



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
January 9, 2025
6:30 PM

In the case of inclement weather, the Board of Education meeting will be scheduled on the following Monday. If that date is a holiday, a special meeting may be called.

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 Alt and Director Anderson

I. Call to Order	
A. Welcome	
B. Pledge of Allegiance	
C. Oath of Office	3
II. Approval of Agenda	
III. Annual Organization of the Board of Education	9
A. Election of Chair	
B. Election of Vice Chair	
C. Election of Clerk	
D. Election of Treasurer	
E. Salaries of Board Members	
F. Regular Meetings of the School Board	
G. Authorization of Electronic (telephone) Fund Transfers	14
H. Authorization for Use of Facsimile Signatures	15
I. Designation of Official Depositories	16
J. Appointment to Committees	

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.

K. Authorization to Execute and File Application for State-and Federally-Funded Programs	2
L. Designation of Legal Counsel	
M. Designation of Official Newspaper	
IV. Information	
A. Present the Burnsville High School Secondary Course Catalog	23
Speaker(s): Dr. Chris Bellmont, assistant superintendent, and Jesús Sandoval, principal	
B. Student Representative Report	37
C. Superintendent Report	38
D. Board Member Reports	39
V. Business Meeting	40
A. Consent Agenda	
Description: Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.	
1. Approve Minutes	43
2. Approve Personnel Recommendations	47
3. Receive a Report about the Listening Session	48
4. Approve, on Second Reading Basis, Changes to Policies 413: <i>Harassment and Violence</i> , 709: <i>Student Transportation Safety</i> , and 806: <i>Emergency Operations</i>	49
5. Approve, on a Second Reading Basis, Changes to Policy 202: <i>School Board Officers</i>	90
6. Approve, on a Second Reading Basis, Changes to Policy 610: <i>Field Trips</i>	95
7. Approve, on a Second Reading Basis, Policy 105: <i>Equity, Access and Excellence in Education</i>	101
B. New Business	104
1. Approve ISD 191 Legislative Priorities for 2025	107
Speaker(s): Lesley Chester, Legislative Committee Chair	
VI. Work Session: Board Vacancy Planning	110
Speaker(s): Anna Werb, Board Chair	
VII. Adjourn	



**Agenda III.A-M
January 9, 2025**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Stacey Sovine, executive director of administrative services
Date: January 3, 2025
RE: Annual Organization of the Board of Education

RECOMMENDATION: to approve recommendations and adopt the resolutions shown below to accomplish organization of the Board of Education for 2025.

The items listed below must be addressed by the school board at its organizational meeting on January 9, 2025.

In order of rank, the officers from 2024 are responsible for calling the organizational meeting to order. This individual, or someone elected as temporary chair, should preside until a new chair is elected.

Prior to the election of officers, the board should determine the method to be used in selecting its new officers. A recommended method is that of majority vote on the candidate or candidates nominated for each position. Policy 202 provides further direction with respect to selection of officers and officer’s responsibilities.

The annual organization of the school board occurs in January to conform to the term of office for school board members. Some matters of school board organization are more readily conducted on a fiscal year basis and will be presented in June.

The items that follow pertain to Board of Education organization for 2025.

A. Election of Chair

Annotation: The chair presides at all school board meetings and works with the superintendent on calling board meetings and establishing meeting agendas. At times the chair is called upon to serve in a ceremonial capacity as the ranking elected representative of the school district. The chair countersigns all checks drawn by the treasurer.

Recommendation: Moved by Director _____ that Director _____ be nominated and elected chair of the board for 2025.

(It is recommended that the newly elected chair assume the chair and conduct the balance of the meeting.)

B. Election of Vice-Chair

Annotation: The school board created the vice-chair position in 1989 for the purpose of easing the workload of the chair. The vice-chair serves as chair when the chair is absent, assists with board operations and plans the annual evaluation of the superintendent.

Recommendation: Moved by Director _____ that Director _____ be nominated and elected Vice-chair of the board for 2025.

C. Election of Clerk

Annotation: The clerk presides at board meetings in the absence of the chair and vice-chair, and from a legal standpoint, is responsible for board minutes, signing board approved contracts and calling school board elections. The clerk also countersigns all district checks. The routine duties of the clerk are performed by the superintendent's office and business office.

Recommendation: Moved by Director _____ that Director _____ be nominated and elected clerk of the board for 2025.

D. Election of Treasurer

Annotation: The treasurer is legally responsible for the deposit and withdrawal of all district funds and reporting same to the school board. Checks drawn on school district accounts are signed by the treasurer. The routine duties of the treasurer are performed by the business office.

Recommendation: Moved by Director _____ that Director _____ be nominated and elected treasurer of the board for 2025.

E. Salaries of Board Members

Annotation: Salaries of school board members are set annually. In January 2016, the salaries were set at \$550 per month for each director plus an additional monthly stipend of \$50 for the chair in recognition of increased duties and expenses associated with that position. On March 14, 2019 the salaries were reduced by \$100 per month beginning July 1, 2019.

Recommendation: That salaries of board members be set at \$450 per month and that the chairperson receives an additional \$50 per month in recognition of additional duties and expenses associated with the position.

F. Regular Meetings of the School Board

Annotation: Regular meetings of the school board are typically held on the second and fourth Thursday of each month. However, board meetings may be scheduled during other weeks to accommodate scheduling needs. Regular school board meetings will be held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville.

Recommendation: That all regular meetings of the Independent School District 191 Board of Education commence at 6:30 p.m. on the dates noted below with meetings conducted at the Diamondhead Education Center and cablecast. Board Listening Sessions will be scheduled from 5:45-6:15 p.m. before regular board meetings.

January 9, 2025	October 9, 2025
January 23, 2025	October 23, 2025
February 13, 2025	November 6, 2025*
February 27, 2025	November 20, 2025*
March 13, 2025	December 11, 2025
March 27, 2025	January 8, 2026
April 10, 2025	January 22, 2026
April 24, 2025	February 12, 2026
May 8, 2025	February 26, 2026
May 22, 2025	March 12, 2026
June 12, 2025	March 26, 2026
June 26, 2025	April 9, 2026
August 14, 2025	April 23, 2026
August 28, 2025	May 14, 2026
September 11, 2025	May 28, 2026
September 25, 2025	June 11, 2026
	June 25, 2026

In the case of inclement weather, the Board meeting will be scheduled Monday at the same time and place unless Monday is a holiday, in which case a special meeting may be called.

*Meetings not scheduled on the second or fourth Thursday of the month.

Items G-M pertain to calendar year 2025. They are of a routine nature and although board action is required, discussion is usually unnecessary. I recommend approval of all resolutions as a single consent agenda. In the event a Board member wishes to discuss any item, it should be removed from the list so that it may receive individual attention.

G. Authorization for Electronic (telephone) Fund Transfers

Annotation: The telephone transfer of funds between approved depositories is important to the efficient management of school district deposits. Board authorization is requested to allow the executive director of administrative services to enter into electronic fund transfer agreements with official depositories as provided in Chapter 334, Minnesota Statutes. (See Attached Resolution.)

Recommendation: to adopt the attached resolution which authorizes the executive director of administrative services to enter into electronic (telephone) fund transfer agreements with the district's official depositories per Chapter 334 of the laws of

H. Authorization for Use of Facsimile Signatures

Annotation: The use of facsimile signatures on school district checks must be authorized by board resolution. Facsimile signatures are also used on individual personnel contracts covered by master agreements. Obviously, this is the only practical method of handling this task. (See Attached Information)

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

I. Designation of Official Depositories

Annotation: The Business Office maintains a current list of financial institutions to be used for depositing school district funds. The recommended list of depositories for 2025 is shown in the motion.

Recommendation: That the institutions shown below be designated as official depositories of the district for the 2025 calendar year per M.S. 124.05.

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

J. Appointment to Committees

Committee appointments are made by the chair. Board members are asked to review the list of committee appointments and indicate their interests to the chair. Appointments to committees will be made at a future board meeting.

K. Authorization to Execute and File Application for State- and Federally-Funded Programs

Annotation: Most state- and federally-funded programs require that the school board, in official session, authorize an agent to execute and file funding applications for the school district and act as its official representatives in those state- and federally-funded programs.

Recommendation: That as of January 1, 2025, Theresa Battle, superintendent, or her designee be designated as the agent in filing applications for and representing the district in state- and federally-funded programs.

L. Designation of Legal Counsel

Annotation: Policy 202 states that the school board will select the school district’s legal counsel at the organizational meeting. The attorney shall attend regular and special meetings of the school board when requested and be available for consultation as needed. The attorney shall be paid on a “time” or “retainer” basis as determined. The appointment of the attorney shall not be construed as a prohibition against seeking legal counsel from other sources when the superintendent or designees deems it to be advisable. The individuals authorized to contact legal counsel are the school board chair, the superintendent and his designees.

Recommendation: That the following law firms be appointed as legal counsel for Independent School District 191 for 2025 and that they be paid on an hourly basis for services rendered.

- Kennedy & Graven Chartered
- Goetz & Eckland P.A.
- Booth Law Group LLC
- Squires, Waldspurger & Mace, P.A.
- Hitesman & Wold, P.A.
- Arthur Chapman Kettering Smetak & Pikala, P.A

Law Firm	Type of Services Rendered
Kennedy & Graven Chartered	Student Issues; Custody Issues; General legal by Supt; Complex school business matters; election law; Bond attorney; HR and employee related issues.
Goetz & Eckland P.A.	Contracts related to Construction
Booth Law Group LLC	Student Issues; Special Ed Issues
Squires, Waldspurger & Mace, P.A.	Business contracts, bid law, Review and development of unit language for bargaining agreements or terms and conditions of employment, etc.;
Hitesman & Wold, P.A.	Employee benefit related items; OPEB law
Arthur Chapman Kettering Smetak & Pikala, P.A	Legal counsel for property and casualty insurance issues

M. Designation of Official Newspaper

Annotation: Administration recommends designating Sun Thisweek as the official legal newspapers serving our area. This newspaper is widely distributed across the geographic area of the school district.

Recommendation: That Sun Thisweek be designated as the official newspaper for 2025 per M.S. 123.33; Subdivision 11, and M.S. Chapter 331.

INDEPENDENT SCHOOL DISTRICT 191

WIRE TRANSFER AGREEMENT

AUTHORIZED REPRESENTATIVES

January 1, 2025 through December 31, 2025

- | | | | |
|------------------|-------|--|-----------------|
| 1. Stacey Sovine | _____ | <u>Executive Director of
Administrative Services</u> | <u>707-2010</u> |
| 2. Tyler Dehne | _____ | <u>Dir/Accounting Services</u> | <u>707-2055</u> |
| 3. Jarrod Leake | _____ | <u>Acct & Compliance Coord.</u> | <u>707-2053</u> |

Account Name

Independent School District 191

**CERTIFIED RESOLUTION
USE OF FACSIMILE SIGNATURES
BY PUBLIC OFFICIALS**

I _____ Clerk _____
(name of certifying official) (title or position)

of Independent School District #191
(name of governing body)

do hereby certify that the following resolution was duly adopted by said governing body at a meeting thereof duly convened and held on January 9, 2025, and is in full force and effect:

RESOLVED: That the use of facsimile signatures by the following named public officers _____

Chair Treasurer Clerk

on checks, drafts, warrants, warrant-checks, vouchers or other orders on public funds deposited in U.S. Bank of Minneapolis, Merchants Bank, and Associated Bank, WI and hereby is approved, and that each said named person may authorize said depository bank to honor any such instrument bearing his/her facsimile signature in such form as he/she may designate and to charge the same to the account in said depository bank upon which drawn, as fully as though it bore his/her manually written signature, and that instruments so honored shall be wholly operative and binding in favor of said depository bank although such facsimile signature shall have been affixed without his/her authority.

IN WITNESS WHEREOF, I have hereunto set my hand this 9th day of January, 2025.

CLERK _____
(certifying official)

INDEPENDENT SCHOOL DISTRICT 191
RESOLUTION AUTHORIZING TRANSFER OF FUNDS

From time to time, Independent School District 191 orally requests U.S. Bank of Minneapolis to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Stacey Sovine, the Executive Director of Admin Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with U.S. Bank of Minneapolis providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2025, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2025, and that said resolution is in full force and effect.

I have hereunto subscribed my name this 9th day of January, 2025.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191
RESOLUTION AUTHORIZING TRANSFER OF FUNDS

From time to time, Independent School District 191 orally requests Associated Bank, WI to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Stacey Sovine, the Executive Director of Administrative Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with Associated Bank, WI providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2025, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2025, and that said resolution is in full force and effect.

I have hereunto subscribed my name this 9th day of January, 2025.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191
RESOLUTION AUTHORIZING TRANSFER OF FUNDS

From time to time, Independent School District 191 orally requests Merchants Bank to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Stacey Sovine, the Executive Director of Admin Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with Merchants Bank providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2025, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2025, and that said resolution is in full force and effect.

I have hereunto subscribed my name this 9th day of January, 2025.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191

RESOLUTION AUTHORIZING TRANSFER OF FUNDS

From time to time, Independent School District 191 orally requests Minnesota School Districts Liquid Asset Fund Plus to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Stacey Sovine, the Executive Director of Administrative Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with Minnesota School Districts Liquid Asset Fund Plus providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2025, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2025, and that said resolution is in full force and effect.

I have hereunto subscribed my name this 9th day of January, 2025.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191

RESOLUTION AUTHORIZING TRANSFER OF FUNDS

From time to time, Independent School District 191 orally requests MN Trust to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Stacey Sovine, the Executive Director of Administrative Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with MN Trust providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2025, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2025 and that said resolution is in full force and effect.

I have hereunto subscribed my name this 9th day of January, 2025.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191

RESOLUTION AUTHORIZING TRANSFER OF FUNDS

From time to time, Independent School District 191 orally requests PMA Financial Network to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Stacey Sovine, the Executive Director of Administrative Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with PMA Financial Network providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2025, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2025, and that said resolution is in full force and effect.

I have hereunto subscribed my name this 9th day of January, 2025.

Clerk _____

Chairperson _____



Your Windows® Print Driver Solution to Electronic Signatures

IMPORTANT: Skyward will only accept forms that have been filled out completely. Be sure to include **payment information** in section 3 below to avoid processing delays.

Please allow **5 to 7** business days for processing.

eSign Electronic Signature

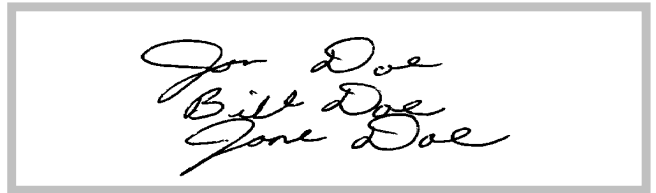
1. Place desired signature(s) inside the yellow box. Sign naturally and use a roller pen. (No markers please.) You may include a title in the signature box (optional). However, all signatures and titles must stay within the yellow box. (Samples below.)



Single Signature Sample



Multiple Signature Sample



2. Please indicate how you would like to use the eSign™ signatures within the Skyward Management System™.

Check all that apply.

<input checked="" type="checkbox"/>	Finance Application	<input checked="" type="checkbox"/>	Student Application
<input type="checkbox"/>	Purchase Orders	<input type="checkbox"/>	Transcripts
<input type="checkbox"/>	Payroll Checks		
<input type="checkbox"/>	Account Payable Checks		

3. Please select a Payment Option (The cost is \$250 per block regardless of the number of signatures within the block):

Purchase Order # _____ OR: Enclosed Check # _____

N/A - eSign included with original core purchase Qmlativ

4. Please complete required district information:

Burnsville Eagan Savage ISD 191
 School District

Tyler Dehne, Director of Finance
 Print Name and Title

 Authorized Signature

 Date

5. Contact Information: ("Authorized Signature" personnel will receive eSign instructions if no contact is provided.)

We are hosted by ISCorp. We are hosted locally. We are hosted other: _____

Please send eSign file instructions to the following contact: tdehne@isd191.org

6. Submit your Request: Return this form to the Skyward Sales Administration Department, ATTN: Sales Processing.

To expedite handling, please email the form directly to SalesProcessing@Skyward.com. Alternatively, the form may be mailed to our Skyward World Headquarters address listed below.





**Agenda IV.A.
January 9, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Dr. Chris Bellmont, assistant superintendent, and Jesús Sandoval,
principal

Date: January 9, 2025

Re: Report about the Secondary Course Catalog

Receive a report about the Secondary Course Catalog from Dr. Chris Bellmont, assistant superintendent and Jesús Sandoval, principal.

Board Packet Attachment: *Course Catalog Outline of Changes and Adjustments*

Notes:

This year's Course Catalog includes the following features:

- A revamped English 11 course structure that ensures that all state standards are appropriately met for all students and allow for more balanced course numbers.
- Expanded access for early pathway engagement in areas like Automotive.
- Changing some of the language in course descriptions to be more modern and aligned to current instruction.

Course Catalog Changes for 2025-2026

Course Catalog

Additions 2025-2026

ENGLISH 11 A & B

Course Number: 0521/0532

Grade Level: 11

Prerequisite: None

English 11 A & B is a year-long course designed to improve reading comprehension and writing skills for students. Students will study literature that reflects the cultural diversity in the United States, both historical and modern. Additionally, students will learn and practice a number of composition types over the course of the year. The writing will be a mix of personal, academic, and professional focusing on the writing process and grammar instruction. This course will prepare students for the Reading and English portions of the ACT.

PATHWAY INTERNSHIP B

Course Number: 8361

Grade Level: 11, 12

Prerequisite: Pathway Internship A (8350)

After completing the first semester of Pathway internship, this course will gain even more real-world experience, explore potential career paths and create professional networking contacts.

Changes 2025-2026

Yellow highlights are new and strikethroughs are deleted.

Change all the ELA electives from 11/12 to 12th grade only. 11th grade will be taking ENGLISH 11 A & B

Literature		Writing	
0884	American Portrait	0710	CIS Public Speaking
0791	Detective and Gothic Lit.	0840	CIS University Writing
0880	CIS Intro to Literature	0571	Composition, Intro
0891	The Film as Literature	0580	Composition Advanced
0820	Mythic Patterns	0800	Creative Writing
0631	Science Fiction & Fantasy	0611	Journalism
0671	Sports Literature	0830	Writing for STEM
0581	AP Literature & Comp. A	0592	AP Literature & Comp. B

DCTC COLLEGE ALGEBRA I A & B ~~INVER HILLS COLLEGE ALGEBRA I~~

Course Number: **DC1118/DC1119** ~~M1118~~ (Change name, number, & description)

Grade Level: 11, 12

Prerequisite: Successful completion of Functions and Trigonometry (2741/2742) or Honors Functions and Trigonometry (2743/2744)

~~Prepares students for Calculus I (MATH 1133) when taken in sequence with MATH 1119 or for Survey of Calculus (MATH 1120). Topics include the study of algebraic, exponential, and logarithmic functions; graphing functions using transformations; inverse functions; polynomial, exponential, logarithmic equations; systems of linear and non-linear equations; applied problems; building models from data. Use of technology will be embedded throughout the course. Recommendation based on the results of the Inver Hills Assessment Test or grade of C or higher in MATH 0940 within the last 2 years. Earn 4 college credits.~~

DCTC MATS1300 College Algebra: Linear, quadratic, polynomial, rational, exponential, logarithmic, and other functions are carefully analyzed, with particular emphasis on graphical transformations (shifting, reflecting, stretching and compressing). Additional topics include matrices and Gaussian elimination; solving complex equations, including those in quadratic form and those that must be solved graphically; variation problems; particle motion; optimization problems; composition and inverse functions; arithmetic and geometric sequences; properties of logarithms and exponential/logarithmic equations; exponential growth and decay. Prerequisite: MATS0700 or see course details in eServices for more prerequisite information. 4 College Credits.

UPCYCLING AND EMBELLISHING

(Change description)

Course Numbers: 8015

Grade Level: 9, 10, 11, 12

Prerequisite: None

Let's "upcycle" together, as we take something "old" and make it new again. Whether it's something you thrift or just something you want to improve upon, this hands-on class will teach you a variety of ways to design something new. You will learn and apply fabric knowledge, basic clothing construction, and alterations skills. While creating these projects you will also learn basic computer software for machine embroidery. One of our projects will include using an embroidery machine to add that special touch. Come create your own unique fashion and style.

~~Introduces the concepts of upcycling and embroidery/embellishment. Students will review/learn basic sewing techniques and basic garment construction. Technology will be explored for designing, placement and use of color. Students will learn in small groups to problem solve and provide feedback for possibilities. Students would be required to create a minimum of two upcycled projects.~~

CERAMICS I

(Change description)

Course Number: 5120
Grade Level: 9, 10, 11, 12
Prerequisite: None

In this course, you will learn and engage in the process of working with clay to create a variety of handmade projects. ~~including working on the potter's wheel.~~ You will design and create each project using multiple creative approaches as you creatively express your personal voice. You will engage in multiple processes as you learn and develop skills to create well crafted clay objects. ~~, joining the long tradition of the craft.~~ All projects will be bisque and glaze fired and taken home. You will also have the opportunity to connect with the service learning project Bowls for BrainPower.

DIGITAL PHOTOGRAPHY AND MANIPULATION

(Change description)

Course Number: 7630
Grade Level: 9, 10, 11, 12
Prerequisite: None

Digital Photography and Manipulation includes the study of cameras (types, accessories and handling), photographic composition, as well as, digital manipulation (image enhancements and repairs through special techniques) with industry software. **Adobe Creative Cloud.** ~~To complete the required projects, you are encouraged to provide your own cameras. You may be responsible for materials needed for take-home projects above the requirements of the course.~~

GLOBAL ARTS AND JEWELRY I

(Change name & description)

Course Number: 5051

Grade Level: 9, 10, 11, 12

Prerequisite: None

~~If you enjoy hand-making things or maybe do not feel art is necessarily your thing, but would like an opportunity to be creative then this course is for you. You will engage in creative processes based upon cultural traditions from around the globe and learn a variety of design approaches as you create art/craft and jewelry projects that reflect your personal voice and personal choices.~~ In this course you will engage in creative processes based upon cultural traditions from around the globe. You will learn a variety of design approaches as you create 2D and 3D artwork (including collage, sculpture, textiles, bead and jewelry making) that reflects your personal voice and identity. You are able to take all completed projects home.

GLOBAL ARTS AND JEWELRY II

(Change name & description)

Course Number: 5061

Grade Level: 9, 10, 11, 12

Prerequisite: ~~Global Arts and Jewelry I (5051)~~

In this course, you will build on the knowledge and skills learned in Global Arts I as you continue to explore global arts and artists. In addition, you will explore Art and Wellness practices and the field of Art Therapy. You will learn a variety of design approaches as you create 2D and 3D artwork (including collage, sculpture, textiles, bead and jewelry making) that reflects your personal voice and identity. ~~and Jewelry I as you explore global arts and crafts traditions even further. You will engage in creative processes based upon cultural traditions from around the globe and learn a variety of design approaches as you create art/craft and jewelry projects that reflect your personal voice and personal choices.~~ You are able to take all completed projects home.

VISUAL MEDIA AND DESIGN I

(Change description)

Course Number: 5091

Grade Level: 9, 10, 11, 12

Prerequisite: None

~~From apps and~~ Design logos to posters and t-shirts, this class is all about creative design! You produce your own design portfolio to creatively solve a wide range of design challenges using Adobe Creative Cloud (the latest software). You will explore the process of creativity from brainstorming ideas to production and presentation. You will learn to recognize how the elements and principles of art are used to create fresh, exciting, and memorable design for the 21st century. Participation in exhibitions, scholarship contests, and creating work to be included in your portfolio will be strongly encouraged and supported.

INDEPENDENT STUDY: FINE ARTS

(Change description)

Course Number: 5890

Grade Level: 10, 11, 12

Prerequisite: Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course. If you are an artist considering an art career and want to further develop your portfolio, then this is a course you need to take. You will have the opportunity to investigate postsecondary and career options in the visual arts. You will complete art works and will work with your classmates to organize and present to the public a group exhibition of your artwork. You will create a personal learning plan communicating your artistic intent as expressed through projects and processes.

INTRODUCTION TO CONSUMER AUTO

(Change grade)

Course Number: 7750

Grade Level: 9, 10, 11, 12

Prerequisite: None

The Consumer Auto course begins with an overview of consumer knowledge related to vehicles, including buying, leasing, insuring, and maintaining a vehicle. You will then disassemble an automobile and study its components and systems. While you will learn basic maintenance and repairs, emphasis in the course is placed on how the automobile and its systems function. After taking this course, you may choose to continue in the Automotive Vehicle Services course where you will build on your knowledge and skills by learning how to complete more complex repairs.

**~~AUTOMOTIVE TECHNOLOGY MLR 1~~ AUTO TECH: ENGINE REPAIR AND
AUTOMATIC TRANSMISSIONS**

(Change title, grade level, &

description)

Course Number: 7710

Grade Level: 10, 11, 12

Prerequisite: None

This ~~MLR 1~~ course focuses on Safety, Engines, and Automatic transmissions Heating & Air Conditioning. This is a two-credit course that meets two periods daily. This course offers Articulated College Credits (ACC) for students earning a final grade of "B" or higher. This class is approximately 50% classroom theory and approximately 50% hands-on shop activities performing common diagnostic and repair activities.

This course meets the standards set by the ASE (Automotive Service Excellence) Education Foundation for the certification in Maintenance and Light Repair (MLR).

Upon completion of courses MLR 1 through MLR 4 students will be eligible to take the ASE²⁹ MLR test. The Burnsville Automotive MLR courses are designed to help students prepare for Automotive Service Excellence (ASE) certification examinations G1 A4, A5, and A6. The MLR certification provides students the knowledge and skills necessary to enter the automotive repair industry quickly.

Automotive Tech courses can be taken in any order.

~~AUTOMOTIVE TECHNOLOGY MLR 2~~ AUTO TECH: MANUAL TRANSMISSIONS, SUSPENSIONS, & DRIVETRAINS

(Change title, grade level, & description)

Course Number: 7720

Grade Level: 10, 11, 12

Prerequisite: None

This MLR-2 course focuses on Safety, Engine Repair and Engine Performance **Manual Transmissions, Suspensions, and Drivetrains**. This is a two-credit course that meets two periods daily. ~~This course offers Articulated College Credits (ACC) for students earning a final grade of "B" or higher.~~ This class is approximately 50% classroom theory and approximately 50% hands-on shop activities performing common diagnostic and repair activities.

This course meets the standards set by the ASE (Automotive Service Excellence) Education Foundation for the certification in Maintenance and Light Repair (MLR). ~~Upon completion of courses MLR 1 through MLR 4 students will be eligible to take the ASE MLR test. The Burnsville Automotive MLR courses are designed to help students prepare for Automotive Service Excellence (ASE) certification examinations G1 A4, A5, and A6.~~ The MLR certification provides students the knowledge and skills necessary to enter the automotive repair industry quickly.

Automotive Tech courses can be taken in any order.

~~AUTOMOTIVE TECHNOLOGY MLR 3~~ AUTO TECH: BRAKES AND ELECTRICAL

(Change title, grade level, & description)

Course Number: 7730

Grade Level: 10, 11, 12

Prerequisite: None

This MLR-III course focuses on ~~Safety, Steering & Suspension and Manual Drive Train & Axles.~~ **Brakes and Electrical**. This is a two-credit course that meets two periods daily. ~~This course offers Articulated College Credits (ACC) for students earning a final grade of "B" or higher.~~ This class is approximately 50% classroom theory and approximately 50% hands-on shop activities performing common diagnostic and repair activities.

This course meets the standards set by the ASE (Automotive Service Excellence) Education Foundation for the certification in Maintenance and Light Repair (MLR). ~~Upon completion of courses MLR 1 through MLR 4 students will be eligible to take the ASE MLR test. The Burnsville Automotive MLR courses are designed to help students prepare for Automotive Service Excellence (ASE) certification examinations G1 A4, A5, and A6.~~ The MLR certification provides students the knowledge and skills necessary to enter the automotive repair industry quickly.

Automotive Tech courses can be taken in any order.

AUTOMOTIVE TECHNOLOGY MLR 4 AUTO TECH: HVAC AND ENGINE PERFORMANCE (Change title, grade level, & description)

Course Number: 7740

Grade Level: 10, 11, 12

Prerequisite: None

This ~~MLR IV~~ course focuses on Safety, HVAC (Heating Ventilation, and Air Conditioning), and ~~E Electrical/Electronic Systems, and Automatic Transmission.~~ This is a two-credit course that meets two periods daily. ~~This course offers Articulated College Credits (ACC) for students earning a final grade of "B" or higher.~~ This class is approximately 50% classroom theory and approximately 50% hands-on shop activities performing common diagnostic and repair activities.

This course meets the standards set by the ASE (Automotive Service Excellence) Education Foundation for the certification in Maintenance and Light Repair (MLR). ~~Upon completion of courses MLR 1 through MLR 4 students will be eligible to take the ASE MLR test. The Burnsville Automotive MLR courses are designed to help students prepare for Automotive Service Excellence (ASE) certification examinations G1 A4, A5, and A6.~~ The MLR certification provides students the knowledge and skills necessary to enter the automotive repair industry quickly.

Automotive Tech courses can be taken in any order.

SPANISH II: A & B (Change prerequisite)

Course Number: 6441/6452

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Spanish I (6401/6412). ~~A grade of C or higher is highly recommended~~ A minimum of 60% in the previous course is required, however, a grade of C or higher is highly recommended.

Change to for both A and B:

SPANISH III: A & B (Change prerequisite)

Course Number: 6481/6492

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Spanish II (6441/6452). ~~A grade of C or higher is highly recommended.~~ A minimum of 60% is required, however, a grade of C or higher is highly recommended.

Change to for both A and B:

SPANISH IV: A & B

(Change prerequisite)

Course Number: 6521/6532

Grade Level: 11, 12

Prerequisite: Successful completion of Spanish III (6481/6492). ~~A grade of C or higher is highly recommended.~~ A minimum of 60% is required, however, a grade of C or higher is highly recommended.

Change to for both A and B:

FRENCH II: A & B

(Change prerequisite)

Course Number: 6041/6052

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of French I (6001/6012). ~~A grade of C or higher is highly recommended.~~ A minimum of 60% is required, however, a grade of C or higher is highly recommended.

The French II curriculum focuses on improving and expanding speaking, reading, writing and listening skills acquired in French I. You will increase vocabulary and understanding of basic grammar. Cultural study is included as well. Language study is highly recommended for the college-bound student.

French III: A & B

(Change prerequisite)

Course Number: 6081/6092

Grade Level 10, 11, 12

Prerequisite: Successful completion of French II(6041/6052). ~~A grade of C or higher is highly recommended.~~ A minimum of 60% is required, however, a grade of C or higher is highly recommended.

Students will build upon proficiency skills acquired in previous levels. This course will emphasize vocabulary and grammar which will allow you to communicate in the present,

past, and future tenses about a variety of topics. You are expected to speak French as the majority of the class is conducted in the target language. Advanced language study is strongly encouraged for the college-bound student.

BAKING AND PASTRY

(Add prerequisite & change grade)

Course Number: 8035

Grade Level: ~~9~~, 10, 11, 12

Prerequisite: ~~None~~ Successful completion of Foundations of Food (8041)

In introduction to Baking and Pastry, students will learn the fundamentals of bakery production. Students will move from following standardized recipes to developing their own prototypes. Topics will include yeast breads, cookies, cakes, pies, plated desserts, sauces, and custards. Attention to detail and a willingness to practice and reattempt tasks is required. As part of this class, students will be required to work at two on-campus events in the commercial kitchen. In introduction to Baking and Pastry, students will learn the fundamentals of bakery production. Students will move from following standardized recipes to developing their own prototypes. Topics will include yeast breads, cookies, cakes, pies, plated desserts, sauces, and custards. Attention to detail and a willingness to practice and reattempt tasks is required. As part of this class, students will be required to work at two on-campus events in the commercial kitchen.

FASHION DESIGN 1

(Change description)

Course Number: 8021

Grade Level: 9, 10, 11, 12

Prerequisite: None

Are you interested in the world of fashion? The Fashion Design **1** course focuses on the creative side of the fashion industry. In this course, you will explore the history of fashion, fashion around the world, apply the elements and principles of design, and ~~use your knowledge and skills to express a personal artistic statement that reflects creative choices~~ **practice fashion sketching and design.** You will **also** be involved in fashion sketching and design, and learn basic machine sewing applications with the creation of **an apron and** tote bag. ~~and cross-stitching project.~~

FASHION DESIGN 2

(Change description)

Course Number: 8025

Grade Level: 10, 11, 12

Prerequisite: Fashion Design (8021)

This course is designed as an advanced course to help **you** students further develop **your** ~~their~~ personal and career interests in the area of fashion design. **Can you imagine creating your own shirt or dress, and a skirt or pants? YOU will use sewing techniques in order to sew these things in this class! You** ~~They~~ will use the building blocks of design theory

discussed in Fashion Design as a foundation for **the projects that we complete**. **You will also be exploring advanced fashion sketching**. ~~Projects may include: advanced fashion sketching, upcycled projects, and machine-sewing projects.~~

HOUSING AND INTERIOR DESIGN II

(Change description)

Course Number: 8075

Grade Level: 10, 11, 12

Prerequisite: Housing and Interior Design (8071)

This course is designed as an advanced course to help **you** students further develop **your** ~~their~~ personal and career interests in the area of housing and interior design. ~~Students~~ **You** will have the opportunity to create individualized projects based on **your** ~~their~~ interests by following the design process. **You** ~~They~~ will use the building blocks of design theory discussed in Housing and Interior Design I as a foundation for projects. Projects may include: upcycled projects, diy projects, decorating and furnishing a model home, floor plans, and landscape designs.

ADVANCED PLACEMENT/CIS AMERICAN HISTORY: A & B

Course Number: 1561/1572

(Change description)

Grade Level: 11, 12

Prerequisite: None

Advanced Placement American History A is a survey of American History from **Indigenous Americans** ~~the early migrations~~ to the end of Reconstruction. Advanced Placement American History B is a survey of American History from the rise of industrialism to the present day. You will acquire factual knowledge, consider historical evidence, and interpret data in an analytical and critical fashion. You will be expected to critically assess sources, write clear and well-evidenced essays, and complete the work volume and academic expectations of a college freshman. Note: There is required summer reading.

PATHWAY INTERNSHIP A & B

(Remove all the letters A/B/C/D/E/F/G/H for each course)

Course Number: 8350~~A/B/C/D/E/F/G/H~~ 8350/8361

Grade Level: 11, 12

Prerequisite: Instructor Approval, Minimum two classes in pathway

We are encouraging students to complete internships in their junior and/or senior years as a way to gain real-world experience, explore potential career paths and learn basic workplace skills

ENTREPRENEURSHIP**(Remove prerequisite)**

Course Number: 7185

Grade Level: 10, 11, 12

Prerequisite: ~~Intro to Marketing and Business (7151)~~ **None**

Recommend: Multimedia (7070)

Are you thinking you'd like to be your own boss someday? Entrepreneurship provides students an opportunity to develop knowledge for starting, operating and succeeding in small business. Students will investigate the entire business development process and will develop their decision making skills. Project will allow students ideas, skills, and creativity to come to life.

INTRODUCTION TO BUSINESS AND MARKETING (Change description)

Course Number: 7151

Grade Level: 9, 10, 11, 12

Prerequisite: None

In this introductory course, you will examine the foundations and functions of business. ~~Topics covered include finance, economics, marketing, and management.~~ **Topics covered include investing, resumes, business basics, economics, sales, marketing, and ethics.** This course provides a broad overview of topics that you may take in high school and beyond. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and personal development.

INTRODUCTION TO PROGRAMMING**(Change description)**

Course Number: 2500

Grade Level: 9, 10, 11, 12

Prerequisite: None

This is an introductory Computer Science class where students will be making many interactive animations, games, and art as you learn basic programming concepts like events, loops, conditionals, operators, and ~~variables using Scratch (a drag-and-drop, block-based~~ **various** programming languages. The class will also give a brief sampling of other courses/topics, which may include computer hardware, HTML and web design, other programming languages like Python and Java, mobile app development, and robotics.

FRESHMAN CHOIR **VOCAL SPARKS: A & B (Change Name & Course ID)**Course Number: ~~5604/5602~~ 5604/5615

Grade Level: 9

Prerequisite: None

Vocal Sparks ~~Freshman Choir~~ is for all incoming 9th graders who wish to sing at a high school level. As a member of this mixed-voice ensemble, you will perform literature from many music periods and styles. Your participation in **Vocal Sparks** ~~Freshman Choir~~ provides opportunity for the development of individual singing skills, musicianship and teamwork through sight-reading, ear training, music theory application, and performance. Attendance at all performances and extra rehearsals is mandatory.

Delete 2025-2026

There are no planned deletions for the 2025-2026 course catalog.

Put on Hold for 2025-2026

(We are waiting for confirmation or they are not currently being offered for the 2025-2026 school year.)

SENIOR ARTIST: DRAWING AND PAINTING

Course Number: 5110 (Replace with Independent Study: Fine Arts)

Grade Level: 12

Prerequisite: Drawing and Painting III (5041)

If you are an artist considering an art career and want to further develop your portfolio, then this is a course you need to take. You will have the opportunity to investigate post-secondary and career options in the visual arts. You will complete art works and will work with your classmates to organize and present to the public a group exhibition of your artwork. You create a personal learning plan communicating your artistic intent as expressed through projects and processes.

SENIOR ARTIST: CERAMICS

Course Number: 5150 (Replace with Independent Study: Fine Arts)

Grade Level: 12

Prerequisite: Successful completion of Ceramics III (5140)

If you are passionate about working with clay and considering pursuing it for further study or a career, then this course is one to take. You will complete art works and will work with your classmates to organize and present to the public a group exhibition of your artwork. You create a personal learning plan communicating your artistic intent as expressed through projects and processes. All projects will be bisque and glaze fired and taken home. You will also have the opportunity to connect with the service learning project Bowls for BrainPower.

ADVANCED PLACEMENT COMPUTER SCIENCE A & B

(AP Board has not released this yet)

Course Number: 2551/2562

Grade Level: 10, 11, 12

Prerequisite: Programming 1 (2515) or Instructor approval

This is a year-long course in Java designed to prepare students to take the AP Computer Science A Exam in May. This course will provide you with experiences suitable for continued study of computer science at the university level or study in other disciplines that require significant involvement with computing. You will learn to write logically, structured computer programs based on an object oriented design.

ADVANCED PLACEMENT BUSINESS A & B

(AP Board has not released this yet)

Course Number: 7145/7146

Grade Level: 11,12

Prerequisite: Two business classes

The year-long AP Business course is designed to introduce you to the many areas of Business. You will be exposed to business principles, marketing, promotion, pricing, merchandising, management, entrepreneurship and supply chain . The ultimate goal of this course is to provide you with an understanding of the main concepts of business

AMERICAN PORTRAIT

(Change grade, Not offering for 12th grade this year.)

Course Number: 0881

Grade Level: ~~11~~, 12

Prerequisite: None

In this course students will explore the changing American identity by reading a variety of authors that reflect cultural diversity within the United States. Students will examine both historical and modern American perspectives.



**Agenda IV. B.
January 9, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Maryam Bradai, student board representative

Date: January 9, 2025

Re: Student Board Representative Monthly Report



**Agenda IV.C.
January 9, 2025**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: January 9, 2025
Re: Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda IV. D.
January 9, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Board chair

Date: January 9, 2025

Re: Board Member Reports

Receive reports from board members.

January 9, 2025 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(Course Catalog)

Board Member Question	Staff Response
<p>1. What is enrollment in Automotive courses (sum total) for each of the past two years?</p> <p>2. What is enrollment in each of the levels of French for the past two years?</p> <p>3. What is enrollment in Health Sciences for each of the last two years?</p> <p>4. For each of the four Pathways (Arts, Business, Design, Health), how many certifications have been earned for each of the past two years?</p>	<p>Click here for data regarding questions 1-4</p>
<p>I have questions/comments about the new required English course.</p> <p>First, the description states that one goal of the course is to prepare for the ACT test. But since the ACT is generally taken in 11th grade, I'm wondering if this is appropriate timing for a course that is geared toward excellence on the reading/writing portion of the test?</p> <p>Second, one of the District's principles is "student agency". The ELA fundamentals are covered in 9th and 10th grade courses. To provide students with the ability to follow their interests and to be involved in coursework that matches their abilities, I'm wondering if offering this English class as an elective course was considered? Or how to adjust 9th and 10th grade courses to address the skills on the ACT (timing to align with taking the test)?</p>	<p>Teachers possess the instructional knowledge and experience to guide curriculum decisions and coursework offered. When developing courses they provide a strong rationale for the offerings. The ELA department has been tracking the skills and the successful credit earned rate for the students in grade 11. The move to combine the American Portraits course and Introduction to Composition provides the following academic and systemic benefits:</p> <ul style="list-style-type: none"> • Ensure a guaranteed, viable, equitable curriculum for all 11th grade students • Ensure state standards are appropriately met for all 11/12 students • Increase the number of students who successfully earn their English credit for 11th grade • Allow for more balanced course numbers • Greater accessibility to co-taught classes for SPED students <p>The challenges of addressing the college and career ready standards across the 18 electives has resulted in noticeable decline in writing competencies in grade 12. Teachers have done the curriculum work to address more rigorous writing skills and scope/sequence aligned to the ACT College/Career targets. With so many writing electives, some courses were not able to rigorously address comprehensive writing skills. All of the electives will continue to be available to students in grades 12.</p>

	<p>Students in grades 11 will move from 18 choices to three: ELA 11 A/B, AP Lit & Comp, or Inver Hills A/B. While students can take the ACT as sophomores, junior year is the most appropriate time as they will have completed most of the course work content that ACT assesses. It also gives students a comparison of their results for age and grade like grade peers. Most of our students take PreACT as a 9th grade or 10th grade student, thus allowing them to become familiar with the test content and format and to receive a report about their strengths and areas for improvement.</p> <p>9th grade courses are aligned to required Minnesota standards. The standards provide a foundation for the reading skills that must be applied when taking the ACT. In the 2025-26 school year the ELA standards are organized in three strands: 1. Reading – Taking in information from a wide variety of sources through reading, listening and viewing. 2. Writing – Sharing information with a variety of audiences through writing, speaking and presenting. 3. Listening, Speaking, Viewing and Exchanging Ideas – Communicating and collaborating with others through speaking, listening and viewing.</p> <p>Each area has anchor standards, such as for reading: R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</p>

(Personnel Report)

Board Member Question	Staff Response
<p>Please elaborate on the 1.0 FTE custodian at Metcalf Middle School. I am curious as to why there is FTE at MMS, and there appear to be none at ST and MWS. I see this reflected in the Adopted FY25 budget, looking more closely at this document (p. 117).</p>	<p>The 1.0 covers all the vacant sites and helps fill in for others as needed.</p>

(Topic)

Board Member Question	Staff Response

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 December 12, 2024

The regular meeting of the ISD 191 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. Dr. Theresa Battle, superintendent, Student Board Representative Maryam Bradai, administrators, staff and members of the public were also present.

Attendance

Chair Miller welcomed the audience and asked Student Board Representative Maryam Bradai to lead the Pledge of Allegiance.

Pledge of Allegiance

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

Agenda

The Truth in Taxation Hearing began at 6:32 p.m. Received a report about the Public hearing for Taxes Payable in 2025 from Stacy Sovine, executive director of administrative services, and Matthew Hammer, senior municipal advisor with Ehlers.

Truth in Taxation Hearing

No speakers signed up to speak at the Truth in Taxation Hearing.

The Public Hearing ended at 6:51p.m. and the board moved back to it's regular meeting immediately following.

Received a report about the Attendance Pilot from Amy Piotrowski, director of student support services and Morgan McDowell, teacher on special assignment.

Reports

Received a report about FY26 Preliminary Budget from Dr. Theresa Battle, superintendent and Stacey Sovine, executive director of administrative services

Received a report from Maryam Bradai, student board representative.

Received a report from Dr. Theresa Battle, superintendent.

Received report from Werb about outgoing board member recognition and from Alt about the reception for the outgoing Mayor of Savage.

Received a Policy Review Committee report from Mursal, a Legislative Committee update from Chester, and an AMSD report from Conner.

Moved by Werb, seconded by Alt, to approve the consent agenda:
 -Approve the minutes of the regular board meeting on November 21, 2024 and the Board of Education Retreat on December 9, 2024.

Consent Agenda Minutes

-Approve personnel recommendations for Kristen Thammalangsy, Jennifer Wheeler, Alison Rossow, Woubishet Degafu, Thomas Kimmes, Ronald Hampton, Paul Connell, Mubashir Diriye, Leah Lopez, Laura Meyer, Kara Schwenn, Joshua Wastvedt, John Dahl, Hannah Lushanko, Erin Huber, Ebony Cotton, Danielle Anderson, Danette Westerlund, Bjorn Anderson, Andre Sellars, Tracy Sexton, Tausha Chamberland, Susan Stachowski, Mohamed Ahmed, Katia Fischer, Jill Pieper, Jarret Mosoti, Guek Yong Lau, Courtney Kruse, Cormelle Horton, Callie Athey, Bryan Jensen, Tim Bocklund, Sandra LaTrouelle, John Toeller, and Dawn Burdick

Personnel
Checks, claims,
receipts and
investments
Budget Analysis
Listening Session
Policies

-Approve October payroll checks in the net amount of \$4,827,585.13. October claims to date, wire transfers and adjustments totaling \$11,627,080.45. Also, that the Board accepts October receipts of \$17,004,840.04 and investments for the General Fund and OPEB of \$101,065,255.07 as of October 31, 2024.

-Accept the Budget Analysis for the month ending October 31 2024.

-Receive a report about the Listening Session on November 21, 2024.

-Approve, on first and final reading, no changes to Policy 103: *Complaints-Students, Employees, Parents and Other Persons*.

-Approve, on a first and final reading basis, non-substantive changes to Policies 507.5: *School Resource Officers*, 615: *Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and EL Students*

The motion carried unanimously (7,0).

Moved by Miller, seconded by Hume, to appoint board member representative to Intermediate School District 917. The motion carried unanimously (7,0).

Appoint 917 Board
Representative

Moved by Chester, seconded by Hume, to approve the Final Certification of Property Tax Levy Payable in 2025. The motion carried unanimously (7,0).

Final Certification
of Property Tax
Levy Payable in
2025

Moved by Chester, seconded by Werb, to approve, on first reading basis, changes to Policies 413: *Harassment and Violence*, 709: *Student Transportation Safety*, and 806: *Emergency Operations* The motion carried unanimously (7,0).

Policies

Director Conner left the meeting at 8:00 p.m.

Moved by Alt, seconded by Chester, to approve, on a first reading basis, changes to Policy 202: *School Board Officers*. The main motion carried unanimously (6,0).

Moved by Hume, seconded by Mursal, to approve, on a first reading basis, changes to Policy 610: *Field Trips*. The motion carried unanimously (6,0).

Moved by Werb, seconded by Chester to adopt a resolution to accept donations as presented. Alt, Chester, Hume, Mursal, Miller and Werb all voted in favor. None against.

Donations

Director Conner returned to the meeting at 8:07 p.m.

Moved by Miller, and seconded by Hume, to move to a recess. The motion carried unanimously (7,0).

Recess

Work Session was held to Discuss ISD 191 Legislative Priorities.

Work Session

Having no further agenda items, Chair Miller adjourned the meeting at 8:23 p.m.

Adjourn

_____, Clerk

Date Approved

DRAFT

DRAFT

**Burnsville-Eagan-Savage Public Schools
Independent School District 191
Human Resources**

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

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: January 9, 2025
RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Tim Kelsey		Hidden Valley Elementary	Teacher	01/02/2025	1.0 FTE
Certified	Appointment	Thomas Gamble		Nicollet Middle School	Long Term Substitute- Teacher	01/06/2025	1.0 FTE
Certified	Appointment	Randi Kay Weiland		Edward Neill Elementary	Teacher	12/18/2024	1.0 FTE
Certified	Appointment	Precious Uduhirinwa-Tony		Burnsville High School	Teacher	01/06/2025	1.0 FTE
Certified	Appointment	Joanne Himrich		Diamondhead Education Center	Teacher	01/06/2025	.60 FTE
Certified	Appointment	Holly Bueno		Sky Oaks Elementary School	Teacher	01/13/2025	1.0 FTE
Certified	Appointment	Gailyn Lamphere		Hidden Valley Elementary	Teacher	01/02/2025	1.0 FTE
Certified	Appointment	Ciera Eckert		WM. Byrne Elementary School	Teacher	11/24/2024	1.0 FTE
Certified	Appointment	Angela Voves		Nicollet Middle School	Teacher	11/12/2024	1.0 FTE
Certified	Appointment	Abigail Friedel		Rahn Elementary School	Teacher	12/02/2024	1.0 FTE
Certified	Appointment	Abby Ertl		Edward Neill Elementary	Teacher	01/02/2025	1.0 FTE
Certified	Leave of Absence	Heather Severson		Harriet Bishop Elementary	Teacher	2/18/2025-3/12/2025	1.0 FTE
Classified	Appointment	Tommie Gaston		Diamondhead Education Center	Clerical	01/02/2025	8 hours/day
Classified	Appointment	Nicholas Armstrong		Burnsville High School	Pep Band Assistant	Winter Stipend	1.0 FTE Stipend
Classified	Appointment	Michael Curley		Nicollet Middle School	Girls Basketball- Assistant Coach	Winter Stipend	.34 FTE Stipend
Classified	Appointment	Julia Cordes		Burnsville High School	Boys Swim/Dive- Assistant Coach	Winter Stipend	.2 FTE Stipend
Classified	Appointment	Gabriela Trnjanin		Edward Neill Elementary	Educational Assistant	01/09/2025	6.75 hours/day
Classified	Appointment	Erika Granda		Burnsville High School	Food Service Associate	01/02/2025	3.75 hours/day
Classified	Appointment	Carrie Rood		Diamondhead Education Center	Clerical	01/02/2025	8 hours/day
Classified	Appointment	Alicia Vonderbarr		Burnsville High School	Speech Team- Assistant Coach	Winter Stipend	.50 FTE Stipend
Classified	Change of Assignment	Site Adam		Gideon Pond Elementary	Educational Assistant	01/02/2025	7.25 hours
Classified	Change of Assignment	Mary Alvarado		Harriet Bishop Elementary	Custodian	12/09/2024	8 hours/day
Classified	Change of Assignment	Cheryl Westman		Sky Oaks Elementary School	Educational Assistant	01/13/2025	4 hours/day
Classified	Resignation	Ryan Haddorff		Burnsville High School	Girls Tennis- Head Coach	12/09/2024	1.0 FTE Stipend
Classified	Resignation	Robert Bohr		District-wide	Custodian	12/20/2024	8 hours/day
Classified	Resignation	Christian Kibler		Burnsville High School	Track and Field- Assistant Coach	12/16/2024	1.0 FTE Stipend
Classified	Resignation	Ayan Mohamad		Gideon Pond Elementary	Educational Assistant	01/03/2025	7.25 hours/day
Classified	Retirement	Brian Johnson		Metcalf Middle School	Custodian	01/03/2025	8 hours/day



**Agenda V.A.3.
January 9, 2025**

To: Board of Education

From: Dr. Theresa Battle, superintendent

Date: December 12, 2024

Re: Report about the Listening Session

Recommendation: Receive a report about the listening session scheduled on December 12, 2024

There were no speakers who spoke at the December 12, 2024 Listening Session.



**Agenda V.A.4.
January 9, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: January 9, 2025

Re: Approve, on a Second Reading Basis, Changes to Policies 413: *Harassment and Violence*, 709: *Student Transportation Safety*, and 806: *Emergency Operations*

Recommendation: That the Board of Education approve, on a second reading basis, changes to policies 413: *Harassment and Violence*, 709: *Student Transportation Safety*, and 806: *Emergency Operations*

Notes:

The following policies were reviewed during the November 19, 2024 Policy Review Committee and approved on a first reading basis at the Board of Education Meeting on December 12, 2024.

Below is a summary of changes:

- 413 – Legislative Update: Updates “familial status” definitions
- 709 – Legislative Update: Adds electric bicycle provision
- 806 – Legislative Update: Minor language adjustment and removal of Section V

Adopted: 03/94
Reviewed: 11/19/2024
Revised: 01/09/2025
Rescinds: JBA-ACA, ACA & ACA-R

Burnsville-Eagan-Savage School District Policy 413

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of 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 (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected class, and to discipline or take appropriate action against any student, teacher, administrator, or other school personnel found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm

- or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ 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 when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. “Disability” means, with respect to an individual who:
 - a. has a physical, sensory, or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. “Familial status” means the condition of one or more minors having legal status or custody with:
 - a. the minor’s parent or parents or the minor’s legal guardian or guardians; or
 - b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate

information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.
 7. “Gender identity or expression” means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity. The manner in which persons represent or express gender to others, often through behavior, clothing, hair style, activities, voice, or mannerisms. Or a person’s deeply held sense of knowledge of their own sex.
 8. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment

or an education; or

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of students(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts;

- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes they have been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices,

consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates the executive director of administrative services as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to

protect the target or victim, the complainant, students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulation.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in

an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes chapter. 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
 Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. § 609.341 (Definitions)
 Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
 42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
 42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Burnsville-Eagan-Savage Policy 102 (Equal Educational Opportunity)
 Burnsville-Eagan-Savage Policy 401 (Equal Employment Opportunity)
 Burnsville-Eagan-Savage Policy 402 (Disability Nondiscrimination Policy)
 Burnsville-Eagan-Savage Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Burnsville-Eagan-Savage Policy 406 (Public and Private Personnel Data)
 Burnsville-Eagan-Savage Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 Burnsville-Eagan-Savage Regulation 413 (Gender Inclusion)
 Burnsville-Eagan-Savage Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 Burnsville-Eagan-Savage Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage Policy 514 (Bullying Prohibition Policy)
 Burnsville-Eagan-Savage Policy 515 (Protection and Privacy of Pupil Records)
 Burnsville-Eagan-Savage Policy 521 (Student Disability Nondiscrimination)
 Burnsville-Eagan-Savage Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
 Burnsville-Eagan-Savage Policy 524 (Internet Acceptable Use and Safety Policy)
 Burnsville-Eagan-Savage Policy 525 (Violence Prevention)
 Burnsville-Eagan-Savage Policy 526 (Hazing Prohibition)
 Burnsville-Eagan-Savage Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)
 Culturally Proficient School System (CPSS) Training

Adopted: 12/03
 Reviewed: 11/19/2024
 Revised: 01/09/2025
 Rescinds: EEAC

Burnsville-Eagan-Savage School District Policy 709

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus

training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and
 - (3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

- a. The school district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of

pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 - 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 - 2. Rules at the Bus Stop
 - a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs, and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road, or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.
 - h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
 - i. No fighting, harassment, intimidation, or horseplay.
 - j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

1st offense – warning

2nd offense – 3 school-day suspension from riding the bus

3rd offense – 5 school-day suspension from riding the bus

4th offense – 10 school-day suspension from riding the bus/meeting with parent

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus/meeting with parent

5th offense – suspended from riding the bus for the remainder of the school year

[Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.]

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate

school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation,

in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a “serious traffic violation” means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver’s license or without having a commercial driver’s license in the driver’s possession.
 7. driving a commercial vehicle without the proper class of commercial driver’s license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver’s license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person’s employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver’s license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person’s employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The

notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes 169.011, subdivision 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be

mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
 12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;

- (2) understanding student behavior, including issues relating to students with disabilities;
- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections;
- (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision. 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, Chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes, section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of violating Minnesota Statutes sections 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes sections 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes Chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, subdivision 2 (See

Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.

d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.

e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivisions 2a(h) - 2a(j).

f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Preschool Age Children in School Buses,” if child safety restraints

are used by passengers, in addition to the training required in Section VI., above.

- g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
 3. A school bus operated under this section must bear a current certificate of inspection.
 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents

or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
 Minn. Stat. § 123B.03 (Background Check)
 Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
 Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
 Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
 Minn. Stat. § 123B.90 (School Bus Safety Training)
 Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)

Minn. Stat. § 123B.935 (Active Transportation Safety Training)
 Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
 Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
 Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
 Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
 Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)
 49 C.F.R. § 383.51 (Disqualification of Drivers)
 49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References: Burnsville-Eagan-Savage School District Policy 416 (Drug and Alcohol Testing)
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)
 Burnsville-Eagan-Savage School District Policy 707 (Transportation of Public Students)
 Burnsville-Eagan-Savage School District Policy 708 (Transportation of Nonpublic Students)
 Burnsville-Eagan-Savage School District Policy 710 (Extracurricular Transportation)

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Burnsville Eagan Savage Policy 806

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for the school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management operations plans for each school building in the school district, and sections or procedures may be added or deleted in those emergency operations plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. This policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

All general emergency procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or their designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency.

Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator their designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes specific procedures for crisis-specific situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator and designee(s) will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office.
 - b. Leaders. The building administrator or designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response personnel are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response personnel.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to emergency situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Caregivers. Students and caregivers shall be made aware of the school district's Crisis Management Policy and relevant tailored emergency operations plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and caregivers are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area suggested at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times

of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and will be updated annually.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may

be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will describe potential reasons for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (such as designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to caregivers to monitor local and district social media for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify caregivers and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will provide for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines counseling to be necessary, such as after an assault, a hostage

situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a

real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's caregiver before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the caregiver of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A caregiver of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of

students and staff.

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See Burnsville Eagan Savage School District Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
 Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
 Minn. Stat. § 121A.035 (Crisis Management Policy)
 Minn. Stat. § 121A.038 (Students Safe at School)Minn. Stat. § 121A.06
 (Reports of Dangerous Weapon Incidents in School Zones)
 Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
 Minn. Stat. § 326B.02, Subd. 6 (Powers)
 Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and
 Industry)
 Minn. Stat. § 609.605, Subd. 4 (Trespasses)
 Minn. Rules Ch. 7511 (Fire Code)
 20 U.S.C. § 1681, *et seq.* (Title IX)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
 20 U.S.C. § 7912 (Unsafe School Choice Option)
 42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: Burnsville Eagan Savage School District Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)

Burnsville Eagan Savage School District Policy 413 (Harassment and Violence)

Burnsville Eagan Savage School District Policy 501 (School Weapons Policy)

Burnsville Eagan Savage School District Policy 506 (Student Discipline)

Burnsville Eagan Savage School District Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

Burnsville Eagan Savage School District Policy 903 (Visitors to School District Buildings and Sites)

Comprehensive School Safety Guide

[Minnesota School Safety Center - Resources \(mn.gov\)](#)



**Agenda V.A.5.
January 9, 2025**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: January 9, 2025
Re: Approve, on a Second Reading Basis, Changes to Policies 202: *School Board Officers*

Recommendation: That the Board of Education approve, on a second reading basis, changes to policy 202: *School Board Officers*

Notes:

This policy was reviewed during the November 19, 2024 Policy Review Committee and was approved, on a first reading basis, during the Board of Education meeting on December 12, 2024.

Below is a summary of changes:

- The Minnesota School Board Association reviewed updated language to more closely align with state statute language around the annual organizational meeting.

Adopted: 08/2008
Reviewed: 11/19/2024
Revised: 01/09/2025
Rescinds: BCB

Burnsville-Eagan-Savage School District Policy 202

202 SCHOOL BOARD OFFICERS

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. The school board shall meet annually and organize by selecting a chair, a vice-chair, a clerk, and a treasurer.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify. The ISD 191 school board holds this meeting on the first Thursday following the first Monday in January.

- A. The duties of the clerk and treasurer are performed by the selected school board members or their designees.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.
- C. If a regularly scheduled board meeting is postponed due to bad weather, the meeting will be held at the discretion of the board chair and properly noticed.
- D. The school board will select the school district's legal counsel at the organizational meeting. The individuals authorized to contact legal counsel are the school board chair, the superintendent and his or her designees.

IV. OFFICER'S RESPONSIBILITIES

- A. Chair

1. The chair when present shall preside at all meetings of the school board, preserve order, ensure all business before the school board is conducted with propriety and dispatch, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.
3. The chair will provide leadership in carrying out the powers and duties of the school board and act as spokesperson for the school board unless this responsibility has been delegated to others. The chair shall have completed MSBA Phase I, II, III, and IV training prior to serving as chair to ensure governance norms and protocols. If the school board determines there is not a member who qualifies, this policy may be waived upon majority vote.
4. The chair will oversee all school board members' appointments to committees and outside organizations and bring such appointments to the school board for approval.
5. Other duties may be prescribed to the chair by law or school board action.

B. Vice-Chair

The vice-chair shall perform the duties of the chair in the event the chair is temporarily absent, assist the chair in the performance of his/her responsibilities, and plan and coordinate the school board's annual evaluation of the superintendent.

C. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minnesota Statutes section 123B.12.

D. Clerk

1. The clerk shall keep a record of all meetings in the books provided.

2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner;
 - (2) length of school term and enrollment and attendance by grades;
 - (3) the condition and value of school district property; and
 - (4) other items of information as called for by the Commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.

2. The superintendent shall perform the following:
 - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
 - b. recommend to the school board employment and dismissal of teachers;
 - c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;
 - d. superintend school grading practices and examinations for promotions;
 - e. make reports required by the commissioner; and
 - f. perform other duties prescribed by the school board.

Legal References: Minn. Stat § 123B.09 (Boards of Independent School Districts)
 Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders)
 Minn. Stat. § 123B.14 (Officers of Independent School Districts)
 Minn. Stat. § 123B.143 (Superintendent)
 Minn. Stat. § 126C.17 (Referendum Revenue)
 Minn. Stat. Ch. 205A (School District Elections)

Cross References: Burnsville-Eagan-Savage School District Policy 101 (Legal Status of the School District)
 Burnsville-Eagan-Savage School District Policy 201 (Legal Status of the School Board)
 Burnsville-Eagan-Savage School District Policy 203 (Operation of the School Board – Governing Rules)
 MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties



**Agenda V.A.6.
January 9, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: January 9, 2025

Re: Approve, on a Second Reading Basis, Changes to Policies 610: *Field Trips*

Recommendation: That the Board of Education approve, on a second reading basis, changes to policy 610: *Field Trips*

Notes:

This policy was reviewed during the November 19, 2024 Policy Review Committee and approved, on a first reading basis, during the Board of Education meeting on December 12, 2024.

Below is a summary of changes:

- Language was added to differentiate the types of field trips and the required approval process that relates to each type of trip.

Adopted: 11/2000
 Reviewed: 11/19/2024
 Revised: 01/09/2025
 Rescinds: IICA

Burnsville-Eagan-Savage School District Policy 610

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37.)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which may take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities/athletic director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36.)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student (when funds from a student activity account are being used), principal, and superintendent. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament

competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.
3. The process to obtain extended field trip permission is:
 - a. An ISD 191 employee initiates a written request (form: Proposal for Extended Field Trip) to the activities/athletic director and/or principal.
 - b. The activities/athletic director and principal review the request and, if appropriate, forward the request for preliminary approval (prior to communicating with parents and students) to the superintendent, as appropriate, per schedule below:

PRELIMINARY APPROVAL SCHEDULE

Local, Regional Travel – Principal and Superintendent	60 days in advance
National Travel – Principal and Superintendent	120 days in advance

- c. The superintendent reviews the request.
- d. The trip is approved or denied.
- e. Activities/athletic director or principal notifies the coach/advisor of the trip status.
- f. Parents and students are contacted regarding the feasibility of the approved trip.
- g. The activities/athletic director and principal review the request and forward the request for final approval to the superintendent, as appropriate, per the schedule below:

FINAL APPROVAL SCHEDULE

Local, Regional Travel – Principal and Superintendent	30 days in advance
National Travel – Principal and Superintendent	60 days in advance

D. INTERNATIONAL AND EXTENDED TRIPS WHERE STUDENTS MAY BE MISSING MORE THAN THREE DAYS OF SCHOOL

1. Trips that involve international travel and/or missing three or more days of school fall into this category. Extended trips may be instructional

or supplementary and must be requested well in advance of the planned activity. An international or extended trip request form must be completed and approved at each level: student (when funds from a student activity account are being used), principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.
3. The process to obtain extended field trip permission is:
 - a. An ISD 191 employee initiates a written request (form: Proposal for Extended Field Trip) to the activities/athletic director and/or principal.
 - b. The activities/athletic director and principal review the request and, if appropriate, forward the request for preliminary approval (prior to communicating with parents and students) by the superintendent and School Board as appropriate per schedule below:

PRELIMINARY APPROVAL SCHEDULE

International or Extended Trip missing more than three days of school- Principal, Superintendent and School Board	180 days in advance
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- c. The superintendent reviews the request and forwards the request to the Board of Education.
- d. The trip is approved or denied.
- e. Activities/athletic director or principal notifies the coach/advisor of the trip status.
- f. Parents and students are contacted regarding the feasibility of the approved trip.
- g. The activities/athletic director and principal review the request and forward the request for final approval by the superintendent as appropriate per the schedule below:

FINAL APPROVAL SCHEDULE

International or Extended Trip missing more than three days of school- School Board	120 days in advance
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III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 - 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 - 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.
 - 3. Equitable transportation must be provided to all students.

IV. ADDITIONAL GUIDELINES FOR EXTENDED

- A. Chaperones of same gender of students must be on the trip.
- B. Ratio of chaperones to students is 10:1 with a minimum of two chaperones on the trip.
- C. Plan for supervision of students must be provided prior to trip.

V. CANCELLATION

The superintendent is authorized to cancel an approved field trip should safety

circumstances arise that in the superintendent's judgment warrant such action (e.g., based on U.S. State department travel advisories or other basis as determined by the superintendent).

- Legal References:*** Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)
- Cross References:*** Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
Burnsville-Eagan-Savage School District Policy 423 (Employee – Student Relationships)
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 707 (Transportation of Public School Students)
Burnsville-Eagan-Savage School District Policy 709 (Student Transportation Safety Policy)
Burnsville-Eagan-Savage School District Policy 710 (Extracurricular Transportation)



**Agenda V.A.7.
January 9, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Isis Buchanan, director of educational equity

Date: January 9, 2025

Re: Approve, on First and Final Reading, Non-substantive Changes to Policy 105:
Equity, Access and Excellence in Education.

Recommendation: That the Board of Education approve, on a second reading basis, changes to policy 105: *Equity, Access and Excellence in Education.*

Notes:

This policy was reviewed during the February 20, 2024 Policy Review Committee.

Below is a summary of changes:

- Adding new language related to the 2023 legislative reference to statute 124D.792

Adopted: 8/22/2019
Reviewed: 02/06/2024
Revised: 01/09/2025

Burnsville-Eagan-Savage School District Policy 105

105 EQUITY, ACCESS AND EXCELLENCE IN EDUCATION

I. PURPOSE

The purpose of this policy is to ensure that educational equity, access and excellence is provided for each learner. Each of the school district's students deserves respectful learning environments in which the student's identity and background is valued and contributes to successful academic outcomes for all students.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to raise achievement levels by creating a school district system which ensures equity, access and excellence for each student.

III. DEFINITIONS

- A. "Equal" in education means of the same measure, quantity, amount or access.
- B. "Equity" in education means each student has access to what they need to be successful.

IV. ADMINISTRATIVE RESPONSIBILITIES

- A. School district administration will develop, support, model, and sustain a system that provides equal opportunity to all students and equitable access to supports each student needs to overcome barriers to success.
- B. School district administration will create multiple pathways to success in order to meet the needs of each learner and will actively encourage, support and expect high academic achievement for all.
- C. School district administration will monitor policies, programs and practices to ensure educational equity and access and work to eliminate racial, ethnic, socioeconomic gender identity and expression, and different-ability disparities in all district and school-level programs.
- D. School district administration will develop processes that uphold the district's commitment to equal opportunities and equitable access to supports.

V. CULTURAL ADORNMENTS

Students may wear cultural adornments at graduation ceremonies that represent their culture, race, ethnicity, gender and/or sexual orientation. Adornments must be displayed respectfully, truly represent the identity of the wearer, and be consistent with other district policies and student handbook. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.

Legal Reference: Minn. Stat § 124 D.792 Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance.

Cross References: Burnsville-Eagan-Savage School District Policy 102 (Equal Educational Opportunity)
 Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)
 Burnsville-Eagan-Savage School District Policy 402 (Disability Nondiscrimination)
 Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
 Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
 Burnsville-Eagan-Savage School District Policy 504 (Student Dress and Appearance)
 Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)
 Burnsville-Eagan-Savage School District Policy 522 (Student Sex Nondiscrimination)
 Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)

January 9, 2025 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(Course Catalog)

Board Member Question	Staff Response
<p>1. What is enrollment in Automotive courses (sum total) for each of the past two years?</p> <p>2. What is enrollment in each of the levels of French for the past two years?</p> <p>3. What is enrollment in Health Sciences for each of the last two years?</p> <p>4. For each of the four Pathways (Arts, Business, Design, Health), how many certifications have been earned for each of the past two years?</p>	<p>Click here for data regarding questions 1-4</p>
<p>I have questions/comments about the new required English course.</p> <p>First, the description states that one goal of the course is to prepare for the ACT test. But since the ACT is generally taken in 11th grade, I'm wondering if this is appropriate timing for a course that is geared toward excellence on the reading/writing portion of the test?</p> <p>Second, one of the District's principles is "student agency". The ELA fundamentals are covered in 9th and 10th grade courses. To provide students with the ability to follow their interests and to be involved in coursework that matches their abilities, I'm wondering if offering this English class as an elective course was considered? Or how to adjust 9th and 10th grade courses to address the skills on the ACT (timing to align with taking the test)?</p>	<p>Teachers possess the instructional knowledge and experience to guide curriculum decisions and coursework offered. When developing courses they provide a strong rationale for the offerings. The ELA department has been tracking the skills and the successful credit earned rate for the students in grade 11. The move to combine the American Portraits course and Introduction to Composition provides the following academic and systemic benefits:</p> <ul style="list-style-type: none"> • Ensure a guaranteed, viable, equitable curriculum for all 11th grade students • Ensure state standards are appropriately met for all 11/12 students • Increase the number of students who successfully earn their English credit for 11th grade • Allow for more balanced course numbers • Greater accessibility to co-taught classes for SPED students <p>The challenges of addressing the college and career ready standards across the 18 electives has resulted in noticeable decline in writing competencies in grade 12. Teachers have done the curriculum work to address more rigorous writing skills and scope/sequence aligned to the ACT College/Career targets. With so many writing electives, some courses were not able to rigorously address comprehensive writing skills. All of the electives will continue to be available to students in grades 12.</p>

	<p>Students in grades 11 will move from 18 choices to three: ELA 11 A/B, AP Lit & Comp, or Inver Hills A/B. While students can take the ACT as sophomores, junior year is the most appropriate time as they will have completed most of the course work content that ACT assesses. It also gives students a comparison of their results for age and grade like grade peers. Most of our students take PreACT as a 9th grade or 10th grade student, thus allowing them to become familiar with the test content and format and to receive a report about their strengths and areas for improvement.</p> <p>9th grade courses are aligned to required Minnesota standards. The standards provide a foundation for the reading skills that must be applied when taking the ACT. In the 2025-26 school year the ELA standards are organized in three strands: 1. Reading – Taking in information from a wide variety of sources through reading, listening and viewing. 2. Writing – Sharing information with a variety of audiences through writing, speaking and presenting. 3. Listening, Speaking, Viewing and Exchanging Ideas – Communicating and collaborating with others through speaking, listening and viewing.</p> <p>Each area has anchor standards, such as for reading: R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</p>

(Personnel Report)

Board Member Question	Staff Response
<p>Please elaborate on the 1.0 FTE custodian at Metcalf Middle School. I am curious as to why there is FTE at MMS, and there appear to be none at ST and MWS. I see this reflected in the Adopted FY25 budget, looking more closely at this document (p. 117).</p>	<p>The 1.0 covers all the vacant sites and helps fill in for others as needed.</p>

(Topic)

Board Member Question	Staff Response



**V.B.1.
January 9, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Lesley Chester, legislative committee chair

Date: January 9, 2025

Re: Approve ISD 191 Legislative Priorities for 2025

Notes:
See attached draft in board packet.



Spark.

Fuel.

Blaze.



School District 191 Legislative Platform

Draft for 2025

2025 Legislative Platform

Supporting all learners and addressing inequity in education

On behalf of the students, educators, families and community members of Burnsville-Eagan-Savage School District 191, the District 191 Board of Education asks the Minnesota State Legislature and U.S. Congress to take the actions described in this platform in 2025.

Fully fund mandates and essential services

Increase the general education funding formula by an additional 3% above the inflationary increase.

Reduce the cross subsidy for special education and English Learner funding.

Increase Local Optional Revenue from \$724 to \$957 per pupil to recover ground lost to inflation.

Create a permanent state funding stream for unemployment insurance for non-licensed employees.

Provide additional funding to reimburse districts for implementation and training expenses related to early adoption of evidence-based reading curriculum.

Removing barriers so all students and families can succeed

Remove the 15-day residency requirement for students enrolled in online schools.

Continue medicaid eligibility as a means of direct certification for students to qualify for educational benefits, and make funding permanent to hold districts harmless for loss of compensatory aid.

Create safe school environments that support all students

Increase Safe Schools funding to expand mental health supports.

Enhance support for programs that address staff shortages and help increase diversity among teachers, including Grow Your Own grants and the short-call substitute teaching program.

Increase the per pupil allocation for Long-Term Facilities Maintenance, Lease Levy and Operating Capital programs to account for inflation.

About District 191

Burnsville-Eagan-Savage School District is a future-forward school district creating barrier-free pathways for learning for everyone in our community. We believe learning is a lifelong pursuit, and we create programs, services and opportunities that inspire this belief.

Each Student. Future Ready. Community Strong.



HF 4772 Elections Policy bill

Filling a vacancy – Any vacancy on a school board must be filled by board appointment. If the vacancy occurs less than two years before the end of the term, no special election is required, and the appointed board member shall serve for the remainder of the term. This provision is effective July 1, 2024, and applies to vacancies occurring on or after that date.

If a school board vacancy occurs because a board member was removed for just cause (123B.09, subdivision 9), a special election must be held to fill the vacancy as soon as possible on a uniform election date.

Vacancy 90-days before end of term – If a school board vacancy occurs less than 90 days prior to the end of the term, the board may, but is not required to, fill the board vacancy with an appointment. This provision is effective July 1, 2024, and applies to vacancies occurring on or after that date.

Combined polling place resolution – When no other election is being held in a school district, the school board may designate combined polling places. By December 31 of each year, school boards must designate, by resolution, any changes to the combined polling places. Instead of an annual combined polling place resolution, the resolution is now only required when changes are made.

Voter registration forms – In the 2023 legislative session, a bill was passed allowing 16- and 17-year-old eligible Minnesotans to complete a voter pre-registration form and then become an active registered voter as soon as they turn 18. The new 2024 provision clarifies and expands which students a school district must provide the opportunity to register or pre-register.

School districts must make available paper or electronic voter registration applications each May and September to all students who are eligible to register or pre-register to vote. School districts may request these forms from the Secretary of State. School districts must advise students that completion of the voter registration application is not a school district requirement.

Current address required for Affidavit of Candidacy – When filing the affidavit to run for school board, candidates must present the filing officer with a valid driver's license or state identification card that contains the candidate's current address, or documentation of proof of residence.

Notices and timeline requirements changes

- At least 84 days before every school district election, the school district clerk shall provide a written notice to the county auditor of each county in which the school district is located.
- When a school district is submitting questions to the voters at a special election by mail with no polling place other than the office of the auditor or clerk, notice of the election must be given to the county auditor at least 84 days prior to the election.
- For the cancellation of a school district special election, a special election ordered by a school board on its own motion may be canceled by motion of the school board, but not less than 84 days before any election.

123B.09 BOARDS OF INDEPENDENT SCHOOL DISTRICTS.

Subdivision 1. **School board membership.** The care, management, and control of independent districts is vested in a board of directors, to be known as the school board. The term of office of a member shall be four years commencing on the first Monday in January and until a successor qualifies. The membership of the board shall consist of six elected directors together with such ex officio member as may be provided by law. The board may submit to the electors at any school election the question whether the board shall consist of seven members. If a majority of those voting on the proposition favor a seven-member board, a seventh member shall be elected at the next election of directors for a four-year term and thereafter the board shall consist of seven members.

Those districts with a seven-member board may submit to the electors at any school election at least 150 days before the next election of three members of the board the question whether the board shall consist of six members. If a majority of those voting on the proposition favor a six-member board instead of a seven-member board, three members instead of four members shall be elected at the next election of the board of directors and thereafter the board shall consist of six members.

Subd. 1a. **Sex offender school board ineligibility.** A sex offender who has been convicted of an offense for which registration under section 243.166 is required is ineligible to become a candidate for the office of school board member, as defined in subdivision 1. Ineligibility is determined by the registration requirements in effect at the time the offender files for office, not by the registration requirements, if any, that were in effect at the time the offender was convicted.

Subd. 2. **School board member training.** A member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association and consistent with section 127A.19. The School Boards Association must make available to each newly elected school board member training in school finance and management consistent with section 127A.19 within 180 days of that member taking office. The program shall be developed in consultation with the department and appropriate representatives of higher education.

Subd. 3. **Causes for school board member vacancy.** A vacancy in any board occurs when a member (a) dies, (b) resigns, (c) ceases to be a resident of the district, or (d) is unable to serve on such board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district.

Subd. 4. **Ill or absent member.** A vacancy caused by a member being unable to serve on such board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district, may, after the board has by resolution declared such vacancy to exist, be filled by the board at any regular or special meeting thereof for the remainder of the unexpired term, or until such ill or absent member is again able to resume duties as a member of such board, whichever date is earliest. When the ill or absent member is able to resume duties as a member of the board, the board must by resolution so determine and declare such person to be again a member of the board, and the member appointed by the board to be no longer a member thereof.

Subd. 5. [Repealed, 2015 c 70 art 1 s 63]

Subd. 5a. [Repealed, 2016 c 161 art 2 s 2]

Subd. 5b. **Appointments to fill vacancies; special elections.** (a) Any vacancy on the board, other than a vacancy described in subdivision 4, must be filled by board appointment at a regular or special meeting. The appointment shall be evidenced by a resolution entered in the minutes and shall be effective 30 days following adoption of the resolution, subject to paragraph (d). If the appointment becomes effective, it shall

continue for the remainder of the unexpired term or until an election is held under this subdivision, as applicable. All elections to fill vacancies shall be for the unexpired term. A special election to fill the vacancy must be held no later than the first Tuesday after the first Monday in November following the vacancy. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the year in which the vacancy occurs, the special election must be held no later than the first Tuesday after the first Monday in November of the following calendar year.

(b) Notwithstanding paragraph (a), if the vacancy occurs less than two years prior to the expiration of the term, no special election is required and the appointee of the board shall serve for the remainder of the unexpired term, subject to paragraph (d).

(c) Notwithstanding paragraph (a), if the vacancy occurs less than 90 days prior to the expiration of the term, the board may, but is not required to, fill the vacancy by board appointment at a regular or special meeting.

(d) Notwithstanding paragraphs (a) and (b), if the vacancy occurs because a school board member was removed pursuant to section 123B.09, subdivision 9, a special election must be held to fill the vacancy as soon as possible on a uniform election date. This paragraph does not apply if the vacancy occurs after candidate filing begins under section 205A.06 in the year preceding the end of the term.

(e) An appointment made under paragraph (a) shall not be effective if a petition to reject the appointee is filed with the school district clerk. To be valid, a petition to reject an appointee must be signed by a number of eligible voters residing in the district equal to at least five percent of the total number of voters voting in the district at the most recent state general election, and must be filed within 30 days of the board's adoption of the resolution making the appointment. If a valid petition is filed according to the requirements of this paragraph, the appointment by the school board is ineffective and the board must name a new appointee as provided in paragraph (a).

Subd. 6. Meetings. A majority of the voting members of the board shall constitute a quorum. No contract shall be made or authorized, except at a regular meeting of the board or at a special meeting at which all members are present or of which all members have had notice. Special meetings may be called by the chair or clerk or any three members upon notice mailed to each member at least three days prior thereto.

Subd. 7. Policy making. The board shall make, and when deemed advisable, change or repeal rules relating to the organization and management of the board and the duties of its officers.

Subd. 8. Duties. The board must superintend and manage the schools of the district; adopt rules for their organization, government, and instruction; keep registers; and prescribe textbooks and courses of study. The board may enter into an agreement with a postsecondary institution for secondary or postsecondary nonsectarian courses to be taught at a secondary school, nonsectarian postsecondary institution, or another location.

Subd. 9. Removing board members. The board may remove, for proper cause, any member or officer of the board and fill the vacancy; but such removal must be by a concurrent vote of at least four members, at a meeting of whose time, place, and object the charged member has been duly notified, with the reasons for such proposed removal and after an opportunity to be heard in defense against the removal.

Subd. 10. Publishing proceedings. The board must cause its official proceedings to be published once in the official newspaper of the district. Such publication shall be made within 30 days of the meeting at which such proceedings occurred. If the board determines that publication of a summary of the proceedings

would adequately inform the public of the substance of the proceedings, the board may direct that only a summary be published, conforming to the requirements of section 331A.01, subdivision 10.

Subd. 11. Mailing summary of proceedings. If a board of a district that has no newspaper with its known office of issue or a secondary office located within the boundaries of the district and no newspaper that is distributed to more than one-third of the residences in the district determines that mailing a summary of its proceedings would be more economical than publication of the proceedings and that it would adequately inform the public, it may mail a summary of its proceedings to each residence in the district that can be identified as a homestead from the property tax records and to each other residence in the district that the board can identify. The county must make the property tax records available to the board for this purpose. The board must keep a copy of the summary of the proceedings as part of its records. The decision of a board to mail summaries, rather than publish the proceedings under this subdivision shall be presumed valid, subject to challenge by a court action.

Subd. 12. Board to fix compensation. The clerk, treasurer, and superintendent of any district shall receive such compensation as may be fixed by the board. Unless otherwise provided by law, the other members of the board shall also receive such compensation as may be fixed by the board. All members of the board may receive reimbursement for transportation at the rate provided for in section 471.665. No board member or school district employee shall receive any compensation or benefits based on incentives or other money provided to the school district by or from a source of group insurance coverage referenced in section 471.6161, subdivision 1, except for a refund provided under section 123B.75, subdivision 10, or a wellness plan that is mutually agreed upon by the district and the exclusive representatives of employees.

History: *Ex1959 c 71 art 4 s 15; 1965 c 434 s 1; 1967 c 176 s 2; 1967 c 713 s 1; 1973 c 263 s 1,2; 1973 c 690 s 1; 1974 c 82 s 1,2; 1975 c 162 s 24; 1983 c 314 art 7 s 16,17; 1984 c 543 s 6; 1985 c 122 s 1; 1986 c 444; 1987 c 42 s 1; 1987 c 266 art 2 s 9; 1989 c 329 art 9 s 7; 1990 c 562 art 7 s 3; art 8 s 20; 1992 c 499 art 9 s 2; 1993 c 224 art 7 s 6; 1993 c 374 s 17; 1994 c 646 s 2; 1Sp1995 c 3 art 16 s 13; 1998 c 397 art 6 s 45-53,124; art 11 s 3; 1999 c 101 s 1; 2000 c 467 s 4; 2014 c 279 s 3; 2015 c 70 art 1 s 1,2; 2016 c 161 art 2 s 1; 2017 c 92 art 1 s 8; 2024 c 112 art 2 s 2*



Steps to Fill a School Board Member Vacancy with Sample Application and Interview Questions

Step to Fill a Vacancy

1. Board member formally resigns. Such resignation must be provided to the district in writing and include the last date the member will be serving.
2. Board declares at vacancy will exist on the date provided by the resigning member.
3. Board decides on a process to choose who to appoint.
4. Board completes process and picks a person to fill the open seat. Nominations are voted on using a roll call vote in the order the candidates were nominated.
5. Board passes a Resolution Filling a School Board Vacancy by Appointment.
6. Board waits 30 days to allow the public the opportunity to petition against the appointment.
7. Between the appointment date and the end of the 30-day waiting period, appointee signs Acceptance of Office and Oath of Office in front of a notary.
8. At the appointee's first board meeting, appointee may say public oath. This oath is ceremonial and therefore optional.

Sample Application

Applicant Information		
Name		
Phone	Home	
	Work	
Email		
Address	City	Zip Code
Requirements to Hold Office		
<ul style="list-style-type: none"> • At least 21 years of age • U.S. citizen and eligible to vote • Resident of School District (DISTRICT #) for at least 30 days • No record of criminal sexual misconduct for which registration is required 		
I verify that I meet these requirements:		
Signature	Date	
Application Submission		
Return completed application by (TIME) on (DATE) to:		
(PREFERRED ADDRESS)		

Sample Questions

9. Why would you like to serve on the (DISTRICT NAME) School Board?
10. Please describe your background and experiences with community involvement. How would these serve you as a board member?
11. What experiences have you had serving on either private sector or public sector boards, what was your role, and what were your take-aways from that experience?
12. Describe your understanding of the decision process for public school board. How would you react/respond if the majority of the board took an action that you voted against?

Interview Question Considerations

When deciding the method of collecting responses to interview questions, three options are available:

1. The board may include the interview questions in the application and not conduct an interview.
2. The board could ask some questions on the application and use this information to narrow the applicants before conducting interviews at a public meeting.
3. The board could use a simplified application and ask all interview questions at a public meeting.

No matter how the interview questions are posed, MSBA recommends evaluating the responses using a 3-point system (Exceeds, Meets, Does Not Meet) and then summarizing the collective responses before having a discussion at a public meeting. The applicant with the highest results on the points evaluation should not automatically be appointed. Board members may change their perspective after the discussion of the positive attributes of each of the applicants.

Data Privacy Considerations

Under Minnesota Statute 13.601, the following information about applicants is public data:

- (1) name;
- (2) city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
- (3) education and training;
- (4) employment history;
- (5) volunteer work;
- (6) awards and honors;
- (7) prior government service;
- (8) any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to section [15.0597](#) (**does not apply to school boards**); and
- (9) veteran status.

If there is a public data request for a School Board Member Vacancy application, the district is responsible for having all non-public data redacted.



Overview of Prior Board Vacancy Steps and Materials from 2020 Board Agenda Packets

October 8, 2020 - Regular Board Meeting

- Board Member Announced Resignation - The resignation was effective on that date.

October 22, 2020 -Regular Board Meeting

- Approve Board Candidate Application Timeline (*Resolution Attached*)
- Board Vacancy Planning Work Session Held (*Vacancy application form and draft details on selection process to fill the vacancy attached*)

October 23-November 6, 2020 - Application Process begins

- Board of Education accepted applications from individuals interested in filling the vacant director's position

November 17, 2020 - Special Meeting

(Opening Statement from Chair and Interview Questions attached)

- Welcome Applicants and Introduce Board Members
- Overview of Interview Process
- Overview of Selection Process
- Opening Statements
- Questions from board member (there were six questions and applicants had 3-minutes to answer)
- Open Questions from Candidate to Board
- Closing Comments
- Group Discussion

December 10,2020 - Regular Board Meeting

(final copy of details on selection process shared at the meeting attached)

- Vote and Resolution to Select candidate (*resolution attached*)

January 14, 2020 - Appointed Board Member Begins



**Agenda IV.B.1.
October 22, 2020**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Abigail Alt, board chair

Date: October 13, 2020

Re: Board Candidate Application Timeline

RECOMMENDATION: That the Board of Education adopts the following resolution establishing the procedure to fill a school board director vacancy by appointment.

WHEREAS, a vacancy exists on the Board of Education due to the resignation of Jen Holweger; and

WHEREAS, a vacancy exists, in the office of school board director, with a term expiring the first Monday of January, 2023, and,

WHEREAS, the vacancy occurs after the last day to file affidavits of candidacy for the next school district general election; and

WHEREAS, more than two years remain in the unexpired term.

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

1. The Board will appoint an individual to serve in the vacant director's position until a successor is qualified at a special election.
2. The Board of Education will accept applications from individuals interested in filling the vacant director's position beginning on October 23, 2020, at 8:00 a.m. and ending on November 6, 2020, at 1:00 p.m.
3. The appointment will be evidenced by a resolution adopted by the Board of Education and entered into the School Board minutes and will continue until a special election is held under Minnesota Statutes Section 123B.09, Subd. 5.
4. The appointee will be sworn in as a director of the Independent School District No. 191 Board of Directors during a regular business meeting of the Board to be held on January 14, 2021.



**Agenda V.C.
October 22, 2020**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Abigail Alt, board chair

Date: October 15, 2020

Re: Board Vacancy Planning

ISD 191 Board of Education Vacancy

Application Information

The Burnsville-Eagan-Savage School Board is accepting applications from residents of Independent School District 191 who are interested in serving on the Board of Education to fill a vacant director's position created by a resignation. The appointed person will serve until a qualified successor is elected at a special election to fill the unexpired part of the term.

The Board of Education will appoint a new member using the process outlined below.

Legal Requirements: Candidates must be at least 21 years of age, have been a resident of the school district for at least 30 days, and have not been convicted of an offense for which registration is required under MN Stat. Section 243.166.

Time Commitment: 20-40 hours per month

Meetings: Regular business meetings are twice per month. There are also special meetings, work sessions, committee meetings, retreats, training, and seminars.

APPLICATION PROCESS

Applications may be made online using this form. Paper applications will be available at the District Office, 200 West Burnsville Parkway, Burnsville, or may be downloaded beginning at 8 a.m. on Friday, Oct. 23, 2020. The deadline to submit an application is 1 p.m. on Friday, Nov. 6, 2020. Applications received after the stated deadline will not be considered. The district assumes no responsibility for application materials that were sent but not received by the stated deadline.

All applications and any accompanying materials will be considered public information.

The selected candidate will be sworn into office on Jan. 14, 2021.

HOW TO APPLY

1. Complete the application form.
2. Enclose/attach a resume.
3. Enclose/attach a cover letter introducing yourself and explaining why you are interested in serving on the Board of Education.

Submit all materials (application, resume, and cover letter) in person or through this form to Jami Kenney, School Board Secretary, at the District Office, 200 West Burnsville Parkway, Burnsville. The application deadline is 1 p.m. on Friday, Nov. 6.

* Required

1. Email address *

Candidate Information

Candidate Information

2. Name *

3. Address *

4. Address 2

5. City *

6. Zip *

7. Phone number *

Questions

Please answer the following questions.

8. In 50 words or less, tell us about yourself. *

9. Why are you applying for this position on the School Board? *

10. What is your experience in One91 schools? *

11. Challenges: a) What are the top three challenges faced by One91 in the next four years? b) Describe your approach in addressing each of these three challenges. *

12. School District finances are complex, and this Board has had to face many challenging budgetary decisions over the past three years. Given the uncertainties of Covid, describe your approach, should COVID force this board to enact additional cuts. *

13. In addition to providing leadership around hot button issues and finance, as a Board Member, you are overseeing a large organization with 1,300 employees (the second largest employer in the City of Burnsville), a communications and PR department, an HR department, a number of employee bargaining units, an operations department, a provider of transportation, and the owner of 17 buildings. a) Please provide additional information on your qualifications in reference to these functions. b) How would you balance competing priorities from various stakeholders in the District? *

14. A Board of Education Director is a non-partisan position, elected (or in this case appointed) to represent the interests of all members of the District. Describe how you feel this would impact your actions and voice (in person and online). *

15. From your perspective, what is the time commitment for Board Members? *

16. If appointed, would you intend to file for election for the position? *

Mark only one oval.

Yes

No

Other: _____

17. Please describe the differences between “Governing” and “Managing”, specifically as it relates to this role. *

18. Please review ISD 191's Policy 209, "Code of Ethics" (found on the ISD191.org website). Please describe your approach in adhering to this policy should you be selected. *

19. By submitting this application, I hereby certify that the information I have presented in this application is complete, accurate and true to the best of m knowledge and I hereby authorize the Board of Education to verify this information as may be required. *

Mark only one oval.

Yes

No

This content is neither created nor endorsed by Google.





Details on selection process to fill the vacancy on the ISD191 school board:

1. Selection process

- a. The board may select and appoint an applicant.
- b. The board may be deadlocked in a tie vote of 3-3.
- c. The board may choose not to appoint any applicants.

2. Nomination process

- a. Any applicant who does not receive a nomination will be removed from consideration.
- b. Any applicant who receives only a nomination (with no second), will be removed from consideration.
- c. Any board member may nominate any applicant.
- d. Any board member (other than the board member who made the initial nomination) may second the primary nomination for any applicant.
- e. All board members have the option to choose not to nominate or second any applicant.
- f. Roll call vote to select a preferred candidate
 - i. Each board member has one affirmative vote to cast for a candidate during roll call voting to select the preferred applicant. (e.g. A board member who casts an affirmative roll call vote to select Candidate A cannot then cast an affirmative roll call vote to select Candidate B.)

ii. Tie vote

1. If there is a tie vote, then the board will take a break, with board members self-isolating from each other.
2. Following the break, the board will conduct two more rounds of votes. Should the board remain deadlocked, then the selection process will be closed.
3. The application process will reopen for candidates to apply in January, at which time both Ms. Said and Mr. Neuerburg would be welcomed to apply again.

g. Clear majority and resolution to appoint the preferred applicant

- i. If, on the other hand, one candidate clearly receives a majority of affirmative votes, the board will then take action on a resolution to appoint the preferred applicant.
- ii. Clerk Currier will read the resolution to appoint the preferred applicant who received the greatest number of votes.
- iii. The board will take action via a roll call vote in which individual board members may vote either “aye” or “nay.”
- iv. Following approval of the resolution to appoint, the appointee can expect to hear from Jami Kenney to complete the necessary paperwork and logistics in finalizing the process.

- v. The appointee will be sworn in with the other two new board members (elected November 2020) at the board's organizational meeting on Thursday, January 14th which begins at 6:30 pm.
- vi. The three new board members (two elected and one appointed) will then take their seats at the dias and commence their service as board members that same evening.



Chair Alt statement:

Following please find a general summary of the selection process that will be used at our regular board meeting on Thursday, December 10th at 6:30 pm.

When we reach the agenda item to appoint a new board member, the chair will ask board members if there is a nomination for the first applicant. Following a nomination, the chair will then ask board members if there is a second for same. Following a second, board members will then vote by roll call for the first applicant. This same process will be repeated for the second applicant.

Once a clear winner receives a majority of votes, the board will take formal action on a resolution to appoint the applicant. The appointee will be sworn in at our organization meeting which begins at 6:30 pm on Thursday, January 14th, and will join the board at the dias and begin his/her service that same evening.

If there is a tie vote in which the board is deadlocked on December 10th, then the nomination process would be closed. The board would then reopen the application process in January, and would welcome both of our current candidates to reapply.



General Interview Questions

- 1 What qualities do you think are most important in a school board member? How do you reflect those qualities?
- 2 As a board member, how would you prioritize competing needs and priorities when there are multiple 'right' perspectives on an issue and you are required to make a decision that will receive mixed reviews, no matter what you decide?
- 3 As board members we are required to represent all resident students and families who live here. This represents a personal sacrifice given the many "hats" we wear as parents, friends, and community members. What is your awareness of this reality in terms of always being a public servant wherever you may find yourself in our community? What do you imagine this sacrifice might look like for you personally?
- 4 A parent calls or e-mails you asking that you take care of a problem they are having at their school. What would you do?
- 5 Tell us about a time in which you were involved in a group decision that had significant impact on others, and you did not agree with the final decision. How did you handle both the decision and your lack of agreement with the final outcome? (This question will be emailed out to each applicant two hours before their interview appointment.)
- 6 Please explain in more detail how your background relates to the ability to oversee this organization especially as to it relates to Governance v. Management

What questions do you have of us?

Any final thoughts that you have for us before we end the interview?



Future Ready. Community Strong.

**Agenda V.B.1.
December 10, 2020**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Abigail Alt, board chair

Date: November 24, 2020

Re: Appoint a School Board Member

Recommendation: that the Board of Education adopts the following resolution filling a school board vacancy by appointment:

WHEREAS, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2023; and

WHEREAS, the vacancy has occurred after the last day to file affidavits of candidacy for the school district general election and more than two years remain in the unexpired term; and

WHEREAS, __ (To be determined) __ meets the qualifications established by Minnesota law to serve as a school board member;

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

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5, ___ is hereby appointed to fill the vacancy and shall serve until a successor is elected and qualifies to fill the unexpired part of the term.



Details on selection process to fill the vacancy on the ISD191 school board:

1. Selection process - Possible Outcomes
 - a. The board may select and appoint an applicant.
 - b. The board may be deadlocked in a tie vote of 3-3.
 - c. The board may choose not to appoint any applicants.
2. Nomination process
 - a. Any applicant who does not receive a nomination will be removed from consideration.
 - b. Any applicant who receives only a nomination (with no second), will be removed from consideration.
 - c. Any board member may nominate any applicant.
 - d. Any board member (other than the board member who made the initial nomination) may second the primary nomination for any applicant.
 - e. All board members have the option to choose not to nominate or second any applicant.
 - f. Roll call vote to select a preferred applicant
 - i. Each board member has one affirmative vote to cast for a candidate during roll call voting to select the preferred applicant. (e.g. A board member who casts an affirmative roll call vote to select Candidate A cannot then cast an affirmative roll call vote to select Candidate B.)
 - ii. Jami Kenney will call the roll. Following are the two possible responses from board members:
 1. When a board member's name is called, that board member says "aye" to cast their affirmative vote. Board members only have one affirmative vote to cast.
 2. When a board member's name is called, that board member says, "I am not using my affirmative vote at this time."
 - iii. Jami Kenney tallies the votes and reads them for the record.
 - iv. Tie vote
 1. If there is a tie vote, then the board will take a break, with board members self-isolating from each other.

