



## Regular Meeting Agenda

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN 55337  
September 12, 2024  
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 Chester and Director Mursal

I. Call to Order	
A. Welcome	
B. Pledge of Allegiance	
II. Approval of Agenda	
III. Information	
A. Summer Program Report	3
<b>Speaker(s):</b> Jason Sellars, Director of Community Services, Allison Jordan, ALC/CE Coordinator and Courtnee Jackson Floback, Youth Services/ALC and Credit Recovery Coordinator	
B. Summer Projects Update	23
<b>Speaker(s):</b> Dave Lake, Director of Operations, Property and Transportation	
C. Student Representative Report	32
D. Superintendent Report	33
E. Board Member Reports	34
IV. Business Meeting	35
A. Consent Agenda	

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

**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	37
2. Approve Personnel Recommendations	40
3. Receive a Report about the Listening Session	41
4. Approve, on First and Final Reading, Non-substantive Changes to Policies: 104 <i>School District Mission Statement</i>	42
5. Approve, on a First and Final Reading, Non-substantive Changes to Policies 204: <i>School Board Meeting Minutes</i> and 207: <i>Public Hearings</i>	44
6. Approve, on First and Final Reading, Non-Substantive Changes to Policies 513: <i>Student Promotion, Retentions and Program Design</i> , 603: <i>Curriculum Development</i> , 604: <i>Instructional Curriculum</i> and 616: <i>School District System Accountability</i>	51
7. Community Education CAP Agency Memorandum of Agreement	69
<b>B. New Business</b>	
1. Adopt a Resolution to Accept Donations <b>Speaker(s):</b> Dr. Theresa Battle, Superintendent	76
2. Approve Casual Wage Scale <b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services	78
3. Approve, on First Reading Basis, Changes to Policy 512: <i>School Sponsored Student Publications and Activities</i> <b>Speaker(s):</b> Aaron Tinklenberg, Director of Communications	80
4. Approve, on First Reading Basis, Changes to Policies: 425 <i>Professional Development</i> , 601: <i>School District Curriculum and Instruction Goals</i> , 606: <i>Instructional Resources</i> , 620: <i>Credit for Learning</i> , and 624: <i>Online Learning Options</i> <b>Speaker(s):</b> Imina Oftedahl, Director of Curriculum, Instruction, and Assessment	87
5. Approve, on a First Reading Basis, Changes to Policies 503: <i>Student Attendance</i> and 506: <i>Student Discipline</i> <b>Speaker(s):</b> Dr. Chris Bellmont, Assistant Superintendent	120
<b>V. Work Session: Construction of Burnsville High School Family and Consumer Science Lab</b>	154
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services and David Lake, Director of Operations	
<b>VI. Closed Session, as permitted by Minn Stat. 13D.05, Subd. 3(c), for Sale of Property related to Sioux Trail Elementary</b>	159
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services and Stacie Kvilvang, Ehlers Senior Municipal Advisor	
<b>VII. Adjourn</b>	

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**Agenda III.A.  
September 12, 2024**

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

**From:** Allison Jordan, community education supervisor, Courtnee Jackson Floback, youth services/ALC and credit recovery coordinator, and Jason Sellars, director of community services

**Date:** September 12, 2024

**Re:** Summer Program Report

# 2024 Summer Programming

Jason Sellars - director of community services

Allison Jordan - supervisor of community education

Courtnee Jackson Floback - credit recovery and youth services coordinator

# Summer Programming Overview

- » Summer Programming Core Values Aligned to Goals
- » Programming Locations and Enrollment
- » Integrated Programming
- » Learner Outcomes
- » Partnerships
- » Student, Parent, and Staff Feedback
- » Acknowledgments

# Goals of Summer Programming - ISD One91 Core Values

## Caring Community

- Expanding free and fee for service programming to students and families
- Standard Response Protocol exercises
- Non-Licensed Staff training

## Cultural Proficiency

- Providing equitable opportunities for all students during summer programming

## Future Readiness

- Providing students hands-on, standards-aligned project-based learning that focuses on exploring the natural world through integration of Math, Science, and Language Arts
- Providing programs which include academics, enrichment and credit recovery
- Providing additional supports for Multilingual Learners and Special Education students

## Inclusive Partnership

- Partnering with external agencies to provide learning opportunities for students and families

## Student Agency

- Providing students with voice and choice in learning, including hands on experiences to explore learning styles

# Summer Programming Locations and Students Served

## Area Learning Center Programming (ALC)

Sky Oaks Elementary (335)

Nicollet Middle School (568)

Burnsville High School (487)

Kindergarten, 1st Grade, Special Education

2nd grade, 3rd grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade

8th grade STEM Academy, 9-12 Credit Recovery, Special Education

## Kindergarten Jump Start

Sky Oaks Elementary (127)

Pre-Kindergarten Readiness

## School Age Care Programming

Edward Neill and Gideon Pond (280)

Harriet Bishop (385)

Diamondhead Education Center (55)

Project Kids (Kindergarten-5th grade)

The Edge (6th-9th grade)

Early Childhood Education



# Summer Programming Locations and Students Served

## Adult Education Programming

Summer Academy for Adults and  
Gertens Garden Center (315)

English Language classes and GED tutoring  
Workplace Literacy, English Language Classes

## Youth Programming

PreK-5th Grade (449)

6-12 Programming (131)

Blaze Sports (531)

Coding, Art, STEM, Ethnobotany, Fencing, Video Production  
Driver's Education, Swing Dance, Summer Band  
K-12 Sports

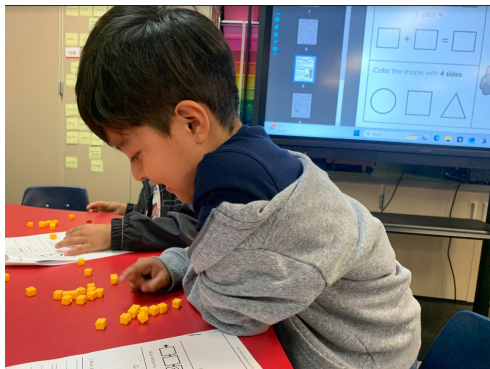
## Summer Bridge Academy

Burnsville High School (23)

Math programming in partnership with Lakeville

# Community Education Summer Programming - Total Impact

**\*\*Approximately 3,686 total students in Summer Programming\*\***



# Newly Integrated Programming

- Kindergarten Jumpstart sustainable programming
- Wednesday half day sessions at The Garage
- Parent Art Show Event for Grades PreK-1



# Summer Programming Learner Outcomes

- Continual Learning Plans (CLPs) for all Area Learning Center students as a requirement of MDE
- CLPs measure growth in Literacy, Math, and Social Emotional areas
- CLPs shared with families at the completion of summer programming



# Learner Outcomes

## Growth in Math

Grade Level	Pre-assessment Average Score	Post Assessment Average Score	Percentage of Increase
Kindergarten	72.79%	84.02%	11.23%
First Grade	71.63%	87.53%	15.90%
Second Grade	53.39%	70.00%	16.61%
Third Grade	50.41%	61.00%	10.59%
Fourth Grade	56.45%	71.93%	15.48%
Fifth Grade	39.91%	57.94%	18.03%
Sixth Grade	29.19%	55.81%	26.62%
Seventh Grade	18.65%	57.59%	38.94%

# Learner Outcomes

<b>Growth in Literacy</b>			
<b>Grade Level</b>	<b>Pre-assessment Average Score</b>	<b>Post-Assessment Average Score</b>	<b>Percentage of Increase</b>
Kindergarten	63.98%	74.99%	11.01%
First Grade	56.36%	63.94%	7.27%
Second Grade	56.54%	72.34%	15.81%
Third Grade	62.03%	70.63%	8.60%
Fourth Grade	36.63%	54.22%	17.59%
Fifth Grade	57.62%	67.70%	10.08%
Sixth Grade	47.02%	69.02%	22.00%
Seventh Grade	47.60%	69.09%	21.49%

# Kindergarten Jumpstart Data



<u>Subject Area</u>	<u>Gains</u>
Literacy	45% increase in literacy development
Math	44% increase in math skills
Social Emotional	23% increase in social emotional skills

# 9-12 Credit Recovery and 8th Grade Summer STEM Success Academy

<u>Summer Program</u>	<u>Credits Earned</u>
8th Grade STEM	73.5 credits by 50 students
9th-12th Grade Credit Recovery	603 credits by 248 students
<u>Academic Year Day Program</u>	<u>Credits Earned</u>
592 Students Registered	607 credits by 283 students



# Learner Outcomes

## Graduation Successes



<u>Academic Year Day Program</u>	<u>Summer Program</u>
153 of 169 Senior Students graduated	44 Senior Students from BAHS, BHS, & VA



# Community Partnerships

- University of Minnesota
- 4-H Extension Learning Programs
- YMCA
- Glendale Church
- Campfire MN
- Savage Parks and Rec
- The Garage
- Burnsville Fire Department
- Burnsville Police Department
- Savage Fire Department
- Savage Police Department
- Scott County Public Library
- Feed My Starving Children
- IGM Gymnastics
- Elite Gymnastics
- Three Rivers Park District
- Open Door
- Burnsville Athletic Club
- Pantry 191
- Blaze Camps
- Conquer Gym
- Tech Academy
- I Got Skillz
- Mayer Arts
- Safeway
- Education-Theater-Community
- Dakota County Public Library
- KidCreate Studios
- The Works
- Read-A-Story Theater
- Eagan Art House
- Ninja Anywhere
- Minnesota Zoo

# Family Feedback

“Loved this program and all the teachers were absolutely wonderful! V had an absolute blast!!”

“We LOVED Kinder Jumpstart!! I know it’s not the most fun for teachers to have to work during the summer, but it was really meaningful for my kiddo to participate in it. Like I’ve been telling my friends how amazing of a program it is. I’m hoping they’ll open it again to anyone interested when my twins are ready in 2 years! “

“Thank you so much to the staff and bus drivers! T and T had so much fun, they both at one time or another told me they didn’t even want to leave school early and wished the days were longer!”

“Thank you for all the teachers who have been working for our kids and keep them busy learning. Appreciate your hard work.”

## Staff Feedback

“I appreciated the RISE tickets being available and the constant reminders to follow those expectation in and out of school. It was also great to hear students being chosen for RISE students of the week.”

“I think they were very interested in the themed activities, especially the science projects.”

“Students have had an engaging and fun experience with the summer school curriculum. They love the hands on science activities.”

“They really enjoyed my specialist and the interactions that were had and made!”

# Student Supports and Personalized Learning

- Multilingual Staff
- Special Education Staff
- Intervention Staff
- AmeriCorps Workers



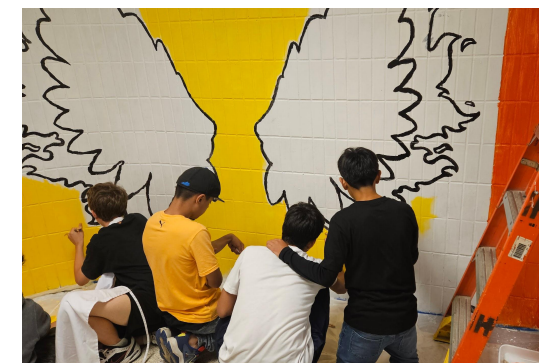
# Planning for Summer 2025

- Continue to offer training for non-licensed staff
- Identify new enrichment and field trip opportunities
- Support additional communication between staff and families
- Streamline the process for notification and acceptance into Summer Programming
- Attend National Summer Learning Association conference



# Thank You

- Students and Families
- Summer staff at all levels and in all programs
- Department Directors and Coordinators
- Dr. Battle and Leadership Team
- Core ALC team





**Agenda III.B.  
September 12, 2024**

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

**From:** Dave Lake, director of operations, properties and transportation

**Date:** September 12, 2024

**Re:** Summer Projects Update Report

# District 191 Summer Projects

Dave Lake, director of operations, properties and transportation  
September 12, 2024

# Summer Projects

## Burnsville High School

- South parking lot milling and asphalt reclamation project
- Activity center and main gym floors refinishing
- Activity center gym painting
- Exterior caulking and sealing
- Cooling tower mechanical updates
- Outdoor practice field restoration
- Added high-efficiency tankless water heaters



# Summer Projects

## Diamondhead Education Center

- Outdoor playground updating
  - Added poured-in-place surfacing and additional play equipment
  - Exterior fencing replacement
- Lower level interior updates
  - Community Education office
  - Carpeting replacement and painting
- Rooftop condenser mechanical project



# Summer Projects

## Eagle Ridge Middle School

- Mechanical installation of eight DX condensing units and installed new cooling coils
  - Updated building automation system
- Interior classroom painting
- Additional security cameras



# Summer Projects

## Gideon Pond Elementary School

- Restroom addition to meet Special Education student programming
- Water heater replacement
- Boiler header valve replacement



# Summer Projects

## Vista View Elementary School

- Gymnasium repainting project
- Cafeteria painting
- Exterior Sealing and sidewalk repairs
- Water heater replacement



# Summer Projects

## Districtwide

- Parking lot sweeping and striping
- Sidewalk replacement and repairs
- Roofing repairs and updates
- Classroom updates:
  - Eagle Ridge, Gideon Pond, Nicollet, Rahn and William Byrne
- New monument signs coming to Sky Oaks and Vista View this fall



***Thank you!***



**Agenda III.C.  
September 12, 2024**

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

**From:** Maryam Bradai, student board representative

**Date:** September 12, 2024

**Re:** Student Board Representative Report

Receive a report from Maryam Bradai, student board representative.



**Agenda III.D.  
September 12, 2024**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** September 12, 2024  
**Re:** Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.E.  
September 12, 2024**

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

**From:** Eric Miller, board chair

**Date:** September 12, 2024

**Re:** Board Member Reports

Receive reports from board members.

**September 12, 2024 Board Meeting**

Board Members' Questions and Staff Responses regarding BoardBook materials

(Topic)

Board Member Question	Staff Response

(Topic)

Board Member Question	Staff Response

(Topic)

Board Member Question	Staff Response

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 August 22, 2024

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

Call to Order

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

Attendance

Chair Miller welcomed the audience and asked Director Hume to lead the Pledge of Allegiance.

Welcome and Pledge of Allegiance

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

Agenda

Received a report about the READ Act Update from Imina Oftedahl, director of curriculum, instruction and assessment.

Reports

Received reports from Director Chester who gave an update on the most recent Legislative and District 917 Meetings. Director Mursal gave a report on the Policy Review Committee, Director Alt summarized the recent meeting of the Negotiations committee and gave a Fire Muster Festival Update, and Director Conner gave a report about AMSD.

Moved by Hume, seconded by Werb, to approve the consent agenda:

Consent Agenda

- Approve minutes of the regular board meeting on August 8, 2024.
- Approve personnel recommendations for Brittney Smith, Conner Hume, Faith Sersland, Grant Baker, Jessamyn Rideaux, Joyeeta Moitra, Jurgen Dovre, Kara Schwenn, Kevin Sorlie, Kiefer Anderson, Laura Schroeder, Leslie Horwart, McKenzie Holgate, Michael Skinner, Michelle Pokodner, Nicole Carrillo, Nicole Kocur, Rachel Larson, Robert Jacobson, Samantha Glansman, Sergei Rospel, Sydney Lebens, Zoe Roberts, Mary Jane Gunderson, Siri Mehring, Amy Smalley, Amy Yager, Chad Meyer, Elizabeth Bennett, Andrew Gehrke, Anoulack Phousirith, Brian Gobirsch, Brigitte Noeldner, David Peters, Ersila Carreon Flores, Kathleen Gangnon, Kayla Chosa, Kylie Seiben, Laura Beckmann, Luke Haddorff, Megann Johnson, Nadia Gutama, Ragan Firnback, Uliana Reznikova, William Morgan, Allison Jordan, David Peters, Diane Rush, Eduardo Gomez, Eric Tester, Hudayfi Barsug, Jacob Becker, KayAnna Lawler, Margaret Cull, Marianna Blair, Marit Eiler, Michelle Schroeder, Shawn Bortel, Tawny Schewe

Minutes  
 Personnel Recommendations  
 Checks, Receipt, Claims and In  
 Budget Analysis  
 Listening Session  
 Fall Board Retreat  
 Policies

- May payroll checks in the net amount of \$4,065,906.02. May claims to date, wire transfers and adjustments totaling \$10,478,337.11. Also, that the Board accepts May receipts of \$32,873,261.57 and investments for the General Fund and OPEB of \$106,149,920.76 as of May 31, 2024.

-Accepts the Budget Analysis for the month ending May 31, 2024.  
 -Receive a report about the Listening Session on August 8, 2024.  
 -Approve date for Fall Board Retreat.  
 - Approve, on a second reading basis, changes to Policies 507: *Corporal Punishment*, 514: *Bullying Prohibition*, and 501: *School Weapons*  
 Approve, on a second reading basis, adopting policy 507.5: *School Resource Officers*  
 The motion carried unanimously (7,0).

Moved by Mursal, seconded by Chester, to approve the Collective Bargaining Agreement with the Burnsville Association of Educational Assistants. The motion carried unanimously (7,0).

Burnsville Association  
of Education Assistant

Moved by Werb, seconded by Hume, to approve Board Priorities for the 2025-2026 School Year. The motion carried unanimously (7,0)

Board Priorities

Moved by Alt, seconded by Conner, to approve the District Assessment Plan. The motion carried unanimously (7,0)

District Assessment Plan

Moved by Mursal, seconded by Werb, to approve the Inver Hills community College Income Contract for Shared Classes. The motion carried unanimously (7,0)

Inver Hills Shared Classes  
Contract

Moved by Hume, seconded by Mursal, to approve the Inver Hills community College In College Income Contract. The motion carried unanimously (7,0)

Inver Hills In College Contract

Moved by Miller, seconded by Alt, to approve the Board Planning Document for the 2024-2025 School Year.  
 The motion carried unanimously (7,0)

Board Planning Document

Work Session was held to review the Superintendent Evaluation tool.

Work Session

Moved by Hume, seconded by Mursal, to move to a Closed Session as permitted by Minn. Stat. 13D.05, Subd. 2 (b) for Preliminary Consideration of Allegations. The motion carried unanimously (7,0)

Closed Session

The Closed Session began at 7:10 p.m. In attendance were Chair Miller, Superintendent Battle, and Directors Werb, Chester, Conner, Hume, Alt, and Mursal.

The closed session ended at 8:33 p.m. and the board went back to an open session and having no further agenda items, Chair Miller adjourned the meeting at 8:36 p.m.

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Abigail Alt, Clerk

September 12, 2024

Date Approved

Adjourn

**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: September 12, 2024  
RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Whitney Jones		Rahn Elementary School	Teacher	08/20/2024	1.0 FTE
Certified	Appointment	Tiffany Harsted		District-wide	Physical Therapist	08/20/2024	1.0 FTE
Certified	Appointment	Theresa Foster		Vista View Elementary School	Teacher	08/29/2024	1.0 FTE
Certified	Appointment	Sara O'Neal		Burnsville High School	Teacher	08/26/2024	1.0 FTE
Certified	Appointment	Salem Weitzenhoffer		Edward Neill Elementary	Long Term Sub- Teacher	08/26/2024	1.0 FTE
Certified	Appointment	Saikou Jawia	*	Eagle Ridge Middle School	Teacher	08/20/2024	1.0 FTE
Certified	Appointment	Riley Armstrong		Edward Neill Elementary	Teacher	08/20/2024	1.0 FTE
Certified	Appointment	Nora Poppler		Sky Oaks Elementary School	Teacher	08/20/2024	1.0 FTE
Certified	Appointment	Noel Plazo	*	Burnsville High School	Teacher	09/09/2024	1.0 FTE
Certified	Appointment	Nicole Fisch		Nicollet Middle School	Teacher	08/26/2024	1.0 FTE
Certified	Appointment	Mackenzie Carrane		District-wide	Teacher	08/20/2024	.84 FTE
Certified	Appointment	Kristine Peterson		Diamondhead Education Center	Long Term Sub- ABE	08/26/2024	3.6 hours/day
Certified	Appointment	Kaia Zeigler		Edward Neill Elementary	Teacher	08/29/2024	1.0 FTE
Certified	Appointment	Jonathan Mattem		Burnsville High School	Teacher	08/26/2024	1.0 FTE
Certified	Appointment	Ingrid Christopherson		District-wide	School Psychologist	08/20/2024	1.0 FTE
Certified	Appointment	Eleanor Nesseth		Community Education	Long Term Sub-Ready to Grow/ Ready to Learn	08/19/2024	8 hours/day
Certified	Appointment	Debra Pflipsen		Nicollet Middle School	Teacher	08/26/2024	1.0 FTE
Certified	Appointment	Cole Rogers		Eagle Ridge Middle School	Teacher	08/26/2024	1.0 FTE
Certified	Appointment	Charles Dougherty		Burnsville High School	Teacher	08/20/2024	1.0 FTE
Certified	Appointment	Cathy Gee		Nicollet Middle School	Teacher	08/20/2024	1.0 FTE
Certified	Appointment	Bonnie Thorson		Gideon Pond Elementary	Long Term Sub- Teacher	08/26/2024	1.0 FTE
Certified	Appointment	Benjamin Malacko		Nicollet Middle School	Long Term Sub- Teacher	09/03/2024	1.0 FTE
Certified	Appointment	Anne McGee		Burnsville High School	Guidance Counselor	08/20/2024	1.0 FTE
Certified	Appointment	Alisha Bofling		Vista View Elementary School	Teacher	08/26/2024	.75 FTE
Certified	Appointment	Addison Olson		Sky Oaks Elementary School	Teacher	08/29/2024	1.0 FTE
Certified	Change of Assignment	Olive Winter		Eagle Ridge Middle School	Teacher	08/26/2024	.87 FTE
Certified	Change of Assignment	Jessica Domiano		Community Education	ECFE Teacher	08/26/2024	.91 FTE
Certified	Leave of Absence	Marcina Albersheim-Carter		ECSE Center	Teacher	10/26/2024-11/20/2024	1.0 FTE
Certified	Leave of Absence	Jessica Domiano		Community Education	ECFE Teacher	2024-2025 School Year	.17 FTE
Certified	Leave of Absence	Abigail Adkins	*	Edward Neill Elementary	Teacher	10/29/2024-10/30/2024	1.0 FTE
Certified	Resignation	Madeline Hill		Virtual Academy	Teacher	08/13/2024	1.0 FTE
Certified	Resignation	Kathryn Salmela		District-wide	Teacher	6/7/2024	1.0 FTE
Certified	Retirement	Jennifer McCarthy	*	Rahn Elementary School	Teacher	09/09/2024	1.0 FTE
Classified	Appointment	William Morgan		Burnsville High School	Girls Volleyball- Assistant Coach	Fall Stipend	1.0 FTE Stipend *Correction
Classified	Appointment	Teresa Kettler		Eagle Ridge Middle School	Speech and Language Assistant	08/20/2024	8 hours/day
Classified	Appointment	Tatiana Schlichting		WM. Byrne Elementary School	Educational Assistant	09/16/2024	7.25 hours/day
Classified	Appointment	Simin Fani	*	Nicollet Middle School	Yearbook Advisor	Year Round Stipend	1.0 FTE Stipend
Classified	Appointment	Shonita Harper		Harriet Bishop Elementary	Elementary Administrative Assistant	Year Round Stipend	.29 FTE Stipend
Classified	Appointment	Shonita Harper		Harriet Bishop Elementary	Student Council Leader	Year Round Stipend	1.0 FTE Stipend
Classified	Appointment	Ronna Johnson		Nicollet Middle School	Girls Tennis- Head Coach	Fall Stipend	1.0 FTE Stipend
Classified	Appointment	Paul McDevitt		Burnsville High School	DECA - Assistant Coach	09/30/2024	1.0 FTE Stipend
Classified	Appointment	Niaka Dunbar		Harriet Bishop Elementary	Elementary Administrative Assistant	Year Round Stipend	.71 FTE Stipend
Classified	Appointment	Nathaniel Grenke		Burnsville High School	Drumline	Fall Stipend	.25 FTE Stipend
Classified	Appointment	Leah Lopez		Vista View Elementary School	Community Service Associate	08/26/2024	4 hours/day
Classified	Appointment	Kristy Whatton		District-wide	Community Service Associate	08/26/2024	8 hours/day
Classified	Appointment	Kendyl Green		Rahn Elementary School	Educational Assistant	08/26/2024	7 hours/day
Classified	Appointment	Kelly Kusnirnyk		Eagle Ridge Middle School	Educational Assistant	08/26/2024	7.25 hours/day
Classified	Appointment	Katy Hemmah	*	Nicollet Middle School	Peer Support	Year Round Stipend	1.0 FTE Stipend
Classified	Appointment	Kathryn Salmela		District-wide	Instructional Technology Coordinator	07/01/2024	8 hours/day
Classified	Appointment	Jordyn Queen	*	Burnsville High School	Strength and Conditioning- Assistant Coach	Fall Stipend	.2 FTE Stipend
Classified	Appointment	Jordyn Queen	*	Burnsville High School	Weightroom- Supervisor	Fall Stipend	.25 FTE Stipend
Classified	Appointment	Harrison Easton		Burnsville High School	Boys Soccer- Assistant Coach	Fall Stipend	.9 FTE Stipend
Classified	Appointment	Gabriela Kauls		Hidden Valley Elementary	Educational Assistant	08/26/2024	7.5 hours/day
Classified	Appointment	Danette Westerlund		Nicollet Middle School	Girls Volleyball- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Danette Westerlund		Nicollet Middle School	Girls Volleyball- Head Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Connor Fitzloff		Rahn Elementary School	Educational Assistant	08/26/2024	8 hours/day
Classified	Appointment	Cheryl Westman		Sky Oaks Elementary School	Educational Assistant	09/09/2024	4 hours/day
Classified	Appointment	Bronwyn Coddington		District-wide	Behavior Specialist	08/26/2024	8 hours/day
Classified	Appointment	Brian Pickett		Eagle Ridge Middle School	Educational Assistant	08/26/2024	7.25 hours/day
Classified	Appointment	Awo Jarik		Community Education	Community Service Associate	09/09/2024	8 hours/day
Classified	Change of Assignment	Ubah Yusuf		Gideon Pond Elementary	CE Program Supervisor	08/26/2024	8 hours/day
Classified	Change of Assignment	Selena Monnens		Edward Neill Elementary	CE Program Supervisor	08/26/2024	8 hours/day
Classified	Change of Assignment	Rebecca McGuire		Harriet Bishop Elementary	Educational Assistant	08/26/2024	7.25 hours/day
Classified	Change of Assignment	Paula Burkard		Rahn Elementary School	CE Program Supervisor	08/26/2024	8 hours/day
Classified	Change of Assignment	Faiza Ahmed	*	ECSE Center	Educational Assistant	09/10/2024	6.5 hours/day
Classified	Change of Assignment	Faduma Ali		WM. Byrne Elementary School	CE Program Supervisor	08/26/2024	8 hours/day
Classified	Change of Assignment	Christina Bussler		Harriet Bishop Elementary	Educational Assistant	08/26/2024	5.5 hours/day
Classified	Change of Assignment	Amy Ha	*	Harriet Bishop Elementary	CE Program Supervisor	08/26/2024	8 hours/day
Classified	Change of Assignment	Amra Omerovic	*	District-wide	Food Service Associate	09/10/2024	7.5 hours/day
Classified	Resignation	Sarah Whitehurst		ECSE Center	Educational Assistant	08/20/2024	6.5 hours/day
Classified	Resignation	Samia Ahmed		Burnsville High School	Clerical	09/13/2024	8 hours/day
Classified	Resignation	Ryan Columbus		Burnsville High School	Educational Assistant	08/23/2024	7 hours/day
Classified	Resignation	Molly Dose		Hidden Valley Elementary	Educational Assistant	08/22/2024	7.25 hours/day
Classified	Resignation	Manal Ismail		Rahn Elementary School	Educational Assistant	08/23/2024	7.25 hours/day
Classified	Resignation	Kari Hill		Rahn Elementary School	Student Council	6/7/2024	.33 FTE Stipend
Classified	Resignation	Josselie Palacios		Harriet Bishop Elementary	Educational Assistant	08/23/2024	7.25 hours/day
Classified	Resignation	Jonathan Mattem		Burnsville High School	Educational Assistant	08/23/2024	7 hours/day
Classified	Resignation	Heather Mathews		Sky Oaks Elementary School	Educational Assistant	08/23/2024	7.25 hours/day
Classified	Resignation	Hawar Ahmed		Rahn Elementary School	Educational Assistant	08/23/2024	7.25 hours/day
Classified	Resignation	Emma Sackett		Vista View Elementary School	Educational Assistant	08/26/2024	7.25 hours/day
Classified	Resignation	Cole Brainard		Nicollet Middle School	Weight Room- Head Coach	08/25/2024	.5 FTE Stipend
Classified	Resignation	Ayan Mohamud		Gideon Pond Elementary	Educational Assistant	08/19/2024	7.25 hours/day
Classified	Resignation	Adam Iverson		Nicollet Middle School	Weight Room- Head Coach	08/28/2024	.50 FTE Stipend
Classified	Retirement	Diane Needham	*	Nicollet Middle School	Educational Assistant	09/03/2024	7.25 hours/day



**Agenda IV.A.3.  
September 12, 2024**

**To:** Board of Education

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

**Date:** September 12, 2024

**Re:** Report about the Listening Session

**Recommendation:** Receive a report about the listening session scheduled on August 22, 2024

Michael Pelofske, ISD 191 Parent, spoke about the gap in child care before the start of school.



**Agenda IV.A.4.  
September 12, 2024**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** August 20, 2024  
**Re:** Policy 104: *School District Mission Statement*

**Recommendation:** that the Board of Education approves on a first and final reading, non-substantive changes to Policy 104: *School District Mission Statement*.

The Policy Review Committee reviewed Policy 104 on August 20, 2024

Summary of changes:

- MSBA recommended change in response to recent legislative changes to remove the World's Best Workforce from statutory reference

*Adopted:* 9/2012 *Burnsville-Eagan-Savage School District Policy 104*  
*Reviewed:* ~~2/9/2023~~ 08/20/2024  
*Revised:* ~~2/27/2023~~ MSBA 6/2024  
*Rescinds:* AD, AE/IA, and IA/EA

## **104 SCHOOL DISTRICT MISSION STATEMENT**

### **I. PURPOSE**

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

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

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

### **III. MISSION STATEMENT**

Each Student. Future Ready. Community Strong.

### **IV. REVIEW**

The school board will review the school district's mission statement policy every three years. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community and in the context of the district's strategic plan, at least every five to seven years.

**Legal References:** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement [Goals; Striving for Comprehensive Achievement and Civic Readiness](#))

**Cross References:** Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education)  
 Burnsville-Eagan-Savage School District 191 Strategic Roadmap

**Agenda IV.A.5.  
September 12, 2024**

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

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

**Date:** August 20, 2024

**Re:** Policies 204: *School Board Meeting Minutes* and 207: *Public Hearings*

**Recommendation:** that the Board of Education approves, on a first and final reading, non-substantive changes to Policies 204: *School Board Meeting Minutes* and Policy 207: *Public Hearings*.

The Policy Review Committee reviewed Policies 204 and 207 on August 20, 2024.

Summary of changes:

- Policy 204 - MSBA recommended update, in response to recent legislative changes, related to districts without local newspapers
- Policy 207 – MSBA recommended update, in response to recent legislative changes, to remove the address requirement

*Adopted: 7/1985*

*Burnsville-Eagan-Savage School District Policy 204*

*Reviewed: ~~8/11/2022~~ 08/20/2024*

*Revised: ~~4/25/2024~~ MSBA 6/2024*

*Rescinds: BDDG*

## **204 SCHOOL BOARD MEETING MINUTES**

### **I. PURPOSE**

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

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

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

### **III. MAINTENANCE OF MINUTES AND RECORDS**

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

#### **B. Recordings of Closed Meetings**

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

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

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

#### IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

~~**[NOTE: In 2024, the Minnesota legislature enacted two laws regarding publication of school board minutes. Under Chapter 109 (2024), five school districts are authorized to publish their minutes on their websites; this section expires on August 1, 2026.]**~~

~~**Under Chapter 115 (2024), the Minnesota legislature enacted the following:**~~

~~(a) Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.~~

~~(b) If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.~~

~~**[NOTE: MSBA has not inserted paragraph (a) into this model policy because its application is limited to specific circumstances and for a defined period. School districts that meet the conditions in paragraph (a) may choose to publish on the school district's website.]**~~

- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board,

the proceedings to be published may reflect that fact.

- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

- Legal References:** Minn. Stat. § 13D.01, Subds. 4-6 (~~Open Meeting Law~~ [Meetings Must be Open to the Public; Exceptions](#))  
Minn. Stat. § 123B.09, Subd. 10 Boards of Independent School Districts  
Minn. Stat. § 123B.14, Subd. 7 Officers of Independent School Districts  
Minn. Stat. § 331A.01 (Definition)  
Minn. Stat. § 331A.05, Subd. 8 Form of Public Notices  
Minn. Stat. § 331A.08, Subd. 3 Computation of Time  
Op. Atty. Gen. 161-a-20 (Dec. 17, 1970)  
*Ketterer v. Independent School District No. 1*, 248 Minn. 212, 79 N.W.2d 428 (1956)
- Cross References:** Burnsville-Eagan-Savage School District Policy 205 (Open Meetings and Closed Meetings)  
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted: 10/1999

Burnsville-Eagan-Savage School District Policy 207

Reviewed: ~~9/8/2022~~ ~~MSBA 6/2024~~ 08/20/2024

Revised: 9/29/2022

Rescinds: BDE

## 207 PUBLIC HEARINGS

### I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board during public hearings. The purpose of this policy is to establish procedures to efficiently receive public input.

### II. GENERAL STATEMENT OF POLICY

For the school board to efficiently receive public input on matters properly before the school board, the school board establishes the procedures set forth in this policy. ~~are established by the school board.~~

### III. PROCEDURES

#### A. Public Hearings

Public hearings are required by law concerning certain issues, including but not limited to, school closings (Minnesota Statutes, section 123B.51), truth in taxation (Minn. Stat. § 375.065) education district establishment (Minnesota Statutes section 123A.15), and agreements for secondary education (Minnesota Statutes section 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the school board's discretion.

#### B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

#### C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the school board's discretion.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name ~~and address~~ of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

[NOTE: The word 'address' is removed here to align this provision with the removal of 'address' from Model Policy 206.]

2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.
3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. If the school board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as the school board otherwise determines.
4. Privilege to Speak: A school board member should direct remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary to provide an orderly, efficient, and fair opportunity to be heard.

***Legal References:*** Minn. Stat. § 123A.15 (Establishing Education District)  
 Minn. Stat. § 123A.30 (Agreements for Secondary Education)  
 Minn. Stat. § 123B.51 (School [houses and Sites; Uses for School and Nonschool Purposes](#); Closings)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

**Agenda IV.A.6.  
September 12, 2024**

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

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

**Date:** August 20, 2024

**Re:** Policies 513: *Student Promotion, Retentions and Program Design*, 603: *Curriculum Development*, 604: *Instructional Curriculum* and 616: *School District System Accountability*

**Recommendation:** that the Board of Education approves, on a first and final reading, non-substantive changes to Policies 513: *Student Promotion, Retentions and Program Design*, 603: *Curriculum Development*, 604: *Instructional Curriculum* and 616: *School District System Accountability*

The Policy Review Committee reviewed Policies 513, 603, 604 and 616 on August 20, 2024.

Summary of changes:

- Policy 513-Legislative/MSBA Update: Removes World's Best Workforce
- Policy 603- Legislative/MSBA Update: Updates to policy references section
- Policy 604 – Legislative/MSBA Update: Minor non-substantive changes
- Policy 616 - Legislative/MSBA Update: Removes World's Best Workforce and reference updates

*Adopted: 2/08*

*Burnsville-Eagan-Savage School District Policy 513*

*Reviewed: [9/14/2023](#)[08/20/2024](#)*

*Revised: [9/28/2023](#) [MSBA 6/2024](#)*

*Rescinds: IKE, JECA*

## **513 STUDENT PROMOTION, RETENTION AND PROGRAM DESIGN**

### **a. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention, acceleration, program design and grade placement.

### **b. GENERAL STATEMENT OF POLICY**

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

#### **A. Promotion**

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

#### **B. Retention**

Retention of a student may be considered when professional staff and/or parents have evidence that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's decision shall be final.

#### **C. Program Design**

1. The superintendent and/or designees, with participation of the professional staff and parents, shall develop and implement programs and services to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs including placement outside of the school district shall also be developed as additional options. All programs will be aligned with [creating comprehensive achievement and civic readiness](#) [World's Best Workforce](#) and the District 191 Strategic Roadmap.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
  - a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be designed to eliminate disproportionality in identification and services sensitive to under-presented groups, including but not limited to, race, ethnicity, eligibility for economic assistance, twice exceptional, and English language proficiency.
4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
  - a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to under-represented groups.

**Legal References:** Minn. Stat. § 120B.15 (Gifted and Talented Program)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

**Cross References:** Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)  
Burnsville-Eagan-Savage School District Policy 614 (School District Assessment Program)  
Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
Burnsville-Eagan-Savage School District Policy 620 (Credit for Learning)

*Adopted: 5/1985*

*Burnsville-Eagan-Savage School District Policy 603*

*Reviewed: ~~10/12/2023~~ 08/20/2024*

*Revised: ~~10/26/2023~~ MSBA 6/2024*

*Rescinds: IF*

## **603 CURRICULUM DEVELOPMENT**

### **I. PURPOSE**

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

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

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

### **III. RESPONSIBILITY**

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

### **IV. DISTRICT ADVISORY COMMITTEE**

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The district advisory committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The district advisory committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the district advisory committee.

- E. The district advisory committee shall recommend to the school board
1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes section 120B.11, subdivision 1a<sup>5</sup>; section 120B.022, subdivisions 1a and 1b, and section 120B.35,
  2. district assessments,
  3. means to improve students' equitable access to effective and more diverse teachers,
  4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

## V. SCHOOL SITE TEAM

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

## VI. CURRICULUM DEVELOPMENT PROCESS

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

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

**Legal References:** Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement [Goals](#); Striving for- [Comprehensive Achievement and Civic Readiness the World's Best Workforce](#))  
Minn. Stat. § 120B.12 ([Reading Proficiently No Later than the End of Grade 3 Read Act Goal and Interventions](#))  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 124D.59 (Definitions)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~  
[Minn. Rules Part 3501.0660 \(Academic Standards for Kindergarten through Grade 12\)](#)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.09~~66~~ [55](#) (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** Burnsville Eagan Savage School District Policy 604 (Instructional Curriculum)  
Burnsville Eagan Savage School District Policy 605 (Alternative Programs)  
Burnsville Eagan Savage School District Policy 613 (Graduation Requirements)  
Burnsville Eagan Savage School District Policy 614 (School District Testing Plan and Procedure)  
Burnsville Eagan Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
Burnsville Eagan Savage School District Policy 616 (School District System Accountability)  
[Burnsville Eagan Savage School District Policy 620 \(Credit for Learning\)](#)



Adopted: 12/17/2015

Burnsville-Eagan-Savage School District Policy 604

Reviewed: ~~10/12/2023~~ 08/20/2024

Revised: 10/26/2023 [MSBA 6/2024](#)

Rescinds:

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
1. basic communication skills including reading and writing, literature, and fine arts;
  2. mathematics and science;
  3. social studies, including history, geography, economics, government, and citizenship ~~that includes civics (see II.I.);~~
  4. health and physical education;
  5. ~~T~~he arts;
  6. ~~C~~areer and technical education; and
  7. ~~W~~orld languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district ~~or charter school~~ may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

### III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
  1. language arts;
  2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
  3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
  4. social studies, including history, geography, economics, and government and citizenship that includes civics;
  5. physical education;
  6. health, for which locally developed academic standards apply; and
  7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

~~NOTE: Line 6, regarding locally developed health academic standard continues to be in effect. The 2024 Minnesota legislature enacted a change in health standards from local to state determination, as noted in Model Policy 613. It will likely take eighteen months or more for a state health standard to be finalized.~~

Until that time, school districts should maintain their locally developed health academic standards. MSBA will alert school districts to update line 6. when the state standards are finalized.

#### IV. PARENTAL CURRICULUM REVIEW

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

#### V. CPR AND AED INSTRUCTION

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

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

#### VI. COLLEGE AND CAREER PLANNING

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

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

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)

[Minn. Stat. § 120B.021 \(Required Academic Standards\)](#)

[Minn. Stat. § 120B.022 \(Elective Standards\)](#)

[Minn. Stat. § 120B.023 \(Benchmarks\)](#)

Minn. Stat. § 120B.101 (Curriculum)

Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.20 (Parental Curriculum Review)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.022 (Elective Standards)

Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)

Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

**Cross References:**

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

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

~~[Burnsville-Eagan-Savage School District Policy 603 \(Curriculum Development\)](#)~~

Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)

Adopted: 05/1986

Burnsville-Eagan-Savage School District Policy 616

Reviewed: ~~10/12/2023~~ 08/20/2024

Revised: ~~10/26/2023~~ MSBA 6/2024

Rescinds: IE

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

### I. PURPOSE

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.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the K-12 Minnesota Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### III. DEFINITIONS

- A. “Credit” means a student’s successful completion of one semester of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. ~~“World’s best workforce”~~ “Comprehensive achievement and civic readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students, between students living in poverty and students not living in poverty, between English language learners and non-English language learners, between students who receive or do not receive special education; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

### IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

#### A. School District Goals

1. The school board has established school district-wide goals that provide

broad direction for the school district. Incorporated in these goals K-12 are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's SASIAC Advisory Committee.

2. The SASIAC Advisory Committee is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
  3. The improvement goals should address recommendations identified through the district continuous improvement process. The school district's goal setting process will include consideration of individual site goals. School district goals will be developed through the district's continuous improvement process.
  4. The district's continuous improvement process will ensure:
    - a. ~~The evaluation of students' progress and t~~ The identification of the strengths and weaknesses of instruction and curriculum affecting students' progress;
    - b. A plan for improving instruction and curriculum; and
    - c. An instruction plan that includes educational effectiveness processes integrating instruction, curriculum, assessment, and technology.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40, or 122A.41.
- C. Advisory Committee (Student Achievement and Systems Improvement Advisory Committee - SASIAC)
1. By November 1 of each year, the advisory committee will meet to advise and assist the school district in the implementation of the school district system accountability and continuous improvement process.
  2. The Student Achievement and Systems Improvement Advisory Committee (SASIAC), working in cooperation with other committees of the school district, will provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and
  - d. Advising the school board about development of the annual budget.
3. The committee shall meet the following criteria:
    - a. SASIAC shall ensure active community participation in planning for instruction and curriculum affecting achievement.
    - b. SASIAC shall give input to the school board on school district-wide standards, assessments, and program evaluation.
  4. The committee shall meet four times annually.
  5. Committee members will be nominated by their building principal in consultation with the PTO (Parent Teacher Organization) or other equivalent parent organization.
  6. Term of Office
    - a. Committee representatives will serve up to two years.
    - b. Members may be reappointed to serve no more than one additional two-year term if there is difficulty recruiting a representative.

D. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, Subd. 1, the school board shall publish the World's Best Workforce report on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to [comprehensive achievement and civic readiness the world's best workforce](#). The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected

constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the eCommissioner of education in the form and manner specified by the eCommissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

**Legal References:**

Minn. Stat. § 120B.018 (Definitions)  
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness the World's Best Workforce)

Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)

Minn. Stat. § 120B.36 (School Accountability; ) Minn. Stat. § 122A.40 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the FirstClass; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making, Individualized Learning Agreement; Other Agreements)

Minn. Stat. § 123B.147 (Principals)

Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)

Minn. Rules Parts 3501.06~~6040~~3501.0655 (Academic Standards for Language Arts)

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

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)Minn. Rules

Parts 3501.0900-3501.09~~6055~~ (Academic Standards in Science) Minn.

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

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)

Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and

Excellence in Education)

Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)

Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)

Burnsville-Eagan-Savage School District Policy 614 (School District Assessment Program)

Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Burnsville-Eagan-Savage School District Policy 620 (Credit for Learning)

**Agenda IV.A.7.  
September 12, 2024**

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

**From:** Jason Sellars, director of community services

**Date:** September 12, 2024

**Re:** Community Education CAP Agency Memorandum of Agreement

**Recommendation:** that the Board of Education approves the Community Education CAP Agency Memorandum of Agreement as presented in the board materials.

Summary:

- Every year ISD 191 Early Childhood program leadership meet and confer with local Head Start programs to ensure that all children in our communities receive the early childhood services needed wherever possible by maximizing community resources between the two parties. The MOU demonstrates our ongoing partnership and commitment to enter a more detailed, comprehensive agreement that addresses the requirements outlined in the Improving Head Start for School Readiness Act, of 2007. This is a standard agreement that is developed and approved every two years.



## **A Memorandum of Agreement Between ISD # 191 Burnsville-Eagan-Savage District and SCD CAP Agency Head Start.**

- I. Parties to the Agreement**
  - A. ISD # 191 Burnsville-Eagan-Savage
  - B. SCD CAP Agency - Head Start
  
- II. Purpose of Agreement**
  - A. To ensure that all children in our communities receive the early childhood services needed wherever possible by maximizing community resources.
  - B. To demonstrate our commitment to enter a more detailed, comprehensive agreement that addresses the issues outlined in the Improving Head Start for School Readiness Act, of 2007.
  
- III. Program Descriptions**
  - A. CAP Head Start serves Scott, Carver and Dakota counties. Head Start is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for families with young children that encompasses the areas of education, social services, health, and family involvement. Head Start preschool programs are for children from three to five years of age and their families.  
  

Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start, Migrant and Seasonal, and American Indian/Alaska Native Head Start program must have a written agreement with the local education agency (LEA) that operates a pre-K program in their district.
  - B. District # 191 is the public school system serving the community of Burnsville-Eagan-Savage  
  

School Readiness is a preschool program serving children ages 3-5 years to kindergarten enrollment. Children qualify for the program based on need (family income, language, development needs, lack of a preschool experience). Many children are referred to the program through Early Childhood Screening. The goal of School Readiness is to prepare children for kindergarten with the skills and behaviors necessary to be successful in future learning.

#### IV. Responsibilities of Each Program

- A. Representatives from CAP Head Start and District 191 will meet at least once in the next year to ensure a collaborative relationship and the implementation of the Memorandum of Agreement (MOA) that allows for ongoing communication, coordination, and collaboration in the following activities, as mandated by the Improving Head Start for School Readiness Act of 2007: Educational activities, curricular objectives, and formal instruction.
- Alignment of Head Start School Readiness Goals (see attached) with Early Childhood Indicators of Progress: MN Early Learning Standards, and implementation of such goals
  - Ongoing parent education activities provided to Head Start families during family events and on-site programming.
1. Public information dissemination, referrals, and access to programs for families contacting the Head Start program or any of the preschool programs.
  2. Selection priorities for eligible children to be served by programs.
    - Sharing of referrals across programs
  4. Shared training, including opportunities for joint trainings on topics such as school readiness, classroom instructional methods, curricula, assessment, social and emotional development, and other.
  5. Program technical assistance
    - Head Start and District Screening Coordinators will share names of children attending Head Start who have completed preschool screening.
    - Head Start will provide vision, hearing, and developmental screening results to meet the preschool screening requirements for the State of Minnesota within 45 days of the child's start date.
    - Interpreting services will be shared on an as needed basis.
    - IT support – Access and use of district internet services.
  6. Provision of additional services to meet the needs of working parents, as applicable.
    - ECSE home visits, parent education, and shared family events.
  7. Communication and parent outreach for smooth transitions to kindergarten as required in the Head Start Act.
    - Kindergarten readiness events/meetings
    - Kindergarten registration support
    - Visit to kindergarten classroom for eligible Head Start children.
    - K-bound Head Start child assessments/outcomes will be shared with district staff.
    - Priority referral to summer school programs.
  8. Provision and use of facilities, transportation, and other program elements mutually agreed upon by parties.
    - Sharing of space for instructional and educational activities/events.
    - Shared lockdown procedures and annual drills. (3 x a year or when applicable)

**V. Guiding Principles**

The following principles will guide the development of this memorandum of agreement:

- A. We will create and maintain a meaningful partnership that will facilitate improvement in the availability and quality of services for children ages 3-5 and their families in our common service area.
- B. We will work toward a comprehensive system of activities, policies and procedures among the named parties which guide and support delivery of services to children and their families.
- C. We will develop successful linkages within the context of the Head Start Act (2007) and Minnesota legislation policies and procedures.
- D. We will plan and implement strategies based on best practice and research that have proven to support children’s school readiness success.
- E. We will respect the unique needs, philosophies, regulations, and resources of each program.

**VI. Duration of Agreement**

This agreement will be in effect for the 2024/2025- 2025/2026 school years.

**VII. Signatures**

Each program, by the signature below of its authorized representative, hereby acknowledges that he/she has read this agreement, understands it and agrees to be bound by its terms.

This agreement is executed on behalf of SCD CAP Agency Head Start and School District # 191 Burnsville-Eagan-Savage

Date: \_\_\_\_\_

\_\_\_\_\_  
Head Start Program

\_\_\_\_\_  
Title

\_\_\_\_\_  
Head Start Program

\_\_\_\_\_  
Title

\_\_\_\_\_  
School District

\_\_\_\_\_  
Title

\_\_\_\_\_  
School District

\_\_\_\_\_  
Title

**Birth to Five  
School Readiness Goals  
Scott, Carver, Dakota CAP Agency**

To prepare all children for school, Scott, Carver, and Dakota CAP Head Start has developed School Readiness Goals specific to children and families we serve. Utilizing domains from the Head Start Early Learning Outcomes Framework, goals were developed and integrated into the curriculum, ensuring alignment with the MN K-12 Kindergarten Academic Standards, as well as the Early Childhood Indicators of Progress: MN's Early Learning Standards. Using our current assessment tool, Teaching Strategies GOLD, we will be able to assess child progress on an ongoing basis and have the ability to aggregate and analyze data in an effort to increase child outcomes. The following goals have been developed and adopted by our program. (8/1/22)

**Measurable Outcomes:** 80% of all children will meet or exceed the widely-held expectations of Teaching Strategies Gold in the indicators listed under the Assessment tool column. 85% of all children will meet or exceed the widely-held expectations for the Language and Literacy Domain.

<b>Domain</b>	<b>Sub-Domain</b>	<b>School Readiness Goal</b>	<b>Assessment tool</b>
<p style="text-align: center;"><b>Approaches to Learning</b></p>	<p>-Emotional and Behavioral Self-Regulation</p>	<ul style="list-style-type: none"> <li>• Children will manage emotions with increasing independence</li> </ul>	<p>TS 1a</p> <p>TS 1b</p>
	<p>-Initiative and Curiosity</p>	<ul style="list-style-type: none"> <li>• Children will follow classroom rules and routines with increasing independence</li> <li>• Child will demonstrate initiative and independence</li> </ul>	<p>TS 14b</p> <p>TS 1c, TS 2a, TS 11d</p>
<p style="text-align: center;"><b>Social and Emotional Development</b></p>	<p>-Relationships with Adults</p>	<ul style="list-style-type: none"> <li>• Children will develop expectations of consistent, positive interactions through secure relationships with adults</li> </ul>	<p>TS 2a</p>
	<p>-Relationships with Other Children</p>	<ul style="list-style-type: none"> <li>• Children will engage in and maintain positive interactions and</li> </ul>	<p>TS 2c, TS 2d</p>
	<p>-Emotional Functioning</p>	<ul style="list-style-type: none"> <li>• Children will engage in and maintain positive interactions and</li> </ul>	<p>TS 2b</p>

		<p>relationships with other children</p> <ul style="list-style-type: none"> <li>• Children will express a broad range of emotions and recognize these emotions in self and others</li> </ul>	
<b>Language and Communication</b>	-Imitating sounds, gestures, words.	<ul style="list-style-type: none"> <li>• Children will use language to express thoughts and needs.</li> </ul>	TS 9a, 9b
<b>Language and Literacy</b>	<p>-Attending and Understanding</p> <p>-Print and Alphabet Knowledge</p> <p>-Writing</p>	<ul style="list-style-type: none"> <li>• Children will attend to, understand and respond to communication and language from others</li> <li>• Children will identify letters of the alphabet and produce correct sounds associated with letters</li> <li>• Children will write for a variety of purposes using increasingly sophisticated marks</li> </ul>	<p>TS 8a</p> <p>TS 16a, TS 16b</p> <p>TS 19a, TS 19b</p>
<b>Cognition</b>	-Exploration and Discovery	<ul style="list-style-type: none"> <li>• Children will actively explore people and objects to</li> </ul>	TS 12a

	-Attending and Engaging	<p>understand self, others and objects.</p> <ul style="list-style-type: none"> <li>• Children will remember and connect experiences.</li> </ul>	
<b>Cognition</b>	-Mathematics Development	<ul style="list-style-type: none"> <li>• Children will know number names and count sequence</li> <li>• Children will understand the relationship between numbers and quantities</li> <li>• Children will compare numbers</li> </ul>	<p>TS 20a</p> <p>TS 20a</p> <p>TS 20b, TS 20c</p>
<b>Perceptual, Motor, and Physical Development</b>	-Health, Safety, and Nutrition	<ul style="list-style-type: none"> <li>• Children will demonstrate healthy behaviors with increasing independence as part of everyday routines.</li> </ul>	TS 1c
<b>Parent Family and Community Engagement</b>	<p>-Families as Life Long Educators</p> <p>-Families as Learners</p>	<ul style="list-style-type: none"> <li>• Parents will demonstrate an increased understanding of how their child is developing and learning</li> </ul>	<p>Home Activities Log</p> <p>Parent Survey</p> <p>Conferences</p> <p>Parent Meetings,</p> <p>Family Events</p> <p>Parent Curriculum,</p> <p>"Cooking Matters"</p>



**Agenda IV.B.1.  
September 12, 2024**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** September 12, 2024

**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 September 12, 2024.

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

6/24/2023	Bachman's	Community Education	fundraising effort	\$2,336.90
7/2/2024	Brinker International	Community Education	Brainpower in a Backpack	\$250.00
7/1/2024	10 Anonymous families	Food & Nutrition Services	For those in need	127.86
7/2/2024	Asmaa	Food & Nutrition Services	For those in need	\$0.25
5/30/2024	5 Anonymous family	Food & Nutrition Services	For those in need	11.85
7/15/2024	Bob Havel	Burnsville High School	Telescope for Science Dept.	Telescope
7/17/2024	Heather Osterberg via Ecolab-Community Relations	Harriet Bishop Elementary	General Donation to HB	\$240.00
8/9/2024	Greater Twin Cities United Way, Cayleigh Edwards Engagement Manager	District 191	To support students at the start of school.	608 backpacks filled with school supplies for elementary and secondary students.
8/9/2024	ISD 917, Chris Devine and Marci Levy-McGuire	Burnsville High School	Equipment for the culinary pathway	Professional grade culinary equipment and supplies (ie. freezer, ranges, cooktops, blenders, etc value \$11,256)
8/20/2024	George Vander Weit from One Digital	All new teachers	Breakfast	Breakfast was donated for all new teachers
8/12/2024	Savage Police Department	Hidden Valley Elementary	School Supplies for students	School Supplies
8/12/2024	Burnsville Savage Lions Club	Hidden Valley Elementary	School Supplies for Students	School Supplies
9/6/2024	Mount Calvary Luthern Church	Rahn Elementary	School Supplies	Miscellaneous Student School Supplies
9/6/2024	Peace Church	Rahn Elementary	School Supplies	Miscellaneous Student School Supplies
9/6/2024	David Manthey	District 191	Purchase Books for Libraries within One91	\$100 Gift Card

**Total monetary donations received: \$14, 222.86**



**Agenda IV.B.2.  
September 12, 2024**

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

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

**Date:** September 12, 2024

**Re:** Seasonal, Casual and Temporary Employee Pay Rates for the 2024-2025 School Year

**RECOMMENDATION:** That the Board of Education approves the proposed rates of pay for the 2024-2025 school year.

**Discussion:**

The proposed rates of pay and stipend amounts included in the board packet are both fiscally responsive and competitive with surrounding districts. Most rates have remained flat. However, hourly amounts for different substitute positions are becoming increasingly more difficult to fill with the current job market requiring an adjustment.

**GENERAL****2024 / 2025**

Effective:

8/19/2024

Adapted Athletic Facil.	\$	1,937.00		79
Awards Coordinator	\$	474.00		
BHS Graduation Coordinator	\$	1,326.00		
<b>Boxing Club Stipend</b>	\$	<b>2,300.00</b>		
Burnsville Strong Advisor (Lead)	\$	2,800.00		
Career Fair Coordinator	\$	1,683.00		
Curriculum Lead	\$	1,000.00		
Lead LSN Stipend	\$	7,500.00		
Elem. Arts Festival Coordinator	\$	700.00		
PALS / BYC / Extended Year Site Lead		\$35 per hour		
First Tech	\$	2,623.00		
Honor Society Middle School	\$	684.00		
Mentor	\$	250.00		
Mentor Leadership Meetings	\$	50.00	per mtg	
Power of One	\$	668.00		
Robotics	\$	2,623.00		
Theater Stipend	\$	6,800.00		
Webmaster Secondary	\$	3,124.00		
Writing Center	\$	1,500.00		
Community Facilitator	\$	<del>13.00</del>	per hour	\$ 16.00

**SUBSTITUTES / CASUAL**

Avid Tutor	\$	<del>15.00</del>	per hour	\$ 19.00
Clerical (Casual Employees)	\$	<del>17.50</del>	per hour	\$ 19.00
Clerical (Former Permanent Employees)	\$	22.70	per hour	
BHS Store Manager	\$	<del>16.50</del>	per hour	\$ 16.00
Non-licensed Supervision / Support (School Year instructional day)	\$	<del>15.00</del>	per hour	\$ 16.00
Food and Nutritional Services	\$	15.00	per hour	
Food and Nutritional Services Former Employees (1 year+ employment)	\$	16.00	per hour	
Health Assistant Substitute Rate	\$	<del>15.00</del>	per hour	\$ 16.00
Health Assistant Substitute Rate (No Formal Medical License)	\$	<del>15.00</del>	per hour	\$ 16.00
Instructors (Non-licensed)	\$	<del>17.50</del>	per hour	\$ 19.00
<b>LPNS Subbing for Health Assistants</b>	\$	<del>22.50</del>	per hour	
LPN/RN's w/ 2-3 yrs Training - No Degree	\$	<del>25.00</del>	per hour	\$ 29.00
RN's with B.S. Degree	\$	<del>27.50</del>	per hour	\$ 32.00
Student Avid Tutor	\$	<del>10.75</del>	per hour	\$ 11.15
Summer Custodial	\$	15.00	per hour	<i>Up to \$16.00</i>
Oral Interpretations (Outside of work assignment)	\$	30.00	per hour	
Written Translation (Outside of work assignment)	\$	40.00	per hour	

**ATHLETICS**

Athletic Event Worker - General* (Tickets, Scorer, Announcer, Supervision, etc)	\$35.00	per game / match	
Athletic Event Worker - Site Supervisor*	\$50.00	per game / match	
<i>*Track &amp; Field - AD has discretion to determine the number of "games" based on the size and length of the Meet.</i>			
Varsity Football Event Worker - General (Tickets, Scorer, Announcer, Supervision, etc)	\$50.00	per game	
Varsity Football Event Worker - Site Supervisor	\$100.00	per game	

**STUDENTS**

Student workers under 18	\$	<del>10.75</del>	per hour	\$ 11.15
Student workers over 18	\$	<del>10.75</del>	per hour	\$ 11.15

**COMMUNITY EDUCATION SERVICES**

<b>K+ Classroom Assistant</b>	\$	<del>13.00</del>	per hour	
Other Unspecified Activities Based Upon Registration	\$	13.00	per hour	
MRAZ Tech / AV Support	\$	<del>16.00</del>	per hour	\$ 25.00
Senior Citizens Program Licensed Commercial Driver	\$	19.50	per hour	
Facility Rental Tech Support	\$	25.00	per hour	
<b>Second Language Support</b>	\$	<del>0.75</del>	per hour	

**PELSB Mentorship Grant**

BLT Member (above Pro-Pay stipend)	\$	500.00	Annual Base
Mentor (non-BLT member)	\$	1,000.00	Annual Base
Mentor (non-BLT member)	\$	500.00	Half-year Base
Mentor (Cross Building)	\$	250.00	Annual Above Base
Mentor that is BIPOC	\$	500.00	Annual Above Base
Mentor Lead	\$	5,000.00	Annual Base



**Agenda IV.B.3.  
September 12, 2024**

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

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

**Date:** August 20, 2024

**Re:** Approve, on a First Reading Basis, Changes to Policy 512: *School Sponsored and Student Publications and Activities*

**RECOMMENDATION:** That the Board of Education approve, on a first reading basis, changes to Policy 512: *School Sponsored and Student Publications and Activities*.

This policy was reviewed by the Policy Review committee on August 20, 2024.

**Summary of changes:**

Legislative/MSBA Update: Adds student journalist law

Adopted: 9/24/2015  
 Reviewed: ~~6/18/2024~~ 08/20/2024  
 Revised: 2/10/2022 MSBA 6/2024  
 Rescinds:

*Burnsville-Eagan-Savage School District Policy 512*

## 512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

### I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of ~~official~~-school-~~sponsored~~ publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

### II. GENERAL STATEMENT OF POLICY

- A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.
- B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- C. Students who believe their right to free expression has been unreasonably restricted in an ~~official student~~ school-sponsored media publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
  1. Students producing ~~official school~~ school-sponsored media publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.
  2. ~~Official school publications~~ School-sponsored media may be distributed at reasonable times and locations.

### III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of material by electronic means and/or means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting, or displaying material, or placing materials in internal staff or student mailboxes.
- ~~B. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as a part of the~~

~~curriculum.~~

~~C.B.~~ “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, or lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

~~D.C.~~ “Minor” means any person under the age of eighteen (18).

~~E.D.~~ “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, without limitation, 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, there must exist specific facts 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.

~~F.E.~~ “School activities” means any activity of students 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 and other theatrical productions, and in-school lunch periods.

~~G.~~ “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem

of the community.

F. "School-sponsored media" means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
2. distributed or generally made available to students in the school; and
3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

**[NOTE: The 2024 Minnesota legislature enacted the new definitions above and the new language in Article IV. below.]**

#### IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

AB. Student Expression in ~~an official school publication~~ school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. ~~is libelous or slanderous;~~
2. is defamatory;

3. is profane, harassing, threatening, or intimidating;
  4. constitutes an unwarranted invasion of privacy;
  5. violates federal or state law;
  6. causes a material and substantial disruption of school activities;
  7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
38. advertises or promotes any product or service not permitted for minors by law;
4. ~~encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;~~
59. expresses or advocates sexual, gender identity or expression, racial, or religious harassment or violence or prejudice; or
610. is distributed or displayed in violation of time, place, and manner regulations.

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

D. Notwithstanding the rights or freedoms of this ~~Policy Article~~ or the First Amendment of the United States Constitution, nothing in this ~~Policy Article~~ inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

BE. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These professional standards may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;
2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;

3. assuring that the views of the individual speaker are not erroneously attributed to the school;
4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

#### CF. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

##### 1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed and/or by electronic means approved by district administration.

##### 2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

##### 3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

## V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

~~[NOTE: This model policy is crafted to fulfill the obligation stated above.]~~

**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)  
*Bystrom v. Fridley High School, I.S.D. No. 14*, 822 F. 2d 747 (8<sup>th</sup> Cir. 1987)  
*Morse v. Frederick*, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)  
[Minn. Stat. § 121A.03 \(Model Policy\)](#)  
[Minn. Stat. § 121A.031 \(School Student Bullying Policy\)](#)  
[Minn. Stat. § 121A.80 \(Student Journalism; Student Expression\)](#)

**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 506 (Student Discipline)  
Burnsville-Eagan-Savage School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

**Agenda IV.B.4.**  
**September 12, 2024**

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

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

**Date:** August 20, 2024

**Re:** Approve, on a First Reading Basis, Changes to Policies: *425 Professional Development, 601: School District Curriculum and Instruction Goals, 606: Instructional Resources, 620: Credit for Learning, and 624: Online Learning Options*

**RECOMMENDATION:** That the Board of Education approve, on a first reading basis, changes to Policies: *425 Professional Development, 601: School District Curriculum and Instruction Goals, 606: Instructional Resources, 620: Credit for Learning, and 624: Online Learning Options*

The policies were reviewed by the Policy Review committee on August 20, 2024.

**Summary of changes:**

Policy 425 – Legislative/MSBA Update: Adds paraprofessional training provisions  
Policy 601 – Legislative/MSBA Update: Removes World’s Best Workforce and gives new definition  
Policy 606 – Legislative/MSBA Update: Adds new laws regarding school libraries  
Policy 620 – Legislative/MSBA Update: Reference to PSEO dates  
Policy 624 – Legislative/MSBA Update: Adds tuition and fee provision

Adopted: 1/1984 *Burnsville-Eagan-Savage School District Policy 425*  
 Reviewed: ~~10/12/2023~~ 08/20/2024  
 Revised: ~~10/26/2023~~ MSBA 6/2024  
 Rescinds: GCL

## **425 PROFESSIONAL DEVELOPMENT**

### **I. PURPOSE**

The purpose of this policy is to establish a professional development program and structure to carry out planning and reporting on professional development that supports improved student learning.

### **II. PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS**

- A. The School Board directs the superintendent or designee to establish a Professional Development Advisory Committee to develop a professional development plan, assist site professional development teams in developing a site plan consistent with the goals of the professional development plan, and evaluate professional development efforts at the site level.
1. The majority of the membership of the Professional Development Advisory Committee shall consist of teachers representing various grade levels, subject areas, and special education. Membership shall consist of members of each school Buildings Leadership Team. The Committee also will include nonteaching staff, parents, and administrators.
- B. The School Board directs the superintendent or designee to establish the site professional development teams.
1. Members of the site teams will be selected by a process to have involvement at the site level.
  2. The Professional Development Advisory Committee will work with the site professional development teams to develop a site plan consistent with the goals of the professional development plan.
  3. The majority of the site professional development teams shall be teachers representing various grade levels, subject areas, and special education.

### **III. DUTIES OF THE PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE**

- A. The Professional Development Advisory Committee will develop a professional development plan that will be reviewed and subject to approval by the School

Board once a year.

- B. The professional development plan must contain the following elements:
1. Professional development outcomes that are consistent with the education outcomes as may be determined periodically by the School Board;
  2. The means to achieve the professional development outcomes;
  3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes Section 122A.18;
  4. Ongoing professional development activities that contribute toward continuous improvement in achievement of the following goals:
    - a. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
    - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
    - c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
    - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
    - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
    - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
    - g. Provide teachers and other members of building leadership teams with appropriate management and financial management skills.
  5. The professional development plan also must:
    - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
  - c. Maintain a strong subject matter focus premised on students' learning goals;
  - d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and
  - e. Reinforce national and state standards of effective teaching practice.
6. Professional development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
  - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
  - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
  - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
  - e. Align with state and local academic standards;
  - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.
7. Professional development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other professional development activities required by law and activities associated with professional teacher compensation models.
- C. The Professional Development Advisory Committee will assist site professional development teams in developing a site plan consistent with the goals and outcomes of the district professional development plan.

- D. The Professional Development Advisory Committee will evaluate professional development efforts at the site level and will report to the School Board on an annual basis the extent to which staff at the site has met the outcomes of the professional development plan.
- E. In addition to developing a Professional Development Plan, the Professional Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Professional Development Advisory Committee shall assist the School District in preparing any reports required by the Department of Education relating to professional development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

- A. Each site professional development team shall develop a site plan, consistent with the goals of the professional development plan.
- B. The site professional development team must demonstrate the extent to which staff at the site have met the outcomes of the professional development plan.

#### **V. PROFESSIONAL DEVELOPMENT FUNDING**

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for professional development, the School District will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; professional development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for professional development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for professional development efforts. The school district also may use the revenue reserved for professional development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for professional development based on its needs. The additional expenditure does not need to follow the allocation described in V.A.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as professional development time that is financed with professional development reserved revenue under Minnesota Statutes section 122A.61.

## **VI. PROCEDURE FOR USE OF PROFESSIONAL DEVELOPMENT FUNDS**

- A. On a yearly basis, the Professional Development Advisory Committee, with the assistance of the site professional development teams, shall prepare a projected budget setting forth proposals for allocating professional development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual professional seminars, and cost of substitutes.
- B. Individual requests from staff for leave to attend professional development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

## **VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF**

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. [The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.](#)
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements to the MDE Commissioner.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

- E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.

**[NOTE: The 2024 Minnesota legislature added these provisions. Paragraph E is in effect for the 2024-25 school year only.]**

## VIII. REPORTING

- A. The School District shall prepare an annual report per Minnesota Department of Education requirements.
- B. The School Board will receive an annual report from the School Improvement and Student Achievement department (SISA) regarding the prior year's professional development program.

***Legal References:*** Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120B.22, subd. 2 (Violence Prevention Education)  
Minn. Stat. § 121A.642 (Paraprofessional Training)  
Minn. Stat. § 122A.187 (Expiration and Renewal)  
Minn. Stat. § 122A.40, subds. 7,7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)  
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)  
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)  
Minn. Stat. § 123B.147, subd. 3 (Principals)  
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)  
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)  
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)  
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

***Cross References:***

Adopted: 6/1986

Burnsville-Eagan-Savage School District Policy 601

Reviewed: ~~10/12/2023~~ 08/20/2024

Revised: 10/26/2023 MSBA 6/2024

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

## 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions

C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

~~DE.~~ "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.

~~EF.~~ "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

~~FG.~~ “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

~~GH.~~ “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

~~HI.~~ “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

~~IJ.~~ “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

~~JK.~~ “Performance measures” are measures to determine school district and school site progress in striving ~~for comprehensive achievement and civic readiness to create the world’s best workforce~~ and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
2. student performance on the Minnesota Comprehensive Assessments;
3. high school graduation rates; and
4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

~~K.—“World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.~~

~~[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World’s Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World’s Best Workforce law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.~~

~~Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions~~

~~and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]~~

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce striving for comprehensive achievement and civic readiness and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2).
  2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
  3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, Subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5; strategies for improving instruction, curriculum, and student achievement and, where practicable, the native language development and the academic achievement of English learners;
  4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
  5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that
  - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
  - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
  - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and;
7. an annual budget for continuing to implement the school district plan; and
8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement [Goals](#); Striving for [Comprehensive Achievement and Civic Readiness](#)~~the World's Best Workforce~~)  
 Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
 Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
 Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
 Minn. Stat. § 123B.147, Subd. 3 (Principals)  
 Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)  
 20 U.S.C. § 5801, *et seq.* (National Education Goals)  
 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** Burnsville Eagan Savage School District Policy 104 (School District Mission Statement)  
 Burnsville Eagan Savage School District Policy 613 (Graduation Requirements)

Burnsville Eagan Savage School District Policy 614 (School District Testing Plan and Procedure)

Burnsville Eagan Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Burnsville Eagan Savage School District Policy 616 (School District System Accountability)

Adopted: 5/1985  
 Reviewed: 3/14/202408/20/2024  
 Revised: 3/28/2024 MSBA 6/2024  
 Rescinds: *IIAA, IIAC, KLB, KLBA*

*Burnsville-Eagan-Savage School District Policy 606*

## **606 TEXTBOOKS, INSTRUCTIONAL RESOURCES, AND LIBRARY MATERIALS**

### **I. PURPOSE**

The purpose of this policy is to provide direction for selection and reconsideration of instructional resources and library materials.

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

The school board recognizes that selection of instructional resources is a vital component of the school district's curriculum, and acknowledges that library materials serve to enrich the breadth of the curriculum as a whole by meeting the needs and interests of all students.

### **III. DEFINITIONS**

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

The term "library refers to the resources within a specific school building at the multiple sites of ISD 191.

In accordance with Minnesota Statutes, section 124D.901 the library or library media center provides equitable and free access to students, teachers, and administrators and that the school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

B. “Library collection” consists of the library materials made available to students.

C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

D. “Library media specialist” is [under Minnesota Rules, part 8710.4550. a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library.](#)

A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, promote reading for pleasure, and to administer media center operations, programming, and resources.

#### IV. RESPONSIBILITY OF SELECTION

- A. The school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of instructional resources and library materials. Accordingly, the school board delegates to the superintendent or designee the responsibility to direct the professional staff in selections that meet school board criteria.
- B. Selection of instructional resources shall be consistent with the following criteria:
1. To consider the characteristics and philosophy of the District when selecting resources.
  2. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the individuals served.
  3. To provide resources that will stimulate growth in critical reading and thinking, factual knowledge, literary appreciation, aesthetic values and ethical standards.
  4. To provide a background of information which will enable individuals to make intelligent judgments in their daily lives.
  5. To foster respect and appreciation for cultural diversity and varied opinion.

6. To provide resources representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
7. To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection appropriate for the users.
8. To anticipate and meet needs through awareness of subjects of current interest.
9. To permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
10. Do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist, and should result in a library collection that, when considered as a whole, is consistent with the following criteria:

D. The procedures for selection and reconsideration of library materials and collections set forth in this policy will be administered by:

1. A licensed library media specialist under Minnesota Rules, part 8710.4550;

2. An individual with a master's degree in library science or library information Science; or

3. A professional librarian or a person trained in library collection management.

E. The library material selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

3. Library materials shall not be excluded because of the race, color, creed, national origin, religion, sex, marital status, disability, sexual orientation, gender identity and expression, or political views of the writer;

4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, cultural and linguistic diversity, and needs and interests of the students for whom the materials were selected;

5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

- a. Artistic quality and/or literary style;
- b. Authenticity;
- c. Critical thinking;
- d. Educational significance;
- e. Factual content;
- f. High interest for intended audience; and
- g. Readability.

6. The selection of library materials and collections shall conform to the constraints of the school district budget.

F. The school board may decline to purchase, lend, or shelve or remove access to library materials and collections legitimately based on:

1. Practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
2. Legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of the library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or
3. Compliance with state or federal law.

D.G. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials. The superintendent or designee shall be responsible for developing procedures and guidelines to

~~establish an orderly process for the review and recommendation of instructional resources by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.~~

H. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist.

I. Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district libraries reserve the right to decline to accept materials that do not meet the criteria for selection. In addition, library financial donations to benefit a school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for the libraries based on the needs of individual school collections.

#### **IV. SELECTION OF INSTRUCTIONAL RESOURCES**

The superintendent or designee shall be responsible for:

1. developing procedures and guidelines to establish an orderly process for the review and recommendation of instructional resources by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

2. keeping the school board informed of progress on the part of staff and others involved in the instructional resource review and selection process.

#### **V. RECONSIDERATION OF INSTRUCTIONAL RESOURCES AND LIBRARY MATERIALS**

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instructional program. A school district employee, student or parent or guardian of a school district student may request an opportunity to review materials and submit a request for reconsideration of the use of certain instructional resources or library materials on the basis of appropriateness.

B. A parent or guardian may request that access to specific instructional resources or library materials be restricted from their student. The school district shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific

instructional resources or library materials from the classroom or library media center or restrictions upon any other student accessing the instructional resource or library materials.

C. The superintendent or designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional resources.

## VI. PROCEDURE FOR HANDLING QUESTIONED MATERIALS

A. Each concern shall be directed to the building principal who will:

1. Treat each concerned person(s) request with confidentiality.
2. Provide and explain School Board Policy 606.
3. Inform concerned person(s) that his/her child is not required to be exposed to the questioned material. See Alternative Instruction Request Form.
4. Try to resolve the questions of the concerned person(s) during the initial contact using a Culturally Proficient School Systems (CPSS) lens.
5. Provide and explain use of the form "Statement of Concern About Educational Materials."
6. Inform Assistant Superintendent or designee and appropriate staff member(s) when the above form is given to a concerned person.
7. Access to the duly-selected instructional [or library](#) material in review shall not be restricted during the review process, unless the Assistant Superintendent or designee has determined the material is in violation of the selection criteria of Section IV.B of this policy

B. Upon receipt of the signed "Statement of Concern About Educational Materials" form, the principal will:

1. Meet with the concerned person(s) and appropriate staff, including the library media specialist if related to library materials, to discuss the information on the completed form.
2. Appoint a building committee to investigate the questioned materials. (The committee will have representation from the administration, teaching staff, including the library media specialist if related to library materials, and citizens and use appropriate Culturally Proficient School Systems rubrics as a part of their investigation.)
3. Review the findings of the building committee.
4. Inform the concerned person(s) and Assistant Superintendent or designee of the committee's findings in writing.

C. If the concerned person(s) is not satisfied with the findings of the building committee, the principal will forward the concern to the Assistant Superintendent or designee who will:

1. Convene a Questioned Materials Committee. This committee shall consist of at least five (5) persons including:

- a. Staff from grade and/or subject area (including library media specialist if related to library materials)
  - b. Building Principal
  - c. Assistant Superintendent or Designee
  - d. Citizen(s)
2. Review the findings of the Questioned Materials Committee.
  3. Inform the concerned person(s) of the Questioned Materials Committee's findings.
- D. If the concerned person(s) is not satisfied with the Questioned Materials Committee's findings and the Assistant Superintendent or designee decision, he/she may appeal to the School Board.

Once reviewed, instruction resources and library materials will not be reviewed again within three years.

## VII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

A. the title, author, and other relevant identifying information about the material being challenged or reconsidered;

B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts

C. the result of the challenge or reconsideration request; and

D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow up.

## VIII. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.513.

***Legal References:*** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)  
 Minn. Stat. § 120B.235 (American Heritage Education)  
 Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)  
 Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)  
 Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)  
 Minn Stat § 124D.901 (Public School Library and Media Centers)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

[Minn. Stat. § 134.51 \(access to Library Materials and Rights Protected\)](#)

[Minn. Rules part 8710.4550 \(Library Media Specialists\)](#)

*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988)

*Bd of Educ., Island Trees Union Free Sch. Dist. No 26 v. Pico*, 457 US 853 (1982)

*Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)

*Virginia State Bd. Of Educ., v. Barnette*, 319 U.S. 624, 642 (1943)

- Cross References:***
- Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)
  - Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)
  - Burnsville-Eagan-Savage School District Policy 706 (Acceptance of Gifts)

Adopted: 4/1997  
 Reviewed: ~~10/12/2023~~ 08/20/2024  
 Revised: ~~12/14/2023~~ MSBA 6/2024  
 Rescinds: IKF

*Burnsville-Eagan-Savage School District Policy 620*

## **620 CREDIT FOR LEARNING**

### **I. PURPOSE**

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy address transfer of student credit from out-of-state, out-of-country, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

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

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

### **III. DEFINITIONS**

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. “Course” means a course or program.
- D. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- E. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. “Weighted grades” is the upward adjustment of numerical value of student grades in the calculation of grade point averages.

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

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

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

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

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or country or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state or country does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district’s high school graduation requirements will not be used to compute honor roll and/or class rank.
  - c. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions,

syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

- b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements, but the grade shall be a "P" (pass).
  - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
  - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

## **V. POSTSECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation and credit requirements and subject area requirements of the district.
  - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  - 2. Seven quarter or four semester postsecondary credits shall equal at least one

full year of high school credit. Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

D.

## **VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS**

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

## **VII. ADVANCED ACADEMIC CREDIT**

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

## **VIII. CREDIT BY ASSESSMENT**

- A. The school district will develop and provide processes and procedures by which students may meet a graduation requirement for knowledge acquired in another learning environment for which no transcript or official documentation exists. There are two methods by which a student may demonstrate learning that aligns

with district graduation requirements and complete other requirements of the Minnesota Academic Standards which may allow credit in lieu of standard curriculum offered by the district. This can occur through demonstration of previous learning by submitting a portfolio of evidence or by demonstrating knowledge through an exam process administered by school district staff.

## **IX. WEIGHTED GRADES**

- A. The school district does not offer weighted grades.
- B. The district will use a dual-ranking system at the high school level, which allows students to be ranked separately by taking identified rigorous courses. All students can access identified rigorous classes at the high school level.

## **X. PROCESS FOR AWARDING CREDIT**

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

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students) Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement [Goals](#); Striving for [Comprehensive Achievement and Civic Readiness the World's Best Workforce](#))

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)

Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Rules Parts 3501.0604-3501.0655 (Academic Standards for Language Arts)

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

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

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

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

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

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

***Cross References:***

Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)

Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)

Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)

Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)

Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)

Burnsville-Eagan-Savage School District Policy 624 (Online Instruction)

Adopted: 1/28/2016

Burnsville-Eagan-Savage School District Policy 624

Reviewed: ~~10/12/2023~~ 08/20/2024

Revised: ~~10/26/2023~~ MSBA 6/2024

Rescinds:

## 624 ONLINE INSTRUCTION

~~*[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].*~~

### I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

### II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

### III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.

- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

#### **IV. DIGITAL INSTRUCTION**

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

## V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
  1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
  2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
  3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
  4. [enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.](#)
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course

provider must:

1. use an application form specified by MDE;
  2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
  3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
  4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
  5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

## **VI. ENROLLING DISTRICT**

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or

exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
  2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
1. provides information to students and families about supplemental online courses;
  2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
  3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

## VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

***Legal References:***

Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)  
 Minn. Stat. § 120A.22 (Compulsory Instruction)  
 Minn. Stat. § 120A.24 (Reporting)  
 Minn. Stat. § 124D.03 (Enrollment Options Act)  
 Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)  
 Minn. Stat. § 124D.094 (Online Instruction Act)  
[Minn. Stat. Ch. 124E \(Charter Schools\)](#)  
 Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

***Cross References:***

Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)  
 Burnsville-Eagan-Savage School District Policy 620 (Credit for Learning)

**Agenda IV.B.5.**  
**September 12, 2024**

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

**From:** Chris Bellmont, assistant superintendent

**Date:** August 20, 2024

**Re:** Approve, on a First Reading Basis, Changes to Policies 503: *Student Attendance* and 506: *Student Discipline*

**RECOMMENDATION:** That the Board of Education approve, on a first reading basis, changes to Policies 503: *Student Attendance* and 506: *Student Discipline*

These policies were reviewed by the Policy Review committee (PRC) on August 20, 2024.

**Summary of changes:**

Policy 503 – Legislative/MSBA Update regarding excused absences. Clarifies parent roles in excusing and merges list from MSBA and original ISD #191 policy for the list of exceptions. Changes also include additional, identified references.

Policy 506 – Legislative/MSBA Updates and changes around prone restraint and the unscheduled student removal provision. Updated language from MSBA recommendations based on last session's bill clarifying the statutory roles of school resource officers and other school personnel as it related to the use of prone restraint. We also examined proposed language changes and deliberated on how best to codify recommendations through the Policy Review Committee. Please note that the strikethrough in the student removal section was never formally in district policy. It was discussed at our Policy Review Committee level. Changes also include additional, identified references.

Adopted: 12/1997  
 Reviewed: ~~1/27/2022~~ 08/20/2024  
 Revised: ~~2/10/2022~~ MSBA  
 6/2024  
 Rescinds: JE

*Burnsville-Eagan-Savage School District Policy 503*

## **503 STUDENT ATTENDANCE**

### **I. PURPOSE**

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance and is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

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

#### **A. Responsibilities**

##### **1. Student's Responsibility**

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

##### **2. Parent or Guardian's Responsibility**

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

##### **3. Teacher's Responsibility**

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

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

4. Administrator's Responsibility

a. The administrator has the responsibility to require students to attend all assigned classes and study halls. The administrator also has the responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, the administrator has the responsibility to inform the student's parents or guardians of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

A. Types of Absences

1. Excused Absences

a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to any member of the board, a truant officer, a principal, or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

c. The board of the district in which the child resides may approve the

application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

b. The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
  - (a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;
  - (b) family emergencies;
  - (c) the death or serious illness or funeral of an immediate family member;
  - ~~(d) active duty in any military branch of the United States;~~
  - (d) the child has a condition that requires ongoing treatment for a mental health diagnosis; or
  - (e) other exemptions included in this attendance policy.
- (2) that the child has already completed state and district standards required for graduation from high school; or
- (3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.
- ~~(4) Court appearances occasioned by family or personal action.~~
- ~~(5) Official school field trip or other school-sponsored activity.~~

(6) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

(7) Active duty in any military branch of the United States.

~~1. — Illness.~~

~~2. — Serious illness in the student's immediate family.~~

~~3. — A death or funeral in the student's immediate family or of a close friend or relative.~~

~~4. — Medical, dental, or orthodontic treatment, or a counseling appointment.~~

~~5. — Court appearances occasioned by family or personal action.~~

~~6. — Religious instruction not to exceed three hours in any week.~~

~~7. — Physical emergencies such as fire, flood, storm, etc.~~

~~8. — Official school field trip or other school-sponsored activity.~~

~~9. — Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.~~

~~10. — Active duty in any military branch of the United States.~~

~~11. — A student's condition that requires ongoing treatment for a mental health diagnosis.~~

~~12. — Family emergencies.~~

ee. Consequences of Excused Absences

1. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

2. Work missed because of absence must be made up within two school days from the date of the student's return to school. However, the classroom teacher or the building principal may extend the time allowed for completion of make-up work in the case of an extended absence or other extenuating circumstances.

## 2. Unexcused Absences

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

1. Truancy. An absence by a student which was not approved by the parent and/or the school district.
2. Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
3. Work at home.
4. Work at a business, except under a school-sponsored work release program.
5. Absences resulting from cumulated unexcused tardies (7 tardies equal one unexcused absence)
6. Any other absence not included under the attendance procedures set out in this policy.

### b. Consequences of Unexcused Absences

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

## C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness. Assigned area applies to physical and virtual areas.

### 2. Procedures for Reporting Tardiness

a. Students tardy at the start of school must report to the school office

for an admission slip. Exception made for virtual learning students.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical treatment or appointment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

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

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

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. School-initiated absences will be accepted and participation permitted.

3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

Absences of one-half day or more, **even if excused**, prohibits students from participating that day in a Minnesota State High School League (MSHSL) competition. Certain exceptions, as outlined by MSHSL policy, are allowed at the school's discretion.

### III. RELIGIOUS OBSERVANCE ACCOMMODATION

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

### IV. DISSEMINATION OF POLICY

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

B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

### V. REQUIRED REPORTING

#### A. Continuing Truant

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

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

#### B. Reporting Responsibility

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

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of

the child at school pursuant to Minnesota Statutes, section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;

4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, Chapter 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes, section 260 ~~Chapter~~ 201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

#### C. Habitual Truant

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

**Legal References:** Minn. Stat. § 120A.05 (Definitions)  
 Minn. Stat. § 120A.22 (Compulsory Instruction)  
 Minn. Stat. § 120A.24 (Reporting)  
 Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
 Minn. Stat. § 120A.34 (Violations; Penalties)  
 Minn. Stat. § 120A.35 (Absence from School for Religious Observance)  
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 260A.02 (Definitions)

Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)

Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)

Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)

*Goss v. Lopez*, 419 U.S. 565 (1975)

*Slocum v. Holton Board of Education*, 429 N.W.2d 607 (Mich. App. Ct. 1988)

*Campbell v. Bd of Educ. of New Milford*, 475 A.2d 289 (Conn.1984)

*Hamer v. Bd of Educ. of High Sch. Dist. No. 113*, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)

*Gutierrez v. Sch. Dist. R-1*, 585 P.2d 935 (Co. Ct. App. 1978)

*Knight v. Bd of Educ.*, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)

*Dorsey v. Bale*, 521 S.W.2d 76 (Ky. 1975)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education)  
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
 Burnsville-Eagan-Savage School District Policy 609 (Religion)

Adopted: 5/04  
 Reviewed: ~~12/14/2023~~ 08/20/2024  
 Revised: 1/11/2024 MSBA 6/2024  
 Rescinds: JFC

*Burnsville-Eagan-Savage School District Policy 506*

## **506 STUDENT DISCIPLINE**

### **I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that the school district's work toward its mission of providing an exemplary educational program to its students is not interrupted. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

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

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked to the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as

appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

### III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under [Minnesota Statutes](#) sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

### IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section [120B.02](#) and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
  - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis

to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

## V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or to restrain a student to prevent imminent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in. In exercising the teacher's person's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent imminent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports

1. The school district must report data on its use of any responsible force used on a student with a disability to correct or restrain the student to prevent ~~imminent~~ bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent ~~imminent~~ bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

### **VIII. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco- and Smoke-Free Environment Policy.
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Electronic Technologies Acceptable Use Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing

which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a member of a protected group or which connotes gang membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of electronic devices or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to damage school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender

identity or expression, or disability.

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  1. a student causes or is likely to cause serious physical harm to other students or staff;
  2. the student's parent or guardian specifically consents to the use of recess detention; or
  3. for student's receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

## **X. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;

- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Restorative conversations or practices
- U. Reteaching expectations
- V. Other disciplinary action as deemed appropriate by the school district.

## **XI. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and governance of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as outlined in the Student/Parent Handbook. The building principal will work with the teacher to determine the length of the removal and plan for readmission.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
  4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.
- B. Prior to removing the student from the classroom, a teacher must employ response strategies, including a restatement of expectations (warning) so that the student understands that continual disruption might lead to removal from class. When the student's behavior is extreme or unsafe, an immediate removal may be warranted.
- C. Within 24 hours of the removal, the teacher who removed the student must make a good faith effort to inform the student's parent or guardian by phone or in person that the student was removed from class. A good faith effort should include, as appropriate and/or necessary, multiple attempts to contact the parent and/or guardian using a variety of communication tools including, but not limited to phone calls, email, text messages, home visits, or other contacts. Efforts should be made to use the parent's or guardian's preferred method of communication, if known. The teacher must also submit a concise, objective written explanation of the basis for the removal, using the appropriate district approved behavior documentation system.
- D. After the teacher has removed the student from class the teacher must notify the principal or designee in the appropriate district approved behavior documentation system of:
1. A record of teacher interventions and parent or guardian contacts,
  2. The basis for the removal,
  3. The interventions approved and other steps considered or taken to avoid the need for removal.
- E. When a teacher removes a student from class, the principal or designee shall follow up with teacher, student, and parent or guardian regarding next steps as it relates to the student code of conduct and the building student support plan.
- F. Unscheduled Student Removal From Class
- E. A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

## **XII. DISMISSAL**

- A. “Dismissal” means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

- C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, ~~school readiness plus~~, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
  - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

#### D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the sSchool bBoard, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one school day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect.

The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minnesota Statutes 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. Effort will be made to include parent or guardian in the administrative conference. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, petition the

juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian

personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special

education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes section 120B.232, subdivision 1, and social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

### **XV. STUDENT DISCIPLINE RECORDS**

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes Chapter. 13.

### **XVI. STUDENTS WITH DISABILITIES**

- A. Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.
- B. Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was
  - 1. caused by or had a direct and substantial relationship to the child's disability and
  - 2. whether the child's conduct was a direct result of a failure to implement the child's IEP.
- C. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise.
- D. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.
- E. School personnel may order a change in the placement of a student with a disability for the same amount of time that a student without a disability would be subject to discipline, but not to exceed 45 school days, if a student with a disability:
  - 1. carries or possesses a weapon; or
  - 2. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or
  - 3. inflicts serious bodily harm upon another person; while on school transportation, at school, on school premises, or at a school function.

The IEP team must include services and modifications designed to address the misbehavior which led to the placement in an interim alternative educational setting, expulsion, or exclusion, and modifications designed to address the behavior that gave rise to the 45-day placement.

- F. When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to

provide special education and related services during the period of expulsion or exclusion.

## **XVII. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

## **XIX. DISTRIBUTION OF POLICY**

The school district will notify students and parents of the existence and contents of this policy through the Independent School District 191 Student/Parent Handbook or in such a manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

## **XX. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

- Legal References:***
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
  - Minn. Stat. § 120B.232 (Character Development Education)
  - Minn. Stat. § 121A.26 (School Preassessment Teams)
  - Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
  - Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
  - Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
  - [Minn. Stat. § 121A.58 \(Corporal Punishment; Prone Restraint; And Certain Physical Holds\)](#)
  - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
  - Minn. Stat. § 121A.60(Definitions)
  - Minn. Stat. §§ 121A.60-121A.61 (Discipline and Removal of Students From Class)
  - [Minn. Stat. § 121A.611 \(Recess and Other Breaks\)](#)
  - Minn. Stat. § 122A.42 (General Control of Schools)
  - Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
  - Minn. Stat. § 124D.03 (Enrollment Options Program)
  - Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
  - Minn. Stat. Ch.125A (Special Education and Special Programs)
  - Minn. Stat. § 152.22 (Definitions)
  - Minn. Stat. § 152.23 (Limitations)
  - Minn. Stat. Ch. 260A (Truancy)
  - Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
  - 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 105 (Equity, Access & Excellence in Education)  
 Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)  
 Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)  
 Burnsville-Eagan-Savage School District Policy 419 (Tobacco Free Environment)  
 Burnsville-Eagan-Savage School District Policy 501 (School Weapons)  
 Burnsville-Eagan-Savage School District Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
 Burnsville-Eagan-Savage School District Policy 503 (Student Attendance)  
 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 507.5 \(School Resource Officers\)](#)  
 Burnsville-Eagan-Savage School District Policy 514 (Bullying Prohibition Policy)  
 Burnsville-Eagan-Savage School District Policy 525 (Violence Prevention)  
 Burnsville-Eagan-Savage School District Policy 526 (Hazing Prohibition)  
 Burnsville-Eagan-Savage School District Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
 Burnsville-Eagan-Savage School District Policy 610 (Field Trips)  
 Burnsville-Eagan-Savage School District Policy 634 (Electronic Technologies Acceptable Use Policy)  
 Burnsville-Eagan-Savage School District Policy 709 (Student Transportation Safety Policy)  
 Burnsville-Eagan-Savage School District Policy 711 (Video Recording on School Buses)  
 Burnsville-Eagan-Savage School District Policy 712 (Video Surveillance Other Than on Buses)



**Agenda V.  
September 12, 2024**

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

**From:** Stacey Sovine, executive director of administrative services and Dave Lake, director of operations

**Date:** September 12, 2024

**Re:** Construction of Burnsville High School Family and Consumer Science (FACS) Lab

Work session to discuss construction of a Burnsville High School FACS Lab.

# **Burnsville High School**

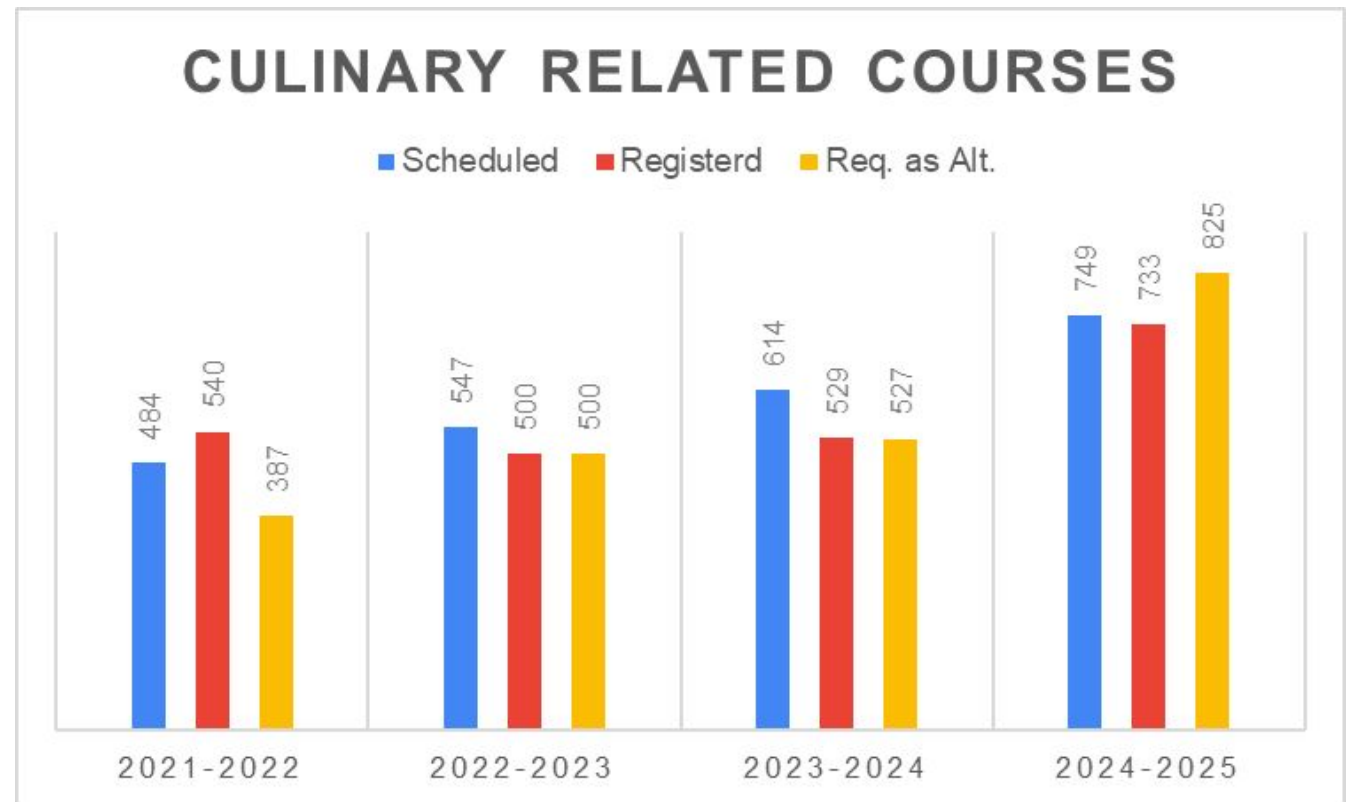
## **Family and Consumer Sciences (FACS) Lab Construction Project**

David Lake, director of operations & transportation  
Stacey Sovine, executive director of administrative services  
September 12, 2024

# BHS FACS Lab

## Why add a FACS lab at Burnsville High School?

- The last 4 years the Culinary programs have increased from 484 students to 749 scheduled.
- Our lab capacity is ~225 students. Not every class requires a lab, but at some point these students will need access to a lab.
- Fulfill the need for a second kitchen lab space to accommodate ~32 students per period.
- 2021-2022: ~ 1:10 students in a culinary class. 2024-2025 ~1:6 students in a culinary class.



# BHS FACS Lab

## What will this process look like?

- **September 2024:** *Recommendation-That the Board of Education approve approximately \$1.25 million for the BHS FACS lab construction project*
- **October 2024:** Scope of work meeting and design development
- **November 2024:** Owner review set and final coordination
- **December 2024:** Award contract to responsible vendor
- **June 9, 2025:** Begin construction
- **August 22, 2025:** Substantial completion
- **September 2, 2025:** First day of school



***Thank You***



**Agenda VI.  
September 12, 2024**

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

**From:** Stacey Sovine, executive director of administrative services and Stacie Kvilvang,  
Ehlers senior municipal advisor

**Date:** September 12, 2024

**Re:** Closed Session, as permitted by Minn Stat. 13D.05, Subd. 3(c), for Sale of Property  
related to Sioux Trail Elementary