



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
August 10, 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 Director Lesley Chester and Director Eric Miller

- I. Call to Order
 - A. Welcome
 - B. Pledge of Allegiance
- II. Approval of Agenda
- III. Information
 - A. Report about District Assessment Program 3
Speaker(s): Imina Oftedahl, Director of Curriculum, Instruction and Assessment,
 and Dr. Brandon Lowe, Coordinator of SISA, Assessment, Data and Research
 - B. Superintendent Report 30
 - C. Board Member Reports 31
- IV. Business Meeting
 - A. Consent Agenda
Description: Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.
 - 1. Approve Minutes 32
 - 2. Approve Personnel Recommendations
 - 3. Adopt a Resolution to Accept Donations

4. Receive a Report about the Listening Session	40
5. Approve, on a First Reading Basis, Non-Substantive Changes to Policies 509.5: <i>Intra-District Transfer (Variance Enrollment)</i> , 705.1: <i>Post Issuance Debt Compliance Policy</i> , 807: <i>Health and Safety Policy</i> , 903: <i>Visitors to School District Buildings and Sites</i> , 904: <i>Distribution of Materials on School District Property by Nonschool Persons</i> , and 510: <i>School Activities</i>	41
6. Approve No Changes to Policy 412: <i>Expense Reimbursement for Travel</i>	62
7. Approve Scheduling a Board Retreat on August 17, 2023	65
B. New Business	
1. Approve, on a First Reading Basis, Changes to Policies 902: <i>Use of School District Facilities and Equipment</i> , 214: <i>Out-of-State Travel by School Board Members</i> , 421: <i>Gifts to Employees and School Board Members</i> , 511: <i>Student Fundraising</i> , 722: <i>Public Data Requests</i> , and 905: <i>Advertising</i>	66
Speaker(s): Stacey Sovine, Executive Director of Administrative Services	
V. Adjourn to a Workshop	
A. Outdoor Classroom Update	88
Speaker(s): Stacey Sovine, Executive Director of Administrative Services	



**Agenda III.A.
August 10, 2023**

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

From: Imina Oftedahl, Director of Curriculum, Instruction, and Assessment, and
Dr. Brandon Lowe, Coordinator of SISA-Assessment, Data, and Research

Date: August 10, 2023

Re: Report about District Assessment Program

In alignment with District Policy 614: School District Assessment Program and District Policy 613: Graduation Requirements the District Assessment, Data, and Research Coordinator with bring recommendations for a comprehensive standardized assessment program to the school board for approval. The One91 Assessment Overview 2023-2024 provides information about the district comprehensive plan.



Assessment Overview

2023-2024

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RESOURCES

- District Assessment Coordinator (DAC) contact information:
 - Brandon Lowe, District Assessment Coordinator
 - Email: blowe@isd191.org
 - Phone: 952-707-4114
 - Tausha Chamberland, Administrative Assistant
 - Email: tchamberland@isd191.org
 - Phone: 952-707-6279
- Links and resources:
 - [MDE Statewide Testing](#)
 - [MDE Family Statewide Testing](#)
 - [One91 Assessment Overview Site](#)

ASSESSMENT COMMITTEE

Purpose

The purpose of the assessment committee is to evaluate the comprehensive assessment program of the school district and provide recommendations for approval or revisions to the superintendent.

Authority

Board Policy 613 - Graduation Requirements: The policy identifies the district assessment coordinator and the requirement for a comprehensive assessment plan for the school board. [Link](#)

Board Policy 614 - School District Assessment Program: It shall be the policy of the School Board that a comprehensive standardized assessment program be established and maintained: for internal and external accountability; that meets federal and state requirements; to evaluate the total program of the school district; to measure progress of students; and for student program placement in core instruction, enrichment and intervention. [Link](#)

Board Policy 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and EL Students: The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Language (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students. [Link](#)

Board Policy 616 - School District System Accountability: The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law. [Link](#)

Assumptions

The committee operated under the shared vision of District One91 as well as the Guiding Principles of Cultural Proficiency.

- Culture is a predominant force in shaping values, behaviors and institutions' policies and practices.
- People are served in varying degrees by the dominant culture.
- There is diversity within and among cultures and both are important.
- Every group has unique culturally-defined needs that must be respected.
- People have personal identities and group identities. The dignity of individuals is not guaranteed unless the dignity of their people is also preserved.
- Each cultural group has unique cultural needs.
- The best of both worlds enhances the capacity of all.

- The family, as defined by each culture, is the primary system of support in the education of children.

The committee also operated under the Ten Minnesota Commitments to Equity, specifically commitments 1, 3, 7, and 9. [Link](#)

- Commitment 1: Prioritize equity: Set and communicate a vision and targets for high outcomes for all students.
- Commitment 3: Measure what matters: Use relevant and meaningful data. Hold each other accountable for equity.
- Commitment 7: Monitor equitable implementation of standards: Improve the quality of curriculum and instruction for all students.
- Commitment 9: Improve conditions for learning: Focus on school culture, climate and social-emotional development. Connect teaching to the experiences, assets and needs of students.

Organization

The Assessment, Data, and Research Coordinator organized the committee and invited members. Representation was sought from all school levels. Representation was sought from multilingual services, special education services, and cultural liaisons.

Membership Responsibilities

Members were expected to gather input from teachers, cultural liaisons, and students regarding the assessment plan from their individual sites between meetings. Members were expected to present input to the committee and make collective decisions regarding the assessment recommendations.

Members

- Kristine Black, Principal, Hidden Valley Elementary School
- Dawndra Broge, Multilingual Coordinator
- Christine Fischer McDonald, Elementary Curriculum Coordinator
- Bill Heim, Assistant Principal, Burnsville High School
- Dave Helke, Principal, Eagle Ridge Middle School
- Salma Hussein, Principal, Gideon Pond Elementary School
- Jay Lepper, Assistant Principal, Nicollet Middle School
- Brandon Lowe, Assessment, Data, and Research Coordinator
- Sarah Noble, Assistant Principal, Burnsville High School
- Brad Robb, Principal, Rahn Elementary School
- Kristi Wanzek, Elementary Student Support Supervisor

Process and Timeline

Virtual meetings were held from March through May, with input gathered between meetings via forms and email. The District Assessment Coordinator met with School Assessment Coordinators and Cultural Liaisons to gather input, and Principals gathered input from school staff before a final recommendation was drafted.

ASSESSMENTS

ACCESS for ELLs/Alternate ACCESS for ELLs

Purpose

The ACCESS for ELLs and Alternate ACCESS for ELLs are administered to English learners in order to measure progress toward meeting the WIDA English Language Development Standards adopted by Minnesota. Results help inform the support provided to students including eligibility for multilingual programming and services.

Description

There are four language domains assessed by the ACCESS: listening, reading, speaking, and writing. The test is available in six grade-level clusters: K, 1, 2-3, 4-5, 6-8, and 9-12. While the Kindergarten ACCESS is paper-based, the ACCESS is primarily administered online, with paper test materials available for eligible students.

With ACCESS for grades 1-12 administered online, the Listening and Reading domains are adaptive; students must answer each item to continue and may not go back to review previous responses. For the Speaking domain, once students record a response, they cannot go back. For the Writing domain, students must enter a keystroke to continue but can go back to previous questions during the administration.

The Alternate ACCESS is an individually administered English language proficiency accountability assessment developed specifically for English learners who have significant cognitive disabilities.

Key Information

Purpose	Summative, Screener
Required by	State
Students Assessed	All students grades kindergarten through grade 12 eligible to receive EL services
Expected Duration	4-5 hours over multiple days
Format	Kindergarten: one-on-one Grades 1-12: online
Test Window	Jan 29 - Mar 22

ACT

Purpose

The ACT is a standardized test designed to measure a high school student's general educational development and ability to complete college-level work. The purpose of the ACT test is to measure a high school student's readiness for post secondary education, and provide post secondary institutions with one common data point that can be used to compare all applicants. College admissions officers will review standardized test scores alongside high school GPA, the classes taken in high school, and other application requirements. How important ACT scores are in the college application process varies from school to school.

ACT is also used to gather information about the alignment of curriculum and instruction with college readiness standards. High schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The ACT tests the core subjects that students typically study through their third year of high school (English, Math, Reading, and Science). ACT with writing is not offered during the school day. Each section of the ACT is scored on a 1 to 36 point scale. A composite ACT score is the average of the four section scores, also on a scale from 1 to 36. Most colleges and universities in the U.S. accept the test as part of the application process, and in some cases for placement in courses.

Key Information

Purpose	Summative
Required by	District to meet state requirement
Students Assessed	All students in grade 11
Expected Duration	3 hours
Format	Online
Test Window	Apr 23 - Apr 26

CogAT

Purpose

The CogAT is used as a screener to provide schools data when determining a student’s eligibility for advanced learning and accelerated programming and services. The CogAT will be provided to all One91 students in grades 2 and 4. Students in grades 3 and 5 may take the CogAT if no score from the previous school year is available.

Description

Form 7 of the Cognitive Abilities Test (CogAT) evaluates the level and pattern of verbal, quantitative, and spatial (nonverbal) reasoning abilities for students. These abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems. CogAT 7 has three batteries: Verbal, Quantitative, and Nonverbal. Each battery contains three subtests. The abilities evaluated are those that enable students to acquire, organize, store in memory, and recall information; to make inferences; to detect relationships; to comprehend and analyze problem situations; to form concepts; to discover and remember sequences; to recognize patterns; to classify or categorize objects, events, and concepts; to infer rules and principles; and to relate and use previous experience to accomplish new learning tasks or solve novel problems.

Key Information

Purpose	Screenener
Required by	District
Students Assessed	All students grades 2 and 4
Expected Duration	2-3 hours over 3 days
Format	Online
Test Window	Grade 2: Jan 29 - Feb 9 Grade 4: Sep 18 - Sep 29

FastBridge aMath

Purpose

FastBridge aMath is administered three times each year to evaluate student growth and proficiency in math. FastBridge aMath is designed to identify student needs associated with accelerated learning and predict performance on state accountability measures.

Description

FastBridge aMath is a computer-adaptive measure of both broad and component math skills from first through eighth grade. FastBridge aMath includes fully automated administration and scoring of individualized assessments for purposes of universal screening and instructional leveling.

Key Information

Purpose	Screener
Required by	District
Students Assessed	All students grades 1-8
Expected Duration	5-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Sep 18 - Sep 29 Winter: Jan 8 - Jan 19 Spring: May 28 - Jun 6

FastBridge aReading

Purpose

FastBridge aReading is administered three times each year to evaluate student growth and proficiency in reading. FastBridge aReading is designed to identify student needs associated with accelerated learning and predict performance on state accountability measures.

Description

FastBridge aReading is a computer-adaptive measure of broad reading ability that is individualized for each student. It provides a useful estimate of broad reading achievement from first through eighth grade. The question-and-response format used in FastBridge aReading is multiple-choice, like many statewide, standardized assessments.

Key Information

Purpose	Screener
Required by	District to meet State requirement
Students Assessed	All students grades 1-8
Expected Duration	5-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Sep 18 - Sep 29 Winter: Jan 8 - Jan 19 Spring: May 28 - Jun 6

FastBridge CBM Reading

Purpose

FastBridge CBM (Curriculum Based Measurement) Reading is administered multiple times each year to collect accurate and actionable progress monitoring data to provide the targeted support students may need. FastBridge CBM Reading data help teachers evaluate instructional effects and determine if differentiated instruction or interventions are effective.

Description

FastBridge CBM Reading assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District
Students Assessed	Students in grades 2-3 not yet demonstrating grade level proficiency
Expected Duration	5 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sep 18 - Sep 29 Winter: Jan 8 - Jan 19 Spring: May 28 - Jun 6

FastBridge earlyMath

Purpose

FastBridge earlyMath is administered three times per year to extend and improve on the development of curriculum-based measures for early numeracy. FastBridge earlyMath subtests are used to screen and monitor a student's progress in foundational math skills and provide guidance for instructional and intervention development.

Description

FastBridge earlyMath assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment. Paper-and-pencil versions are also available. Student scores are reported instantly and stored in the database for longitudinal analysis.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District
Students Assessed	All students kindergarten and grade 1
Expected Duration	5-30 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sep 5 - Sep 29 Winter: Jan 8 - Jan 19 Spring: May 28 - Jun 6

FastBridge earlyReading

Purpose

FastBridge earlyReading is administered three times each year to evaluate essential foundational reading skills such as concepts of print, phonemic awareness, phonics, and fluency. FastBridge earlyReading data help teachers evaluate instructional effects and determine if differentiated instruction or interventions are effective.

Description

FastBridge earlyReading assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment. Performance data are reported instantly and stored in the database for longitudinal analysis.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet State requirement
Students Assessed	All students kindergarten and grade 1
Expected Duration	5-10 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sep 5 - Sep 29 Winter: Jan 8 - Jan 19 Spring: May 28 - Jun 6

MCA/MTAS Math

Purpose

The Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Math is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Math is administered in grades 3 – 8 and high school in grade 11. Students take the MCA Math online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The MTAS Math is an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. It is part of the Minnesota assessment program. The MTAS measures mathematics skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are modified from the standard items on the MCA.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 3-8 and grade 11
Expected Duration	2 hours
Format	Online
Test Window	Apr 17 - May 1

MCA/MTAS Reading

Purpose

The Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Reading is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Reading is administered in grades 3 – 8 and high school in grade 10. Students take the MCA Reading online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The MTAS Reading is an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. It is part of the Minnesota assessment program. The MTAS measures reading skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are modified from the items on the MCA.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 3-8 and grade 10
Expected Duration	2 hours
Format	Online
Test Window	Apr 17 - May 1

MCA/MTAS Science

Purpose

The Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Science is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Science is administered in grades 5, 8, and 10. Students take the MCA Science online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The MTAS Science is an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. It is part of the Minnesota assessment program. The MTAS measures science skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are modified from the items on the MCA.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 5, 8, and 10
Expected Duration	1.5 hours
Format	Online
Test Window	Apr 24 - May 8

PreACT

Purpose

The PreACT is a standardized test designed to measure a high school student’s general educational development and predict performance on the ACT. The purpose of the PreACT test is to measure a high school student's readiness for the ACT.

PreACT is also used to gather information about the alignment of curriculum and instruction with college readiness standards. High schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The PreACT tests the core subjects that students typically study through their first and second year of high school (English, Math, Reading, and Science). The PreACT is a low-stakes pre-exam for the ACT. The PreACT is a slightly shorter exam designed to help students prepare for the official ACT exam by simulating the test and testing experience.

Key Information

Purpose	Summative
Required by	District
Students Assessed	All students in grades 9 and 10
Expected Duration	2.5 hours
Format	Online
Test Window	Jan 31

DISTRICT ASSESSMENT WINDOWS

Schools schedule their own testing days based on the unique needs of their students and families. Principals may select dates that fall within the assessment windows set by the district, which are established based on requirements of the state or assessment provider and the needs of the community.

FALL

Sep 5 - Sep 29	FastBridge earlyReading and earlyMath Kindergarten
Sep 18 - Sep 29	FastBridge aReading and aMath Grades 1-8
Sep 18 - Sep 29	CogAT Grade 4

WINTER

Jan 8 - Jan 19	FastBridge Reading and Math Grades K-8
Jan 29 - Feb 9	CogAT Grade 2
Jan 31	PreACT Grades 9-10

SPRING

Jan 29 - Mar 22	ACCESS/Alternate ACCESS for ELLs
Apr 17 - May 1	MCA/MTAS Reading & Math Grades 3-8, 10, 11
Apr 24 - May 8	MCA/MTAS Science Grades 5, 8, 10
Apr 23 - Apr 26	ACT Grade 11
May 28 - Jun 6	FastBridge Reading and Math Grades K-8
May 6 - 17	AP Exams

SCHEDULE BY GRADE

Grade	Assessment	Notes	Window Length	Window Open	Window Closes	Typical Test Length
K	FastBridge Reading	earlyReading	4 weeks	Sep 5	Sep 29	5-10 minutes
K	FastBridge Math	earlyMath	4 weeks	Sep 5	Sep 29	5-7 minutes
K	FastBridge Reading	earlyReading	2 weeks	Jan 8	Jan 19	5-10 minutes
K	FastBridge Math	earlyMath	2 weeks	Jan 8	Jan 19	5-7 minutes
K	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	45 minutes
K	FastBridge Reading	earlyReading	2 weeks	May 28	Jun 6	5-10 minutes
K	FastBridge Math	earlyMath	2 weeks	May 28	Jun 6	5-7 minutes
1	FastBridge Math	earlyMath	2 weeks	Sep 18	Sep 29	15-30 minutes
1	FastBridge Reading	earlyReading	2 weeks	Sep 18	Sep 29	5-10 minutes
1	FastBridge Math	earlyMath	2 weeks	Jan 8	Jan 19	15-30 minutes
1	FastBridge Reading	earlyReading	2 weeks	Jan 8	Jan 19	5-10 minutes
1	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
1	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
1	FastBridge Math	aMath	2 weeks	May 28	Jun 6	15-30 minutes
1	FastBridge Reading	aReading	2 weeks	May 28	Jun 6	15 minutes
2	CogAT	Screener	2 weeks	Jan 29	Feb 9	2-3 hours over 3 days
2	FastBridge Math	aMath	2 weeks	Sep 18	Sep 29	15-30 minutes
2	FastBridge Reading	aReading	2 weeks	Sep 18	Sep 29	15 minutes
2	FastBridge Reading	CBM Reading	2 weeks	Sep 18	Sep 29	5 minutes
2	FastBridge Reading	CBM Reading	2 weeks	Jan 8	Jan 19	5 minutes
2	FastBridge Math	aMath	2 weeks	Jan 8	Jan 19	15-30 minutes
2	FastBridge Reading	aReading	2 weeks	Jan 8	Jan 19	15 minutes
2	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
2	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
2	FastBridge Reading	CBM Reading	2 weeks	May 28	Jun 6	5 minutes
2	FastBridge Math	aMath	2 weeks	May 28	Jun 6	15-30 minutes

Grade	Assessment	Notes	Window Length	Window Open	Window Closes	Typical Test Length
2	FastBridge Reading	aReading	2 weeks	May 28	Jun 6	15 minutes
3	FastBridge Math	aMath	2 weeks	Sep 18	Sep 29	15-30 minutes
3	FastBridge Reading	aReading	2 weeks	Sep 18	Sep 29	15 minutes
3	FastBridge Reading	CBM Reading	2 weeks	Sep 18	Sep 29	5 minutes
3	FastBridge Reading	CBM Reading	2 weeks	Jan 8	Jan 19	5 minutes
3	FastBridge Math	aMath	2 weeks	Jan 8	Jan 19	15-30 minutes
3	FastBridge Reading	aReading	2 weeks	Jan 8	Jan 19	15 minutes
3	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
3	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
3	MCA Math		2 weeks	Apr 17	May 1	1.5-2 hours
3	MCA Reading		2 weeks	Apr 17	May 1	1.5-2 hours
3	MTAS Math		2 weeks	Apr 17	May 1	20-40 minutes
3	MTAS Reading		2 weeks	Apr 17	May 1	60-90 minutes
3	FastBridge Reading	CBM Reading	2 weeks	May 28	Jun 6	5 minutes
3	FastBridge Math	aMath	2 weeks	May 28	Jun 6	15-30 minutes
3	FastBridge Reading	aReading	2 weeks	May 28	Jun 6	15 minutes
4	FastBridge Math	aMath	2 weeks	Sep 18	Sep 29	15-30 minutes
4	FastBridge Reading	aReading	2 weeks	Sep 18	Sep 29	15 minutes
4	CogAT	Screener	2 weeks	Sep 18	Sep 29	2-3 hours over 3 days
4	FastBridge Math	aMath	2 weeks	Jan 8	Jan 19	15-30 minutes
4	FastBridge Reading	aReading	2 weeks	Jan 8	Jan 19	15 minutes
4	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
4	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
4	MCA Math		2 weeks	Apr 17	May 1	1.5-2 hours
4	MCA Reading		2 weeks	Apr 17	May 1	1.5-2 hours
4	MTAS Math		2 weeks	Apr 17	May 1	20-40 minutes
4	MTAS Reading		2 weeks	Apr 17	May 1	60-90 minutes
4	FastBridge Math	aMath	2 weeks	May 28	Jun 6	15-30 minutes
4	FastBridge Reading	aReading	2 weeks	May 28	Jun 6	15 minutes
5	FastBridge Math	aMath	2 weeks	Sep 18	Sep 29	15-30 minutes

Grade	Assessment	Notes	Window Length	Window Open	Window Closes	Typical Test Length
5	FastBridge Reading	aReading	2 weeks	Sep 18	Sep 29	15 minutes
5	FastBridge Math	aMath	2 weeks	Jan 8	Jan 19	15-30 minutes
5	FastBridge Reading	aReading	2 weeks	Jan 8	Jan 19	15 minutes
5	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
5	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
5	MCA Math		2 weeks	Apr 17	May 1	1.5-2 hours
5	MCA Reading		2 weeks	Apr 17	May 1	1.5-2 hours
5	MTAS Math		2 weeks	Apr 17	May 1	20-40 minutes
5	MTAS Reading		2 weeks	Apr 17	May 1	60-90 minutes
5	MCA Science		2 weeks	Apr 24	May 8	1-1.5 hours
5	MTAS Science		2 weeks	Apr 24	May 8	60-90 minutes
5	FastBridge Math	aMath	2 weeks	May 28	Jun 6	15-30 minutes
5	FastBridge Reading	aReading	2 weeks	May 28	Jun 6	15 minutes
6	FastBridge Math	aMath	2 weeks	Sep 18	Sep 29	15-30 minutes
6	FastBridge Reading	aReading	2 weeks	Sep 18	Sep 29	30 minutes
6	FastBridge Math	aMath	2 weeks	Jan 8	Jan 19	15-30 minutes
6	FastBridge Reading	aReading	2 weeks	Jan 8	Jan 19	30 minutes
6	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
6	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
6	MCA Math		2 weeks	Apr 17	May 1	1.5-2 hours
6	MCA Reading		2 weeks	Apr 17	May 1	1.5-2 hours
6	MTAS Math		2 weeks	Apr 17	May 1	20-40 minutes
6	MTAS Reading		2 weeks	Apr 17	May 1	60-90 minutes
6	FastBridge Math	aMath	2 weeks	May 28	Jun 6	15-30 minutes
6	FastBridge Reading	aReading	2 weeks	May 28	Jun 6	30 minutes
7	FastBridge Math	aMath	2 weeks	Sep 18	Sep 29	15-30 minutes
7	FastBridge Reading	aReading	2 weeks	Sep 18	Sep 29	30 minutes
7	FastBridge Math	aMath	2 weeks	Jan 8	Jan 19	15-30 minutes
7	FastBridge Reading	aReading	2 weeks	Jan 8	Jan 19	30 minutes
7	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days

Grade	Assessment	Notes	Window Length	Window Open	Window Closes	Typical Test Length
7	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
7	MCA Math		2 weeks	Apr 17	May 1	1.5-2 hours
7	MCA Reading		2 weeks	Apr 17	May 1	1.5-2 hours
7	MTAS Math		2 weeks	Apr 17	May 1	20-40 minutes
7	MTAS Reading		2 weeks	Apr 17	May 1	60-90 minutes
7	FastBridge Math	aMath	2 weeks	May 28	Jun 6	15-30 minutes
7	FastBridge Reading	aReading	2 weeks	May 28	Jun 6	30 minutes
8	FastBridge Math	aMath	2 weeks	Sep 18	Sep 29	15-30 minutes
8	FastBridge Reading	aReading	2 weeks	Sep 18	Sep 29	30 minutes
8	FastBridge Math	aMath	2 weeks	Jan 8	Jan 19	15-30 minutes
8	FastBridge Reading	aReading	2 weeks	Jan 8	Jan 19	30 minutes
8	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
8	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
8	MCA Math		2 weeks	Apr 17	May 1	1.5-2 hours
8	MCA Reading		2 weeks	Apr 17	May 1	1.5-2 hours
8	MTAS Math		2 weeks	Apr 17	May 1	20-40 minutes
8	MTAS Reading		2 weeks	Apr 17	May 1	60-90 minutes
8	MCA Science		2 weeks	Apr 24	May 8	1-1.5 hours
8	MTAS Science		2 weeks	Apr 24	May 8	60-90 minutes
8	FastBridge Math	aMath	2 weeks	May 28	Jun 6	15-30 minutes
8	FastBridge Reading	aReading	2 weeks	May 28	Jun 6	30 minutes
9	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
9	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
9	PreACT		1 day	Jan 31	Jan 31	2.5 hours
10	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
10	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
10	PreACT		1 day	Jan 31	Jan 31	2.5 hours
10	MCA Reading		2 weeks	Apr 17	May 1	1.5-2 hours
10	MTAS Reading		2 weeks	Apr 17	May 1	60-90 minutes
10	MCA Science		2 weeks	Apr 24	May 8	1-1.5 hours

Grade	Assessment	Notes	Window Length	Window Open	Window Closes	Typical Test Length
10	MTAS Science		2 weeks	Apr 24	May 8	60-90 minutes
11	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
11	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes
11	ACT		1 day	Apr 23	Apr 26	3 hours
11	MCA Math		2 weeks	Apr 17	May 1	1.5 hours
11	MTAS Math		2 weeks	Apr 17	May 1	20-40 minutes
12	ACCESS for ELLs		9 weeks	Jan 29	Mar 22	4-4.5 hours over 4 days
12	Alternate ACCESS for ELLs		9 weeks	Jan 29	Mar 22	80 minutes

HOURS TESTING BY GRADE

The following table represents the hours students at each grade level will spend testing. Most tests are not timed. This number represents a sum of the largest amount of time students usually spend on each test. Hours will vary for students with individual education plans, 504 plans, and multilingual students. The hours testing at each grade level align with the limits on local testing defined in [MN Statute 120B.301 Limits on Local Testing](#).

Grade	Hours Testing
K	0.85
1	2.08
2	5.50
3	6.50
4	9.25
5	7.75
6	7.00
7	7.00
8	8.50
9	2.50
10	6.00
11	4.50
12	0.00

CHANGES AND IMPLICATIONS

Changes in One91 assessment practices for the 2023-2024 school year are outlined along with implications brought about by the change.

- MCA/MTAS administered later. MCA and MTAS are administered later than in previous years. The Minnesota Department of Education window opens on March 4, 2024. However, the One91 window opens on April 17, 2024. This is approximately two weeks later than previous One91 practice. MCA and MTAS Reading and Math must be completed on or before May 1, 2024. MCA and MTAS Science must be completed on or before May 8, 2024.
 - By waiting to administer MCA and MTAS until April 17, 2024, One91 is preventing the test administration from occurring during the significant cultural holidays of our students and families (e.g., Ramadan and Easter).
 - The later administration of MCA and MTAS condenses the amount of time for schools to complete testing. Students must complete multiple tests in a smaller window of time.
 - The late administration of MCA and MTAS also reduces the amount of time for students to makeup these assessments in the case of absence.
- FastBridge CBM clarification. FastBridge CBM Reading is required only for students in grades 2 and 3 that do not demonstrate grade level proficiency standards on FastBridge aReading. However, schools are permitted to administer FastBridge to all students if it is unfeasible to separate students into different spaces with additional staff. In previous years, guidance was not provided to teachers, and practice has been inconsistent between schools and classrooms.
 - Students that are required to take FastBridge CBM Reading will have approximately 0.25 hours of additional testing than their peers who do not take FastBridge CBM Reading.
 - More complete and comprehensive data will be collected.
 - Accelerated instruction will be more accurately planned.
- CogAT grades at different times. CogAT for grade 2 students occurs later in the school year. CogAT was administered to all students at the beginning of the school year in previous years. However, CogAT data for grade 2 students is not essential at the start of the school year.
 - Administering CogAT later in the year for grade 2 will allow more time for students to integrate into their classroom communities.
- Testing removed from the first two weeks. The first FastBridge window begins for grades 1-8 students on September 18, 2023. Previous practice was to begin testing during the first week of school.
 - Administering FastBridge later will allow more time for students to integrate into their classroom communities.
 - All students will receive high-quality Tier 1 support during the first two weeks of school.



**Agenda III.B.
August 10, 2023**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 10, 2023
Re: Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.C.
August 10, 2023**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Scott Hume, board chair

Date: August 10, 2023

Re: Board Member Reports

Receive reports from board members.

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 June 22, 2023

<p>The regular meeting of the Board of Education was called to order by Chair Hume at 6:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.</p>	<p>Call to Order</p>
<p>Directors Alt, Chester, Conner, Miller, Mursal, and Chair Hume were present. Director Werb was absent. Dr. Theresa Battle, superintendent, administrators, staff and members of the public were also present.</p>	<p>Attendance</p>
<p>Chair Hume welcomed the audience and asked Director Alt to lead the Pledge of Allegiance.</p>	<p>Pledge of Allegiance</p>
<p>Moved by Chester, seconded by Miller, to approve the agenda. Moved by Hume, seconded by Alt, to move the 2023-2024 Resolution for Membership in the Minnesota State High School League (MSHSL) from the consent agenda to new business. The motion to amend the agenda carried unanimously (6,0). The motion to approve the agenda as amended carried unanimously (6, 0).</p>	<p>Agenda</p>
<p>Received a report about Lead in Water from Dave Lake, director of operations and transportation.</p>	<p>Reports</p>
<p>Received a report about the SMART Goals for the ISD 191 Board of Education for 2023-2024 from Scott Hume, chair.</p>	
<p>Received a report about the Superintendent's Goals from Dr. Theresa Battle, superintendent.</p>	
<p>Received reports on Board committees, appointments, and school assignments.</p>	
<p>Moved by Miller, seconded by Mursal, to approve the consent agenda: -Approve the minutes of the June 8, 2023, regular board meeting. -Approve personnel recommendations for Elkins, Miller, Lester, Waters, Handahl, Webb, Martinez, Andersen, Zyskowski, Klaers, Linner, Clark-Miles, Coleman, Dunbar, Abdi, O'Daniel, Coleman, El-Shabazz, El-Shabazz, Graves, Williams, Gauer-Kloos, Gauer-Kloos, Subah, Paradise, and Ullrich.</p>	<p>Consent Agenda Minutes Personnel Recommendation</p>
<p>-Adopt a resolution to approve and accept donations as presented. -Approve April payroll checks in the net amount of \$4,029,640.71. April claims to date, wire transfers and adjustments totaling \$9,735,170.66. Also, that the Board accepts April receipts of \$16,904,323.85 and investments for the General Fund, 2015A School Building Bonds, and OPEB of \$69,504,306.25 as of April 30, 2023.</p>	<p>Donations Claims, r Checks, claims, receipts and investments</p>
<p>-Accept the Budget Analysis for the month ending April 30, 2023. -Receive a report about the Listening Session on June 8, 2023.</p>	<p>Budget Analysis Listening Session</p>

<p>-Approve district memberships for the 2023-24 school year as presented. -Approve the firm of BergankDVB be contracted to perform the 2022-23 financial audit. Field work and final reporting will occur during the fall/winter of 2023-24 school year. The motion carried unanimously (6, 0).</p>	<p>Memberships Audit</p>
<p>Moved by Alt, seconded by Miller, to approve adopting the 2023-2024 Resolution for Membership in the Minnesota High School League (MSHSL). The motion carried unanimously (6, 0).</p>	<p>MSHSL</p>
<p>Moved by Miller, seconded by Conner, that the Board of Education approves the agreement for mental health services with Washburn Center for Children for 2023-24 for a total of \$678,000 and authorizes the Executive Director of Administrative Services to execute the agreement. The motion carried unanimously (6, 0).</p>	<p>Washburn</p>
<p>Moved by Mursal, seconded by Miller, that the Board of Education approves the commitment of fund balance for Fiscal Year 2023 to include fund balance resulting from carryover funds, facility rental funds and Pro Pay funds. The motion carried unanimously (6, 0).</p>	<p>Fund balance</p>
<p>Moved by Chester, seconded by Miller, that the Board of Education approves the 2023-24 Adopted Budget providing all funds' revenues of \$203,916,555 and all funds' expenditures of \$203,315,861. The motion carried unanimously (6, 0).</p>	<p>Adopted budget</p>
<p>Moved by Mursal, seconded by Miller, that the Board of Education approves the coverage for property, casualty and liability insurance for the 2023-2024 year with Affiliated FM Insurance Company; Mt. Hawley Insurance Company (TBD); National Union Fire Insurance Company Pittsburgh PA; Auto-Owners Insurance Company; and Palomar Excess and Surplus Ins. Co. The motion carried unanimously (6, 0).</p>	<p>Property, casualty and liability insurance</p>
<p>Moved by Miller, seconded by Chester, that the Board of Education adopts the resolution approving the Revised Long-Term Facilities Maintenance Program Budget for FY2025. RESOLUTION APPROVING THE INDEPENDENT SCHOOL DISTRICT NO. 191'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE BE IT RESOLVED by the School Board of Independent School District #191, State of Minnesota, as follows: 1. The School Board of Independent School District 191, on June 22, 2023, has received the report of projects by site included in the ten-year plan and has a knowledgeable understanding of the various components of this program budget. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. 2. As a member of Intermediate 917, our proportional share of their</p>	<p>LTFM 191</p>

longterm facility maintenance budget is included in the long-term facility maintenance revenue application for ISD 191.

3. The school board takes responsibility for projects to be performed and for the revenue to be placed on the levy.

4. Therefore, the long-term facility maintenance program budget for its facilities for the 2024/2025 school year in the amount of \$2,534,834 of which \$418,876 is for Health and Safety expenditures. The inclusion of the long-term facility maintenance projects in the district's long-term facility maintenance revenue application for fiscal year 2025 is hereby approved, subject to approval by the Commissioner of Education. The motion carried unanimously (6, 0).

Moved by Chester, seconded by Alt, that the Board of Education adopt the resolution of ISD 917 LTFM program budget.

LTFM 917

RESOLUTION APPROVING INTERMEDIATE DISTRICT 917'S LONG TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG TERM FACILITY MAINTENANCE PROGRAM REVENUE

BE IT RESOLVED by the School Board of Intermediate District 917, State of Minnesota as follows:

1. The School Board of Intermediate District 917 hereby approves a long-term facility maintenance program budget for its facilities for the 2024-25 school year in an amount not to exceed \$173,600. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference and District administration is directed to apply to the Commissioner of the Department of Education for approval.
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate district's long-term facility maintenance budget is approved by the school boards of each of the intermediate's member districts, each member district may include its proportionate share of the costs of the intermediate program in its long-term facility maintenance revenue application.
3. It is proposed that the proportionate share of the costs of the Intermediate's long-term facility maintenance program for each member district to be included in its application shall be determined by multiplying the total cost of the Intermediate long-term facility maintenance program times a formula that weights two components equally between the member districts; total net tax capacity and Adjusted pupil units attached as Exhibit B. The long-term facility maintenance costs are funded through annual levy.
4. Upon receipt of the proportionate share of long-term facility maintenance program revenue attributable to the Intermediate program, a member district shall promptly pay to the Intermediate the applicable levy proceeds. The motion carried unanimously (6, 0).

Moved by Mursal, seconded by Conner, to approve the SMART Goals for the ISD 191 Board of Education for 2023-2024. The motion carried unanimously (6, 0).

Board Goals

Moved by Chester, seconded by Alt, to approve the Superintendent's Goals for 2023-2024. The motion carried unanimously (6, 0).

Superintendent Goals

Moved by Chester, seconded by Conner, to adjourn at 7:15 p.m. The motion carried unanimously (6, 0).

Adjourn

August 10, 2023

Lesley Chester, 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: August 10, 2023

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Alice Cranston		Hidden Valley Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Alyssa Eggersgluss		Edward Neill Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Anne McGee	*	Burnsville High School	Long Term Substitute School Counselor	08/22/2023-12/01/2023	1.0 FTE
Certified	Appointment	Arianna Edington		Virtual Academy	Teacher	08/22/2023	.90 FTE
Certified	Appointment	Benjamin St. Martin	*	Eagle Ridge Middle School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Brandon Bunney	*	Nicollet Middle School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Courtney McDermott	*	Sky Oaks Elementary School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Danielle Golden		Sky Oaks Elementary School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Emily Schmitz	*	Harriet Bishop Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Emma Haroldson		Sky Oaks Elementary School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Gabrielle Ayers		Nicollet Middle School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Haley Orf	*	Hidden Valley Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Harrison Easton	*	Burnsville High School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Helen Dolan		Burnsville High School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Ilham Hussein		Gideon Pond Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Jaclyn Schaaf	*	Edward Neill Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Jennie Schut		ECSE Center	Teacher	07/24/2023	1.0 FTE
Certified	Appointment	Jennifer King	*	Gideon Pond Elementary	Social Worker	08/22/2023	1.0 FTE
Certified	Appointment	Jessica Domiano		Diamondhead Education Center	ECFE Teacher	08/21/2023	1.0 FTE
Certified	Appointment	Kimberly Hayman		Hidden Valley Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Lancer Lumby		Lancer Academy	Teacher	08/22/2023	.20 FTE
Certified	Appointment	Lori Brevik	*	Burnsville High School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Louis Teerlinck	*	Hidden Valley Elementary	Long Term Substitute Teacher	08/28/2023-10/23/2023	1.0 FTE
Certified	Appointment	Louis Teerlinck	*	Hidden Valley Elementary	Long Term Substitute Teacher	10/24/2023-12/13/2023	1.0 FTE
Certified	Appointment	Marielle Jenquin	*	Eagle Ridge Middle School	Dean	08/28/2023	1.0 FTE
Certified	Appointment	Megan Hutera		District-wide	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Melanie Johnson	*	Virtual Academy	Teacher	08/22/2023	.40 FTE
Certified	Appointment	Molly Heller		Vista View Elementary School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Monica Jones		Eagle Ridge Middle School	Interventionist	08/22/2023	1.0 FTE
Certified	Appointment	Noah Grant	*	Burnsville Alternative High School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Pam Nordmark	*	Eagle Ridge Middle School	Long Term Substitute Teacher	08/28/2023-10/20/2023	1.0 FTE
Certified	Appointment	Rachelle Munson	*	Virtual Academy	Teacher	08/22/2023	.20 FTE
Certified	Appointment	Rebecca Beseman	*	Rahn Elementary School	Student Systems Leadership Specialist	08/22/2023	1.0 FTE
Certified	Appointment	Ryan Ermisch		Harriet Bishop Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Ryan King		Burnsville High School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Sara O'Neal		Burnsville High School	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Shonita Harper		Harriet Bishop Elementary	Teacher	08/22/2023	1.0 FTE
Certified	Appointment	Stacy Monjeau		Nicollet Middle School	Counselor	08/22/2023	1.0 FTE
Certified	Change of Assignment	Amy Kirchner		District-wide	Continuous Improvement Coach	08/22/2023	1.0 FTE
Certified	Change of Assignment	Danny O'Brien	*	Community Education	Adult Basic Education Teacher	08/28/2023	1.0 FTE
Certified	Change of Assignment	Elizabeth Bennett	*	Community Education	Adult Basic Education Teacher	08/28/2023	.75 FTE
Certified	Change of Assignment	Estela Tapia-Alfaro	*	Community Education	Adult Basic Education Teacher	08/28/2023	.26 FTE
Certified	Change of Assignment	Jessica Northenscald	*	Community Education	Adult Basic Education Teacher	08/28/2023	.82 FTE
Certified	Change of Assignment	Lori Maidment	*	Burnsville High School	Counselor	08/28/2023	1.0 FTE
Certified	Change of Assignment	Sarah Allcock	*	Community Education	Adult Basic Education Teacher	08/28/2023	.37 FTE
Certified	Leave of Absence	Amber Garrison		Eagle Ridge Middle School	Teacher	08/28/2023-11/12/2023	1.0 FTE
Certified	Leave of Absence	Autumn Seekel		ECSE Center	Teacher	08/28/2023-10/22/2023	1.0 FTE
Certified	Leave of Absence	Hodan Ibrahim		Hidden Valley Elementary	Teacher	09/30/2023-10/22/2023	1.0 FTE
Certified	Leave of Absence	Noelle Jones		Sky Oaks Elementary School	Teacher	09/20/2023-11/27/2023	1.0 FTE
Certified	Recall	Coudjo Amegbleame		Burnsville High School	Teacher	2023-2024 School year	1.0 FTE
Certified	Recall	Maria Starkey		Edward Neill Elementary	Teacher	2023-2024 School year	1.0 FTE
Certified	Recall	Rachel Heil		Eagle Ridge Middle School	Teacher	2023-2024 School year	1.0 FTE
Certified	Resignation	Ana Leyva		Burnsville High School	Teacher	06/09/2023	1.0 FTE
Certified	Resignation	Emily Cheme		Nicollet Middle School	Teacher	07/19/2023	1.0 FTE
Certified	Resignation	Gabrielle Viktora	*	District-wide	Teacher	08/01/2023	1.0 FTE
Certified	Resignation	Kristen King		Gideon Pond Elementary	Teacher	07/21/2023	1.0 FTE
Certified	Resignation	Kristina Pope		Burnsville High School	Teacher	07/14/2023	1.0 FTE
Certified	Resignation	Malorie Binn	*	Vista View Elementary School	Teacher	07/26/2023	1.0 FTE
Certified	Resignation	Mara Schriver	*	Vista View Elementary School	Teacher	08/15/2023	1.0 FTE
Certified	Resignation	Paula Arthur	*	Sky Oaks Elementary School	Psychologist	07/25/2023	1.0 FTE
Certified	Resignation	Rachel Cesaro-Moxley		District-wide	Occupational Therapist	07/11/2023	.50 FTE
Certified	Resignation	Robyn Kegley		Burnsville High School	Teacher	06/09/2023	1.0 FTE
Certified	Resignation	Vicki Spieler		Community Education	Teacher	07/07/2023	1.0 FTE
Certified	Retirement	Susan Fechner		Gideon Pond Elementary	Teacher	06/09/2023	1.0 FTE
Classified	Appointment	Allison Rossow	*	District-wide	Community Education Coordinator II	08/28/2023	8 hours/day
Classified	Appointment	Amal Osman		Hidden Valley Elementary	Behavior Specialist	08/28/2023	8 hours/day
Classified	Appointment	Angel Inamaqua		District-wide	Custodial	07/24/2023	8 hours/day
Classified	Appointment	Billie Retzlaff		District-wide	Board Certified Behavior Analyst	08/28/2023	8 hours/day
Classified	Appointment	Brian Waters	*	Burnsville High School	Boys Soccer- Assistant Coach	Fall Stipend	Stipend
Classified	Appointment	Brittany Hoge		Nicollet Middle School	Girls Volleyball- Assistant Coach	Fall Stipend	Stipend
Classified	Appointment	Brittany Hoge		Nicollet Middle School	Girls Volleyball- Head Coach	Fall Stipend	Stipend
Classified	Appointment	Chad Pearson		Eagle Ridge Middle School	Athletic Coordinator	Year Round	Stipend
Classified	Appointment	Daniel Berthiaume		Burnsville High School	Girls Hockey- Head Coach	Winter Stipend	Stipend
Classified	Appointment	Larry Norton	*	Burnsville Alternative High School	Dean	08/28/2023	8 hours/day
Classified	Appointment	Maria Montoya Alvarez	*	Harriet Bishop Elementary	Educational Assistant	08/28/2023	7 hours/day
Classified	Appointment	Maria Reuvers	*	Burnsville High School	Girls Diving-Assistant Coach	Fall Stipend	Stipend
Classified	Appointment	Matthew Deutsch	*	Burnsville High School	Future Educators of America	Year Round	Stipend
Classified	Appointment	Michelle Henderson		Nicollet Middle School	Girls Volleyball- Assistant Coach	Fall Stipend	Stipend
Classified	Appointment	Michelle Henderson		Nicollet Middle School	Girls Volleyball- Head Coach	Fall Stipend	Stipend
Classified	Appointment	Paul McDevitt		Burnsville High School	Football- Assistant Coach	Fall Stipend	Stipend
Classified	Appointment	Rosenda Elbeiali	*	Edward Neill Elementary	Food Service Associate	08/22/2023	5.75 hours/day
Classified	Appointment	Ryan King	*	Burnsville High School	Football- Assistant Coach	Fall Stipend	Stipend
Classified	Appointment	Simin Fani	*	Nicollet Middle School	Dean	08/28/2023	8 hours/day
Classified	Appointment	Simin Fani	*	Nicollet Middle School	National Honor Society	Year Round	Stipend

Classified	Appointment	Zachary Thompson	*	Virtual Academy	Teacher	08/22/2023	.54 FTE
Classified	Change of Assignment	Angelica Carrillo Martinez		Diamondhead Education Center	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Ange Berra		Vista View Elementary	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Ann Funk		Burnsville High School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Ashley Gilpin	*	Eagle Ridge Middle School	Food Service Assistant Manager	08/22/2023	7.5 hours/day
Classified	Change of Assignment	Barbara Cenci		Burnsville High School	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Carlene Moberg		Burnsville High School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Carolyn Stickle		Edward Neill Elementary	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Cindy Crosbie		Rahn Elementary School	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Cintra Godfrey	*	ECSE Center	Educational Assistant	08/28/2023	6.5 hours/day
Classified	Change of Assignment	Deb Scherer		Burnsville High School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Diane Olson		Nicollet Middle School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Jenifer Thornton		Burnsville High School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Jessie Lau		Diamondhead Education Center	Clerical	07/03/2023	Level 2-Level 3
Classified	Change of Assignment	Kathryn Linder		Community Education	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Kyle Hreha		Hidden Valley Elementary	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	LuAnn Neisen	*	Sky Oaks Elementary School	Food Service Associate	08/22/2023	5.75 hours/day
Classified	Change of Assignment	Luis Alvarado	*	Burnsville High School	Custodial	07/25/2023	8 hours/day
Classified	Change of Assignment	Lynelle Hovde	*	Edward Neill Elementary	Community Education Coordinator II	08/28/2023	8 hours/day
Classified	Change of Assignment	Marci Plomski		Burnsville High School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Mark Gorzycki		Burnsville High School	Custodial	07/02/2023	Shift change
Classified	Change of Assignment	Martha Najera Vazquez		Hidden Valley Elementary	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Maryann Evans-Vorhies		Eagle Ridge Middle School	Clerical	08/23/2023	217 days to 261 days
Classified	Change of Assignment	Melanie Lujanage		Harriet Bishop Elementary	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Melissa McClellan		WM. Byrne Elementary School	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Myra Salinas		Burnsville High School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Nancy Halvorson Peralta		Sky Oaks Elementary School	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Rahima Abdi		Burnsville Alternative High School	Educational Assistant	08/28/2023	7 hours/day
Classified	Change of Assignment	Sarah Olsen-Dickhausen		Gideon Pond Elementary	Clerical	07/03/2023	227 days to 261 days
Classified	Change of Assignment	Shelly Felton		Eagle Ridge Middle School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Staci Ho-Buttleman		Burnsville Alternative High School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Tanya Kaiser		Diamondhead Education Center	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Tara Paul		Nicollet Middle School	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Tausha Chamberland		Diamondhead Education Center	Clerical	07/03/2023	217 days to 261 days
Classified	Change of Assignment	Teri Tanberg		BEST	Clerical	07/03/2023	227 days to 261 days
Classified	Leave of Absence	Kathryn Linder		Community Education	Clerical	10/14/2023-07/19/2024	8 hours/day
Classified	Probationary Release	Victor Huitron		Eagle Ridge Middle School	Educational Assistant	07/21/2023	7.25 hours/day
Classified	Resignation	Ainana Johanns	*	Hidden Valley Elementary	Food Service Manager	07/26/2023	7.5 hours/day
Classified	Resignation	Brenda Dotzler		Gideon Pond Elementary	Custodial	08/11/2023	8 hours/day
Classified	Resignation	Cassi O'Meara		District-wide	Food Services Coordinator	07/31/2023	8 hours/day
Classified	Resignation	Chris Brady	*	Burnsville High School	Boys Soccer Coach- Assistant	07/26/2023	Stipend
Classified	Resignation	Dahir Jumale	*	Burnsville High School	Girls Soccer Coach- Assistant	07/26/2023	Stipend
Classified	Resignation	Dustin Van Thuyne		Burnsville High School	Volleyball Coach	11/15/2022	Stipend
Classified	Resignation	Hamza Hassan	*	District-wide	Community Education Supervisor	08/18/2023	8 hours/day
Classified	Resignation	Jennifer Scoville	*	Edward Neill Elementary	Nurse	08/08/2023	8 hours/day
Classified	Resignation	Jessica Domiano		Diamondhead Education Center	CE Coordinator	08/20/2023	8 hours/day
Classified	Resignation	Jessica Thomas	*	Eagle Ridge Middle School	Student Council	08/07/2023	Stipend
Classified	Resignation	Jewell Terrell	*	Sky Oaks Elementary School	Educational Assistant	08/08/2023	7.25 hours/day
Classified	Resignation	Lisa Engbretson	*	Community Education	Community Education Coordinator II	07/31/2023	8 hours/day
Classified	Resignation	Mick Scholl		Burnsville High School	Baseball Coach- Head	07/21/2023	Stipend
Classified	Resignation	Nancy Herbold	*	WM. Byrne Elementary School	Educational Assistant	06/08/2023	7.25 hours/day
Classified	Resignation	Paige Kreuser		Burnsville High School	Volleyball Coach	11/15/2022	Stipend
Classified	Resignation	Patrick O'Neal		Burnsville High School	Educational Assistant	06/30/2023	7 hours/day
Classified	Resignation	Stephanie Hechsel		Burnsville High School	Volleyball Coach	11/15/2022	Stipend
Classified	Resignation	Taylor Pettengill	*	Vista View Elementary School	Educational Assistant	08/07/2023	7.25 hours/day
Classified	Retirement	Barbara Stene		Gideon Pond Elementary	Educational Assistant	07/31/2023	7.25 hours/day
Classified	Retirement	Debra Kaiser		Eagle Ridge Middle School	Food Service Assistant Manager	06/09/2023	7.5 hours/day
Classified	Retirement	Vicki Chroust	*	Burnsville High School	Educational Assistant	08/01/2023	7 hours/day



**Agenda IV.A.3.
August 10, 2023**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Tyler Dehne, director of finance

Date: August 10, 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 August 10, 2023.

Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
6/21/2023	20 anonymous families	Food & Nutrition Services	To help those in need with a negative balance	\$202.51
6/21/2023	Jean Mesarich	Food & Nutrition Services	Students in need	\$50.15
6/21/2023	Lemma Alemu	Food & Nutrition Services	Students in need	\$17.95
6/21/2023	Tia Picard	Food & Nutrition Services	Students in need	\$52.75
6/21/2023	Steven Grabowski	Food & Nutrition Services	BHS Students in need	\$42.65
6/22/2023	MN Department of Education	District 191	Grow Your Own Student Grant to support students who want to become teachers with scholarships.	\$472,780.00
6/22/2023	MN Department of Education	District 191	Grow Your Own Adult Grant to support staff and community members who wish to become teachers with scholarship and wrap-around services.	\$598,794.00

Total monetary donation received: \$1,071,940.01



**Agenda IV.A.4.
August 10, 2023**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: August 10, 2023
Re: Report about the Listening Session

Recommendation: Receive a report about the Listening Session on June 22, 2023.

No one spoke at the listening session.



**Agenda IV.A.5.
August 10, 2023**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services, and Dr. Chris Belmont, assistant superintendent

Date: August 10, 2023

Re: Policies 509.5: *Intra-District Transfer (Variance Enrollment)*, 705.1: *Post Issuance Debt Compliance Policy*, 807: *Health and Safety Policy*, 903: *Visitors to School District Buildings and Sites*, 904: *Distribution of Materials on School District Property by Nonschool Persons*, and 510: *School Activities*

Recommendation: Approve, on a first reading basis, non-substantive changes to Policies 509.5: *Intra-District Transfer (Variance Enrollment)*, 705.1: *Post Issuance Debt Compliance Policy*, 807: *Health and Safety Policy*, 903: *Visitors to School District Buildings and Sites*, 904: *Distribution of Materials on School District Property by Nonschool Persons*, and 510: *School Activities*.

The policies were reviewed by administration and the Policy Review Committee on June 20, 2023.

Summary of changes:

- 509.5 – review rotation, “he/she” changed to “they”
- 705.1 – review rotation, “Business” changed to “Administrative”
- 807 – MSBA legal updates
- 903 - MSBA legal updates, “parents” changed to “caregivers”
- 904 – review rotation, “him/her” changed to “them”
- 510 – review rotation, “parents” changed to “caregivers”

Adopted: 1/23/2020

Burnsville-Eagan-Savage School District Policy 509.5

Reviewed: ~~8/12/2021~~8/10/2023

Revised: ~~8/26/2021~~PRC 5/23/2023

Rescinds:

509.5 INTRA-DISTRICT TRANSFER (VARIANCE ENROLLMENT)

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Eligibility

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

B. Standards for Acceptance

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

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

C. Exceptions to the Policy

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

D. Temporary Suspension of the Policy

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

- 1. The Board may address physical and virtual schools differently.
- 2. Any Board of Education action to suspend the implementation of this policy will be for the subsequent school year(s).
- 3. Board of Education action to suspend implementation of the policy will be subject to annual review and reaffirmation by the school board no later than March 31.
- 4. Students currently attending school under a previously approved Variance Enrollment agreement may be required to reapply for a Variance Enrollment if the Board of Education decides to suspend the implementation of this policy for a subsequent school year(s).

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

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

Adopted: 3/14/2013
 Reviewed: ~~5/9/2019~~8/10/2023
 Revised: ~~3/10/2016~~ PRC May 2023
 Rescinds:

Burnsville-Eagan-Savage School District Policy 705.1

705.1 POST-ISSUANCE DEBT COMPLIANCE

I. PURPOSE

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

II. POLICY OBJECTIVE

The school district desires to monitor its post-issuance debt compliance obligations to ensure compliance with the Code and Treasury Regulations. To help ensure compliance, the school district has developed this policy, which shall apply to the obligations mentioned above, including bonds, notes, loans, lease purchase contracts, lines of credit, commercial paper, or any other form of debt that is subject to compliance.

III. RESPONSIBILITIES

- A. The Executive Director of ~~Business-Administrative~~ Services is designated as the school district’s agent responsible for post-issuance compliance with these obligations.
- B. The Executive Director of ~~BusinessAdministrative~~-Services shall assemble all relevant documentation, records, and activities required to ensure post-issuance debt compliance as further detailed in corresponding procedures (the Post-Issuance Debt Compliance Procedures). At a minimum, the Post-Issuance Debt Compliance Procedures for each qualifying obligation will address the following:
 - 1. General post-issuance compliance;
 - 2. Proper and timely use of obligation proceeds and obligation-financed property;
 - 3. Arbitrage yield restriction and rebate;

4. Timely filings and other general requirements;
 5. Additional undertakings or activities that support points 1 through 4 above;
 6. Maintenance of proper records related to the obligations and the investment of proceeds of obligations;
 7. Any other requirements that become necessary in the future.
- C. The Executive Director of Business-Administrative Services shall apply the Post-Issuance Debt Compliance Procedures to each qualifying obligation and maintain a record of the results. Further, the Executive Director of Business-Administrative Services will ensure that the Post-Issuance Debt Compliance Policy and Procedures are updated on a regular and as needed basis.
- D. The Executive Director of Business-Administrative Services, or any other individuals responsible for assisting the Executive Director of Business-Administrative Services in maintaining records needed to ensure post-issuance debt compliance, are authorized to expend funds as needed to attend training or secure use of other educational resources for ensuring compliance such as consulting, publications, and compliance assistance.
- E. Most of the provisions of this Post-Issuance Debt Compliance Policy are not applicable to taxable governmental obligations unless a reasonable possibility exists that the school district may refund their taxable governmental obligation, in whole or in part, with the proceeds of a tax-exempt governmental obligation. If this refunding possibility exists, then the Executive Director of Business-Administrative Services shall treat the taxable governmental obligation as if such issue were an issue of tax-exempt governmental obligations and comply with the requirements of this Post-Issuance Debt Compliance Policy.

IV. PRIVATE ACTIVITY BONDS

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

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

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

Legal References: Internal Revenue Code – Post-Issuance Debt Compliance
Internal Revenue Service Form 8038-G

Adopted: 7/1994 Burnsville Eagan Savage School District Policy 807
 Reviewed: ~~5/23/2019~~8/10/2023
 Revised: ~~5/16/2013, 3/10/2016~~ MSBA 2022
 Rescinds: EB & EB-R, 803

807 HEALTH AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under ~~Minnesota Statutes~~ [section](#) § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under ~~Minn-esota Statutes~~ [§ section](#) 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
 - 1. Asbestos
 - 2. Fire and Life Safety
 - 3. Employee Right to Know
 - 4. Emergency Action Planning
 - 5. Combustible and Hazardous Materials Storage
 - 6. Indoor Air Quality
 - 7. Mechanical Ventilation
 - 8. Mold Cleanup and Abatement
 - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
 - 10. Infectious Waste/Bloodborne Pathogens
 - 11. Community Right to Know
 - 12. Compressed Gas Safety
 - 13. Confined Space Standard
 - 14. Electrical Safety
 - 15. First Aid/CPR/AED
 - 16. Food Safety Inspection
 - 17. Forklift Safety

18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action will be taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent or designee shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

- Legal References:** Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (~~Capital Expenditure~~; Health and Safety Projects)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program Applicability)
Minn. Rules Part 5208.0070 (Accident and Injury Reduction Program; Alternative Forms of Committee)
- Cross References:** Burnsville-~~Eagan-Eagan~~-Savage School District Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
~~Burnsville-Burnsville-Eagan-Eagan~~-Savage School District Policy 701 (Establishment and Adoption of School District Budget)
~~Burnsville-Burnsville-Eagan-Eagan~~-Savage School District Policy 806 (Emergency Operations Policy)
[Burnsville-Eagan-Savage School District Policy 516.5 \(Overdose Medication\)](#)

Adopted: 6/1986
 Reviewed: ~~1/9/2020~~8/10/2023
 Revised: 12/10/2020MSBA 2023
 Rescinds: KK

Burnsville-Eagan-Savage School District Policy 903

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

- A. The school board encourages interest on the part of ~~parents-caregivers~~ and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by ~~parents-caregivers~~ and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course must be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

IV. RESPONSIBILITY

- A. The school district administration will develop visitor and post-secondary enrollment options student procedures and requirements.
- B. The superintendent or designee shall be responsible for providing coordination that may be needed throughout the process and providing for periodic school board review and approval of the procedures.

V. VISITOR LIMITATIONS

- A. An individual, post-secondary enrollment options student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. provide for the removal of the vehicle, if unattended, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, post-secondary enrollment options student, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
 Minn. Stat. § 124D.09 (Post~~s~~-Secondary Enrollment Options ~~Program~~Act)
 Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
 Minn. Stat. § 609.605, Subd. 4 (Trespass~~es~~ ~~on School Property~~)

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

Adopted: 6/1986, 11/1991

Burnsville-Eagan-Savage School District Policy 904

Reviewed: ~~4/27/2017~~ 8/10/2023

Revised: ~~4/9/2020~~ PRC 5/23/2023

Rescinds: KI, KJA

904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.
- B. To provide for orderly and non-disruptive distribution of materials, the school board adopts the following regulations and procedures.

III. DEFINITIONS

- A. “Distribution” means circulation or dissemination of materials by electronic mean and/or means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.
- B. “Materials” includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.
- C. “Nonschool person” means any person who is not currently enrolled as a student in or employed by the school district.
- D. “Obscene to minors” means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. “Minor” means any person under the age of eighteen (18).
- F. “Material and substantial disruption” of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- G. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.
- H. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower ~~him or her~~them in the esteem of the community.

IV. GUIDELINES

- A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.
- B. Requests for distribution of materials will be reviewed by the administration on a

case-by-case basis. However, distribution of the following materials is always prohibited. Material is prohibited that:

1. violates any other ISD 191 policy;
2. is obscene to minors;
3. is libelous;
4. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
5. advertises any product or service not permitted to minors by law;
6. advocates violence or other illegal conduct;
7. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin);
8. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
9. solicits donations, unless by an approved charitable organization.

C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any nonschool person wishing to distribute materials must first submit for approval a copy of the materials to the administration at least five days in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request.
 2. Date(s) and time(s) of day of requested distribution.
 3. If material is intended for students, the grade(s) of students to whom the distribution is intended.
 4. The proposed method of distribution.
- B. The administration will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether nonschool persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.
- D. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be

called.

- Legal References:** U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied ___ U.S. ___, 1036, 132 S.Ct. 592 (2011)
- Cross References:** Burnsville-Eagan-Savage School District Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
 Burnsville-Eagan-Savage School District Policy 512 (School-Sponsored Student Publications)

Adopted: 09/1999

Burnsville-Eagan-Savage School District Policy 510

Reviewed: ~~8/27/2020~~8/10/2023

Revised: 9/10/2020

Rescinds: IGD, IGDD, IGDH and IGDJ & IGDJ-R

510 SCHOOL ACTIVITIES

I. PURPOSE

The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental, social and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

III. GOALS

Co-curricular activities have multiple purposes. The goals listed here serve as ideals in the development of specific procedures in each activity.

- A. To provide students with opportunities to participate in varied activities as resources and facilities permit;
- B. To provide both competitive and noncompetitive programs;
- C. To develop competitive programs that maintain a balance between participation and making a winning effort;
- D. To assist in developing good character and self-discipline in participants;
- E. To teach a knowledge of one's own strengths and weaknesses and how to deal with them;
- F. To teach respect for all people;
- G. To develop an understanding and appreciation of the interpersonal skills required for team or community life;
- H. To teach individual and team skills;
- I. To teach safety and good physical and mental practices;
- J. To take advantage of the opportunities available for students with special interests, talents and abilities;
- K. To instill in students a desire for self-improvement and excellence;
- L. To encourage the highest standards of conduct and scholastic achievement among all participants;
- M. To develop integrity and leadership;
- N. To encourage modesty in victory and graciousness in defeat;
- O. To cooperate with related community programs;
- P. To cooperate with ISD 191 programs at either higher or lower grade levels.

IV. RESPONSIBILITY

- A. The school board expects all students who participate in school sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The school board expects all spectators at school sponsored activities, including parentscaregivers, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents-caregivers and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal or unsportsmanlike behavior at these activities or events.
- C. The superintendent or designee shall be responsible for disseminating information needed to inform students, parentscaregivers, staff, and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. Those employees who conduct MSHSL activities shall be responsible for familiarizing students and parents caregivers with all applicable rules, penalties, and opportunities.
- E. The school board will ensure that any funds raised for extracurricular activities will be spent only on extracurricular activities.

Legal References: Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Cross References: Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
 Burnsville-Eagan-Savage School District Policy 503 (Student Attendance)
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage School District Policy 713 (Student Activity Accounting)
 Burnsville-Eagan-Savage School District Policy 609: (Religion)MSBA
 Burnsville-Eagan-Savage School District Policy 511 (Student Fundraising)



**Agenda IV.A.6.
August 10, 2023**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 10, 2023

Re: Policy 412: *Expense Reimbursement for Travel*

Recommendation: Approve no changes to Policy 412: *Expense Reimbursement for Travel*.

Policy 412 was reviewed by administration and the Policy Review Committee on June 20, 2023.

- Review rotation

Adopted: 3/91

Burnsville-Eagan-Savage School District Policy 412

Reviewed: ~~8/27/2020~~ PRC May 2023 8/10/2023

Revised: 9/10/2020

Rescinds: DLCA

412 EXPENSE REIMBURSEMENT

I. PURPOSE

The purpose of this policy is to control school district business expenses by identifying those expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the school board member, employee, or board appointed agent seeks reimbursement.

II. SCOPE

This policy applies to all school board members, employees, and board appointed agents.

III. DEFINITIONS

“Authorizing Administrator,” means the individual with the authority and accountability for the budget which is funding and approving the expense.

IV. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the-authorizing administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Detailed itemized receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Personal automobile travel shall be reimbursed at the standard mileage rates set by the Internal Revenue Service. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

VI. AIRLINE TRAVEL CREDIT

- A. Employees utilizing school district funds to pay for airline travel must be charged on the district provided purchase card. Any credits or other benefits issued by any airline must be accrued to the benefit of the school district rather than the employee.

1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
 2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.
- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.
- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

VII. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 15.435 (Airline Travel Credit)
 Minn. Stat. § 471.665 (Mileage Allowances)
 Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
 Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)
 Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

Cross References: Burnsville-Eagan-Savage Policy 214 (Out-of-State Travel by School Board Members).



**Agenda IV.A.7.
August 10, 2023**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Scott Hume, board chair

Date: August 10, 2023

Re: Approve Scheduling a Board Retreat on August 17, 2023

Recommendation: Approve scheduling a Board Retreat on August 17, 2023, from 5:00 p.m. to 7:00 p.m. at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville. The purpose of the retreat is the Ten-Year Enrollment Report.



**Agenda IV.B.1.
August 10, 2023**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 10, 2023

Re: Policies 902: *Use of School District Facilities and Equipment*, 214: *Out-of-State Travel by School Board Members*, 421: *Gifts to Employees and School Board Members*, 511: *Student Fundraising*, 722: *Public Data Requests*, and 905: *Advertising*

Recommendation: Approve, on a first reading basis, changes to Policies 902: *Use of School District Facilities and Equipment*, 214: *Out-of-State Travel by School Board Members*, 421: *Gifts to Employees and School Board Members*, 511: *Student Fundraising*, 722: *Public Data Requests*, and 905: *Advertising*.

The policies were reviewed by administration and the Policy Review Committee (PRC) on June 20, 2023.

Summary of changes:

- 902 – Changed by the administration and the PRC
(The policy was reviewed by the committee on April 25 and June 20.)
- 214 – Revision to the mileage rate and a cross-reference was added
- 421 - Changed by the administration, aligns with MSBA
- 511 - Changed by the administration, aligns with MSBA
- 722 - MSBA added an annual review and posting
- 905 – Changed by the administration, aligns with MSBA

Adopted: 4/2002 *Burnsville-Eagan-Savage School District Policy 902*
 Reviewed: ~~12/13/2018~~ MSBA 2022
 Revised: 1/10/2019
 Rescinds: KG, KG-R

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes.

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

- A. The Director of Community Education shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.
- B. Procedures for providing publicity, registration, and collection of fees shall be the responsibility of the Director of Community Education.
- C. Registration fees may be structured to include a pro-rata portion of costs for custodial services that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES

- A. The school board may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.
- B. Requests for use of school facilities by community groups or individuals shall be made through the Director of Community Education office. The Director of Community Education will present recommended procedures for the processing and review of requests to the school board annually. Upon approval by the school board, such procedures shall be an addendum to this policy.
- C. The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule, and

payment procedure shall be presented ~~for review and approval by~~ to the school board annually. Upon approval by the school board, ~~The~~ fee schedule shall be an addendum to this policy.

- D. When emergencies or unusual circumstances arise that necessitate rescheduling the use of school facilities, every effort will be made to find acceptable alternative meeting space.

V. USE OF SCHOOL EQUIPMENT

The Director of Community Education will maintain the Addendum to this policy. ~~A and B and The Director of Community Education~~ will present ~~a procedure~~ to the school board ~~for review and approval regarding~~ annually the type of equipment that is available for community use, the extent to which it may be utilized, and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; ~~Access for Noncurricular Purposes~~ Uses For School and Nonschool Purposes; Closings)

Cross References: Burnsville-Eagan-Savage School District Policy 801 (Equal Access to School Facilities)
 Burnsville-Eagan-Savage School District Policy 901 (Community Education)
~~902R Community Use of School Facilities and Equipment~~
~~902 Addendum A~~
~~902 Addendum B~~
~~902 Addendum~~

Adopted: 10/1999
 Reviewed: ~~12/12/2019~~8/10/2023
 Revised: 5/28/2015 PRC May 2023
 Rescinds: DLCA

Burnsville-Eagan-Savage School District Policy 214

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to out-of-state meetings, such as regional or national meetings of the National School Boards Association, for which the member intends to seek reimbursement from the school district must be preapproved by the school board at a regularly scheduled meeting of the board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must adhere to the district's expense reimbursement regulations, be itemized on the appropriate school district form, and are to be submitted to the superintendent. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

- B. Automobile travel shall be reimbursed at the mileage rate set by the ~~school board~~ [Internal Revenue Service](#). Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed for school board member out-of-state travel, including registration fees, shall be within the school board's approved budget allocations.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

VII. RESPONSIBILITIES

Board Chair – Ensure out-of-state travel for board members is preapproved at a regularly scheduled meeting of the board.

Superintendent or designee– Assist board members in securing registrations, housing, and travel accommodations for board approved out-of-state travel. Receive and review requests for reimbursement in accordance with district regulations.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
 Minn. Stat. § 471.661 (Out-of-State Travel)
 Minn. Stat. § 471.665 (Mileage Allowances)
 Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
 Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: Burnsville-Eagan-Savage School District Policy 212 (School Board Member Development)
 Burnsville-Eagan-Savage School District Policy 412 (Expense Reimbursement)
[Burnsville-Eagan-Savage School District 412R \(Regulation 412 Expense Reimbursement for Travel\)](#)

Adopted: 07/01

Burnsville-Eagan-Savage School District Policy 421

Reviewed: 3/12/2020 8/10/2023

Revised: 3/19/2020 PRC 5/23/2023

Rescinds: GBI-R

421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of \$5 or less with an inscription recognizing an individual for an accomplishment.. The superintendent or designee has discretion to determine what value is “insignificant.”
- D. Teachers may accept free samples of textbooks and related teaching materials from vendors.
- E. This policy applies only to gifts given to employees where the donor’s relationship with the employee arises out of the employee’s employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee’s employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

~~G. This policy does not prohibit a school board candidate from accepting campaign donations in compliance with the election and campaign finance provisions of Minnesota law.~~

III. DEFINITIONS

- A. “Gift” means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.
- B. “Interested person” means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.
- C. “Financial interest” means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: Burnsville-Eagan-Savage School District Policy 209 (Code of Ethics)
Burnsville-Eagan-Savage School District Policy 210 (Conflict of Interest – School Board Members)
Burnsville-Eagan-Savage School District Policy 306 (Administrator Code of Ethics)

Adopted: 10/8/2020

Burnsville-Eagan-Savage School District Policy 511

Reviewed: 9/24/2020/8/10/2023

Revised: PRC 5/23/2023

Rescinds:

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. This policy lays out guidelines on how fundraisers are to be conducted.

III. RESPONSIBILITY

- A. The building administrators shall be responsible for developing recommendations to the superintendent or designee that will result in a level of activity deemed acceptable by employees, parents, and students. The fundraiser must be conducted in a manner that will protect the privacy and dignity of individual students, employees, and the school.
- B. All fundraising activities must be approved in advance by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.
- C. The superintendent or designee shall be responsible for providing coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

~~The administration will prepare a fundraising report semi-annually which will be reviewed by the school board in May and November. The report will list the activity, type of fundraisers, timing, purpose, and results. The superintendent or designee shall~~

report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

Legal References: Minn. Stat. § 120A.20 (Age Limitations; Pupils)
Minn. Stat. § 123B.09, Subd. 8 (Duties)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 713 (Student Activity Accounting)

Adopted: 1/10/2019

Burnsville-Eagan-Savage School District Policy 722

Reviewed: ~~12/18/2018~~ 8/10/2023

Revised: [MSBA 2022](#)

Rescinds

722 PUBLIC DATA REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and [Minnesota](#) Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which an individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance officer.

DA. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc. All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in the Minnesota Statutes section 524.5-102, subdivision 6, “individual” includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

FB. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a.) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of the data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

KG. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute,

temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes sections 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

ND. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

OE. 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 an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority. superintendent at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

- d. Method to contact the requestor (such as phone number, address, or email address).
2. A requestor is not required to explain the reason for the data request. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The superintendent or designee responsible authority will respond in writing to a data request at reasonable times and places as follows:
1. The superintendent or designee responsible authority will identify if notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10)

business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the ~~superintendent~~ responsible authority at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The ~~superintendent or designee~~ responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible

authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
2. Date the request is made;
3. A clear description of the data requested;
4. Proof that the individual is the data subject or the data subject's parent or guardian;
5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies or an electronic data file provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

- (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
- c. 1,000 or fewer lines of electronic data will be charged at \$30.00. Each additional 500 lines of data will be charged at \$5.00.
2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the

charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

Executive Director of Administrative Services
200 W Burnsville Parkway, Burnsville, MN 55337
952-707-2000

Data Practices Compliance Official:

Executive Director of Administrative Services
200 W Burnsville Parkway, Burnsville, MN 55337
952-707-2000

Data Practices Designee(s):

Executive Director of Administrative Services
200 W Burnsville Parkway, Burnsville, MN 55337
952-707-2000

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)

[Minn. Stat. § 13.04 \(Rights of Subjects to Data\)](#)
[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)
[Minn. Stat. § 13.32 \(Educational Data\)](#)
[Minn. Rules Part 1205.0300 \(Access to Public Data\)](#)
[Minn. Rules Part 1205.0400 \(Access to Private Data\)](#)

Cross References: Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)
Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)

Adopted: 10/8/2020

Burnsville-Eagan-Savage School District Policy 905

Reviewed: ~~9/24/2020~~ 10/2023

Revised: PRC 5/23/2023

Rescinds

905 ADVERTISING

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services.

II. GENERAL STATEMENT OF POLICY

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. DEFINITION

A. "Advertising" means the action of calling something to the attention of the public by paid announcements.

IV. ADVERTISING GUIDELINES

A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or are in direct violation of other school district policies. The site administrator shall screen all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.

B. The ~~superintendent or designee~~ school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A above will apply. Advertising will not be allowed outside the specific area approved by the ~~superintendent or designee~~ school board. Specific advertising must be approved by the superintendent or designee.

C. No advertising which promotes external competing entities especially as it relates

to enrollment, athletics and activities for the district will be allowed.

- D. Donations which include or carry advertisements must follow school district Policy 706 (Acceptance of Gifts).
- E. The school district or a school may acknowledge a donation it has received from an organization by displaying a “donated by,” “sponsored in part by,” or a similar by-line with the organization’s name and/or symbol on the item. Examples include activity programs or yearbooks.
- F. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educational and prior approval is obtained from the superintendent or designee. Advertising will be limited to the specific event or purpose approved by the superintendent or designee.
- G. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- H. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

V. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues should they exceed \$10,000 annually.

Legal References: Minn. Stat. § 123B.93 (Advertising on School Buses)
 Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)
 Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References: Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
 Burnsville-Eagan-Savage School District Policy 421 (Gifts to Employees and School Board Members)
 Burnsville-Eagan-Savage School District Policy 702 (Accounting)
 Burnsville-Eagan-Savage School District Policy 706 (Acceptance of Gifts)



**AgendaV.A.
August 10, 2023**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 10, 2023

Re: Outdoor Classroom Update

Receive an Outdoor Classroom Update from Stacey Sovine, executive director of administrative services.