



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
August 13, 2026
6:30 PM

Strategic Directions:

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

5:45 PM Listening Session with Director Sachse and Mikkelsen

In the case of inclement weather, the Board of Education's regularly scheduled meetings will be rescheduled to the following Monday at the same time and place, unless that Monday is a holiday, in which case a special meeting may be called.

- I. Call to Order
 - A. Welcome
 - B. Pledge of Allegiance
- II. Approval of Agenda
- III. Information
 - A. District Assessment Plan

Speaker(s): Dr. Brandon Lowe, Director of Student Support and Engagement



**Agenda III.A.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Brandon Lowe, director of student support and engagement

Date: August 13, 2026

Re: Report about District Assessment Program

In alignment with District Policy 614: *School District Assessment Program* and District Policy 613: *Graduation Requirements* district leadership will bring recommendations for a comprehensive standardized assessment program to the school board for approval. The One91 Assessment Overview 2026-2027 provides information about the district comprehensive plan.

Attachment: One91 Assessment Overview for 2026-2027



Comprehensive Assessment Plan 2026-2027

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RESOURCES

- Links and resources:
 - [MDE Statewide Testing](#)
 - [MDE Family Statewide Testing](#)
 - [One91 Assessment Overview Site](#)

ASSESSMENT COMMITTEE

Purpose

In 2024-2025, an assessment committee was established to evaluate the school district's comprehensive assessment program and to provide recommendations for approval or revision to the superintendent.

Authority

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

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

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

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

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

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

- Commitment 1: Prioritize equity: Set and communicate a vision and targets for high outcomes for all students.
- Commitment 3: Measure what matters: Use relevant and meaningful data. Hold each other accountable for equity.
- Commitment 7: Monitor equitable implementation of standards: Improve the quality of curriculum and instruction for all students.

- Commitment 9: Improve conditions for learning: Focus on school culture, climate, and social-emotional development. Connect teaching to the experiences, assets, and needs of students.

Organization

As part of a broader effort to strengthen internal systems, a systems evaluation group was established to focus on assessment. This system evaluation group's theory of action states:

If district and school leadership teams annually review student academic, behavior, and SEL outcomes and use the data to plan for program improvements, achievement gap reduction, professional learning, and resource allocation, then decisions will more effectively address barriers and resources will be allocated for stronger implementation of district initiatives.

Membership Responsibilities

Members of the group attended monthly meetings, provided insight based on their experience, and recommended a comprehensive plan to the District One91 School Board.

Members

Brandon Lowe, Assessment, Data, and Research Coordinator, District 191

Jaimie Howe, Systems Improvement and Student Achievement Coordinator, District 191

Imina Oftedahl, Director of Curriculum, Instruction, and Assessment, District 191

Jon Bonneville, Principal, William Byrne Elementary School

M.J. Gunderson, School Psychologist, Burnsville High School

Casey Ewert, Board Certified Behavior Analyst, District 191

Jessie Bakeberg, Math Coach, Nicollet Middle School

Katie Salmela, District Media and Technology Specialist, District 191

Billie Retzlaff, Board Certified Behavior Analyst, District 191

ASSESSMENT OVERVIEW

Role of Assessment

Every student follows a unique learning journey. In order to help each learner continually grow, educators need clear and accurate information about where students are in their learning to help them progress. High-quality assessment tools are truly the building blocks of accelerating learning: they enable every educator to efficiently inform instruction, effectively guide reteaching and additional practice, and pace instruction according to student, group, and classwide needs. A comprehensive assessment system also provides the foundation for a district's multi-tiered system of support (MTSS), driving key decisions around how to support the universal tier, students who need additional support in order to succeed, and whether interventions are effective.

Assessment Types

There are different types of assessments, each with its own purpose. By having a comprehensive assessment plan, there is the flexibility to select the right assessments to meet the unique needs of students.

Classroom Formative

Classroom formative assessment confirms that specific learning has taken place and provides data to inform instruction that follows. Classroom formative assessments are used continually and routinely (often on a daily basis) to monitor student learning, identify where students struggle, and determine where misconceptions exist so that teachers can take the right next step to help move learning forward.

Key Questions for Educators	Did students learn what was just taught? What should I teach next?
Key Questions for Parents & Caregivers	Did my child learn what the teacher just taught? Is my child ready to move on to new learning?
When	Ongoing
Who	All students or small groups

Universal Screening

Universal screening identifies students in need of additional assistance in order to meet learning goals. Educators use universal screening data as a check on student progress, to monitor whether students are growing at needed rates, and to identify opportunities for Tier 1 improvements.

Key Questions for Educators	Who is at risk? Are students growing at expected rates?
Key Questions for Parents & Caregivers	Is my child at risk of falling behind? Might my child be considered for extra support?
When	3–5x/year
Who	All students

Diagnostic

Diagnostic assessment is the process of using multiple measures and reports to identify student strengths and needs in specific skill areas, so teachers can provide instruction to address learning needs.

Key Questions for Educators	What is the specific area of need?
Key Questions for Parents & Caregivers	What is my child's specific area of need?
When	2–3x/year
Who	Students or groups flagged by screening

Progress Monitoring

Progress monitoring evaluates progress toward a learning target, per the rates of improvement for the specific skill being targeted by an intervention. Progress monitoring assessments are very sensitive to growth and help educators accurately track student progress toward their goals. Progress monitoring tools help educators efficiently remove students from interventions when they are no longer needed, and prevent students from receiving ineffective interventions for prolonged or indefinite periods of time. Progress monitoring can also help educators determine when interventions are insufficient to meet student needs and a special education referral may be needed.

Key Questions for Educators	Is the intervention working?
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	Is the student on track to meet their goal?
Key Questions for Parents & Caregivers	Is the intervention helping my child? Is my child on track to meet their goal?
When	At minimum 1–4x/month, as required
Who	Students receiving Tier 2 or Tier 3 interventions

Benchmark/Common Formative

Benchmark/common formative assessments measure students' proficiency in mastering learning standards. Benchmark/common formative assessments are aligned to a pacing calendar and the district's scope and sequence. Benchmark/common formative data can be aggregated and used to analyze class, school, and district trends in learning.

Key Questions for Educators	Are students mastering standards? If not, what can we do about it?
Key Questions for Parents & Caregivers	Is my child learning what they are supposed to be learning? If not, what can be done about it?
When	2–3x/year
Who	All students based on grade level

Summative

Summative assessments evaluate, certify, and/or grade learning at the end of a specific period of instruction. Summative assessments enable central, aggregated data tracking around trends, groups of students, and equitable practices.

Key Questions for Educators	Did students master the content (knowledge and skills)?
Key Questions for Parents & Caregivers	Did my child learn what they should have learned?
When	End of year, end of term, end of course
Who	All students

Intended Uses

Data is used to identify where students are in their learning process. Data is used by schools to provide students with a level of support they require to meet grade-level expectations. Data informs the supports at all levels; classroom-wide instruction and support for all students, targeted support, and intensive support. Data is intended to be reviewed continuously to ensure a continuum of supports for students to reach their next level of learning. While educators use data to identify students who need targeted support, they are also cognizant that labels are not used to limit or create barriers for students to access opportunities. Data supports a greater understanding of student thinking and allows educators to address misconceptions about content.

Unintended Consequences

We acknowledge that one assessment does not create a picture of the whole child. With all data, unintended consequences should be considered. Systems should:

- Ensure that they are prepared for the results of all data collected
- Be open to inclusion of other data sources, including that from families and caregivers
- Ensure alignment of assessments to their intended use
- Focus on student growth rather than “passing” an assessment
- Ensure that ALL students continue to access a high level of education regardless of assessment results
- Refrain from a narrow application of data and what that might entail
- Continuously consider the validity of data given external factors, such as cultural background, language, or disability
- Ensure that teaching is not focused on content of the assessments
- Ensure that data are not used in a way that disproportionately disadvantages students whom educational systems are already not serving

Literacy Screening

Minnesota READ Act Screening Requirements Summary

The Minnesota Reading to Ensure Academic Development (READ) Act ([Minnesota Statutes, section 120B.12, subdivision 2](#)) requires school districts and charters to adopt and implement a K-3 literacy screener from the list of Minnesota Department of Education (MDE) Approved Literacy Screening Tools. Screening tools approved by MDE include subtests to measure foundational reading skills as well as characteristics of dyslexia. Literacy screening tools were reviewed to ensure adequate classification

accuracy, reliability, validity, sample representativeness (norms), bias analysis, and ease of administration and scoring.

Screening for foundational literacy skills, as required by the READ Act, is the initial step in a process designed to help districts achieve the READ Act's literacy goal: "every child reading at or above grade level every year, beginning in kindergarten." This process comprises three core components: Screen, Identify, and Intervene. Districts are required to screen students in grades K-3 three times annually, and students in grades 4-12 who are not reading at grade level. The resulting data facilitates data-driven decision-making, enabling the identification of students needing additional reading support and the implementation of targeted interventions. These three steps—Screen, Identify, and Intervene—are fundamental requirements of the READ Act, ultimately driving action to prevent and address reading difficulties.

MDE Approved Literacy Screening Tools for Grades K-3

MDE has approved the [FastBridge earlyReading \(K-1\)](#) and [FastBridge CBMReading \(Grades 1-3\)](#) literacy screening tools to support school districts conducting universal literacy and dyslexia screening in grades K-3, as required by Minnesota Statutes 2023, section 120B.12, The READ Act.

Districts who use FastBridge as the literacy screening tool must administer the screener in fall, winter, and spring as required by READ Act 2.0. Districts must also add the earlyReading Nonsense Word subtest in Grades 2 and 3 as a dyslexia screener for students not meeting benchmark. An exception will be made for students identified as English Learners by the WIDA Screener or ACCESS for ELLs, who will not be required to take an additional dyslexia screener.

English Language Arts Assessments

The Reading Minnesota Comprehensive Assessments (MCA) III and the Minnesota Test of Academic Skills (MTAS) III assess the 2010 ELA standards in grades 3-8 and 10. The MCA IV and MTAS IV will begin assessing the 2020 standards at the same grade levels in the 2025-26 school year. Learn more about the MCAs and statewide assessments on the [Statewide Testing page](#).

This 2020 Minnesota English Language Arts (ELA) [Standards and Corresponding Assessments chart](#) clarifies how the 2020 ELA Standards are measured across three types of assessments: classroom-level assessments, literacy screeners, and the Reading MCA-IV.

ASSESSMENTS

ACCESS/Alt ACCESS

Purpose

The ACCESS for ELLs measures English learners' progress toward language proficiency based on WIDA standards. Results inform eligibility for multilingual programming and help determine when students are ready to exit English learner services. Alt ACCESS is specifically designed for students with significant cognitive disabilities.

Description

The ACCESS and WIDA Alternate ACCESS are annual assessments that measure a student's progress in developing academic English. They evaluate how well students communicate in four key areas: listening, reading, speaking, and writing. All students identified as English learners participate.

Data Usage

Schools use these scores to:

- Monitor a student's language development over time
- Determine the appropriate level of support and programming a student needs to succeed
- Identify when a student has reached the proficiency required to exit English learner services

These assessments provide a helpful snapshot of a student's ability to use the English language needed to interact with peers, engage with teachers, and succeed across all school subjects.

Key Information

Purpose	Summative, Screener
Required by	State
Students Assessed	K-12 students receiving EL services
Expected Duration	4-5 hours over multiple days
Format	Kindergarten: one-on-one Grades 1-12: Online
Test Window	Feb. 1 - Mar. 26

ACT

Purpose

The ACT is a standardized college entrance exam designed to measure what your 11th grader has already learned in school. The ACT directly tests high school curriculum across four sections: English, Math, Reading, and Science.

For 11th graders, this test serves two primary purposes:

- College Admissions: It provides a standardized metric for colleges to compare students from different high schools.
- Scholarships: Higher scores can unlock thousands of dollars in merit-based financial aid.

While many colleges are now "test-optional," a strong ACT score can still give students a competitive edge, offset a lower GPA, and open doors to competitive programs. It is a key tool for maximizing students' options as they head into the college application process.

Description

The ACT is a multiple-choice test that assesses what a student has learned in school and takes about 3 hours. Four mandatory sections appear in a fixed order: a 45-minute English section testing grammar and sentence structure, followed by a 60-minute Math section covering algebra and geometry. Next, students take a 35-minute Reading comprehension section and a 35-minute Science section that evaluate data analysis and chart-reading. Because there is no penalty for guessing, a student should always answer every question on the ACT.

Key Information

Purpose	Summative
Required by	District to meet state requirements
Students Assessed	Grade 11 students
Expected Duration	3 hours
Format	Online
Test Window	April 21

Capti ReadBasix

Purpose

Under the Minnesota READ Act, the Capti ReadBasix assessment helps schools identify why older students (grades 4–12) may be struggling with reading. Instead of just scoring overall comprehension, this diagnostic tool pinpoints exact gaps in foundational literacy skills, including characteristics of dyslexia. The goal is to provide teachers with actionable data so they can deliver targeted, personalized reading support to help a student succeed.

Description

Capti ReadBasix is a short, fully computer-based assessment designed specifically for older students. In total, it typically takes about 30 to 40 minutes to complete. The test evaluates literacy through six distinct, timed subtests: Word Recognition & Decoding, Vocabulary, Morphology (prefixes and suffixes), Sentence Processing, Reading Efficiency, and Basic Reading Comprehension.

The test automatically adjusts to a student's reading ability, offering three levels of difficulty based on their answers. Most subtests take only 5 to 10 minutes and consist of around 30 multiple-choice or fill-in-the-blank questions. Because it adapts to individual needs and focuses on specific building blocks, it seeks to ensure a low-stress environment while gathering precise information for teachers.

Key Information

Purpose	Diagnostic
Required by	State
Students Assessed	Grade 4-12 students who have not yet met proficiency on FastBridge aReading
Expected Duration	30-40 minutes in total
Format	Online
Test Window	October

CogAT

Purpose

The Cognitive Abilities Test (CogAT) measures a child's reasoning and problem-solving skills rather than specific academic knowledge. In One91, we use CogAT results in two key ways to support a child's growth. In 2nd grade, the insights help teachers create groups tailored to how students learn. In 4th grade, we use the results to identify students who demonstrate advanced quantitative reasoning skills for placement in accelerated math paths.

Description

The CogAT is a multiple-choice assessment typically administered digitally over two to three hours, often split across multiple days. It does not require any reading or writing of essays. Instead, it features three distinct sections called batteries:

- Verbal: Evaluates language-based thinking through picture or word analogies and classifications.
- Quantitative: Assesses numerical puzzle-solving and pattern recognition (perfect for identifying abstract math potential).
- Non-Verbal: Uses geometric shapes and visual puzzles, like predicting how a folded piece of paper will look when unfolded, to measure spatial reasoning.

For 2nd graders, the test heavily uses pictures to ensure reading skills do not interfere with measuring thinking skills. By 4th grade, the test transitions to words and progression-based number series.

Key Information

Purpose	Screenener
Required by	District
Students Assessed	Grades 2 and 4
Expected Duration	2-3 hours over multiple days
Format	Online
Test Window	Grade 2: Dec. 7-18 Grade 4: Sept. 14-25

FastBridge aMath

Purpose

FastBridge aMath (Adaptive Math) is a quick, national benchmark screening test used to evaluate your child's general math achievement and annual growth. Administered three times a year (fall, winter, and spring), this assessment acts as an early warning system. It helps teachers spot any underlying gaps in essential math skills right away, allowing them to provide timely, targeted classroom support or enrichment to ensure your child stays on track.

Description

FastBridge aMath is a fully digital, computer-adaptive test that takes roughly 15 to 30 minutes to complete. The test evaluates standard math domains, including counting, algebraic thinking, geometry, fractions, and data analysis.

Because it is adaptive, the test dynamically adjusts its difficulty with every answer a student submits: if they answer a question correctly, the next one gets slightly harder, and if they answer incorrectly, the next one becomes easier. This approach allows a test of 30 to 60 multiple-choice or fill-in-the-blank questions to accurately pinpoint a student's mathematical level. Audio support is also built in, so students can listen to questions read aloud.

Key Information

Purpose	Screeners
Required by	District
Students Assessed	Grades 2-10
Expected Duration	15-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-15 Spring: May 3-14

FastBridge aReading

Purpose

FastBridge aReading (Adaptive Reading) is a quick, national benchmark assessment used to measure your child's overall reading achievement and literacy growth. Administered three times a year (fall, winter, and spring), this screener serves as an early indicator of student needs. It helps teachers evaluate broad reading mastery and immediately spot hidden skill gaps, enabling them to customize daily classroom instruction and reading interventions to keep your child progressing. If students meet proficiency in grade 10, they are no longer required to be assessed using aReading in grades 11 and 12.

Description

FastBridge aReading is a fully automated, computer-adaptive test that looks and feels like state-standardized exams. The assessment typically takes between 15 to 30 minutes to complete. It evaluates an array of foundational literacy domains, including phonics, word recognition, vocabulary, and reading comprehension.

As an adaptive test, the software continuously customizes itself to the student's specific skill level. Answering correctly triggers a slightly harder question, while an incorrect answer prompts an easier one. Because of this specialized design, a compact bank of 30 to 60 multiple-choice or fill-in-the-blank questions can pinpoint the student's reading level with accuracy, utilizing both visual cues and built-in audio support.

Key Information

Purpose	Screener
Required by	District to meet state requirement
Students Assessed	Grades 2-12
Expected Duration	15-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-15 Spring: May 3-14

FastBridge CBM Reading

Purpose

To meet the requirements of the Minnesota READ Act, our district uses FastBridge CBMreading (Curriculum-Based Measurement) as a primary universal screener. Administered three times a year, this assessment measures oral reading fluency—how accurately and smoothly a student reads aloud.

Description

Unlike computer-adaptive tests, FastBridge CBMreading is a brief, one-on-one assessment conducted directly with a teacher or specialist. A student is given a printed, grade-level story passage and asked to read it out loud for exactly one minute.

As the student reads, the teacher follows along on a separate screen or page, quietly tracking how many words are read correctly and noting any skipped words or errors. If the student hesitates on a word for more than three seconds, the teacher will provide the word to keep them moving forward. The final score is calculated as the total number of Words Correct Per Minute (WCPM), giving us a highly reliable snapshot of the student's reading automaticity.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet state requirement
Students Assessed	Grade 1 in Winter and Spring Grades 2-3 in all three windows
Expected Duration	5 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-29 Spring: May 3-28

FastBridge earlyMath

Purpose

FastBridge earlyMath is a brief, specialized universal screening tool used three times a year to assess a child's foundational math development. Designed specifically for kindergarten and first grade, it serves as an early checkup to catch hidden learning gaps before they impact future schoolwork. By identifying exactly where a child needs extra practice with numbers, relations, and operations, teachers can deliver the tailored instruction your child needs to build strong mathematical roots.

Description

FastBridge earlyMath is a short, interactive test administered one-on-one with a teacher or specialist rather than individually on a computer. It takes about 5 to 10 minutes to complete.

Depending on the season and grade level, a child completes a customized combination of up to four brief, 1-minute subtests. Instead of typical word problems, the focus is on foundational number sense skills. A child will look at cards or a screen and answer quick questions, such as naming numbers out loud (Numeral Identification), instantly counting a cluster of dots without pointing (Subitizing), matching numerals to quantities, and identifying missing numbers in a pattern. The teacher records responses electronically to ensure a fast, low-stress experience for young learners.

Key Information

Purpose	Screeners Diagnostic Progress Monitor
Required by	District
Students Assessed	K-1 students
Expected Duration	5-10 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-29 Spring: May 3-28

FastBridge earlyReading

Purpose

To meet the requirements of the Minnesota READ Act, our district uses FastBridge earlyReading three times a year in kindergarten and first grade. This early literacy screener acts like a wellness checkup for reading development. By assessing essential building blocks—such as letter sounds and blending—it helps teachers spot potential learning hurdles or early indicators of dyslexia. This ensures we can provide immediate, tailored reading support to help a child become a confident reader.

Description

FastBridge earlyReading is a brief assessment administered one-on-one with a teacher or specialist rather than on a computer. The process takes 5 to 10 minutes. Depending on the time of year, the child completes up to four distinct 1-minute subtests. Instead of reading whole books, students complete short tasks, such as naming the sounds of letters on a page (Letter Sounds), breaking spoken words into individual sounds (Word Segmenting), or sounding out short nonsense words to demonstrate phonics skills. The teacher verbally prompts the student and records the responses digitally.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet state requirement
Students Assessed	K-1 students Note: Students in grades 2 and 3 are also required to take the nonsense words subtest of earlyReading.
Expected Duration	5-10 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-29 Spring: May 3-28

FastBridge mySAEBRS

Purpose

FastBridge mySAEBRS is a brief self-assessment tool used three times a year (grades 2–12) to measure a child’s social-emotional well-being. Because school success is about more than just academics, this screener helps schools understand how students feel about their social interactions, classroom habits, and emotional health. By allowing students to share their own perspectives, educators can quickly identify who might need extra encouragement, mentorship, or social-emotional learning support.

Description

The mySAEBRS is a brief, fully digital questionnaire that students complete independently on a computer or tablet. It takes approximately 5 to 10 minutes to finish. The assessment consists of 20 questions divided into three core areas:

- Social Behavior: How well they interact, cooperate, and get along with peers.
- Academic Behavior: Their preparation, focus, and motivation to learn in the classroom.
- Emotional Behavior: How they manage internal stress, adapt to changes, and handle personal feelings.

For each item, students reflect on the past month and select from four straightforward choices: Never, Sometimes, Often, or Almost Always. To ensure accessibility, the system includes built-in audio support that reads the questions aloud.

Data is used for MTSS triangulation to better understand the whole child. It is also used by counselors, social workers, and Student Success Teams as one of multiple data points to screen for support needs.

Key Information

Purpose	Screeners
Required by	District
Students Assessed	Grade 2-12 students
Expected Duration	5-10 minutes
Format	Student completes online in class
Test Window	Fall: Oct. 5-9 Winter: Jan. 25-29 Spring: May 18-28

FastBridge SAEBRS

Purpose

FastBridge SAEBRS (Teacher Rating) is a brief screening tool completed by classroom teachers three times a year to evaluate students' social, academic, and emotional behaviors. While the mySAEBRS captures a child's own perspective, this teacher-completed version provides a professional, observational viewpoint. By combining both sets of data, schools gain a complete picture of a child's well-being, allowing us to proactively provide targeted support where it is needed most.

Description

The SAEBRS is not a test taken by the child, and it requires no student class time. Instead, it is a digital rating scale that the classroom teacher completes independently for each student based on their observations over the previous month. The process takes the teacher about three to five minutes per student.

The teacher evaluates 19 specific behavioral indicators across three categories: Social Behavior (e.g., cooperation and conflict resolution), Academic Behavior (e.g., engagement and following directions), and Emotional Behavior (e.g., anxiety and emotional regulation). For each item, the teacher rates the frequency of the behavior on a four-point scale ranging from Never to Almost Always. The platform then compiles these ratings into a behavioral risk score.

Key Information

Purpose	Screenener
Required by	District
Students Assessed	K-5 students
Expected Duration	1-3 minutes per student
Format	Teacher completes online (this is done without students present)
Test Window	Fall: Oct. 5-16 Winter: Jan. 25-29 Spring: May 18-28

Flashlight 360

Purpose

Flashlight 360 is a specialized progress monitoring tool used three times throughout the school year to support and accelerate a student's English language development. While ACCESS provides a score once each year, Flashlight 360 gives teachers frequent, routine insights into how a student is growing. This allows educators to set individualized language goals and provide immediate, constructive feedback to build a student's confidence and communication skills.

Description

Flashlight 360 is a digital, web-based platform that students complete independently on a computer, Chromebook, or tablet. Designed to be low-stress, tasks are typically short and can be completed in the classroom or asynchronously.

The assessment focuses exclusively on the two productive areas of language: speaking and writing. For the speaking portion, students listen to audio prompts, view visual cues or charts, and record their spoken responses directly into their device's microphone. For the writing portion, students type their answers using specific language frames or structures. The system tracks growth across five specific indicators for speaking and three for writing, providing clear visual graphs so students can see their own progress.

Key Information

Purpose	Progress Monitor
Required by	District
Students Assessed	6-12 students receiving EL services
Expected Duration	15-20 minutes
Format	Student completes online in class
Test Window	A: Sept. 8-25 B: Nov. 30 - Dec. 11 C: Apr. 26 - May 7

MCA/MTAS Math

Purpose

The Minnesota Comprehensive Assessments (MCA) and the Minnesota Test of Academic Standards (MTAS) are state-required math evaluations administered in grades 3–8 and grade 11. These tests measure how well our schools are teaching the state's academic standards. They do not affect a student's grades, but the collective data helps our district track student growth, ensure classroom accountability, and refine math instruction across all grade levels.

Description

The MCA is a standardized, computer-adaptive test containing approximately 50 to 55 multiple-choice and technology-enhanced questions. The software adjusts the difficulty of each question based on the student's previous answers. The assessment is untimed, so students can work at their own pace over multiple days. Most finish within 1.5 to 2.5 hours. Calculators are built into the testing platform.

The MTAS is the alternate state assessment designed for students with significant cognitive disabilities. Instead of a computer exam, it is a brief, one-on-one evaluation conducted by a teacher using physical math tasks, visual aids, or objects. The math portion consists of nine tasks, takes roughly 20 to 40 minutes, and allows for extensive personalization.

Key Information

Purpose	Summative
Required by	State
Students Assessed	Grades 3-8 and grade 11
Expected Duration	1.5-2.5 hours
Format	Online
Test Window	Apr. 7 - May 5

MCA/Alt MCA Reading

Purpose

The Minnesota Comprehensive Assessments (MCA) and the Alternate MCA (Alt MCA) are state-required reading evaluations administered in grades 3–8 and grade 10. These assessments measure how effectively our schools are teaching Minnesota's academic standards. While they do not impact your student's report card grades, the collective data helps our district evaluate curriculum, track long-term literacy growth, and ensure all students receive a high-quality education.

Description

The Reading MCA is a standardized, computer-adaptive test containing roughly 40 to 50 multiple-choice and interactive questions based on various reading passages. The digital platform automatically adjusts the difficulty of the questions based on how the student answers. The test is completely untimed, allowing students to work at their own pace over multiple days. Most students finish within 2 to 3 hours.

The Reading Alt MCA is the state's alternate assessment designed specifically for students with significant cognitive disabilities. Administered one-on-one by a familiar teacher, it features five brief passages that can be read aloud or presented to the student using customized communication methods. Depending on the student's unique needs, it can be taken entirely online, via paper, or through a hybrid combination of both, providing an accessible and low-stress testing environment.

Key Information

Purpose	Summative
Required by	State
Students Assessed	Grades 3-8 and grade 10
Expected Duration	2-3 hours
Format	Online
Test Window	Apr. 7 - May 5

MCA/Alt MCA Science

Purpose

The Minnesota Comprehensive Assessments (MCA) and the Alternate MCA (Alt MCA) are state-required science evaluations administered in grades 5, 8, and once in high school (upon completion of a life science/biology course). These assessments measure how well our schools are teaching the state's science and engineering standards. The data does not affect student grades, but it helps our district track scientific literacy, evaluate our curriculum, and ensure students are building essential critical thinking skills.

Description

The Science MCA is a standardized, computer-delivered test containing roughly 40 to 50 questions. Unlike the math and reading tests, the science MCA is not adaptive; every student at a grade level receives the same pool of questions. It features interactive scenarios where students review data, diagrams, or virtual lab experiments, and then answer multiple-choice or drag-and-drop questions. The test is untimed, but most students finish within 1.5 to 2 hours.

The Science Alt MCA is the state's alternate assessment designed specifically for students with significant cognitive disabilities. Administered one-on-one by a familiar teacher, it features four brief science-based scenarios that incorporate visual aids, objects, or customized communication devices. Depending on the student's needs, it can be taken entirely online, via paper, or through a hybrid combination of both.

Key Information

Purpose	Summative
Required by	State
Students Assessed	Grades 5, 8, and once in high school
Expected Duration	1.5-2 hours
Format	Online
Test Window	MCA Science: Apr. 7 - May 12 Alt MCA Science: Apr. 7 - May 5

PreACT

Purpose

The PreACT is a practice college-readiness assessment administered to all students in grades 9–11 at the start of the school year. This test serves as a valuable baseline, offering an early, low-stakes preview of the official ACT exam. Results do not impact high school grades; instead, they help students pinpoint their academic strengths, identify areas for growth, and begin exploring personalized career and college paths.

Description

The PreACT Secure is a digital, standardized assessment administered entirely online using school-issued devices. Modeled directly after the official ACT, it is slightly shorter than the full exam, taking approximately 2 hours and 10 minutes of testing time. The assessment features multiple-choice questions divided into four distinct subject areas:

- English (30 mins): Focuses on punctuation, grammar, sentence structure, and rhetorical skills.
- Math (40 mins): Covers pre-algebra, elementary algebra, and basic geometry, utilizing an on-screen calculator.
- Reading (30 mins): Evaluates comprehension across various digital literary and informational passages.
- Science (30 mins): Measures interpretation, analysis, and problem-solving based on scientific data, graphs, and summaries.

The digital platform includes built-in tools like a countdown timer, line reader, and magnifier. The test utilizes a unique predictive scoring scale, allowing students to see what they would likely score on the actual ACT if they took it today.

Key Information

Purpose	Formative
Required by	District
Students Assessed	Grades 9-11
Expected Duration	2.5 hours
Format	Online
Test Window	Sept. 30

PSAT/NMSQT

Purpose

The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is a standardized, digital exam administered to students in grade 11. It serves two vital purposes: it gives students an early, low-stakes practice run for the official SAT college entrance exam, and it serves as the exclusive entry point for the National Merit Scholarship Program. Results pinpoint academic strengths and areas needing growth before college applications begin.

Description

The PSAT/NMSQT is a fully digital, multi-stage adaptive test administered through the College Board's Bluebook app. The assessment consists of 98 total questions split into two core sections:

- Reading and Writing (64 minutes): Divided into two 32-minute modules (54 total questions). It features short reading passages—ranging from literature to science—with a single multiple-choice question per passage.
- Math (70 minutes): Divided into two 35-minute modules (44 total questions). It covers algebra, advanced math, geometry, and data analysis. Approximately 75% of the questions are multiple-choice, while 25% require students to enter their own numerical answers.

Because the test is adaptive, a student's performance on the first module of a section determines the difficulty level of the questions they see in the second module. A built-in graphing calculator, a countdown timer, and a question-flagging tool are integrated directly into the digital testing screen.

Key Information

Purpose	Summative
Required by	Not required
Students Assessed	Grade 11 (optional)
Expected Duration	2.5 hours
Format	Online
Test Window	Oct. 28

SAT

Purpose

The SAT is a widely accepted college entrance exam designed to measure the reading, writing, and math skills a student will need for higher education. Administered digitally, it provides a standardized benchmark for college admissions and merit-based scholarships. Unlike the ACT, which features a dedicated science section and emphasizes fast-paced geometry, the SAT focuses heavily on data analysis and algebra. The SAT is also a shorter test and provides students with significantly more time per question.

Description

The SAT is a fully digital, adaptive exam taken on a laptop or tablet through the Bluebook application, lasting exactly 2 hours and 14 minutes (98 total questions). The test is split into two main sections, each divided into two separate modules:

- Reading and Writing (64 mins): Features short, single-paragraph passages—ranging from literature to humanities—with exactly one multiple-choice question per text.
- Math (70 mins): Covers algebra, advanced math, and geometry. A built-in Desmos graphing calculator is permitted on every question. Approximately 75% of items are multiple-choice, while 25% require students to type in their own numerical answers.

The SAT automatically adjusts its difficulty based on performance. How well a student scores on the first module of a section directly determines whether they receive an easier or more challenging set of questions in the second module. There is no guessing penalty; students should never leave a question blank.

Key Information

Purpose	Summative
Required by	Not required
Students Assessed	Grade 11 (optional)
Expected Duration	2.5 hours
Format	Online
Test Window	April 27

DISTRICT ASSESSMENT WINDOWS

Schools schedule their testing dates based on the unique needs of their students and families. School leadership teams may select dates that fall within the district-assigned assessment windows, established based on state or assessment-provider requirements and the needs of the community.

FALL

Aug. 31 - Sept. 25	FastBridge earlyReading and earlyMath, grades K-1
Aug. 31 - Sept. 25	FastBridge aReading and aMath, grades 2-12
Aug. 31 - Sept. 25	FastBridge CBM Reading, grades 2-3
Sept. 8-25	Flashlight 360, grades 6-12
Sept. 14-25	CogAT, grade 4
Sept. 30	PreACT, grades 9-11
Oct. 5-9	FastBridge mySAEBRS, grades 2-12
Oct. 28	PSAT/NMSQT, grade 11 (opt-in)
Nov. 30 - Dec. 11	Flashlight 360, grades 6-12
Dec. 7-18	CogAT, grade 2

WINTER

Jan. 4-29	FastBridge earlyReading and earlyMath, grades K-1
Jan. 4-15	FastBridge aReading and aMath, grades 2-12
Jan. 4-29	FastBridge CBM Reading, grades 1-3
Jan. 25-29	FastBridge mySAEBRS, grades 2-12

SPRING

Feb. 1 - Mar. 26	ACCESS, grades K-12
Apr. 7 - May 5	MCA Reading, grades 3-8, 10
Apr. 7 - May 5	MCA Math, grades 3-8, 11
Apr. 7 - May 12	MCA Science, grades 5, 8, (high school)
Apr. 21	ACT, grade 11
Apr. 26 - May 7	Flashlight 360, grades 6-12
Apr. 27	SAT, grades 11 (opt-in)
May 3-14	AP Exams
May 3-28	FastBridge earlyReading and earlyMath, grades K-1
May 3-14	FastBridge aReading and aMath, grades 2-12
May 3-28	FastBridge CBM Reading, grades 1-3
May 18-28	FastBridge mySAEBRS, grades 2-12

HOURS TESTING BY GRADE

The following table represents the hours students at each grade level will spend testing. Most tests are not timed. This number represents the total time students spend testing at each grade level. Note that hours of testing will vary for students with prescribed needs, individualized education plans, 504 plans, multilingual students, and students who opt in to additional testing. The hours of testing at each grade level align with the limits on local testing defined in [MN Statute 120B.306 Limits on Local Testing](#).

Grade	Hours Testing Required
K	0.85
1	2.08
2	6.00
3	7.00
4	9.75
5	8.25
6	7.50
7	7.50
8	9.00
9	3.00
10	6.50
11	7.50
12	0.50

B. Student Handbook Updates

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Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Dr. Brandon Lowe, director of student support and engagement



**Agenda III.B.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent and Dr. Brandon Lowe, director of student support and engagement

Date: August 13, 2026

Re: Student Handbook Updates

Attachment: *Student Handbook Draft*



Burnsville • Eagan • Savage

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Believe, Belong, Build and Become.

2026-2027 Student Handbook

August 13, 2026

Dr. Chris Bellmont, Assistant Superintendent

Dr. Brandon Lowe, Director of Student Support and Engagement

Community Investment

- Board Policy
- Burnsville PD
- District Attendance Pilot Team
- Minnesota School Boards Association
(student model handbook)
- Parents
- State and Federal Law
- Students
- Superintendent and District Level Staff
- Teachers, Support Staff, and Administrators



Changes for Increased Clarity

- **Discipline (Policy 506)**
 - ISD 191 does not tolerate physical violence - adjustment to description and levels
- **Student Attendance (Policy 503)**

Attendance Matters: Every Day Counts
- **Electronic Bikes and Scooters (Policy 506 & 527)**
 - Student and family safety
- **Cell Phone/Personal Electronic Device (Policy 524)**
 - Increased specificity
- **Illegal Drugs/Controlled Substances/Cannabis (Policy 417 & 418)**
 - Adjustments made to classifications to align with legal changes and state reporting structures

Minor Updates and Notifications

- Updated Superintendent Letter
- Notice for families about development of new Artificial Intelligence Policy this school year
- Student Data Privacy



Next Steps

- Ensure each site has an effective communication plan for:
 - Staff
 - Students
 - Families
- Keep the handbook accessible online and at the sites
- Ongoing collaboration and training for administration and teaching staff
 - Data collection, reflection and impact analysis
- Continue to analyze and refine policy
- Bring team together again for 27-28 planning



Thank you



Student Handbook

~~2025~~2026-~~2026~~2027

Board approved: August ~~2025~~2026



Burnsville-Eagan-Savage School District 191

Dear Students of One91—

Welcome to the 2025–26 school year! As the new superintendent, I am thrilled to begin this exciting journey with you as we officially kick off a new school year. Whether you're returning to familiar hallways or stepping into new ones, I want you to know that you are valued, seen, and central to everything we do.

I am deeply invested in your success—not just academically, but as individuals with unique talents, dreams, and gifts. Every student matters, and every student deserves the opportunity to thrive. This year, we'll work together to create an environment that is safe, where learning is engaging, achievement is celebrated, and your voices are heard.



To help guide us, I encourage you to take time to review this Student Handbook. It's more than just a set of rules—it's a roadmap for how we can minimize distractions and maximize your learning experience. By understanding and embracing the expectations outlined in the handbook, you'll be better equipped to focus on what truly matters: your goals, your growth, and your pathway to success.

I look forward to meeting you, seeing your curiosity in action, your creativity shine, and your accomplishments unfold. Together, we'll build a caring community of opportunity, excellence, and respect that blazes paths to success. So, here's to a wonderful school year ahead!

Having wrapped up an incredible first year as your superintendent, I am even more thrilled to welcome you all back as we officially kick off the 2026–27 school year!

Stepping into year two, my appreciation for this community—and my commitment to your success—has only grown. Whether you are stepping into our hallways for the very first time or returning as a familiar face, I want you to know that you are valued, you are seen, and you are the absolute heart of everything we do.

This past year showed me firsthand the immense talent, creativity, and potential that lives within our schools. I am deeply invested in helping you thrive—not just academically, but as individuals with unique dreams, gifts, and perspectives. Every single student matters. This year, we will continue to build on our momentum to ensure a school environment that is:

- Safe and Supportive: A place where you truly belong.
- Engaging and Vibrant: Where learning is exciting and curiosity is sparked.
- Celebrated and Inclusive: Where your achievements are recognized and your voices are genuinely heard.

To help guide us, I encourage you to take some time to review the Student Handbook. Think of it less as a checklist of rules and more as a shared roadmap designed to minimize distractions and maximize your daily learning experience. By understanding and embracing these expectations, we protect the space you need to focus on what truly matters: your goals, your growth, and your pathway to success.

I am so excited to see your creativity shine, your curiosity in action, and your accomplishments unfold in the months ahead. Together, we will continue to foster a caring community of opportunity, excellence, and mutual respect.

Let's make the 2026–27 school year our best one yet

Educationally yours,



Dr. Latanya Daniels

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Important District Policies to Know

****Please note the handbook may reference policies that are under review****

This page includes summaries of several Burnsville-Eagan-Savage School District 191 policies regarding student behavior which help ensure a safe and positive learning environment at our schools. The complete text of these and other District 191 policies can be found online at www.isd191.org/policies or upon request from a school or district office. Questions regarding district policies or this handbook can be directed to the building principal, program director or superintendent's office at 952-707-2005.

POLICY 404: EMPLOYEE BACKGROUND CHECKS

District 191 places a high priority on ensuring a safe and healthy learning environment for students. As part of this, all applicants who have been offered employment with the district must complete a criminal background check before they start. This process meets legal requirements.

POLICY 413: HARASSMENT AND VIOLENCE

District 191 is committed to creating safe and supportive spaces where students can learn, and employees can work, without fear of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital or familial status, status with regard to public assistance, sexual orientation or disability. Any harassing or violent behavior is strictly prohibited in District 191 schools and other buildings, on district property and during district events. We take all complaints of harassment or violence very seriously. We will investigate all complaints and take disciplinary action against any student, teacher, administrator or other school employee who violates this policy. Detailed information on this policy can be found on our district's website.

POLICY 418: DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

POLICY 419: TOBACCO- AND SMOKE-FREE ENVIRONMENT

As part of our work to keep a healthful learning environment for students and working environment for our employees, tobacco use of any kind, including electronic cigarettes and tobacco-related devices are prohibited in all of our schools. This policy applies to all students, teachers, administrators and other District 191 employees. An American Indian student or staff member may use tobacco, sage, sweetgrass and cedar to conduct individual or group smudging in a public school as determined by the building or site administrator.

POLICY 501: SCHOOL WEAPONS POLICY

No person is allowed to possess, use or distribute a weapon on school property, with specific exceptions. We will enforce this policy and discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

POLICY 502: SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

School lockers are the property of the district and we maintain exclusive control of lockers provided for the convenience of students. On account of this, we may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant. However, a student's personal possessions within a school locker or being carried by that student may be searched only when school employees have a reasonable suspicion that the search will reveal evidence of a violation of law or school rules.

POLICY 503: STUDENT ATTENDANCE

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Being in school every day and on time is vital for students to succeed. It helps them learn, build friendships, and develop good habits. Students are responsible for showing up, participating, and catching up on missed work. Parents and guardians must ensure their child attends and communicates any absences. School staff track attendance, provide support, and work with families to address any issues. Ultimately, Minnesota law (Section 120A.22), requires all students to attend school unless an absence is officially excused.

POLICY 505: DISTRIBUTION OF NON-SCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

District 191 is committed to protecting students' and employees' rights to free speech while also maintaining effective learning environments. To maintain this balance, we allow students and employees to distribute non-school-sponsored materials on school property as long as it is done at a reasonable time and place and in a reasonable manner. Complete guidelines are available in the online policy manual. If you are interested in distributing materials on school grounds, you must place a request with and get permission from your school principal or administrator.

POLICY 506: STUDENT DISCIPLINE

Students are expected to behave appropriately so that our schools are positive learning environments for all. Schools are expected to attempt non-exclusionary discipline practices, whenever possible, in partnership with caregivers.

ISD 191 does not tolerate physical violence. Students engaging in physical violence and/or assaultive behavior will require immediate notification to the principal and Assistant Superintendent of schools. The principal will ensure a thorough investigation of the incident occurs and will oversee the response. Responses can include one or more Level 4 interventions (see pg. 23) and may result in a 10 day out of school suspension with a recommendation for expulsion.

POLICY 514: BULLYING PROHIBITION POLICY

District 191 knows that a safe and civil learning environment is essential for all students to achieve to their highest capabilities. Therefore, bullying, whether by an individual or a group, is expressly prohibited in District 191 schools, on school property, at school events and activities, and on school transportation. Condoning or supporting another student's act of bullying is also prohibited. Although we cannot monitor all students' actions at all times, we will investigate and respond to any bullying behavior that negatively affects the school environment and educational rights of other students, this includes cyberbullying.

POLICY 520: STUDENT SURVEYS

Occasionally, we will use surveys to gather student opinions and information about students. These surveys are used to help the district better achieve its mission.

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

The school district prohibits sexual harassment that occurs within its education programs and activities. Anyone with actual knowledge of, or who has witnessed unlawful sex discrimination, including sexual harassment, must report the allegations to the Title IX coordinator. Information about reporting can be found on our district website [under district policies \(Policy 522\)](#).

POLICY 524: PERSONAL ELECTRONIC COMMUNICATION DEVICES INCLUDING CELL PHONES

In 2024 the state legislature required all Minnesota School Districts to adopt a cell phone policy. The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty. Regulations for this policy have been designed to help families navigate this new policy and can be found on the district website.

POLICY 526: HAZING PROHIBITION

Hazing activities of any type are prohibited at all times whether they happen on or off school property, during, or after school hours. Hazing activities can mean doing something to a student or coercing a student to do something that could cause harm in order for that student join or be part of a group or organization. More details about what constitutes hazing can be found in the online policy manual.

POLICY 527: STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

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Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

POLICY 529: STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

We are committed to maintaining safe learning and working environments for our students and staff. As part of this commitment, we provide classroom teachers and other school staff members notice about students' history of violent behavior. Before we do so, we will inform the student's parent or guardian.

POLICY 530: IMMUNIZATION REQUIREMENTS

In order for students to enroll or remain enrolled in elementary or secondary schools, Minnesota state law requires documentation of required immunization or written proof of exemption. The district will partner with families to obtain documentation required by the Minnesota Department of Health. Students will not be allowed to start school until this information is obtained, or an appropriately signed legal exemption or a documented plan of action to obtain legal documentation is provided to the district. A list of the required immunizations, the entire District 191 immunization Policy 530, and immunization forms are available on the district website.

POLICY 531: THE PLEDGE OF ALLEGIANCE

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of American one or more times each week. The recitations shall be conducted by each individual classroom teacher or over a school intercom system by a person designated by the school principal or administrator. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make the choice to not recite the pledge.

POLICY 610: FIELD TRIPS

Students take both transported and walking field trips to broaden their educational experiences. An informational letter and permission form will be sent home and this must be completed and returned to the school before a student may go on a field trip. All field trips will be well planned and conducted in an orderly and safe manner and will be related directly to the educational objectives of the class or activity for which the trip is requested. Fees may not be assessed against students to defray direct costs of instruction trips planned through classroom and school day activities. Supplementary trips organized by student activities, clubs and other special interest groups may request financial contributions. Chaperones must undergo a background check to be eligible to serve as an adult chaperone on the field trip.

POLICY 613: GRADUATION REQUIREMENTS

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. Please refer to our district website for a comprehensive and detailed look at our district's graduation requirement at bhs.isd191.org/academics/graduation-requirements.

POLICY 634: ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

We understand the importance of students being able to access resources on the internet, both for current educational work and to help ensure students have the skills they need for future study and work. We provide students access to our computer system, including the internet, expressly for educational purposes, including classroom activities, research and college/career readiness activities. Students are expected to use our system in a safe manner and for these appropriate purposes. If the system is used in an unacceptable manner, students may face consequences as outlined in this policy. The system is subject to periodic maintenance and possible unforeseen downtime.

POLICY 806: EMERGENCY OPERATIONS POLICY

Each district site has its own emergency operations plan. In the event of an emergency, relevant information of reunification instructions will be sent through the district messaging system and available on the District 191 website.

General District Information

ARTIFICIAL INTELLIGENCE (AI)

District 191 embraces AI technologies to enhance educational experiences and support diverse learning needs. AI tools may be incorporated into classes to assist in personalizing learning and offering various ways for students to express their knowledge and engagement. AI tools will be taught as part of curriculum so that students have the knowledge and skills to leverage AI. The Board of Education is currently in the process of developing and adopting an Artificial Intelligence Policy and it is anticipated to be finalized this school year.

Guidelines for AI Use:

1. Educational Enhancement: AI is used as a supplementary tool to augment the teaching provided by educators, assisting in tasks ranging from generating creative content to providing analytical insights. It is crucial to treat AI as an aid, not a replacement for traditional learning methods or teacher guidance.
2. Critical Engagement: Students are encouraged to critically engage with AI outputs, questioning and verifying the information generated. It is the student's responsibility to ensure the accuracy of their work, even when using AI-generated content.
3. Ethical Use and Integrity: All work submitted should clearly acknowledge the use of AI tools, specifying how and why AI was utilized. Transparency in the use of AI prevents academic dishonesty and fosters an environment of integrity and honesty.
4. Inclusivity and Accessibility: AI tools should be used in ways that are inclusive of all students, including those with disabilities and multilingual learners. Efforts will be made to ensure that AI resources are accessible to everyone and sensitive to diverse needs.
5. Data Privacy: In using AI technologies, the privacy and security of student data are paramount. Students and educators must adhere to district guidelines on data handling, ensuring that personal information is protected and AI interactions comply with our data security policies.

ATTENDANCE

Attendance Matters: Every Day Counts!

Being in school every day and on time is vital for student success. Every day of school counts towards student success. This means attending school every day, arriving on time, and staying for the full school day and each class period. Attending consistently (90% or more) is essential for gaining academic and social skills. Missing school means lost instruction, weaker relationships, and fewer chances to explore interests. Chronic absenteeism impacts reading proficiency, coursework success, graduation, and future habits.

Understanding Chronic Absenteeism

Chronic absence is defined as missing 10% or more of the academic year, which is equivalent to missing just two days a month.

It is a common misconception that only unexcused absences matter. However, chronic absence is calculated by looking at the total time a student is away from the classroom:

Excused Absences + Unexcused Absences + Suspensions = Chronic Absence

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important for future success. Families need to familiarize themselves with district attendance policies and protocols:

Types of Attendance:

1. Excused Absences – A parent, guardian, or other responsible adult must report a student absent. Valid reasons for an excused absence include:

- Student illness or health condition (physical or mental)
- Medical, dental, orthodontic, or therapy-counseling appointments (including telehealth) (A note from a doctor or licensed mental health professional is considered a valid excuse)
- Family emergencies
- Approved Family approved-activity up to 5 days within the school year
- Death, serious illness, or funeral of an immediate family member
- Ongoing treatment for a mental health diagnosis
- Court appearances
- Religious or cultural instruction (up to 3 hours per week, not held at school or funded by public dollars)
- School-sponsored events or field trips
- Suspension from school
- Active duty in the U.S. military
- Religious observances: Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal

Make-Up Work for Excused Absences:

Students must make up missed work or complete an alternative assignment. Work should be completed within two school days of returning, unless more time is given by the teacher or principal due to special circumstances.

2. Unexcused Absences - An absence is considered unexcused when it is not approved by a parent/guardian and the school, or when attendance procedures are not followed. Examples of unexcused absences include:

- Skipping school (truancy)
- Not following attendance reporting procedures
- Staying home to do chores or work
- Working at a job (unless part of a school program)
- Accumulated tardies (7 unexcused tardies = 1 unexcused absence)
- Any other absence not listed as excused

The following steps will be taken to help support families and students in getting back on track with regular school attendance when unexcused absences (UA) become a recurring issue:

- 3 UA - School staff will make contact with a parent or guardian
- 4 UA - School staff will mail an attendance letter to the family
- 6 UA - School Staff will schedule a meeting with the family to collaboratively address attendance concerns
- 7 UA - School Staff may work with county agencies

3. Partial Day Attendance (Tardy) - Students are expected to be in their assigned classroom or learning space (in-person or virtual) on time and for the full day. Students missing a portion of the day or period will be marked as tardy. These may be excused if valid reasons are provided, or unexcused without a valid reason or without following reporting procedures. Valid reasons for partial day attendance include:

- Student illness
- Serious illness or death in the immediate family or of a close friend
- Medical ~~or~~ dental, orthodontic, or counseling appointments
- Court appearances
- Emergency situations (e.g., fire, storm, flooding)
- A written excuse (ex., hall pass) from a teacher or administrator

If a student is late at the start of the school day, they must check in at the office to get a pass.

- This policy applies to all students involved in school activities or school-sponsored work programs, whether during or after school hours
- Absences approved by the school (like field trips) will not affect a student's ability to participate
- Students with an unexcused absence from any class during the day may not participate in activities or programs that day
- Students who are suspended from class are not allowed to participate in any activities or programs that day
- If a student is absent from school due to medical reasons, they must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program
- If a student misses half a day or more, even with an excused absence, they cannot participate in Minnesota State High School League (MSHSL) events that day—unless allowed under MSHSL exceptions and approved by the school

Resolving Absences and Tardies

Parents/guardians will have up to two school days after the student returns to school to resolve a marked absence or tardy. The office attendance staff will have the primary authority and responsibility to excuse absences or tardies according to policy 503. If the parent/guardian wishes to excuse an absence that extends beyond the two-day window or for other extenuating circumstances, they may apply, in writing and at any time, to the school's principal or designee. Please contact your school's main office or attendance line to communicate updates.

Resources for Families

District 191 is committed to a proactive and systemic approach to attaining consistent attendance for every student. We want to work with you to identify and remove any barriers that prevent your child from being in class.

Scan the QR code below to visit our Family Attendance Website for resources, attendance flyers, and helpful guidance in multiple languages.



CELL PHONES AND/OR PERSONAL ELECTRONIC DEVICES

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

For elementary and middle school (K-8), all personal electronic devices—~~like-including~~ cell phones, smartwatches, and headphones—must be silenced and put away, ~~silent, and~~ out of sight from the first bell to the last bell, ~~including during which~~ includes class time, lunch, and recess.

For high school (9-12), devices must be put away, silent, and out of sight during all instructional time; this includes all classroom spaces and study halls. ~~while-While~~ quiet use is allowed during passing times and lunch, it's strongly discouraged to minimize distraction. Devices should always be stored securely in your locker, backpack, or a designated classroom spot. Exceptions apply for documented medical needs, genuine emergencies, or if a staff member explicitly allows use for learning. If you need to make a call, you can always ask to use a school phone in the office. Violations will result in disciplinary action, ranging from a reminder to device confiscation or even a temporary ban from school, and please remember, the district is not responsible for lost, stolen, or damaged devices.

CHROMEBOOKS

All Chromebooks, other student devices, and issued accessories are the property of District 191. Students will take care of the equipment, use the equipment in accordance with our Acceptable Use Policy 634, and return the equipment when requested or when the student leaves District 191. More Information and the One91 Chromebook Loan Expectations can be found at isd191.org/chromebook.

COMPLAINTS

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Students, caregivers, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the site level where appropriate. The appropriate administrator will respond in writing to the complaining party.

Students, parents, and caregivers may file a complaint and seek corrective action when the requirements of the Pupil Fair Dismissal Act and local discipline policy are not being met. Please refer to Policy 506 for more information and to access the discipline complaint form.

ELECTRONIC BIKES AND SCOOTERS

Students who ride electric bicycles (e-bikes) or electric scooters to school must comply with all applicable state and local laws governing their use. To park an e-bike on school property, students must register the device with the school office and obtain a permit sticker, which must be displayed on the e-bike. As part of the registration process, students may be required to review safety information and/or complete a safety module. Helmets must be worn in accordance with state law while riding, and all e-bikes and scooters must be walked—not ridden—once on school campus. Students are responsible for securing their own property. The school district is not responsible for lost or stolen e-bikes, scooters, or related equipment. Failure to follow safety expectations or school procedures regarding e-bikes and scooters will be addressed through the school's progressive discipline process outlined on page 23 (policy 506) of this handbook, which may include reteaching of expectations and, when appropriate, loss of e-bike or scooter privileges on school property.

EMERGENCY DRILLS

Regular school safety drills will occur as aligned to state statute. This includes all of our standard response protocols outlined by the “I Love You Guys” Foundation. These protocols include: HOLD, SECURE, LOCKDOWN, EVACUATE and SHELTER. The intent is to practice and assess needs for improvement. District 191 does not conduct “active shooter” simulations with students; however, we will conduct lockdown drills. After a lockdown drill, each classroom provides time for students and staff to talk about safety at the school. Families will be notified of these practice drills and should contact their student’s school or program if they choose not to have their student participate

FOOD POLICY

The State Department of Health requires that food served in schools be obtained from appropriate sources. Food prepared in a home will not be distributed in school. Families must adhere to the district’s Wellness Policy 533 and must also check with school staff before sending in treats for a party or other event.

HUMAN GROWTH AND DEVELOPMENT

Each school year, 4th and 5th grade students receive Human Growth and Development lessons. These lessons are designed to promote a healthy attitude toward maturing bodies and an awareness of the physical and emotional changes that occur during the adolescent years. The classes will also include the state-mandated Human Immunodeficiency Virus (HIV) education along with communicable disease education to 6th grade students. Dates for these classes are communicated through newsletters and websites and will include the opportunity to preview the topics and content. Parents or guardians must provide permission for their child to participate. Children not participating in this class will take part in other health content.

ILLNESS AND INJURY

In case of illness or significant injury at school, a parent or guardian will be notified by the Health Office staff. Transportation home and all medical care is the responsibility of the parent or guardian. If a parent or guardian cannot be reached, the emergency contact will be called. The person designated as an emergency contact must be able and willing to provide transportation and supervision for the student. It is important that the emergency contact information is current for all students. If the emergency contact cannot be reached, 911 will be called as necessary.

In most cases, children should remain at home for 24 hours after antibiotics have been started. Students should be fever free for 24 hours before returning to school. If a student becomes ill with a communicable disease, please notify the school.

LATEX-SAFE SCHOOLS

To safeguard the health of students and staff who have latex allergies, all schools take steps to minimize exposure to natural rubber latex. No latex balloons are allowed. Students with latex allergies should notify the building nurse at their school so that accommodations can be made.

LOCKERS (SECONDARY SCHOOLS)

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All lockers are school property and may be opened at any time by school officials. The school is not responsible for replacing lost or stolen student property. Replacement costs will be assessed for school property reported missing from a student's locker unless forced entry can be demonstrated. Lockers should always be locked properly and kept in good condition. Theft from lockers should be reported immediately to the police liaison officer or the main office. Students should not tell anyone their locker combination. If a locker is not operating properly, report it to the main office.

Students enrolled in physical education are assigned a locker. Students are encouraged to mark all of their personal clothing and equipment with appropriate identification. These lockers must be cleared of all clothing and equipment as directed by school staff at the end of scheduled terms. The school will not assume responsibility for the return or condition of student equipment or clothing left in lockers.

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of images and posters which may constitute sexual harassment, etc.

Students may also be assigned athletic lockers for use during a specific athletic season. On the date that equipment is due at season's end, all locks and belongings must be removed.

MEDICATIONS

If a student requires medicine administered during school hours, either a scheduled medication or an over-the-counter medication, a doctor's note is required. Please contact your school's nurse if medication will be needed during the school day to obtain a form for your doctor to fill out. Medication is required to be in its original prescription bottle or packaging. Please refer to Policy 516 on our district website, or contact your school nurse, for more information on medication during the school day.

PERMITTED ACTIONS

As allowed by Minnesota state law (Statute 609.379), there are some rare instances when reasonable force may be used toward a student without the student's permission which are outlined under reasonable force in Policy 506 on our district website.

PESTICIDES

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides is used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting our Director of Operations, Properties and Transportation.

RECESS AND OTHER BREAKS

District 191 encourages student access to regular physical, structured breaks. District 191 will not withhold recess in nearly all cases unless a student poses a significant threat of physical harm to others, a parent or caregivers has specifically consented to an alternative recess plan, or an Individualized Education Plan team has determined it is appropriate. In the case of a student being denied recess, District 191 will make a reasonable attempt to notify parents within 24 hours.

REMOTE LEARNING DAYS

Remote Learning Days can occur when students spend part of their time learning off our campuses through digital delivery of instruction. Remote Learning Days are different from our Virtual Academy online learning school. The primary cause for a Remote Learning Day can vary. One reason is due to an unplanned (typically weather) event. The first weather event, resulting in an entire day of school being canceled, does not lead to a Remote Learning Day, however, all subsequent days will be Remote Learning Days, per One91 policy. Remote Learning Days can also be planned out in advance for various reasons. This may just be a single school site or it may be all sites in the district. These are defined by policy as Blended Learning Days. Both causes for Remote Learning Days are supported by One91 policy and state statute. The district is expected to communicate, well in advance, for the planned Remote Learning Days and as soon as possible (at least 2 hours before the school day is supposed to start) for the unplanned Remote Learning Days.

REPORTING CHILD ABUSE/NEGLECT

District 191 will seek to protect children whose health and welfare may be jeopardized through physical abuse, neglect, truancy 58 sexual abuse. All district employees are required by state law to report suspected misconduct toward children and to maintain the confidentiality of such data. For more information, please see District Policy 414.

SCHOOL MEALS AND EDUCATIONAL BENEFITS

Every K-12 student may receive one breakfast and one lunch each day at no cost during the school year. District 191 asks all families to complete an online application called the “Alternate Application for Educational Benefits,” on an annual basis so they may receive discounted/waived fees (i.e., athletic fees, academic scholarships, reduced technology costs, etc.) and so the district can receive additional funding. District staff will continue to process the online applications and inform families of their eligibility. The form will be available on the Educational Benefits page at www.isd191.org/families/application-for-educational-benefits.

SCREENING

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

SECTION 504

Section 504, a provision of the Federal Rehabilitation Act, ensures access to a free and appropriate public education for individuals with a qualifying disability by prohibiting discrimination based on a disability. A student may qualify for a 504 plan if they have a mental or physical condition for which reasonable accommodations are necessary in order to make progress in school. Questions about Section 504 services may be directed to the building 504 contact or Individualized Student Services Department (952) 707-2082.

SPECIAL EDUCATION

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

STUDENT DATA PRIVACY NOTIFICATION

District 191 uses a variety of digital tools to support student learning. Technology vendors and software are utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world. We have an inventory of our curriculum, testing, and assessment tools posted on our website at isd191.org and include an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year. Individual teachers may also communicate additional digital tools that are used in their classroom.

STUDENT DATA PRIVACY POLICY

The District 191 Board of Education Policy 515 requires the district to comply with the Federal Family Rights and Privacy Act and the Minnesota Government Data Practices Act. Educational data directed as directory information is public data on individuals to the extent required under federal law. Directory information must be designated to the provisions of MN statutes 13.32, subdivision 5; and United States Code, title 20, 1232g.

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

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

- Student’s name

- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees and awards received
- Photographs for school-approved publications, newspapers and videotapes

If a student or parent/guardian does not wish any or all of this information to be made public, they can “opt out” by notifying their school principal in writing.

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

- Honor rolls
- Programs for concerts and theater performances
- Athletic programs
- Yearbooks
- Press releases, etc.
- Notification to military recruiting offices

District 191 Beliefs About Behavior in School

District 191 believes that **EACH** student should be **FUTURE** ready and **COMMUNITY** strong. Our four main areas of focus include academic achievement, connection to school and community, social-emotional learning, and college and career readiness.

In order to achieve these goals, each school will ensure the following:

- Consistent school-wide expectations are taught and recognized each day.
- Equitable and responsive actions are taken that recognize and support the diverse cultures and backgrounds of all students and staff.
- Strong relationships are built between students and their classmates as well as between students and staff members.
- Priority is given to including students rather than excluding them.
- Relationships will be restored and repaired whenever harm has occurred.

Explanation of PBIS

All District 191 schools use the Positive Behavioral Interventions and Supports (PBIS) system to assess, analyze, and support student behavioral needs.

Outcomes from a fully implemented PBIS school system include:

- Improved academic performance
- Reduced bullying behaviors
- Improved social-emotional competence
- Improved social and academic outcomes for students with disabilities
- Decreased rates of student-reported drug and alcohol abuse
- Reduced office discipline referrals, and exclusionary practices



Schools that implement PBIS have teaching and learning environments that:

- Are more engaging, responsive, preventative, and productive
- Address classroom management and discipline issues (e.g., attendance, antisocial behavior)
- Improve supports for students
- Most importantly, maximize academic engagement and achievement for all students

The following are components of the PBIS school system:

- A PBIS Leadership Team

- Data and Decision-Making System
- Bully Prevention System
- Family Engagement System
- Classroom Management System
- School-Wide Behavior Expectations System
- School-Wide System to Acknowledge Positive Behavior
- School-Wide System to Respond to Problem Behavior

Explanation of Roles

It is the responsibility of all stakeholders to promote a safe and inclusive learning environment.

All students:

shall be held individually responsible for their behavior and for knowing and following the Code of Student Conduct and related district policies.

Students should...

- Build and maintain positive, respectful relationships with school staff and caregivers and have a go-to adult in the building.
- Observe and follow the routines and expectations taught by school staff and administrators.
- Understand the behavior expectations.
- Accept redirection and have open communication with adults.
- Be responsible and accountable for individual academic and social success.
- Do the right thing, even when no one is looking.
- Adhere to all Board policies.

All parents and legal guardians:

shall be held responsible for the behavior of their children as determined by law and community practice. All parents and legal guardians are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Parents and guardians should...

- Establish a positive relationship with someone at the school where communication can readily occur.
- Partner with the school in regard to rules and policies.
- Show and model respect for other students and families.
- Work with staff in a mutually respectful manner focusing on the success of their student.
- Emphasize the importance of being prepared for school, both physically and emotionally. Teach and model skills for following routines and expectations in order to achieve academic and social success.
- Ask for help or information from the school when necessary.

All teachers:

shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall promote use of the Code of Student Conduct.

Teachers should...

- Develop a classroom community and learning environment that provides for academic and social success for ALL.
- Build and maintain positive, respectful relationships with all students and their families.
- Hold high expectations for behavior and academics for all students.
- Teach and model expectations in accordance with the school's Positive Behavioral Interventions and Supports (PBIS) matrix.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate and partner with caregiver(s) in a positive, consistent, proactive, and culturally respectful manner.
- Acknowledge, honor and respond to student behaviors.
- Maintain a positive attitude and professional learning environment for ALL.

Building principals:

are given the responsibility and authority to formulate building rules and regulations necessary to enforce this Handbook. The principal shall give direction and support to all school personnel performing their duties within the framework of this Handbook. 56

Building principals should...

- Create a warm, welcoming and positive learning environment for ALL.
- Hold high expectations for students and staff.
- Teach and model expectations in accordance with the school's PBIS matrix.
- Lead/support building development that improves classroom management skills of teachers and promotes a positive learning environment.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate regularly with caregiver(s) in a positive, consistent, proactive and culturally respectful manner.
- Acknowledge, honor and respond to schoolwide behaviors.

Other school district personnel:

shall be held responsible to work with building administration under the guidance of the superintendent to foster a positive and safe environment.

Other school district personnel should...

- Contribute to a positive, safe, atmosphere that provides learning opportunities for ALL.
- Accept responsibilities as related to school behavior under the direction of the superintendent.
- Work to support building principals in setting and supporting the school Code of Conduct.
- Model and adhere to the school Code of Conduct and lead an equitable model of behavioral management which contributes to increased learning.
- Hold high expectations for all staff and students.

Superintendent:

shall be responsible for designing, enhancing, and overseeing all behavior policies and enforcement subject to School Board approval. The superintendent will give direction and support to building principals and other district personnel to perform their duties within the framework of this handbook.

The superintendent should...

- Ensure policy is aligned with best practices and the Strategic Roadmap as outlined by the Board of Education.
- Lead/support building principals and other district personnel to improve classroom management processes and promote a positive learning environment.
- Ensure building principals and other district personnel are seeking to treat all students equitably and design policy accordingly.
- Hold high expectations for all staff and students.

School Board:

is given the responsibility and authority to govern and oversee all policies relating to behavior management. The School Board will ensure behavior policy can allow for positive, safe, and productive learning environments in all district schools.

School Board members should...

- Approve all district policies related to behavior management systems.
- Seek to provide equitable outcomes for all students in the district.
- Support and provide guidance to the superintendent in designing policies related to behavior management systems.
- Support all personnel with implementing best practices.
- Hold high expectations for all students and staff.

Application of the Code of Conduct

The disciplinary responses set forth in the District 191 Code of Conduct applies to students at all times while they are on District 191 property or while attending a District 191 event. District 191 property means any school or other facility, including grounds owned or operated by District 191, buses and other District 191 vehicles, bus stops, and the facility and grounds of any District 191 activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the administration believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities. A student can never be punished physically.

Factors Impacting Discipline Decisions

District 191 staff shall make disciplinary decisions using clear, developmentally appropriate criteria, ensuring that consequences applied are proportional and consistent with:

- The student's age
- Previous severe disciplinary infractions, including the nature of prior misconduct, the number of prior instances of misconduct and the progressive disciplinary measures implemented for such misconduct
- Cultural or linguistic factors that may provide context to understand student behavior
- The circumstances, including the nature and seriousness of the offense surrounding the incident
- Disabilities
- Other mitigating or aggravating circumstances

Factors and circumstances will be considered, at the district's discretion, on a case-by-case basis.

Disciplinary Responses

District 191 uses a continuum of instructional strategies and disciplinary responses to support student development and positive school environments.

The pages that follow establish levels of responses to defined disciplinary infractions, as follows:

- Disciplinary Action Items
- Levels of Intervention for Behavior
- Disciplinary Response Matrix

Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

Each student suspended in excess of five consecutive days, or who has been expelled out of ~~school~~ the district and has not enrolled in another district, shall receive daily classwork and assignments from each teacher that shall be ~~requested-coordinated with from~~ teachers by administration or designee. Additional accommodations may be necessary for students with Individualized Education Plans in accordance with state and federal regulations.

Disciplinary Action Items

Whenever possible, and aligned to Minnesota statute and Board policy, District 191 will implement non-exclusionary discipline practices before any type of exclusion is considered. District 191 administration will partner with families to ensure documented, understood, and collaboratively implemented non-exclusionary discipline practices are in place.

Attendance Contract	Improving student attendance through a formal plan designed by school staff to offer positive behavioral interventions, strategies and supports.
Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialists	Prompting a student to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker or coach who has a relationship with the student.
Classroom-based Responses	Prompting a student to reflect on his/her behavior using classroom strategies such as time-out, teacher–student conference, reflection, redirection (e .g., role play), seat change, call home, loss of classroom privilege or apology letter, and re-teaching expectations.
Classroom Removal (limited to one class period)	Removing a student from the classroom setting in order to reintroduce the student in a successful way. This intervention shall not exceed one class period or otherwise determined by an administrator/designee.
Classroom Removal (more than one class period)	Removing a student from the classroom setting to work with assigned support staff in order to reintroduce the student in a successful way. This intervention shall not exceed three class periods or otherwise determined by an administrator/designee. In no case may a student be prohibited from attending a class or activity period of time exceeding five days under this response.
Community Service	Recommending student to participate in an activity that serves and benefits others in the school or broader community (e .g. working at a soup kitchen, cleaning up public spaces, or helping at a facility for the elderly).
Conflict Resolution	Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents, guardians, teachers, school staff, and/or principals engage in activities that promote problem- solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	Requiring a student to report to a designated classroom before school, during a free period, after school or on the weekend for a set period of time.

Dismissal	Denying of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Board.
Loss of Privileges	Temporarily denying of a student privilege.
Mentoring Program	Pairing students with mentors (e.g. counselor, teacher, fellow student, or community member) who help with their personal, academic, and social development.
Parent Outreach	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Plan for Success/Contract	Developing an agreement between the student, school and family to create opportunities for change.
Referral to an Alternative Education Setting	Recommending a student to a building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, formally apologizing, or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. In all cases of suspension, school administration must prepare and enforce an admission or readmission plan. The plan must include reasonable attempts to gain parent or caregiver involvement in the planning process.

Levels of Intervention for Behavior

LEVEL 1 – Teacher Initiated Response

An Office Discipline Referral would not be typically completed at this stage. These responses aim to change the conditions contributing to the negative impact of the learning environment and typically will be instituted in progressive levels of intervention; however, a teacher may exercise discretion to tailor a response to a particular situation:

- Classroom based responses (verbal or written reflection, reminder, redirection, break/processing, daily progress)
- Classroom detention (Additional dedicated skill building time)
- Collaboration with Community Based Organizations
- Collaboration with support staff (EA, Case Manager, School Counselor, Mentor, Coach, School Social Worker, etc.)
- Loss of privileges connected to the infraction
- Parent/Guardian outreach (contact caregiver via telephone, email, text)
- Reteach classroom expectations
- School-based conflict resolution

LEVEL 2 – Teacher Initiated Response with Office Support

Documentation would be created in this situation but would include ongoing Level 1 interventions. Partnership with teacher and administration. These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior:

- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;¹
- Classroom based responses (verbal correction, written reflection, reminder, redirection, break/processing, daily progress)
- Collaboration with Community Based Organizations
- Detention (Additional dedicated skill building time)
- Home visits
- Loss of privileges connected to the infraction
- Parent/Guardian conference
- Parent/Guardian outreach (contact caregiver via telephone, email, text)
- Plan for Success/Contract
- School-based conflict resolution
- Temporary classroom removal
- School-based mentoring
- Referral to mental/chemical/emotional services
- Notification to extra-curricular supervisor
- School-based conflict resolution
- Restitution

¹ These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.

LEVEL 3 – Support and Administrative Responses

An Office Discipline Referral would be completed and the administrator would coordinate interventions. These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses are intended to intervene in an intense, collaborative, and significant way in order to alter the behavior without removing the student from school. These responses may include short-term removal of a student but should be inclusive and practical in nature in order to change the long-term outcomes:

- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;²
- Classroom based responses
- Classroom removal
- Collaboration with Community Based Organizations
- Detention (Additional dedicated skill building time)
- Home visits
- Informal and/or preventative school-based mentoring
- In-school intervention
- In-school suspension Plan for Success;
- Loss of privileges
- Notification to extra-curricular supervisor
- Parent/Guardian conference
- Parent/Guardian outreach (contact caregiver via telephone, email, text)
- Plan for Success
- Referral to mental/chemical/emotional services
- Restitution
- School-based or outside facilitated conflict resolution
- Temporary classroom removal;

LEVEL 4 – Support, Administrative and Removal Responses

Immediate notification would be made to the office in this situation. Administration would be working collaboratively with each other to collect information and make a determination for placement. These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time.

- Classroom removal
- Collaboration with Community Based Organizations
- Formal mentoring program
- In-school suspension
- Involvement of School Resource Officer or Law Enforcement
- Loss of privileges/removal from extracurricular activities (referral to Athletic Director)
- Manifestation Determination³
- Parent/Guardian and Student conference [with administrator(s)]
- Recommendation for expulsion;

²⁻³ These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.

- Referral to an alternative education setting
- Restitution;
- School-based or outside facilitated conflict resolution
- Suspension
- Transfer to One91 Virtual Academy for a defined period of time

Behavior Response Matrix

Pages 20-24 of this handbook are examples of unacceptable behavior subject to disciplinary action by the school district. Although non-exclusionary discipline is preferred, the district, nonetheless, has the authority to bypass levels on a case-by-case basis when a student poses an ongoing threat to others. These examples are to clarify some behaviors but do not represent all behavior that may lead to disciplinary action. School Board Policy 506 gives the broad language regarding unacceptable behaviors and disciplinary action. Additional, related policies are referenced below, and in Policy 506. Please see page 11, "Factors Impacting Discipline Decisions," to help understand context around responses.

The lowest level should be considered first, followed by progressively more intensive consequences.

Behavior Level Responses		
Behavior Level	Staff Involvement	Support Responses
1	Classroom and support responses	Teacher coordinates intervention with no office discipline referral.
2	Classroom and support responses	Teacher coordinates intervention, partners with office, documentation is required.
3	Support, administrative responses	Teacher initiates intervention, office coordinates interventions, office discipline referral required.
4	Support, removal responses	Office coordinates intervention, may include removal, office discipline, referral required.

The full Behavior Level Response Matrix can be found on pages 23-27 of this handbook.

BEHAVIOR LEVEL RESPONSE MATRIX					
Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Academic Dishonesty/Forgery - Policy 506					
Plagiarizing (taking someone else's work or ideas for students in grades 6-12), forgery (faking a signature; electronic or actual) of a teacher or parent/guardian) for the purposes of deceiving a staff member; or cheating.		x	x	x	x
Tampering with, or assisting another to tamper with student information or assessment systems.			x	x	x
Alcohol - Policies 417, 418					
Any activity involving the consumption of any alcoholic beverage; Being under the influence of alcohol.				x	x
Using or possessing alcohol.				x	x
Distributing/selling alcohol.					x
Arson – Policy 506					
Setting or attempting to set a fire or helping others to set a fire.				x	x
Assault - Policies 413, 506					
Engaging in a physical behavior that intentionally causes physical harm.			x	x	x
Bomb – Policies 501, 506					
Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops," which should be treated as a disruption).				x	x
Detonating or possessing and/or threatening to detonate an incendiary device or material, as described above.					x
Bomb Threat – Policy 506					
Verbal or written threat in any medium of possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares, but NOT "snap pops").			x	x	x
Bullying - Policy 514					
Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.				x	x
Bus Misconduct – Policies 506, 709					
Breaking any bus and/or school rules while waiting for, riding, and leaving the bus. In addition to possible loss of transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for the specific behaviors.		x	x	x	x

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)					
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)					
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)					
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)					
		Levels:	1	2	3	4
Cell Phone / Personal Electronic Device – Policy 524						
<u>Unauthorized use of a phone or personal electronic device during a prohibited time.</u>			<u>x</u>			
<u>Repeated unauthorized use of a phone or personal electronic device during a prohibited time.</u>				<u>x</u>	<u>x</u>	
Computer-Related Offense						
Inappropriate use of school provided electronic device or school owned or managed software, hardware or network.			x	x	x	x
Tampering with, or assisting another to tamper with student information or assessment systems			x	x	x	x
Filming, recording or distributing in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public.			x	x	x	x
Cyberbullying – Policy 514						
Using electronic communication (e.g., social media, emails, etc.) to inappropriately target another student over a pattern of events where a perceived imbalance of power exists.				x	x	x
Physical Contact						
Intentional or unintentional physical contact between a student and another individual(s) that is not age appropriate and may or may not involve harm (for example, non-age-appropriate pushing/shoving, hitting, knocking other individuals over, play fighting). This is distinct from actual fighting.			x	x	x	x
Disruption – Policy 506						
Engaging in minor behavior that distracts from the learning environment.			x			
Persistent or continual interference with the educational setting that creates physical disorder.				x	x	x
Dress Code – Policies 504, 506						
Displaying dress that presents a danger to student’s health or safety, provides inadequate coverage, causes an interference with work, or creates classroom or school distraction is not allowed during school or at school-sponsored events. Such attire includes, but is not limited to, clothing with drugs, weapons and/or alcohol, sexually explicit or suggestive messages, or representations that are inappropriate or demeaning to any groups, or that shows gang affiliation.			x	x	x	
Driving – Policy 506 and 527						

Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited. <u>This includes Electric Scooters and Bikes</u>			X	X	X
Fighting – Policies 501, 506					
Two or more people engaged in intentional bodily harm toward each other.			X	X	X
Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Harassment – Policies 413, 506					
Consideration would need to be particularly given to the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and responses.					
Nonsexual: Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender and gender identity, disability, sexual orientation, religion, creed, sex, age, marital status, familial status, status with regard to public assistance or other characteristics that interfere with a student’s ability to participate in or benefit from the school’s educational programs				X	X
Sexual; Unwelcome sexual advances, requests for sexual favors; and/or other inappropriate verbal, written or physical conduct of a sexual nature directed toward others				X	X
Hazing – Policy 526					
Committing an act against another student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.			X	X	X
Illegal Drugs/Controlled Substances (Prescription) – Polices 417, 418					
Unauthorized <u>possession of a look-alike substance not prescribed by a physician, use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician, including marijuana and cannabis products.</u>			X	X	X
Using, possessing (including paraphernalia) or being under the influence of illegal drugs.				X	X
Distributing or selling non -illegal drugs or look-alike substances including medical marijuana or medical cannabis.				X	X
Any violation activity involving the consumption of any illegal drugs that threatens student safety and results in physical harm or a medical emergency., illegal substance that subjects the student to a risk of harm.					X
Cannabis – Policies 417, 418					
<u>Unauthorized possession of cannabis look-alike products.</u>			X	X	X
<u>Using, possessing (including paraphernalia), or being under the influence of marijuana or cannabis products.</u>				X	X

<u>Distributing or selling marijuana or cannabis products.</u>				<u>x</u>	<u>x</u>
<u>Any violation involving cannabis products that threatens student safety and results in physical harm or a medical emergency.</u>					<u>x</u>
Insubordination – Policy 506					
Repeatedly or persistently defying or refusing to follow the directives of teachers, staff or administrators. Behavior of individual student has to differ significantly from their peer group.		x	x	x	
Over the Counter Medications					
Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.			x	x	x
Robbery (using force)					
Taking or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force and/or by putting the victim in fear			x	x	x
Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Tardiness – Policies 503, 506					
Arriving late to the assigned school locations (class).		x			
Persistently (more than three times) arriving late to class or school without an excuse.		x	x		
Terroristic Threats					
A threat of violence with the intent to terrorize; Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience (MN Statute Sec. 609.713					x
Theft – Policy 506					
Taking or obtaining property of another without permission and/or knowledge of the owner.		x	x	x	
Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.			x	x	x
Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement			x	x	x
Tobacco Policies 419, 506					
Any activity involving the consumption of tobacco products.				x	x

Threat/Intimidation – Policy 506					
Engaging in verbal or written behavior or posturing that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment or participating in school sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm.			x	x	x
Possessing, using or threatening to use a look alike or facsimile (e.g., water gun) weapon that is not dangerous.			x	x	x
Truancy – Policy 503, 506					
Being willfully absent from class without lawful excuse for one or more class periods on seven different school days.		x	x	x	
Vandalism/Destruction of Property – Policy 506					
Causing accidental damage of property.		x			
Causing intentional damage to property.			x	x	x
Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Verbal Abuse – Policy 506					
Use of profane or obscene language towards a particular person.		x	x	x	x
Weapons – Policy 501					
Possessing, using, or threatening to use a non-firearm gun. (e.g., Airsoft, BB or similar)					x
Possessing a fire-arm.					x
Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.					x
Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.					x
Using or threatening to use, a knife or other implement as a weapon with intent to cause serious bodily harm.					x
Distributing or selling weapons.					x

For information about this handbook, contact District 191
at (952) 707-2000 or info@isd191.org.



Future Ready. Community Strong.

Burnsville-Eagan-Savage School District 191
200 W. Burnsville Pkwy.
Burnsville, MN 55337
www.isd191.org

C. Athletic & Activities Handbook Update

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Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Bill Heim, Associate Principal & Activities Director

**Agenda III.C.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent and Bill Heim, associate principal and director of activities

Date: August 13, 2026

Re: Athletics & Activities Handbook Update

Notes:

Changes to this year's Athletics and Activities handbook including the following:

- Updates to advisors, coordinators and coaching staff
- Removal of the Bloom and Flow clubs
- Updates to Academic Eligibility

Board approval copy

~~2025-2026~~2026-2027 STUDENT ATHLETICS & ACTIVITIES
BURNSVILLE HIGH SCHOOL

Discover Opportunities

Dear Parents/Guardians and Students,

All of us at Burnsville High School want students to feel connected to our school community and find ways to be involved. This booklet lists and describes the amazing variety of athletic teams, activities, and clubs offered to students. There are so many opportunities! Take advantage of them. Try something new this year.

We know that students benefit in many ways from participation in athletics and activities. They learn teamwork, commitment, and discipline. They gain confidence, make friends, acquire skills, and contribute to their community. Students discover future careers and lifelong interests through their involvement. Most importantly, they learn so much about themselves.

As with all opportunities also come responsibilities. Please review information on eligibility, requirements, and other regulations.

Have a great school year,

Eddie Blaylark, Associate Principal and Affinity Groups Coordinator
Bill Heim, Associate Principal and Director of Activities
Kevin Kleiner, Director of Athletics

Purpose Statement

The purpose of the Burnsville High School Athletics & Activities Department is to develop a program that strives for students to:

- have a balance between competitiveness, enjoyment, and fulfillment;
- display excellence on the field, in the classroom, and in all personal relationships, and
- have the courage to step out of their comfort zones in a safe environment to better themselves in all aspects of their lives and to make good decisions.

Department Mission Statement

Burnsville High School is committed to excellence in athletics and activities as part of a larger commitment to excellence in education. The guiding principle behind our vision with co-curricular participation is our belief in its educational value for our students. High school athletics promotes character traits of high value to personal development and success in later life. These include the drive to take one's talents to the highest level of performance; embracing the discipline needed to reach high standards; learning to work with others as a team in pursuit of a common goal; and adhering to codes of fairness and respect.

In addition, it is the mission of this department to create a Championship Culture of Success and Achievement for Burnsville. To do this we need to challenge all of our coaches on a daily basis to conduct themselves as champions. This conduct will be demonstrated and adhered to through our work habits and preparation, our

words and manner of thinking, our communication and treatment of one another, and in our expectations. We expect to be the very best at what we do. We will be the best we can every single day. All coaches and programs will PROMOTE other sports for our kids to do or compete in after they are finished with our season. We will encourage kids to be multiple sport athletes and actually teach the kids and parents why that is important. We will uplift other sports programs and coaches, not just tolerate them. We will continually promote the education of our coaches with new and verifiable recent research. We will expect and demand that all of our programs use a common language with regard to training for movement and strength and power development. All programs will have our school's strength training and movement training as part of practice every week, both in-season and off-season. We will teach our student-athletes how to think and behave like champions. We will all be on the same page. We will strive to be champions in everything we do to make our program a Championship Burnsville Athletic Program, not an individual sport championship program, but rather, one in which we all work together to make the whole program of a championship caliber.

Burnsville-Eagan-Savage School District 191

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Enrichment Opportunities: School Sponsored Clubs and Activities

Student Interest Clubs and Activities

Outside Clubs and Organizations that are partners with BHS

Enrichment Opportunities: Athletics

Athletics—Contact Information

Student Co-Curricular Eligibility

www.isd191.org/bhs

(952) 707-2100

All athletics and many activities have fees associated with them. If any family needs financial assistance to reduce participation fees, please contact Jeanine Riggs, Administrative Assistant for Athletics/Activities. No student will ever be denied participation in athletics or activities due to financial hardship.

Enrichment Opportunities:

School-Sponsored Clubs and Activities

Academic Quiz Bowl

Fee: \$ 50

Open to all students, this activity competes against other metro area teams. Students quickly answer general knowledge questions at South Suburban and Quiz Bowl League tournaments from November to March.

Contact: Andy Gehrke.....agehrke@isd191.org

Bowls for BrainPower

This is a joint project of ISD 191 Community Education, the BHS Art Department, and the BHS Youth Service Program to raise funds for BrainPower in a Backpack. Activities include making ceramic soup bowls, teaching others, and hosting a meal for this hunger cause.

Contact: BHS Art Department inquiries can be made to cfloback@isd191.org

BrainPower in a Backpack

BrainPower in a Backpack is a community service project of the BHS Youth Service Program that provides weekend food for elementary school children in need. Volunteer activities include collecting food items, raising funds, shopping, and packing backpacks every Thursday.

Contact: Pam Voigtpvoigt@isd191.org

Burnsville Swing

Burnsville Swing, run through the ISD 191 Community Education Department, is a performance group of high school students, leads and follows, that perform East Coast swing dance, Lindy Hop, and aerial tricks. The group practices at Burnsville High School and performs at various functions and events throughout the year, as well as around the Twin Cities.

Contact: Community Education/Advisor Mikayla HubbardBekah Gudim....mihubbardrgudim@isd191.org

Chess Team

The Burnsville High School Chess Team is run through the ISD 191 Community Education Department. Practices are held after school at Burnsville High School and team members compete at several tournaments as well as the South Suburban Conference Tournament.

Contact: Community Education Coach Dane ZagarCraig Heirigs..... cheirigsdzagar@isd191.org

Competitive Speech

Team Fee: \$50

In this exciting activity, students will first explore and then select one of 13 possible competition categories that offer a wide range of interests as well as varying levels of time commitments. The categories include Creative Expression, Discussion, Dramatic Duo (done with a partner), Extemporaneous Reading, Extemporaneous Speaking, Great Speeches, Humorous Interpretation, Informative Speaking, Original Oratory, Serious Drama Interpretation, Serious Prose, Serious Poetry Interpretation, and Storytelling. Individual practice times are set up by coach and student allowing for flexibility and greater student success. You may earn a letter by competing in at least 5 meets and accumulating 25 hours of practice time. Speech practices begin in December and meets begin the last week of January and continue each Saturday through the second or third week of April. Competitive Speech is a great way to improve speaking skills that will endure for a lifetime.

Contact: Brendan KleinTBD bkleinTBD@isd191.org

Debate

Team Fee: \$50

Members of the Debate Team compete on intramural and interscholastic levels to learn advanced methods of organized argumentation on highly controversial issues. (An activity particularly worthwhile for students planning on enhancing speech and public speaking skills, becoming lawyers)

Contact: Alicia VonderharrBrendan Klein..... avonderharrbklein@isd191.org

DECA

Fee: \$150

DECA is the leadership network that prepares students for careers in marketing, entrepreneurship, hospitality, business management, and finance. Through real-world experiences and classroom curriculum, DECA gives students a competitive edge for college and career success.

Contact: Maggie Mayernik..... mmayernik@isd191.org

Drumline (Winter)

Fee: \$65

The drumline is for all band students to enrich their band experience. Large and small group instruction on percussion instruments will be the focus as participants develop a performance for competition in Minnesota Percussion Association (MPA) events. Students are expected to participate in weekly practice sessions and any scheduled events. Students (7-12) currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

Contact: Paul Connell..... pconnell@isd191.org

FIRST Robotics Competition (FRC)

Fee: \$65

Blaze Robotics, Team 3184, is composed of high school students in good academic standing from grades 9 through 12. The team is supported by high school staff members and adult mentors from corporate sponsors and the community. This is a year-round program that includes a six-week "build season" to design, build and program a competition robot. Each spring, the team competes with the robot at regional competitions around the country, as well as at a championship event. There are many aspects to the program including Java Programming and CAD Design, photography and videography, marketing, communications, electronics, engineering design and build, social media, and much more! Snacks are provided.

Contact: Blaze Robotics – [David Peters](#)team3184@isd191.org

FIRST Tech Challenge (FTC)

Fee: \$65

The Burnsville FIRST Tech Challenge (FTC) is a robotics competition open to students interested in STEM in grades 7 - 12. Teams of 8 students design, build, and control competition robots for each season. No previous experience in robotics is necessary. Robots are created using Android phones and Tetrix parts (<http://www.tetrixrobotics.com>).

The season runs from early September through February, with regional competitions in the Midwest, and the FTC World Championship in late April in Detroit, Michigan. See

<https://www.firstinspires.org/robotics/ftc> for program and game description.

Contact: Tonya Petersftcburnsville@isd191.org

Future Teachers of America (FTA)

FTA is a student organization encouraging students to pursue post-secondary education in the field of education with a focus on urban learners in an urban, suburban and/or rural setting/environment through events, field trips, guest speakers and other hands-on experiences.

Contact: Matt Deutschmdeutsch@isd191.org

Andrea Parentaparent@isd191.org

Gaming Club/E Sports Team

Fee: \$50

This club allows students to compete in video gaming competitions with peers and online in competitions with students from other schools. Students do not need prior computer programming knowledge to be a part of the club. This club is for students who love to create and play games. We will use lots of different software as well as share some of your favorite games to play. This club meets throughout the school year.

Contact: TBDTBD

Marching Band

Fee: \$65

The Marching Band is responsible for supplying music and generating enthusiasm at fall sporting events and school assemblies. The band consists of a wind section (woodwind and brass) and percussion (drumline). Admission to scheduled events is free for Marching Band members. The group rehearses two or three times per week, beginning with a mini-camp experience at BHS in August. Students (9-12) currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

Contact: Keith Frenchkfrench@isd191.org

Math League

Fee: \$ 50

The Math League Team stimulates interest and learning of mathematics and trains members for competitive participation in the Minnesota High School Mathematics League (MHSML). The MHSML gives awards to the top teams, the top individuals, and to the top students on each team. Attendance and performances at practices and meets may earn a letter. Extra credit may be earned for participation in math league which consists of an increase in one grade increment in your math course. (For example, an increase from a B+ to an A- or an increase from A- to an A, etc.) If students already have an A in their math courses at the time of the final exam, they shall be exempt from taking a final. This grade increment can be earned first semester or

second semester or both semesters. The following requirements must be met in order to qualify for this extra credit:

First semester:

Compete in at least five of the six Math League competitions
 Accumulate 18 points in the six competitions
 Participate in all practices and meetings
 Sign up and pay for the AMC test

Second semester:

Compete in at least four of the five Math League competitions
 Accumulate 15 points in the five competitions
 Participate in all practices and meeting
 Take the AMC test

*A student will not receive more than one increment bump per course per semester. In other words, if you qualify for an increment bump in two ways, such as in math league and in perfect attendance, you would only get an increase of one increment.

Contact: Jean Noss.....jnoss@isd191.org

National Honor Society (NHS)

The National Honor Society is an organization for top-ranking juniors and seniors. BHS students are considered for entry into NHS if they have earned enough credits to be a junior or senior and have at least a 3.6 cumulative Grade Point Average (GPA) for those students who qualify for dual ranking. For those students who do not qualify for dual ranking, the minimum GPA is 3.8. Students who are eligible academically are contacted prior to the start of the fall semester. NHS membership is also based on character, leadership, and service. Students must complete and return an informational sheet demonstrating those qualities for review. The faculty council then determines membership. Once students are part of NHS, they must continue to meet the academic, leadership, character, and service standards. Students who take courses under the Pass/Fail option are not eligible for National Honor Society membership. Transfer students must meet all requirements and have attended BHS for at least one full semester to qualify for NHS.

Contacts: Kristina Aars.....kaars@isd191.org
 Jenn Graffjgraff@isd191.org

Pep Band

The Pep Band is responsible for supplying music and generating enthusiasm at winter-season athletic events and school assemblies. Admission to scheduled events is free for members. The season begins in late November and runs through March. Members should expect to perform at no more than two events per week. Students in grades 9-12 currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

Contact: Keith Frenchkfrench@isd191.org

Physics Club

This is an after-school activity for people interested in hands-on science and engineering. Learn about radioactivity, weather balloons, Rube Goldberg machines, magnets, electronics, and exotic materials such as liquid Nitrogen and superconductors. The Physics Club also participates in regional science activities and competitions.

Contact: Jon Huberjahuber@isd191.org

GSA

An inclusive group for students of all gender identities and sexual orientations to find support, advocate for LGBTQ+ rights, and promote a safe and accepting school climate. The GSA hosts educational workshops, social events, and advocacy campaigns to advance equality and awareness.

Contact: TBDM Powers.....epowers@isd191.orgTBD

Science Club

Science Club gives students an opportunity to hear scientific career speakers and scientific research presentations. Field trips and social events are also a part of club activities.

Contact: Cory Johnson~~Mike Huemoeller~~.....cjohnsonmhuemoeller@isd191.org

Science Fair

Students have opportunities to conduct independent research and compete at the Regional Science and Engineering Fair. Students may move on to the Minnesota Academy of Science State Fair and the International Science and Engineering Fair. Students may enter their projects in the prestigious Intel Science Talent Search. Research papers may also progress onto the Tri-State and National Junior Science and Humanities Symposium.

Contact: Cory Johnson~~Mike Huemoeller~~.....cjohnsonmhuemoeller@isd191.org

Science Quiz Bowl

Fee: \$50

Teams of five students comprise the Burnsville Science Quiz Bowl. Teams compete at Macalester College and may qualify to compete at the National Science Quiz Bowl. Students are selected on their ability to answer questions in the areas of chemistry, biology, physics, earth science, current events, and computer science.

Contact: Cory JohnsonTBD.....cjohnson@isd191.org-TBD

Student Council

The Student Council is the governing organization of the student body. Students interested in membership in the Student Council must complete an application each spring with the student council advisor. Selections are made by the senior council members and student council advisor each spring. All elected members from next school year's Student Council. Student Council is involved with organizing Homecoming, Relay for Life, leadership conferences, International Dance, Minneapolis Miracle project, Snow Week, and Prom. Numerous activities occur during the school year that require student action, participation, and/or representation.

Contact: Eric Reuss.....ereuss@isd191.org

Ronna Johnson.....rejohnson@isd191.org

Theatre Guild

Fee: Varies

This organization is open to all students at the high school level who have an interest in the entire theatrical experience from ushering to acting, designing to directing and lights to sound. Student managers are selected each year to oversee areas of production and performance. The guild is involved in musicals, full-length plays, one-act competitions, student-directed plays, Class Acts, and many other activities. Points are earned and applied toward lettering in drama. Each production has an activity fee associated with it. Musical, full-length plays, and SHOWcase are \$100 while competition one-act is \$65. There is no maximum fee associated with the Theatre Guild productions.

Contact: Theater Director: Kate Herrera.....kherrera@isd191.org

Productions for the 20252026-26-27 school year will be:

- Fall musical Alice By Heart(TBD).....TBD
- One-act competition (TBD).....TBD
- Winter play The Crucible(TBD).....TBD
- Spring musical Grease(TBD).....TBD

Yearbook

The student-based staff prepares the yearbook for publication each year by working during study hall, after school, and sometimes weekends and breaks. There are many opportunities available for dedicated students in areas such as art, photography, sports, copywriting, sales, and deeper involvement in student life.

Contact: Lori Maidmentlmaidment@isd191.org

Youth in Government

Fee: \$100

Minnesota YMCA Youth in Government is an experiential learning activity for students interested in public issues. This program gives students the opportunity to research, study and debate public issues. Participants will gain an understanding of the political system by taking part in model government experiences. No prior experience is necessary. There is a fee through the YMCA and ISD 191 Community Ed. for this activity.

Contact: Michael Skinnermskinner@isd191.org

Youth Services

The Youth Services program provides students with the opportunity to improve our local, national, and global communities through service and volunteerism. Students can additionally take advantage of the multiple resources available through the Youth Services Office at Burnsville High School (E118).

*A Youth Service elective credit is also available.

A list of opportunities is posted at www.isd191.org/bhs/youthservice

Contact: Courtnee Floback-Jackson.....cfloback@isd191.org

PLEASE NOTE: Fees have been applied to some activities and are subject to change based on ISD 191 School Board approval.

Enrichment Opportunities:

Student-Interest Clubs and Activities

At our schools, we want all students to feel connected to our school community and find ways to be involved. We provide co-curricular and extra-curricular activities in academics, arts and athletics, and we also allow the use of School District facilities and resources for student-interest clubs and activities which are not School District sponsored, pursuant to Policy 801 - Equal Access to School Facilities. These clubs and activities provide students with additional opportunities to extend their learning, develop and demonstrate leadership, impact their school and community, expand their social network, and grow to be supported cognitively, emotionally and socially. The District proposes using its high school guidelines in the middle school environment for student clubs and activities under Policy 801 – Equal Access to School Facilities.

The guidelines are as follows:

*A student-interest club or activity may have access to school facilities for meetings during non-instructional time, subject to available space and the availability of staff supervision.

*A student-interest club or activity must complete an application for use of school district facilities and comply with other requirements under the Equal Access to School Facilities Policy.

*The student-interest club or activity will be listed in the handbook and on the website as a student-initiated club, which is not sponsored by the School District.

Announcements and Postings:

*The student club will be allowed to announce their meeting dates, time and location using the student announcements, with prior approval of the school administration.

*The student clubs will be able to put a maximum of 10 posters/flyers no larger than 8 ½ X 14 in the hallways, foyers, and cafeteria areas of the school, with prior approval of the school principal. The School District will reserve the right to change the designated location for posters/flyers.

Current Student-Interest Clubs and Activities

• Art Club

The purpose of this club is it gives students the opportunity to use their voice through art, develop leadership and collaboration opportunities, and build community around students who share a passion for art.

Contact: Helen Dolan.....hdolan@isd191.org

• Asian Student Association

Dedicated to celebrating Asian cultures, histories, and contributions, this group provides a space for Asian students and allies to connect, share experiences, and foster cultural awareness. It aims to combat stereotypes and promote appreciation for Asian diversity through events, discussions, and community service. Open to all students, the group encourages cross-cultural understanding and collaboration.

Contact: Landon Parkinlparkin@isd191.org

• Black Student Union (BSU)

This organization offers a supportive environment for Black students to express their experiences, celebrate their heritage, and advocate for social justice. It promotes awareness of issues affecting Black communities and encourages leadership, empowerment, and unity among members. Open to all students, the Black Student Union seeks to foster allyship and understanding across campus.

Contact: Kianna Hamptonkhampton@isd191.org

• Bloom

~~The purpose of this club is to help people discover who they want to be physically. This club will focus on beauty (skincare and make-up), fashion, and working out. This is a self-care discovery club to help people "Bloom" into the person they want to be. The mission is to help people discover who they are and who they want to be.~~

Contact: Jen Wallerjwaller@isd191.org

• Book Club

The BHS Book Club is a student-driven organization that discusses all types of literature. Students choose the books to read and meet 3-4 times during the school year to have a meaningful discussion about the book. Like all book clubs, there are usually refreshments and snacks.

Contact: Gloria Webber.....gwebber@isd191.org

• Boxing Club

Come learn how to box! We meet on Tuesdays and Thursdays after school and learn boxing techniques, do conditioning, and have a lot of fun. We train at CMB Boxing Gym on Cliff Road and at BHS. Students can take the activity bus home. All-year activity. Informational meeting in September.

Contact: Emily EmeryTBDeemery.@isd191.org@isd191.orgTBD

• #BurnsvilleStrong

The purpose of the #BurnsvilleStrong organization is to unify, strengthen and inspire our community as well as others. The group works on planning retreats and other positive/inspirational initiatives for the student body and community as a whole.

Contact: Jen Waller jwaller@isd191.org

• Culinary Club

This is an activity for students that are interested in cooking and the culinary arts. The culinary club engages in activities exploring cooking, cultures around food, and the hospitality industry. Students may participate in industry visits, cooking competition, and networking activities.

Contact: Matt Deutschmdeutsch@isd191.org

• Dungeons and Dragons

All students are welcome to play Dungeons and Dragons with other BHS students after school on Thursdays in B240. Meets all year around.

Contact: ~~Lanica Klein~~~~Ryan Walker~~.....~~lkleinrwalker~~@isd191.org

• Eighteens K-Pop Dance

This group will allow students to learn the dances from K-pop. They will have a chance to perform at the AAP (Asian American/Pacific Islander) show and other shows. This group will connect K-pop fans and dancers.

Contact: ~~Christian Kibler~~~~TBA~~.....~~ckibler~~@isd191.org~~TBD~~

• Environmental Club

The Environmental Club is involved in getting students more involved in and educated about environmental issues. This is a student-led activity so the issues acted upon and addressed are decided by the students.

Contact: Lori Douglasldouglas@isd191.org

• Fellowship of Christian Athletes and Friends (FCAF)

FCA and friends is a BHS Affinity group that encourages students in their Christian faith journey. The goal is to create a culture of community that builds our core values while pursuing a personal relationship with God. This student led group welcomes everyone to come every other Tuesday during the school day, rotating class hours. Girls meet for Devo's and Donuts every Wednesday at 7:00 am in A25. Boys meet for Breakfast and Devo's every Friday at 7:00 am in A25.

Contact: ~~Ryan King~~~~Sue Stachowski~~~~rkingssstachowski~~@isd191.org

• Flow

~~The purpose of this club is to help build a stronger community within Burnsville High School and to improve mental health.~~

Contact: ~~Dave McDevitt~~.....~~pmcdevitt~~@isd191.org

• Futsal

This club meets throughout the year to play futsal in the auxiliary gym.

Contact: Bill Englehardt.....wenglehardt@isd191.org

• Giving Garden Club

This club works in conjunction with 360 Communities. Students will work in the winter to develop garden plans and grow starter plants. In the growing season, members will plant and maintain a garden on the BHS campus, with all of the vegetables going to support the 360 Communities food shelf or the BHS cafeteria.

Contact: Matt Deutschmdeutsch@isd191.org
Lori Douglasldouglas@isd191.org

• HOSA - Future Health Professionals Club

This club is designed for students that are interested in learning about and participating in activities concerning the various health care professions.

Contact: Anne Werner-Dempseyawernerndempsey@isd191.org

- Indigenous Student Council

This group focuses on honoring Indigenous cultures, histories, and perspectives. It provides a platform for Indigenous students to share their stories, educate others, and promote respect for Indigenous rights and traditions. The group aims to build awareness and solidarity within the school community. Open to all students, it encourages learning about Indigenous peoples and fostering inclusivity.

Contact: Marlene Bad Warriormbadwarrior@isd191.org

- Job Shadowing Club

High school students often struggle with choosing a field to commit to as a lifelong career. This club will allow them to get an idea of how certain professions feel and operate at the local level.

Contact: Marcia SextonTBD.....msexton@isd191.orgTBD

- Knitting Club

This club is a student-led activity that promotes knitting. The club meets weekly with students working individually on knitting projects. No previous knitting experience is necessary as others will help those students new to the art of knitting.

Contact: Kendra Vogt.....kvogt@isd191.org

Kim Harrod.....kharrod@isd191.org

- Latinos Unidos - Latino Student Association

This organization celebrates Latino heritage, culture, and contributions, offering a space for Latino students and allies to connect and share their experiences. It promotes cultural pride, awareness, and advocacy around issues affecting Latino communities. Open to all students, the group seeks to build understanding, foster diversity, and encourage community involvement.

Contact: Marsha Santiago-Toledanamsantiagotoledano@isd191.org

- Link Crew

This is a peer mentoring club that is open to all students in 11th and 12th grade. The Link Crew organizes and facilitates much of the first day of school (9th-grade only day) as well as providing reach out, mentoring, and connecting with the incoming freshmen students at various times throughout the school year.

Contact: Kim Harrodkharrod@isd191.org

- Muslim Student Association

This group brings together Muslim students and allies to share cultural experiences and promote understanding within the school community. It seeks to create a welcoming environment that respects religious diversity and encourages dialogue about faith, traditions, and identity. Open to all students, the group supports learning and solidarity across different backgrounds.

Contact: Maryan Alimali@isd191.org

- Neurodivergent Disabled Coalition

This inclusive group provides a supportive space for students who are neurodivergent, such as those with autism, ADHD, dyslexia, and other neurological differences. It aims to raise awareness, promote understanding, and foster an environment where all students feel accepted and empowered. Open to all students, the group encourages education, advocacy, and peer support to celebrate diverse ways of thinking and learning.

Contact: Christian Kiblerckibler@isd191.org

- Philosophy Club

This group meets most weeks to tackle burning philosophical issues. All curious minds are welcome to join the discussions.

Contact: Bill Engelhardt.....wengelhardt@isd191.org

- Polyglot Club

This is a cultural club for students who want to learn about other languages, speak other languages, and simply learn about other cultures. We play language games, teach each other slang and common words, celebrate other cultural holidays, watch foreign films, and even sing karaoke in other languages.

Contact: Rebecca Akersonrakerson@isd191.org

- Women in Engineering

This organization's purpose is to inform high school females about engineering opportunities and to spark an interest in female engineers.

Contact: Liz Davidson.....edavidson@isd191.org

- Young Life

Young Life provides a fun and safe place for students to be together and talk about their lives and faith. Everyone is invited to Young Life.

Contact: Sue Stachowski.....sstachowski@isd191.org

Enrichment Opportunities:

Outside Clubs and Organizations that are partners with BHS

The following clubs and organizations are not sponsored by District 191 but have worked closely to form partnerships with the Burnsville High School Athletics Department. Contact these clubs and organizations directly if interested in joining any of their programs.

Blackdog Swim Club
Burnsville Athletic Club
BV United Soccer Club
Burnsville Trapshooting Team
Burnsville Mountain Biking Team

Enrichment Opportunities: Athletics

Season	Boys	Fee	Girls	Fee
Fall	Cross Country Running (9th–12th)	\$200	Cross Country Running (9th–12th)	\$200
	Football (9th–12th)	\$250	Adapted Soccer (7th–12th)	\$200
	Adapted Soccer (7th–12th)	\$200	Soccer (9th– 12th)	\$225
	Soccer (9th–12th)	\$225	Swimming (7th–12th)	\$250
			Volleyball (9th–12th)	\$225
			Performance Dance (8th–12th)	\$200
			Cheerleaders (7th–12th)	\$200
			Tennis (9th–12th)	\$200

Winter	Basketball (9th–12th)	\$225	Basketball (9th–12th)	\$225
	Adapted Hockey (7th–12th)	\$200	Adapted Hockey (7th–12th)	\$200
	Hockey (9th–12th)	\$250	Hockey (7th–12th)	\$250
	Alpine Skiing (7th–12th)	\$225	Alpine Skiing (7th–12th)	\$225
	Nordic Skiing (7th–12th)	\$225	Nordic Skiing (7th–12th)	\$225
	Swimming (7th–12th)	\$250	Dance Team (7th–12th)	\$225
	Wrestling (9th–12th)	\$225	Olympic Weightlifting (7th–12th)	\$200
	Olympic Weightlifting (7th–12th)	\$200		
Spring	Baseball (9th–12th)	\$225	Softball (7th–12th)	\$225
	Golf (7th–12th)	\$250	Golf (7th–12th)	\$250
	Tennis (9th–12th)	\$200	Badminton (7th–12th)	\$200
	Track and Field (9th–12th)	\$225	Track and Field (9th–12th)	\$225
	Adapted Softball (7th–12th)	\$200	Adapted Softball (9th–12th)	\$200
	Lacrosse (7th–12th)	\$250	Lacrosse (7th–12th)	\$250

Athletics Contact Information

SPORT	COACH NAME	PHONE COACH	E-MAIL
Adapted Floor Hockey, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Floor Hockey, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Adapted Soccer, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Soccer, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Adapted Softball, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Softball, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Alpine Skiing Boys & Girls	<u>Maria Kimmes</u> TBD	<u>952-707-2151</u> TBD	<u>mkimmes@isd191.org</u> TBD
Badminton, Girls	Anthony Nguyen	952-666-0812	anguyen@isd191.org
Baseball	Justin Banitt	952-707-2151	jbanitt@isd191.org
Basketball, Boys	Erik Leafblad	952-707-2151	eleafblad@isd191.org
Basketball, Girls	<u>Lyndsey Robson</u> David Shaw	952-707-2151	<u>lrobsondshaw@isd191.org</u>
Cheerleading (competitive)	Alison <u>Willet</u> Morris	952-707-2151	<u>awillet</u> aamorris <u>@isd191.org</u>
Cross Country Run, Boys	<u>Nate Strand</u> Jeff Webber	952-707- 2944 <u>2151</u>	
	jwebber@isd191.org <u>nstrand@isd191.org</u>		
Cross Country Run, Girls	Charlie Burnham	952-707-2151	cburnham@isd191.org
Dance Team, Girls J/F	<u>AnnMarie Engebretson</u> Megan Thomas		952-707-2151
	asengebretson <u>mthomas</u> <u>@isd191.org</u>		
Dance Team, Girls H/P	<u>AnnMarie Engebretson</u> Megan Thomas		952-707-2151
	asengebretson <u>mthomas</u> <u>@isd191.org</u>		
Dance Team, Girls Fall	Jessi Mosley	952-707- 2439 <u>2151</u>	jemosley@isd191.org
Football	<u>Ryan King</u> Vince Varpness	952-707- 2124 <u>2151</u>	<u>rking</u> vvarpness <u>@isd191.org</u>
Golf, Boys	Dan Hartman	952-707-2151	dhartman@isd191.org
Golf, Girls	Roger Oie	952-707-2151	roie@isd191.org
Hockey, Boys (Co-Op w/AV)	Tate Erickson	952-220-3460	tate.erickson@district196.org
Hockey, Girls (Co-op w/EV)	Herb Harvey	952-431-8905	herb.harvey@district196.org
Lacrosse, Boys (Co-Op w/ TBD Jefferson)	TBD <u>Scott Cater</u>	TBD <u>952-806-7627</u> TBD	TBD <u>scater@isd271.org</u>
Lacrosse, Girls (Co-Op w/Kennedy)	Anna Boeser	952-681-5047	aboeser@isd271.org
Nordic Ski Racing, Boys	Gabbi Ayers	952-707-2151	gayers@isd191.org
Nordic Ski Racing, Girls	Gabbi Ayers	952-707-2151	gayers@isd191.org

Soccer, Boys	Brian Nacey	952-261-5927	bnacey@isd191.org
Soccer, Girls	Molly Connors Adam Voight	952-707-2151	mconners avoight@isd191.org
Softball, Girls	Joe Kinsella Erie Reuss	952-707-2151	jkinsella ereuss@isd191.org
Swimming & Diving, Boys	Ben Mauser	952-707-2151	bmauser@isd191.org
Swimming & Diving, Girls	Kim Harrod	952-707-2258	kharrod@isd191.org
Tennis, Boys	Paul Nesseth	952-707-2600	pnesseth@isd191.org
Tennis, Girls	Paul Nesseth	952-707-2600	pnesseth@isd191.org
Track & Field, Boys	Bounthavy Khamratthanome	952-707-2151	bkhamratthanome@isd191.org
Track & Field, Girls	Abigail Adkins	952-707-2151	aadkins@isd191.org
Track & Field, Girls	Kevin Graham	952-707-2151	kgraham@isd191.org
Volleyball, Boys	Sarah Parker TBD	952-707-2151 TBD	sparker@isd191.org TBD
Volleyball, Girls	Sarah Parker Josh Wastvedt	952-707-2151	jwastvedt sparker@isd191.org
Olympic Weightlifting	Justin Lorfald	952-707-2151	jlerfald@isd191.org
Wrestling	Andre Sellars	952-707-2151	asellars@isd191.org

Student Co-Curricular Eligibility

Burnsville-Eagan-Savage School District 191 encourages students to participate in co-curricular activities because of the tremendous benefits. However, it is the philosophy of the district that student participation is a privilege rather than a right. Therefore, students who participate in athletics and activities must demonstrate high standards of behavior and academic achievement. The decisions students make, both in and outside of school, should reflect the ideals, beliefs, and standards of their organization, school, and community. The eligibility requirements apply when students are participating as members or in groups during practices, games, activities, competitions, on trips, and at any other time that the students are representing District 191 whether at school or outside of school. Students must follow eligibility rules as well as any guidelines established by the activity and athletic director and/or coaches in all cases. Failure to do so may result in the consequences described here.

ELIGIBILITY REQUIREMENTS

To participate in co-curricular programs, students must follow all policies of the district and their schools, rules of the Minnesota State High School League (MSHSL), and applicable law. In addition, the following specific requirements apply:

Academic Eligibility:

A ~~76~~-12 student-athlete or activity participant who receives ~~mid-quarter or~~ quarter grades of "F" in a class will be placed on academic probation. The student will remain on academic probation until the student attains a grade of at least a D- in all classes. A student on academic probation may be ineligible to participate in competitions/performances, but may continue to participate in practices, scrimmages and team/club meetings.

In addition, to maintain academic eligibility a student must be making adequate progress toward graduation as defined by Burnsville-Eagan-Savage School District 191. A student is progressing adequately toward graduation if the student has accumulated the following credits prior to the beginning of the subsequent semester:

	9th Grade	10th Grade	11th Grade	12th Grade
Semester 1	Freshman Status	9 credits	19 credits	31 credits
Semester 2	4 credits	14 credits	25 credits	38 credits

School Attendance (Board Policy 503.II.D.1-6):

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

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.
6. Absences of one-half day or more, **even if excused**, prohibits students from participating that day in a Minnesota State High School League (MSHSL) competition. Certain exceptions, as outlined by MSHSL policy, are allowed at the school's discretion.

Student Code of Responsibilities:

As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of my school and the laws of my community, state, and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.

Violation of the Student Code of Responsibilities may result in a period of ineligibility as determined by the Principal. Students who are suspended or proposed for expulsion or exclusion will be deemed to violate the Student Code of Responsibilities and a consequence may be imposed by the Principal for a period of ineligibility. Where the student conduct is not covered by the MSHSL rules but violates District 191 and/or Burnsville High School rules governing student conduct, the Principal may determine that the student is ineligible to participate in co-curricular activities for a reasonable period of time. If the student's conduct violates both MSHSL rules and District 191/Burnsville High School rules, the more severe penalty will be implemented.

Leadership Positions/Captains:

If a student serving as a captain of a team or leader of a co-curricular club/organization commits an MSHSL rule violation, the student forfeits his/her captaincy or leadership position for a period of one calendar year from the violation. Upon a second MSHSL rule violation during a student's high school career, the student will lose the opportunity for captaincy/leadership of any team or club for the remainder of the student's high school career.

Accommodations:

Students with documented disabilities who require accommodations should discuss the need for reasonable accommodations with the coach or person in charge of the activity as soon as possible. A request for an accommodation will not be retroactive except in the most unusual circumstances.

Appeals Process:

When a student is declared ineligible, the parent(s) or guardian(s) will be notified by telephone and/or mail. The student and his/her parent(s) or guardian(s) may request a conference with the athletic/activities director. At that time the period of ineligibility will be stated and the appeal process will be reviewed. A written request to the building Principal must be made within five (5) school days of the notification of ineligibility. During the

appeal process, the student is ineligible to compete in extra-curricular activities. The student may continue to practice with the team during the appeal process.

The Appeals Committee, comprised of two to three teachers and the building Principal or designee, will hear the appeal and make a decision on the case. A written decision will be given to the parent/guardian within 10 school days.

“There are so many opportunities at Burnsville High School. There’s something for everyone. No matter what your interests are, you can find a team, activity or club to join.”

– Student

“Students extend their learning, and often apply what they’ve learned in the classroom, by participating in activities and/or athletics.”

-- Advisor

“Activities and athletics round out and expand the high school experience for students. I highly recommend that every student get involved in at least one club, activity or team.”

-- Coach

D. Superintendent Report

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.



**Agenda III.D.
August 13, 2026**

To: Board of Education
From: Dr. Latanya Daniels, superintendent
Date: August 13, 2026
Re: Superintendent Report

Receive a report from, Dr. Latanya Daniels, superintendent.

E. Board Member Reports

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.



**Agenda III.E.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Abigail Alt, board chair

Date: August 13, 2026

Re: Board Member Reports

Receive reports from board members.

IV. Business Meeting

A. Consent Agenda

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

1. Approve Minutes

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School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
June 25, 2026

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

Call to Order

Directors Anderson, Chester, Mikkelsen, Sachse, Hume and Chair Alt were present. Director Werb was absent. Superintendent Dr. Latanya Daniels, administrators, staff and members of the public were also present.

Attendance

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

Pledge of Allegiance

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

Agenda

Received a Community Voices: Students, Families and Staff report from Aaron Tinklenberg, director of communications.

Reports
Community Voices

Received a Listen and Learn Update report from Dr. Latanya Daniels, superintendent.

Listen and Learn
Updates

Received a report from Director Chester about District 917, and Director Mikkelsen shared a Policy Review Committee update.

Board Committee
and Assignment
Reports

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

- Approve minutes of the regular board meeting on June 11, 2026.
- Approve personnel recommendations for Jaimie Howe Brandon Lowe, Jennifer Krueger, Megan Stecher, Corina Pastrana Jessica Kitzman, Donna Pfeiffer, Tracy Millinovich, Stacy Coronis, Laurel Mirs, Elliot Sponsler, Cole Brainard, Kern Wilson, Kelli Green, Joe Kinsella, Kimberly Marschinke, Tracy Sexton, and Ryan Mokandu.
- Approve April payroll checks in the net amount of \$4,718,765.58, April claims to date, wire transfers and adjustments totaling \$13,132,833.59. Also, that the Board accepts April receipts of \$19,599,009.58 and investments for the General Fund and OPEB of \$94,519,388.28 as of April 30, 2026.
- Accepts the Budget Analysis for the month ending April 30, 2026.
- Receive a Report about the Listening Session held on June 11, 2026.
- Approve Designation of Identified Official with Authority for MDE Secure Website Access.
- Approve Income Contract with Inver Hills Community College for Postsecondary Enrollment Options (PSEO) Services for FY27.
- Approve Revised Purchase Agreement for Metcalf Middle School.
- Approve, on a First and Final Reading, No Changes to Policies 901: *Community Education* and 801: *Equal Access to School Facilities*.
- Approve, on a First and Final Reading, No Changes to Policy 904: *Distribution of Materials on School District Property by Non-school Persons*.

Consent Agenda
Minutes
Personnel
Recommendations
Checks, Receipt,
Claims and
Investments
Budget Analysis
Listening Session
IOwa
Income Contract
Policies

-Approve, on a First and Final Reading, No Changes to Policies 715: *Purchasing and Bid Requirements*, 203.2: *Order of the Regular School Board Meeting* and 208: *Development, Adoption and Implementation of Policies*.

-Approve, on a First and Final Reading, Non-substantive changes to Policy 202: *School Board Officers*.

The motion carried unanimously (6,0).

Moved by Anderson, seconded by Mikkelsen, to approve FY27 Budget.
The motion carried unanimously (6,0)

FY27 Budget

Moved by Sachse, seconded by Chester, to adopt a Resolution Certifying the Population Estimate for the 2026 Pay 2027 Levy. A roll call vote was taken and the motion carried 6,0 with Alt, Hume, Mikkelsen, Anderson, Sachse, and Chester voting in favor and none against.

Population
Estimate for Levy

Moved by Anderson, seconded by Sachse, to adopt a Resolution Designating Certain Funds as Committed Funds. A roll call vote was taken and the motion carried 6,0 with Alt, Hume, Mikkelsen, Anderson, Sachse, and Chester voting in favor and none against.

Designating
Certain Funds as
Committed Funds

Moved by Hume, seconded by Anderson, to Establish Fiscal Year 2026 Committed Fund Balance. The motion carried unanimously (6,0).

Committed Fund
Balance

Moved by Mikkelsen, seconded by Sachse, to approve, the Coverage for Property, Casualty, and Liability Insurance for 2026-2027. The motion carried unanimously (6,0).

Coverage for
Insurance

Moved by Anderson, seconded by Chester, to approve the School Board Goals for 2026-2027. The motion carried unanimously (6,0).

School Board
Goals

Moved by Hume, seconded by Anderson, to approve the Superintendent's Goals for 2026-2027. The motion carried unanimously (6,0).

Superintendent's
goals

Having no further agenda items, Chair Alt adjourned the meeting adjourned at 7:16 p.m.

Adjourn

/s/

August 13, 2026

Rachael Mikkelsen, Board Clerk

Date Approved

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 August 6, 2026

These are the minutes of a retreat held by the Board of Education. The meeting was called to order by Chair Alt at 6:00 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Anderson, Chester, Hume, Mikkelsen, Sachse, Werb, and Chair Alt, and Superintendent Dr. Latanya Daniels were present. Others in attendance included Teamworks Senior Consultant Julie Baeb, Dr. Chris Bellmont, assistant superintendent, Stacey Sovine, executive director of administrative services, Isis Buchanan, executive director of special programs, Aaron Tinklenberg, director of communication and members of the District Leadership Team composed of ISD 191 directors and school principals.

Attendance

The purpose of the retreat was to learn more about the roles and responsibilities of the school board, superintendent, administration, staff, families and the public, the governance/management partnership and to have a reflection on “what is” vs “what ought to be”.

Purpose

The meeting adjourned at 9:02 p.m.

Adjourn

/s/

08/13/26

Rachael Mikkelsen

Date approved

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 August 11, 2026

These are the minutes of a retreat held by the Board of Education. The meeting was called to order by Chair Alt at 4:00 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Anderson, Chester, Hume, Mikkelsen, Sachse, Werb, and Chair Alt, and Superintendent Dr. Latanya Daniels were present. Others in attendance included Dr. Chris Bellmont, Assistant Superintendent, Aaron Tinklenberg, Director of Communications, Stacey Sovine, Executive Director of Administrative Services and Isis Buchanan, Executive Director of Special Programs.

Attendance

The purpose of the retreat was for Leadership Planning for 2026-2027.

Purpose

The meeting adjourned at 5:58 p.m.

Adjourn

/s/

08/13/2026

Rachael Mikkelsen

Date approved

2. Approve Personnel Recommendations

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.

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

TO: Members, Board of Education
Dr. Latanya Daniels, Superintendent

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: August 13, 2026

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Administrative	Resignation	Imina Oftedahl		District-wide	Director of Curriculum, Instruction and Assessment	06/19/2026 *correction	1.0 FTE
Certified	Appointment	Robert Pope		Vista View Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Peter Brynjegard		Eagle Ridge Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Malaz Mohamed Ahmed		District-wide	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Katie Ness		Rahn Elementary School	Principal	08/12/2026	1.0 FTE
Certified	Appointment	Alicia Vonderharr		Burnsville High School	Debate- Head Coach	Fall Stipend	1.0 FTE Stipend
Certified	Appointment	Joanna Accola		Community Education	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Nichole Symons		WM. Byrne Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Laura Solbrack		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Mercy Edmondson		Burnsville High School	Winter Dance Team - Assistant Coach	Winter Stipend	1.0 FTE Stipend
Certified	Appointment	Abby Vasquez		Eagle Ridge Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Ann Chamberlain		Rahn Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Mackenzie Donais		Burnsville High School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Alsu Johnson		Burnsville High School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Elizabeth Evenson		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Kassi Christianson		Hidden Valley Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Ashley DeLuga		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Katie Kerrigan		Community Education	ECFE Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Michelle Davis		Gideon Pond Elementary	Social Worker	08/24/2026	1.0 FTE
Certified	Appointment	Nathan Loughran		Burnsville High School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	June Hove		Vista View Elementary School	Licensed School Nurse	08/18/2026	1.0 FTE
Certified	Appointment	Stacy Yoskiem		Burnsville High School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Carmen Metty		Burnsville High School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Johanna Cano		Diamondhead Education Center	Occupational Therapist	08/24/2026	1.0 FTE
Certified	Appointment	Stephanie Davies-Larson		Nicollet Middle School	Learning Coach	08/24/2026	1.0 FTE
Certified	Appointment	Phoenix Juneau		WM. Byrne Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Christina Gullickson		Eagle Ridge Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Dakota Mark		District-wide	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Hope Stacey		District-wide	VPK Teacher	07/01/2026	1.0 FTE
Certified	Appointment	Linda Lindeman		Virtual Academy	Teacher	08/24/2026	.60 FTE
Certified	Appointment	Mason McDonald		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Stephanie Schmidt		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Zachary Eckstrom		Burnsville High School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	George DeLuna		Community Education	VPK Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Abbi Erickson		Hidden Valley Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Anna E Olson		Virtual Academy	Teacher	08/24/2026	.40 FTE
Certified	Appointment	Bridget McCulloch		Harriet Bishop Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Christen Hanstad		Vista View Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Daniel Bianco		Virtual Academy	Dean	08/24/2026	.50 FTE
Certified	Appointment	Daniel Bianco		Virtual Academy	Teacher	08/24/2026	.40 FTE
Certified	Appointment	Elizabeth Clark		Hidden Valley Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	John DeLair		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Joyce Walstad		Edward Neill Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Kaylen Lowe		Eagle Ridge Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Kendall Krupczewicz		Sky Oaks Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Lidia Miranda Camillo		Burnsville High School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Naomi Brumm		Eagle Ridge Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Yessica Landaverde Mena		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Amy Grier		Gideon Pond Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Nicole Gill		Rahn Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Inna Collier Paske		Community Education	Learning Coach	08/24/2026	1.0 FTE
Certified	Appointment	Katherine Geerdes		Sky Oaks Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Lawanda Warren		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Appointment	Benjamin Molay		Nicollet Middle School	Teacher	08/24/2026	1.0 FTE
Certified	Change of Assignment	Jennifer DeDomines		Community Education	ECFE Teacher	08/24/2026	1.0 FTE
Certified	Change of Assignment	MaKayla Sather		Virtual Academy	Teacher	08/24/2026	1.0 FTE
Certified	Leave of Absence	Rebecca Akerson		Burnsville High School	Teacher	8/24/2026-11/13/2026	1.0 FTE
Certified	Leave of Absence	Nicole Kour		Nicollet Middle School	Teacher	04/27/2026-06/05/2026* correction	1.0 FTE
Certified	Leave of Absence	Kaylie Klaers		Vista View Elementary School	Teacher	08/24/2026-11/16/2026	1.0 FTE
Certified	Leave of Absence	Ashley Johnson		WM. Byrne Elementary School	Teacher	08/31/2026-10/14/2026	1.0 FTE
Certified	Leave of Absence	Robert Paetzold		Nicollet Middle School	Teacher	08/24/2026-11/02/2026	1.0 FTE
Certified	Leave of Absence	Joanna Accola		Community Education	ECFE Teacher	08/24/2026-10/18/2026	1.0 FTE
Certified	Leave of Absence	Joanna Accola		Community Education	ECFE Teacher	10/19/2026-01/03/2027	1.0 FTE
Certified	Leave of Absence	Caden Skinner		Nicollet Middle School	Teacher	09/08/2026-11/06/2026	1.0 FTE
Certified	Leave of Absence	Laura Berry		Hidden Valley Elementary	Teacher	08/24/2026-01/03/2027	1.0 FTE
Certified	Leave of Absence	Wendy Rhipenburg		Sky Oaks Elementary School	Teacher	08/24/2026-09/14/2026	1.0 FTE
Certified	Leave of Absence	Wendy Rhipenburg		Sky Oaks Elementary School	Teacher	09/15/2026-09/25/2026	.50 FTE
Certified	Leave of Absence	Jenna Underwood		District-wide	Occupational Therapist	08/24/2026-10/14/2026	1.0 FTE
Certified	Leave of Absence	Peter Roehl		Vista View Elementary School	Teacher	08/31/2026-11/20/2026	1.0 FTE
Certified	Leave of Absence	Steve J McGee		Eagle Ridge Middle School	Teacher	09/14/2026-12/06/2026	1.0 FTE
Certified	Recall	Naimo Adan		Sky Oaks Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Resignation	Suzanna Sieren		Burnsville High School	Teacher	07/10/2026	1.0 FTE
Certified	Resignation	Samantha Witt		Harriet Bishop Elementary	Teacher	07/06/2026	1.0 FTE
Certified	Resignation	Olive Winter		Eagle Ridge Middle School	Teacher	08/05/2026	1.0 FTE
Certified	Resignation	Mary Trisko		WM. Byrne Elementary School	Teacher	07/30/2026	1.0 FTE
Certified	Resignation	Margaret Kubes		Nicollet Middle School	Teacher	08/14/2026	1.0 FTE
Certified	Resignation	Emma Ganion		District-wide	Teacher	08/07/2026	1.0 FTE
Certified	Resignation	Carolyn Alston Trenteetun		Nicollet Middle School	Principal	08/07/2026	1.0 FTE
Certified	Resignation	Brad Robb		Rahn Elementary School	Principal	07/10/2026	1.0 FTE
Certified	Resignation	Jessamyn Rideaux-Crenshaw		Hidden Valley Elementary	Teacher	06/25/2026	1.0 FTE
Certified	Resignation	Alyssa Haller		Hidden Valley Elementary	Teacher	07/17/2026	1.0 FTE
Certified	Resignation by Agreement	Derek Nash		Eagle Ridge Middle School	Teacher	06/30/2026	1.0 FTE
Classified	Appointment	Trey Blanchard		Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Ryan Henke		Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend

Classified	Appointment	Robert Pope	Vista View Elementary School	Elementary Administrative Assistant	Year Round Stipend	1.0 FTE Stipend
Classified	Appointment	Robert Pope	Vista View Elementary School	PBIS Coach	Year Round Stipend	1.0 FTE Stipend
Classified	Appointment	Nicholas Zilka	Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Megan Woods	Vista View Elementary School	Student Council	Year Round Stipend	1.0 FTE Stipend
Classified	Appointment	Karina Colareta	Vista View Elementary School	Student Safety Patrols	08/24/2026	1.0 FTE Stipend
Classified	Appointment	Janet Lopez	Community Education	Community Service Associate	08/24/2026	8 hours/day
Classified	Appointment	Hayley Waggoner	Edward Neill Elementary	CE Site Lead	07/16/2026	8 hours/day
Classified	Appointment	Eric Reuss	Burnsville High School	Boys Cross Country- Assistant Coach	Fall Stipend	1.0 FTE Stipend
Classified	Appointment	Elizabeth Heger	Burnsville High School	Yearbook Advisor	09/15/2026	1.0 FTE Stipend
Classified	Appointment	Dante Steward	Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Anne Sands	Sky Oaks Elementary School	Elementary Administrative Assistant	08/24/2026	1.0 FTE Stipend
Classified	Appointment	Alison Drutowski	Eagle Ridge Middle School	Girls Volleyball- Head Coach	Fall Stipend	1.0 FTE Stipend
Classified	Appointment	Awatif Bilal	Vista View Elementary School	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Appointment	Jackson Robelia	Eagle Ridge Middle School	Cross Country- Head Coach	Fall Stipend	1.0 FTE Stipend
Classified	Appointment	Leon Sargent	Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Albert Padilla	Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Kristine Olson	WM. Byrne Elementary School	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Appointment	Anders AD Grah	Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Brian Goblirsch	Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Isabelle Shuster	Burnsville High School	Girls Soccer- Assistant Coach	Fall Stipend	1.0 FTE Stipend
Classified	Appointment	Erin Bicknese	Hidden Valley Elementary	Registered Nurse	08/18/2026	8 hours/day
Classified	Appointment	Kellie Gharwal	Hidden Valley Elementary	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Appointment	Michelle Peschken	Burnsville High School	Food Service- Assistant Manager	07/16/2026	7.5 hours/day
Classified	Appointment	Cory Johnson	Burnsville High School	Quiz Bowl Advisor	09/15/2026	1.0 FTE Stipend
Classified	Appointment	Cory Johnson	Burnsville High School	Science Challenge Fair Advisor	09/15/2026	1.0 FTE Stipend
Classified	Appointment	Christian Kilber	Burnsville High School	Football- Assistant Coach	Fall Stipend	.50 FTE Stipend
Classified	Appointment	Lea Alexander	Nicollet Middle School	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Appointment	Meghan Burroughs	Diamondhead Education Center	Administrative Assistant	07/20/2026	8 hours/day
Classified	Appointment	Olivia Bennis	Eagle Ridge Middle School	Food Service Associate	08/25/2026	5.75 hours/day
Classified	Appointment	Seantille Wiley	Rahn Elementary School	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Appointment	Sheryl Brame	Diamondhead Education Center	Administrative Assistant	07/20/2026	8 hours/day
Classified	Appointment	Amivi Aguium	Gideon Pond Elementary	Food Service Associate	08/24/2026	3.75 hours/day
Classified	Appointment	Iris Medina Borjas	Rahn Elementary School	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Appointment	Karen Palmateer	Diamondhead Education Center	Administrative Assistant	07/20/2026	8 hours/day
Classified	Appointment	Meredith Duda	WM. Byrne Elementary School	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Appointment	Taylor Venteicher	Community Education	CE Site Lead	07/01/2026	8 hours/day
Classified	Appointment	Taylor Robinson	Vista View Elementary School	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Change of Assignment	Tiffany Carson	WM. Byrne Elementary School	Food Service Associate	08/25/2026	5.75 hours/day
Classified	Change of Assignment	Rebecca McGuire	Harriet Bishop Elementary	Educational Assistant	08/24/2026	7.25 hours/day
Classified	Change of Assignment	Luis Molina	Vista View Elementary School	Custodian	06/05/2026	8 hours/day
Classified	Change of Assignment	Craig Schwanke	Burnsville High School	Custodian	08/03/2026	8 hours/day
Classified	Leave of Absence	Yanira Delgado	WM. Byrne Elementary School	Custodian	08/15/2026-11/06/2026	8 hours/day
Classified	Leave of Absence	Nicholas Johnson	Gideon Pond Elementary	Custodian	06/05/2026-06/30/2026	8 hours/day
Classified	Leave of Absence	Nicholas Johnson	Gideon Pond Elementary	Custodian	07/01/2026-07/17/2026	8 hours/day
Classified	Leave of Absence	Elsa Robles	Diamondhead Education Center	Custodian	07/16/2026-08/12/2026	8 hours/day
Classified	Leave of Absence	Cindy Crosbie	Rahn Elementary School	Administrative Assistant	07/01/2026-08/02/2026* correction	8 hours/day
Classified	Leave of Absence	Cheryl Westman	Sky Oaks Elementary School	Educational Assistant	08/24/2026-09/29/2026	4.25 hours/day
Classified	Leave of Absence	Annette Hardt	Diamondhead Education Center	Clerical	6/15/2026-6/30/2026 intermittently)	8 hours/day
Classified	Leave of Absence	Annette Hardt	Diamondhead Education Center	Clerical	7/1/2026-7/12/2026	8 hours/day
Classified	Leave of Absence	Amra Butler	Gideon Pond Elementary	Food Service Manager	6/11/2026-6/30/2026	7.5 hours/day
Classified	Leave of Absence	Amra Butler	Gideon Pond Elementary	Food Service Manager	7/1/2026-8/31/2026	7.5 hours/day
Classified	Leave of Absence	Charles Robasse	Harriet Bishop Elementary	Custodian	06/16/2026-06/30/2026	8 hours/day
Classified	Leave of Absence	Charles Robasse	Harriet Bishop Elementary	Custodian	07/01/2026-08/02/2026	8 hours/day
Classified	Leave of Absence	Riley Morris	District-wide	Nurse	08/31/2026-11/22/2026	8 hours/day
Classified	Resignation	Shelley Hermes	Eagle Ridge Middle School	Girls Volleyball- Head Coach	06/25/2026	1.0 FTE Stipend
Classified	Resignation	Sarah Parker	Edward Neill Elementary	Safety Patrol Advisor	08/01/2026	1.0 FTE Stipend
Classified	Resignation	Reese Moore	Burnsville High School	Fitness Center Supervisor	08/05/2026	.25 FTE Stipend
Classified	Resignation	Reese Moore	Burnsville High School	Strength and Conditioning- Assistant Coach	08/05/2026	.20 FTE Stipend
Classified	Resignation	Megan Woods	Vista View Elementary School	Elementary Administrative Assistant	08/04/2026	1.0 FTE Stipend
Classified	Resignation	Matthew Steichen	Diamondhead Education Center	Communication Coordinator	08/07/2026	8 hours/day
Classified	Resignation	Mark Hubbard	Burnsville High School	Assistant Muscial Set Design	08/08/2026	1.0 FTE Stipend
Classified	Resignation	Mark Hubbard	Burnsville High School	Musical Producer Assistant	08/08/2026	1.0 FTE Stipend
Classified	Resignation	Mark Hubbard	Burnsville High School	Play Full Length Set Design Head	08/08/2026	1.0 FTE Stipend
Classified	Resignation	Maricela Dale	Diamondhead Education Center	Cultural Liaison	08/21/2026	8 hours/day
Classified	Resignation	Janet Lopez	Hidden Valley Elementary	Educational Assistant	08/23/2026	7.5 hours/day
Classified	Resignation	Ibrahim Abdullahi	Nicollet Middle School	Girls Basketball- Head Coach	07/23/2026	1.0 FTE Stipend
Classified	Resignation	David Shaw	Burnsville High School	Dean	07/07/2026	8 hours/day
Classified	Resignation	Barbara Gierada	WM. Byrne Elementary School	Safety Patrol Advisor	08/05/2026	.50 FTE Stipend
Classified	Resignation	Alison Drutowski	Eagle Ridge Middle School	Girls Volleyball- Assistant Coach	08/03/2026	1.0 FTE Stipend
Classified	Resignation	Alicia Vonderharr	Burnsville High School	Debate- Assistant Coach	08/07/2026	.50 FTE Stipend
Classified	Resignation	Adam Voight	Burnsville High School	Girls Soccer- Head Coach	12/10/2025	1.0 FTE Stipend
Classified	Resignation	Abigail Adkins	Burnsville High School	Girls Track and Field- Assistant Coach	07/16/2026	.50 FTE Stipend
Classified	Resignation	Abigail Adkins	Burnsville High School	Girls Track and Field- Head Coach	07/16/2026	.50 FTE Stipend
Classified	Resignation	Blake Widness	Burnsville High School	Drumline Assistant	08/10/2026	.25 FTE Stipend
Classified	Resignation	Amber Krieg	Hidden Valley Elementary	Educational Assistant	07/31/2026	4.75 hours/day
Classified	Resignation	Scott Pearson	Burnsville High School	Girls Swim and Dive- Assistant Coach	07/28/2026	.50 FTE Stipend
Classified	Resignation	Ann Chamberlain	Rahn Elementary School	Educational Assistant	08/23/2026	7.25 hours/day
Classified	Resignation	Nicole Haspert	Burnsville High School	Licensed Alcohol and Drug Counselor	07/16/2026	.80 FTE
Classified	Resignation	Kristine Olson	WM. Byrne Elementary School	Food Service Associate	08/21/2026	5.75 hours/day
Classified	Resignation	Francie Duea	Community Education	Community Service Associate	06/30/2026	8 hours/day
Classified	Resignation	Jeffery Schwenn	WM. Byrne Elementary School	Safety Patrol Advisor	08/05/2026	.50 FTE Stipend
Classified	Resignation	Maria Cantu2	Nicollet Middle School	Food Service Associate	08/03/2026	3.75 hours/day
Classified	Retirement	Robert Weber	Harriet Bishop Elementary	Educational Assistant	08/22/2026	7.25 hours/day
Classified	Retirement	Julie Morgan	Burnsville High School	Custodian	09/06/2026	8 hours/day
Classified	Retirement	Jennifer Green	Diamondhead Education Center	Community Education Manager	09/11/2026	8 hours/day
Classified	Retirement	Katherine Rother	Diamondhead Education Center	Clerical	01/05/2027	8 hours/day

3. Receive a Report about the Listening Session

100

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.



**Agenda IV.A.3.
August 13, 2026**

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: August 13, 2026

Re: Report about the Listening Session

Recommendation: Receive a report about the listening session scheduled on June 25, 2026.

There were no speakers who signed up to speak at the listening session on June 25, 2026.

4. Approve, on a Second Reading Basis Changes Policies:

102

427: *Workload Limits for Certain Special Education Teachers*,
530: *Immunization Requirements* and 615: *Testing Accommodations*,
Modifications, and Exemptions for IEPs, Section 504 Plans and EL
Students, and 503: Student Attendance



**Agenda IV.A.4.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: August 13, 2026

Re: Approve, on a Second Reading Basis, Changes to Policies: 427: *Workload Limits for Certain Special Education Teachers*, 530: *Immunization Requirements* and 615: *Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and EL Students*

Recommendation: That the Board of Education approves, on a second reading basis, changes to policies: 427: *Workload Limits for Certain Special Education Teachers*, 530: *Immunization Requirements* and 615: *Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and EL Students* and 503: *Student Attendance*.

Notes:

This policy was reviewed during the May 19, 2026 Policy Review Committee and passed changes, on a on a first reading basis, during the June 11, 2026 Board of Education meeting. Changes include:

- MSBA technical updates for better alignment to statute language
- Aligns policy with transitions to alternate MCA requirements

Adopted: 8/27/2015

Burnsville-Eagan-Savage School District Policy 427

Reviewed: PRC 5/19/266/12/2025

Revised: 09/08/2022

Rescinds:

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is for the Burnsville-Eagan-Savage School District to establish general parameters for determining the workload limits of special education staff who provide services to children and youth with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children and youth with specific disabling conditions.

B. Direct Services

"Direct services" means special education services provided by a ~~special education~~ teacher or a related service professional when the services are related to instruction, including cooperative teaching.

C. Indirect Services

"Indirect services" means special education services ~~provided by a special education teacher or a related service professional~~ which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.

D. Workload

"Workload" means a special education teacher's total number of minutes required

for all due process responsibilities including direct and indirect services, evaluation and reevaluation time, management of Individual Education Program (IEP) plans, travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Workload limits for Burnsville-Eagan-Savage School District 191 special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the Burnsville-Eagan-Savage School District shall take into consideration the following factors: student contact minutes; evaluation and reevaluation time; indirect services; management of IEPs; travel time; and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
 Minn. R. 3525.2340, Subp. 4.B.
 Minn. R. 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of “direct services,” “indirect services,” “teacher” and “workload”)

Cross References: Burnsville-Eagan-Savage School District Policy 508 Extended School Year for Certain Students with Individualized Education Programs
 Burnsville-Eagan-Savage School District Policy 608 Instructional Services—Special Education

Adopted: 1/1999
 Reviewed: PRC 5/19/263/9/2023
 Revised: 1/10/2019
 Rescinds: JHCB

Burnsville-Eagan-Savage School District Policy 530

530 IMMUNIZATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations or show appropriate exemption as mandated by the MN Immunization law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students enrolled in Independent School District 191 are required to provide proof of immunizations, or appropriate documentation exempting the student from such immunizations, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunizations or documentation of exemption. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
 - 1. a statement, from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), , affirming that the student received the immunizations required by law indicating the month, day and year each immunization was administered; or
 - 2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered and is in the process of completing the series within eight months
- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide

information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Paragraph Section–III.A. above, or statement of exemption from immunizations set forth in Article Section–IV., below, to the superintendent or designee of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.
- D. When evidence of the presence of a communicable disease exists or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student’s parent or guardian has submitted the required data.
- E. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a signed statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her a notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian, or emancipated student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

- A. The school district will develop and implement a procedure to:
 - 1. Notify parents/guardians and students of the immunization and exemption requirements by use of a form approved by the Minnesota Department of Health;
 - 2. Notify parents/guardians and students of the consequence for failure to provide required documentation regarding immunizations;

3. Review student health records to determine whether the required information has been provided; and
4. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. ~~Student immunization records maintained by the school district are generally considered education records subject to the Family Education Records and Privacy Act (FERPA). The school district may not disclose personally identifiable information (PII), including immunization records, without parent or eligible student consent unless a permissible exception applies. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515, Protection and Privacy of Pupil Records.~~
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within thirty (30) days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, as defined in Minnesota Statutes, section 135A.14, the designated school district administrator shall ~~will~~ assist in the transfer of the student's immunization file to the post-secondary educational institution.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
20 U.S.C. § 1232g (Family Educational and Privacy Rights Act)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

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

Resources: MN Department of Health: School Health Personnel Immunization and Disease Reporting (accessed 12/15/25)

Adopted: 9/14/2017

Burnsville-Eagan-Savage School District Policy 615

Reviewed: ~~10/22/2024~~ PRC 05.19.26

Revised: 12/12/24

Rescinds :

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND EL STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Language (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

- A. The federal Every Student Succeeds Act (ESSA) and Minnesota statutes require that public school students be assessed annually in reading, mathematics, and science. The Minnesota Comprehensive Assessment (MCA), the Minnesota Test of Academic Skills (MTAS), and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments used to meet this requirement.

The MCA and MTAS/Alt MCA are criterion-referenced assessments, which means they measure a snapshot of student learning of a fixed set of criteria: the Minnesota Academic Standards. The Minnesota K–12 Academic Standards are revised every ten (10) years, according to a schedule determined by the state legislature. When standards are updated, the statewide assessments are also updated with a new series to align to the new standards. The new assessments are administered when the new academic standards are fully implemented.

- B. The Minnesota Test of Academic Skills (MTAS) and the Alternate Minnesota Comprehensive Assessment (Alt MCA)

1. The Minnesota Test of Academic Skills (MTAS) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments designed for, and limited to, students with the most significant cognitive disabilities. They are designed to measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students who receive special education services and meet the eligibility criteria may take the MTAS/Alt MCA.

2. In compliance with the transition to new Minnesota academic standards, the Minnesota Department of Education (MDE) is developing alternative assessments, the Alt MCA, to replace the MTAS, according to the following schedule:
 - a. Science Alternate MCA (2024-25 school year);
 - b. Reading Alternate MCA (2025-26 school year); and
 - c. Mathematics Alternate MCA (2027-28 school year).

III. DEFINITIONS

A. Most Significant Cognitive Disability

This term describes students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction. IEP teams may use the following characteristics to identify if a student has a most significant cognitive disability:

1. The student's cognitive functioning is significantly below age expectations. The IEP team can determine that a student may be significantly below the average cognitive functioning of typically developing peers by
 - a. a standardized norm-referenced measure of cognitive functioning,
or
 - b. when formal cognitive assessments are inappropriate, invalid or documented in other ways, other data-based measures may be used to document functioning significantly below age expectations as referenced in the Individuals with Disabilities Education Act (IDEA).
2. The student's disability has a significant impact on their ability to function in multiple environments, including home, school and community.
3. The student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills to actively participate in school, work, home and community environments.

- B. Other key terms are defined in the current MDE *Procedures Manual for the Minnesota Assessments* (see Resources).

IV. ALTERNATIVE ASSESSMENT

A. Initial Steps

Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

- ~~2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.~~

- ~~3. Eligibility Requirements~~

- ~~a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:~~

- ~~(1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;~~

- ~~(2)~~2. The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

3. The IEP team must first consider the student's ability to participate in the MCA, with or without accommodations. The IEP team must document, in the IEP, the reasons why the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of an alternate assessment.

4. Participation decisions will be made separately for mathematics, reading, and science. Participation decisions must be made annually and documented in a student's IEP.

- ~~(3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a~~

~~significant impact on their ability to function in multiple environments, including home, school, and community;~~

~~(4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;~~

~~(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.~~

~~b. MTAS participation decisions must not be made on the following factors:~~

~~(1) Student's disability category;~~

~~(2) Placement;~~

~~(3) Participation in a separate, specialized curriculum;~~

~~(4) An expectation that the student will receive a low score on the MCA;~~

~~(5) Language, social, cultural, or economic differences;~~

~~(6) Concern for accountability calculations.~~

B. Alternate Assessment Eligibility Requirements ACCESS for ELs

~~1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.~~

~~2. Eligibility Requirements~~

~~a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.~~

~~b. 1. The For a student with must have a significant cognitive disability to be eligible for an alternative assessment, the IEP team must determine that the following are true: - If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.~~

~~c. For students in grades that the MTAS is not administered:~~

(1a) the student's ~~must have~~ cognitive functioning to be significantly below age ~~level~~expectations;

(2b) the student's disability ~~must have~~has a significant impact on their ability to function in multiple environments, including home, school, and community; and

(3c) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills ~~in order~~ to actively participate in school, work, home, and community environments.

d. ~~The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.~~

e. ~~The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.~~

32. Alternate ~~ACCESS~~assessment participation decisions must not be made on the following factors:

a. Student's disability category as defined in Minnesota Rules, part 3525.1325-1348; ;

b. Educational environment or instructional setting;

c. ~~Participation in a separate, specialized curriculum;~~

e. ~~Current level of English language proficiency;~~

d. ~~An The~~ expectation that the student will receive a low score on the ~~ACCESS for ELs~~MCA;

e. Language, social, cultural, or economic differences;

f. Concern for participation rate ~~accountability~~ calculations at the district level.

C. ~~EL Students New to the United States~~

~~EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).~~

III. ~~DEFINITION OF TERMS~~

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com/policies-and-procedures.

V. ALTERNATE ACCESS FOR ELs

A. ACCESS for ELs

1. All English learners in grades K–12 in public schools are required to participate annually in an English language proficiency assessment. With very few exceptions, all English learners take the ACCESS for ELs.

Minnesota students identified as English learners (ELs) require an additional assessment to determine their progress toward English language proficiency. These students take the WIDA ACCESS assessment annually. English learners who receive special education services and meet alternate assessment participation guidelines may take the WIDA Alternate ACCESS.

The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing. Some students with significant cognitive disabilities may be eligible to take the Alternate ACCESS for ELLs instead of the ACCESS for ELL.

B. Eligibility Requirements

1. The student is identified as an English learner (EL) and is reported as EL in student enrollment data submitted in the Minnesota Automated Reporting Student System (MARSS);
2. The student must have a most significant cognitive disability
3. The student cannot meaningfully participate in the WIDA ACCESS, even with allowable accommodations.
4. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

C. Alternate ACCESS participation decisions must not be made on the following factors:

1. The student’s disability category alone;
2. The student’s placement or instructional setting;

3. The student's language background, or other social, cultural, or economic factors;
4. An expectation that the student will receive a low score on the WIDA ACCESS; and
5. A desire to simplify test administration, which may include behavioral concerns or anticipated emotional distress.

VIIV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR ~~TESTING BASIC SKILLS AND GRAD TESTING~~

See Chapter 54 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports

VVII. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 125A.08 (Individualized Education Programs)
 Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
~~Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS);~~
~~<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>~~
~~Alternate ACCESS for ELLs Participation Guidelines;~~
~~<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>~~

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

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

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

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

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

Resources: [Minnesota Department of Education \(MDE\): Alternate Assessments \(accessed 12/31/25\)](#)
[MDE: Statewide Assessments Policies and Procedures \(accessed 12/31/25\)](#)
[MDE: Eligibility Requirements and Decision-Making Tool for Minnesota Alternative Assessment \(MTAS/Alternate MCA\) \(accessed 12/31/25\)](#)
[MDE: English Learner Education \(accessed 1/1/26\)](#)
[MDE: Minnesota's Assessments for English Learners \(accessed 1/1/26\)](#)
[WIDA: WIDA Alternate ACCESS Participation Decision Tree \(accessed 1/1/26\)](#)

Adopted: 12/1997/

/Burnsville-Eagan-Savage School District Policy 503

Reviewed: ~~08/28/25~~PRC 5/19/26

Revised: 09/11/25

Rescinds: JE

503 STUDENT ATTENDANCE

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

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

4. Administrator's Responsibility

- a. The administrator has the responsibility to require students to attend all assigned classes and study halls. The administrator also has the responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, the administrator has the responsibility to inform the student's parents or guardians of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.
- c. The district must count a student as in attendance on each day the student receives supervision, instruction, or services from school staff during scheduled school hours. Minnesota Statutes, section 120A.22 does not remove the school district's responsibility to continue to comply with reporting requirements in Minnesota Statutes, section 126C.05 for the purposes of funding.
- d. The principal must issue and keep a record of attendance, under rules established by the school board.

B. Types of Absences

1. Excused Absences

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

- b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. ~~A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.~~
- c. The school board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.
- d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
 - (a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;
 - (b) family emergencies;
 - (c) the death or serious illness or funeral of an immediate family member;
 - (d) the child has a condition that requires ongoing treatment for a mental health diagnosis; or
 - (e) other exemptions included in this attendance policy.
- (2) that the child has already completed state and district standards required for graduation from high school; or
- (3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three (3) hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it

must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

(4) Court appearances occasioned by family or personal action.

~~(5) Official school field trip or other school-sponsored activity.~~

~~(6)~~⁵ Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

~~(7)~~⁶ Active duty in any military branch of the United States.

~~(8)~~⁷ ~~Family Approved family activity vacations~~ totaling up to 5 days within the school year.

e. Consequences of Excused Absences

1. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
2. Work missed because of absence must be made up within two school days from the date of the student's return to school. However, the classroom teacher or the building principal may extend the time allowed for completion of make-up work in the case of an extended absence or other extenuating circumstances.

2. Unexcused Absences

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

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

(7 tardies equal one (1) unexcused absence)

6. Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

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

C. Tardiness/Early Departure

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

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip. Exception made for virtual learning students.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment or appointment.
- e. Court appearances occasioned by family or personal action.

- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

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

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

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school- sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if they has an unexcused absence from any class during the day.
4. If a student is suspended from any class, they may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, they must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

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

III. RELIGIOUS AND CULTURAL OBSERVANCES ACCOMMODATION

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

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
- B. The school district will provide annual notice to parents of the school district's policy

relating to a student's absence from school for [a religious](#) [or cultural](#) observance.

V. REQUIRED REPORTING

A. Continuing Truant

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

1. Three [\(3\)](#) days if the child is in elementary school; or
2. Three [\(3\)](#) or more class periods on three [\(3\)](#) days if the child is in a secondary school.

B. Reporting Responsibility

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

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes, section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, Chapter 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving

privilege pursuant to Minnesota Statutes, section 260 Chapter 201;
and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one (1) day.

C. Habitual Truant

1. A habitual truant is a child ~~under the age of 17 years~~ who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse ~~for seven school days per school year if the child is in elementary school or~~ for one or more class periods on seven (7) school days per school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days per school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

Pursuant to section 260C.163, subdivision 11, habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures under Minnesota Statutes, Chapter 260A.

Legal References:

Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
–Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct.

1988)

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

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

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

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

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

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

B. New Business

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.

August 13, 2026 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

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Student Handbook

Board Member Question	Staff Response
Just a couple comments/questions on the Student Handbook: 1. Would it be possible to exchange the photo on Page 1 with grad photo from June 2026? We are now in a new venue. 2. Page 6 - Policy 503 Is there verbiage to be updated here, as noted in the presentation? I do see greater specificity below and am wondering why we aren't calling out some level of change here for families. 3. Page 8 - I love calling out the fact that every day counts. It does. Understanding as well, that we have in-school tardies, I wonder if the new verbiage impresses upon families the importance of being in school AND in class. 4. Page 14 - "Notification to military recruiting offices" - In which policy is this verbiage found? 5. Distributing or selling marijuana or cannabis products: Why is this not Level 4, only? Threatening student safety would seem to be intrinsically implied.	1. Yes. The Handbook has been updated. 2. We believe you are referring to Policy 503: Student Attendance on pg. 5. In this section, we seek a level of brevity as our hope is to recap the essence of the Policy itself. Given that we zoom in on Attendance on pg 8, 26, and 27, and our internal practices at the sites and across the district, I think we are communicating strongly. With that being said, we will flag this page for our Attendance team as we look at handbook revisions for 27-28. Thank you for this. 3. Thanks for this feedback - we can bring this to the Attendance Team as we build our communication systems out for this coming school year. We are also adding the following statement to the handbook. Being in school every day and on time is vital for school success. And so is being in the entirety of each class and instructional block. 4. Policy 515 under section V 5. We connected with Dr. Lowe who led this collaborative work. The reason for Level 2 and 3 in some instances is to provide administrative flexibility in the case of a look alike substance. With that being said, he did agree that - with the definitions - we should remove Level 3 for one of the behaviors (use, possession or being under the influence). The team will continue to work on this section for 27-28 as we navigate the changing laws and interpretations.

District Assessment Plan

Board Member Question	Staff Response
1. This is a report required by MDE which reports and defines our assessment framework. It is understood that we are reviewing said framework, as opposed to the people who implement it. I wonder how this year's framework might begin to change our trajectory with regard to our testing outcomes. 2. As a new addition to our assessment plan, why do we believe that Flashlight 360 will move the dial in a significant way for our multilingual students?	1. By layering in additional interim assessments - Capti ReadBasix and now Flashlight 360 - within the existing framework, we are creating more frequent checkpoints throughout the year. Each checkpoint provides a fresh read on where students stand, which feeds directly back into both instructional decision-making and intervention planning. The goal is that this tighter feedback loop helps us catch gaps sooner and adjust course in time to move outcomes in a more positive direction. 2. Flashlight 360 bridges this critical operational gap. It provides an asset-based, continuous progress-monitoring platform specifically designed to evaluate and accelerate speaking and writing—the two domains where multilingual learners (MLs) historically struggle most to demonstrate growth on high-stakes assessments. Speaking and writing are productive language skills that are difficult and time-consuming for teachers to assess regularly in standard classroom environments. As a result, students often do not receive targeted practice or timely feedback in these domains until annual testing occurs. Flashlight 360 enables teachers to asynchronously capture, score, and analyze student speaking across 5 key areas and writing across 3 key areas. This gives educators "right-now" data to differentiate tier-1 instruction, group students dynamically, and adjust language scaffolds in real time.

(Topic)

Board Member Question	Staff Response

1. Approve District Assessment Plan

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Speaker(s): Brandon Lowe, Director of Student Support and Engagement



**Agenda IV.B.1.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Brandon Lowe, director of student support and engagement

Date: August 13, 2026

Re: Approve District Assessment Program

Recommendation: That the Board of Education approves the District Assessment Program for the 2026-2027 school year.

In alignment with District Policy 614: School District Assessment Program and District Policy 613: Graduation Requirements, district administrators will bring recommendations for a comprehensive standardized assessment program to the school board for approval. The One91 Assessment Overview 2026-2027 provides information about the district comprehensive plan.

Attachment: One91 Assessment Overview for 2026-2027



Comprehensive Assessment Plan 2026-2027

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RESOURCES

- Links and resources:
 - [MDE Statewide Testing](#)
 - [MDE Family Statewide Testing](#)
 - [One91 Assessment Overview Site](#)

ASSESSMENT COMMITTEE

Purpose

In 2024-2025, an assessment committee was established to evaluate the school district's comprehensive assessment program and to provide recommendations for approval or revision to the superintendent.

Authority

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

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

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

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

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

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

- Commitment 1: Prioritize equity: Set and communicate a vision and targets for high outcomes for all students.
- Commitment 3: Measure what matters: Use relevant and meaningful data. Hold each other accountable for equity.
- Commitment 7: Monitor equitable implementation of standards: Improve the quality of curriculum and instruction for all students.

- Commitment 9: Improve conditions for learning: Focus on school culture, climate, and social-emotional development. Connect teaching to the experiences, assets, and needs of students.

Organization

As part of a broader effort to strengthen internal systems, a systems evaluation group was established to focus on assessment. This system evaluation group's theory of action states:

If district and school leadership teams annually review student academic, behavior, and SEL outcomes and use the data to plan for program improvements, achievement gap reduction, professional learning, and resource allocation, then decisions will more effectively address barriers and resources will be allocated for stronger implementation of district initiatives.

Membership Responsibilities

Members of the group attended monthly meetings, provided insight based on their experience, and recommended a comprehensive plan to the District One91 School Board.

Members

Brandon Lowe, Assessment, Data, and Research Coordinator, District 191

Jaimie Howe, Systems Improvement and Student Achievement Coordinator, District 191

Imina Oftedahl, Director of Curriculum, Instruction, and Assessment, District 191

Jon Bonneville, Principal, William Byrne Elementary School

M.J. Gunderson, School Psychologist, Burnsville High School

Casey Ewert, Board Certified Behavior Analyst, District 191

Jessie Bakeberg, Math Coach, Nicollet Middle School

Katie Salmela, District Media and Technology Specialist, District 191

Billie Retzlaff, Board Certified Behavior Analyst, District 191

ASSESSMENT OVERVIEW

Role of Assessment

Every student follows a unique learning journey. In order to help each learner continually grow, educators need clear and accurate information about where students are in their learning to help them progress. High-quality assessment tools are truly the building blocks of accelerating learning: they enable every educator to efficiently inform instruction, effectively guide reteaching and additional practice, and pace instruction according to student, group, and classwide needs. A comprehensive assessment system also provides the foundation for a district's multi-tiered system of support (MTSS), driving key decisions around how to support the universal tier, students who need additional support in order to succeed, and whether interventions are effective.

Assessment Types

There are different types of assessments, each with its own purpose. By having a comprehensive assessment plan, there is the flexibility to select the right assessments to meet the unique needs of students.

Classroom Formative

Classroom formative assessment confirms that specific learning has taken place and provides data to inform instruction that follows. Classroom formative assessments are used continually and routinely (often on a daily basis) to monitor student learning, identify where students struggle, and determine where misconceptions exist so that teachers can take the right next step to help move learning forward.

Key Questions for Educators	Did students learn what was just taught? What should I teach next?
Key Questions for Parents & Caregivers	Did my child learn what the teacher just taught? Is my child ready to move on to new learning?
When	Ongoing
Who	All students or small groups

Universal Screening

Universal screening identifies students in need of additional assistance in order to meet learning goals. Educators use universal screening data as a check on student progress, to monitor whether students are growing at needed rates, and to identify opportunities for Tier 1 improvements.

Key Questions for Educators	Who is at risk? Are students growing at expected rates?
Key Questions for Parents & Caregivers	Is my child at risk of falling behind? Might my child be considered for extra support?
When	3–5x/year
Who	All students

Diagnostic

Diagnostic assessment is the process of using multiple measures and reports to identify student strengths and needs in specific skill areas, so teachers can provide instruction to address learning needs.

Key Questions for Educators	What is the specific area of need?
Key Questions for Parents & Caregivers	What is my child's specific area of need?
When	2–3x/year
Who	Students or groups flagged by screening

Progress Monitoring

Progress monitoring evaluates progress toward a learning target, per the rates of improvement for the specific skill being targeted by an intervention. Progress monitoring assessments are very sensitive to growth and help educators accurately track student progress toward their goals. Progress monitoring tools help educators efficiently remove students from interventions when they are no longer needed, and prevent students from receiving ineffective interventions for prolonged or indefinite periods of time. Progress monitoring can also help educators determine when interventions are insufficient to meet student needs and a special education referral may be needed.

Key Questions for Educators	Is the intervention working?
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	Is the student on track to meet their goal?
Key Questions for Parents & Caregivers	Is the intervention helping my child? Is my child on track to meet their goal?
When	At minimum 1–4x/month, as required
Who	Students receiving Tier 2 or Tier 3 interventions

Benchmark/Common Formative

Benchmark/common formative assessments measure students' proficiency in mastering learning standards. Benchmark/common formative assessments are aligned to a pacing calendar and the district's scope and sequence. Benchmark/common formative data can be aggregated and used to analyze class, school, and district trends in learning.

Key Questions for Educators	Are students mastering standards? If not, what can we do about it?
Key Questions for Parents & Caregivers	Is my child learning what they are supposed to be learning? If not, what can be done about it?
When	2–3x/year
Who	All students based on grade level

Summative

Summative assessments evaluate, certify, and/or grade learning at the end of a specific period of instruction. Summative assessments enable central, aggregated data tracking around trends, groups of students, and equitable practices.

Key Questions for Educators	Did students master the content (knowledge and skills)?
Key Questions for Parents & Caregivers	Did my child learn what they should have learned?
When	End of year, end of term, end of course
Who	All students

Intended Uses

Data is used to identify where students are in their learning process. Data is used by schools to provide students with a level of support they require to meet grade-level expectations. Data informs the supports at all levels; classroom-wide instruction and support for all students, targeted support, and intensive support. Data is intended to be reviewed continuously to ensure a continuum of supports for students to reach their next level of learning. While educators use data to identify students who need targeted support, they are also cognizant that labels are not used to limit or create barriers for students to access opportunities. Data supports a greater understanding of student thinking and allows educators to address misconceptions about content.

Unintended Consequences

We acknowledge that one assessment does not create a picture of the whole child. With all data, unintended consequences should be considered. Systems should:

- Ensure that they are prepared for the results of all data collected
- Be open to inclusion of other data sources, including that from families and caregivers
- Ensure alignment of assessments to their intended use
- Focus on student growth rather than “passing” an assessment
- Ensure that ALL students continue to access a high level of education regardless of assessment results
- Refrain from a narrow application of data and what that might entail
- Continuously consider the validity of data given external factors, such as cultural background, language, or disability
- Ensure that teaching is not focused on content of the assessments
- Ensure that data are not used in a way that disproportionately disadvantages students whom educational systems are already not serving

Literacy Screening

Minnesota READ Act Screening Requirements Summary

The Minnesota Reading to Ensure Academic Development (READ) Act ([Minnesota Statutes, section 120B.12, subdivision 2](#)) requires school districts and charters to adopt and implement a K-3 literacy screener from the list of Minnesota Department of Education (MDE) Approved Literacy Screening Tools. Screening tools approved by MDE include subtests to measure foundational reading skills as well as characteristics of dyslexia. Literacy screening tools were reviewed to ensure adequate classification

accuracy, reliability, validity, sample representativeness (norms), bias analysis, and ease of administration and scoring.

Screening for foundational literacy skills, as required by the READ Act, is the initial step in a process designed to help districts achieve the READ Act's literacy goal: "every child reading at or above grade level every year, beginning in kindergarten." This process comprises three core components: Screen, Identify, and Intervene. Districts are required to screen students in grades K-3 three times annually, and students in grades 4-12 who are not reading at grade level. The resulting data facilitates data-driven decision-making, enabling the identification of students needing additional reading support and the implementation of targeted interventions. These three steps—Screen, Identify, and Intervene—are fundamental requirements of the READ Act, ultimately driving action to prevent and address reading difficulties.

MDE Approved Literacy Screening Tools for Grades K-3

MDE has approved the [FastBridge earlyReading \(K-1\)](#) and [FastBridge CBMReading \(Grades 1-3\)](#) literacy screening tools to support school districts conducting universal literacy and dyslexia screening in grades K-3, as required by Minnesota Statutes 2023, section 120B.12, The READ Act.

Districts who use FastBridge as the literacy screening tool must administer the screener in fall, winter, and spring as required by READ Act 2.0. Districts must also add the earlyReading Nonsense Word subtest in Grades 2 and 3 as a dyslexia screener for students not meeting benchmark. An exception will be made for students identified as English Learners by the WIDA Screener or ACCESS for ELLs, who will not be required to take an additional dyslexia screener.

English Language Arts Assessments

The Reading Minnesota Comprehensive Assessments (MCA) III and the Minnesota Test of Academic Skills (MTAS) III assess the 2010 ELA standards in grades 3-8 and 10. The MCA IV and MTAS IV will begin assessing the 2020 standards at the same grade levels in the 2025-26 school year. Learn more about the MCAs and statewide assessments on the [Statewide Testing page](#).

This 2020 Minnesota English Language Arts (ELA) [Standards and Corresponding Assessments chart](#) clarifies how the 2020 ELA Standards are measured across three types of assessments: classroom-level assessments, literacy screeners, and the Reading MCA-IV.

ASSESSMENTS

ACCESS/Alt ACCESS

Purpose

The ACCESS for ELLs measures English learners' progress toward language proficiency based on WIDA standards. Results inform eligibility for multilingual programming and help determine when students are ready to exit English learner services. Alt ACCESS is specifically designed for students with significant cognitive disabilities.

Description

The ACCESS and WIDA Alternate ACCESS are annual assessments that measure a student's progress in developing academic English. They evaluate how well students communicate in four key areas: listening, reading, speaking, and writing. All students identified as English learners participate.

Data Usage

Schools use these scores to:

- Monitor a student's language development over time
- Determine the appropriate level of support and programming a student needs to succeed
- Identify when a student has reached the proficiency required to exit English learner services

These assessments provide a helpful snapshot of a student's ability to use the English language needed to interact with peers, engage with teachers, and succeed across all school subjects.

Key Information

Purpose	Summative, Screener
Required by	State
Students Assessed	K-12 students receiving EL services
Expected Duration	4-5 hours over multiple days
Format	Kindergarten: one-on-one Grades 1-12: Online
Test Window	Feb. 1 - Mar. 26

ACT

Purpose

The ACT is a standardized college entrance exam designed to measure what your 11th grader has already learned in school. The ACT directly tests high school curriculum across four sections: English, Math, Reading, and Science.

For 11th graders, this test serves two primary purposes:

- College Admissions: It provides a standardized metric for colleges to compare students from different high schools.
- Scholarships: Higher scores can unlock thousands of dollars in merit-based financial aid.

While many colleges are now "test-optional," a strong ACT score can still give students a competitive edge, offset a lower GPA, and open doors to competitive programs. It is a key tool for maximizing students' options as they head into the college application process.

Description

The ACT is a multiple-choice test that assesses what a student has learned in school and takes about 3 hours. Four mandatory sections appear in a fixed order: a 45-minute English section testing grammar and sentence structure, followed by a 60-minute Math section covering algebra and geometry. Next, students take a 35-minute Reading comprehension section and a 35-minute Science section that evaluate data analysis and chart-reading. Because there is no penalty for guessing, a student should always answer every question on the ACT.

Key Information

Purpose	Summative
Required by	District to meet state requirements
Students Assessed	Grade 11 students
Expected Duration	3 hours
Format	Online
Test Window	April 21

Capti ReadBasix

Purpose

Under the Minnesota READ Act, the Capti ReadBasix assessment helps schools identify why older students (grades 4–12) may be struggling with reading. Instead of just scoring overall comprehension, this diagnostic tool pinpoints exact gaps in foundational literacy skills, including characteristics of dyslexia. The goal is to provide teachers with actionable data so they can deliver targeted, personalized reading support to help a student succeed.

Description

Capti ReadBasix is a short, fully computer-based assessment designed specifically for older students. In total, it typically takes about 30 to 40 minutes to complete. The test evaluates literacy through six distinct, timed subtests: Word Recognition & Decoding, Vocabulary, Morphology (prefixes and suffixes), Sentence Processing, Reading Efficiency, and Basic Reading Comprehension.

The test automatically adjusts to a student's reading ability, offering three levels of difficulty based on their answers. Most subtests take only 5 to 10 minutes and consist of around 30 multiple-choice or fill-in-the-blank questions. Because it adapts to individual needs and focuses on specific building blocks, it seeks to ensure a low-stress environment while gathering precise information for teachers.

Key Information

Purpose	Diagnostic
Required by	State
Students Assessed	Grade 4-12 students who have not yet met proficiency on FastBridge aReading
Expected Duration	30-40 minutes in total
Format	Online
Test Window	October

CogAT

Purpose

The Cognitive Abilities Test (CogAT) measures a child's reasoning and problem-solving skills rather than specific academic knowledge. In One91, we use CogAT results in two key ways to support a child's growth. In 2nd grade, the insights help teachers create groups tailored to how students learn. In 4th grade, we use the results to identify students who demonstrate advanced quantitative reasoning skills for placement in accelerated math paths.

Description

The CogAT is a multiple-choice assessment typically administered digitally over two to three hours, often split across multiple days. It does not require any reading or writing of essays. Instead, it features three distinct sections called batteries:

- Verbal: Evaluates language-based thinking through picture or word analogies and classifications.
- Quantitative: Assesses numerical puzzle-solving and pattern recognition (perfect for identifying abstract math potential).
- Non-Verbal: Uses geometric shapes and visual puzzles, like predicting how a folded piece of paper will look when unfolded, to measure spatial reasoning.

For 2nd graders, the test heavily uses pictures to ensure reading skills do not interfere with measuring thinking skills. By 4th grade, the test transitions to words and progression-based number series.

Key Information

Purpose	Screeners
Required by	District
Students Assessed	Grades 2 and 4
Expected Duration	2-3 hours over multiple days
Format	Online
Test Window	Grade 2: Dec. 7-18 Grade 4: Sept. 14-25

FastBridge aMath

Purpose

FastBridge aMath (Adaptive Math) is a quick, national benchmark screening test used to evaluate your child's general math achievement and annual growth. Administered three times a year (fall, winter, and spring), this assessment acts as an early warning system. It helps teachers spot any underlying gaps in essential math skills right away, allowing them to provide timely, targeted classroom support or enrichment to ensure your child stays on track.

Description

FastBridge aMath is a fully digital, computer-adaptive test that takes roughly 15 to 30 minutes to complete. The test evaluates standard math domains, including counting, algebraic thinking, geometry, fractions, and data analysis.

Because it is adaptive, the test dynamically adjusts its difficulty with every answer a student submits: if they answer a question correctly, the next one gets slightly harder, and if they answer incorrectly, the next one becomes easier. This approach allows a test of 30 to 60 multiple-choice or fill-in-the-blank questions to accurately pinpoint a student's mathematical level. Audio support is also built in, so students can listen to questions read aloud.

Key Information

Purpose	Screener
Required by	District
Students Assessed	Grades 2-10
Expected Duration	15-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-15 Spring: May 3-14

FastBridge aReading

Purpose

FastBridge aReading (Adaptive Reading) is a quick, national benchmark assessment used to measure your child's overall reading achievement and literacy growth. Administered three times a year (fall, winter, and spring), this screener serves as an early indicator of student needs. It helps teachers evaluate broad reading mastery and immediately spot hidden skill gaps, enabling them to customize daily classroom instruction and reading interventions to keep your child progressing. If students meet proficiency in grade 10, they are no longer required to be assessed using aReading in grades 11 and 12.

Description

FastBridge aReading is a fully automated, computer-adaptive test that looks and feels like state-standardized exams. The assessment typically takes between 15 to 30 minutes to complete. It evaluates an array of foundational literacy domains, including phonics, word recognition, vocabulary, and reading comprehension.

As an adaptive test, the software continuously customizes itself to the student's specific skill level. Answering correctly triggers a slightly harder question, while an incorrect answer prompts an easier one. Because of this specialized design, a compact bank of 30 to 60 multiple-choice or fill-in-the-blank questions can pinpoint the student's reading level with accuracy, utilizing both visual cues and built-in audio support.

Key Information

Purpose	Screener
Required by	District to meet state requirement
Students Assessed	Grades 2-12
Expected Duration	15-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-15 Spring: May 3-14

FastBridge CBM Reading

Purpose

To meet the requirements of the Minnesota READ Act, our district uses FastBridge CBMreading (Curriculum-Based Measurement) as a primary universal screener. Administered three times a year, this assessment measures oral reading fluency—how accurately and smoothly a student reads aloud.

Description

Unlike computer-adaptive tests, FastBridge CBMreading is a brief, one-on-one assessment conducted directly with a teacher or specialist. A student is given a printed, grade-level story passage and asked to read it out loud for exactly one minute.

As the student reads, the teacher follows along on a separate screen or page, quietly tracking how many words are read correctly and noting any skipped words or errors. If the student hesitates on a word for more than three seconds, the teacher will provide the word to keep them moving forward. The final score is calculated as the total number of Words Correct Per Minute (WCPM), giving us a highly reliable snapshot of the student's reading automaticity.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet state requirement
Students Assessed	Grade 1 in Winter and Spring Grades 2-3 in all three windows
Expected Duration	5 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-29 Spring: May 3-28

FastBridge earlyMath

Purpose

FastBridge earlyMath is a brief, specialized universal screening tool used three times a year to assess a child's foundational math development. Designed specifically for kindergarten and first grade, it serves as an early checkup to catch hidden learning gaps before they impact future schoolwork. By identifying exactly where a child needs extra practice with numbers, relations, and operations, teachers can deliver the tailored instruction your child needs to build strong mathematical roots.

Description

FastBridge earlyMath is a short, interactive test administered one-on-one with a teacher or specialist rather than individually on a computer. It takes about 5 to 10 minutes to complete.

Depending on the season and grade level, a child completes a customized combination of up to four brief, 1-minute subtests. Instead of typical word problems, the focus is on foundational number sense skills. A child will look at cards or a screen and answer quick questions, such as naming numbers out loud (Numeral Identification), instantly counting a cluster of dots without pointing (Subitizing), matching numerals to quantities, and identifying missing numbers in a pattern. The teacher records responses electronically to ensure a fast, low-stress experience for young learners.

Key Information

Purpose	Screeners Diagnostic Progress Monitor
Required by	District
Students Assessed	K-1 students
Expected Duration	5-10 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-29 Spring: May 3-28

FastBridge earlyReading

Purpose

To meet the requirements of the Minnesota READ Act, our district uses FastBridge earlyReading three times a year in kindergarten and first grade. This early literacy screener acts like a wellness checkup for reading development. By assessing essential building blocks—such as letter sounds and blending—it helps teachers spot potential learning hurdles or early indicators of dyslexia. This ensures we can provide immediate, tailored reading support to help a child become a confident reader.

Description

FastBridge earlyReading is a brief assessment administered one-on-one with a teacher or specialist rather than on a computer. The process takes 5 to 10 minutes. Depending on the time of year, the child completes up to four distinct 1-minute subtests. Instead of reading whole books, students complete short tasks, such as naming the sounds of letters on a page (Letter Sounds), breaking spoken words into individual sounds (Word Segmenting), or sounding out short nonsense words to demonstrate phonics skills. The teacher verbally prompts the student and records the responses digitally.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet state requirement
Students Assessed	K-1 students Note: Students in grades 2 and 3 are also required to take the nonsense words subtest of earlyReading.
Expected Duration	5-10 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Aug. 31 - Sept. 25 Winter: Jan. 4-29 Spring: May 3-28

FastBridge mySAEBRS

Purpose

FastBridge mySAEBRS is a brief self-assessment tool used three times a year (grades 2–12) to measure a child’s social-emotional well-being. Because school success is about more than just academics, this screener helps schools understand how students feel about their social interactions, classroom habits, and emotional health. By allowing students to share their own perspectives, educators can quickly identify who might need extra encouragement, mentorship, or social-emotional learning support.

Description

The mySAEBRS is a brief, fully digital questionnaire that students complete independently on a computer or tablet. It takes approximately 5 to 10 minutes to finish. The assessment consists of 20 questions divided into three core areas:

- Social Behavior: How well they interact, cooperate, and get along with peers.
- Academic Behavior: Their preparation, focus, and motivation to learn in the classroom.
- Emotional Behavior: How they manage internal stress, adapt to changes, and handle personal feelings.

For each item, students reflect on the past month and select from four straightforward choices: Never, Sometimes, Often, or Almost Always. To ensure accessibility, the system includes built-in audio support that reads the questions aloud.

Data is used for MTSS triangulation to better understand the whole child. It is also used by counselors, social workers, and Student Success Teams as one of multiple data points to screen for support needs.

Key Information

Purpose	Screeners
Required by	District
Students Assessed	Grade 2-12 students
Expected Duration	5-10 minutes
Format	Student completes online in class
Test Window	Fall: Oct. 5-9 Winter: Jan. 25-29 Spring: May 18-28

FastBridge SAEBRS

Purpose

FastBridge SAEBRS (Teacher Rating) is a brief screening tool completed by classroom teachers three times a year to evaluate students' social, academic, and emotional behaviors. While the mySAEBRS captures a child's own perspective, this teacher-completed version provides a professional, observational viewpoint. By combining both sets of data, schools gain a complete picture of a child's well-being, allowing us to proactively provide targeted support where it is needed most.

Description

The SAEBRS is not a test taken by the child, and it requires no student class time. Instead, it is a digital rating scale that the classroom teacher completes independently for each student based on their observations over the previous month. The process takes the teacher about three to five minutes per student.

The teacher evaluates 19 specific behavioral indicators across three categories: Social Behavior (e.g., cooperation and conflict resolution), Academic Behavior (e.g., engagement and following directions), and Emotional Behavior (e.g., anxiety and emotional regulation). For each item, the teacher rates the frequency of the behavior on a four-point scale ranging from Never to Almost Always. The platform then compiles these ratings into a behavioral risk score.

Key Information

Purpose	Screenener
Required by	District
Students Assessed	K-5 students
Expected Duration	1-3 minutes per student
Format	Teacher completes online (this is done without students present)
Test Window	Fall: Oct. 5-16 Winter: Jan. 25-29 Spring: May 18-28

Flashlight 360

Purpose

Flashlight 360 is a specialized progress monitoring tool used three times throughout the school year to support and accelerate a student's English language development. While ACCESS provides a score once each year, Flashlight 360 gives teachers frequent, routine insights into how a student is growing. This allows educators to set individualized language goals and provide immediate, constructive feedback to build a student's confidence and communication skills.

Description

Flashlight 360 is a digital, web-based platform that students complete independently on a computer, Chromebook, or tablet. Designed to be low-stress, tasks are typically short and can be completed in the classroom or asynchronously.

The assessment focuses exclusively on the two productive areas of language: speaking and writing. For the speaking portion, students listen to audio prompts, view visual cues or charts, and record their spoken responses directly into their device's microphone. For the writing portion, students type their answers using specific language frames or structures. The system tracks growth across five specific indicators for speaking and three for writing, providing clear visual graphs so students can see their own progress.

Key Information

Purpose	Progress Monitor
Required by	District
Students Assessed	6-12 students receiving EL services
Expected Duration	15-20 minutes
Format	Student completes online in class
Test Window	A: Sept. 8-25 B: Nov. 30 - Dec. 11 C: Apr. 26 - May 7

MCA/MTAS Math

Purpose

The Minnesota Comprehensive Assessments (MCA) and the Minnesota Test of Academic Standards (MTAS) are state-required math evaluations administered in grades 3–8 and grade 11. These tests measure how well our schools are teaching the state's academic standards. They do not affect a student's grades, but the collective data helps our district track student growth, ensure classroom accountability, and refine math instruction across all grade levels.

Description

The MCA is a standardized, computer-adaptive test containing approximately 50 to 55 multiple-choice and technology-enhanced questions. The software adjusts the difficulty of each question based on the student's previous answers. The assessment is untimed, so students can work at their own pace over multiple days. Most finish within 1.5 to 2.5 hours. Calculators are built into the testing platform.

The MTAS is the alternate state assessment designed for students with significant cognitive disabilities. Instead of a computer exam, it is a brief, one-on-one evaluation conducted by a teacher using physical math tasks, visual aids, or objects. The math portion consists of nine tasks, takes roughly 20 to 40 minutes, and allows for extensive personalization.

Key Information

Purpose	Summative
Required by	State
Students Assessed	Grades 3-8 and grade 11
Expected Duration	1.5-2.5 hours
Format	Online
Test Window	Apr. 7 - May 5

MCA/Alt MCA Reading

Purpose

The Minnesota Comprehensive Assessments (MCA) and the Alternate MCA (Alt MCA) are state-required reading evaluations administered in grades 3–8 and grade 10. These assessments measure how effectively our schools are teaching Minnesota's academic standards. While they do not impact your student's report card grades, the collective data helps our district evaluate curriculum, track long-term literacy growth, and ensure all students receive a high-quality education.

Description

The Reading MCA is a standardized, computer-adaptive test containing roughly 40 to 50 multiple-choice and interactive questions based on various reading passages. The digital platform automatically adjusts the difficulty of the questions based on how the student answers. The test is completely untimed, allowing students to work at their own pace over multiple days. Most students finish within 2 to 3 hours.

The Reading Alt MCA is the state's alternate assessment designed specifically for students with significant cognitive disabilities. Administered one-on-one by a familiar teacher, it features five brief passages that can be read aloud or presented to the student using customized communication methods. Depending on the student's unique needs, it can be taken entirely online, via paper, or through a hybrid combination of both, providing an accessible and low-stress testing environment.

Key Information

Purpose	Summative
Required by	State
Students Assessed	Grades 3-8 and grade 10
Expected Duration	2-3 hours
Format	Online
Test Window	Apr. 7 - May 5

MCA/Alt MCA Science

Purpose

The Minnesota Comprehensive Assessments (MCA) and the Alternate MCA (Alt MCA) are state-required science evaluations administered in grades 5, 8, and once in high school (upon completion of a life science/biology course). These assessments measure how well our schools are teaching the state's science and engineering standards. The data does not affect student grades, but it helps our district track scientific literacy, evaluate our curriculum, and ensure students are building essential critical thinking skills.

Description

The Science MCA is a standardized, computer-delivered test containing roughly 40 to 50 questions. Unlike the math and reading tests, the science MCA is not adaptive; every student at a grade level receives the same pool of questions. It features interactive scenarios where students review data, diagrams, or virtual lab experiments, and then answer multiple-choice or drag-and-drop questions. The test is untimed, but most students finish within 1.5 to 2 hours.

The Science Alt MCA is the state's alternate assessment designed specifically for students with significant cognitive disabilities. Administered one-on-one by a familiar teacher, it features four brief science-based scenarios that incorporate visual aids, objects, or customized communication devices. Depending on the student's needs, it can be taken entirely online, via paper, or through a hybrid combination of both.

Key Information

Purpose	Summative
Required by	State
Students Assessed	Grades 5, 8, and once in high school
Expected Duration	1.5-2 hours
Format	Online
Test Window	MCA Science: Apr. 7 - May 12 Alt MCA Science: Apr. 7 - May 5

PreACT

Purpose

The PreACT is a practice college-readiness assessment administered to all students in grades 9–11 at the start of the school year. This test serves as a valuable baseline, offering an early, low-stakes preview of the official ACT exam. Results do not impact high school grades; instead, they help students pinpoint their academic strengths, identify areas for growth, and begin exploring personalized career and college paths.

Description

The PreACT Secure is a digital, standardized assessment administered entirely online using school-issued devices. Modeled directly after the official ACT, it is slightly shorter than the full exam, taking approximately 2 hours and 10 minutes of testing time. The assessment features multiple-choice questions divided into four distinct subject areas:

- English (30 mins): Focuses on punctuation, grammar, sentence structure, and rhetorical skills.
- Math (40 mins): Covers pre-algebra, elementary algebra, and basic geometry, utilizing an on-screen calculator.
- Reading (30 mins): Evaluates comprehension across various digital literary and informational passages.
- Science (30 mins): Measures interpretation, analysis, and problem-solving based on scientific data, graphs, and summaries.

The digital platform includes built-in tools like a countdown timer, line reader, and magnifier. The test utilizes a unique predictive scoring scale, allowing students to see what they would likely score on the actual ACT if they took it today.

Key Information

Purpose	Formative
Required by	District
Students Assessed	Grades 9-11
Expected Duration	2.5 hours
Format	Online
Test Window	Sept. 30

PSAT/NMSQT

Purpose

The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is a standardized, digital exam administered to students in grade 11. It serves two vital purposes: it gives students an early, low-stakes practice run for the official SAT college entrance exam, and it serves as the exclusive entry point for the National Merit Scholarship Program. Results pinpoint academic strengths and areas needing growth before college applications begin.

Description

The PSAT/NMSQT is a fully digital, multi-stage adaptive test administered through the College Board's Bluebook app. The assessment consists of 98 total questions split into two core sections:

- Reading and Writing (64 minutes): Divided into two 32-minute modules (54 total questions). It features short reading passages—ranging from literature to science—with a single multiple-choice question per passage.
- Math (70 minutes): Divided into two 35-minute modules (44 total questions). It covers algebra, advanced math, geometry, and data analysis. Approximately 75% of the questions are multiple-choice, while 25% require students to enter their own numerical answers.

Because the test is adaptive, a student's performance on the first module of a section determines the difficulty level of the questions they see in the second module. A built-in graphing calculator, a countdown timer, and a question-flagging tool are integrated directly into the digital testing screen.

Key Information

Purpose	Summative
Required by	Not required
Students Assessed	Grade 11 (optional)
Expected Duration	2.5 hours
Format	Online
Test Window	Oct. 28

SAT

Purpose

The SAT is a widely accepted college entrance exam designed to measure the reading, writing, and math skills a student will need for higher education. Administered digitally, it provides a standardized benchmark for college admissions and merit-based scholarships. Unlike the ACT, which features a dedicated science section and emphasizes fast-paced geometry, the SAT focuses heavily on data analysis and algebra. The SAT is also a shorter test and provides students with significantly more time per question.

Description

The SAT is a fully digital, adaptive exam taken on a laptop or tablet through the Bluebook application, lasting exactly 2 hours and 14 minutes (98 total questions). The test is split into two main sections, each divided into two separate modules:

- Reading and Writing (64 mins): Features short, single-paragraph passages—ranging from literature to humanities—with exactly one multiple-choice question per text.
- Math (70 mins): Covers algebra, advanced math, and geometry. A built-in Desmos graphing calculator is permitted on every question. Approximately 75% of items are multiple-choice, while 25% require students to type in their own numerical answers.

The SAT automatically adjusts its difficulty based on performance. How well a student scores on the first module of a section directly determines whether they receive an easier or more challenging set of questions in the second module. There is no guessing penalty; students should never leave a question blank.

Key Information

Purpose	Summative
Required by	Not required
Students Assessed	Grade 11 (optional)
Expected Duration	2.5 hours
Format	Online
Test Window	April 27

DISTRICT ASSESSMENT WINDOWS

Schools schedule their testing dates based on the unique needs of their students and families. School leadership teams may select dates that fall within the district-assigned assessment windows, established based on state or assessment-provider requirements and the needs of the community.

FALL

Aug. 31 - Sept. 25	FastBridge earlyReading and earlyMath, grades K-1
Aug. 31 - Sept. 25	FastBridge aReading and aMath, grades 2-12
Aug. 31 - Sept. 25	FastBridge CBM Reading, grades 2-3
Sept. 8-25	Flashlight 360, grades 6-12
Sept. 14-25	CogAT, grade 4
Sept. 30	PreACT, grades 9-11
Oct. 5-9	FastBridge mySAEBRS, grades 2-12
Oct. 28	PSAT/NMSQT, grade 11 (opt-in)
Nov. 30 - Dec. 11	Flashlight 360, grades 6-12
Dec. 7-18	CogAT, grade 2

WINTER

Jan. 4-29	FastBridge earlyReading and earlyMath, grades K-1
Jan. 4-15	FastBridge aReading and aMath, grades 2-12
Jan. 4-29	FastBridge CBM Reading, grades 1-3
Jan. 25-29	FastBridge mySAEBRS, grades 2-12

SPRING

Feb. 1 - Mar. 26	ACCESS, grades K-12
Apr. 7 - May 5	MCA Reading, grades 3-8, 10
Apr. 7 - May 5	MCA Math, grades 3-8, 11
Apr. 7 - May 12	MCA Science, grades 5, 8, (high school)
Apr. 21	ACT, grade 11
Apr. 26 - May 7	Flashlight 360, grades 6-12
Apr. 27	SAT, grades 11 (opt-in)
May 3-14	AP Exams
May 3-28	FastBridge earlyReading and earlyMath, grades K-1
May 3-14	FastBridge aReading and aMath, grades 2-12
May 3-28	FastBridge CBM Reading, grades 1-3
May 18-28	FastBridge mySAEBRS, grades 2-12

HOURS TESTING BY GRADE

The following table represents the hours students at each grade level will spend testing. Most tests are not timed. This number represents the total time students spend testing at each grade level. Note that hours of testing will vary for students with prescribed needs, individualized education plans, 504 plans, multilingual students, and students who opt in to additional testing. The hours of testing at each grade level align with the limits on local testing defined in [MN Statute 120B.306 Limits on Local Testing](#).

Grade	Hours Testing Required
K	0.85
1	2.08
2	6.00
3	7.00
4	9.75
5	8.25
6	7.50
7	7.50
8	9.00
9	3.00
10	6.50
11	7.50
12	0.50

2. Approve Athletics and Activities Handbook

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Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Bill Heim, Associate Principal and Activities Director

**Agenda IV.B.2.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent and Bill Heim, associate principal and director of activities

Date: August 13, 2026

Re: Approve 2026-2027 Athletics & Activities Handbook

Recommendation: That the Board of Education approve the 2026-2027 Burnsville High School Student Athletics & Activities Handbook as presented.

Notes:

Changes to this year's Athletics and Activities handbook including the following:

- Updates to advisors, coordinators and coaching staff
- Removal of the Bloom and Flow clubs
- Updates to Academic Eligibility

Board approval copy

~~2025-2026~~2026-2027 STUDENT ATHLETICS & ACTIVITIES
BURNSVILLE HIGH SCHOOL

Discover Opportunities

Dear Parents/Guardians and Students,

All of us at Burnsville High School want students to feel connected to our school community and find ways to be involved. This booklet lists and describes the amazing variety of athletic teams, activities, and clubs offered to students. There are so many opportunities! Take advantage of them. Try something new this year.

We know that students benefit in many ways from participation in athletics and activities. They learn teamwork, commitment, and discipline. They gain confidence, make friends, acquire skills, and contribute to their community. Students discover future careers and lifelong interests through their involvement. Most importantly, they learn so much about themselves.

As with all opportunities also come responsibilities. Please review information on eligibility, requirements, and other regulations.

Have a great school year,

Eddie Blaylark, Associate Principal and Affinity Groups Coordinator
Bill Heim, Associate Principal and Director of Activities
Kevin Kleiner, Director of Athletics

Purpose Statement

The purpose of the Burnsville High School Athletics & Activities Department is to develop a program that strives for students to:

- have a balance between competitiveness, enjoyment, and fulfillment;
- display excellence on the field, in the classroom, and in all personal relationships, and
- have the courage to step out of their comfort zones in a safe environment to better themselves in all aspects of their lives and to make good decisions.

Department Mission Statement

Burnsville High School is committed to excellence in athletics and activities as part of a larger commitment to excellence in education. The guiding principle behind our vision with co-curricular participation is our belief in its educational value for our students. High school athletics promotes character traits of high value to personal development and success in later life. These include the drive to take one's talents to the highest level of performance; embracing the discipline needed to reach high standards; learning to work with others as a team in pursuit of a common goal; and adhering to codes of fairness and respect.

In addition, it is the mission of this department to create a Championship Culture of Success and Achievement for Burnsville. To do this we need to challenge all of our coaches on a daily basis to conduct themselves as champions. This conduct will be demonstrated and adhered to through our work habits and preparation, our

words and manner of thinking, our communication and treatment of one another, and in our expectations. We expect to be the very best at what we do. We will be the best we can every single day. All coaches and programs will PROMOTE other sports for our kids to do or compete in after they are finished with our season. We will encourage kids to be multiple sport athletes and actually teach the kids and parents why that is important. We will uplift other sports programs and coaches, not just tolerate them. We will continually promote the education of our coaches with new and verifiable recent research. We will expect and demand that all of our programs use a common language with regard to training for movement and strength and power development. All programs will have our school's strength training and movement training as part of practice every week, both in-season and off-season. We will teach our student-athletes how to think and behave like champions. We will all be on the same page. We will strive to be champions in everything we do to make our program a Championship Burnsville Athletic Program, not an individual sport championship program, but rather, one in which we all work together to make the whole program of a championship caliber.

Burnsville-Eagan-Savage School District 191

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Enrichment Opportunities: School Sponsored Clubs and Activities

Student Interest Clubs and Activities

Outside Clubs and Organizations that are partners with BHS

Enrichment Opportunities: Athletics

Athletics—Contact Information

Student Co-Curricular Eligibility

www.isd191.org/bhs

(952) 707-2100

All athletics and many activities have fees associated with them. If any family needs financial assistance to reduce participation fees, please contact Jeanine Riggs, Administrative Assistant for Athletics/Activities. No student will ever be denied participation in athletics or activities due to financial hardship.

Enrichment Opportunities:

School-Sponsored Clubs and Activities

Academic Quiz Bowl

Fee: \$ 50

Open to all students, this activity competes against other metro area teams. Students quickly answer general knowledge questions at South Suburban and Quiz Bowl League tournaments from November to March.

Contact: Andy Gehrke.....agehrke@isd191.org

Bowls for BrainPower

This is a joint project of ISD 191 Community Education, the BHS Art Department, and the BHS Youth Service Program to raise funds for BrainPower in a Backpack. Activities include making ceramic soup bowls, teaching others, and hosting a meal for this hunger cause.

Contact: BHS Art Department inquiries can be made to cfloback@isd191.org

BrainPower in a Backpack

BrainPower in a Backpack is a community service project of the BHS Youth Service Program that provides weekend food for elementary school children in need. Volunteer activities include collecting food items, raising funds, shopping, and packing backpacks every Thursday.

Contact: Pam Voigtpvoigt@isd191.org

Burnsville Swing

Burnsville Swing, run through the ISD 191 Community Education Department, is a performance group of high school students, leads and follows, that perform East Coast swing dance, Lindy Hop, and aerial tricks. The group practices at Burnsville High School and performs at various functions and events throughout the year, as well as around the Twin Cities.

Contact: Community Education/Advisor Mikayla HubbardBekah Gudim....mihubbardrgudim@isd191.org

Chess Team

The Burnsville High School Chess Team is run through the ISD 191 Community Education Department. Practices are held after school at Burnsville High School and team members compete at several tournaments as well as the South Suburban Conference Tournament.

Contact: Community Education Coach Dane ZagarCraig Heirigs..... cheirigsdzagar@isd191.org

Competitive Speech

Team Fee: \$50

In this exciting activity, students will first explore and then select one of 13 possible competition categories that offer a wide range of interests as well as varying levels of time commitments. The categories include Creative Expression, Discussion, Dramatic Duo (done with a partner), Extemporaneous Reading, Extemporaneous Speaking, Great Speeches, Humorous Interpretation, Informative Speaking, Original Oratory, Serious Drama Interpretation, Serious Prose, Serious Poetry Interpretation, and Storytelling. Individual practice times are set up by coach and student allowing for flexibility and greater student success. You may earn a letter by competing in at least 5 meets and accumulating 25 hours of practice time. Speech practices begin in December and meets begin the last week of January and continue each Saturday through the second or third week of April. Competitive Speech is a great way to improve speaking skills that will endure for a lifetime.

Contact: Brendan KleinTBD bkleinTBD@isd191.org

Debate

Team Fee: \$50

Members of the Debate Team compete on intramural and interscholastic levels to learn advanced methods of organized argumentation on highly controversial issues. (An activity particularly worthwhile for students planning on enhancing speech and public speaking skills, becoming lawyers)

Contact: Alicia VonderharrBrendan Klein..... avonderharrbklein@isd191.org

DECA

Fee: \$150

DECA is the leadership network that prepares students for careers in marketing, entrepreneurship, hospitality, business management, and finance. Through real-world experiences and classroom curriculum, DECA gives students a competitive edge for college and career success.

Contact: Maggie Mayernik..... mmayernik@isd191.org

Drumline (Winter)

Fee: \$65

The drumline is for all band students to enrich their band experience. Large and small group instruction on percussion instruments will be the focus as participants develop a performance for competition in Minnesota Percussion Association (MPA) events. Students are expected to participate in weekly practice sessions and any scheduled events. Students (7-12) currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

Contact: Paul Connell.....pconnell@isd191.org

FIRST Robotics Competition (FRC)

Fee: \$65

Blaze Robotics, Team 3184, is composed of high school students in good academic standing from grades 9 through 12. The team is supported by high school staff members and adult mentors from corporate sponsors and the community. This is a year-round program that includes a six-week "build season" to design, build and program a competition robot. Each spring, the team competes with the robot at regional competitions around the country, as well as at a championship event. There are many aspects to the program including Java Programming and CAD Design, photography and videography, marketing, communications, electronics, engineering design and build, social media, and much more! Snacks are provided.

Contact: Blaze Robotics – [David Peters](#)team3184@isd191.org

FIRST Tech Challenge (FTC)

Fee: \$65

The Burnsville FIRST Tech Challenge (FTC) is a robotics competition open to students interested in STEM in grades 7 - 12. Teams of 8 students design, build, and control competition robots for each season. No previous experience in robotics is necessary. Robots are created using Android phones and Tetrix parts (<http://www.tetrixrobotics.com>).

The season runs from early September through February, with regional competitions in the Midwest, and the FTC World Championship in late April in Detroit, Michigan. See

<https://www.firstinspires.org/robotics/ftc> for program and game description.

Contact: Tonya Petersftcburnsville@isd191.org

Future Teachers of America (FTA)

FTA is a student organization encouraging students to pursue post-secondary education in the field of education with a focus on urban learners in an urban, suburban and/or rural setting/environment through events, field trips, guest speakers and other hands-on experiences.

Contact: Matt Deutschmdeutsch@isd191.org

Andrea Parentaparent@isd191.org

Gaming Club/E Sports Team

Fee: \$50

This club allows students to compete in video gaming competitions with peers and online in competitions with students from other schools. Students do not need prior computer programming knowledge to be a part of the club. This club is for students who love to create and play games. We will use lots of different software as well as share some of your favorite games to play. This club meets throughout the school year.

Contact: TBDTBD

Marching Band

Fee: \$65

The Marching Band is responsible for supplying music and generating enthusiasm at fall sporting events and school assemblies. The band consists of a wind section (woodwind and brass) and percussion (drumline). Admission to scheduled events is free for Marching Band members. The group rehearses two or three times per week, beginning with a mini-camp experience at BHS in August. Students (9-12) currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

Contact: Keith Frenchkfrench@isd191.org

Math League

Fee: \$ 50

The Math League Team stimulates interest and learning of mathematics and trains members for competitive participation in the Minnesota High School Mathematics League (MHSML). The MHSML gives awards to the top teams, the top individuals, and to the top students on each team. Attendance and performances at practices and meets may earn a letter. Extra credit may be earned for participation in math league which consists of an increase in one grade increment in your math course. (For example, an increase from a B+ to an A- or an increase from A- to an A, etc.) If students already have an A in their math courses at the time of the final exam, they shall be exempt from taking a final. This grade increment can be earned first semester or

second semester or both semesters. The following requirements must be met in order to qualify for this extra credit:

First semester:

Compete in at least five of the six Math League competitions
 Accumulate 18 points in the six competitions
 Participate in all practices and meetings
 Sign up and pay for the AMC test

Second semester:

Compete in at least four of the five Math League competitions
 Accumulate 15 points in the five competitions
 Participate in all practices and meeting
 Take the AMC test

*A student will not receive more than one increment bump per course per semester. In other words, if you qualify for an increment bump in two ways, such as in math league and in perfect attendance, you would only get an increase of one increment.

Contact: Jean Noss.....jnoss@isd191.org

National Honor Society (NHS)

The National Honor Society is an organization for top-ranking juniors and seniors. BHS students are considered for entry into NHS if they have earned enough credits to be a junior or senior and have at least a 3.6 cumulative Grade Point Average (GPA) for those students who qualify for dual ranking. For those students who do not qualify for dual ranking, the minimum GPA is 3.8. Students who are eligible academically are contacted prior to the start of the fall semester. NHS membership is also based on character, leadership, and service. Students must complete and return an informational sheet demonstrating those qualities for review. The faculty council then determines membership. Once students are part of NHS, they must continue to meet the academic, leadership, character, and service standards. Students who take courses under the Pass/Fail option are not eligible for National Honor Society membership. Transfer students must meet all requirements and have attended BHS for at least one full semester to qualify for NHS.

Contacts: Kristina Aars.....kaars@isd191.org
 Jenn Graffjgraff@isd191.org

Pep Band

The Pep Band is responsible for supplying music and generating enthusiasm at winter-season athletic events and school assemblies. Admission to scheduled events is free for members. The season begins in late November and runs through March. Members should expect to perform at no more than two events per week. Students in grades 9-12 currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

Contact: Keith Frenchkfrench@isd191.org

Physics Club

This is an after-school activity for people interested in hands-on science and engineering. Learn about radioactivity, weather balloons, Rube Goldberg machines, magnets, electronics, and exotic materials such as liquid Nitrogen and superconductors. The Physics Club also participates in regional science activities and competitions.

Contact: Jon Huberjahuber@isd191.org

GSA

An inclusive group for students of all gender identities and sexual orientations to find support, advocate for LGBTQ+ rights, and promote a safe and accepting school climate. The GSA hosts educational workshops, social events, and advocacy campaigns to advance equality and awareness.

Contact: TBDM Powers.....epowers@isd191.orgTBD

Science Club

Science Club gives students an opportunity to hear scientific career speakers and scientific research presentations. Field trips and social events are also a part of club activities.

Contact: Cory Johnson~~Mike Huemoeller~~.....cjohnsonmhuemoeller@isd191.org

Science Fair

Students have opportunities to conduct independent research and compete at the Regional Science and Engineering Fair. Students may move on to the Minnesota Academy of Science State Fair and the International Science and Engineering Fair. Students may enter their projects in the prestigious Intel Science Talent Search. Research papers may also progress onto the Tri-State and National Junior Science and Humanities Symposium.

Contact: Cory Johnson~~Mike Huemoeller~~.....cjohnsonmhuemoeller@isd191.org

Science Quiz Bowl

Fee: \$50

Teams of five students comprise the Burnsville Science Quiz Bowl. Teams compete at Macalester College and may qualify to compete at the National Science Quiz Bowl. Students are selected on their ability to answer questions in the areas of chemistry, biology, physics, earth science, current events, and computer science.

Contact: Cory JohnsonTBD.....cjohnson@isd191.org-TBD

Student Council

The Student Council is the governing organization of the student body. Students interested in membership in the Student Council must complete an application each spring with the student council advisor. Selections are made by the senior council members and student council advisor each spring. All elected members from next school year's Student Council. Student Council is involved with organizing Homecoming, Relay for Life, leadership conferences, International Dance, Minneapolis Miracle project, Snow Week, and Prom. Numerous activities occur during the school year that require student action, participation, and/or representation.

Contact: Eric Reuss.....ereuss@isd191.org

Ronna Johnson.....rejohnson@isd191.org

Theatre Guild

Fee: Varies

This organization is open to all students at the high school level who have an interest in the entire theatrical experience from ushering to acting, designing to directing and lights to sound. Student managers are selected each year to oversee areas of production and performance. The guild is involved in musicals, full-length plays, one-act competitions, student-directed plays, Class Acts, and many other activities. Points are earned and applied toward lettering in drama. Each production has an activity fee associated with it. Musical, full-length plays, and SHOWcase are \$100 while competition one-act is \$65. There is no maximum fee associated with the Theatre Guild productions.

Contact: Theater Director: Kate Herrera.....kherrera@isd191.org

Productions for the 20252026-26-27 school year will be:

- Fall musical Alice By Heart(TBD).....TBD
- One-act competition (TBD).....TBD
- Winter play The Crucible(TBD).....TBD
- Spring musical Grease(TBD).....TBD

Yearbook

The student-based staff prepares the yearbook for publication each year by working during study hall, after school, and sometimes weekends and breaks. There are many opportunities available for dedicated students in areas such as art, photography, sports, copywriting, sales, and deeper involvement in student life.

Contact: Lori Maidmentlmaidment@isd191.org

Youth in Government

Fee: \$100

Minnesota YMCA Youth in Government is an experiential learning activity for students interested in public issues. This program gives students the opportunity to research, study and debate public issues. Participants will gain an understanding of the political system by taking part in model government experiences. No prior experience is necessary. There is a fee through the YMCA and ISD 191 Community Ed. for this activity.

Contact: Michael Skinnermskinner@isd191.org

Youth Services

The Youth Services program provides students with the opportunity to improve our local, national, and global communities through service and volunteerism. Students can additionally take advantage of the multiple resources available through the Youth Services Office at Burnsville High School (E118).

*A Youth Service elective credit is also available.

A list of opportunities is posted at www.isd191.org/bhs/youthservice

Contact: Courtnee Floback-Jackson.....cfloback@isd191.org

PLEASE NOTE: Fees have been applied to some activities and are subject to change based on ISD 191 School Board approval.

Enrichment Opportunities:

Student-Interest Clubs and Activities

At our schools, we want all students to feel connected to our school community and find ways to be involved. We provide co-curricular and extra-curricular activities in academics, arts and athletics, and we also allow the use of School District facilities and resources for student-interest clubs and activities which are not School District sponsored, pursuant to Policy 801 - Equal Access to School Facilities. These clubs and activities provide students with additional opportunities to extend their learning, develop and demonstrate leadership, impact their school and community, expand their social network, and grow to be supported cognitively, emotionally and socially. The District proposes using its high school guidelines in the middle school environment for student clubs and activities under Policy 801 – Equal Access to School Facilities.

The guidelines are as follows:

*A student-interest club or activity may have access to school facilities for meetings during non-instructional time, subject to available space and the availability of staff supervision.

*A student-interest club or activity must complete an application for use of school district facilities and comply with other requirements under the Equal Access to School Facilities Policy.

*The student-interest club or activity will be listed in the handbook and on the website as a student-initiated club, which is not sponsored by the School District.

Announcements and Postings:

*The student club will be allowed to announce their meeting dates, time and location using the student announcements, with prior approval of the school administration.

*The student clubs will be able to put a maximum of 10 posters/flyers no larger than 8 ½ X 14 in the hallways, foyers, and cafeteria areas of the school, with prior approval of the school principal. The School District will reserve the right to change the designated location for posters/flyers.

Current Student-Interest Clubs and Activities

• Art Club

The purpose of this club is it gives students the opportunity to use their voice through art, develop leadership and collaboration opportunities, and build community around students who share a passion for art.

Contact: Helen Dolan.....hdolan@isd191.org

• Asian Student Association

Dedicated to celebrating Asian cultures, histories, and contributions, this group provides a space for Asian students and allies to connect, share experiences, and foster cultural awareness. It aims to combat stereotypes and promote appreciation for Asian diversity through events, discussions, and community service. Open to all students, the group encourages cross-cultural understanding and collaboration.

Contact: Landon Parkinlparkin@isd191.org

• Black Student Union (BSU)

This organization offers a supportive environment for Black students to express their experiences, celebrate their heritage, and advocate for social justice. It promotes awareness of issues affecting Black communities and encourages leadership, empowerment, and unity among members. Open to all students, the Black Student Union seeks to foster allyship and understanding across campus.

Contact: Kianna Hamptonkhampton@isd191.org

• Bloom

~~The purpose of this club is to help people discover who they want to be physically. This club will focus on beauty (skincare and make-up), fashion, and working out. This is a self-care discovery club to help people "Bloom" into the person they want to be. The mission is to help people discover who they are and who they want to be.~~

Contact: Jen Wallerjwaller@isd191.org

• Book Club

The BHS Book Club is a student-driven organization that discusses all types of literature. Students choose the books to read and meet 3-4 times during the school year to have a meaningful discussion about the book. Like all book clubs, there are usually refreshments and snacks.

Contact: Gloria Webber.....gwebber@isd191.org

• Boxing Club

Come learn how to box! We meet on Tuesdays and Thursdays after school and learn boxing techniques, do conditioning, and have a lot of fun. We train at CMB Boxing Gym on Cliff Road and at BHS. Students can take the activity bus home. All-year activity. Informational meeting in September.

Contact: Emily EmeryTBDeemery.@isd191.org@isd191.orgTBD

• #BurnsvilleStrong

The purpose of the #BurnsvilleStrong organization is to unify, strengthen and inspire our community as well as others. The group works on planning retreats and other positive/inspirational initiatives for the student body and community as a whole.

Contact: Jen Waller jwaller@isd191.org

• Culinary Club

This is an activity for students that are interested in cooking and the culinary arts. The culinary club engages in activities exploring cooking, cultures around food, and the hospitality industry. Students may participate in industry visits, cooking competition, and networking activities.

Contact: Matt Deutschmdeutsch@isd191.org

• Dungeons and Dragons

All students are welcome to play Dungeons and Dragons with other BHS students after school on Thursdays in B240. Meets all year around.

Contact: ~~Lanica Klein~~~~Ryan Walker~~.....~~lkleinrwalker~~@isd191.org

• Eighteens K-Pop Dance

This group will allow students to learn the dances from K-pop. They will have a chance to perform at the AAPI (Asian American/Pacific Islander) show and other shows. This group will connect K-pop fans and dancers.

Contact: ~~Christian Kibler~~~~TBA~~.....~~ckibler~~@isd191.org~~TBD~~

• Environmental Club

The Environmental Club is involved in getting students more involved in and educated about environmental issues. This is a student-led activity so the issues acted upon and addressed are decided by the students.

Contact: Lori Douglasldouglas@isd191.org

• Fellowship of Christian Athletes and Friends (FCAF)

FCA and friends is a BHS Affinity group that encourages students in their Christian faith journey. The goal is to create a culture of community that builds our core values while pursuing a personal relationship with God. This student led group welcomes everyone to come every other Tuesday during the school day, rotating class hours. Girls meet for Devo's and Donuts every Wednesday at 7:00 am in A25. Boys meet for Breakfast and Devo's every Friday at 7:00 am in A25.

Contact: ~~Ryan King~~~~Sue Stachowski~~~~rkingssstachowski~~@isd191.org

• Flow

~~The purpose of this club is to help build a stronger community within Burnsville High School and to improve mental health.~~

Contact: ~~Dave McDevitt~~.....~~pmcdevitt~~@isd191.org

• Futsal

This club meets throughout the year to play futsal in the auxiliary gym.

Contact: Bill Englehardt.....wenglehardt@isd191.org

• Giving Garden Club

This club works in conjunction with 360 Communities. Students will work in the winter to develop garden plans and grow starter plants. In the growing season, members will plant and maintain a garden on the BHS campus, with all of the vegetables going to support the 360 Communities food shelf or the BHS cafeteria.

Contact: Matt Deutschmdeutsch@isd191.org
Lori Douglasldouglas@isd191.org

• HOSA - Future Health Professionals Club

This club is designed for students that are interested in learning about and participating in activities concerning the various health care professions.

Contact: Anne Werner-Dempseyawernerndempsey@isd191.org

- Indigenous Student Council

This group focuses on honoring Indigenous cultures, histories, and perspectives. It provides a platform for Indigenous students to share their stories, educate others, and promote respect for Indigenous rights and traditions. The group aims to build awareness and solidarity within the school community. Open to all students, it encourages learning about Indigenous peoples and fostering inclusivity.

Contact: Marlene Bad Warriormbadwarrior@isd191.org

- Job Shadowing Club

High school students often struggle with choosing a field to commit to as a lifelong career. This club will allow them to get an idea of how certain professions feel and operate at the local level.

Contact: Marcia SextonTBD.....msexton@isd191.orgTBD

- Knitting Club

This club is a student-led activity that promotes knitting. The club meets weekly with students working individually on knitting projects. No previous knitting experience is necessary as others will help those students new to the art of knitting.

Contact: Kendra Vogt.....kvogt@isd191.org

Kim Harrod.....kharrod@isd191.org

- Latinos Unidos - Latino Student Association

This organization celebrates Latino heritage, culture, and contributions, offering a space for Latino students and allies to connect and share their experiences. It promotes cultural pride, awareness, and advocacy around issues affecting Latino communities. Open to all students, the group seeks to build understanding, foster diversity, and encourage community involvement.

Contact: Marsha Santiago-Toledanamsantiagotoledano@isd191.org

- Link Crew

This is a peer mentoring club that is open to all students in 11th and 12th grade. The Link Crew organizes and facilitates much of the first day of school (9th-grade only day) as well as providing reach out, mentoring, and connecting with the incoming freshmen students at various times throughout the school year.

Contact: Kim Harrodkharrod@isd191.org

- Muslim Student Association

This group brings together Muslim students and allies to share cultural experiences and promote understanding within the school community. It seeks to create a welcoming environment that respects religious diversity and encourages dialogue about faith, traditions, and identity. Open to all students, the group supports learning and solidarity across different backgrounds.

Contact: Maryan Alimali@isd191.org

- Neurodivergent Disabled Coalition

This inclusive group provides a supportive space for students who are neurodivergent, such as those with autism, ADHD, dyslexia, and other neurological differences. It aims to raise awareness, promote understanding, and foster an environment where all students feel accepted and empowered. Open to all students, the group encourages education, advocacy, and peer support to celebrate diverse ways of thinking and learning.

Contact: Christian Kiblerckibler@isd191.org

- Philosophy Club

This group meets most weeks to tackle burning philosophical issues. All curious minds are welcome to join the discussions.

Contact: Bill Engelhardt.....wengelhardt@isd191.org

- Polyglot Club

This is a cultural club for students who want to learn about other languages, speak other languages, and simply learn about other cultures. We play language games, teach each other slang and common words, celebrate other cultural holidays, watch foreign films, and even sing karaoke in other languages.

Contact: Rebecca Akersonrakerson@isd191.org

- Women in Engineering

This organization's purpose is to inform high school females about engineering opportunities and to spark an interest in female engineers.

Contact: Liz Davidson.....edavidson@isd191.org

- Young Life

Young Life provides a fun and safe place for students to be together and talk about their lives and faith. Everyone is invited to Young Life.

Contact: Sue Stachowski.....sstachowski@isd191.org

Enrichment Opportunities:

Outside Clubs and Organizations that are partners with BHS

The following clubs and organizations are not sponsored by District 191 but have worked closely to form partnerships with the Burnsville High School Athletics Department. Contact these clubs and organizations directly if interested in joining any of their programs.

Blackdog Swim Club
Burnsville Athletic Club
BV United Soccer Club
Burnsville Trapshooting Team
Burnsville Mountain Biking Team

Enrichment Opportunities: Athletics

Season	Boys	Fee	Girls	Fee
Fall	Cross Country Running (9th–12th)	\$200	Cross Country Running (9th–12th)	\$200
	Football (9th–12th)	\$250	Adapted Soccer (7th–12th)	\$200
	Adapted Soccer (7th–12th)	\$200	Soccer (9th– 12th)	\$225
	Soccer (9th–12th)	\$225	Swimming (7th–12th)	\$250
			Volleyball (9th–12th)	\$225
			Performance Dance (8th–12th)	\$200
			Cheerleaders (7th–12th)	\$200
			Tennis (9th–12th)	\$200

Winter	Basketball (9th–12th)	\$225	Basketball (9th–12th)	\$225
	Adapted Hockey (7th–12th)	\$200	Adapted Hockey (7th–12th)	\$200
	Hockey (9th–12th)	\$250	Hockey (7th–12th)	\$250
	Alpine Skiing (7th–12th)	\$225	Alpine Skiing (7th–12th)	\$225
	Nordic Skiing (7th–12th)	\$225	Nordic Skiing (7th–12th)	\$225
	Swimming (7th–12th)	\$250	Dance Team (7th–12th)	\$225
	Wrestling (9th–12th)	\$225	Olympic Weightlifting (7th–12th)	\$200
	Olympic Weightlifting (7th–12th)	\$200		
Spring	Baseball (9th–12th)	\$225	Softball (7th–12th)	\$225
	Golf (7th–12th)	\$250	Golf (7th–12th)	\$250
	Tennis (9th–12th)	\$200	Badminton (7th–12th)	\$200
	Track and Field (9th–12th)	\$225	Track and Field (9th–12th)	\$225
	Adapted Softball (7th–12th)	\$200	Adapted Softball (9th–12th)	\$200
	Lacrosse (7th–12th)	\$250	Lacrosse (7th–12th)	\$250

Athletics Contact Information

SPORT	COACH NAME	PHONE COACH	E-MAIL
Adapted Floor Hockey, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Floor Hockey, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Adapted Soccer, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Soccer, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Adapted Softball, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Softball, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Alpine Skiing Boys & Girls	<u>Maria Kimmes</u> TBD	<u>952-707-2151</u> TBD	<u>mkimmes@isd191.org</u> TBD
Badminton, Girls	Anthony Nguyen	952-666-0812	anguyen@isd191.org
Baseball	Justin Banitt	952-707-2151	jbanitt@isd191.org
Basketball, Boys	Erik Leafblad	952-707-2151	eleafblad@isd191.org
Basketball, Girls	<u>Lyndsey Robson</u> David Shaw	952-707-2151	<u>lrobsondshaw@isd191.org</u>
Cheerleading (competitive)	Alison <u>Willet</u> Morris	952-707-2151	<u>awillet</u> aamorris <u>@isd191.org</u>
Cross Country Run, Boys	<u>Nate Strand</u> Jeff Webber	952-707- 2911 <u>2151</u>	
	jwebber@isd191.org <u>nstrand@isd191.org</u>		
Cross Country Run, Girls	Charlie Burnham	952-707-2151	cburnham@isd191.org
Dance Team, Girls J/F	<u>AnnMarie Engebretson</u> Megan Thomas		952-707-2151
	asengebretson <u>mthomas</u> <u>@isd191.org</u>		
Dance Team, Girls H/P	<u>AnnMarie Engebretson</u> Megan Thomas		952-707-2151
	asengebretson <u>mthomas</u> <u>@isd191.org</u>		
Dance Team, Girls Fall	Jessi Mosley	952-707- 2439 <u>2151</u>	jemosley@isd191.org
Football	<u>Ryan King</u> Vince Varpness	952-707- 2124 <u>2151</u>	<u>rking</u> vvarpness <u>@isd191.org</u>
Golf, Boys	Dan Hartman	952-707-2151	dhartman@isd191.org
Golf, Girls	Roger Oie	952-707-2151	roie@isd191.org
Hockey, Boys (Co-Op w/AV)	Tate Erickson	952-220-3460	tate.erickson@district196.org
Hockey, Girls (Co-op w/EV)	Herb Harvey	952-431-8905	herb.harvey@district196.org
Lacrosse, Boys (Co-Op w/ TBD Jefferson)	TBD <u>Scott Cater</u>	TBD <u>952-806-7627</u> TBD	TBD <u>scater@isd271.org</u>
Lacrosse, Girls (Co-Op w/Kennedy)	Anna Boeser	952-681-5047	aboeser@isd271.org
Nordic Ski Racing, Boys	Gabbi Ayers	952-707-2151	gayers@isd191.org
Nordic Ski Racing, Girls	Gabbi Ayers	952-707-2151	gayers@isd191.org

Soccer, Boys	Brian Nacey	952-261-5927	bnacey@isd191.org
Soccer, Girls	Molly Connors Adam Voight	952-707-2151	mconners avoight@isd191.org
Softball, Girls	Joe Kinsella Erie Reuss	952-707-2151	jkinsella ereuss@isd191.org
Swimming & Diving, Boys	Ben Mauser	952-707-2151	bmauser@isd191.org
Swimming & Diving, Girls	Kim Harrod	952-707-2258	kharrod@isd191.org
Tennis, Boys	Paul Nesseth	952-707-2600	pnesseth@isd191.org
Tennis, Girls	Paul Nesseth	952-707-2600	pnesseth@isd191.org
Track & Field, Boys	Bounthavy Khamratthanome	952-707-2151	bkhamratthanome@isd191.org
Track & Field, Girls	Abigail Adkins	952-707-2151	aadkins@isd191.org
Track & Field, Girls	Kevin Graham	952-707-2151	kgraham@isd191.org
Volleyball, Boys	Sarah Parker TBD	952-707-2151 TBD	sparker@isd191.org TBD
Volleyball, Girls	Sarah Parker Josh Wastvedt	952-707-2151	jwastvedt sparker@isd191.org
Olympic Weightlifting	Justin Lorfald	952-707-2151	jlerfald@isd191.org
Wrestling	Andre Sellars	952-707-2151	asellars@isd191.org

Student Co-Curricular Eligibility

Burnsville-Eagan-Savage School District 191 encourages students to participate in co-curricular activities because of the tremendous benefits. However, it is the philosophy of the district that student participation is a privilege rather than a right. Therefore, students who participate in athletics and activities must demonstrate high standards of behavior and academic achievement. The decisions students make, both in and outside of school, should reflect the ideals, beliefs, and standards of their organization, school, and community. The eligibility requirements apply when students are participating as members or in groups during practices, games, activities, competitions, on trips, and at any other time that the students are representing District 191 whether at school or outside of school. Students must follow eligibility rules as well as any guidelines established by the activity and athletic director and/or coaches in all cases. Failure to do so may result in the consequences described here.

ELIGIBILITY REQUIREMENTS

To participate in co-curricular programs, students must follow all policies of the district and their schools, rules of the Minnesota State High School League (MSHSL), and applicable law. In addition, the following specific requirements apply:

Academic Eligibility:

A ~~76~~-12 student-athlete or activity participant who receives ~~mid-quarter or~~ quarter grades of "F" in a class will be placed on academic probation. The student will remain on academic probation until the student attains a grade of at least a D- in all classes. A student on academic probation may be ineligible to participate in competitions/performances, but may continue to participate in practices, scrimmages and team/club meetings.

In addition, to maintain academic eligibility a student must be making adequate progress toward graduation as defined by Burnsville-Eagan-Savage School District 191. A student is progressing adequately toward graduation if the student has accumulated the following credits prior to the beginning of the subsequent semester:

	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Semester 1	Freshman Status	9 credits	19 credits	31 credits
Semester 2	4 credits	14 credits	25 credits	38 credits

School Attendance (Board Policy 503.II.D.1-6):

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

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.
6. Absences of one-half day or more, **even if excused**, prohibits students from participating that day in a Minnesota State High School League (MSHSL) competition. Certain exceptions, as outlined by MSHSL policy, are allowed at the school's discretion.

Student Code of Responsibilities:

As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of my school and the laws of my community, state, and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.

Violation of the Student Code of Responsibilities may result in a period of ineligibility as determined by the Principal. Students who are suspended or proposed for expulsion or exclusion will be deemed to violate the Student Code of Responsibilities and a consequence may be imposed by the Principal for a period of ineligibility. Where the student conduct is not covered by the MSHSL rules but violates District 191 and/or Burnsville High School rules governing student conduct, the Principal may determine that the student is ineligible to participate in co-curricular activities for a reasonable period of time. If the student's conduct violates both MSHSL rules and District 191/Burnsville High School rules, the more severe penalty will be implemented.

Leadership Positions/Captains:

If a student serving as a captain of a team or leader of a co-curricular club/organization commits an MSHSL rule violation, the student forfeits his/her captaincy or leadership position for a period of one calendar year from the violation. Upon a second MSHSL rule violation during a student's high school career, the student will lose the opportunity for captaincy/leadership of any team or club for the remainder of the student's high school career.

Accommodations:

Students with documented disabilities who require accommodations should discuss the need for reasonable accommodations with the coach or person in charge of the activity as soon as possible. A request for an accommodation will not be retroactive except in the most unusual circumstances.

Appeals Process:

When a student is declared ineligible, the parent(s) or guardian(s) will be notified by telephone and/or mail. The student and his/her parent(s) or guardian(s) may request a conference with the athletic/activities director. At that time the period of ineligibility will be stated and the appeal process will be reviewed. A written request to the building Principal must be made within five (5) school days of the notification of ineligibility. During the

appeal process, the student is ineligible to compete in extra-curricular activities. The student may continue to practice with the team during the appeal process.

The Appeals Committee, comprised of two to three teachers and the building Principal or designee, will hear the appeal and make a decision on the case. A written decision will be given to the parent/guardian within 10 school days.

“There are so many opportunities at Burnsville High School. There’s something for everyone. No matter what your interests are, you can find a team, activity or club to join.”

– Student

“Students extend their learning, and often apply what they’ve learned in the classroom, by participating in activities and/or athletics.”

-- Advisor

“Activities and athletics round out and expand the high school experience for students. I highly recommend that every student get involved in at least one club, activity or team.”

-- Coach

3. Approve Student Handbook

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Speaker(s): Dr. Chris Bellmont, Assistant Superintendent

**Agenda IV.B.3.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: August 13, 2026

Re: Approve 2026-2027 Student Handbook

Recommendation: That the Board of Education approve the 2026-2027 Student Handbook.

Notes:

The student handbook is intended to provide guidance to students, families and staff regarding procedures for conducting safe and effective school experiences for all. The handbook is intended to support existing policy and law.

Updates to this year's handbook include:

- Updates to the Superintendent welcome letter
- Additional support information to Policy 506 to and the Rights to Continued Access to Instructions Sections
- Mention of development of Artificial Intelligence Policy
- Additional attendance information
- Inclusion of Electronic Bikes and Scooters
- Update to Student Data Privacy Policy information to include notification to military recruiting offices
- Changes to the Behavior Level Response Matrix around the following policies:
 - Cell phone/Personal Electronic Device Policy 524
 - Driving Policy 506 and 527
 - Illegal Drugs/Controlled Substances Policies 417 and 418
 - Cannabis Policies 417 and 418



Student Handbook

~~2025~~2026-~~2026~~2027

Board approved: August ~~2025~~2026



Burnsville-Eagan-Savage School District 191

Dear Students of One91—

Welcome to the 2025–26 school year! As the new superintendent, I am thrilled to begin this exciting journey with you as we officially kick off a new school year. Whether you're returning to familiar hallways or stepping into new ones, I want you to know that you are valued, seen, and central to everything we do.

I am deeply invested in your success—not just academically, but as individuals with unique talents, dreams, and gifts. Every student matters, and every student deserves the opportunity to thrive. This year, we'll work together to create an environment that is safe, where learning is engaging, achievement is celebrated, and your voices are heard.



To help guide us, I encourage you to take time to review this Student Handbook. It's more than just a set of rules—it's a roadmap for how we can minimize distractions and maximize your learning experience. By understanding and embracing the expectations outlined in the handbook, you'll be better equipped to focus on what truly matters: your goals, your growth, and your pathway to success.

I look forward to meeting you, seeing your curiosity in action, your creativity shine, and your accomplishments unfold. Together, we'll build a caring community of opportunity, excellence, and respect that blazes paths to success. So, here's to a wonderful school year ahead!

Having wrapped up an incredible first year as your superintendent, I am even more thrilled to welcome you all back as we officially kick off the 2026–27 school year!

Stepping into year two, my appreciation for this community—and my commitment to your success—has only grown. Whether you are stepping into our hallways for the very first time or returning as a familiar face, I want you to know that you are valued, you are seen, and you are the absolute heart of everything we do.

This past year showed me firsthand the immense talent, creativity, and potential that lives within our schools. I am deeply invested in helping you thrive—not just academically, but as individuals with unique dreams, gifts, and perspectives. Every single student matters. This year, we will continue to build on our momentum to ensure a school environment that is:

- Safe and Supportive: A place where you truly belong.
- Engaging and Vibrant: Where learning is exciting and curiosity is sparked.
- Celebrated and Inclusive: Where your achievements are recognized and your voices are genuinely heard.

To help guide us, I encourage you to take some time to review the Student Handbook. Think of it less as a checklist of rules and more as a shared roadmap designed to minimize distractions and maximize your daily learning experience. By understanding and embracing these expectations, we protect the space you need to focus on what truly matters: your goals, your growth, and your pathway to success.

I am so excited to see your creativity shine, your curiosity in action, and your accomplishments unfold in the months ahead. Together, we will continue to foster a caring community of opportunity, excellence, and mutual respect.

Let's make the 2026–27 school year our best one yet

Educationally yours,



Dr. Latanya Daniels

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Important District Policies to Know

****Please note the handbook may reference policies that are under review****

This page includes summaries of several Burnsville-Eagan-Savage School District 191 policies regarding student behavior which help ensure a safe and positive learning environment at our schools. The complete text of these and other District 191 policies can be found online at www.isd191.org/policies or upon request from a school or district office. Questions regarding district policies or this handbook can be directed to the building principal, program director or superintendent's office at 952-707-2005.

POLICY 404: EMPLOYEE BACKGROUND CHECKS

District 191 places a high priority on ensuring a safe and healthy learning environment for students. As part of this, all applicants who have been offered employment with the district must complete a criminal background check before they start. This process meets legal requirements.

POLICY 413: HARASSMENT AND VIOLENCE

District 191 is committed to creating safe and supportive spaces where students can learn, and employees can work, without fear of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital or familial status, status with regard to public assistance, sexual orientation or disability. Any harassing or violent behavior is strictly prohibited in District 191 schools and other buildings, on district property and during district events. We take all complaints of harassment or violence very seriously. We will investigate all complaints and take disciplinary action against any student, teacher, administrator or other school employee who violates this policy. Detailed information on this policy can be found on our district's website.

POLICY 418: DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

POLICY 419: TOBACCO- AND SMOKE-FREE ENVIRONMENT

As part of our work to keep a healthful learning environment for students and working environment for our employees, tobacco use of any kind, including electronic cigarettes and tobacco-related devices are prohibited in all of our schools. This policy applies to all students, teachers, administrators and other District 191 employees. An American Indian student or staff member may use tobacco, sage, sweetgrass and cedar to conduct individual or group smudging in a public school as determined by the building or site administrator.

POLICY 501: SCHOOL WEAPONS POLICY

No person is allowed to possess, use or distribute a weapon on school property, with specific exceptions. We will enforce this policy and discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

POLICY 502: SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

School lockers are the property of the district and we maintain exclusive control of lockers provided for the convenience of students. On account of this, we may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant. However, a student's personal possessions within a school locker or being carried by that student may be searched only when school employees have a reasonable suspicion that the search will reveal evidence of a violation of law or school rules.

POLICY 503: STUDENT ATTENDANCE

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Being in school every day and on time is vital for students to succeed. It helps them learn, build friendships, and develop good habits. Students are responsible for showing up, participating, and catching up on missed work. Parents and guardians must ensure their child attends and communicates any absences. School staff track attendance, provide support, and work with families to address any issues. Ultimately, Minnesota law (Section 120A.22), requires all students to attend school unless an absence is officially excused.

POLICY 505: DISTRIBUTION OF NON-SCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

District 191 is committed to protecting students' and employees' rights to free speech while also maintaining effective learning environments. To maintain this balance, we allow students and employees to distribute non-school-sponsored materials on school property as long as it is done at a reasonable time and place and in a reasonable manner. Complete guidelines are available in the online policy manual. If you are interested in distributing materials on school grounds, you must place a request with and get permission from your school principal or administrator.

POLICY 506: STUDENT DISCIPLINE

Students are expected to behave appropriately so that our schools are positive learning environments for all. Schools are expected to attempt non-exclusionary discipline practices, whenever possible, in partnership with caregivers.

ISD 191 does not tolerate physical violence. Students engaging in physical violence and/or assaultive behavior will require immediate notification to the principal and Assistant Superintendent of schools. The principal will ensure a thorough investigation of the incident occurs and will oversee the response. Responses can include one or more Level 4 interventions (see pg. 23) and may result in a 10 day out of school suspension with a recommendation for expulsion.

POLICY 514: BULLYING PROHIBITION POLICY

District 191 knows that a safe and civil learning environment is essential for all students to achieve to their highest capabilities. Therefore, bullying, whether by an individual or a group, is expressly prohibited in District 191 schools, on school property, at school events and activities, and on school transportation. Condoning or supporting another student's act of bullying is also prohibited. Although we cannot monitor all students' actions at all times, we will investigate and respond to any bullying behavior that negatively affects the school environment and educational rights of other students, this includes cyberbullying.

POLICY 520: STUDENT SURVEYS

Occasionally, we will use surveys to gather student opinions and information about students. These surveys are used to help the district better achieve its mission.

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

The school district prohibits sexual harassment that occurs within its education programs and activities. Anyone with actual knowledge of, or who has witnessed unlawful sex discrimination, including sexual harassment, must report the allegations to the Title IX coordinator. Information about reporting can be found on our district website [under district policies \(Policy 522\)](#).

POLICY 524: PERSONAL ELECTRONIC COMMUNICATION DEVICES INCLUDING CELL PHONES

In 2024 the state legislature required all Minnesota School Districts to adopt a cell phone policy. The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty. Regulations for this policy have been designed to help families navigate this new policy and can be found on the district website.

POLICY 526: HAZING PROHIBITION

Hazing activities of any type are prohibited at all times whether they happen on or off school property, during, or after school hours. Hazing activities can mean doing something to a student or coercing a student to do something that could cause harm in order for that student join or be part of a group or organization. More details about what constitutes hazing can be found in the online policy manual.

POLICY 527: STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

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Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

POLICY 529: STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

We are committed to maintaining safe learning and working environments for our students and staff. As part of this commitment, we provide classroom teachers and other school staff members notice about students' history of violent behavior. Before we do so, we will inform the student's parent or guardian.

POLICY 530: IMMUNIZATION REQUIREMENTS

In order for students to enroll or remain enrolled in elementary or secondary schools, Minnesota state law requires documentation of required immunization or written proof of exemption. The district will partner with families to obtain documentation required by the Minnesota Department of Health. Students will not be allowed to start school until this information is obtained, or an appropriately signed legal exemption or a documented plan of action to obtain legal documentation is provided to the district. A list of the required immunizations, the entire District 191 immunization Policy 530, and immunization forms are available on the district website.

POLICY 531: THE PLEDGE OF ALLEGIANCE

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of American one or more times each week. The recitations shall be conducted by each individual classroom teacher or over a school intercom system by a person designated by the school principal or administrator. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make the choice to not recite the pledge.

POLICY 610: FIELD TRIPS

Students take both transported and walking field trips to broaden their educational experiences. An informational letter and permission form will be sent home and this must be completed and returned to the school before a student may go on a field trip. All field trips will be well planned and conducted in an orderly and safe manner and will be related directly to the educational objectives of the class or activity for which the trip is requested. Fees may not be assessed against students to defray direct costs of instruction trips planned through classroom and school day activities. Supplementary trips organized by student activities, clubs and other special interest groups may request financial contributions. Chaperones must undergo a background check to be eligible to serve as an adult chaperone on the field trip.

POLICY 613: GRADUATION REQUIREMENTS

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. Please refer to our district website for a comprehensive and detailed look at our district's graduation requirement at bhs.isd191.org/academics/graduation-requirements.

POLICY 634: ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

We understand the importance of students being able to access resources on the internet, both for current educational work and to help ensure students have the skills they need for future study and work. We provide students access to our computer system, including the internet, expressly for educational purposes, including classroom activities, research and college/career readiness activities. Students are expected to use our system in a safe manner and for these appropriate purposes. If the system is used in an unacceptable manner, students may face consequences as outlined in this policy. The system is subject to periodic maintenance and possible unforeseen downtime.

POLICY 806: EMERGENCY OPERATIONS POLICY

Each district site has its own emergency operations plan. In the event of an emergency, relevant information of reunification instructions will be sent through the district messaging system and available on the District 191 website.

General District Information

ARTIFICIAL INTELLIGENCE (AI)

District 191 embraces AI technologies to enhance educational experiences and support diverse learning needs. AI tools may be incorporated into classes to assist in personalizing learning and offering various ways for students to express their knowledge and engagement. AI tools will be taught as part of curriculum so that students have the knowledge and skills to leverage AI. The Board of Education is currently in the process of developing and adopting an Artificial Intelligence Policy and it is anticipated to be finalized this school year.

Guidelines for AI Use:

1. Educational Enhancement: AI is used as a supplementary tool to augment the teaching provided by educators, assisting in tasks ranging from generating creative content to providing analytical insights. It is crucial to treat AI as an aid, not a replacement for traditional learning methods or teacher guidance.
2. Critical Engagement: Students are encouraged to critically engage with AI outputs, questioning and verifying the information generated. It is the student's responsibility to ensure the accuracy of their work, even when using AI-generated content.
3. Ethical Use and Integrity: All work submitted should clearly acknowledge the use of AI tools, specifying how and why AI was utilized. Transparency in the use of AI prevents academic dishonesty and fosters an environment of integrity and honesty.
4. Inclusivity and Accessibility: AI tools should be used in ways that are inclusive of all students, including those with disabilities and multilingual learners. Efforts will be made to ensure that AI resources are accessible to everyone and sensitive to diverse needs.
5. Data Privacy: In using AI technologies, the privacy and security of student data are paramount. Students and educators must adhere to district guidelines on data handling, ensuring that personal information is protected and AI interactions comply with our data security policies.

ATTENDANCE

Attendance Matters: Every Day Counts!

Being in school every day and on time is vital for student success. Every day of school counts towards student success. This means attending school every day, arriving on time, and staying for the full school day and each class period. Attending consistently (90% or more) is essential for gaining academic and social skills. Missing school means lost instruction, weaker relationships, and fewer chances to explore interests. Chronic absenteeism impacts reading proficiency, coursework success, graduation, and future habits.

Understanding Chronic Absenteeism

Chronic absence is defined as missing 10% or more of the academic year, which is equivalent to missing just two days a month.

It is a common misconception that only unexcused absences matter. However, chronic absence is calculated by looking at the total time a student is away from the classroom:

Excused Absences + Unexcused Absences + Suspensions = Chronic Absence

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important for future success. Families need to familiarize themselves with district attendance policies and protocols:

Types of Attendance:

1. Excused Absences – A parent, guardian, or other responsible adult must report a student absent. Valid reasons for an excused absence include:

- Student illness or health condition (physical or mental)
- Medical, dental, orthodontic, or ~~therapy-counseling~~ appointments (including telehealth) (A note from a doctor or licensed mental health professional is considered a valid excuse)
- Family emergencies
- ~~Approved Family approved-activity up to 5 days within the school year~~
- Death, serious illness, or funeral of an immediate family member
- Ongoing treatment for a mental health diagnosis
- Court appearances
- Religious or cultural instruction (up to 3 hours per week, not held at school or funded by public dollars)
- School-sponsored events or field trips
- Suspension from school
- Active duty in the U.S. military
- Religious observances: Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal

Make-Up Work for Excused Absences:

Students must make up missed work or complete an alternative assignment. Work should be completed within two school days of returning, unless more time is given by the teacher or principal due to special circumstances.

2. Unexcused Absences - An absence is considered unexcused when it is not approved by a parent/guardian and the school, or when attendance procedures are not followed. Examples of unexcused absences include:

- Skipping school (truancy)
- Not following attendance reporting procedures
- Staying home to do chores or work
- Working at a job (unless part of a school program)
- Accumulated tardies (7 unexcused tardies = 1 unexcused absence)
- Any other absence not listed as excused

The following steps will be taken to help support families and students in getting back on track with regular school attendance when unexcused absences (UA) become a recurring issue:

- 3 UA - School staff will make contact with a parent or guardian
- 4 UA - School staff will mail an attendance letter to the family
- 6 UA - School Staff will schedule a meeting with the family to collaboratively address attendance concerns
- 7 UA - School Staff may work with county agencies

3. Partial Day Attendance (Tardy) - Students are expected to be in their assigned classroom or learning space (in-person or virtual) on time and for the full day. Students missing a portion of the day or period will be marked as tardy. These may be excused if valid reasons are provided, or unexcused without a valid reason or without following reporting procedures. Valid reasons for partial day attendance include:

- Student illness
- Serious illness or death in the immediate family or of a close friend
- Medical ~~or~~ dental, orthodontic, or counseling appointments
- Court appearances
- Emergency situations (e.g., fire, storm, flooding)
- A written excuse (ex., hall pass) from a teacher or administrator

If a student is late at the start of the school day, they must check in at the office to get a pass.

- This policy applies to all students involved in school activities or school-sponsored work programs, whether during or after school hours
- Absences approved by the school (like field trips) will not affect a student's ability to participate
- Students with an unexcused absence from any class during the day may not participate in activities or programs that day
- Students who are suspended from class are not allowed to participate in any activities or programs that day
- If a student is absent from school due to medical reasons, they must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program
- If a student misses half a day or more, even with an excused absence, they cannot participate in Minnesota State High School League (MSHSL) events that day—unless allowed under MSHSL exceptions and approved by the school

Resolving Absences and Tardies

Parents/guardians will have up to two school days after the student returns to school to resolve a marked absence or tardy. The office attendance staff will have the primary authority and responsibility to excuse absences or tardies according to policy 503. If the parent/guardian wishes to excuse an absence that extends beyond the two-day window or for other extenuating circumstances, they may apply, in writing and at any time, to the school's principal or designee. Please contact your school's main office or attendance line to communicate updates.

Resources for Families

District 191 is committed to a proactive and systemic approach to attaining consistent attendance for every student. We want to work with you to identify and remove any barriers that prevent your child from being in class.

Scan the QR code below to visit our Family Attendance Website for resources, attendance flyers, and helpful guidance in multiple languages.



CELL PHONES AND/OR PERSONAL ELECTRONIC DEVICES

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

For elementary and middle school (K-8), all personal electronic devices—~~like including~~ cell phones, smartwatches, and headphones—must be silenced and put away, ~~silent, and~~ out of sight from the first bell to the last bell, ~~including during which~~ includes class time, lunch, and recess.

For high school (9-12), devices must be put away, silent, and out of sight during all instructional time; this includes all classroom spaces and study halls. ~~while~~ While quiet use is allowed during passing times and lunch, it's strongly discouraged to minimize distraction. Devices should always be stored securely in your locker, backpack, or a designated classroom spot. Exceptions apply for documented medical needs, genuine emergencies, or if a staff member explicitly allows use for learning. If you need to make a call, you can always ask to use a school phone in the office. Violations will result in disciplinary action, ranging from a reminder to device confiscation or even a temporary ban from school, and please remember, the district is not responsible for lost, stolen, or damaged devices.

CHROMEBOOKS

All Chromebooks, other student devices, and issued accessories are the property of District 191. Students will take care of the equipment, use the equipment in accordance with our Acceptable Use Policy 634, and return the equipment when requested or when the student leaves District 191. More Information and the One91 Chromebook Loan Expectations can be found at isd191.org/chromebook.

COMPLAINTS

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Students, caregivers, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the site level where appropriate. The appropriate administrator will respond in writing to the complaining party.

Students, parents, and caregivers may file a complaint and seek corrective action when the requirements of the Pupil Fair Dismissal Act and local discipline policy are not being met. Please refer to Policy 506 for more information and to access the discipline complaint form.

ELECTRONIC BIKES AND SCOOTERS

Students who ride electric bicycles (e-bikes) or electric scooters to school must comply with all applicable state and local laws governing their use. To park an e-bike on school property, students must register the device with the school office and obtain a permit sticker, which must be displayed on the e-bike. As part of the registration process, students may be required to review safety information and/or complete a safety module. Helmets must be worn in accordance with state law while riding, and all e-bikes and scooters must be walked—not ridden—once on school campus. Students are responsible for securing their own property. The school district is not responsible for lost or stolen e-bikes, scooters, or related equipment. Failure to follow safety expectations or school procedures regarding e-bikes and scooters will be addressed through the school's progressive discipline process outlined on page 23 (policy 506) of this handbook, which may include reteaching of expectations and, when appropriate, loss of e-bike or scooter privileges on school property.

EMERGENCY DRILLS

Regular school safety drills will occur as aligned to state statute. This includes all of our standard response protocols outlined by the “I Love You Guys” Foundation. These protocols include: HOLD, SECURE, LOCKDOWN, EVACUATE and SHELTER. The intent is to practice and assess needs for improvement. District 191 does not conduct “active shooter” simulations with students; however, we will conduct lockdown drills. After a lockdown drill, each classroom provides time for students and staff to talk about safety at the school. Families will be notified of these practice drills and should contact their student’s school or program if they choose not to have their student participate

FOOD POLICY

The State Department of Health requires that food served in schools be obtained from appropriate sources. Food prepared in a home will not be distributed in school. Families must adhere to the district’s Wellness Policy 533 and must also check with school staff before sending in treats for a party or other event.

HUMAN GROWTH AND DEVELOPMENT

Each school year, 4th and 5th grade students receive Human Growth and Development lessons. These lessons are designed to promote a healthy attitude toward maturing bodies and an awareness of the physical and emotional changes that occur during the adolescent years. The classes will also include the state-mandated Human Immunodeficiency Virus (HIV) education along with communicable disease education to 6th grade students. Dates for these classes are communicated through newsletters and websites and will include the opportunity to preview the topics and content. Parents or guardians must provide permission for their child to participate. Children not participating in this class will take part in other health content.

ILLNESS AND INJURY

In case of illness or significant injury at school, a parent or guardian will be notified by the Health Office staff. Transportation home and all medical care is the responsibility of the parent or guardian. If a parent or guardian cannot be reached, the emergency contact will be called. The person designated as an emergency contact must be able and willing to provide transportation and supervision for the student. It is important that the emergency contact information is current for all students. If the emergency contact cannot be reached, 911 will be called as necessary.

In most cases, children should remain at home for 24 hours after antibiotics have been started. Students should be fever free for 24 hours before returning to school. If a student becomes ill with a communicable disease, please notify the school.

LATEX-SAFE SCHOOLS

To safeguard the health of students and staff who have latex allergies, all schools take steps to minimize exposure to natural rubber latex. No latex balloons are allowed. Students with latex allergies should notify the building nurse at their school so that accommodations can be made.

LOCKERS (SECONDARY SCHOOLS)

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All lockers are school property and may be opened at any time by school officials. The school is not responsible for replacing lost or stolen student property. Replacement costs will be assessed for school property reported missing from a student's locker unless forced entry can be demonstrated. Lockers should always be locked properly and kept in good condition. Theft from lockers should be reported immediately to the police liaison officer or the main office. Students should not tell anyone their locker combination. If a locker is not operating properly, report it to the main office.

Students enrolled in physical education are assigned a locker. Students are encouraged to mark all of their personal clothing and equipment with appropriate identification. These lockers must be cleared of all clothing and equipment as directed by school staff at the end of scheduled terms. The school will not assume responsibility for the return or condition of student equipment or clothing left in lockers.

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of images and posters which may constitute sexual harassment, etc.

Students may also be assigned athletic lockers for use during a specific athletic season. On the date that equipment is due at season's end, all locks and belongings must be removed.

MEDICATIONS

If a student requires medicine administered during school hours, either a scheduled medication or an over-the-counter medication, a doctor's note is required. Please contact your school's nurse if medication will be needed during the school day to obtain a form for your doctor to fill out. Medication is required to be in its original prescription bottle or packaging. Please refer to Policy 516 on our district website, or contact your school nurse, for more information on medication during the school day.

PERMITTED ACTIONS

As allowed by Minnesota state law (Statute 609.379), there are some rare instances when reasonable force may be used toward a student without the student's permission which are outlined under reasonable force in Policy 506 on our district website.

PESTICIDES

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides is used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting our Director of Operations, Properties and Transportation.

RECESS AND OTHER BREAKS

District 191 encourages student access to regular physical, structured breaks. District 191 will not withhold recess in nearly all cases unless a student poses a significant threat of physical harm to others, a parent or caregivers has specifically consented to an alternative recess plan, or an Individualized Education Plan team has determined it is appropriate. In the case of a student being denied recess, District 191 will make a reasonable attempt to notify parents within 24 hours.

REMOTE LEARNING DAYS

Remote Learning Days can occur when students spend part of their time learning off our campuses through digital delivery of instruction. Remote Learning Days are different from our Virtual Academy online learning school. The primary cause for a Remote Learning Day can vary. One reason is due to an unplanned (typically weather) event. The first weather event, resulting in an entire day of school being canceled, does not lead to a Remote Learning Day, however, all subsequent days will be Remote Learning Days, per One91 policy. Remote Learning Days can also be planned out in advance for various reasons. This may just be a single school site or it may be all sites in the district. These are defined by policy as Blended Learning Days. Both causes for Remote Learning Days are supported by One91 policy and state statute. The district is expected to communicate, well in advance, for the planned Remote Learning Days and as soon as possible (at least 2 hours before the school day is supposed to start) for the unplanned Remote Learning Days.

REPORTING CHILD ABUSE/NEGLECT

District 191 will seek to protect children whose health and welfare may be jeopardized through physical abuse, neglect, truancy ¹⁰³ sexual abuse. All district employees are required by state law to report suspected misconduct toward children and to maintain the confidentiality of such data. For more information, please see District Policy 414.

SCHOOL MEALS AND EDUCATIONAL BENEFITS

Every K-12 student may receive one breakfast and one lunch each day at no cost during the school year. District 191 asks all families to complete an online application called the “Alternate Application for Educational Benefits,” on an annual basis so they may receive discounted/waived fees (i.e., athletic fees, academic scholarships, reduced technology costs, etc.) and so the district can receive additional funding. District staff will continue to process the online applications and inform families of their eligibility. The form will be available on the Educational Benefits page at www.isd191.org/families/application-for-educational-benefits.

SCREENING

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

SECTION 504

Section 504, a provision of the Federal Rehabilitation Act, ensures access to a free and appropriate public education for individuals with a qualifying disability by prohibiting discrimination based on a disability. A student may qualify for a 504 plan if they have a mental or physical condition for which reasonable accommodations are necessary in order to make progress in school. Questions about Section 504 services may be directed to the building 504 contact or Individualized Student Services Department (952) 707-2082.

SPECIAL EDUCATION

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

STUDENT DATA PRIVACY NOTIFICATION

District 191 uses a variety of digital tools to support student learning. Technology vendors and software are utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world. We have an inventory of our curriculum, testing, and assessment tools posted on our website at isd191.org and include an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year. Individual teachers may also communicate additional digital tools that are used in their classroom.

STUDENT DATA PRIVACY POLICY

The District 191 Board of Education Policy 515 requires the district to comply with the Federal Family Rights and Privacy Act and the Minnesota Government Data Practices Act. Educational data directed as directory information is public data on individuals to the extent required under federal law. Directory information must be designated to the provisions of MN statutes 13.32, subdivision 5; and United States Code, title 20, 1232g.

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

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

- Student’s name

- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees and awards received
- Photographs for school-approved publications, newspapers and videotapes

If a student or parent/guardian does not wish any or all of this information to be made public, they can “opt out” by notifying their school principal in writing.

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

- Honor rolls
- Programs for concerts and theater performances
- Athletic programs
- Yearbooks
- Press releases, etc.
- Notification to military recruiting offices

District 191 Beliefs About Behavior in School

District 191 believes that **EACH** student should be **FUTURE** ready and **COMMUNITY** strong. Our four main areas of focus include academic achievement, connection to school and community, social-emotional learning, and college and career readiness.

In order to achieve these goals, each school will ensure the following:

- Consistent school-wide expectations are taught and recognized each day.
- Equitable and responsive actions are taken that recognize and support the diverse cultures and backgrounds of all students and staff.
- Strong relationships are built between students and their classmates as well as between students and staff members.
- Priority is given to including students rather than excluding them.
- Relationships will be restored and repaired whenever harm has occurred.

Explanation of PBIS

All District 191 schools use the Positive Behavioral Interventions and Supports (PBIS) system to assess, analyze, and support student behavioral needs.

Outcomes from a fully implemented PBIS school system include:

- Improved academic performance
- Reduced bullying behaviors
- Improved social-emotional competence
- Improved social and academic outcomes for students with disabilities
- Decreased rates of student-reported drug and alcohol abuse
- Reduced office discipline referrals, and exclusionary practices



Schools that implement PBIS have teaching and learning environments that:

- Are more engaging, responsive, preventative, and productive
- Address classroom management and discipline issues (e.g., attendance, antisocial behavior)
- Improve supports for students
- Most importantly, maximize academic engagement and achievement for all students

The following are components of the PBIS school system:

- A PBIS Leadership Team

- Data and Decision-Making System
- Bully Prevention System
- Family Engagement System
- Classroom Management System
- School-Wide Behavior Expectations System
- School-Wide System to Acknowledge Positive Behavior
- School-Wide System to Respond to Problem Behavior

Explanation of Roles

It is the responsibility of all stakeholders to promote a safe and inclusive learning environment.

All students:

shall be held individually responsible for their behavior and for knowing and following the Code of Student Conduct and related district policies.

Students should...

- Build and maintain positive, respectful relationships with school staff and caregivers and have a go-to adult in the building.
- Observe and follow the routines and expectations taught by school staff and administrators.
- Understand the behavior expectations.
- Accept redirection and have open communication with adults.
- Be responsible and accountable for individual academic and social success.
- Do the right thing, even when no one is looking.
- Adhere to all Board policies.

All parents and legal guardians:

shall be held responsible for the behavior of their children as determined by law and community practice. All parents and legal guardians are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Parents and guardians should...

- Establish a positive relationship with someone at the school where communication can readily occur.
- Partner with the school in regard to rules and policies.
- Show and model respect for other students and families.
- Work with staff in a mutually respectful manner focusing on the success of their student.
- Emphasize the importance of being prepared for school, both physically and emotionally. Teach and model skills for following routines and expectations in order to achieve academic and social success.
- Ask for help or information from the school when necessary.

All teachers:

shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall promote use of the Code of Student Conduct.

Teachers should...

- Develop a classroom community and learning environment that provides for academic and social success for ALL.
- Build and maintain positive, respectful relationships with all students and their families.
- Hold high expectations for behavior and academics for all students.
- Teach and model expectations in accordance with the school's Positive Behavioral Interventions and Supports (PBIS) matrix.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate and partner with caregiver(s) in a positive, consistent, proactive, and culturally respectful manner.
- Acknowledge, honor and respond to student behaviors.
- Maintain a positive attitude and professional learning environment for ALL.

Building principals:

are given the responsibility and authority to formulate building rules and regulations necessary to enforce this Handbook. The principal shall give direction and support to all school personnel performing their duties within the framework of this Handbook. 196

Building principals should...

- Create a warm, welcoming and positive learning environment for ALL.
- Hold high expectations for students and staff.
- Teach and model expectations in accordance with the school's PBIS matrix.
- Lead/support building development that improves classroom management skills of teachers and promotes a positive learning environment.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate regularly with caregiver(s) in a positive, consistent, proactive and culturally respectful manner.
- Acknowledge, honor and respond to schoolwide behaviors.

Other school district personnel:

shall be held responsible to work with building administration under the guidance of the superintendent to foster a positive and safe environment.

Other school district personnel should...

- Contribute to a positive, safe, atmosphere that provides learning opportunities for ALL.
- Accept responsibilities as related to school behavior under the direction of the superintendent.
- Work to support building principals in setting and supporting the school Code of Conduct.
- Model and adhere to the school Code of Conduct and lead an equitable model of behavioral management which contributes to increased learning.
- Hold high expectations for all staff and students.

Superintendent:

shall be responsible for designing, enhancing, and overseeing all behavior policies and enforcement subject to School Board approval. The superintendent will give direction and support to building principals and other district personnel to perform their duties within the framework of this handbook.

The superintendent should...

- Ensure policy is aligned with best practices and the Strategic Roadmap as outlined by the Board of Education.
- Lead/support building principals and other district personnel to improve classroom management processes and promote a positive learning environment.
- Ensure building principals and other district personnel are seeking to treat all students equitably and design policy accordingly.
- Hold high expectations for all staff and students.

School Board:

is given the responsibility and authority to govern and oversee all policies relating to behavior management. The School Board will ensure behavior policy can allow for positive, safe, and productive learning environments in all district schools.

School Board members should...

- Approve all district policies related to behavior management systems.
- Seek to provide equitable outcomes for all students in the district.
- Support and provide guidance to the superintendent in designing policies related to behavior management systems.
- Support all personnel with implementing best practices.
- Hold high expectations for all students and staff.

Application of the Code of Conduct

The disciplinary responses set forth in the District 191 Code of Conduct applies to students at all times while they are on District 191 property or while attending a District 191 event. District 191 property means any school or other facility, including grounds owned or operated by District 191, buses and other District 191 vehicles, bus stops, and the facility and grounds of any District 191 activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the administration believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities. A student can never be punished physically.

Factors Impacting Discipline Decisions

District 191 staff shall make disciplinary decisions using clear, developmentally appropriate criteria, ensuring that consequences applied are proportional and consistent with:

- The student's age
- Previous severe disciplinary infractions, including the nature of prior misconduct, the number of prior instances of misconduct and the progressive disciplinary measures implemented for such misconduct
- Cultural or linguistic factors that may provide context to understand student behavior
- The circumstances, including the nature and seriousness of the offense surrounding the incident
- Disabilities
- Other mitigating or aggravating circumstances

Factors and circumstances will be considered, at the district's discretion, on a case-by-case basis.

Disciplinary Responses

District 191 uses a continuum of instructional strategies and disciplinary responses to support student development and positive school environments.

The pages that follow establish levels of responses to defined disciplinary infractions, as follows:

- Disciplinary Action Items
- Levels of Intervention for Behavior
- Disciplinary Response Matrix

Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

Each student suspended in excess of five consecutive days, or who has been expelled out of ~~school~~ the district and has not enrolled in another district, shall receive daily classwork and assignments from each teacher that shall be ~~requested-coordinated with from~~ teachers by administration or designee. Additional accommodations may be necessary for students with Individualized Education Plans in accordance with state and federal regulations.

Disciplinary Action Items

Whenever possible, and aligned to Minnesota statute and Board policy, District 191 will implement non-exclusionary discipline practices before any type of exclusion is considered. District 191 administration will partner with families to ensure documented, understood, and collaboratively implemented non-exclusionary discipline practices are in place.

Attendance Contract	Improving student attendance through a formal plan designed by school staff to offer positive behavioral interventions, strategies and supports.
Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialists	Prompting a student to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker or coach who has a relationship with the student.
Classroom-based Responses	Prompting a student to reflect on his/her behavior using classroom strategies such as time-out, teacher–student conference, reflection, redirection (e .g., role play), seat change, call home, loss of classroom privilege or apology letter, and re-teaching expectations.
Classroom Removal (limited to one class period)	Removing a student from the classroom setting in order to reintroduce the student in a successful way. This intervention shall not exceed one class period or otherwise determined by an administrator/designee.
Classroom Removal (more than one class period)	Removing a student from the classroom setting to work with assigned support staff in order to reintroduce the student in a successful way. This intervention shall not exceed three class periods or otherwise determined by an administrator/designee. In no case may a student be prohibited from attending a class or activity period of time exceeding five days under this response.
Community Service	Recommending student to participate in an activity that serves and benefits others in the school or broader community (e .g. working at a soup kitchen, cleaning up public spaces, or helping at a facility for the elderly).
Conflict Resolution	Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents, guardians, teachers, school staff, and/or principals engage in activities that promote problem- solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	Requiring a student to report to a designated classroom before school, during a free period, after school or on the weekend for a set period of time.

Dismissal	Denying of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Board.
Loss of Privileges	Temporarily denying of a student privilege.
Mentoring Program	Pairing students with mentors (e.g. counselor, teacher, fellow student, or community member) who help with their personal, academic, and social development.
Parent Outreach	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Plan for Success/Contract	Developing an agreement between the student, school and family to create opportunities for change.
Referral to an Alternative Education Setting	Recommending a student to a building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, formally apologizing, or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. In all cases of suspension, school administration must prepare and enforce an admission or readmission plan. The plan must include reasonable attempts to gain parent or caregiver involvement in the planning process.

Levels of Intervention for Behavior

LEVEL 1 – Teacher Initiated Response

An Office Discipline Referral would not be typically completed at this stage. These responses aim to change the conditions contributing to the negative impact of the learning environment and typically will be instituted in progressive levels of intervention; however, a teacher may exercise discretion to tailor a response to a particular situation:

- Classroom based responses (verbal or written reflection, reminder, redirection, break/processing, daily progress)
- Classroom detention (Additional dedicated skill building time)
- Collaboration with Community Based Organizations
- Collaboration with support staff (EA, Case Manager, School Counselor, Mentor, Coach, School Social Worker, etc.)
- Loss of privileges connected to the infraction
- Parent/Guardian outreach (contact caregiver via telephone, email, text)
- Reteach classroom expectations
- School-based conflict resolution

LEVEL 2 – Teacher Initiated Response with Office Support

Documentation would be created in this situation but would include ongoing Level 1 interventions. Partnership with teacher and administration. These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior:

- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;¹
- Classroom based responses (verbal correction, written reflection, reminder, redirection, break/processing, daily progress)
- Collaboration with Community Based Organizations
- Detention (Additional dedicated skill building time)
- Home visits
- Loss of privileges connected to the infraction
- Parent/Guardian conference
- Parent/Guardian outreach (contact caregiver via telephone, email, text)
- Plan for Success/Contract
- School-based conflict resolution
- Temporary classroom removal
- School-based mentoring
- Referral to mental/chemical/emotional services
- Notification to extra-curricular supervisor
- School-based conflict resolution
- Restitution

¹ These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.

LEVEL 3 – Support and Administrative Responses

An Office Discipline Referral would be completed and the administrator would coordinate interventions. These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses are intended to intervene in an intense, collaborative, and significant way in order to alter the behavior without removing the student from school. These responses may include short-term removal of a student but should be inclusive and practical in nature in order to change the long-term outcomes:

- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;²
- Classroom based responses
- Classroom removal
- Collaboration with Community Based Organizations
- Detention (Additional dedicated skill building time)
- Home visits
- Informal and/or preventative school-based mentoring
- In-school intervention
- In-school suspension Plan for Success;
- Loss of privileges
- Notification to extra-curricular supervisor
- Parent/Guardian conference
- Parent/Guardian outreach (contact caregiver via telephone, email, text)
- Plan for Success
- Referral to mental/chemical/emotional services
- Restitution
- School-based or outside facilitated conflict resolution
- Temporary classroom removal;

LEVEL 4 – Support, Administrative and Removal Responses

Immediate notification would be made to the office in this situation. Administration would be working collaboratively with each other to collect information and make a determination for placement. These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time.

- Classroom removal
- Collaboration with Community Based Organizations
- Formal mentoring program
- In-school suspension
- Involvement of School Resource Officer or Law Enforcement
- Loss of privileges/removal from extracurricular activities (referral to Athletic Director)
- Manifestation Determination³
- Parent/Guardian and Student conference [with administrator(s)]
- Recommendation for expulsion;

²⁻³ These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.

- Referral to an alternative education setting
- Restitution;
- School-based or outside facilitated conflict resolution
- Suspension
- Transfer to One91 Virtual Academy for a defined period of time

Behavior Response Matrix

Pages 20-24 of this handbook are examples of unacceptable behavior subject to disciplinary action by the school district. Although non-exclusionary discipline is preferred, the district, nonetheless, has the authority to bypass levels on a case-by-case basis when a student poses an ongoing threat to others. These examples are to clarify some behaviors but do not represent all behavior that may lead to disciplinary action. School Board Policy 506 gives the broad language regarding unacceptable behaviors and disciplinary action. Additional, related policies are referenced below, and in Policy 506. Please see page 11, "Factors Impacting Discipline Decisions," to help understand context around responses.

The lowest level should be considered first, followed by progressively more intensive consequences.

Behavior Level Responses		
Behavior Level	Staff Involvement	Support Responses
1	Classroom and support responses	Teacher coordinates intervention with no office discipline referral.
2	Classroom and support responses	Teacher coordinates intervention, partners with office, documentation is required.
3	Support, administrative responses	Teacher initiates intervention, office coordinates interventions, office discipline referral required.
4	Support, removal responses	Office coordinates intervention, may include removal, office discipline, referral required.

The full Behavior Level Response Matrix can be found on pages 23-27 of this handbook.

BEHAVIOR LEVEL RESPONSE MATRIX					
Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Academic Dishonesty/Forgery - Policy 506					
Plagiarizing (taking someone else's work or ideas for students in grades 6-12), forgery (faking a signature; electronic or actual) of a teacher or parent/guardian) for the purposes of deceiving a staff member; or cheating.		x	x	x	x
Tampering with, or assisting another to tamper with student information or assessment systems.			x	x	x
Alcohol - Policies 417, 418					
Any activity involving the consumption of any alcoholic beverage; Being under the influence of alcohol.				x	x
Using or possessing alcohol.				x	x
Distributing/selling alcohol.					x
Arson – Policy 506					
Setting or attempting to set a fire or helping others to set a fire.				x	x
Assault - Policies 413, 506					
Engaging in a physical behavior that intentionally causes physical harm.			x	x	x
Bomb – Policies 501, 506					
Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops," which should be treated as a disruption).				x	x
Detonating or possessing and/or threatening to detonate an incendiary device or material, as described above.					x
Bomb Threat – Policy 506					
Verbal or written threat in any medium of possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares, but NOT "snap pops").			x	x	x
Bullying - Policy 514					
Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.				x	x
Bus Misconduct – Policies 506, 709					
Breaking any bus and/or school rules while waiting for, riding, and leaving the bus. In addition to possible loss of transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for the specific behaviors.		x	x	x	x

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)					
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)					
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)					
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)					
		Levels:	1	2	3	4
Cell Phone / Personal Electronic Device – Policy 524						
<u>Unauthorized use of a phone or personal electronic device during a prohibited time.</u>			<u>x</u>			
<u>Repeated unauthorized use of a phone or personal electronic device during a prohibited time.</u>				<u>x</u>	<u>x</u>	
Computer-Related Offense						
Inappropriate use of school provided electronic device or school owned or managed software, hardware or network.			x	x	x	x
Tampering with, or assisting another to tamper with student information or assessment systems			x	x	x	x
Filming, recording or distributing in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public.			x	x	x	x
Cyberbullying – Policy 514						
Using electronic communication (e.g., social media, emails, etc.) to inappropriately target another student over a pattern of events where a perceived imbalance of power exists.				x	x	x
Physical Contact						
Intentional or unintentional physical contact between a student and another individual(s) that is not age appropriate and may or may not involve harm (for example, non-age-appropriate pushing/shoving, hitting, knocking other individuals over, play fighting). This is distinct from actual fighting.			x	x	x	x
Disruption – Policy 506						
Engaging in minor behavior that distracts from the learning environment.			x			
Persistent or continual interference with the educational setting that creates physical disorder.				x	x	x
Dress Code – Policies 504, 506						
Displaying dress that presents a danger to student’s health or safety, provides inadequate coverage, causes an interference with work, or creates classroom or school distraction is not allowed during school or at school-sponsored events. Such attire includes, but is not limited to, clothing with drugs, weapons and/or alcohol, sexually explicit or suggestive messages, or representations that are inappropriate or demeaning to any groups, or that shows gang affiliation.			x	x	x	
Driving – Policy 506 and 527						

Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited. <u>This includes Electric Scooters and Bikes</u>			X	X	X
Fighting – Policies 501, 506					
Two or more people engaged in intentional bodily harm toward each other.			X	X	X
Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Harassment – Policies 413, 506					
Consideration would need to be particularly given to the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and responses.					
Nonsexual: Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender and gender identity, disability, sexual orientation, religion, creed, sex, age, marital status, familial status, status with regard to public assistance or other characteristics that interfere with a student’s ability to participate in or benefit from the school’s educational programs				X	X
Sexual; Unwelcome sexual advances, requests for sexual favors; and/or other inappropriate verbal, written or physical conduct of a sexual nature directed toward others				X	X
Hazing – Policy 526					
Committing an act against another student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.			X	X	X
Illegal Drugs/Controlled Substances (Prescription) – Policies 417, 418					
Unauthorized <u>possession of a look-alike substance not prescribed by a physician, use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician, including marijuana and cannabis products.</u>			X	X	X
Using, possessing (including paraphernalia) or being under the influence of illegal drugs.				X	X
Distributing or selling non -illegal drugs or look-alike substances including medical marijuana or medical cannabis.				X	X
Any violation activity involving the consumption of any illegal drugs that threatens student safety and results in physical harm or a medical emergency. , illegal substance that subjects the student to a risk of harm.					X
Cannabis – Policies 417, 418					
<u>Unauthorized possession of cannabis look-alike products.</u>			X	X	X
<u>Using, possessing (including paraphernalia), or being under the influence of marijuana or cannabis products.</u>				X	X

<u>Distributing or selling marijuana or cannabis products.</u>				<u>x</u>	<u>x</u>
<u>Any violation involving cannabis products that threatens student safety and results in physical harm or a medical emergency.</u>					<u>x</u>
Insubordination – Policy 506					
Repeatedly or persistently defying or refusing to follow the directives of teachers, staff or administrators. Behavior of individual student has to differ significantly from their peer group.		x	x	x	
Over the Counter Medications					
Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.			x	x	x
Robbery (using force)					
Taking or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force and/or by putting the victim in fear			x	x	x
Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Tardiness – Policies 503, 506					
Arriving late to the assigned school locations (class).		x			
Persistently (more than three times) arriving late to class or school without an excuse.		x	x		
Terroristic Threats					
A threat of violence with the intent to terrorize; Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience (MN Statute Sec. 609.713					x
Theft – Policy 506					
Taking or obtaining property of another without permission and/or knowledge of the owner.		x	x	x	
Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.			x	x	x
Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement			x	x	x
Tobacco Policies 419, 506					
Any activity involving the consumption of tobacco products.				x	x

Threat/Intimidation – Policy 506				
Engaging in verbal or written behavior or posturing that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment or participating in school sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm.		x	x	x
Possessing, using or threatening to use a look alike or facsimile (e.g., water gun) weapon that is not dangerous.		x	x	x
Truancy – Policy 503, 506				
Being willfully absent from class without lawful excuse for one or more class periods on seven different school days.	x	x	x	
Vandalism/Destruction of Property – Policy 506				
Causing accidental damage of property.	x			
Causing intentional damage to property.		x	x	x
Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)			
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)			
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)			
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)			
	Levels:	1	2	3
				4
Verbal Abuse – Policy 506				
Use of profane or obscene language towards a particular person.	x	x	x	x
Weapons – Policy 501				
Possessing, using, or threatening to use a non-firearm gun. (e.g., Airsoft, BB or similar)				x
Possessing a fire-arm.				x
Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.				x
Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.				x
Using or threatening to use, a knife or other implement as a weapon with intent to cause serious bodily harm.				x
Distributing or selling weapons.				x

For information about this handbook, contact District 191
at (952) 707-2000 or info@isd191.org.



Future Ready. Community Strong.

Burnsville-Eagan-Savage School District 191
200 W. Burnsville Pkwy.
Burnsville, MN 55337
www.isd191.org

4. Approve READ Act Memorandum of Understanding

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Speaker(s): Stacey Sovine, Executive Director of Administrative Services



**Agenda V.B.4.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 13, 2026

Re: Proposed Ratification of the READ Act Memorandum of Understanding with
Burnsville Education Association.

Recommendation: That the Board of Education approve the proposed language in the 2026-2027 READ Act Memorandum of Understanding with the Burnsville Education Association.

The major language items include:

- Required by law to have an MOU
- Funding from state to be distributed to teachers completing the training

Attachments: Copy of tentative agreement

MEMORANDUM OF UNDERSTANDING
BETWEEN
Independent School District 191 (hereinafter referred to as "District")
AND
Burnsville Education Association (hereinafter referred to as "Union")

WHEREAS the District and Union will be parties to a collective bargaining agreement (CBA) for the period from July 1, 2025, through June 30, 2027; and,

WHEREAS the District and Union desire to address the time commitment, compensation, schedule, location of training, and deadlines for teachers required to complete the state of Minnesota mandated READ Act training; and,

WHEREAS the District and Union have agreed that teachers will participate in LETRS for Early Childhood or CAREIALL and,

WHEREAS the total anticipated number of hours of training required for LETRS for Early Childhood or CAREIALL is 35-67 hours;

NOW THEREFORE, be it resolved that the parties agree to the following:

1. Eligibility

The Union and District will establish a list of eligible teachers, who must:

- a. Hold a license issued by the Professional Educator Licensing and Standards Board; and,
- b. Be employed by the District between July 1, 2026 and June 30, 2027; and,
- c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.

2. Compensation earned for READ Act training

Teachers will earn compensation as follows:

Stipend of \$475 paid out in 1 installment:

- a. Payment of \$475 after completion of training of all units and successful completion of the full training provided by the district.

3. Compensation earned for READ Act training

Teachers will not earn compensation to complete the required training.

4. Credit Recognition

Completion of the program will not be recognized toward lane changes.

5. Proof of completion and payment timeline

In all cases, teachers shall submit proof of training completion to the Director(s) of Education.

6. Failure to comply with the READ Act

Compliance with the Minnesota READ Act (Minn. Stat. § 120B.123) is mandatory for both the District and eligible teachers. Failure by the District to comply with these requirements may result in action taken by the Minnesota Department of Education. Failure by an eligible teacher to comply with the training requirements may result in a teacher being out of compliance with READ Act requirements related to reading instruction in accordance with state statute and could result in discipline pursuant to Article IV, Section 12 of the CBA.

7. Effective Date and Duration

This MOU shall continue in effect until June 30, 2027.

NOW THEREFORE, be it further resolved that the parties agree to the following:

Impact on Precedent. Nothing in this MOU may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOU or submit it in any proceeding or case as evidence of a precedent or practice.

Entire Agreement. This MOU constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training. Neither party has relied on any statements, promises, or representations that are not stated in this MOU. The terms of this MOU constitute the entire agreement between the parties and supersede any prior written or oral, or other agreement, statement, or practice between the parties relating to the subject matter of this MOU. No changes to this MOU will be valid unless they are in writing and signed by both parties. A copy of this MOU will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOU on the dates shown by their signatures. This MOU will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

For the District:

Dated:

For the Union:

Dated:

The Minnesota Department of Education (MDE) provided the following estimates related to hours anticipated for state-approved training programs. It is provided here as a reference.

Table 1

Training Program	Provider	Anticipated Hours to Complete the Training (based on provider estimates)	
		Synchronous Training (virtual group instruction)	Online Modules
CAREIALL: Advancing Language and Literacy	Center for Applied Research and Educational Improvement (CAREI, University of MN)	17 hours	45–50 hours
LETRS: LETRS for Early Childhood Educators	Lexia	12 hours	23 hours

5. Approve Board Priorities

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Speaker(s): Stacey Sovine, Executive Director of Administrative Services

**Agenda IV.B.5.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 13, 2026

Re: Approving Board programming and staffing retention priorities for the 2027-2028 School Year

Recommendation: That the Board of Education approves for the 2027-2028 school year, the proposed programming priorities and staffing retention protections and their qualifying criteria in the following areas:

PROGRAMMING PRIORITIES AND STAFFING RETENTION PROTECTIONS	QUALIFYING CRITERIA
Retain the staff, at their 2026-2027 total FTE, who teach Chef 2, Chef 3, and Hospitality Internship (Culinary Pathway) courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license, vocational license, SafeSchools certified, ProStart trained, credentialed by partnering post-secondary institution for the 2027-2028 school year schedule.
Retain the staff, at their 2026-2027 total FTE, who teach Project Lead the Way (PLTW + Engineering Pathway) courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license in the areas under STEM and specialized PLTW certification for the 2027-2028 school year schedule.
Retain the staff, at their 2026-2027 total FTE, who teach Concurrent Enrollment courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license, additional post-graduate education, and credentialed by partnering post-secondary institution for the 2027-2028 school year schedule.
Retain the staff, at their 2026-2027 total FTE, who teach Healthcare Core, Nursing Assistant, and EMT (Healthcare Pathway) courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license, meet all requirements of MDE and MDH, and credentialed by partnering post-secondary institution for the 2027-2028 school year schedule.
Retain the staff, at their 2026-2027 total FTE, who teach CTE Eligible courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license and CTE license for the 2027-2028 school year schedule.
Retain the staff, at their 2026-2027 total FTE, who teach Education Pathway courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license, post-graduate coursework, training in the Pathways2Teaching program with Dr. Bianco through University of Colorado - Denver, credentialed by partnering post-secondary institution for the 2027-2028 school year schedule.
Retain the staff, at their 2026-2027 total FTE, who teach AP Computer Science, Mobile CS Principles, AP Mobile CS Principles, Computer Applications (IT Pathway) courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license and documented training in the specific area of computer science and programming, credentialed by partnering post-secondary institution for the 2027-2028 school year schedule.
Retain the staff, at their 2026-2027 total FTE, who teach Welding/Autobody, Intro to Consumer Auto, Advanced Auto/Vehicle Services (Automotive Pathway) courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license and specific training, Automotive Service Excellence (ASE) certified, credentialed by partnering post-secondary institution for the 2027-2028 school year schedule.

Retain the staff, at their 2026-2027 total FTE, who teach Construction Trades I and II (Construction Pathway) courses that are approved by the site administrator for the 2027-2028 school year schedule.	Current MN teaching license and credentialed by partnering post-secondary institution for the 2027-2028 school year schedule.
Retain the staff, at their 2026-2027 total FTE, who are TOSA's identified as Deans that are approved by the site administrator for the 2027-2028 school year staffing.	Current MN K-12 Principal or Secondary Principal license and 3 years of building level Dean experience during the 2027-2028 school year schedule.

BE IT FURTHER RESOLVED THAT: Staffing retention protection aligns with the district 191 strategic plan and are for traits such as unique specialized training, external certifications or licenses, language proficiency, and recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds. The staffing retention protections do not limit the board's ability to determine the programs, functions, overall budget, utilization of technology, organization structure, selection of personnel, ability to discipline and the direction and number of personnel.

V. Work Session

A. Listening Session Guidelines

220

Speaker(s): Abigail Alt, School Board Chair



**Agenda V.A.
August 13, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Abigail Alt, board chair

Date: August 13, 2026

Re: Work Session – Listening Session Guidelines

Attachments:

- Policy 206
- Regulation 206 – Listening Session Guidelines

Adopted: 11/2003
Reviewed: 08/28/25
Revised: 09/11/25
Rescinds: BDDH

Burnsville-Eagan-Savage School District Policy 206

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage input and feedback by the public of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.
- C. The Board may hold public meetings where the public will not be invited to address the school board including regular business meetings, work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not necessarily be allotted time during the meeting to address the board.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of

employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- D. "Educational data" means data maintained by the school district which relates to a student.
- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.
- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either

a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

- G. “Public Comment Participants” means individuals who meet one or more of the following categories will seek to address the school board during the public comment period:
1. District student
 2. Parent or guardian of a district student
 3. District resident
 4. District taxpayer
 5. District staff person

IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
 3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
 4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.
- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);

3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. Ch.260E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC’S OPPORTUNITY TO BE HEARD

- A. The school board will strive to give all members of the public of the school district an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).
- B. The school board provides three opportunities for public input:

1. Board Listening Sessions

The school board may schedule a listening session prior to a regularly scheduled school board meeting during which time the public may make comments directly to the designated school board members or superintendent that deal with any topic related to the board’s conduct of the schools. The school board, however, will not act at that day’s/evening’s regular meeting on any issue presented during the school board listening sessions if that issue was not previously published as an agenda item. A report summarizing the listening session will be given and distributed to board members via the consent agenda at a future meeting.

2. Public Hearings

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

3. Public Forums

The school board may schedule an open forum to create a venue in which the public can gather to become informed about a specific issue, ask questions, offer input, and/or engage in a public conversation.

VI. LISTENING SESSION PROTOCOL

- A. Agenda Items

1. Effective November 1, 2025, members of the public who wish to present on a subject discussed at a public school board listening session must sign-

up in advance by emailing or calling the superintendent's office, or filling out the form available on the District website. Advance sign-up may occur until noon, one day prior to the scheduled listening session. Each speaker must provide their name, the name of group represented (if any), relationship to the district, their city and state, and the subject to be covered or the issue to be addressed.

2. Individuals should note if their public comment will address something directly related to an agenda item on an upcoming board meeting or a non-agenda related item.
3. The facilitating board member will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Effective November 1, 2025 only those speakers who have registered in advance as outlined in this policy shall be recognized to speak by the facilitating board member. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave. Speakers may submit a written copy of their prepared statement at the conclusion of the meeting.
4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for presentation at a listening session which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The facilitating board member shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard. If multiple individuals wish to address the same subject during the listening session, they may be asked to select a representative to speak for the group.

9. The school board reserves the right to conclude the listening session in the event that audio or video recordings are being made and when such recordings may present a barrier to participation.
10. If an interpreter is needed for a listening session or public comment, please contact the school board administrative assistant at least one-week in advance.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)

Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
 Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)
 Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures;
 Closed or Open Meeting)
 Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head
 Coach; Notice of Nonrenewal; Opportunity to Respond)
 Minn. Stat. § 122A.40, Subd. 14 ((Employment; Contracts; Termination;
 Hearing Procedures
 Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
 Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School
 Districts; Employees; Contracts for Services)
 Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts
 or Contract is Void)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: Burnsville-Eagan-Savage School District Policy 103 (Complaints-
 Students, Employees, Parents, Other Persons/
 Burnsville-Eagan-Savage School District Policy 205 (Open Meetings and
 Closed Meetings)
 Burnsville-Eagan-Savage School District Policy 207 (Public Hearings)
 Burnsville-Eagan-Savage School District Policy 406 (Public and Private
 Personnel Data)
 Burnsville-Eagan-Savage School District Policy 422 (Policies
 Incorporated by Reference)
 Burnsville-Eagan-Savage School District Policy 515 (Protection and
 Privacy of Pupil Records)
 MSBA School Law Bulletin “C” (Minnesota’s Open Meeting Law)
 MSBA School Law Bulletin “I” (School Records – Privacy – Access to
 Data)
 Board Listening Session Guidelines
 Registration Card

Guidelines for Listening Sessions

Welcome to a listening session hosted by members of the Burnsville-Eagan-Savage School District 191 Board of Education. We appreciate you taking the time to be here tonight.

The purpose of the listening sessions is to gather ideas, concerns, feedback and questions from our One91 community (see Policy 206 for public comment participant definition). Board members and the Superintendent value public input in the deliberations and decisions of school district matters.

At listening sessions, Board members or the Superintendent may ask clarifying questions or seek additional information but they will not make decisions.

How this works:

1. All listening session participants must have **pre-registered by noon one day** prior to the scheduled listening session in which they are requesting to speak. Registration for the listening session can be done by emailing or calling the board administrative assistant at solsendickhausen@isd191.org or at 952-707-2005, or by completing the form available on the District website.
2. Two Board members and the Superintendent or designee will be present at the listening session location from 5:45 pm - 6:15 pm. **If no speakers, are pre-registered by noon the day prior to the meeting, the listening session will be cancelled.**
3. **All speakers registered for the listening session must arrive by 5:40 p.m.** Board members will call on speakers in the order that people signed up.
4. One person at a time will speak so everyone can hear.
5. Time is limited, so if you are coming as a group, please designate one spokesperson to speak on behalf of the group.
6. The facilitating Board member shall promptly rule out of order any discussion by any person, including School Board members, that would violate the provisions of state or federal law, Policy 206 or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board.
8. The Board can impose limitations and restrictions as necessary to provide an orderly, efficient and fair opportunity for those present to be heard.
9. The school board reserves the right to conclude the listening session in the event that audio or video recordings are being made and when such recordings may present a barrier to participation. Please know that the Listening Session Protocols and Guidelines are slated to change **effective November 1, 2025**. Starting November 1st, signing up to speak at listening sessions will occur until noon, one day prior to the scheduled listening session.
10. If an interpreter is needed, please contact the board administrative assistant 1-week prior to the meeting

Please be aware that listening sessions must end at 6:15 p.m. so Board members and the Superintendent can be in place for the start of Board meetings. Thank you for your participation.

B. Committee Meeting Livestream Planning

231

Speaker(s): Dr. Latanya Daniels, Superintendent



**Agenda V.B.
August 13, 2026**

To: Board of Education
From: Dr. Latanya Daniels, superintendent
Date: August 13, 2026
Re: Work Session – Committee Meeting Livestream Planning

Attachments:

- Policy 205
- Current Livestreaming Guidelines
- Committee Meeting Livestream/Youtube Viewing Data

Adopted: 7/1985
 Reviewed: 4/25/2024
 Revised: 8/25/2022
 Rescinds: BD

Burnsville-Eagan-Savage School District Policy 205

205 OPEN MEETINGS AND CLOSED MEETINGS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITION

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

IV. PROCEDURES

- A. Meetings

1. Regular Meetings

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

2. Special Meetings

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

3. Emergency Meetings

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

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

4. Recessed or Continued Meetings

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

5. Closed Meetings

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

6. Actual Notice

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

7. Meeting during Pandemic or Chapter 12 Emergency

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

8. Meetings by Interactive Technology

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

B. Votes

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

C. Written Materials

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

D. Open Meetings and Data

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

E. Closed Meetings

1. Labor Negotiations Strategy

- a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor

negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals. conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA).

- b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

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

3. Preliminary Consideration of Allegations or Charges

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

4. Performance Evaluations

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

recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Privilege Meeting

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

6. Dismissal Hearing

- a. A hearing on dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent, or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

- a. If the school board has declined to renew the coaching assignment of a licensed or non-licensed head varsity coach, it must notify the head coach within fourteen (14) days of that decision.
- b. If the head coach requests the reasons for the nonrenewal, the school board must give the head coach the reasons in writing within 10 days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.

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

8. Meetings to Discuss Certain Not Public Data

- a. Any portion of a meeting must be closed if the following types of data are discussed:
 - (1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
 - (2) active investigative data collected or created by a law enforcement agency;
 - (3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or
 - (4) an individual's personal medical records.
- b. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

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

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

10. Security Matters

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

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

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

- Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)
Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)
- Cross References:** Burnsville-Eagan-Savage School District Policy 204 (School Board Meeting Minutes)

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

Burnsville-Eagan-Savage School District Policy 207 (Public Hearings)

Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)

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

MSBA Law Bulletin “C” (Minnesota’s Open Meeting Law)

Guidelines for Sharing School Board Meetings

Statement of Purpose:

It is our responsibility as a school district to be transparent with our community.

Expectations:

The school board expects that, wherever possible, meetings will be live-streamed and recorded as noted below. In the event that live-streaming and/or recording of audio-visual transmissions is not possible, the school board meeting will proceed as scheduled.

Regular and Special Board Meetings:

1. Full audio-visual transmissions using multiple cameras. Presentations shared as part of live-streaming.
2. Live access online www.isd191.org and on BCTV, as possible.
3. Recordings will be posted online www.isd191.org, as well as via BCTV and Savage TV, where possible.
4. All Regular Board Meetings will be live-streamed and recorded, as possible.
5. All Special Board Meetings except those involving expulsions, as well as the survey and interview process for superintendent searches and school board openings, will be live-streamed and recorded, as possible.
6. Special Board Meetings addressing student expulsions will not be recorded or live-streamed.
7. Recordings involving the interview process for both openings will become public once the given round of interviews is complete.
8. Recordings involving the survey process for either opening will become public once the respective survey window has closed.

Legislative Committee, Policy Review Committee, Workshops, and Work Sessions:

- Full audio-visual transmissions using a single stationary camera and microphones, where possible. Presentations are not shared as part of live-streaming.
- Live access online www.isd191.org and on BCTV, as possible.

- Recordings will be posted online www.isd191.org, as well as via BCTV and Savage TV, where possible.
- All Legislative Committee Meetings, Policy Review Committee meetings, Workshops, and Work Sessions will be live-streamed and recorded, as possible.

Policy references:

205 Open Meetings and Closed Meetings

206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations

Video title	Video publish time	Video Duration (seconds)	Views	Average view duration	Total watch time (hours)
School District 191 Policy Committee - Nov. 18, 2025	Nov 19, 2025	1016	186	0:00:44	2.2791
School District 191 Policy Committee - May 19, 2026	May 20, 2026	1990	30	0:01:11	0.5919
District 191 Legislative Committee - Feb. 17, 2026	Feb 17, 2026	911	27	0:01:36	0.7248
School District 191 Policy Committee - Sept. 16, 2025	Sep 16, 2025	665	27	0:02:14	1.0116
School District 191 Policy Committee - March 17, 2026	Mar 25, 2026	1000	23	0:02:06	0.8088
School District 191 Policy Committee - April 21, 2026	Apr 22, 2026	1385	21	0:01:30	0.5265
School District 191 Policy Committee - Jan. 20, 2026	Jan 20, 2026	691	21	0:01:12	0.4238
District 191 Legislative Committee - Nov. 18 2025	Nov 19, 2025	1975	19	0:03:47	1.2011
School District 191 Policy Committee - Sept. 21, 2025	Oct 22, 2025	1036	18	0:01:32	0.4639
District 191 Legislative Committee -April 21, 2026	Apr 22, 2026	1330	14	0:05:07	1.1942
District 191 Legislative Committee - Jan. 20, 2026	Jan 21, 2026	1440	14	0:04:12	0.9807
District 191 Legislative Committee - March 24, 2026	Mar 24, 2026	331	12	0:01:34	0.3145
School District 191 Policy Committee - Feb. 17, 2026	Feb 17, 2026	496	12	0:01:12	0.2418

C. Review Board Planning Document

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Speaker(s): Abigail Alt, Chair



**Agenda V.C.
August 13, 2026**

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: August 13, 2026

Re: Work Session – Board Planning Document

Attachments:

- Redline Board Planning Document

[illegible]

[illegible]

VI. Adjourn

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.