12,945.70	Dental Insurance
11/21/2022	MSDLAF	Delta Dental	4,537.40	Delta Dental Admin Fees
11/21/2022	MSDLAF	Preferred One	79,748.17	Health Insurance
11/21/2022	MSDLAF	Preferred One	265,939.20	Health Insurance
11/21/2022	MSDLAF	Wells Fargo Securities	42,843.45	Wells Fargo Improvements to the Athletic Field at BHS
11/21/2022	MSDLAF	Commerce Bank	21,378.89	Virtual Card
11/22/2022	MSDLAF	Further	27,993.24	Medical Claims
11/22/2022	MSDLAF	Further	22,300.66	Medical Claims
11/22/2022	MSDLAF	Further	13,602.70	Flex Claims
11/22/2022	MSDLAF	Further	6,862.50	Further Admin Fees
11/28/2022	MSDLAF	Preferred One	119,742.18	Health Insurance
11/28/2022	MSDLAF	Preferred One	314,370.20	Health Insurance
11/29/2022	MSDLAF	State of Minnesota	7,838.32	Quarter 3 Unemployment Insurance
11/29/2022	MSDLAF	Delta Dental	15,017.12	Dental Insurance
11/29/2022	MSDLAF	Further	7,946.51	Flex Claims
11/29/2022	MSDLAF	Fairview	5,383.45	Clearscript/Fairview October Administrative Invoice
11/29/2022	MSDLAF	Commerce Bank	108,915.13	Virtual Card

## AP Check Register

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AP Run: 20221103 VACH — Post Date: 2022-11-03 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/03/2022	9000003635	ACH	CDW Government Inc	920289-1	1 AP5800	179,377.10
<b>Total:</b>						<b>\$179,377.10</b>

### 20221103 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	1	179,377.10
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$179,377.10</b>

## AP Check Register

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AP Run: 20221110 EACH — Post Date: 2022-11-10 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/10/2022	9000003636	ACH	Albersheim-Carter, Marcina	018646	1 AP5800	90.75
11/10/2022	9000003637	ACH	Barnes, Monet M	019922	1 AP5800	93.38
11/10/2022	9000003638	ACH	Berra, Angie Marie	013957	1 AP5800	75.00
11/10/2022	9000003639	ACH	Bocklund, Timothy	015540	1 AP5800	50.00
11/10/2022	9000003640	ACH	Busker, Hailey M	020208	1 AP5800	162.88
11/10/2022	9000003641	ACH	Cherep, Nancy M	007805	1 AP5800	23.99
11/10/2022	9000003642	ACH	Christen, Lisa K.	009755	1 AP5800	27.75
11/10/2022	9000003643	ACH	Clancy, Carissa	016999	1 AP5800	65.56
11/10/2022	9000003644	ACH	Clark- Miles, Dorothy	020819	1 AP5800	680.00
11/10/2022	9000003645	ACH	Coleman, Colleen M	013413	1 AP5800	46.57
11/10/2022	9000003646	ACH	Cox, Kelly J	011317	1 AP5800	75.00
11/10/2022	9000003647	ACH	Cull, Margaret R	020547	1 AP5800	125.00
11/10/2022	9000003648	ACH	Elfering, Jean	011911	1 AP5800	50.00
11/10/2022	9000003649	ACH	Evans-Vorhies, Maryann C	020240	1 AP5800	75.00
11/10/2022	9000003650	ACH	Galland, John	008297	1 AP5800	190.19
11/10/2022	9000003651	ACH	Grundstrom, Katie M	020222	1 AP5800	7.98
11/10/2022	9000003652	ACH	Hagen, Aimee E	016614	1 AP5800	31.81
11/10/2022	9000003653	ACH	Hammer, Jeffrey	011818	1 AP5800	197.90
11/10/2022	9000003654	ACH	Heerey, Heather	017833	1 AP5800	50.25
11/10/2022	9000003655	ACH	Holmes, Molly	009402	1 AP5800	50.00

## AP Check Register

AP Run: 20221110 EACH — Post Date: 2022-11-10 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/10/2022	9000003656	ACH	Jensen, Jennifer	014596	1 AP5800	75.00
11/10/2022	9000003657	ACH	Johnson, Ronna E	014613	1 AP5800	254.54
11/10/2022	9000003658	ACH	Jordan, Allison A	016428	1 AP5800	186.31
11/10/2022	9000003659	ACH	Kachman, Angela	010826	1 AP5800	50.00
11/10/2022	9000003660	ACH	Lake, David	017436	1 AP5800	149.38
11/10/2022	9000003661	ACH	Lazenby, Charline N	020135	1 AP5800	75.00
11/10/2022	9000003662	ACH	Lian, Jocelyn M	020194	1 AP5800	50.00
11/10/2022	9000003663	ACH	Mcconnell, Diane	012372	1 AP5800	75.00
11/10/2022	9000003664	ACH	McDowell, Morgan	018635	1 AP5800	5.94
11/10/2022	9000003665	ACH	Melquist, Michelle	018847	1 AP5800	61.75
11/10/2022	9000003666	ACH	Meyer, Chad	011073	1 AP5800	50.00
11/10/2022	9000003667	ACH	Miller, Kaycie R	019234	1 AP5800	25.98
11/10/2022	9000003668	ACH	Moffitt, Leslie Allan	015580	1 AP5800	75.00
11/10/2022	9000003669	ACH	Nelson, Katie L	015010	1 AP5800	60.94
11/10/2022	9000003670	ACH	Niffenegger, Kamala N	018055	1 AP5800	93.31
11/10/2022	9000003671	ACH	O'Meara, Cassi M	020644	1 AP5800	141.43
11/10/2022	9000003672	ACH	Ontiveros, Eddieca	019147	1 AP5800	42.69
11/10/2022	9000003673	ACH	Pearson, Genevieve L	019994	1 AP5800	94.88
11/10/2022	9000003674	ACH	Pieper, Jill	017753	1 AP5800	15.38
11/10/2022	9000003675	ACH	Quinonez, Jessica L	020592	1 AP5800	84.94

## AP Check Register

AP Run: 20221110 EACH — Post Date: 2022-11-10 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/10/2022	9000003676	ACH	Robole, Vicki M	009670	1 AP5800	168.75
11/10/2022	9000003677	ACH	Rosenberger, Rose M	017006	1 AP5800	50.00
11/10/2022	9000003678	ACH	Salmela, Kathryn	018090	1 AP5800	24.44
11/10/2022	9000003679	ACH	Sather, Derek D	018608	1 AP5800	19.00
11/10/2022	9000003680	ACH	Schlichting, Catherine	012335	1 AP5800	50.00
11/10/2022	9000003681	ACH	Skoglund, Allison L	015398	1 AP5800	28.56
11/10/2022	9000003682	ACH	Sweeney, Michael J	016376	1 AP5800	154.37
11/10/2022	9000003683	ACH	Tarnofsky, John J	020438	1 AP5800	45.75
11/10/2022	9000003684	ACH	Thompson, Dana K	018310	1 AP5800	50.00
11/10/2022	9000003685	ACH	Voigt, Pamela M	017183	1 AP5800	1,240.61
11/10/2022	9000003686	ACH	West, Julie	016951	1 AP5800	24.75
11/10/2022	9000003687	ACH	Woodcock, Sue M	007835	1 AP5800	30.13
11/10/2022	9000003688	ACH	Zupke, Samuel	009298	1 AP5800	75.00

**Total: \$5,797.84**

### 20221110 EACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	53	5,797.84
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>53</b>	<b>\$5,797.84</b>

## AP Check Register

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AP Run: 20221117 VACH — Post Date: 2022-11-17 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/17/2022	9000003689	ACH	CDW Government Inc	920289-1	1 AP5800	88,305.77
11/17/2022	9000003690	ACH	Kelleher Helmrich and Associates Inc	908955	1 AP5800	523.50
<b>Total:</b>						<b>\$88,829.27</b>

### 20221117 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	2	88,829.27
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>2</b>	<b>\$88,829.27</b>

## AP Check Register

AP Run: 20221130 EACH — Post Date: 2022-11-30 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/30/2022	9000003691	ACH	Battle, Theresa F	019927	1 AP5800	500.00
11/30/2022	9000003692	ACH	Bellmont, Chris	014183	1 AP5800	200.00
11/30/2022	9000003693	ACH	Blandin, Melissa	011821	1 AP5800	25.71
11/30/2022	9000003694	ACH	Christen, Lisa K.	009755	1 AP5800	13.88
11/30/2022	9000003695	ACH	Czapar, Kelly N	017322	1 AP5800	16.06
11/30/2022	9000003696	ACH	Dehne, Tyler	020322	1 AP5800	200.00
11/30/2022	9000003697	ACH	Erbes, Sarah L	017283	1 AP5800	66.63
11/30/2022	9000003698	ACH	Erickson, Kayla M	020006	1 AP5800	136.25
11/30/2022	9000003699	ACH	Ewert, Casey B	019158	1 AP5800	59.69
11/30/2022	9000003700	ACH	Fischer McDonald, Christine	020544	1 AP5800	10.44
11/30/2022	9000003701	ACH	Galland, John	008297	1 AP5800	499.46
11/30/2022	9000003702	ACH	Gamble, Claudia A	020525	1 AP5800	170.00
11/30/2022	9000003703	ACH	Gihl, Monica	020826	1 AP5800	85.00
11/30/2022	9000003704	ACH	Gorton, Rachel	016735	1 AP5800	200.00
11/30/2022	9000003705	ACH	Hamann, Pamela J	028847	1 AP5800	85.00
11/30/2022	9000003706	ACH	Herbold, Nancy L	020825	1 AP5800	85.00
11/30/2022	9000003707	ACH	Hoeschen, Kerry	014601	1 AP5800	312.24
11/30/2022	9000003708	ACH	Hubbard, Mark R	013921	1 AP5800	185.25
11/30/2022	9000003709	ACH	Johanns, Airiana E	020638	1 AP5800	85.00
11/30/2022	9000003710	ACH	Johnson, Brian J	018190	1 AP5800	94.38

## AP Check Register

AP Run: 20221130 EACH — Post Date: 2022-11-30 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/30/2022	9000003711	ACH	Jordan, Allison A	016428	1 AP5800	21.25
11/30/2022	9000003712	ACH	Kauffman, Christina	019468	1 AP5800	16.25
11/30/2022	9000003713	ACH	Kellen, Jason M	019063	1 AP5800	250.00
11/30/2022	9000003714	ACH	Kolstad, Michele M	007847	1 AP5800	17.88
11/30/2022	9000003715	ACH	Kronabetter, Julie R	016789	1 AP5800	80.81
11/30/2022	9000003716	ACH	Lian, Jocelyn M	020194	1 AP5800	80.81
11/30/2022	9000003717	ACH	Lund, Tim J	012287	1 AP5800	44.99
11/30/2022	9000003718	ACH	Meyer, Nancy L	009216	1 AP5800	255.00
11/30/2022	9000003719	ACH	Morris, Alison A	019566	1 AP5800	1,490.15
11/30/2022	9000003720	ACH	Mussetter, Ruthanne R	019925	1 AP5800	101.18
11/30/2022	9000003721	ACH	Neily, Catherine L	020632	1 AP5800	170.00
11/30/2022	9000003722	ACH	Ness, Katie L	018356	1 AP5800	37.88
11/30/2022	9000003723	ACH	Niemiec, Alicia	013692	1 AP5800	129.38
11/30/2022	9000003724	ACH	Niesen, Elizabeth A	015962	1 AP5800	68.63
11/30/2022	9000003725	ACH	Oftedahl, Imina P	020003	1 AP5800	159.98
11/30/2022	9000003726	ACH	Ontiveros, Eddieca	019147	1 AP5800	52.31
11/30/2022	9000003727	ACH	Paek, Guillaume J	019390	1 AP5800	89.61
11/30/2022	9000003728	ACH	Paloma, Lisa A	020842	1 AP5800	80.93
11/30/2022	9000003729	ACH	Seamen, Michelle A	018634	1 AP5800	56.50
11/30/2022	9000003730	ACH	Simmons, Sean D	017795	1 AP5800	42.63

## AP Check Register

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AP Run: 20221130 EACH — Post Date: 2022-11-30 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/30/2022	9000003731	ACH	Simpson, Shannon	020740	1 AP5800	85.00
11/30/2022	9000003732	ACH	Slattery, Cara	014619	1 AP5800	52.50
11/30/2022	9000003733	ACH	Sovine, Stacey	017487	1 AP5800	200.00
11/30/2022	9000003734	ACH	Strand, Nate R	012944	1 AP5800	706.62
11/30/2022	9000003735	ACH	Tinklenberg, Aaron D	017462	1 AP5800	200.00
11/30/2022	9000003736	ACH	Vo, Thao P	020633	1 AP5800	170.00
11/30/2022	9000003737	ACH	Voigt, Pamela M	017183	1 AP5800	636.00
11/30/2022	9000003738	ACH	Zondag-Hamer, Kimberly	014127	1 AP5800	46.69
<b>Total:</b>						<b>\$8,372.97</b>

### 20221130 EACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	48	8,372.97
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>48</b>	<b>\$8,372.97</b>

## AP Check Register

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Burnsville-Eagan-Savage SD 191, MN

<u>Fund</u>	<u>Total</u>
01 - GENERAL	230,721.12
02 - FOOD SERVICE	1,318.62
04 - COMMUNITY SERVICE	47,342.75
22 - ISF - HEALTH SELECT 105	1,200.00
50 - STUDENT ACTIVITY FUND	1,794.69
	<b>\$282,377.18</b>

## AP Check Register

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AP Run: 20221104 AP — Post Date: 2022-11-04 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/04/2022	486555	Check	Ali, Salma	930217	2 AP8845	60.00
11/04/2022	486556	Check	Apple Valley Speech and Debate Alumni Foundation	930772	2 AP8845	375.00
11/04/2022	486557	Check	Armstrong, Maureen	900778	2 AP8845	150.00
11/04/2022	486558	Check	Bryan Rock Products Inc	900454	2 AP8845	95.99
11/04/2022	486559	Check	CESO Finance, LLC	930764	2 AP8845	2,500.00
11/04/2022	486560	Check	Cory, Brent	924816	2 AP8845	750.00
11/04/2022	486561	Check	Crown Rental Inc	900647	2 AP8845	147.40
11/04/2022	486562	Check	Dalco	904186-1	2 AP8845	4,990.43
11/04/2022	486563	Check	Dewald, Rina C	920524	2 AP8845	180.00
11/04/2022	486564	Check	East Ridge High School	927841	2 AP8845	42.00
11/04/2022	486565	Check	Edible Arrangements	501010	2 AP8845	110.00
11/04/2022	486566	Check	Educators Benefit Consultants LLC	926262-1	2 AP8845	740.03
11/04/2022	486567	Check	Fastenal	923054-1	2 AP8845	151.86
11/04/2022	486568	Check	Fedex	901463	2 AP8845	254.85
11/04/2022	486569	Check	Flaminio, Kathryn	924387	2 AP8845	2,800.00
11/04/2022	486570	Check	Fun & Friendship Club	905604	2 AP8845	533.92
11/04/2022	486571	Check	Get Branded 360	929891	2 AP8845	1,098.50
11/04/2022	486572	Check	Hanushchak, Oksana	930258	2 AP8845	60.00
11/04/2022	486573	Check	Headway Emotional Health Services	927811	2 AP8845	25,000.00
11/04/2022	486574	Check	Heartland Tire, Inc.	930160	2 AP8845	66.99

## AP Check Register

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AP Run: 20221104 AP — Post Date: 2022-11-04 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/04/2022	486575	Check	Ideal Services Inc	927693	2 AP8845	505.00
11/04/2022	486576	Check	Identisys Inc	923654	2 AP8845	5,652.70
11/04/2022	486577	Check	John A Dalsin & Son Inc	905816	2 AP8845	1,473.91
11/04/2022	486578	Check	Klein, Ian	930376	2 AP8845	70.00
11/04/2022	486579	Check	Kraus-Anderson Ins Agency Inc	902102	2 AP8845	13,560.50
11/04/2022	486580	Check	Lakeville North High School	902673-2	2 AP8845	350.00
11/04/2022	486581	Check	Lamprecht, John	928748	2 AP8845	47.94
11/04/2022	486582	Check	Leonard, Patricia	930641	2 AP8845	1,300.00
11/04/2022	486583	Check	Link Interpret	929933	2 AP8845	180.00
11/04/2022	486584	Check	Macario Corporation	930770	2 AP8845	4,175.00
11/04/2022	486585	Check	Midwest Blinds	927063	2 AP8845	1,103.00
11/04/2022	486586	Check	Minnesota Valley Electric Cooperative	907448	2 AP8845	16,801.18
11/04/2022	486587	Check	MN Dept of Health-Certified Food Protection Manager	908543-7	2 AP8845	315.00
11/04/2022	486588	Check	Mn Percussion Association	909621	2 AP8845	1,600.00
11/04/2022	486589	Check	NE Metro ISD 916	902440	2 AP8845	146.40
11/04/2022	486590	Check	Novak, Janice S	902467	2 AP8845	90.00
11/04/2022	486591	Check	Occupational Health of MN, PC	929919	2 AP8845	344.00
11/04/2022	486592	Check	Olympic Communications Inc	927700	2 AP8845	380.00
11/04/2022	486593	Check	PBBS Equipment Corporation	930000	2 AP8845	1,955.00

## AP Check Register

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AP Run: 20221104 AP — Post Date: 2022-11-04 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/04/2022	486594	Check	Porter, Marilyn	925293	2 AP8845	56.00
11/04/2022	486595	Check	Pump And Meter Service Inc	903101	2 AP8845	253.00
11/04/2022	486596	Check	Richert, Andrea	930496	2 AP8845	2,447.50
11/04/2022	486597	Check	Riedel, Laurel	930773	2 AP8845	58.00
11/04/2022	486598	Check	Ryan Mechanical Inc	923241	2 AP8845	16,316.51
11/04/2022	486599	Check	Second Harvest Heartland	928183	2 AP8845	1,794.89
11/04/2022	486600	Check	Skavnak, Chris	501011	2 AP8845	52.80
11/04/2022	486601	Check	Stanley, Janet	500442	2 AP8845	15.60
11/04/2022	486602	Check	Strategic Behavioral Solutions	924346	2 AP8845	1,300.00
11/04/2022	486603	Check	Susi Epperson, LLC	930771	2 AP8845	1,050.00
11/04/2022	486604	Check	Transportation Plus, Inc.	906215	2 AP8845	60.00
11/04/2022	486605	Check	Vaught, Kristie	501012	2 AP8845	366.80
11/04/2022	486606	Check	Viking Electric Supply Inc	904243	2 AP8845	60.27
11/04/2022	486607	Check	Workplace Restorative Practices Inc.	930750	2 AP8845	10,834.20
<b>Total:</b>						<b>\$124,822.17</b>

# AP Check Register

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AP Run: 20221104 AP --- Post Date: 2022-11-04 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

<u>Check Date</u>	<u>Check Number</u>	<u>Payment Type</u>	<u>Name</u>	<u>Vendor Number</u>	<u>Bank Account Code</u>	<u>Check Amount</u>
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### 20221104 AP Summary

<u>Type</u>	<u>Count</u>	<u>Amount</u>
Regular	53	124,822.17
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>53</b>	<b>\$124,822.17</b>

## AP Check Register

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AP Run: 20221110 FS — Post Date: 2022-11-10 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/10/2022	486608	Check	City of Burnsville - Special Assessments/Engineering	900673-2	2 AP8845	16,768.90
<b>Total:</b>						<b>\$16,768.90</b>

### 20221110 FS Summary

Type	Count	Amount
Regular	1	16,768.90
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$16,768.90</b>

## AP Check Register

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AP Run: 20221111 FS — Post Date: 2022-11-11 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/11/2022	486609	Check	FIRST	927889	2 AP8845	4,000.00
<b>Total:</b>						<b>\$4,000.00</b>

### 20221111 FS Summary

Type	Count	Amount
Regular	1	4,000.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$4,000.00</b>

## AP Check Register

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AP Run: 20221115 AP — Post Date: 2022-11-15 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/15/2022	486610	Check	Advanced Imaging Solutions	928551-1	2 AP8845	5,549.00
11/15/2022	486611	Check	Apple Valley Speech and Debate Alumni Foundation	930772	2 AP8845	40.00
11/15/2022	486612	Check	Arneson, AI	909426	2 AP8845	315.00
11/15/2022	486613	Check	Arvig	928649	2 AP8845	2,956.95
11/15/2022	486614	Check	Association Of Clerical Employees	904895	2 AP8845	360.00
11/15/2022	486615	Check	Awards Direct-Direct Impressions	905188	2 AP8845	691.16
11/15/2022	486616	Check	Bartczak, Andrew	923367	2 AP8845	56.00
11/15/2022	486617	Check	Brightbill, Theodore	928187	2 AP8845	112.00
11/15/2022	486618	Check	Cahill, Ted	928546	2 AP8845	56.00
11/15/2022	486619	Check	California Department of Child Support Services	930653	2 AP8845	132.50
11/15/2022	486620	Check	Capernaum Pediatric Therapy	930712	2 AP8845	2,197.61
11/15/2022	486621	Check	Centurylink	902781	2 AP8845	266.02
11/15/2022	486622	Check	City of Savage - Utilities	909588	2 AP8845	8,950.67
11/15/2022	486623	Check	Consolidated Communications	906231	2 AP8845	3,941.72
11/15/2022	486624	Check	Currier, Dee Dee	006811	2 AP8845	252.80
11/15/2022	486625	Check	DS Erickson & Associates PLLC	927334	2 AP8845	1,561.35
11/15/2022	486626	Check	Edition III Inc	927229	2 AP8845	11,272.10
11/15/2022	486627	Check	Education Minnesota	928531	2 AP8845	94.00
11/15/2022	486628	Check	Erickson, Tyrus	924520	2 AP8845	56.00

## AP Check Register

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AP Run: 20221115 AP — Post Date: 2022-11-15 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/15/2022	486629	Check	Foundation 191	928202	2 AP8845	144.66
11/15/2022	486630	Check	Infinite Health Collaborative, PA	930472	2 AP8845	270.00
11/15/2022	486631	Check	J & D Trophy	904113	2 AP8845	162.00
11/15/2022	486632	Check	Johnston, Apryl	927103	2 AP8845	130.00
11/15/2022	486633	Check	Marti & Gary's Auto Repair	930382	2 AP8845	63.16
11/15/2022	486634	Check	Master Automotive Tire & Quick Lube	928612	2 AP8845	120.52
11/15/2022	486635	Check	Metro Volleyball Officials Association	901927	2 AP8845	416.00
11/15/2022	486636	Check	Minnesota Community Education Assoc (MCEA)	903814	2 AP8845	678.00
11/15/2022	486637	Check	MTI Distributing Inc	902544	2 AP8845	21.84
11/15/2022	486638	Check	Normandale Community College	902136	2 AP8845	230,606.04
11/15/2022	486639	Check	Norton, Alexander	501009	2 AP8845	62.71
11/15/2022	486640	Check	Nuvera	902483	2 AP8845	183.84
11/15/2022	486641	Check	Occupational Health of MN, PC	929919	2 AP8845	172.00
11/15/2022	486642	Check	Office Systems And Design Inc	926881	2 AP8845	764.00
11/15/2022	486643	Check	Perez, Melissa M	924879	2 AP8845	1,005.00
11/15/2022	486644	Check	Pineapple Appeal	907904	2 AP8845	461.68
11/15/2022	486645	Check	Pioneer SecureShred	930098	2 AP8845	400.00
11/15/2022	486646	Check	Rencountre, Jessie	930412	2 AP8845	2,936.25
11/15/2022	486647	Check	Roseville Area High School	930009	2 AP8845	125.00

## AP Check Register

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AP Run: 20221115 AP — Post Date: 2022-11-15 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/15/2022	486648	Check	Ryan Mechanical Inc	923241	2 AP8845	14,410.72
11/15/2022	486649	Check	School Services Employees Local 284	907382	2 AP8845	2,988.05
11/15/2022	486650	Check	Teachers On Call	929847	2 AP8845	38,303.54
11/15/2022	486651	Check	The Food Group	928651	2 AP8845	1,002.26
11/15/2022	486652	Check	The Hartford	924486	2 AP8845	50,269.50
11/15/2022	486653	Check	T-Mobile	929345	2 AP8845	9,687.94
11/15/2022	486654	Check	Tousignant, Meghan	501013	2 AP8845	243.39
11/15/2022	486655	Check	Xcel Energy	902776	2 AP8845	15,239.90
<b>Total:</b>						<b>\$409,728.88</b>

### 20221115 AP Summary

Type	Count	Amount
Regular	46	409,728.88
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>46</b>	<b>\$409,728.88</b>

## AP Check Register

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AP Run: 20221122 AP — Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/22/2022	486656	Check	A.J. Moore Electric Inc	928491	2 AP8845	6,194.99
11/22/2022	486657	Check	Abdi, Lul	501018	2 AP8845	124.40
11/22/2022	486658	Check	Acer Service Corporation - Attn: Finance Dept.	929434	2 AP8845	153.80
11/22/2022	486659	Check	Afrah, Amina	929909	2 AP8845	540.00
11/22/2022	486660	Check	Alemenyo-Jones, Aurea	923909	2 AP8845	465.00
11/22/2022	486661	Check	American Red Cross	900128	2 AP8845	320.00
11/22/2022	486662	Check	Amplified IT LLC	929297	2 AP8845	382.14
11/22/2022	486663	Check	Anderson, Julie	929921	2 AP8845	311.50
11/22/2022	486664	Check	Berge, Paul	500218	2 AP8845	95.58
11/22/2022	486665	Check	BHS Alpine Ski Team Booster	901740	2 AP8845	300.00
11/22/2022	486666	Check	BHS Swim/Dive Boosters	909039	2 AP8845	1,500.00
11/22/2022	486667	Check	Bix Produce Company	900477	2 AP8845	5,730.92
11/22/2022	486668	Check	Briggs, Taylor	930762	2 AP8845	92.00
11/22/2022	486669	Check	Brown, Jared	930778	2 AP8845	71.00
11/22/2022	486670	Check	Burnsville Girls Basketball Boosters	903719	2 AP8845	300.00
11/22/2022	486671	Check	Captivate Media + Consulting	929000	2 AP8845	2,754.00
11/22/2022	486672	Check	Carey, Patrick	901865	2 AP8845	92.00
11/22/2022	486673	Check	Carlevarino, Giovanna	929403	2 AP8845	180.00
11/22/2022	486674	Check	Centerpoint Energy	902519	2 AP8845	13,472.34
11/22/2022	486675	Check	CESO Communications LLC	930130	2 AP8845	3,881.25

## AP Check Register

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AP Run: 20221122 AP — Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/22/2022	486676	Check	CESO Transportation LLC	930220	2 AP8845	15,921.24
11/22/2022	486677	Check	Challgren, Mark A	929702	2 AP8845	135.00
11/22/2022	486678	Check	Choy, Keren	928401	2 AP8845	375.00
11/22/2022	486679	Check	Christian, Josanne	501019	2 AP8845	161.90
11/22/2022	486680	Check	City of Burnsville	900673	2 AP8845	480.00
11/22/2022	486681	Check	City of Burnsville - Utilities	904226	2 AP8845	26,554.86
11/22/2022	486682	Check	Comcast	926565-1	2 AP8845	5,455.19
11/22/2022	486683	Check	Concordia University	902105	2 AP8845	310.68
11/22/2022	486684	Check	Conquer Ninja Athletics	929462-2	2 AP8845	700.00
11/22/2022	486685	Check	Cottens NAPA Main Office	929846	2 AP8845	585.89
11/22/2022	486686	Check	Crown Rental Inc	900647	2 AP8845	812.22
11/22/2022	486687	Check	CST MN - BIN# 170065	929862	2 AP8845	98,167.62
11/22/2022	486688	Check	Cub Foods	900645	2 AP8845	283.74
11/22/2022	486689	Check	Dakota County Property Taxation & Records	901016-2	2 AP8845	12,434.66
11/22/2022	486690	Check	Dakota Electric Association	900809	2 AP8845	66,403.19
11/22/2022	486691	Check	Dakota Printing Inc	926840	2 AP8845	1,285.00
11/22/2022	486692	Check	Dalco	904186-1	2 AP8845	9,422.22
11/22/2022	486693	Check	Dawson, Guy	927805	2 AP8845	92.00
11/22/2022	486694	Check	Day, Jon	928071	2 AP8845	92.00
11/22/2022	486695	Check	Deca Inc.	927788	2 AP8845	234.00

## AP Check Register

AP Run: 20221122 AP — Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/22/2022	486696	Check	Dialog One LLC	927732	2 AP8845	466.50
11/22/2022	486697	Check	Dore, Abdiwali Hashi	929581	2 AP8845	367.50
11/22/2022	486698	Check	Drouches, Anna	501021	2 AP8845	265.50
11/22/2022	486699	Check	Electro Watchman Inc	901078	2 AP8845	1,402.50
11/22/2022	486700	Check	Fedex	901463	2 AP8845	23.50
11/22/2022	486701	Check	Forest Lake High School	907087	2 AP8845	260.00
11/22/2022	486702	Check	Global Communications Wiring & Services LLC	927736	2 AP8845	204.50
11/22/2022	486703	Check	GreatAmerica Financial Services	929729	2 AP8845	395.00
11/22/2022	486704	Check	Gregory, Loris Sofia	927443	2 AP8845	90.00
11/22/2022	486705	Check	Gundlach, Jill	501020	2 AP8845	34.45
11/22/2022	486706	Check	Hammer Sports LLC	930735	2 AP8845	116.00
11/22/2022	486707	Check	Hanushchak, Oksana	930258	2 AP8845	760.00
11/22/2022	486708	Check	Harris, Paul	922421	2 AP8845	92.00
11/22/2022	486709	Check	Hastings Bus Company	907139	2 AP8845	2,135.66
11/22/2022	486710	Check	Heartland Tire, Inc.	930160	2 AP8845	431.39
11/22/2022	486711	Check	High Point Networks LLC	929536	2 AP8845	1,071.14
11/22/2022	486712	Check	Hoang, Cong	927363	2 AP8845	80.00
11/22/2022	486713	Check	House of Print	920347	2 AP8845	1,874.55
11/22/2022	486714	Check	Hyvee	929410	2 AP8845	474.38
11/22/2022	486715	Check	Innovational Water Solutions, Inc.	930169	2 AP8845	6,516.06

## AP Check Register

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AP Run: 20221122 AP — Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/22/2022	486716	Check	Intermediate School Dist 917	909327	2 AP8845	4,705.80
11/22/2022	486717	Check	Interstate All Battery Center	928877	2 AP8845	176.00
11/22/2022	486718	Check	Jarocki, Justin	930777	2 AP8845	92.00
11/22/2022	486719	Check	Johnson, Michael	929019	2 AP8845	142.00
11/22/2022	486720	Check	Kallman Creates Publications	930767	2 AP8845	150.00
11/22/2022	486721	Check	Kapsner, Ashley	501022	2 AP8845	70.00
11/22/2022	486722	Check	Kebede, Goijam	501017	2 AP8845	55.65
11/22/2022	486723	Check	Kennedy and Graven Chartered	908356	2 AP8845	6,839.50
11/22/2022	486724	Check	Markee, Timothy	927414	2 AP8845	56.00
11/22/2022	486725	Check	Metro Transit	922385	2 AP8845	97.00
11/22/2022	486726	Check	Mid City Services	930092	2 AP8845	278.30
11/22/2022	486727	Check	Minnesota Energy Resources	903029	2 AP8845	8,333.24
11/22/2022	486728	Check	MN Assoc of School Administrators (MASA)	909181	2 AP8845	199.00
11/22/2022	486729	Check	MN Assoc of Secondary School Principal (MASSP)	908338	2 AP8845	160.00
11/22/2022	486730	Check	MN DECA	927788-1	2 AP8845	650.00
11/22/2022	486731	Check	MN Dept of Labor and Industry	907914-2	2 AP8845	100.00
11/22/2022	486732	Check	MN Highway Safety & Research Center	926466	2 AP8845	440.00
11/22/2022	486733	Check	Multilingual Word Inc	922324	2 AP8845	370.00
11/22/2022	486734	Check	Munoz, Maribel	924243	2 AP8845	127.50

## AP Check Register

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AP Run: 20221122 AP — Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/22/2022	486735	Check	NCS Pearson Inc	925372	2 AP8845	91.00
11/22/2022	486736	Check	Nelson, Jeffrey P	930776	2 AP8845	75.00
11/22/2022	486737	Check	Neuman, Michael	923609	2 AP8845	77.00
11/22/2022	486738	Check	Nice Guy Technology LLC	928905	2 AP8845	218.40
11/22/2022	486739	Check	Nong, Kosal	501016	2 AP8845	84.60
11/22/2022	486740	Check	Northern Tool & Equipment	902861-2	2 AP8845	1,010.91
11/22/2022	486741	Check	Novak, Janice S	902467	2 AP8845	18.00
11/22/2022	486742	Check	Office of MNIT Services	906477	2 AP8845	2,018.10
11/22/2022	486743	Check	Office Systems And Design Inc	926881	2 AP8845	2,669.00
11/22/2022	486744	Check	Olympic Communications Inc	927700	2 AP8845	473.00
11/22/2022	486745	Check	PBBS Equipment Corporation	930000	2 AP8845	1,943.04
11/22/2022	486746	Check	Per Mar Security Services	930354	2 AP8845	4,694.96
11/22/2022	486747	Check	Peralta Barrientos, German	926842	2 AP8845	435.00
11/22/2022	486748	Check	Perez, Melissa M	924879	2 AP8845	1,245.00
11/22/2022	486749	Check	Prior Lake High School	921458	2 AP8845	150.00
11/22/2022	486750	Check	Procure Therapy	930780	2 AP8845	2,642.50
11/22/2022	486751	Check	Ramacher, Thuy	921343	2 AP8845	60.00
11/22/2022	486752	Check	Reach Media Network	924469	2 AP8845	1,800.00
11/22/2022	486753	Check	Region 6AA	904555	2 AP8845	6,845.00
11/22/2022	486754	Check	Rock Hard Landscape Supply	928528	2 AP8845	7,373.85

## AP Check Register

AP Run: 20221122 AP — Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/22/2022	486755	Check	Rodriguez Embroidery	930774	2 AP8845	7,458.36
11/22/2022	486756	Check	Ryan Mechanical Inc	923241	2 AP8845	59,371.58
11/22/2022	486757	Check	Sachs, Alice	925562	2 AP8845	181.25
11/22/2022	486758	Check	Sachs, Frank	930154	2 AP8845	125.00
11/22/2022	486759	Check	Schmitt & Sons - Contract	909331-2	2 AP8845	808,631.85
11/22/2022	486760	Check	Schmitt & Sons Inc	909331	2 AP8845	24,316.95
11/22/2022	486761	Check	School Nutrition Directors Of Minnesota (SNDM)	904656	2 AP8845	100.00
11/22/2022	486762	Check	Science Museum of Minnesota	903609	2 AP8845	82.00
11/22/2022	486763	Check	Screenflex Portable Partitions	930084	2 AP8845	1,474.00
11/22/2022	486764	Check	Second Harvest Heartland	928183	2 AP8845	1,996.58
11/22/2022	486765	Check	SFM	923848	2 AP8845	43,417.97
11/22/2022	486766	Check	Simpsonian LLC	929446	2 AP8845	1,000.00
11/22/2022	486767	Check	SNA Depository	926552	2 AP8845	781.50
11/22/2022	486768	Check	SNA Depository	926552	2 AP8845	107.00
11/22/2022	486769	Check	Sowada, Andrew	928190	2 AP8845	92.00
11/22/2022	486770	Check	St Paul Beverage Solutions, LLC	930156	2 AP8845	10,829.28
11/22/2022	486771	Check	St. Michaels, Tiffany	501014	2 AP8845	11.50
11/22/2022	486772	Check	Stanley, Janet	500442	2 AP8845	80.00
11/22/2022	486773	Check	Staples Business Credit	903640-1	2 AP8845	75.78
11/22/2022	486774	Check	Strategic Behavioral Solutions	924346	2 AP8845	3,445.00

## AP Check Register

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AP Run: 20221122 AP — Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/22/2022	486775	Check	Superior Striping Inc	928140	2 AP8845	395.00
11/22/2022	486776	Check	Teachers On Call	929847	2 AP8845	42,156.67
11/22/2022	486777	Check	The Sanneh Foundation	930655	2 AP8845	5,000.00
11/22/2022	486778	Check	The Vernon Company	920019	2 AP8845	2,519.08
11/22/2022	486779	Check	T-Mobile	929345	2 AP8845	1,991.10
11/22/2022	486780	Check	Transportation Plus, Inc.	906215	2 AP8845	2,646.00
11/22/2022	486781	Check	Tuma, Julie	501015	2 AP8845	205.50
11/22/2022	486782	Check	Twin City Outdoor Services Inc	929177	2 AP8845	11,790.00
11/22/2022	486783	Check	Twin City Scale Co.	930219	2 AP8845	177.50
11/22/2022	486784	Check	University Of Minnesota	908798-21	2 AP8845	337.50
11/22/2022	486785	Check	Upper Lakes Foods Inc	929826	2 AP8845	67,703.03
11/22/2022	486786	Check	US Postmaster USPS	904153-1	2 AP8845	1,021.55
11/22/2022	486787	Check	US Postmaster USPS	904153-1	2 AP8845	4,610.91
11/22/2022	486788	Check	USPS	931024-1	2 AP8845	1,867.67
11/22/2022	486789	Check	Vizina, Paul	927963	2 AP8845	92.00
11/22/2022	486790	Check	Warsame, Kadra	925560	2 AP8845	120.00
11/22/2022	486791	Check	Wiese USA, Inc.	930549	2 AP8845	429.69
11/22/2022	486792	Check	Williams, Aaron	929197	2 AP8845	92.00
<b>Total:</b>						<b>\$1,457,627.11</b>

# AP Check Register

AP Run: 20221122 AP --- Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
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**20221122 AP Summary**

Type	Count	Amount
Regular	137	1,457,627.11
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>137</b>	<b>\$1,457,627.11</b>

## AP Check Register

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AP Run: 20221123 FS — Post Date: 2022-11-22 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/22/2022	486793	Check	Dakota County Property Taxation & Records	901016-2	2 AP8845	1,243.47
<b>Total:</b>						<b>\$1,243.47</b>

### 20221123 FS Summary

Type	Count	Amount
Regular	1	1,243.47
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>\$1,243.47</b>

## AP Check Register

AP Run: 20221130 FS — Post Date: 2022-11-30 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/30/2022	486794	Check	Bedeau, Robin	929483	2 AP8845	1,275.00
11/30/2022	486795	Check	Bellecourt, Little Crow	929774	2 AP8845	300.00
11/30/2022	486796	Check	De Leon, Raijael	930548	2 AP8845	200.00
11/30/2022	486797	Check	Dearly, Jerry M	929482	2 AP8845	300.00
11/30/2022	486798	Check	Frank, Anthony Lee	930433	2 AP8845	300.00
11/30/2022	486799	Check	LaBlanc, Chaske	929481	2 AP8845	975.00
11/30/2022	486800	Check	Mousseau, Joseph	930435	2 AP8845	1,925.00
11/30/2022	486801	Check	Smith, Ruby	929804	2 AP8845	200.00
11/30/2022	486802	Check	Smith, Zyra	929805	2 AP8845	200.00
<b>Total:</b>						<b>\$5,675.00</b>

### 20221130 FS Summary

Type	Count	Amount
Regular	9	5,675.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>9</b>	<b>\$5,675.00</b>

## AP Check Register

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AP Run: 20221130 Voids — Post Date: 2022-11-30 — AP Run Type: V

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/30/2022	486728	Check	MN Assoc of School Administrators (MASA)	909181	2 AP8845	-199.00
<b>Total:</b>						<b>-\$199.00</b>

### 20221130 Voids Summary

Type	Count	Amount
Regular	1	-199.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>-\$199.00</b>

## AP Check Register

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Burnsville-Eagan-Savage SD 191, MN

<u>Fund</u>	<u>Total</u>
01 - GENERAL	957,106.12
02 - FOOD SERVICE	95,055.49
03 - TRANSPORTATION	925,304.57
04 - COMMUNITY SERVICE	23,987.37
16 - FACILITIES RENTAL	71.20
22 - ISF - HEALTH SELECT 105	4,175.00
50 - STUDENT ACTIVITY FUND	13,966.78
	<b>\$2,019,666.53</b>

## AP Check Register

AP Run: 20221104 CB — Post Date: 2022-11-04 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/04/2022	6000000880		American Time & Signal Co	903503	2 Virtua	2,003.40
11/04/2022	6000000881		General Parts LLC	901541-1	2 Virtua	3,018.38
11/04/2022	6000000882		Grainger	904387-1	2 Virtua	712.75
11/04/2022	6000000883		IXL Learning Inc	923420	2 Virtua	18,378.00
11/04/2022	6000000884		Johnson Controls Fire Protection LP	903587	2 Virtua	2,253.80
11/04/2022	6000000885		Mackin Educational Resources	902196	2 Virtua	4,429.12
11/04/2022	6000000886		SiteOne Landscape Supply LLC	930424	2 Virtua	34.34
11/04/2022	6000000887		Trio Supply	903802	2 Virtua	5,536.62
11/04/2022	6000000888		Universal Athletic LLC	928417	2 Virtua	11,863.60
<b>Total:</b>						<b>\$48,230.01</b>

### 20221104 CB Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	9	48,230.01
<b>Total:</b>	<b>9</b>	<b>\$48,230.01</b>

## AP Check Register

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AP Run: 20221117 CB — Post Date: 2022-11-17 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/17/2022	6000000889		Advanced Imaging Solutions	928551	2 Virtua	6,314.48
11/17/2022	6000000890		American Time & Signal Co	903503	2 Virtua	983.70
11/17/2022	6000000891		Aramark Refreshment Services	900428	2 Virtua	179.15
11/17/2022	6000000892		Bester Bros Transfer & Storage Co	904400	2 Virtua	65,000.00
11/17/2022	6000000893		BSN Sports Inc	903299-1	2 Virtua	303.35
11/17/2022	6000000894		Conney Safety Products	900552-1	2 Virtua	622.54
11/17/2022	6000000895		Dicks Sanitation Service Inc	900641	2 Virtua	10,107.22
11/17/2022	6000000896		ECM Publishers Inc	909272	2 Virtua	509.87
11/17/2022	6000000897		Ecolab	908846-2	2 Virtua	4,852.90
11/17/2022	6000000898		Grainger	904387-1	2 Virtua	3,490.47
11/17/2022	6000000899		Houghton Mifflin Harcourt Publishing Co	928887	2 Virtua	2,720.83
11/17/2022	6000000900		Johnson Controls Fire Protection LP	903587	2 Virtua	8,453.91
11/17/2022	6000000901		MakeMusic Inc	924898	2 Virtua	39.99
11/17/2022	6000000902		Northern Air Corporation (NAC)	920320	2 Virtua	554.00
11/17/2022	6000000903		ODP Business Solutions LLC	902489	2 Virtua	795.15
11/17/2022	6000000904		Riverside Insights	931018	2 Virtua	1,524.60
11/17/2022	6000000905		Schmitt Music	903532	2 Virtua	1,056.64
11/17/2022	6000000906		Scholastic Inc	903196-15	2 Virtua	273.00
11/17/2022	6000000907		Tri-Dim Filter Corp	929519	2 Virtua	9,601.26

## AP Check Register

141

AP Run: 20221117 CB — Post Date: 2022-11-17 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/17/2022	6000000908		Trio Supply	903802	2 Virtua	10,126.51
11/17/2022	6000000909		Universal Athletic LLC	928417	2 Virtua	7,162.19
<b>Total:</b>						<b>\$134,671.76</b>

### 20221117 CB Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	21	134,671.76
<b>Total:</b>	<b>21</b>	<b>\$134,671.76</b>

## AP Check Register

142

Burnsville-Eagan-Savage SD 191, MN

<u>Fund</u>	<u>Total</u>
01 - GENERAL	157,760.71
02 - FOOD SERVICE	23,537.51
04 - COMMUNITY SERVICE	1,603.55
	<b>\$182,901.77</b>



**Agenda V.A.5  
January 26,2023**

**To: Dr. Theresa Battle, superintendent and Board of Education**

**From: Tyler Dehne, director of finance**

**Date: January 19, 2023**

**Re: Budget Analysis for the Month Ending November 30, 2022**

**Recommendation:** That the Board accepts the Budget Analysis for the month ending November 30, 2022.

The September Budget Reports are presented for Board information and review. The reports indicate the following:

	Year-to-Date Revenue	% of Adopted Budget	Year-to-Date Expenditures	% of Adopted Budget
All Funds	\$52,080,511	28.56%	\$59,527,895	32.46%
General Fund	\$41,930,993	30.98%	\$43,990,721	32.08%

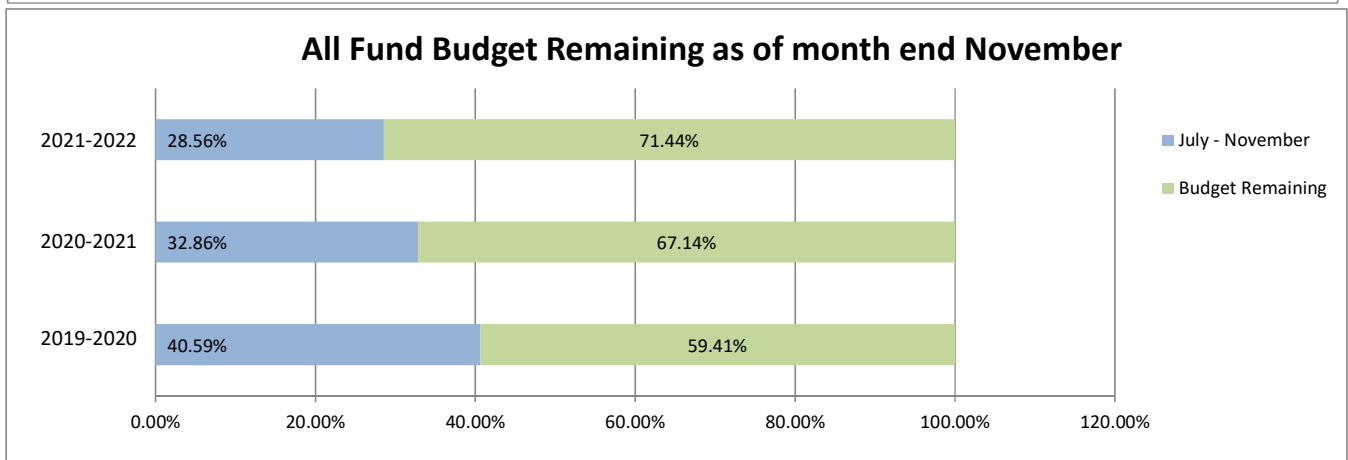
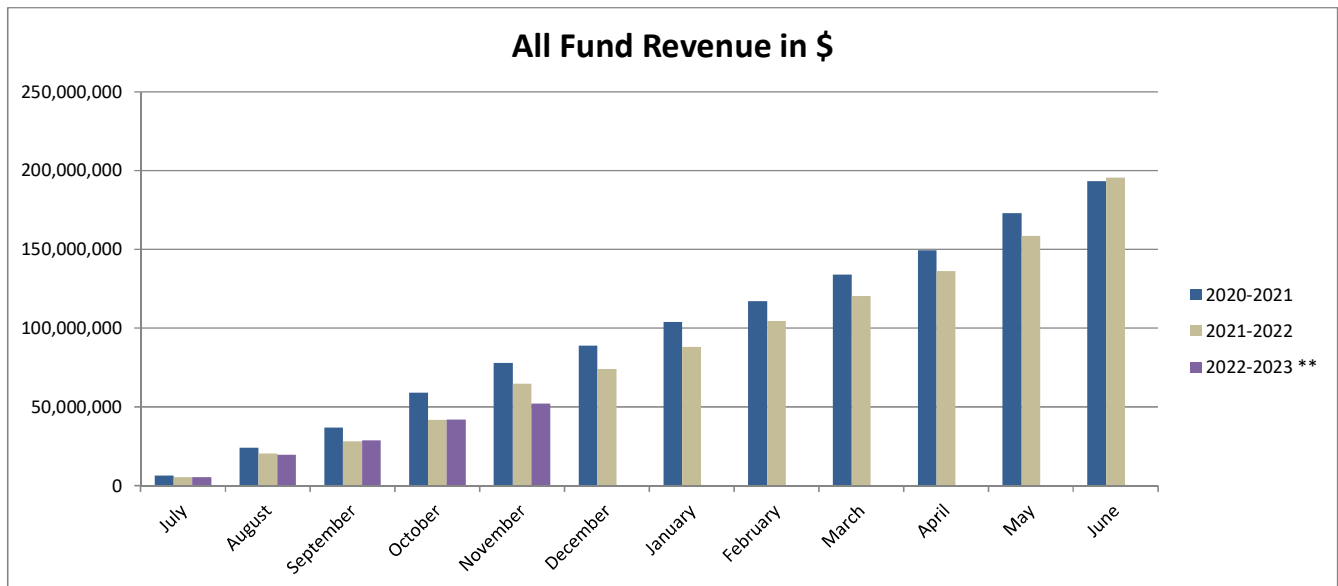
To assist the Board in monitoring monthly financial activity and to help identify budget-to-actual deviations, the following graphs have been developed for all funds and the general fund:

Revenues Year-to-Date for Last two years and Current year  
Expenditures Year-to-Date for Last two years and Current year

All of the reports and graphs show last year's actual figures, this year's budget and this year's activity to date. Additional detail is available upon request.

**REVENUE COMPARISON  
ALL FUNDS**

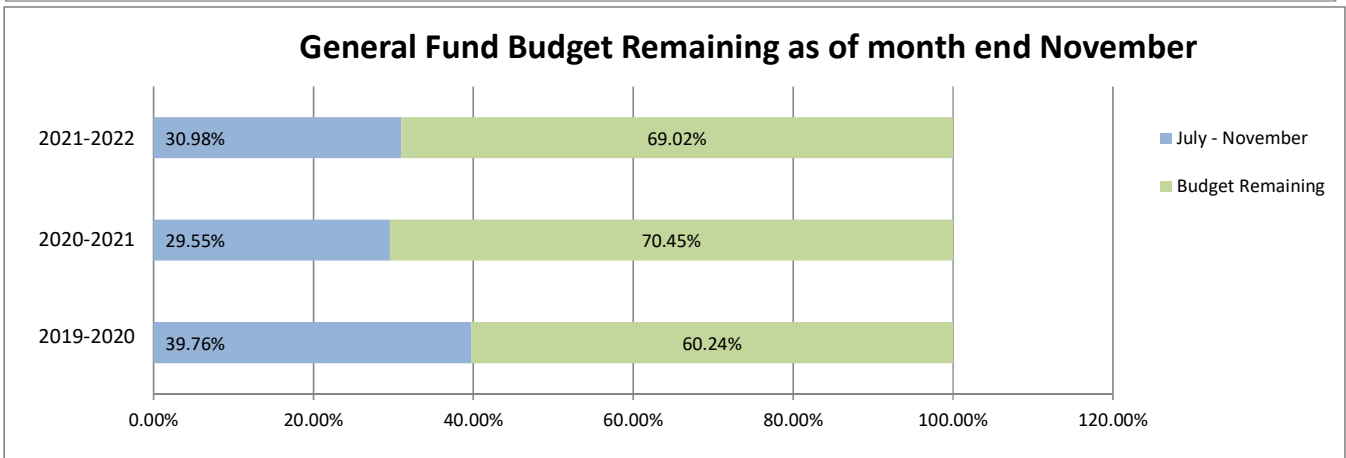
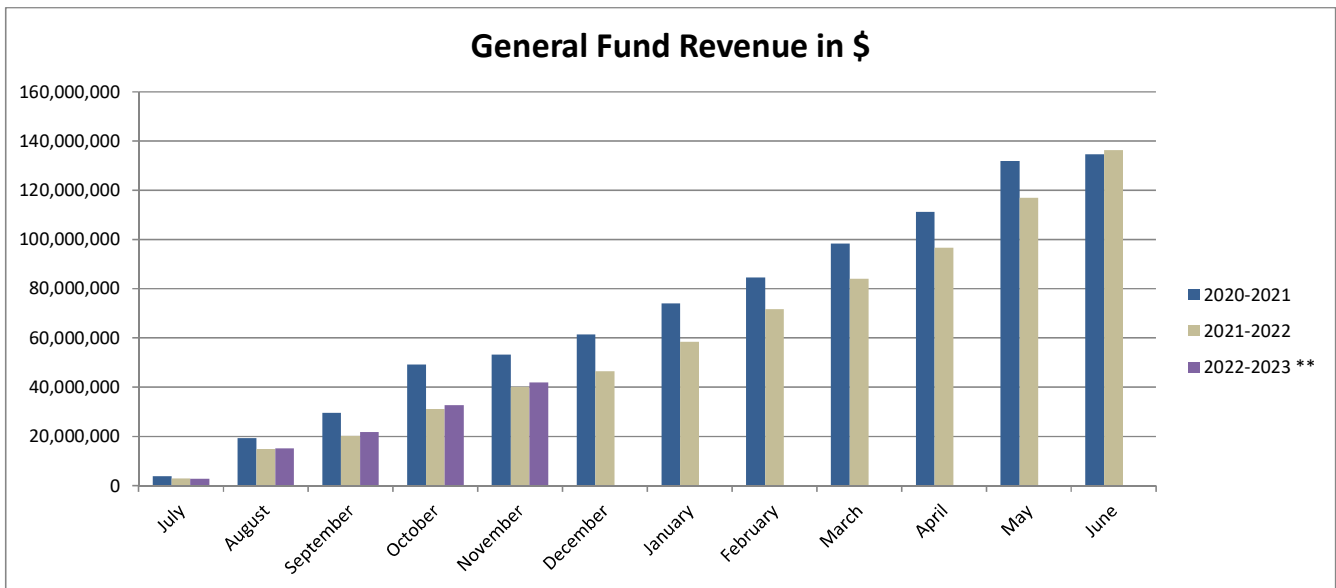
	2020-2021		2021-2022		2022-2023 **	
	\$	%	\$	%	\$	%
July	6,287,193	3.27%	5,298,428	2.69%	5,211,222	2.86%
August	24,061,844	12.52%	20,358,554	10.34%	19,546,851	10.72%
September	36,829,976	19.17%	28,136,656	14.30%	28,812,784	15.80%
October	59,014,681	30.72%	41,631,893	21.15%	42,068,890	23.07%
November	77,976,654	40.59%	64,659,908	32.86%	52,080,511	28.56%
December	88,949,514	46.30%	73,979,823	37.59%	0	0.00%
January	103,921,863	54.09%	88,036,615	44.73%	0	0.00%
February	117,144,444	60.98%	104,470,173	53.08%	0	0.00%
March	133,864,754	69.68%	120,312,724	61.13%	0	0.00%
April	149,466,884	77.80%	136,207,121	69.21%	0	0.00%
May	173,006,598	90.05%	158,547,029	80.56%	0	0.00%
June	193,223,197	100.58%	195,607,991	99.39%	0	0.00%
<b>BUDGET</b>	<b>192,115,074</b>	<b>100.00%</b>	<b>196,799,175</b>	<b>100.00%</b>	<b>182,328,209</b>	<b>100.00%</b>



\*\* The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

**REVENUE COMPARISON  
GENERAL FUND**

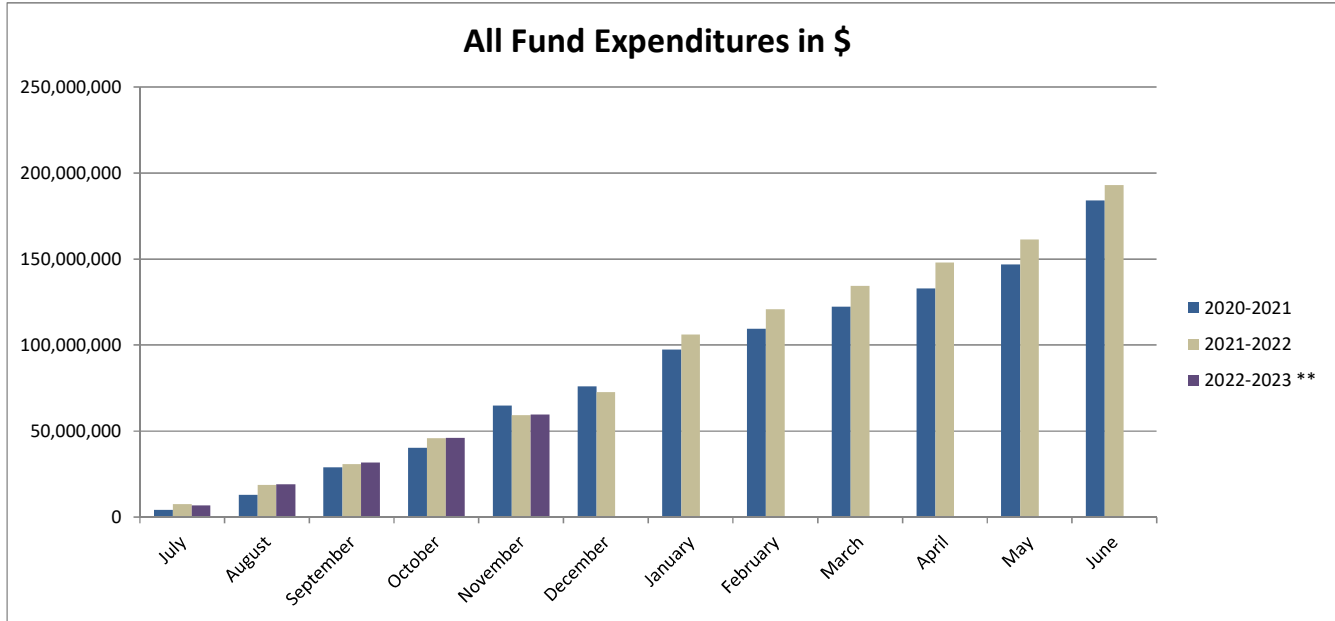
	2020-2021		2021-2022		2022-2023 **	
	\$	%	\$	%	\$	%
July	3,817,036	2.85%	2,907,172	2.14%	2,782,571	2.06%
August	19,274,187	14.41%	14,923,642	10.98%	15,069,992	11.14%
September	29,519,205	22.07%	20,264,600	14.91%	21,696,447	16.03%
October	49,179,583	36.77%	31,072,851	22.87%	32,598,530	24.09%
November	53,171,053	39.76%	40,153,389	29.55%	41,930,993	30.98%
December	61,389,953	45.90%	46,491,149	34.21%	0	0.00%
January	73,970,734	55.31%	58,485,580	43.04%	0	0.00%
February	84,622,165	63.27%	71,619,316	52.71%	0	0.00%
March	98,343,919	73.53%	84,028,770	61.84%	0	0.00%
April	111,273,854	83.20%	96,590,415	71.08%	0	0.00%
May	131,860,398	98.59%	116,854,949	86.00%	0	0.00%
June	134,646,387	100.67%	136,320,648	100.32%	0	0.00%
<b>BUDGET</b>	<b>133,743,862</b>	<b>100.00%</b>	<b>135,885,717</b>	<b>100.00%</b>	<b>135,328,560</b>	<b>100.00%</b>



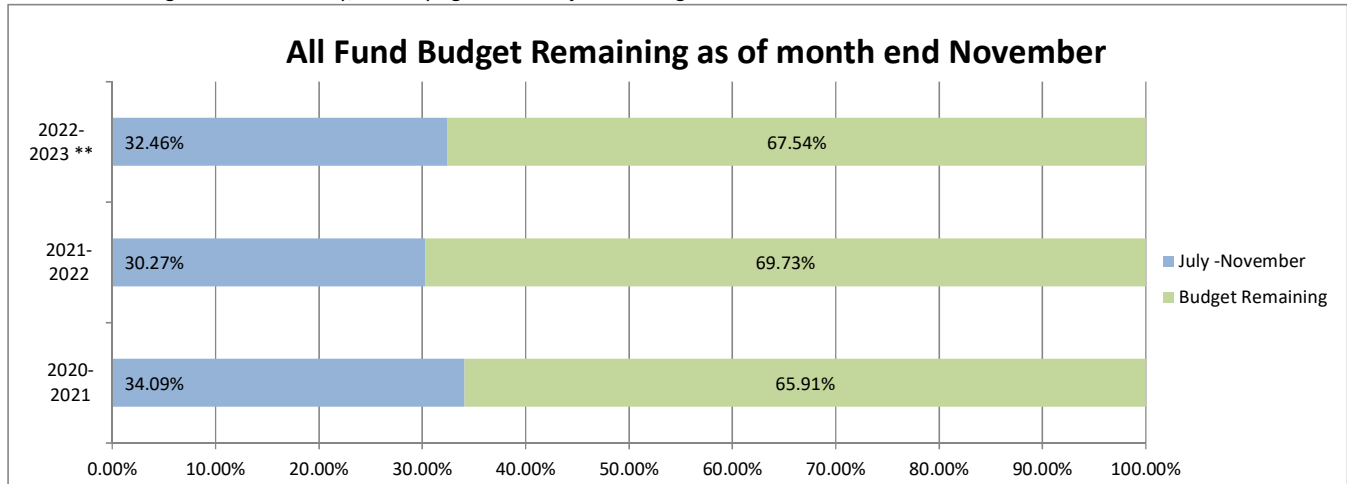
\*\* The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

**EXPENDITURE COMPARISON  
ALL FUNDS**

	2020-2021		2021-2022		2022-2023 **	
	\$	%	\$	%	\$	%
July	4,136,021	2.17%	7,576,301	3.87%	6,846,145	3.73%
August	12,806,761	6.73%	18,666,589	9.53%	18,979,577	10.35%
September	28,871,496	15.17%	30,852,672	15.75%	31,646,042	17.26%
October	40,214,431	21.14%	45,790,996	23.38%	46,118,654	25.15%
November	64,868,844	34.09%	59,277,157	30.27%	59,527,895	32.46%
December	76,102,321	40.00%	72,545,028	37.04%	0	0.00%
January	97,403,339	51.19%	106,184,839	54.22%	0	0.00%
February	109,396,118	57.50%	120,813,912	61.69%	0	0.00%
March	122,331,287	64.29%	134,387,435	68.62%	0	0.00%
April	133,047,037	69.93%	147,917,512	75.53%	0	0.00%
May	146,818,004	77.16%	161,442,665	82.43%	0	0.00%
June	184,048,150	96.73%	192,966,400	98.53%	0	0.00%
<b>BUDGET</b>	<b>190,265,767</b>	<b>100.00%</b>	<b>195,843,777</b>	<b>100.00%</b>	<b>183,385,992</b>	<b>100.00%</b>

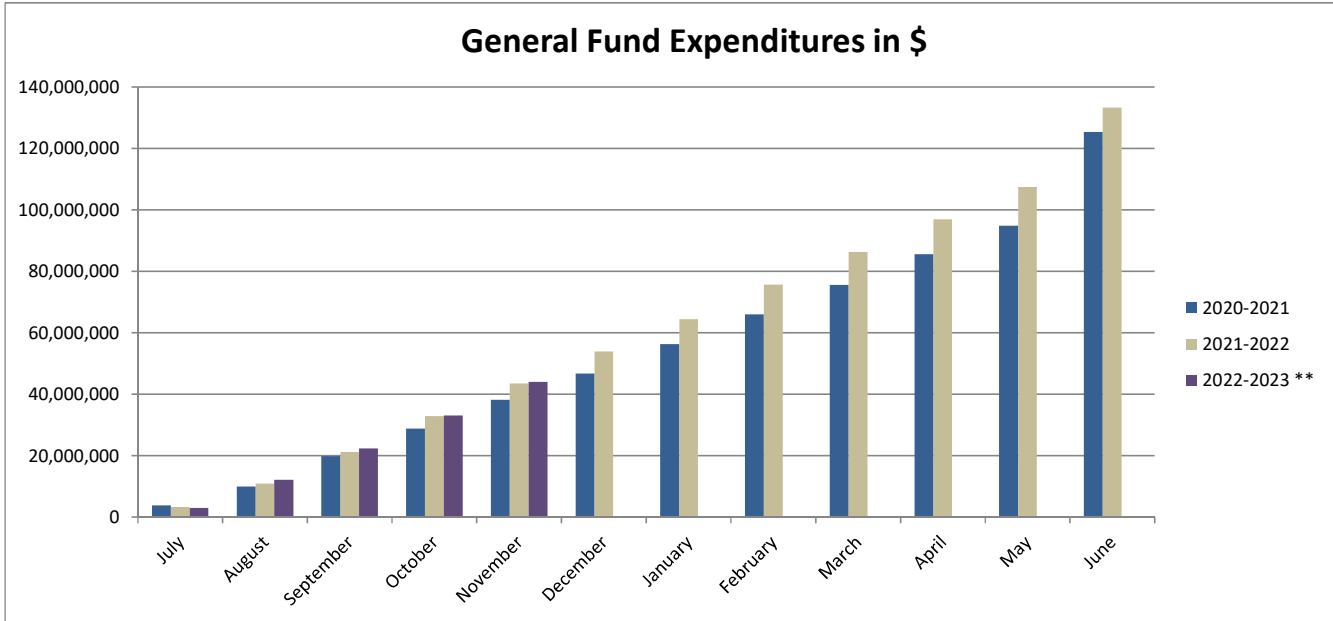


\*\*based on timing of financial activity, monthly figures are subject to change

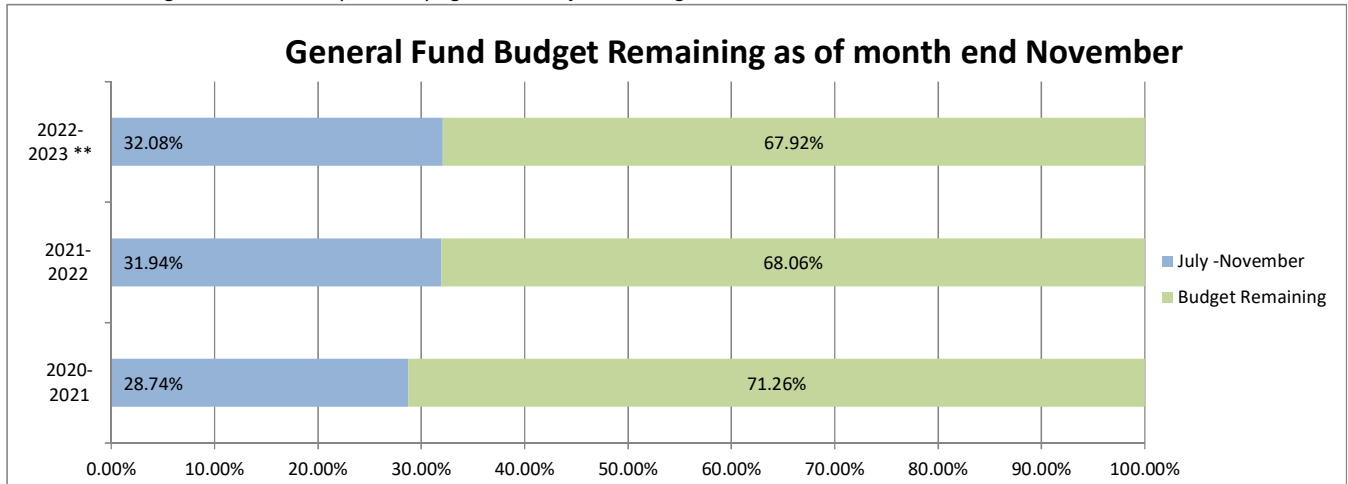


**EXPENDITURE COMPARISON  
GENERAL FUND**

	2020-2021		2021-2022		2022-2023 **	
	\$	%	\$	%	\$	%
July	3,805,343	2.87%	3,258,178	2.40%	2,991,235	2.18%
August	9,950,010	7.50%	10,886,189	8.00%	12,150,968	8.86%
September	19,860,387	14.98%	21,189,447	15.58%	22,316,375	16.27%
October	28,831,518	21.75%	32,864,644	24.16%	33,076,958	24.12%
November	38,110,749	28.74%	43,449,234	31.94%	43,990,721	32.08%
December	46,736,045	35.25%	53,909,332	39.63%	0	0.00%
January	56,357,446	42.51%	64,483,325	47.40%	0	0.00%
February	65,964,586	49.75%	75,609,009	55.58%	0	0.00%
March	75,602,778	57.02%	86,292,890	63.43%	0	0.00%
April	85,552,003	64.53%	97,013,445	71.31%	0	0.00%
May	94,865,356	71.55%	107,457,075	78.99%	0	0.00%
June	125,450,536	94.62%	133,320,629	98.00%	0	0.00%
<b>BUDGET</b>	<b>132,586,567</b>	<b>100.00%</b>	<b>136,035,698</b>	<b>100.00%</b>	<b>137,139,540</b>	<b>100.00%</b>



\*\*based on timing of financial activity, monthly figures are subject to change





**Agenda V.A.6.  
January 26, 2023**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent

**Date:** January 13, 2023

**Re:** Report about the Listening Session

**Recommendation:** Receive a report about the Listening Session on January 12, 2023.

No one spoke at the listening session on January 12, 2023.



**Agenda V.A.7.  
January 26, 2023**

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

**From:** Dr. Chris Bellmont, assistant superintendent

**Date:** January 19, 2023

**Re:** Regulation 413: *Administrative Regulation for Supporting Transgender and Gender-Expansive Students*

**Recommendation:** Approve, on a second reading basis, changes to Regulation 413: *Administrative Regulation for Supporting Transgender and Gender-Expansive Students*.

The first reading of changes to 413R was approved by the Board on January 12, 2023.

## **BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT 191 ADMINISTRATIVE REGULATION FOR SUPPORTING TRANSGENDER AND GENDER- EXPANSIVE STUDENTS**

This Administrative Regulation (“Regulation”) sets forth Burnsville-Eagan-Savage School District 191 (“District”) procedures for schools to address the needs and concerns of transgender and gender-expansive students to ensure safe, supportive, and healthy school environments where every child can learn. This Regulation is intended to: 1) ensure that all students are welcomed, valued, included, and respected; 2) to help schools ensure safe learning environments free of discrimination, harassment, and bullying; and 3) to promote the educational and social integration of transgender and gender-expansive students. This Regulation does not and cannot anticipate every situation that may occur, as every student is unique. The support for each student must be assessed and addressed individually based upon the student’s specific requests and needs.

This Regulation is supported by District Policy 102 (Equal Education Opportunity), 413 (Harassment and Violence), 514 (Bullying Prohibition Policy), 515 (Protection and Privacy of Pupil Records, 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process), and 525 (Violence Prevention).

### **1. Definitions**

The definitions contained in the policy are not intended to label students, but rather to assist in understanding this policy and the legal obligations of district staff. It is recognized that students might or might not use these terms to describe themselves.

“*Gender Identity*” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the sex or gender they were assigned at birth. A person’s gender identity can be the same or different than the sex or gender assigned at birth.

“*Gender Expression*” refers to the manner in which a person represents or expresses that person’s gender identity to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

“*Transgender/Trans*” describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

“*Gender Non-Conforming*” describes people whose gender expression differs from social expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This phrase also includes people who identify outside traditional gender categories.

“*Gender-expansive*” describes someone with a more flexible gender identity than might be associated with a typical gender binary.

## **2. Privacy/Confidentiality**

Information related to a student’s transgender and gender-expansive status is private data under the Minnesota Government Data Practices Act and the Family Educational Rights and Privacy Act (FERPA); therefore, there are limitations on when such data may be shared. To ensure the privacy rights of students, District personnel shall not disclose information that reveals a student’s transgender or gender-expansive status to others, unless: (1) by written consent of a parent/legal guardian or student.; (2) the information is needed by other school personnel within the District who have a legitimate educational interest in the information in order to perform their duties or provide services to the student; (3) the person is a parent or legal guardian of the student; or (4) a federal or state law compels disclosure (i.e. health emergency, court order or subpoena). Parents/guardians have full access to information regarding their children, except in very limited circumstances where a determination has been made that access is not in the best interest of the child (i.e. to protect from physical or emotional harm.) Parents/guardians may not be denied access to any existing educational record unless the student is enrolled full-time in a postsecondary institution or has attained the age of 18.

In some cases, with the consent of the student and parents/guardians, District staff will develop a plan to inform and educate the student’s peers and/or engage external resources to assist in the support of students dealing with transgender or gender-expansive issues.

## **3. Official School Records**

The school district is required to maintain a mandatory and permanent student record (“official record”) that includes a student’s legal name and gender. The school district is not required to use a student’s legal name and gender on other school records or documents.

The school district will change a student’s official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or other official government action.

In situations where school district staff or administrators are required by law to use or report a transgender or gender-expansive student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices intended to minimize the likelihood of inadvertent disclosure of confidential or private information relating to a student’s gender identity or gender expression to parties lacking a legitimate educational interest in that information.

## **4. Student Names, Pronouns, and Gender Markers**

A student may request that the student be referred to by a name and pronouns that correspond to the student's gender identity by all school staff and fellow students. Parent(s)/Guardian(s) have a right to request that the District change the student's name and/or gender marker in the school's student information system. A court-ordered name change or official gender change is not required, and the student is likewise not required to change the school's official records in order to be addressed by the name and pronouns that correspond to the student's gender identity.

## **5. Gender-Segregated Activities**

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender.

## **6. Gender-Segregated Facilities**

Transgender and gender-expansive students shall have access to gendered facilities and school-sponsored programs that are consistent with the student's gender identity. This includes, but is not limited to, multi-stalled gendered restrooms, locker rooms, and school programs, trips, and athletic programs.

### **a. Restroom Accessibility**

Pursuant to state law, students shall have access to the restroom that corresponds to their gender identity asserted at school:

- i. Any student who has a need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided access to a single user restroom.
- ii. No student shall be required to use a single user restroom because they are transgender or gender-expansive.
- iii. The District shall work with each gender-expansive student to determine which restrooms are most comfortable for the student.
- iv. In no case shall a transgender or gender-expansive student be required to use a restroom that conflicts with the student's gender identity.

### **b. Locker Room Accessibility**

The use of locker rooms by transgender and gender-expansive students shall be assessed on an individualized basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports and other school

activities, ensuring the student's safety and comfort, and minimizing stigmatization of the student.

- i. Unless the student requests otherwise, transgender and gender-expansive students should have access to the locker room that corresponds to the student's gender identity asserted at school, like all other students.
- ii. Any student who has the need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a physical education instructor's office in or near the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponding to gender identity before or after other students).
- iii. Any alternative arrangement should be provided in a manner that protects the student's ability to keep the student's transgender or gender-expansive status confidential.
- iv. The District shall work with each gender-expansive student to determine which restrooms and locker room facilities are most comfortable for the student.
- v. In no case shall a transgender or gender-expansive student be required to use a locker room that conflicts with the student's gender identity.

## **7. Physical Education and Health Education Classes and Intermural Sports**

Transgender and gender-expansive students shall be permitted to participate in physical education classes, health education classes, and intramural sports and activities in a manner consistent with their gender identity or in a manner that allows the student to feel the safest, included, and most comfortable.

Students in physical education classes may be grouped by ability, so long as a student's ability is based on objective standards of individual performance. A student's gender identity shall not be considered when assessing ability.

Physical education and health education teachers and staff will make their best efforts not to divide students based on sex assigned at birth or gender identity during any activities or classes.

## **8. School Trips**

All students shall be permitted to participate in all school trips in a manner that corresponds with their gender identity or in a manner that allows the student to feel the safest, included, and most comfortable. In planning school trips, staff is expected to assess the student's need in collaboration with the student and/or the student's parent(s)/guardian(s).

## **9. Dress Codes**

Transgender and gender-expansive students have the right to dress in a manner consistent with their gender identity or gender expression, including at school-sponsored functions such as dances, after school activities, and graduation. The District's rules regarding clothing will be enforced consistently, regardless of a student's gender identity or expression.

## **10. Interscholastic Competitive Sports Teams/Activities**

Transgender and gender-expansive students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Minnesota State High School League (MSHSL).

## **11. Staff Training and Compliance**

All District staff shall be informed of the existence of this Regulation. The District will, at intervals to be determined by the District, provide staff training on this Regulation and how to support transgender or gender-expansive students.

## **12. Discrimination/Harassment/Bullying**

It is the policy of the District to maintain a safe and supporting learning and educational environment that is free from harassment, intimidation, violence, and/or bullying and free from discrimination on account of gender, gender identity, and gender expression.

Complaints alleging misconduct based on a student's actual or perceived transgender status or gender non-conformity shall be investigated and addressed pursuant to the applicable School District policy. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413). For information about the types of conduct that constitute violation of the school district's policy on bullying and the school district's procedures for addressing such complaints, refer to the school district's policy on bullying (Policy 514).



**Agenda V.A.8.  
January 26, 2023**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent, Stacey Sovine, executive director of administrative services, Dr. Chris Bellmont, assistant superintendent, Amy Piotrowski, director of student support services, and Imina Oftedahl, director of curriculum, instruction and assessment

**Date:** January 19, 2023

**Re:** Policies 508: *Extended School Year for Certain Students with Individualized Education Programs*, 509: *Enrollment of Nonresident Students*, 517: *Student Recruiting*, 525: *Violence Prevention*, 528: *Student Parental and Family*, 529: *Staff Notification*, 532: *Use of Peace Officers*, 533: *Wellness*, 601: *School District Curriculum*, and 620: *Credit for Learning*

**Recommendation:** Approve, on a first reading basis, non-substantive changes to Policies 508: *Extended School Year for Certain Students with Individualized Education Programs*, 509: *Enrollment of Nonresident Students*, 517: *Student Recruiting*, 525: *Violence Prevention*, 528: *Student Parental and Family*, 529: *Staff Notification*, 532: *Use of Peace Officers*, 533: *Wellness*, 601: *School District Curriculum*, and 620: *Credit for Learning*.

The policies were reviewed by the Policy Review Committee on December 20, 2022.

- Policy 508 – MSBA updated list of annual review policies. The administration removed redundant text.
- Policy 509 – MSBA update legal references and text
- Policy 517 - MSBA remove Service Manual
- Policy 525 – MSBA updated legal references.
- Policy 528 – MSBA updated references
- Policy 529 – MSBA updated references
- Policy 532 – MSBA update legal references
- Policy 533 – MSBA update references
- Policy 601 – MSBA updated legal references and text
- Policy 620 – MSBA updated legal references

Adopted: 12/3/2015

Burnsville-Eagan-Savage School District Policy 508

Reviewed: ~~3/10/2022~~ 1/26/2023

Revised: ~~MSBA 2022~~ 6/9/2016

Rescinds:

## **508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS**

### **I. PURPOSE**

The purpose of this policy is to ensure that Independent School District 191 complies with the overall requirements of law as mandated for certain students subject to individualized education program (IEP) plans when necessary to provide a free appropriate public education (FAPE).

### **II. GENERAL STATEMENT OF POLICY**

- A. Extended School Year Services Must Be Available to Provide a FAPE. The District shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
  2. Services are necessary for the student to achieve a reasonable degree of personal independence or self-sufficiency typically identified in the annual IEP goals for a student requiring a functional curriculum because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
  3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.
- C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:
1. Prior observations of the student's regression and recoupment over the summer;

2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
  3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
  2. The student's degree of impairment.
  3. The student's rate of progress.
  4. The student's behavioral or physical problems.
  5. The availability of alternative resources.
  6. The student's ability and need to interact with nondisabled peers.
  7. The areas of the student's curriculum which need continuous attention.
  8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

**Legal References:** Minn. Stat. § 125A.14 (Extended School Year)  
Minn. Rules Part 3525.0755  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
34 C.F.R. Part 300 (~~IDEA Regulations~~Assistance to States for the Education of Children with Disabilities)

**Cross References:** None

Adopted: 04/23/2015  
 Reviewed: ~~12/13/2018~~1/26/2023  
 Revised: ~~1/10/2019~~MSBA 2022  
 Rescinds:

*Burnsville-Eagan-Savage School District Policy 509*

## 509 ENROLLMENT OF NONRESIDENT STUDENTS

### I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by ~~Minnesota- Statutes- section~~§ 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

### II. GENERAL STATEMENT OF POLICY

- A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
  2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with ~~Minnesota- Statutes- section~~§ 124D.03.
  3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under ~~Minnesota- Statutes- section~~§ 121A.45 to enroll during the term of the expulsion if the student was expelled for:
1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to "Students and Families," then, under "School Choice," select "Open Enrollment." The form is entitled, "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education."

E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at ~~509-3~~ least five school districts;

3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. ~~no other nonresident, independent, special, or common school district operates a school building within the municipality.~~

The process for the school district lottery must be established by school board policy and posted on the school district's website. (Refer to 509R: Enrollment of Nonresident Students for the Variance/Open Enrollment process.)

#### F. Exclusion

1. Administrator's initial determination. If a school district administrator or the administrator designee knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator or the administrator designee will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent or the superintendent's designee may make further inquiries. If the superintendent or designee determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent or designee determines that the applicant should be excluded, the superintendent or designee will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, other than as set forth in II.B., the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

#### G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to ~~Minnesota Statutes- section~~§ 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under ~~Minnesota- Ch. chapter~~ 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under ~~Minnesota- Statutes- section~~§

120A.22, Subd. 8.

2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under ~~Minnesota Statutes~~ section§ 120A.22, Subd.subdivision 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

**Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) (~~Compulsory Instruction~~Residency Determined)  
~~Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)~~  
 Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
 Minn. Stat. § 124D.03 (Enrollment Options Program)  
 Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)  
 Minn. Stat. § 124D.68 (High School Graduation Incentives Program)  
 Minn. Stat. Ch. 260A (Truancy)  
 Minn. Stat. § 260C.007, Subd. 19 (~~Habitual Truant Defined~~Definitions)  
 Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

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

Adopted: 4/1981  
 Reviewed: ~~12/9/2021~~1/26/2023  
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 Rescinds: IGDK

*Burnsville-Eagan-Savage School District Policy 517*

## **517 STUDENT RECRUITING**

### **I. PURPOSE**

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district encourages employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to enhance the visibility and image of the school district.
- B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, a violation of this policy occurs when employees exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.
- C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

### **III. DEFINITION**

- A. The terms, “undue influence” or “competing for enrollment,” shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student’s transfer to participate in a sport or activity.
- B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

### **IV. PROCEDURES**

- A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity of a program, class, school building, or the statutory limits to nonresident

enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or at a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.

- B. Employees who violate the provisions of the policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota High School League, as applicable.

***Legal References:*** Minn. Stat. § 124D.03 (Enrollment Options Program)  
 Minn. Stat. § 124D.68 (Graduation Incentives Program)  
 Minnesota State High School League Bylaws

***Cross References:*** Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)  
 Burnsville-Eagan-Savage School District Policy 509 (Enrollment of Nonresident Students)  
~~MSBA Service Manual, Chapter 10, Minnesota State High School League (MSHSL)~~

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 Reviewed: ~~12/13/2018~~1/26/2023  
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 Rescinds:

*Burnsville-Eagan-Savage School District Policy 525*

## **525 VIOLENCE PREVENTION**

### **I. PURPOSE**

The purpose of this policy is to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district will enforce its weapons policy.
- B. The school district will act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

### **III. IMPLEMENTATION OF POLICY**

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of

policies and procedures related to violence prevention and weapons.

- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with ~~Minnesota Statutes~~ section § 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

#### IV. PREVENTION STRATEGIES

The school district will implement prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence. Strategies will include but are not limited to:

- A. Maintain a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- D. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.
- F. Establish clear school rules that prevent and deter violence.
- G. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- H. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- I. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- J. Require all visitors to check-in the main office upon their arrival and state their

business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.

- K. Develop curriculum on child sexual abuse prevention for students, including age appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Wellness Information Gateway website (<https://www.childwelfare.gov>) maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- L. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

## V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

## VI. PERSONNEL

- A. School district personnel shall comply with all policies related to violence prevention.
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

**Legal References:** Minn. Stat. § 13.43, Subd. 16 (~~Personnel Data~~~~School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact~~)  
Minn. Stat. § 120B.22 (Violence Prevention Education)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.64 (Notification)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)  
18 U.S.C. § 921 (Definition of Firearm)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education ~~Improvement~~ Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*McIntire v. Bethel School*, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)  
*Olesen v. Board of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

**Cross References:** Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)  
Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)  
Burnsville-Eagan-Savage School District Policy 501 (School Weapons Policy)  
Burnsville-Eagan-Savage School District Policy 504 (Student Dress and Appearance)  
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
Burnsville-Eagan-Savage School District Policy 507 (Corporal Punishment)  
Burnsville-Eagan-Savage School District Policy 514 (Bullying Prohibition Policy)  
Burnsville-Eagan-Savage School District Policy 526 (Hazing Prohibition)  
Burnsville-Eagan-Savage School District Policy 529 (Staff Notification of Violent Behavior by Students)

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 Revised: ~~1/13/2022~~ MSBA 2022  
 Rescinds: JFE, JFF

*Burnsville-Eagan-Savage School District Policy 528*

**528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS  
 NONDISCRIMINATION**

**I. PURPOSE**

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

**II. GENERAL STATEMENT OF POLICY**

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. The school board has designated Hailey Busker, Human Resource Coordinator, 200 West Burnsville Parkway, Burnsville, MN, 55337, 952-707-2011, hbusker@isd191.org as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- F. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be

referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

- G. Any reports of unlawful discrimination under this policy will be handled, investigated, and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.
- H. Every school district employee shall be responsible for complying with this policy.

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
 34 C.F.R. Part 106 (Implementing Regulations of Title IX)

**Cross References:** Burnsville-Eagan-Savage School District Policy 102 (Equal Educational Opportunity)  
 Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)  
 Burnsville-Eagan-Savage School District Policy 522 ([Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#)~~Student Sex Nondiscrimination~~)

Adopted: 10/22/2015 *Burnsville-Eagan-Savage School District Policy 529*  
 Reviewed: ~~12/9/2021~~1/26/2023  
 Revised: ~~5/10/2018~~ MSBA 2022  
 Rescinds: GBEAD

## **529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS**

### **I. PURPOSE**

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to interact with such a student.

The purpose of this policy is to address the circumstances in which private student data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the assignment of students with a history of violent behavior.

### **II. GENERAL STATEMENT OF POLICY**

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will interact with such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

### **III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them.

A. Administration

“Administration” means the superintendent, building principal, or other designee.

B. Classroom Teacher

“Classroom Teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education;
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid, or
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School Staff Member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a

professional position for the period of his or her performance as a substitute; and

4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

#### **IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR**

##### **A. Reports of Violent Behavior**

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

##### **B. Recipients of Notice**

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to assignment of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is assigned to a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

##### **C. Determination of Who Receives Notice**

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

##### **D. Form of Written Notice**

The notice given to classroom teachers and school staff members will be in

writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

**V. MAINTENANCE AND TRANSFER OF RECORDS**

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

## VI. PARENTAL OR GUARDIAN NOTICE

- A. The administration will notify parents or guardians annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents or guardians will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

## VII. PROFESSIONAL DEVELOPMENT NEEDS

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior intervention support and may discuss necessary intervention services such as student behavioral assessments.

**Legal References:** Minn. Stat. Ch. 13 (~~Compulsory Instruction~~~~Minnesota Government Data Practices Act~~)

Minn. Stat. § 120A.22, Subd. 7 (School Attendance - Education Records)

Minn. Stat. § 121A.45 (Grounds for Dismissal)

Minn. Stat. § 121A.64 (Notification ~~Teachers' Legitimate Educational Interest of Students with Violent Behavior~~)

Minn. Stat. § 121A.75 (~~Receipt of Records; Sharing~~~~Law Enforcement Notice to Schools~~)

Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)

Minn. Laws 2003, 1<sup>st</sup> Sp., Ch. 9, Art. 2, § 53

**Cross References:** Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)

532-1  
*Burnsville-Eagan-Savage School District Policy 532*

*Adopted: 4/04*

*Reviewed: 4/14/20221/26/2023*

*Revised: 4/28/2022MSBA 2022*

*Rescinds: JFCB*

**532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

**I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school property and school activities.

**II. GENERAL STATEMENT OF POLICY**

Burnsville-Eagan-Savage School District is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including students with IEPs, are subject to the terms of the school district's discipline policy. School site administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Appropriate corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

**III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage.
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection

## 532-2

of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- C. “Police liaison~~School resource~~ officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

##### A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP or behavior prevention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the police resource officer or a peace officer.

##### B. Removal By School Resource Officer or Peace Officer

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If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police resource officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report suspected criminal activity committed by a student with an IEP to appropriate authorities. If the school district reports suspected criminal activity by a student with an IEP to a school resource officer or peace officer and a police report is issued, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Parental Notification

The school site administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's physical removal from school grounds as soon as possible following the removal.

D. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police resource officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student from school grounds, police resource officers ~~or peace officer~~ and school district personnel are further prohibited from engaging in the following conduct:

## 532-4

1. Corporal punishment prohibited by Minnesota Statutes Section 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E;
6. Physical holding (as defined in Minnesota Statutes Section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the student's IEP or IIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, [IIP](#) or behavior prevention plan, authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes Section 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

## 532-5

## G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67; ~~Subd. 2 (Removal by Police Officer)~~  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))  
34 C.F.R. § 300.535 (~~Referral to and Action by Law Enforcement and Judicial Authorities~~ IDEA Regulation Regarding Involvement of Law Enforcement)

**Cross References:** Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
Burnsville-Eagan-Savage School District Policy 507 (Corporal Punishment)  
Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)  
Burnsville-Eagan-Savage School District Policy 525 (Violence Prevention)  
Burnsville-Eagan-Savage School District Policy 806 (Crisis Management Policy)

*Adopted: 6/2006*

*Burnsville-Eagan-Savage School District Policy 533*

*Reviewed: 8/11/20221/26/2023*

*Revised: 8/25/2022MSBA 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. 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.
- E. Ensure the school environment will promote student emotional health by providing a safe surrounding 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 enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing and opportunities 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.
- 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 monitored environment.
- G. Food Service personnel will provide reasonable accommodation to the religious, ethnic and cultural 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. 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 State Department of Health requirements to ensure food served is safe. Food 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.

## **X. IMPLEMENTATION AND MONITORING**

- A. The wellness policy will be implemented throughout the Burnsville-Eagan- Savage School District.
- 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
- 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 Administrator of each school will ensure compliance within the school and will report regarding compliance matters upon request.
- 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.
- F. The school board will review and revise this policy as necessary or appropriate.
- G. The school district will post this wellness policy on its website.
- 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; [Website](#))  
 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](http://www.education.state.mn.us)  
 Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
 County Health Departments  
 Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)  
 United States Department of Agriculture, [www.fns.usda.gov](http://www.fns.usda.gov)  
[United States Department of Agriculture, www.fns.usda.gov/wic](http://www.fns.usda.gov/wic)  
[Alliance for a Healthier Generation,](http://www.healthiergeneration.org)  
<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)

*Adopted: 6/1986*

*Burnsville-Eagan-Savage School District Policy 601*

*Reviewed: ~~5/27/2021~~1/26/2023*

*Revised: ~~6/10/2021~~MSBA 2022*

*Rescinds: IA-AE (rescinded on 9/2012 by Policy 104)*

## **601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

### **I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable in order to be real-world ready.

### **III. DEFINITIONS**

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
  - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
  - 2. student performance on the Minnesota Comprehensive Assessments;
  - 3. high school graduation rates; and

4. career and college readiness under ~~Minnesota Statutes section~~ § 120B.30, ~~Subd.subdivision~~ 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for identified state and federal categories;
  2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate the ir instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identifying the strengths and weaknesses of instruction affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
  3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under ~~Minnesota Statutes section~~ ~~Minn. Stat. §~~ 123B.147, ~~subdivision~~ ~~Subd.~~ 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under ~~Minnesota Statutes section~~ ~~Minn. Stat. §~~ 120B.35, Subd. 3(b)(2), and teacher evaluations under ~~Minn. Stat. §~~ ~~Minnesota Statutes section~~ 122A.40, ~~Subd.subdivision~~ 8, or 122A.41, ~~Subd.—subdivision~~ 5; strategies for improving instruction, curriculum, and student achievement and, where practicable, the native

language development and the academic achievement of English learners;

4. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
6. an annual budget for continuing to implement the school district plan.

B. School district and school site goals will meet all state and federal requirements.

1. All students will be required to demonstrate essential skills to effectively participate in life long learning. These skills include: reading, writing, speaking, listening, and viewing in the English language;
  - a. mathematical and scientific concepts;
  - b. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
  - c. creative and critical thinking, decision making, and study skills;
  - d. work readiness skills;
  - e. global and cultural understanding.
2. The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.

***Legal References:***

- Minn. Stat. § 120B.018 (Definitions)  
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
 Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)  
 Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
 Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
 Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)  
 20 U.S.C. § 5801, *et seq.* (National Education Goals-~~2000~~)  
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** Burnsville Eagan Savage School District Policy 104 (School District Mission Statement)  
Burnsville Eagan Savage School District Policy 613 (Graduation Requirements)  
Burnsville Eagan Savage School District Policy 614 (School District Testing Plan and Procedure)  
Burnsville Eagan Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
Burnsville Eagan Savage School District Policy 616 (School District System Accountability)  
Burnsville Eagan Savage School District Policy 618 (Assessment of Student Achievement)

Adopted: 4/1997  
 Reviewed: 1/26/2023  
 Revised: ~~10/28/2021~~ MSBA 2022  
 Rescinds: IKF

*Burnsville-Eagan-Savage School District Policy 620*

## 620 CREDIT FOR LEARNING

### I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, out-of-country, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

### III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to ~~Minn. Stat. §~~ Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of ~~Education~~ (Commissioner MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees,

an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Weighted grades” is the upward adjustment of numerical value of student grades in the calculation of grade point averages.

#### IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

##### A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

##### B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or country or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state or country does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not

- fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
- c. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
    - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
    - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
    - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements, but the grade shall be a "P" (pass).
    - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
    - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

## V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minnesota Statutes section~~Minn. Stat. §~~ 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options

course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
  3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
  6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

## **VI. CREDIT FROM ONLINE LEARNING COURSES**

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.

- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

## **VIII. CREDIT BY ASSESSMENT**

- A. The school district will develop and provide processes and procedures by which students may meet a graduation requirement for knowledge acquired in another learning environment for which no transcript or official documentation exists. There are two methods by which a student may demonstrate learning that aligns with district graduation requirements and complete other requirements of the Minnesota Academic Standards which may allow credit in lieu of standard curriculum offered by the district. This can occur through demonstration of previous learning by submitting a portfolio of evidence or by demonstrating knowledge through an exam process administered by school district staff.

## **IX. WEIGHTED GRADES**

- A. The school district does not offer weighted grades.

- B. The district will use a dual-ranking system at the high school level, which allows students to be ranked separately by taking identified rigorous courses. All students can access identified rigorous classes at the high school level.

## X. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students) Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act) Minn. Stat. § 124D.095 (Online Learning Option)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-~~3501.0815~~ (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)

- Cross References:***
- Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)
  - Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)
  - Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)
  - Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)
  - Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
  - Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)
  - Burnsville-Eagan-Savage School District Policy 618 (Assessment of Student Achievement)
  - Burnsville-Eagan-Savage School District Policy 624 (Online Learning Options)



**Agenda V.A.9.**  
**January 26, 2023**

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

**From:** Scott Hume, board chair

**Date:** January 20, 2023

**Re:** Committee Assignments for 2023

**Recommendation:** that the Board of Education approves the committee assignments, board appointments, and school assignments for 2023.

**Proposed Board Committee Assignments, other Board Assignments, and Board School Assignments for 2023.**

<b>Board Committee</b>	<b>Board Member(s) Assigned</b>
Legislative	Lesley Chester (Chair), Toni Conner, Anna Werb
Policy Review	Abigail Alt (Chair), Eric Miller, Safio Mursal
Negotiations	Eric Miller (Chair), Abigail Alt, Toni Conner

**Other Board Assignments**

<b>Board Committee</b>	<b>Board Member(s) Assigned</b>
Association of Metropolitan School Districts (AMSD)	Toni Conner (primary) Anna Werb (alternate)

Burnsville Chamber of Commerce Policy Committee	Anna Werb (primary) Safio Mursal (alternate)
ISD 917	Lesley Chester (primary)
Foundation 191	Safio Mursal (primary) Lesley Chester (alternate)
MN School Board Association (MSBA)	Scott Hume (primary) Eric Miller (alternate)
Burnsville Festival & Fire Muster	Abigail Alt
MN State HS League (MSHSL)	Eric Miller
Burnsville HS Hall of Fame Committee	Eric Miller

### School Assignments

School Name	Board Member Assigned
Burnsville Alternative HS (BAHS)	Eric Miller
Burnsville-Eagan-Savage Transition Program (BEST)	Toni Conner
Burnsville HS	Safio Mursal
Nicollet Middle School	Scott Hume
Harriet Bishop Elementary	Lesley Chester
Rahn Elementary	Abigail Alt
Vista View Elementary	Anna Werb

## January 26, 2023 Board Meeting

### Board Members' Questions and Staff Responses regarding BoardBook materials

(Sky Oaks and Hidden Valley Report)

Board Member Question	Staff Response
It looks like the embedded video has duplicate loops and might need additional editing.	We will check on this and make sure all systems are smoothly functioning.

(Consent Agenda)

Board Member Question	Staff Response
For Erin O'Hara Stuart, what is the BHS position, Penelope Parsons lord?	The person is replacing Penelope Parsons Lord and it has now been updated to reflect the new person's name and title.
<p>I believe someone inadvertently had all caps on when creating the name for Regulation 413R, as this is not current practice with policy/regulation labels.</p> <p>There are also typos in the policy names below that - they are evident after you click on the policy link to view the policy.</p>	<p>We corrected the title for the regulation and we are double checking for typos on the document titles in Boardbook. In the printed version of the materials we are not seeing any typos.</p> <p>Fixed typo in 528 (extra space and missing "u" in status)</p> <p>Fixed typo in 529 (extra "i" in revisions)</p>

(SPA Report WBWF Kindergarten Readiness)

Board Member Question	Staff Response
1. Slide 6 VPK Yesterday and Today If we have this data, would you please come prepared to discuss the demographics of students, yesterday and today?	Dr. Cherry will be prepared to respond at the board meeting.

<p>2. Slide 7 If you have this information, would you please come prepared to discuss the staffing differential between VPK yesterday and today (e.g., ESCE support staff, cultural liaisons, etc)? Or maybe this is already in your speaking points.</p>	<p>Dr. Cherry will be prepared to respond at the board meeting.</p>
<p>3. It looks like Slide 19 is a formatted copy of Slide 20.</p>	<p>We have deleted the extra slide.</p>

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

Agenda Item V.B.1.  
January 26, 2023

From: Stacey Sovine  
Executive Director of Administrative Services

Date: January 26, 2023

RE: Pay Equity Report

**Recommendation: That the Board of Education approve the 2023 Pay Equity Report.**

Discussion

In 1984, the Minnesota legislature passed the Local Government Pay Equity Act. The intent of the statute was to ensure that public employers compensate men and women equitably for comparable, not identical work.

In order to be in compliance, the District must pass a three-prong test.

**I. Statistical Analysis Test**

This test is performed to determine if female classes are consistently paid below male classes. In order to pass the test, the District must have an underpayment ratio equal to or greater than 80%. The District has an underpayment ratio of 108.7719%.

**II. Salary Range Test**

This test compares the number of years it takes male dominated classifications to move through steps compared to female dominated classes. In order to be in compliance, the District needs a score of 0 or equal to or greater than 80%. The district has a salary range test score of 82.67%.

**III. Exceptional Service Pay Test**

The Exceptional Service Pay test compares female dominated classes that receive longevity or performance pay to male classes that receive longevity or performance pay. In order to be in compliance, the District needs a score of 0 or one that is equal to or greater than 80%. The District's exceptional service pay test score is 106.08%.

The report will be sent to the Minnesota Department of Employee Relations. The Director will review the report and notify the District of the result of the compliance review.

The District must maintain compliance and submit a compliance report every three years.



**Agenda V.B.2.  
January 26, 2023**

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

**From:** Stacey Sovine, executive director of administrative services

**Date:** January 19, 2023

**Re:** Policy 515: *Protection and Privacy of Student Records*

**Recommendation:** Approve, on a first reading basis, changes to Policy 515: *Protection and Privacy of Student Records*.

Policy 515 was reviewed by the Policy Review Committee on December 20, 2022.

Summary of changes:

- MSBA added “education support services data”
- The Policy Review Committee requested changing the word “pupil” to “student”

Adopted: 1/86  
 Reviewed: ~~1/27/2022~~1/26/2023  
 Revised: 2/10/2022MSBA 2022  
 Rescinds: JO

*Burnsville-Eagan-Savage School District Policy 515*

## 515 PROTECTION AND PRIVACY OF ~~PUPIL-STUDENT~~ RECORDS

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

#### A. Authorized Representative

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

#### B. Biometric Record

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

#### C. Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence,

videoconference, satellite, internet or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

“Directory information” means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes: —the student’s name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e. full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received and the most recent educational agency or institution attended. ~~and photographs of students taking part in officially recognized activities, sports, and academic or non-academic classes or programs. One of the purposes of directory information is to allow the School District to include this type of information about the student in official school publications, including but not limited to, the yearbook, the student newspaper, graduation programs, honor roll or other recognition lists, sports programs and drama playbills. It also includes the name, address, and telephone number of the student’s parent(s).~~ Directory information does not include:

1. a student’s social security number;
2. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student;
4. personally, identifiable data which references religion, race, color, social position, or nationality; or
5. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent or guardian.

E. Education Records

1. What constitutes “education records.” Education records means those records that are: (1) directly related to a student; and (2) are maintained by the school district or by a party acting for the school district.
2. What does not constitute education records. The term, “education records,” does not include:
  - a. Records of instructional personnel that are:
    - (1) kept in the sole possession of the maker of the record; ~~and~~
    - (2) used only as a personal memory aid;
    - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
    - (4) destroyed at the end of the school year.
  - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
    - (1) maintained separately from education records;
    - (2) maintained solely for law enforcement purposes; and
    - (3) disclosed only to law enforcement officials of the same jurisdiction.
  - c. Records relating to an individual, including a student, who is employed by the school district which:
    - (1) are made and maintained in the normal course of business;
    - (2) relate exclusively to the individual in that individual’s capacity as an employee; and
    - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.
  - d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
    - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or

paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

- (2) made, maintained, or used only in connection with the provision of treatment to the student; and
  - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.
- e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
  - f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

#### F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes section 13.05 or a court order.

#### GF. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

#### GH. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

#### IH. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom

instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education;
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid, or
4. Perform a task directly related to responding to a request for data.

**J.** Parent

“Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

**KJ.** Personally Identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

**LK.** Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

**ML.** Responsible Authority

“Responsible authority” means the superintendent of schools or designee.

NM. Student

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

ON. School Official

“School official” includes: (a) a person duly elected ~~or appointed~~ to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

PO. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

QP. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

#### IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

#### V. STATEMENT OF RIGHTS

##### A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in [34 C.F.R. §ode of Federal Regulations section 99.31\(a\)](#).

C. Students with Disabilities

The school district shall follow [34 C.F.R. §§ode of Federal Regulations sections 300.610-300.617](#) with regard to the privacy, notice, access, record keeping and accuracy of information related to students with a disability.

## VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made;
  - d. the consequences of giving informed consent; and
  - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
  - a. identifies and authenticates a particular person as the source of the electronic consent; and
  - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
  - a. in plain language;
  - b. dated;
  - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data

subject;

- d. specific as to the nature of the information the subject is authorizing to be disclosed;
- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes Chapter 256B or Minnesota Care under Minnesota Statutes Chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

#### 6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

#### B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
  - a. performs an institutional service or function for which the school district would otherwise use employees;

- b. is under the direct control of the school district with respect to the use and maintenance of education records; and
  - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made,
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 U.S.C. [§nited States Code section 7917](#), [Burnsville-Eagan-Savage School District Policy 529](#) -and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, subdivision 7(c) or [§section 121A.75](#). On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
  4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
  5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
    - a. determine eligibility for the aid;
    - b. determine the amount of the aid;
    - c. determine conditions for the aid; or
    - d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's

attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
  - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
  - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.
  
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district

may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. [§nited States Code section](#) 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. [§nited States Code section](#) 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate

information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as “directory information” pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student’s full name; home address; telephone number; date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student’s education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in

dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes § 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must

notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements. or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 U.S.C. ~~§~~[nited States Code section](#) 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that

the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

## VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records

of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
  - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
  - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
  - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
  - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the

responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

## VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In

making this determination the responsible authority shall consider the following factors:

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

## IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes ~~section 626.556~~ Chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E,, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or that are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

- a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
  - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

**D. Chemical Abuse Records**

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

**X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING**

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40, *et seq.*

**XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS**

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), (~~which~~ and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
  - 1. may be used only for the purpose of providing information to students

- about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;
2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces. And
  3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, the superintendent of schools or designee in writing by September 15 each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
  2. Home address;
  3. Student's grade level;
  4. School presently attended by student;
  5. Parent's legal relationship to student, if applicable;
  6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
  7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone

number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

## **XII. LIMITS ON REDISCLOSURE**

### **A. Redisclosure**

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

### **B. Redisclosure Not Prohibited**

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
  - a. The disclosures meet the requirements of Section VI. of this policy; and
  - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under [42 U.S.C. § 14071](#). However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

### **C. Classification of Disclosed Data**

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

### **D. Notification**

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 C.F.R. ~~§ode of Federal Regulations section~~ [99.31\(a\)\(3\)](#), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in ~~§-section~~ [99.31\(a\)\(3\)](#), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

### **XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING**

#### **A. Responsible Authority**

The responsible authority shall be responsible for the maintenance and security of student records.

#### **B. Record Security**

The principal of each school, subject to the supervision and control of the responsible authority, shall be the records manager of the school and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

#### **C. Plan for Securing Student Records**

The building principal shall submit to the responsible authority a written plan for securing student records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

#### **D. Review of Written Plan for Securing Student Records**

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student that indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student;
  - b. the legitimate interests these parties had in requesting or obtaining the information; and
  - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
  
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
  - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
  - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
  - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with [34 C.F.R. §ode of Federal Regulations section 99.32](#) and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
  
3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent

of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18-~~U.S.C.~~ [United States Code §section](#) 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:
  - a. the parent of the student or the eligible student;
  - b. the school official or his or her assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
  - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
  - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

#### **XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

##### **A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student**

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
  - a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by the school district in its normal course of operations;
  - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

**XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

**B. Right to a Hearing**

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
  - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
  - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the

explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes Chapter 14 relating to contested cases.

**XVI. PROBLEMS ACCESSING DATA**

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means superintendent of schools or designee.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

**XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA**

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-[8520](tel:202028520).

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

## **XVIII. WAIVER**

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

## **XIX. ANNUAL NOTIFICATION OF RIGHTS**

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

## XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

## XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students online at the district's website or at the superintendent's office.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.393 (Attorneys)  
Minn. Stat. Ch. 14 (Administrative Procedures Act)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)  
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)  
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)  
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)  
Minn. Stat. Ch. 256L (MinnesotaCare)  
Minn. Stat. § 260B.171, Subds. 3 and 5 (~~Disposition Order and Peace Officer Records of Children Records~~)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
Minn. Stat. § 363A.42 (Public Records; Accessibility)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)  
18 U.S.C. § 2331 (Definitions)

18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)  
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
 20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)  
 20 U.S.C. § 7908 (Armed Forces Recruiting Information)  
 20 U.S.C. § 7917 (Transfer of School Disciplinary Records)  
 25 U.S.C. § 5304 (Definitions – Tribal Organization)  
[25 U.S.C. § 5304](#)  
 26 U.S.C. §§ 151 and 152 (Internal Revenue Code)  
 42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)  
 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)  
 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)  
 34 C.F.R. § 300.610-300.627 (Confidentiality of Information)  
 42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)  
*Gonzaga University v. Doe*, 536 U.S. 273 (2002)  
[Dept. of Admin. Advisory Op. No. 21-008 \(December 8, 2021\)](#)

**Cross References:** Burnsville-Eagan-Savage School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
[Burnsville-Eagan-Savage School District Policy 415 \(Mandated Reporting of Maltreatment of Vulnerable Adults\)](#)  
 Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)  
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
 Burnsville-Eagan-Savage School District Policy 519 (Interviews of Students by Outside Agencies)  
 Burnsville-Eagan-Savage School District Policy 520 (Student Surveys)  
 Burnsville-Eagan-Savage School District Policy 711 (Video Recording on School Buses)  
 Burnsville-Eagan-Savage School District Policy 722 (Public Data Requests)  
 Burnsville-Eagan-Savage School District Policy 906 (Community Notification of Predatory Offenders)  
 MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)



**Agenda V.B.3.  
January 26, 2023**

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

**From:** Aaron Tinklenberg, director of communications

**Date:** January 19, 2023

**Re:** Policy 104: *School District Mission Statement*

**Recommendation:** Approve, on a first reading basis, changes to Policy 104: *School District Mission Statement*.

Policy 104 was reviewed by the Policy Review Committee on December 20, 2022.

Summary of changes:

- MSBA delete rules citation
- Administration removed the statement of core values, vision statement., and responsibilities.

Adopted: 9/2012  
 Reviewed: ~~11/18/2021~~1/26/2023  
 Revised: ~~12/9/2021~~MSBA 2022  
 Rescinds: AD, AE/IA, and IA/EA

*Burnsville-Eagan-Savage School District Policy 104*

## 104 SCHOOL DISTRICT MISSION STATEMENT

### I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which Independent School District 191 exists.

### II. GENERAL STATEMENT OF POLICY

The mission statement adopted by the school board is based on the beliefs and values of the community, guides the actions and decision-making of the school district, and provides the context within which the school district's strategic directions are derived. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce. The superintendent will assist the school board in review of its strategic plan, including the school district's mission statement.

### III. MISSION STATEMENT

Each Student. Future Ready. Community Strong.

### IV. STATEMENT OF CORE VALUES

~~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.~~

~~In District 191, we believe in (stand for)...~~

#### A. ~~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.~~

#### B. ~~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.

C. ~~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.~~

D. ~~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.~~

E. ~~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~~

## V. ~~VISION STATEMENT~~

~~Our vision statement uses aspirational language to communicate our purpose—it's the change we intend to make in the world.~~

~~We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:~~

A. ~~Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence,~~

B. ~~Embrace the humanity of all people and welcome diverse perspectives and voices, and~~

C. ~~Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path.~~

## VI. ~~RESPONSIBILITIES~~

A. ~~The school board will develop a consensus among its members regarding the nature of the enterprise the school board governs, the purpose it serves, the constituencies it should consider, and the results it intends to produce.~~

B. ~~The superintendent will assist the school board in review of its strategic plan, including the school district's mission statement.~~

## VII. REVIEW

The school board will review the school district's mission every three years, as part of the school board's ongoing strategic plan. The school board will conduct a comprehensive

review of the mission, including the beliefs and values of the community, every five to seven years.

***Legal References:*** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)  
~~Minn. Rule Parts 3501.0010-3501.0180~~  
~~Minn. Rule Parts 3501.0200-3501.0270~~

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



**Agenda V.B.4.  
January 26, 2023**

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

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

**Date:** January 19, 2023

**Re:** Policies 603: *Curriculum Development*, and 604: *Instructional Curriculum*

**Recommendation:** Approve, on a first reading basis, changes to *Policies 603: Curriculum Development, and 604: Instructional Curriculum.*

The policies were reviewed by the Policy Review Committee on December 20, 2022.

Summary of changes:

- Policy 603 – MSBA added Parental Curriculum Review.  
The Policy Review Committee requested adding at least one parent “who is not also an employee of the school district.”
- Policy 604 – MSBA added Parental Curriculum Review
- The Policy Review Committee requested to keep existing language. P. 604-2 V.A. “The school district shall assist all students by grade 6 and no later than grade 9 to explore their college and career interests...”

Adopted: 5/1985

Burnsville-Eagan-Savage School District Policy 603

Reviewed: ~~5/12/2022~~1/26/2023

Revised: ~~5/26/2022~~MSBA 2022

Rescinds: IF

## 603 CURRICULUM DEVELOPMENT

### I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### III. RESPONSIBILITY

~~A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.~~

~~**IV. District Advisory Committee** B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.~~

~~C. Within the ongoing process of curriculum development, the following needs shall be addressed:~~

- ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
- ~~2. Identify minimum objectives for each course and at each elementary grade level.~~
- ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
- ~~4. Provide a program evaluating student progress towards achieving academic goals.~~

~~5. Provide for specific, particular, and special needs of all members of the student community.~~

~~6. Develop a local literacy plan to: have every child, including English learners, reading at or above grade level no later than the end of grade 3; and to have teachers providing comprehensive, scientifically-based reading instruction consistent with law.~~

~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~

~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~

~~D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd. 2.~~

~~E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.~~

~~F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.~~

~~G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.~~

A. The school board shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

B. The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

C. The district advisory committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs,

from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.

D. The district may establish site teams as subcommittees of the district advisory committee.

E. The district advisory committee shall recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes section 120B.11, subdivision 1a, section 120B.022, subdivisions 1a and 1b, and section 120B.35,
2. district assessments,
3. means to improve students' equitable access to effective and more diverse teachers, and
4. program evaluations.

F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

## V. School Site Team

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent who is not also an employee of the school district. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

## VI. Curriculum Development Process

A. Within the ongoing process of curriculum development, the following needs shall be addressed:

1. Provide for articulation of courses of study from kindergarten through grade twelve.
2. Identify minimum objectives for each course and at each elementary grade level.
3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
4. Provide a program for ongoing monitoring of student progress.

5. Provide for specific, particular, and special needs of all members of the student community.
  6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
  7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
  8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- B. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd. 2.
- C. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- D. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
 Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)  
[Minn. Stat. § 120B.125\(f\) \(Planning for Students' Successful Transition to Postsecondary Education and Employment\)](#)  
 Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Part 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)  
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:***

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Burnsville Eagan Savage School District Policy 604 (Instructional -Curriculum)  
 Burnsville Eagan Savage School District Policy 605 (Alternative Programs)  
 Burnsville Eagan Savage School District Policy 613 (Graduation Requirements)  
 Burnsville Eagan Savage School District Policy 614 (School District Testing Plan and Procedure)  
 Burnsville Eagan Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
 Burnsville Eagan Savage School District Policy 616 (School District System Accountability)  
 Burnsville Eagan Savage School District Policy 618 (Assessment of Student Achievement)  
 Burnsville Eagan Savage School District Policy 619 (Staff Development for Standards)  
 Burnsville Eagan Savage School District Policy 620 (Credit for Learning)  
 Burnsville Eagan Savage School District Policy 623 (Mandatory Summer School Instruction)

Adopted: 12/17/2015

Burnsville-Eagan-Savage School District Policy 604

Reviewed: ~~5/12/2022~~1/26/2023

Revised: 5/26/2022MSBA 2022

Rescinds:

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

### II. GENERAL STATEMENT OF POLICY

#### A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

#### B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

#### C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

#### D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

#### E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant

factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

### III. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

### IV. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
  2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

## V. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by grade 6 and no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
  2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
  3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

## VI. CIVICS TEST

- A. A student ~~enrolled~~enrolling in a public school in grade 9 in the 2017-2018 school year or later must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions provided by MDE correctly.
- B. The school district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
- C. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.
- D. The school district may administer civics test questions as part of the social studies curriculum.
- E. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

- F. The school district cannot charge a fee related to this requirement.
- A. ~~The basic instructional program shall meet all standards and other content requirements for each grade level by the Minnesota Department of Education. The instructional approach will be nondiscriminatory.~~
- B. ~~The school board, at its discretion, may offer additional courses in the instructional program at any grade level.~~
- C. ~~Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain alignment with required standards, goals and objectives, materials, and methods for student evaluation. Each instructional program should support culturally responsive instruction and reflect diversity, inclusion, and representation of multiple perspectives.~~
- D. ~~The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.~~
- E. ~~The school district shall assist all students by grade 6 and no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.~~

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.022 (Elective Standards)  
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
 Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

**Cross References:**

~~Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education)~~

Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)

Burnsville-Eagan-Savage School District Policy 605 (Alternative Programs)

Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)

Burnsville-Eagan-Savage School District Policy 613 (Curriculum Development)



**Agenda V.B.5.  
January 26, 2023**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** January 19, 2023  
**Re:** Policy 208: *Development, Adoption, and Implementation of Policies*

**Recommendation:** Approve, on a first reading basis, changes to Policy 208: *Development, Adoption, and Implementation of Policies*.

The policies were reviewed by the Policy Review Committee on December 20, 2022.

Summary of changes:

- Policy 208 - MSBA updated list of annual review policies. The administration removed redundant text. The Policy Review Committee added “presenting all recommendations for change in ISD191 policy to the school board for consideration. District Administrators are also responsible.”

*Adopted:* 11/2003

*Burnsville-Eagan-Savage School District Policy 208*

*Reviewed:* 8/11/20221/26/2023

*Revised:* 8/25/2022MSBA 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 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 shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form 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. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.
- B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for 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.

### **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 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 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.
- 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. **These guidelines and directives, including** ~~t~~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~~ **three** years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one-~~fifth~~ **third** 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; 722 Public Data Requests; and 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.~~

AB. 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.

BC. District Administrators—Are responsible for presenting all recommendations for change in ISD191 policy to the school board for consideration. District Administrators are also 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)



**Agenda V.B.6.  
January 26, 2023**

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

**From:** Abigail alt, director

**Date:** January 19, 2023

**Re:** Policy 206: *Public Participation in School Board Deliberations*

**Recommendation:** Approve, on a first reading basis, changes to Policy 206: *Public Participation in School Board Deliberations*.

The policies were reviewed by the Policy Review Committee on December 20, 2022.

Summary of changes:

- Policy 206 – The changes to the policy were requested by the Policy Review Committee.

Adopted: 11/2003  
 Reviewed: 4/14/20221/26/2023  
 Revised: 4/28/2022PRC 2022-12-20  
 Rescinds: BDDH

*Burnsville-Eagan-Savage School District Policy 206*

## **206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school board is to encourage input and feedback by the public of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.
- C. The Board may hold public meetings where the public will not be invited to address the school board including regular business meetings, work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not necessarily be allotted time during the meeting to address the board.

### **III. DEFINITIONS**

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of

employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

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

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

- D. "Educational data" means data maintained by the school district which relates to a student.
- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.
- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either

a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

- G. “Public Comment Participants” means individuals who meet one or more of the following categories will seek to address the school board during the public comment period:
1. District student
  2. Parent or guardian of a district student
  3. District resident
  4. District taxpayer
  5. District staff person

#### IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
  2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
  3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
  4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.
- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
  2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);

3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

## **V. THE PUBLIC'S OPPORTUNITY TO BE HEARD**

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

1. Board Listening Sessions

The school board may schedule a listening session prior to a regularly scheduled school board meeting during which time the public may make comments directly to the designated school board members or superintendent that deal with any topic related to the board's conduct of the schools. The school board, however, will not act at that day's/evening's regular meeting on any issue presented during the school board listening sessions if that issue was not previously published as an agenda item. A report summarizing the listening session will be given and distributed to board members via the consent agenda at a future meeting.

2. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), truth in taxation (Minn. Stat. § 375.065) education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the school board.

3. Public Forums

The school board may schedule an open forum to create a venue in which the public can gather to become informed about a specific issue, ask questions, offer input, and/or engage in a public conversation.

## **VI. LISTENING SESSION PROTOCOL**

- A. Agenda Items

1. Members of the public who wish to present on a subject discussed at a public school board listening session are encouraged to notify the

superintendent's office in advance of the listening session. Each speaker ~~should~~must provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed.

2. At the start, or in advance (by notifying the district office at 952-707-2005), of the listening session, any person wishing to speak will complete and submit a card with their name, address, name of group representing, if any, and topic.
3. The facilitating board member will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers who have completed a card in section VI.A.2. of this policy shall be recognized to speak by the facilitating board member. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for presentation at a listening session which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The facilitating board member shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.
9. Video and audio recordings of listening sessions are prohibited. The school board reserves the right to conclude the listening session in the event that such recordings are being made.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

**VII. PENALTIES FOR VIOLATION OF DATA PRIVACY**

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
 Minn. Stat. § 13.43 (Personnel Data)  
 Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)  
 Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)  
 Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)  
 Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)  
 Minn. Stat. § 122A.40, Subd. 14 ((Employment; Contracts; Termination; Hearing Procedures  
 Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)

Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)  
 Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)  
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
 Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
 Minn. Op. Atty. Gen. 852 (July 14, 2006)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 103 (Complaints-Students, Employees, Parents, Other Persons/  
 Burnsville-Eagan-Savage School District Policy 205 (Open Meetings and Closed Meetings)  
 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 422 (Policies Incorporated by Reference)  
 Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)  
 MSBA School Law Bulletin “C” (Minnesota’s Open Meeting Law)  
 MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)  
 Board Listening Session Guidelines  
 Registration Card



**Agenda V.B.7.  
January 26, 2023**

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

**From:** Scott Hume, chair

**Date:** January 19, 2023

**Re:** Appoint Board Member Representative to 917

**Recommendation:** that the Board of Education duly appoints Director Lesley Chester as a School Board Member of Intermediate School District 917, to represent Independent School District No. 191, for a term which will end on December 31, 2024.

**Note:** *Intermediate School District 917 has changed their organizational meeting to January (previously July). Due to this change, all Notices of Election for School Board Members must be changed with the correct start date of January 10, 2023. The last date of their term will also change from June to December (in the year which their term would end.)*

Director Chester's appointment to Intermediate 917 is currently July 1, 2021 to June 30, 2024. Her term will now end on December 31, 2024.

**Note: Intermediate School District 917 has changed their organizational meeting to January (previously July). Due to this change, all Notices of Election for School Board Members must be changed with the correct start date of January 10, 2023. The last date of their term will also change from June to December (in the year which their term would end.)**

**NOTICE OF ELECTION**

TO:

You are hereby notified that at a meeting of Independent School District No. 191, Burnsville, MN, Dakota County, Minnesota, held on the \_\_\_\_ day of \_\_\_\_\_, 2023, you were duly appointed a School Board Member of Intermediate School District 917, to represent Independent School District No. 191, for a term which will end on **December 31, 2024.**

Dated \_\_\_\_\_

\_\_\_\_\_  
Clerk of Appointing Independent School District

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**ACCEPTANCE**

TO \_\_\_\_\_

Clerk of School District No. 191, Dakota County, Minnesota:

I hereby signify my acceptance of the office of School Board Member of Intermediate School District 917, which your notice of appointment, dated \_\_\_\_\_, 2023, informs me that I have been appointed.

Dated \_\_\_\_\_

\_\_\_\_\_  
Appointed for Intermediate School District 917

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**FORM OF OATH TO BE ADMINISTERED TO SCHOOL DISTRICT OFFICERS UPON QUALIFYING**

I do solemnly swear that I will support the Constitution of the United States, the Constitution of the State of Minnesota, and faithfully discharge the duties of my office according to law and the best of my ability and understanding, so help me God.

\_\_\_\_\_  
School Board Member  
Intermediate School District 917

Sworn and subscribed to, before me this \_\_\_\_ day of \_\_\_\_\_, 2023.

\_\_\_\_\_  
Notary

**Note: Prior start date for Lesley Chester was July 7, 2021, ending June 30, 2024. New start date is January 10, 2023, ending December 31, 2024.**