

BOARD AGENDA

INDEPENDENT SCHOOL DISTRICT 191

Burnsville High School Senior Campus
Diamondhead Education Center
Regular Meeting
August 5, 2010
6:30 PM

- I. Call to Order
 - A. Welcome
 - B. Pledge of Allegiance
- II. Business Meeting
 - A. Approval of Agenda
 - B. Consent Agenda

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. Minutes of June 17, 2010 Board Meeting 3
 - 2. Human Resources Report 7
 - 3. Donations 11
 - 4. Schedule a special joint board work session with the Burnsville City Council 21
 - 5. Approve IEA Contract 22
 - 6. Approve Intermediate School District 917's health and safety program budget and authorize the inclusion of a proportionate share of those projects in the District's application for health and safety revenue. 23
 - 7. Schedule a Board Retreat for August 12-13, 2010 at Brackett's Crossing, Lakeville, MN 24
 - 8. Approve a resolution calling a General Election to elect four directors 25
 - 9. Schedule a Special Board Meeting to canvas returns of votes of school board election 31
 - 10. Approve Community Clinic operations agreement with Park Nicollet Health Services to include dental and mental health services 32
 - 11. Schedule a Closed Session during the scheduled board meeting on August 5, 2010 for preliminary consideration of allegations against an employee 43
 - 12. Accept grants totaling \$7,000 from Foundation 191 44
- III. Unfinished Business
- IV. New Business
 - A. Approve the 2010-2011 Burnsville High School Student/Parent Handbook (15 minutes) (Helke) 45
 - B. Approve board meeting dates January 20-June 16, 2010 (5 minutes) (Clegg) 83

- C. Approve ten-year facilities plan (15 minutes) (Rider) 84
- D. Approve Review and Comment for submission to MDE for Burnsville High School (10 minutes) (Rider) 90
- E. Approve, on a first reading basis, changes to the following Board policies (10 minutes) (Clegg)
 - 1. Policy CBA and CBA-R, *Qualifications & Duties of the Superintendent*; 126
Policy CBB, *Recruitment & Appointment of Superintendent*; Policy BFA (was CHA), *Development of Regulations*; Policy BFB (new), *Suspension of Policy*; and Policy BFC (was CHD/BFE), *Administration in Policy Absence*
- V. Reports
 - A. Superintendent
 - B. Board Members
- VI. Recess to Closed Session for preliminary consideration of allegations against an employee
- VII. Reconvene and take action if appropriate
- VIII. Adjourn

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 June 17, 2010

The meeting of the Board of Education was called to order by Chair Currier at 6:33 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Members present: Directors Banyard, Hill, Martin, Morrison, Sweep and Chair Currier. Others in attendance were Superintendent of Schools Randy Clegg, administrators and staff. Director Luth joined the meeting at 6:37 p.m.

Attendance

Chair Currier welcomed the audience and asked Director Sweep to lead the Pledge of Allegiance.

Pledge of Allegiance

Moved by Director Hill, seconded by Director Martin, to approve the agenda. Motion carried unanimously (6,0).

Agenda

Moved by Director Sweep, seconded by Director Morrison, to approve the consent agenda as amended (item II.B.12 moved for separate consideration):

Consent Agenda

- Minutes of June 3, 2010 Board Meeting and June 7, 2010 Special Board Meeting
- Personnel changes for D. Willson, B. Ackerman, N. Birch, K. Bunkers, S. Dahl, J. Fish, M. Hegland, R. Huyen, A. Schnobrich, E. Trask, K. Wood, A. Condon, L. Collins, B. Leighton, J. McDevitt, E. Stitzmeyer, A. Faust, A. Hagen, J. Johnston, M. Podominick, S. Figg, C. Giltner, C. King, C. Crosbie, J. Demuth, D. Koch, T. Dylla, L. Schiller, M. Johnson, J. Mathews
- Donation of \$235 from Jim & Robin Bitzegaio, David & Vicki Newendorp, Graham & Jana Riesselman, Brian & Mandy Sandler, Jen & Jon Bentz, Ginger Bircholz, and Chris & Allison Grajkowske to the Early Childhood Special Education program; \$2,177.82 from the M.W. Savage PTO to M.W. Savage Elementary; \$50 from the Wells Fargo Community Support Campaign to Harriet Bishop Elementary; a grant of \$2,355.73 from the Minneapolis-St. Paul Post of the Society of American Military Engineers for the Harriet Bishop Elementary science program; \$3,100 from the M.W. Savage PTO to M.W. Savage Elementary for field trip and transportation scholarships; \$10,756.97 to Metcalf Junior High for the 2009-10 school year in support of student programs; \$5,600 from the Sioux Trail PTO to Sioux Trail Elementary for projectors, die cuts, Seekers and paper; books valued at \$500 from the 2010 Target School Library makeover to Vista View Elementary;

Minutes

Human Resources

Donations

800 3-ring binders valued at \$800 from Bryan Reichel to Sky Oaks Elementary; \$500 from RBC Foundation to Sky Oaks Elementary for educational supplies; \$18 from Yolanda Raichert through Blue Cross/Blue Shield United Way campaign to Gideon Pond; \$8.82 from an anonymous donor to Gideon Pond; classroom supplies valued at \$795.16 from OfficeMax Adopt-A-Classroom to Gideon Pond; and, books valued at \$1,656 from parents in support of Pond's Celebration Book Club

- Approve May payroll checks numbered 714386-714490, and Direct Deposit notices numbered 391151-394450, in the net amount of \$3,703,503.72. May & June claims to date represented by checks numbered 398763-399538, 1000844-1001047, 100431-100433 and wire transfers and adjustments, totaling \$6,132,258.06. Also, that the Board accepts May receipts of \$28,178,349.57 and investments for General Operations and Alt. Facilities and OPEB of \$25,241,916.15 as of May 31, 2010
- Accept the Budget Analysis for the Month ending May 31, 2010
- Approve designation of the *Sun Current Newspapers* as the official newspaper for the 2010-11 fiscal year per M.S. 123.33; Subd. 11., and M.S. Chapter 331
- Approve the CPA firm of Larson Allen be contracted to perform the 2010-11 financial audit. Field work and final reporting will occur during the fall of 2009-2010.
- Approve the property, casualty, liability agent of record agreement with the Kraus-Anderson Insurance Agency for the 2010-11 fiscal year
- Approve appointment of McTavish Benefits as agent of record for group medical, life, long term disability and dental insurance for the 2009-10 fiscal year
- Approve renewal of the District's membership in the Minnesota School Boards Association
- Approve renewal of the District's membership in the Minnesota State High School League
- Approve renewal of the District's membership in the Association of Metropolitan School Districts
- Approve renewal of the District's membership in CAREI
- Authorize the release of June and July checks covering District obligations due and payable for June and July business
- Approve the 2009-10 QComp Annual Report for ISD 191
- Award the contract for property, casualty and liability insurance for the 2010-11 year to the Travelers Property Casualty Company of America as follows:

Package Policy	\$107,493
Real, Personal Property & Extra Expense, Inland Marine, Property Deductible - \$10,000	

Payroll, Claims & Receipts

Budget Analysis Annual Fiscal Year Designations

June/July Payments QComp Report Insurance Award

General Liability - \$1,000,000	30,101
Automobile - \$1,000,000	16,292
Umbrella - \$3,000,000	11,061
Crime	5,603
School Leaders Legal Liability	21,557
International Package	4,499
Environmental Impairment	4,778
Equipment Breakdown	<u>7,692</u>
Total	<u>\$209,076</u>

- Approve award of contract for purchase of copier and printer paper valued at \$92,071.50 to Paper 101
- Adopt the elementary instrumental music calendar for the 2010-2011 school year
- Approve the revisions to the job description for an ESL teacher
- Approve the revised job description for the position of Health Services Clerk
- Adopt the Algebra I textbook published by Holt
- Approve a 10 hour per week, level 5 clerical position to support student system data entry, effective July 1, 2010

Special mention was made of the generous donations. Motion carried unanimously (7,0).

Bid Award

Elem. Music
Calendar
Job
Descriptions
Textbook
Adoption
Data Entry

Moved by Director Sweep, seconded by Director Morrison, to approve the resolution and filing notice establishing August 3, 2010 through August 17, 2010 as the filing period for Directors of the School Board for the November 2, 2010 School Board election. A roll call vote was taken and the motion carried unanimously (7,0 with Directors Banyard, Hill, Luth, Martin, Morrison, Sweep and Chair Currier voting in favor, none opposed).

Filing Notice

Moved by Director Martin, seconded by Director Morrison, to approve the budget for 2010-2011 indicating revenues and expenditures in each fund as follows:

<u>Fund</u>	<u>Revenues</u>	<u>Expenditures</u>
General	\$107,458,436	\$110,567,262
Food Service	4,000,604	4,000,604
Community Education	6,846,979	6,846,979
Capital Projects	40,000	2,000,000
Debt Service	8,997,245	8,577,132
Trust & Agency Fund	1,004,150	1,078,000
Internal Services	<u>17,062,910</u>	<u>17,219,566</u>
Total All Funds	<u>\$145,410,324</u>	<u>\$150,289,543</u>

Motion carried unanimously (7,0).

2010-11
Budget

Moved by Director Morrison, seconded by Director Martin, to approve the

proposed revisions and re-adopt the unchanged language in the 2009-2011 collective bargaining agreement with the Burnsville Principals Association. Motion carried unanimously (6,0,1 with Chair Carrier abstaining from the vote).

BPA Collective Bargaining Agreement

Moved by Director Sweep, seconded by Director Martin, to approve the 2010-2011 student handbook for Burnsville-Eagan-Savage Transition (BEST) Services. Motion carried unanimously (7,0).

BEST Student Handbook

Moved by Director Banyard, seconded by Director Luth, to approve the 2010-2011 student/parent handbook for Vale Educational Center. Motion carried unanimously (7,0).

Vale Student/Parent Handbook

Moved by Director Banyard, seconded by Director Martin, to approve the 2009-2011 Community Education Employment Policy. Motion carried unanimously (7,0)

Community Ed Employment Policy

Moved by Director Luth, seconded by Director Hill, to approve a salary of \$61,253 for 2009-2010 and a salary of \$61,855 for 2010-2011 for the Districtwide Project Manager position. Motion carried unanimously (7,0).

Amend O&M Supervisors Employment Agreement

Moved by Director Morrison, seconded by Director Martin, to approve the proposed revisions and re-adopt the unchanged language in the 2009-2011 master agreement with the Districtwide Administrators. Motion carried unanimously (7,0).

DWA Master Agreement

Moved by Director Martin, seconded by Director Morrison, to adjourn to a board workshop at 7:20 p.m. Motion carried unanimously (7,0).

Adjourn

Sandra M. Sweep, Clerk

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

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Tania Z. Chance, Ph.D., Executive Director Human Resources

DATE: August 5, 2010

RE: Recommended Personnel Changes

**Administrative
Appointment**

Elizabeth Vaught

-Replacement-Principal, Neill, 12 months/8 hrs/day,
effective 7/1/10

Resignation
Scott Garvis

-Athletic Director, effective 7/30/10

**Certified
Appointment**

Christopher Adams

-Replacement-Teacher, Human Geography/Am. History,
MJH, .6 FTE, effective 2010/11 school year

Kellie Allman

*Replacement-Teacher, Kindergarten, 1.0 FTE, Neill,
effective 2010/11 school year

Melissa Barenbaum

*Replacement-Teacher, ECSE, 1.0 FTE, DEC, effective
7/19/10

Daniel Bates

-New-Work Experience Coordinator, BAHS, 1.0 FTE,
effective 2010/11 school year

Ross Berbig

-Replacement-Teacher, Social Studies, BHS, 1.0 FTE,
effective 2010/11 school year

Bonnie Carlson

-New-TOSA, Spec. Ed. Coordinator, ECSE, 1.0 FTE,
effective 2010/11 school year

Mary Chouanard

-New-Teacher, Spec. Ed., Neill/VV, 1.0 FTE total,
effective 2010/11 school year

Melissa Crone

-Replacement-Teacher, SO/.5 FTE and HB/.5 FTE for a
total of 1.0 FTE, effective 2010/11 school year

Betsy Deering

-Replacement-Teacher, Spanish, NJH/MJH, 1.0 FTE
total, effective 2010/11 school year

Ray Devlin

-Replacement-Teacher, Social Studies, BAHS, 1.0 FTE,
effective 2010/11 school year

Rachel Elliott

-New-Teacher, Title 1, MWS, 1.0 FTE, effective
2010/11 school year

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 08/05/2010

Megan Hammarberg	-Replacement-Teacher, Grade 5, HB, 1.0 FTE, effective 2010/11 school year
Kim Hartman	-New-Teacher, Spec. Ed., SO, 1.0 FTE, effective 2010/11 school year
Adair Hunt	-Replacement-Teacher, F.E.S.T., BHS, 1.0 FTE, effective 2010/11 school year
Terri Keacher	-Replacement-Teacher, F.E.S.T., BHS, 1.0 FTE, effective 2010/11 school year
Christine Pestalozzi Knutson	-New-Teacher, Grade 4, Byrne, 1.0 FTE, effective 2010/11 school year
Jennifer Kollwitz	-New-Teacher, ECSE, Multiple Sites, .5 FTE, effective 2010/11 school year
Cathy Leslie	-Replacement-Media Specialist, BHS, 1.0 FTE, effective 2010/11 school year
C.C. Linstroth	-New-TOSA, Secondary Literacy Coordinator, Districtwide, .5 FTE, effective 2010/11 school year
Rachel London-Nyhus	-Replacement-School Psychologist, ECSE, .5 FTE, effective 2010/11 school year
Ashley Marshalla	-Replacement-Teacher, ESL, GP, .6 FTE, effective 2010/11 school year
Kathleen Miller	-Replacement-Teacher, ESL, SO, .75 FTE, effective 2010/11 school year
Natasha Monsaas-Daly	-New-Teacher, LA, ERJH/BHS, .6 FTE total, effective 2010/11 school year
Kayla Peterson	*Replacement-Long term substitute, 1.0 FTE, ECSE, effective 8/4/10 – 6/17/11
Dana Randall	-Replacement-Teacher, ECSE, 1.0 FTE, effective 2010/11 school year
Mara Schriver	-Replacement-Teacher, Art, BAHS, 1.0 FTE, effective 2010/11 school year
Hannah Selby	-Replacement-Teacher, Grade 1, 1.0 FTE, GP, effective 2010/11 school year
Sharron Stalock	-New-Instructional Interventionist, 1.0 FTE, ST, effective 2010/11 school year
Jennifer Stiles	-Replacement-Teacher, Social Studies, NJH, 1.0 FTE, effective 2010/11 school year
Tim Stowe	-Replacement-Teacher, Grade 6, HV, 1.0 FTE, effective 2010/11 school year
Linda Teppo	-Replacement-Teacher, Tech, BHS, .5 FTE, effective 2010/11 school year

*added to original report
Burnsville-Eagan-Savage #191
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Cheryle Theisen -Replacement-Teacher, Spec.Ed. Resource, BHS, 1.0 FTE, effective 2010/11 school year

Marcus Washington -Replacement-School Psychologist, BHS, 1.0 FTE, effective 2010/11 school year

Change in Assignment

Sandra Ditmarsen -Reading Interventionist, assignment increases with the addition of .5 FTE, SO, effective 2010/11 school year

Christine Peterson -Kindergarten teacher, ST, assignment increases to 1.0 FTE, effective 2010/11 school year

Kathryn Reagan -ECSE teacher, assignment increases with the addition of .5 FTE (multiple kindergarten plus locations), for a total of 1.0 FTE, effective 2010/11 school year

Carissa Renken -ECSE teacher, ECSE, assignment increases to 1.0 FTE, effective 2010/11 school year

Kim Steeg -Title 1 teacher, VV, assignment increases to 1.0 FTE, effective 2010/11 school year

Leave of Absence

Kristen Anderson -Teacher, Byrne, requests a 1.0 FTE FMLA/maternity/parental leave of absence, effective approx. 9/1/10, returning to work 11/8/10

Erin Copeland -Teacher, MJH, requests a 1.0 FTE FMLA/maternity/parental leave of absence, effective approx. 9/24/10, returning to work 11/29/10

Beverly Johnston -Teacher, VV, requests a 1.0 FTE general leave of absence, effective 2010/11 school year

Douglas Yates -Teacher, MJH, requests a 1.0 FTE general leave of absence, effective 2010/11 school year

Recall from Termination

Jean Schroeder -Teacher, EBD, Vale, 1.0 FTE, effective 2010/11 school year

Sarah Sproul -Teacher, Kindergarten, GP, .5 FTE, effective 2010/11 school year

Pamela Strawn -Teacher, ESL, Byrne, 1.0 FTE, effective 2010/11 school year

Sara Sundberg *Teacher, Spanish, .635 FTE & ESL, .260 FTE, HB, effective 2010/11 school year

Rachel Walgenbach -Teacher, Grade 2, Byrne, 1.0 FTE, effective 2010/11 school year

Resignation

Jessica Feigal -Teacher, MJH/BHS, effective 7/9/10

Jessica Hendrickson -Teacher, BHS, effective 6/25/10

Remi Huyen -Teacher, BHS, effective 7/27/10

*added to original report
Burnsville-Eagan-Savage #191
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Retirement

Joan Ward

-Teacher, ECSE, after 18 years in the District, effective 8/31/10

**Classified
Appointment**

Ayan Esse

-Replacement-Cultural Liaison (Somali students), 184 days/8 hrs per day/school year only, effective 8/30/10

Tanya Mitchell

-New-Census clerk, ASC, 2 hrs/day for 237 days, effective 7/26/10

Dwayne Starr

-New-Cultural Liaison (African American students), 184 days/8 hrs per day/school year only, effective 8/30/10

Change in Assignment

Jane Grevstad

-Assignment increases with the addition of 1.5 hrs/day Tech EA, GP, effective 2010/11 school year for a total of 7.5 hrs/day

Joanna Willenburg

-ECSE Secretary, DEC, 40 hrs/wk, 5 days/wk, effective July 6, 2010

Leave of Absence

Carmen Cook

-Program Coordinator, PPK/PK, requests a maternity/FMLA/parental leave of absence, effective approx. 8/23/10 for a period of 12 weeks

Recall from Termination

Debbie Bringgold

-MEA, ERJH, 7 hrs/day, effective 2010/11 school year

Patricia Wrucke

-Tech EA, Vale, 4 hrs/day, effective 2010/11 school year

Resignation

Chasidy Cornealius-Walton

-Health Assistant, HV, effective 7/22/10

Dawn Miller

-2nd Cook, BHS, effective 7/21/10

Christopher Schwanke

-B-Shift Custodian, NJH/DEC, effective 8/13/10

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 08/05/2010

TO: Board of Education
Dr. Randall Clegg, Superintendent

II.B.3
August 5, 2010

FROM: Taber Akin, Principal – Sioux Trail School

DATE: June 21, 2010

RE: Special Donation

The parents of Sioux Trail work tirelessly for the success of all our students. Evidence of this can be seen in the extensive volunteerism and generosity of monetary gifts.

I request that the following community support donation be accepted by our district for Sioux Trail Elementary School:

Sioux Trail PTO	Donation toward expenses for Safety Patrol Field Trips	\$500.00
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\$500.00



TO: Superintendent Clegg
Members, Board of Education

I.I.B.3
August 5, 2010

FROM: Elaine Mehdizadeh, Rahn Elementary School Principal

DATE: June 22, 2010

RE: Donations

Please accept these donations made to Rahn Elementary School, totaling an amount of \$13,159.70.

Amount	Donor	Explanation
\$1500.00	American Veterans Post 1 1323 Sibley Memorial Highway Mendota, Minnesota 55150	6 th Grade Camp Sacajawea environmental education experience at Lebanon Hills in Apple Valley
\$100.00	Eagan Rotary P.O. Box 21543 Eagan, MN 55121	Funds donated to Rahn Elementary in honor of our Teacher of the Year, Kari Hill
\$977.75	Rahn Staff and Families Birthday Book Donations	Rahn staff and families donate books to our media center every year in honor of student or staff birthdays.
\$600.00	Mr. L.C. Henry 2220 Kenwood Court Maplewood, MN 55117	Mr. Henry has three grandchildren that attend Rahn, Kevin, Brendan and James. He has funded transportation for grade level field trips during the past two years. Students in grades 3, 5 and 6 participated in these field trips in 2009-10. We appreciate Mr. Henry's ongoing support.
\$9,906.95	Rahn PTO 4424 Sandstone Dr. Eagan, MN 55122	We are fortunate to have a supportive PTO that provides funding for many excellent learning opportunities for our students.
\$75.00	Global Impact P.O. Box 7148 Alexandria, VA 22307	One of our parents, Mr. Stadick, submits the time that he has volunteered time and his company, Symantec, donates funds to our school based on those hours. We receive the check from Global Impact.

These donations are appreciated and will help us provide additional educational opportunities for our students. We greatly appreciate the support of these individuals and groups.

DATE: July 19, 2010

II.B.3

TO: Dr. Randell Clegg, Superintendent of Schools

FROM: Laura Pierce, Principal

SUBJECT: 2009-10 PTO Donation

It is my recommendation that the School Board of Independent School District #191 accept the generous donation from the Gideon Pond PTO for \$20,797.84. This total includes a \$15,020.66 cash reimbursement for purchases made through the District purchasing system and a \$5,777.18 gift donation for services and purchases paid directly through PTO.

On behalf of our students and staff, I extend a sincere thank you to our PTO and our many volunteers throughout the 2009-10 school year.

Attachments:

PTO Letter

PTO Cash reimbursements

PTO Cash purchases/donations with account codes

Cc: File

To: Randy Clegg, Superintendent of Schools

II.B.3

From: Jon Bonneville, Principal

Date: July 21, 2010

RE: Match Donation from Wells Fargo

It is my recommendation that the School Board of Independent School District #191 accept this donation in the amount of \$153.48 as Wells Fargo Community Support Campaign match donation fund.

We will be using these funds to support the Literacy Library at Hidden Valley.

Wells Fargo Foundation
Educational Matching Gift Program
P.O. Box 2157
Princeton, NJ 08543-1257

Memo

To: Dr. Randall Clegg
From: Rob Nelson
Date: July 27, 2010
Re: Donation

Please accept the attached donation in the amount of \$8370 from the Harriet Bishop Elementary PTO. Their strong support is vital to our school and very much appreciated!

The money will be used for a variety of essential programs and items including: technology supplies, residency programs, field trips, transportation, Bucket Brigade, and safety patrols.

Please code the attached check as follows:

01-491-201-000-096-000	\$200
01-491-202-000-096-000	\$200
01-491-203-000-096-000	\$200
01-491-203-000-096-007	\$2050
01-491-260-000-096-266	\$1800
01-491-620-000-096-000	\$3650
01-491-240-000-096-000	\$50
01-491-197-000-096-000	\$220

To: Randy Clegg, Superintendent of Schools

From: Jon Bonneville, Principal

Date: July 27, 2010

RE: Donation

It is my recommendation that the School Board of Independent School District #191 accept this donation in the amount of \$153.48 from the following Wells Fargo employees:

Scott Galvin	\$12.48
Brionne J. Sillman	\$105.00
Robin Swanson	\$36.00

We will be using these funds to support the Literacy Library at Hidden Valley.

Scott Galvin
13640 Lynn Ave.
Savage, MN 55378

Brionne J. Sillman
13415 Glenhurst Ave.
Savage, MN 55378

Robin Swanson
13750 Glenhurst Ave.
Savage, MN 55378



TO: Dr. Clegg
FROM: Dave Helke
DATE: July 28, 2010
RE: Donation of Automobile

Please accept the following donation of a 1996 Subaru from Mr. James Fridley and Ms Karen Chamerlick. The value of the vehicle is \$1000. This vehicle will be used by the Auto Body and Consumer Auto classes to give students an opportunity to work with the tools of the trade and for demonstration purposes by the teaching staff to explain the subsystems of the automobile.

Mr. James Fridley
And
Ms Karen Chamerlik
13535 Hemlock Ct.
Apple Valley, MN 55124

TO: Members, Board of Education Agenda Item II.B.3
August 5, 2010
FROM: Randy Clegg, Superintendent
DATE: July 29, 2010
RE: Donation

Recommendation: That the Board of Education accept a software donation from Microsoft Corporation valued at \$33,558 for the Burnsville High School Business Education Department.

As a result of a successful application submitted by Cindy Drahos, Business Education Instructor, *Visual Studio* and *Expression Studio* Web design software will be installed and utilized by students in the Multimedia Animation Class and Micro Computer Application classes.

To: Dr. Randy Clegg, Superintendent of Schools

II.B.3

From: Jon Bonneville, Principal

Date: August 4, 2010

RE: Book Donation

It is my recommendation that the School Board of Independent School District #191 accepts several art books donated by retired art teacher Charles Ohlenkamp valued at \$8,446.56.

Hidden Valley appreciates Mr. Ohlenkamp's support of education.



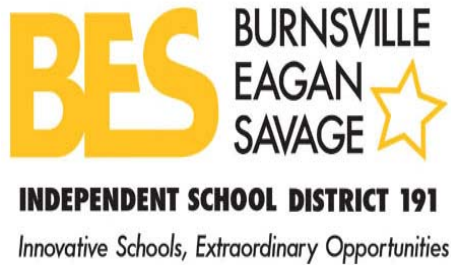
TO: Members, Board of Education Agenda II.B.4
August 5, 2010

FROM: Randy Clegg, Superintendent

DATE: August 5, 2010

RE: Special Joint Board Work Session

Recommendation: That the Board of Education schedule a Special Joint Board Work Session with the Burnsville City Council at 7:30 p.m. on Thursday, October 7, 2010, at the Burnsville High School Senior Campus Commons in the Diamondhead Education Center.



**AGENDA II-B-5
August 5, 2010**

**INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office**

TO: Members, Board of Education

FROM: Lisa K. Rider, Executive Director of Business Services

DATE: August 5, 2010

RE: Institute for Environmental Assessment for Health & Safety

RECOMMENDATION: That the school board approve the agreement with the Institute for Environmental Assessment for health and safety consulting services for the twelve month period commencing 08/01/10.

Effective July 1, 2010 the Health and Safety program has moved under the direction of our Director of Operations and Properties to more closely align the health and safety projects with those of the alternative facilities projects. The district's practice has been to utilize the services of a consultant to provide health and safety services rather than hiring an employee to do this work. This method provides greater depth with respect to the large number of required programs and services. The Institute for Environmental Assessment has been used by the district for some years to provide health and safety environmental management support.

This year, we looked at two quotes related to one of the health and safety projects we need to focus on; ARC Flash , which is related to the electrical safety requirements. We determined that the Institute for Environmental Assessment's quote would provide the services needed at the lesser cost. We pursued further discussion of contracting with the Institute for Environmental Services for the health and safety environmental management services for the period effective August 1, 2010 through June 30, 2011. The contract is similar but smaller in scope than in past years. The amount of the contract is \$60,000 to provide for health and safety environmental management services. We do utilize other vendors for the removal of asbestos on an as needed basis.

I recommend approval of the contract with the Institute for Environmental Assessment for Health & Safety.

LKR/mlp



**AGENDA II-B-6
August 5, 2010**

**INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office**

TO: Members of the School Board

FROM: Lisa K. Rider, Executive Director of Business Services

DATE: August 5, 2010

RE: Resolution Approving Intermediate District 917 Health & Safety

RECOMMENDATION: That the school board approve the formal resolution authorizing the inclusion of a proportionate share of Intermediate District 917's Health & Safety expenditures in District 191's property tax levy payable in 2011.

State law allows school districts to levy property taxes to support their Health & Safety program, including the Health and Safety program of Intermediate Districts of which they are a member. Intermediate District 917 has proposed a levy for this purpose in the amount of \$35,500. Our pro rata share would be \$8,053. Adoption of the resolution attached authorizes the inclusion of this amount in our 2011 Health & Safety Levy. I recommend approval.

TO: Members, Board of Education Agenda II.B.7
August 5, 2010
FROM: Randy Clegg, Superintendent
DATE: July 29, 2010
RE: Board Retreat

Recommendation: That the Board of Education schedule a Board Retreat for Thursday, August 12, 2010 from 5:00 p.m. to 9:00 p.m. and Friday, August 13, 2010 from 8:00 AM to 3:00 PM at Brackett's Crossing, Lakeville, MN.



**AGENDA II-B-8
August 5, 2010**

TO: Members of the School Board

FROM: Lisa K. Rider, Executive Director of Business Services

DATE: August 5, 2010

RE: Resolution Calling General Election to Elect 4 Directors

RECOMMENDATION: That the school board adopt the formal resolution calling a general election on November 2, 2010 for the purpose of electing 4 directors to the school board.

This resolution calls the general school board election to fill 4 positions on the school board. The term of office for Martin, Luth, Banyard and Morrison expire when the re-elected or newly elected Directors take office on January, 2011.

It should be noted that the Cities of Apple Valley, Burnsville, Eagan, Savage and Shakopee will conduct the school district elections in conjunction with the General Elections.

I recommend approval of the resolutions.

LKR/mlp

Attachments: Resolution Calling School Board Election

**EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD**

OF INDEPENDENT SCHOOL DISTRICT NO. 191
(BURNSVILLE-EAGAN-SAVAGE)
STATE OF MINNESOTA

HELD: AUGUST 5, 2010

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 191 (Burnsville-Eagan-Savage), State of Minnesota, was held in said school district on August 5, 2010, at 6:30 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO ELECTION OF SCHOOL BOARD MEMBERS
AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION**

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

1. (a) It is necessary for the school district to hold its general election for the purpose of electing four (4) school board members for terms of four (4) years each.

The clerk shall include on the general election ballot the names of the individuals who file or have filed Affidavits of Candidacy during the period established for filing such Affidavits as though they had been included by name in this resolution.

2. The general election is hereby called and directed to be held in conjunction with the state general election on Tuesday, the 2nd day of November, 2010.

3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as those for the state general election.

4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall specify the date of said election and the office or offices to be voted on at said general election.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the election.

The notice of election so posted and published shall state the offices to be filled as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on election day.

The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this general election and generally to cooperate with state, city, township and county election authorities conducting the state general and other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate municipal and county officials regarding preparation and distribution of ballots, election administration and cost sharing.

5. The clerk is further authorized and directed to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:

GENERAL ELECTION BALLOT

INDEPENDENT SCHOOL DISTRICT NO. 191 (BURNSVILLE-EAGAN-SAVAGE)

NOVEMBER 2, 2010

INSTRUCTIONS TO VOTERS
TO VOTE, COMPLETELY FILL IN THE OVAL(S) NEXT TO YOUR CHOICE(S) LIKE THIS 

SCHOOL BOARD MEMBER

VOTE FOR UP TO FOUR

NAME

NAME

NAME

NAME

NAME

NAME

write-in, if any

write-in, if any

write-in, if any

write-in, if any

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot card. Voting instructions must be printed at the top of the ballot card on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot card so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

6. The name of each candidate for office at each election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

7. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

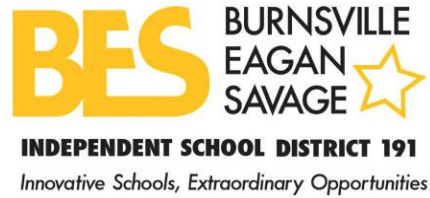
8. The individuals designated as judges for the state general election shall act as election judges for this general election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed by the school board between the third and the tenth day following the general election.

The motion for the adoption of the foregoing resolution was duly seconded by _____ and upon vote being taken thereon the following voted in favor

thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.



**AGENDA II-B-9
August 5, 2010**

TO: Members of the School Board

FROM: Lisa K. Rider, Executive Director of Business Services

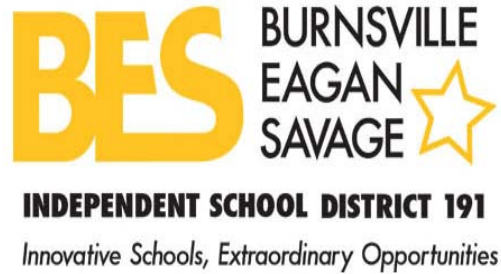
DATE: August 5, 2010

RE: Special Board Meeting to Canvass November Election

RECOMMENDATION: That the Board of Education schedule a Special Board Meeting for Tuesday, November 9 at 7:30 a.m. at the Administrative Services Center to canvass the November 2, 2010 school board election results.

Election results can only be canvassed between November 5-12, 2010. Since our November board meetings are scheduled for November 4 & 18, a special meeting must be called.

LKR/mlp



AGENDA II-B-10
August 5, 2010

TO: Members, Board of Education

FROM: Lisa K. Rider, Executive Director of Business Services

DATE: August 5, 2010

**RE: Approval of Community Clinic Operations
Agreement With Park Nicollet Health Services To Include Dental & Mental
Health Services**

RECOMMENDATION: That the members of the Board of Education approve the Community Clinic Operations Agreement providing for an addition of a children's dental and mental health clinic operated by the Park Nicollet Clinic at the Diamondhead Education Center.

Since March 9, 2006, the Board of Education approved a memo of understanding to locate a children's community clinic at Diamondhead Education Center. The clinic has been available to District 191 students who are in need of medical care.

A Community Clinic Operations Agreement regarding the clinic health services has been in place. The agreement attached is similar but includes the provision of dental and mental health services as well. It is expected the dental and mental health services will be provided with the current space in which the Park Nicollet Clinic uses at the Diamondhead Education Center. The dental and mental health hours will be coordinated with those of the current health services being provided.

I recommend approval of the Agreement.

Attachment: Community Clinic Operations Agreement
Including Dental & Mental Health Services

**DIAMONDHEAD CLINIC
PARTICIPATING MEMBER AGREEMENT**

THIS AGREEMENT, dated and effective as of this ___ day of _____, 2010, by and between Participating Members as listed on Schedule A ("Participating Member), Park Nicollet Health Services ("Park Nicollet"), a Minnesota nonprofit corporation and Independent School District 191, ("District"), a Minnesota school district. The District and Park Nicollet shall be referred to collectively as "Principals." The District, Park Nicollet and Participating Member shall be referred to singularly as a "Party" and collectively as the "Parties."

RECITALS

WHEREAS, District desires to make certain health related services available to minors and young adults attending school or residing in the District.

WHEREAS, Park Nicollet is committed to the provision of medical services to persons who are unable to afford them or otherwise do not have access to them.

WHEREAS, Participating Member is committed to the provision of various health related services as generally described in Schedule A to persons who are unable to afford them or otherwise do not have access to them.

WHEREAS, Park Nicollet and District have previously entered into a Community Clinic Operations Agreement, attached hereto, effective August 7, 2006 with Amendment No. 1 effective August 7, 2009, establishing the Diamondhead Clinic ("Clinic") at Diamondhead Education Center.

WHEREAS the Community Clinic Operations Agreement granting Park Nicollet exclusive use of the premises as shown on Exhibit A.

WHEREAS, Park Nicollet and District now wish to expand availability of health care and related services at Clinic through inclusion of Participating Members in the operations of the Clinic.

WHEREAS, Park Nicollet and District have previously established an Advisory Group for Clinic to meet the health related needs of minors and young adults attending school or residing in the District.

NOW, THEREFORE, the parties hereto, in consideration of the mutual covenants herein contained and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, and intending to be legally bound hereby, agree as follows:

**ARTICLE I
DISTRICT OBLIGATIONS**

1.1 Grant of Right to Use Premises. District grants to Participating Member, without charge, the right to use space owned by District located in the lower level of Diamondhead Educational

Center, located at 318 West Burnsville Parkway in Burnsville, Minnesota, as shown on Exhibit A of this Agreement (collectively, the “Premises”) for the operation of the Clinic. Participating Member shall have access to the Premises during the times they are scheduled to provide services at the Clinic as determined by the Advisory Group as defined in Article III of this agreement (the “Assigned Times”) and as otherwise reasonably requested by Participating Member for business purposes. District covenants that Participating Member shall quietly have and enjoy the Premises during the Assigned Times.

1.2 Use of Premises. District shall provide Participating Member with use of the Premises during the term of this Agreement. Use of the Premises shall be shared with Park Nicollet and other health care providers who have entered into this Agreement with District as “Participating Members.”

a.) Areas of Exclusive Use by Park Nicollet Certain areas of the Premises shall be designated for exclusive use by Park Nicollet in operation of the medical clinic at the Clinic. These shall include the nursing/laboratory area, three medical examination rooms, a physician’s office and designated file cabinets and storage areas including exclusive, secure, lockable space for Park Nicollet equipment and medical records. Permission to use these designated areas by any other person or Participating Member may be granted solely by Park Nicollet.

b.) Nonexclusive Use of Premises by Participating Member Scheduling of provider times and use of non-exclusive areas of the Clinic by Participating Member shall be determined by the Advisory Group as defined in Article III of this Agreement. Designated file cabinets or storage areas including exclusive, secure, lockable space for Participating Member’s equipment and health care records shall be provided.

1.3 Additional Services. District shall furnish the Premises with utilities (heat, air conditioning, electricity, water, telephone, high speed Internet access, and janitorial) (“Utilities”) at its own expense. District shall be responsible, at its own cost, for all maintenance and repairs to the Premises.

1.4 Property Insurance. District, at its cost, shall procure and maintain or cause to be procured and maintained during the term of this Agreement an “all-risk” policy of property insurance insuring the Premises and Improvements.

1.5 Liability Insurance. District, at its cost, shall procure and maintain or cause to be procured and maintained during the term of this Agreement commercial general public liability insurance against claims for bodily injury, death or property damage, occurring on, in or about the Premises.

ARTICLE II
PARTICIPATING MEMBER OBLIGATIONS

2.1 Operation of Medical Clinic by Park Nicollet. Park Nicollet is solely responsible for the operation of the medical clinic in the Clinic and shall operate the medical clinic at no charge to the District or any patients of the Clinic. Park Nicollet shall provide all administrative services and support it deems necessary to operate the medical clinic, including, as necessary, receptionist

and management services. In managing the medical clinic operations, Park Nicollet shall participate actively in and consider the views of the Advisory Group created by the Parties in Article III; however, Park Nicollet shall have the sole discretion to make decisions about the management and operations of the medical clinic in the Clinic, including but not limited to the dates and times the medical clinic is staffed. Park Nicollet shall provide equipment it deems necessary, such as examination tables, sterilizing equipment, desks, chairs, scales and x-ray reading lights (“Equipment”), and miscellaneous items of medical supplies customarily found in medical examination rooms (such as latex gloves, hypodermic needles, cotton and sterilizing swabs, tongue depressors, and the like) (“Supplies”) as needed to operate the medical clinic. All Equipment and Supplies shall be the property of Park Nicollet.

2.3 Provision of Professional Services by Participating Member. During the term of this Agreement, Participating Member shall provide the general services as outlined in Schedule A to this agreement in the Clinic by licensed providers (“Professional Services”).

Participating Member and their licensed providers shall at all times exercise their professional judgment and discretion in providing Professional Services to patients of the Clinic. Participating Member shall provide services either without direct charge, or at a substantially reduced charge to uninsured or underinsured patients/clients of the Clinic. For patients/clients with health insurance coverage, Participating Member may elect to bill the third party payer for the Professional Services. Professional Services shall be provided in a manner that reduces financial barriers and increases access to health care services.

2.3 Eligibility for Professional Services. The following individuals are eligible to receive Professional Services at the Clinic: (a) any minor individual who resides within the boundaries of the District or the communities served by the District, (b) any minor individual enrolled as a student in the District or in the programs of the District, (c) any adult individual under the age of 21 formally enrolled as a student of the District and pursuing a high school diploma, and (d) any other individual meeting criteria developed by the Advisory Group (collectively, the “Eligible Patients”). Participating Member may require individuals presenting for treatment to demonstrate proof of residency or enrollment prior to providing the Professional Services.

2.4 Consent for Treatment. Participating Members shall obtain the consent of the parent or legal guardian of Eligible Patients who are minors prior to providing treatment as required by law. Notwithstanding the foregoing, Participating Members may (a) provide treatment to emancipated minors, as defined in Minnesota Statutes, sections 144.341 and 144.342, without such consent, and (b) provide treatment for medical, mental and other health services to determine the presence of or to treat pregnancy and conditions associated therewith, family planning, sexually transmitted disease including HPV, alcohol and other drug abuse as provided in Minnesota Statutes, section 144.343, without such consent.

2.5 No Emergency Services. Participating Member shall not provide emergency services at the Clinic. Emergency services must be accessed by calling 911.

2.6 Use and Condition of Premises. Participating Member shall use the Premises only for the provision of professional services as defined in Article II Section 2.2. Participating Member shall not make any changes, additions, deletions, improvements, or alterations to the Premises, or install or display any signs in the Premises without the consent of District, which shall not be unreasonably withheld. Participating Member shall comply with all applicable District policies relating to its use of the Premises. Participating Member shall not use the Premises for unlawful activity. In particular, Participating Member agrees that (a) it will not unlawfully allow alcohol, tobacco, firearms, or controlled substances in the Premises; and (b) the Premises will not be used by Participating Member or others acting under its control to manufacture, sell, give away, barter, deliver, exchange, distribute, or possess a controlled substance in violation of any local, state, or federal law, including Minn. Stat. Chapter 152. Participating Member's use of the Premises must conform to all applicable governmental regulations, ordinances, and zoning requirements.

2.7 Participating Member's Insurance. Participating Member shall, at its expense, at all times maintain (a) professional liability (malpractice) insurance covering the Professional Services provided by its employees and volunteers under this Agreement, and (b) "all-risk" property and casualty insurance covering their Equipment and Supplies.

2.8 Health Care Records. Participating Member shall create and maintain health care records for all persons treated at the Clinic and shall provide record keeping capabilities including any necessary transcription services. Participating Member and its staff shall at all times comply with all applicable state and federal laws regarding the completion, authentication, updating, maintenance, preservation, and confidentiality of health care records. All records with respect to services provided by Participating Member pursuant to this Agreement shall be and remain the sole and exclusive property of Participating Member. District shall not have access to any health care records for any purpose unless such access is authorized by the patient or the patient's parent or legal guardian in accordance with applicable law. The District acknowledges and agrees that the health care records are not subject to the federal Family Educational Rights and Privacy Act. Participating Member shall treat any private or confidential government data in accordance with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13.

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ARTICLE III **ADVISORY GROUP**

3.1 Advisory Group. District and Park Nicollet (Principals) shall expand membership in the Advisory Group to include Principal and Participating Members of the Clinic, and may also include community members, parents and students. The Advisory Group shall meet on a regular basis and shall be responsible for managing provider schedules, assigning use of non-exclusive space, establishing referral processes between providers, and deciding any other matter related to the smooth and coordinated provision of interdisciplinary health services to patients of the Clinic. The decision-making of the Advisory Group shall be by consensus. In the event that the Advisory Group is unable to reach consensus on any matter, agreement by the Principal Members shall constitute resolution of the issue.

3.2 Principal and Participating Members. District and Park Nicollet shall be considered as Principal Members in the Clinic. All other providers who have signed this Participating Members Agreement shall be considered as Participating Members.

3.3 Managing Schedules and Allocation of Space. In making determinations of provider schedules and assigning use of non-exclusive space, the Advisory Group shall include such factors as assessment of school and community needs, available funding for the Participating Member to deliver services, and ability to effectively coordinate times and use of the Clinic.

3.4 No Requirement of Minimum Hours. There is no requirement that a Participating Member provide a minimum number of hours of service each week. If a Participating Member loses funding to provide services at the Clinic, they shall provide 60 days written notice of a reduction or elimination of service hours. A temporary loss of funding and inability to provide services in the Clinic shall not automatically cause termination of this Agreement or preclude membership in the Advisory Group. Once funding is re-established, a Participating Member may request reinstatement of service times. The Advisory Group shall assign new scheduled hours for the Participating Member based upon the needs and available hours of the Clinic.

3.5 Addition and Removal of Participating Members. Decisions as to the addition or removal of Participating Members in the Clinic shall be made by consensus of the Principal Members. Input from the Advisory Group shall be sought as deemed appropriate.

ARTICLE IV **TERM AND TERMINATION**

4.1 Term. The Term of this Agreement (“Term”) shall commence on _____ and continue for a period of two years. This agreement shall automatically renew for successive one-year terms unless either party provides the other with written notice per the terms of Section 4.2, 4.3 or 4.4.

4.2 Termination by District. This Agreement or the participation of any Participating Member may be terminated by District upon fourteen (14) days written notice to the other Party upon the breach or failure of a Party to perform any of its material duties under this Agreement, if such breach or failure is not cured to the non-breaching Party’s reasonable satisfaction within the fourteen (14) day notice period. This Agreement may also be terminated by District without cause upon 90 days’ written notice or by mutual agreement of the Parties.

4.3 Termination by Park Nicollet. This Agreement may be terminated by Park Nicollet upon fourteen (14) days written notice to the other Party upon the breach or failure of a Party to perform any of its material duties under this Agreement, if such breach or failure is not cured to the non-breaching Party’s reasonable satisfaction within the fourteen (14) day notice period. This

Agreement may also be terminated by either Party without cause upon 90 days' written notice or by mutual agreement of the Parties.

4.4 Termination by Participating Member. Any individual Participating Member may terminate its participation in this agreement upon fourteen (14) days written notice to the other Party upon the breach or failure of a Party to perform any of its material duties under this Agreement, if such breach or failure is not cured to the non-breaching Party's reasonable satisfaction within the fourteen (14) day notice period. Any individual Participating Member may also terminate its participation in this agreement by either Party without cause upon 90 days' written notice or by mutual agreement of the Parties.

ARTICLE V

WAIVER AND INDEMNITY

5.1 Mutual Waiver of Insured Claims. Notwithstanding anything apparently to the contrary in this Agreement, and to the extent that existing insurance coverage is not compromised, Principals and Participating Member hereby release one another and their respective directors, officers and employees from any and all liability (to the other or anyone claiming through or under them by way of subrogation or otherwise) for any loss or damage covered by property insurance or coverable by a customary form of policy of the insurance required by Sections 1.5 or 2.7(b), even if such loss or damage shall have been caused by the fault or negligence of the other party, or anyone for whom such party may be responsible.

5.2 Waiver. Notwithstanding anything apparently to the contrary in this Agreement, Principals and their directors, officers and employees shall not be liable to Participating Members, and Participating Members hereby release such parties from all damage, compensation or claims from any cause other than the intentional misconduct of Principals or their directors, officers or employees arising from: loss or damage to personal property or trade fixtures in the Premises including books, records, files, computer equipment, computer data, money, securities, negotiable instruments or other papers; lost business or other consequential damage arising out of interruption in the use of the Premises; and any criminal act by any person other than Principals or their directors, officers or employees.

5.3 Participating Member Indemnification. Participating Member agrees to indemnify, defend and hold Principals and their directors, officers and employees harmless from and against any claim, loss or expense arising out of injury, death or property loss or damage occurring in the exclusive areas of the Premises or the non-exclusive areas being utilized by Participating Member during the Assigned Times, except to the extent caused by the negligent act or intentional misconduct of Principals or their directors, officers or employees; provided, however, that a specific Participating Members shall have no duty to indemnify for claims or losses occurring when the Premises are being used by any other Participating Member or third party, even if such use occurs during the Assigned Times.

5.4 Principals Indemnification. To the extent permitted by Minnesota law, Principals agree to indemnify, defend and hold Participating Member and its directors, officers and employees harmless from and against any claim, loss or expense arising out of injury, death or property loss or damage occurring (a) in the common areas of Diamondhead Education Center at any time, (b) in the Premises other than during the Assigned Times or during the Assigned Times when the Premises are being used by a party other than Participating Member, or (c) elsewhere on District property, except to the extent caused by the negligent act or intentional misconduct of Participating Member or its directors, officers or employees.

ARTICLE VI
MISCELLANEOUS

6.1 Independent Contractors. In their performance of their obligations under this Agreement, the Parties understand and agree that they are independent contractors. Nothing in this Agreement shall be deemed to create any joint venture, partnership or other relationship between District, Park Nicollet and any Participating Member singularly or collectively, other than that of independent contractors. The Parties shall not be deemed employees of the other for any purpose whatever, nor shall either Party be eligible to participate in any pension, welfare or other benefit program provided by the other Party. Participating Members shall be exclusively responsible for the payment of all wages, salaries, taxes, withholding payments, penalties, fringe benefits, professional liability insurance premiums, contributions to insurance and pension or other deferred compensation or welfare plans, licensing fees, workers' compensation insurance premiums and/or benefits and Social Security obligations of or with respect to its specific employees providing services at the Clinic, and shall be exclusively responsible for filing of all necessary documents, tax and other forms and returns pertinent to all of the foregoing.

6.2 Notices. Any notices to be given under this Agreement shall be sufficient if in writing and sent by certified mail, return receipt requested, or delivered in hand or sent by overnight delivery service to the following addresses (or to such other address as designated in writing):

District:

Park Nicollet:

Attn: Susan Zwaschka, Vice President and General Counsel
3800 Park Nicollet Boulevard
St. Louis Park, MN 55416

Participating Member:

Contact Information as Noted in Schedule A

6.3 Entire Agreement. This Agreement contains the entire agreement of the Parties with respect to inclusion of Participating Members in the operation of Clinic, and may be amended only by a written document signed by all Parties. The terms and provisions of the Community

Clinic Operations Agreement and Amendment No. 1 between District and Park Nicollet remain in full force and effect.

6.4 Governing Law. This Agreement shall be construed and enforced under the laws of the State of Minnesota.

6.5 Assignment. This Agreement may not be assigned, in whole or in part, by either Party without the prior written consent of the other.

6.6 No Waiver. The waiver by either Party of a breach of any provision of this Agreement by the other shall not operate or be construed as a waiver of any subsequent breach.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date above first written.

Park Nicollet Health Services

By: _____
Its: _____

By: _____
Its: _____

By: _____
Its: _____

By: _____
Its: _____

By: _____
Its: _____

By: _____
Its: _____

By: _____
Its: _____

By: _____
Its: _____

SCHEDULE A

Participating Member:

General Services Provided:

Children's Dental Services

Dental

Contact Name

Address

City, State, Zip

Phone

Mental Health

Contact Name

Address

City, State, Zip

Phone

Contact Name

Address

City, State, Zip

Phone

Contact Name

Address

City, State, Zip

Phone

Contact Name

Address

City, State, Zip

Phone



TO: Members, Board of Education Agenda Item II.B.11
August 5, 2010

FROM: Randy Clegg, Superintendent

DATE: August 5, 2010

RE: Schedule Closed Session

Recommendation: That the Board of Education schedule a Closed Session, pursuant to Minnesota Statute 13.D.05, Subdivision 2, 4b, during the scheduled Board meeting on August 5, 2010 for preliminary consideration of allegations against an employee.

Discussion: Closed sessions of the School Board must be called by a majority vote of those in attendance at a duly called Board meeting.

Typically, School Board members are to be given a three-day notice of all meetings. Since the August 5 Closed Session cannot be called until that very evening, the motion indicates that the three-day notice is waived. Any member who is unable to attend the meeting will be asked to waive their right to the three-day notice as well.

TO: Members, Board of Education Agenda Item II.B.12
August 5, 2010

FROM: Randy Clegg, Superintendent

DATE: August 5, 2010

RE: Foundation 191 Grants

Recommendation: That the Board of Education accept grants totaling \$7,000 from Foundation 191. The five grants will be awarded to the Burnsville High School, Vista View Elementary, Nicollet Junior High and William Byrne Elementary School.

To: Members, Board of Education
Randy Clegg, Superintendent

Agenda Item IV.A
August 5, 2010

From: Chris Lindholm

Date: July 30, 2010

Re: 2010-2011 Student/Parent Handbook

Recommendation: That the Board of Education approve the 2010-2011 Burnsville High School Student/Parent Handbook.

Discussion

A list of the changes from last year's Student/Parent Handbook follows. These changes reflect clarifications, updates or minor revisions.

2010-2011 Student/Parent Handbook Changes/Outline

1. New *Year-At-A-Glance* Calendar Dates (see enclosed - attachment)
Changed Envision spring dance concert to April 13, 14; replaced April 21, 22.
2. Changed the years on **Front Cover**
3. (page 3 of handbook) Changed the years within body of "letter/note" from Principal, Dave Helke
4. (page 4 of handbook) Added Senior Campus Dean of Students. Currently, the position is 'Open'
5. (page 5 of handbook) Deleted "Information Hotline" Telephone number. It is not valid.
6. (page 5 of handbook) Deleted Scott Garvis' name as Athletic Director; replaced with "Open".
7. (page 5 of handbook) Deleted Anne Christenson, Psychologist; replaced with Marcus Washington and assigned new telephone number.
8. (page 5 of handbook) Changed telephone extensions of the Misc. Department Telephone Numbers
9. (page 6) Section "I." ACADEMICS – (Under section 'A. Achievement Recognition')
Commencement Participation –
Date changes:
Graduation date changed to **June 10, 2011**;
Student assessments date changed to **May 20, 2011**
Added sentence to paragraph after "Only seniors whose progress...":
All credit recovery courses and credits earned through online learning sites must be completed and the credit information received by the BHS Guidance Office by May 20, 2011.

10. (page 7) **Under Dual-Ranking System, Eligible Courses**
Added:
 AP Chemistry, AP/CIS Principles of Macroeconomics, AP/CIS Principles of Microeconomics.
11. (page 8) **Under Honors and Advanced Placement Courses**
Added: College in School to title of Honors and Advanced Placement Courses
Replaced main sentence to read: *Advanced Placement (AP) and College In School (CIS) courses offer students the opportunity to earn college credit. Honors courses provide students a more challenging learning environment than an equivalent regular course, but there is no college credit earned through honors courses.*
12. (page 8) **Under Honors and Advanced Placement Courses**
The new list of courses (with changes listed)
 Adv. Placement Calculus AB
 Adv. Placement Calculus BC
 Adv. Placement Chemistry
 Adv. Placement Computer Science
 Adv. Placement Environmental Science
 Adv. Placement Psychology
 Adv. Placement Statistics
 Adv. Placement World History
 Adv. Scientific Research
 AP/CIS American Government
 AP/CIS American History
 (removed AP/CIS Economics)
 AP/CIS Principles of Macroeconomics
 AP/CIS Principles of Microeconomics
 CIS American Literature
 CIS French 5
 (removed CIS Literature)
 CIS Spanish 5
 CIS Writing and Critical Reading
 Honors Algebra II
 Honors American Literature
 Honors Biology
 (removed Honors Chemical Analysis)
 Honors Chemistry
 Honors English 10
 Honors English 11
 Honors Geometry
 Honors Media Literacy and Research
 (removed Honors Mythic Patterns/Humanities)
 Honors Physics
 Honors Precalculus
13. (page 9) **Removed: Perfect Attendance section** since BHS currently does not recognize or give out perfect attendance awards.
14. (page 12) **Under New Transcript Request Service:**
Removed opening sentence: Burnsville High School will be converting to a new transcript request service beginning on September 1, 2009.
Added: Docufide's website (www.docufide.com)
15. (page 19) **Under 'Academics'**
Change of Coordinator name for National Honor Society:
 From Schewe to Eichten

Added Activities:

Robotics

"The varsity sport for the mind" combines the excitement of sport with the rigors of science and technology, where under strict rules, limited resources, and time limits, teams of 25 students or more are challenged to raise funds, build and program robots to both compete and cooperate with a field of competitors from around the country.

Coordinator: Jon Huber, Huel Scherrer

Science Club

Speakers, activities, field trips and social gatherings within science realm and held throughout the year for students to get a glimpse of science careers.

Coordinator: Jennifer Hugstad-Vaa

Science Quiz Bowl

Teams work together on area of biology, math, chemistry, physics, and geology to compete in State Meet with chance to advance to Nationals.

Coordinator: Jennifer Hugstad-Vaa

16. (page 19) **Under 'Music'**
Deleted from Music list of Activities: (because these are regular courses offered at BHS)

Concert Band

Jazz Band

Stage Band

Symphonic Band

Varsity Band

Bel Canto

Concert Band

Freestyle

Women's Chorus

Men's Chorus

17. (page 19) **Under 'Music'**

Added Activities:

SHoCk (Sophomore Honor Choir)

An auditioned choir of 10th graders only which meets before school one day a week and performs on all the regular choir concerts - you have to be enrolled in any other choir OR band to participate.

Coordinator: Bryan Fisher

SHOWCASE

An annual, fully-staged, themed variety show that features BHS's singers, dancers and instrumentalists.

Coordinator: Bryan Fisher

18. (page 20) **Under 'Publications'**

Added Activity:

Literary Magazine

Students submit short stories, poetry and essays for publication.

Coordinator: Open

Names Added to "Voice" Activity:

Coordinator Names added: Roxanne Rudolph, Anne Staum

Name Deleted to "Yearbook" Activity:

Coordinator Name deleted: Christian King; replaced with "Open"

19. (page 21) **Under 'Service Organizations'**
Added Activities:
Diversity Team
 A leadership group that meets weekly focusing on improving the school's climate.
 Coordinator: Bill Engelhardt, Chris Milinovich
- Future Educators of America (FEA)**
 A free after school club that helps students that want to become teachers, counselors, etc. by going on college visits and other fun activities.
 Coordinator: David McDevitt
- Proud**
 Is BHS's Gay-Straight Alliance which offers a safe environment for students to support one another as well as works to make BHS a welcoming and inclusive environment for all students.
 Coordinator: Katie Burke, Amanda Johnson
20. (page 22) **Under 'School Spirit'**
Name Change to 'Cheerleader' Activity:
 Coordinator: Shawna Belden replaced Alissa Lindell
- Names Change to 'Senior Class Advisor' Activity:**
 Coordinator: Colleen Coleman, Kathryn Wendling replaced Michelle Dyrhaug
- Added Activity:**
Marching Blaze Color Guard
 A non-musical section that provides additional visual aspects to the marching band's performance.
 Coordinator: Ann Bakken
21. Attendance Policy and Procedures have some changes this year.
 In addition, changed the order of sequence within the booklet.
 (page 23) Section "III".ATTENDANCE **Under Philosophy**
New Revision:
PHILOSOPHY (ATTEND FOR SUCCESS)
 Educators at Burnsville High School recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are:
- Educational Benefits** - Regular attendance helps students stay current in academic skills, personal management skills, and teamwork skills.
- Safety of Students** - When students attend school, both parents/guardians and District officials are aware of where they are during school hours.
- Success that Builds Self-Esteem** - Students must be in attendance at school in order to experience success and to build self-esteem. *Further, each student's presence enhances the success of the entire class.*
- Employability** - *Punctuality and attendance are listed among the five most important skills for employment by employers.* Developing these skills is critical whether students plan to work during the school year, immediately after graduation, or after college.
- Education is much more than written assignments or homework. Education encompasses the instruction, discussion, interaction, and project work which occur in the classroom. Most of the learning that takes place in a classroom cannot be replicated or sent home as homework. When a child is not in school, learning opportunities are lost. Therefore, all students are expected to be in attendance on all days school is in session.

PARENT/GUARDIAN RESPONSIBILITIES

- Send their child to school.
- Ensure their child's required homework is completed.
- Monitor their child's attendance and progress in school.
- Inform the school when their child may need to miss school for an acceptable reason.

STUDENT RESPONSIBILITIES

- Attend school, every day, every class, and be on time.
- Complete required school work.
- Ask for assistance when needed.

Poor attendance is a major contributor to student failure. We ask you to help us reinforce the value of regular attendance. At the high school level, it becomes very difficult for students to fully make up classroom activities they miss.

Planning family vacations during school breaks and scheduling appointments after 2:30 p.m. would significantly decrease our absentee rate. Your cooperation, whenever possible, is appreciated.

Below is the original wording under PHILOSOPHY:

It is the responsibility of parents to teach their children to value the educational opportunity afforded to them by the District. Students will demonstrate this value by regular attendance. Further, parents will be responsible to work with the school to monitor and assure their children's presence. Administration will be responsible for informing parents of their children's non-attendance. Parents will be expected to be actively involved in resolving any deviations from attendance.

22. (page 23, 24) **Under Excused Absences**

Added paragraph to Excused Absences: (as paragraph two)

Examples of unexcused absences include but are not limited to truancy, failure to comply with the reporting requirements, work at home, babysitting a younger sibling, relative or friend of the family, missing assigned school bus, oversleeping, car trouble and planned absences which were not pre-approved by the school.

23. (page 24) **Under Procedures For Excusing An Absence**

New Revisions:

Procedure to Report an Absence:

- When a student is absent, the absence must be verified by the parent/guardian notifying the attendance office at 952-707-2104 or, upon the student returning to school after an absence, the student bringing a note signed by the parent/guardian, doctor's note, or eligible students' (18 or older and verification of living on their own) that describes the reason for the absence.
- All notes must be submitted within **72 hours (3 days)** upon returning to school. If this note is not presented within **three** days of the absence, the day(s) away from school will be considered unexcused. A note signed by a student, even with the parent's/guardian's permission, will not be accepted unless the student is 18 years or older and verification of living on their own. Failure to bring a note to the attendance office will result in an unexcused absence(s).

Procedure to Obtain an Early Release for the Day:

Parents/Guardians must notify the attendance office, by note or phone call, by 10 a.m. the day of an early release. The morning of the early release, students must report to the attendance office before 10 a.m. to sign out and receive a Leave School Permit. Students who neglect to report to the office before 10 a.m. and do not receive a permit to leave school will be unexcused for the time out of the building.

Students who leave during their lunch period or surrounding classes for an appointment with a member of the medical / professional community must follow all sign out procedures, **and** upon return to the building, present a medical appointment slip to the attendance office.

In the case of illness or injury during the school day, students must sign out through the nurse's office. Failure to sign out of school will result in an unexcused absence(s).

Failure to follow these procedures will result in the absence remaining unexcused.

The attendance computer records and reports information received from teachers. It is not able to make judgments. Parents/Guardians and students must contact teachers with questions about the accuracy of reports. The telephone system will deliver a generic message to the household whenever a child from that

household is reported unexcused. It is not sophisticated enough to differentiate among the various hours of the day. Its primary purpose is to remind a parent/guardian to send a note to excuse the absence. Its secondary purpose is to alert students to the possibility of an error on their attendance record or to inform parents that a student may have been truant from class. Parents/Guardians or students may contact teachers or request attendance printouts to receive specific information about the reported absence. Any parent/guardian who prefers not to be contacted may request that their name be removed from the system. This action means that the parent/guardian would not receive any warning about attendance irregularities.

Below is the original wording for Procedures For Excusing An Absence:

Full day(s) or late arrival:

- a. Parent should notify the attendance office in advance for planned absence.
- b. In case of an illness or unplanned absence, the parent is asked to call the attendance office at (952) 707-2104 in the morning of the absence. If the parent fails to contact the school on the day of the absence or late arrival, a phone call or written note is required on the day the student returns to school. Upon returning to school from an absence, a student should check with teachers to learn if the absence was excused.

Leave early:

- a. Parents are asked not to excuse their children from school for activities that can be scheduled outside of the school day. On occasions when the student must leave school early, the parent is asked to telephone in advance or sends a written note with the student. Students sign-out in the office by 10:00 a.m. on that day in order to receive a permit to leave school.
- b. A student who neglects to report to the office before 10:00 a.m. and does not receive a permit to leave school shall be unexcused for the time out of the building.
- b. In the case of illness or injury during the school day, the student should sign-out through the nurse's office or attendance office. Parent authorization will be required to excuse the absence and a permit to leave school will be issued.
- c. Students who leave during their lunch period or surrounding classes for an appointment with a member of the medical / professional community must follow all sign out procedures, **and** upon return to the building, present a medical appointment slip to the attendance office.

Failure to follow these procedures will result in the absence remaining unexcused.

The attendance computer records and reports information received from teachers. It is not able to make judgments. Parents and students must contact teachers with questions about the accuracy of reports. The telephone system will deliver a generic message to the household whenever a child from that household is reported unexcused. It is not sophisticated enough to differentiate among the various hours of the day. Its primary purpose is to remind a parent to send a note to excuse the absence. Its secondary purpose is to alert students to the possibility of an error on their attendance record or to inform parents that a student may have been truant from class. Parents or students may contact teachers or request attendance printouts to receive specific information about the reported absence. Any parent who prefers not to be contacted may request that their name be removed from the system. This action means that the parent would not receive any warning about attendance irregularities.

The Attendance Office is using an answering machine to receive calls reporting student absences or late arrivals. The number is (952) 707-2104; a touch-tone telephone is needed to take advantage of this 24-hour-a-day service. Messages to excuse absences or late arrivals must be received on or before the date of the absence.

Requests for early release require advance notice. Because a student is required to sign out before 10:00 a.m., a written note from the parent is preferable. Messages will only be accepted to excuse early releases if they are received prior to 10:00 a.m.

24. (page 25) **Under Unexcused Absences .**

New Revisions to paragraph two:

UNEXCUSED ABSENCES

Examples of unexcused absences include but are not limited to truancy, failure to comply with the reporting requirements, work at home, babysitting a younger sibling, relative or friend of the family, missing assigned school bus, oversleeping, car trouble and planned absences which were not pre-approved by the school.

Upon the 5th unexcused absence, the student will:

- Meet with a school administrator to discuss the issue and
- Be placed on an individual attendance contract.

Possible consequence for students that continue to receive unexcused absence after being placed on an individual attendance contract:

- Detention
- Saturday School
- Out-of-school suspension
- Loss of credit.

Below is the original wording of the Unexcused Absences:

UNEXCUSED ABSENCES

Students shall attend all classes and study halls every day that school is in session and participate in instructional activities for the full class period. All absences are unexcused unless classified as excused in the previous section. Unexcused absences may result in no credit for the days course work.

Examples of unexcused absences include but are not limited to truancy, failure to comply with the reporting requirements, work at home, babysitting a younger sibling, relative or friend of the family, missing assigned school bus, and absences resulting from cumulated excessive tardies. (Four unexcused tardies will equal one unexcused absence.)

At the senior high school level, five (5) unexcused absences in a class will result in a student being placed on an attendance probation contract. A student placed on a contract will not receive credit for the class at the end of the semester, unless they follow through and meet the conditions of the contract and/or show improvement in attendance as determined by the Principal or designee.

In cases of recurring unexcused absences, the building principal or designee may request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

Unexcused absences may result in no credit for the days course work.

In all classes and study halls, four unexcused tardies equal one unexcused absence. Students are considered tardy if they are not in the classroom and prepared when the teacher begins class.

25. (page 26) **Under 'Excessive Absences'**

New Revision:

A student is considered to have excessive absences if they miss more than a total of **six days** of school in a three-month period or more than **twelve days** for the school year for any reason, excused or unexcused. The attendance records of a child with excessive absences may be reviewed by the building principal or designee. The principal or designee may request parents to provide verification of health issues, attend a meeting with a school nurse, and/or provide documentation from a member of the medical community to excuse all future absences. If a student who is required to present such documentation to excuse absences fails to do so, the absence(s) will be considered unexcused.

Below is the original wording of the Unexcused Absences:

A student is considered to have excessive absences if they miss more than a total of six days of school in a three-month period or more than twelve days for the school year for any reason, excused or unexcused. The attendance records of any a child absent more than a total of six days in any three-month period or more than twelve days in any school year will with excessive absences may be reviewed by the building principal or designee. The principal or designee may request parents to provide verification of health issues, attend a meeting with a school nurse, and/or provide documentation from a member of the medical community to excuse all future absences. If a student who is required to present such documentation to excuse absences fails to do so, the absence(s) will be considered unexcused.

26. (page 26) **Under 'Tardiness'**

New Revision after paragraph one:

TARDY POLICY

Students are considered tardy if they are not in the classroom and prepared when the class period begins. A student who arrives after the class period begins and has a pass excusing him/her is not considered tardy.

- Four (4) tardies in one academic class and/or study hall, the student will receive an after-school detention.
 1. The student will receive notice of this detention in their second period class.
 2. The student will have a specific time period to complete this detention.
 3. If a student fails to serve their after-school detention, the student will be assigned Saturday School.
 4. If a student fails to serve their Saturday School, the student will be suspended the following school day.
- Eight (8) tardies in one class, the student will receive another after-school detention.
- Upon receiving their twelfth (12) tardy and every group of four (4) tardies after that, the student will be assigned Saturday School.
- Students who arrive to classes and study halls five (5) or more minutes late will be marked with an unexcused absence.

Below is the original wording of the Tardiness:

Students are considered tardy if they are not in the classroom and prepared when the class period begins. A student who arrives after the class period begins and has a pass excusing him/her is not considered tardy. To avoid being marked absent students who arrive late shall inform the teacher of their late arrival at an appropriate time or at the end of the class. In all classes and study halls, four (4) unexcused tardies will equal one (1) unexcused absence. Students who arrive to classes and study halls five or more minutes late will be marked with an unexcused absence.

27. (page 26) **Under 'Appeal Process'**

New Revision:

An Appeal Committee may review, upon request, all proposed loss of credit resulting from poor attendance. A student or parents/guardians must file a request for a hearing within one week of the end of the semester. However, credit will be granted only if the student has met all other course requirements and can demonstrate good cause for failure to meet attendance contract expectations. The committee will consist of the student's dean and counselor, the grade level administrator, and a teacher appointed by the grade level administrator. If the parents are not satisfied with the decision of the Appeal Committee, the decision may be appealed to the Principal and the Principal will make the final decision.

Below is the original wording of the Appeal Process:

A committee may review, upon request, all proposed loss of credit resulting from unexcused absences. However, credit will be granted only if the student or parent files a request for a hearing within one week of the time they are notified of the loss of credit and demonstrate good cause for the failure to abide by the attendance policies of the school district and any conditions established in the attendance probation contract agreement, and meets all other course requirements. The committee will consist of the student's dean, student's counselor, one grade level teacher selected by the grade level administrator, and the grade level administrator. If the parent is not satisfied with the decision of the appeal committee, the decision may be appealed to the Principal.

28. (page 34) **New Section/Addition of Bullying Prohibition Policy before Hazing**

Independent School District 191 is committed to fostering and maintaining a safe and civil educational environment in which all members of the school community are treated with dignity and respect. The School District prohibits bullying, harassment, and any other attempts to victimize others. The School District cannot monitor the activities of students at all times and eliminate all incidents of bullying, particularly when students are not under the direct supervision of school personnel. However, the District intends to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented.

"Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, that is intended to hurt, threaten, upset, distress, or frighten and which substantially interferes with another student's educational benefits opportunities, or performance. Bullying includes, but is not limited to; conduct against a person that a reasonable person under the circumstances knows or should know has the effect of harming a person, damaging a person's property, placing a person in reasonable fear of harm to his or her person or property, and/or creating a hostile work or educational environment.

Bullying that impacts the educational process and/or environment is prohibited. This policy applies not only to people who directly engage in an act of bullying but may also include people who, by their indirect behavior, condone or support another person's act of bullying. This policy applies to students, employees, parents, vendors, volunteers and other visitors to the School District whose conduct at any time or place constitutes bullying that interferes with or obstructs the mission or operations of the School District or the safety or welfare of students or District employees. The use or misuse of technology may also constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources. **Examples of cyber bullying may include, but are not limited to the sending of text messages or instant messaging with threats, ridicule, or harassment; posting defamatory material about a person onto the internet; use of social networking sites to spread rumors about a person; or sending of language with stated intentions related to physical or sexual acts. Some cyber bullying activities occurring off-campus may cause significant emotional harm to students and staff and pose a substantial and material disruption at school or interfere with the rights of students to be secure.**

A person who engages in an act of bullying, reprisal, or false reporting of bullying, or who permits, condones, or tolerates bullying shall be subject to discipline for that act or inaction in accordance with the School District's policies and procedures. Consequences for students who violate this policy range from positive behavioral interventions up to and including suspension and/or expulsion. Action may include, but is not limited to, any or all of the following to punish bullying and/or retaliation and prevent its recurrence:

- assignments designed to increase awareness and sensitivity to the issue of bullying;
- administrative (administrator or designee) conference with student(s) or parent(s) and student(s);
- referral to outside agency;
- referral to law enforcement officials;
- assignment to an alternative educational program;
- detention, removal from class, dismissal, suspension, expulsion;
- compliance with penalties recommended by the Minnesota State High School League.

Any person who believes he or she has been the victim of bullying, or any third person with knowledge or belief of conduct which may constitute bullying should report the alleged acts immediately to a trusted adult.

For the complete policy on bullying prohibition, JCD/ACD please go to our district website and look under Board of Education and Policies or contact a school administrator.

29. (page 36) **Under 'Dress For Success' Standard**
New Revision for 'Appropriate Attire':

Students are prohibited from wearing during school or school-sponsored events any attire which advertises alcohol, drugs or items which are illegal when used by minors. In addition, any attire such as jewelry, scarves, bandanas, symbols, or "colors" that signify or could be interpreted as signifying membership in gangs, as well as clothes with prints or graphics that are sexually explicit or demeaning to any group are not permitted.

Below is the original wording for the Appropriate Attire:

Clothing which advertises alcohol, drugs or items which are illegal when used by minors is not permitted. In addition, gang insignia and gang colors, as well as clothes with prints or graphics that are sexually explicit or demeaning to any group are not permitted.

30. (page 37) **Under 'Headgear'**
New Revision:

*From 7:33 a.m. (start of school day) until 2:09 p.m. (end of school day), all headgear (hats, hoods, and bandannas) will be removed by the student. Exceptions for medical, disability, religious, or other reasons must be approved by BHS administration. **The headgear cannot be carried/held while in the building during school hours. Headgear must be placed in lockers.**

Below is the original wording of Headgear:

*Upon entering the building, all headgear (hats, hoods, and bandannas) will be removed by the student. Exceptions for medical, disability, religious, or other reasons must be approved by BHS administration.

31. (page 39) Under Drugs, Alcohol, and Tobacco

Change on subcategory "d" regards to Mandatory Actions: *removed the attend or completion of a 'stop smoking' class*

d. Possession/use of any type of tobacco product or tobacco-like product on school property or at school-sponsored activities.

[Mandatory Actions:

First offense – one-day suspension;

Second offense– three-day suspension;

Third offense – five-day suspension.]

Below is the original wording of the Mandatory Actions of category "d":

d. Possession/use of any type of tobacco product or tobacco-like product on school property or at school-sponsored activities.

[Mandatory Actions:

First offense – one-day suspension, or attend a “stop smoking” class;

Second offense– three-day suspension or completion of a smoking cessation seminar approved by administration;

Third offense – five-day suspension or completion of a smoking cessation seminar approved by administration]

IMPORTANT BHS DATES FOR 2010/2011 SCHOOL YEAR

August	
24	Sophomore/New Parent Night, 6 p.m., Mraz Center
25	Envision Open House, 7:00 p.m., Performing Arts Ctr
25-26	Orientation/Picture Day, 11:00 a.m. - 6:00 p.m.
September	
1	BHS Senior Campus Open House 6:00 p.m. & 7:25 p.m.
7	First Day of School for Sophomores Only
8	Full day of classes - Grades 10, 11, 12
9	Make-up Picture Day, 7:40 a.m. - 2:20 p.m.
16	BHS Main Campus Open House, 7:00 p.m.
27-30	Homecoming Week
28	2 Hour Late Start
October	
1	Homecoming Football Game, 7:00 p.m.
2	Homecoming Dance, 8:00 p.m., BHS Gym
4	Fall Awards Program (NHS)
14	Picture Re-take Day, 7:40 a.m. - 2:20 p.m.
16	PSAT Test, 8:00 a.m.
18	Conferences (No School) 5:00 p.m. - 8:30 p.m.
19	Conferences (No School) 7:30 a.m. - 7:30 p.m.
20	No Conferences/No School
21, 22	MEA (No School)
25-29	PLAN Test for Sophomores in F190 All Day
November	
9	College Fair, 6:00 p.m. - 8:00 p.m.
10	2 Hour Late Start
19	International Festival
25	Thanksgiving (No School)
26	No School
December	
8	Junior Class meetings during the day; Mraz Center
9	2 Hour Late Start
13	Junior Parent Night, 7:00 p.m. Mraz Center
23-31	Winter Break (No School)
January	
1-2	Winter Break (No School)
3	Return to school/School Resumes
10	Post Secondary Financial Aid Night, 7:00 p.m.
13	Envision Open House, 7:00 p.m., Performing Arts Ctr
17	Professional Day/Martin Luther King Jr. Day
20, 21	First Semester Final Exams
24	Professional Day (No School)
25	Second Semester Begins
31	Career Fair
February	
2-10	BHS Registration for 2012 School Year
21	Professional Day (No School)/President's Day
22	PSEO Mandatory Meeting, 7:00 p.m., Mraz Center
March	
9	2 Hour Late Start
23	Conferences (No School) 5:00 p.m. - 8:30 p.m.
24	Conferences (No School) 7:30 a.m. - 7:30 p.m.
25	No Conferences/No School
28-31	Spring Break (No School)
April	
1-3	Spring Break (No School)
4	Return to school/School Resumes
12, 13	MCA II Grade 10 Reading/Grade 11 Math Test
22	Good Friday Holiday (No School)
May	
10	2 Hour Late Start
16	Senior Awards Ceremony, 7:00 p.m., Mraz Center
26	Senior Banquet
26	Junior Book Awards, Room C180, 8:00 a.m.
30	No School/Memorial Day Holiday
June	
8, 9	Second Semester Final Exams
10	Graduation Rehearsal, 9:00 a.m., BHS Gym
	Graduation Ceremony, 6:00 p.m., Pates Stadium

SCHOOL SPIRIT DATES

September	
27-30	Homecoming Week
27	Homecoming Pep Fest, 7:33 a.m./Powder Puff 6:00 p.m.
29	Homecoming Bon Fire, 7:00 p.m.
30	Homecoming Coronation, 7:33 a.m., BHS Gym
October	
1	Homecoming Football Game, 7:00 p.m.
2	Homecoming Dance, 8:00 p.m., BHS Gym
November	
13	Sadie Hawkins Dance, 8:00 p.m., BHS Gym
January	
29	Snow Week Dodge Ball, 9:00 a.m., BHS Gym
31	Snow Week Pep Fest, 7:33 a.m./Volleyball 6:00 p.m.
February	
2	Snow Week Boot Hockey, 6:00 p.m., Neill Park
4	Snow Week Relays @ BHS Basketball Game
5	Snow Week Neon Dance, 8:00 p.m., BHS Gym
April	
30	Prom, Landmark Center in St. Paul, 8:00 p.m.
May	
6	All District 9th Grade Dance, 7:00 p.m., BHS Gym

FINE ARTS SCHEDULE

September	
24, 25	Envision <i>"Midsummer Night's Dream"</i> , 6:00 p.m. Performing Arts Ctr
October	
12	Choir Concert, 7:00 p.m., Mraz Center
25	Band/Marching Band Concert, 7:00 p.m., Performing Arts Center
November	
4, 5, 6, 7	Fall Musical "GODSPELL"
11, 12, 13	Fall Musical "GODSPELL"
19	Envision Play <i>"The Great Fire"</i> , 7:00 p.m., Performing Arts Ctr
20	Envision Play <i>"The Great Fire"</i> , 2:00 p.m. & 7:00 p.m., Performing Arts
December	
1, 2	Envision <i>Dance in America</i> , 7:00 p.m., Performing Arts Center
2, 3	Choir Concert, 7:00 p.m., Mraz Center
9, 10, 11	Fall Drama
14	Band Concert, 7:00 p.m.
15	Envision String Concert, 7:00 p.m., Performing Arts Center
16	Band Concert, 7:00 p.m.
17, 18	Fall Drama
January	
13-14	Envision Play <i>"Antigone"</i> , 7:00 p.m., Performing Arts Ctr
February	
24, 25, 26	Winter Drama
March	
3, 4, 5	Winter Drama
10, 11, 12	CLASS ACTS
14	Band Concert, 7:00 p.m., Mraz Center
15	Choir Concert, 7:00 p.m., Mraz Center
April	
7, 8, 9, 10	Spring Musical <i>"The Wizard of OZ"</i>
14, 15, 16	Spring Musical <i>"The Wizard of OZ"</i>
13, 14	Envision Spring Dance Concert, 7:00 p.m., Performing Arts Ctr
27	Envision Improv Performance , 7:00 p.m., Performing Arts Ctr
May	
5, 6	SHOWcase
12, 13, 14	SHOWcase
13	Envision Musical <i>"Big River"</i> , 7:00 p.m., Performing Arts Ctr
14	Envision Musical <i>"Big River"</i> , 2:00 p.m. & 7:00 p.m., Performing Arts C
23	Choir Concert, 7:00 p.m. Mraz Center
24	Choir Concert, 7:00 p.m. Mraz Center
26	Envision String Concert, 7:00 p.m., Performing Arts Center
June	
2	Envision <i>"Encore!"</i> , 7:00 p.m., Performing Arts Center
2	Band Concert, 7:00 p.m., Mraz Center
3	Band Concert, 7:00 p.m., Mraz Center

Learning...



...we make it happen!

2010 – 2011

**STUDENT/PARENT
HANDBOOK**

MISSION STATEMENT

Independent School District 191, in partnership with students, parents, and community, is committed to providing every student with an exemplary learning experience, which prepares each individual to be a contributing member of a dynamic world community.

WE BELIEVE THAT....

All people are valuable

Education must be responsive to the individual

Every individual has potential

Individual differences must be acknowledged and respected

Motivation is a primary influence in the development of the individual

The family is a primary influence in the development of the individual

Learning is the acquisition of knowledge, skills, or awareness

Learning is a life-long process

All people want to learn

All people can learn

Expectations have an impact on learning

Self-esteem affects social, emotional, intellectual, and physical development

Mutual respect and effective communication promote healthy relationships

As society changes, organizations that serve that society must change

As members of the world community, we are independent

People have the capacity to invent a better future

BURNSVILLE SENIOR HIGH SCHOOL
IN PARTNERSHIP WITH
PARENTS AND COMMUNITY
IS COMMITTED TO
PREPARING STUDENTS
TO BE LIFELONG LEARNERS AND
RESPONSIBLE CONTRIBUTORS
TO OUR SOCIETY

Dear Students:

Welcome to the Burnsville High School community! As members of this community, there are many opportunities available to you. Your role in this community of learners is to act responsibly and to encourage others of the opportunities provided at Burnsville High School. The Student/Parent Handbook is provided so you know what opportunities exist and what your responsibilities are at BHS.

We want you to make most out of your experience at BHS. There are a lot of people here to help with this journey through high school and we encourage you to benefit from their help. Your success is important, both to you and the BHS staff. Remember that your experiences in high school lay the foundation for your future. Work hard and be proud of your accomplishments here at BHS!

As we go through the year together, we need to take pride in Burnsville High School's tradition of excellence. We all need to be proud of that tradition and work our hardest to continue it because excellence is a tradition worth keeping. Burnsville High School is committed to maintaining high standards of teaching and learning, committed to celebrating the richness of our diversity, and committed to promoting a culture defined by respect, responsibility, and resiliency. I am honored to be part of this wonderful community and look forward to experiencing Blaze Pride along with each of you throughout the upcoming year!

Be involved, work hard, accomplish your goals, keep the tradition of excellence alive, and experience for yourself the power of Blaze Pride!

Best wishes as you strive for success in 2010-2011,

Dave Helke

*Dave Helke
Principal*

ALL EDUCATIONAL PROGRAMS, COURSES, AND
OPPORTUNITIES ARE AVAILABLE TO ANY
STUDENT WITHOUT REGARD TO SEX, RACE,
COLOR, NATIONAL ORIGIN, OR DISABILITY

ADMINISTRATIVE, GUIDANCE AND SUPERVISORY STAFF

Burnsville High School
600 East Highway 13
Burnsville, MN 55337

Burnsville Senior Campus
200 West Burnsville Parkway
Burnsville, MN 55337

Mr. Dave Helke **Principal ext. 2101**
Ms. Marlys Dean Secretary ext. 2134

10th Grade Team

Mr. Bruce Morrissette Associate Principal ext. 2130
Mr. Antwan Harris Dean of Students ext. 2109
Ms. Christine Arnold Secretary ext. 2136

11th Grade Team

Mr. Gary Hamilton Associate Principal ext. 2114
Mr. Dave Johnson Dean of Students ext. 2133
Ms. Jeanine Riggs Secretary ext. 2151

12th Grade Team

Mr. Gene Rocznik Associate Principal Senior Campus ext. 6041
Ms. Wendy Decker Secretary ext. 6044
Open **Dean of Students ext. 6049**

Guidance

Mr. Jeff Walsh A-DEK (952) 707-2147
Ms. Erin Broviak DEL-JAB (952) 707-2144
Mr. Jeff Marshall JAC-MOM (952) 707-2146
Ms. Veronica Walter MON-SAM (952) 707-2145
Mr. Jeff Limke SAN-Z (952) 707-2148
Ms. Kim Harris Secretary (952) 707-2108

Burnsville Senior High School Main Campus (952) 707-2100
Burnsville Senior High School Main Campus Fax (952) 707-2102
Burnsville Senior High School Senior Campus (952) 707-6040
Burnsville Senior High School Senior Campus Fax (952) 707-6042
Attendance Office (952) 707-2104
Guidance Office (952) 707-2108
Mraz Center Ticket Line (952) 707-2320

Ms. Pam Walcher Main Campus Nurse ext. 2103
Ms. Dawn Willson Senior Campus Nurse ext. 6043
Open **Athletic Director ext. 2111**
Ms. Judy Sherin Athletic Secretary ext. 2132
Mr. Randy Day Mraz Center Manager ext. 2150
Mr. Roger Oie Technology Coordinator ext. 2369
Mr. Chris Goodreau Police Liaison Officer 952-641-1358
Mr. Jeff Klingfus Police Liaison Officer 952-641-1359
Mr. Marcus Washington School Psychologist ext. 2192
Ms. Fay Finn Youth Service Coordinator ext. 2222

Department Numbers (952) – 707 - XXXX

Art **2201**
Attendance 2104
Custodian 2105
Family and Consumer Science 2332
Guidance 2108
Kitchen 2106
Language Arts 2325
Mathematics **2358**
Media Center 2107
Music (Instrumental) 2259
Music (Vocal) 2260
Nurse 2103
Physical Education **2263**
Psychologist **2192**
Records 2138
Science **2273**
Senior Campus 6040
Social Studies 2328
Special Education 2300
World Language 2342

I. ACADEMICS

A. ACHIEVEMENT RECOGNITION

ACADEMIC LETTER

Sophomores and juniors receive a school letter for being on the A (3.6-4.0) honor roll for both semesters of the school year. Seniors earn an academic letter for being on the A honor roll for the first semester. The student must have at least a 3.6 grade point average for each semester (not cumulative) of an academic year and carry a minimum of ten credits per year. Students may earn one academic letter during their time at BHS.

ACADEMIC RECOGNITION PROGRAM

Each fall there is an evening program to recognize inductees into the National Honor Society and to recognize seniors and juniors who earned an academic letter the previous school year.

AWARDS PROGRAM

Each May, seniors are recognized who

1. receive department award for curricular excellence
2. receive community scholarship
3. receive academic excellence award (GPA of 3.9 or above)
4. receive activity excellence award (music, theatre, etc.)
5. receive co-curricular award for excellence (Lake Conference)
6. receive outstanding academic awards

COMMENCEMENT PARTICIPATION

Participation in the graduation ceremony is a privilege reserved for students who are on track to complete all graduation requirements, including credits required courses, and Minnesota Comprehensive Assessments on or before **June 10, 2011**. An assessment of all students and their progress toward graduation will be done on or before **May 20, 2011**. Programs for commencement are printed two weeks prior to the commencement. Only seniors whose progress has been determined to be on track by **May 20, 2011**, will have their names included in the commencement program and be allowed to participate in the ceremonies. **All credit recovery courses and credits earned through online learning sites must be completed and the credit information received by the BHS Guidance Office by May 20, 2011.** However, even though a student's name may appear in the commencement program, a senior may be denied commencement participation because of a violation. These violations could be, but are not limited to,

1. violation of school policy,
2. violation of school district policy,
3. delinquent parking fines,
4. delinquent activity or athletic fees,
5. failure to return school property such as, but not limited to, books, tools, supplies, instruments, and/or athletic equipment,
6. failure to pay for lost school property or school property not returned.

DIPLOMA

1. Seniors fulfilling graduation requirements receive a diploma at the end of first or second semester. Seniors graduating after first semester may participate in the graduation ceremony, but must notify the Head Principal of their intention to attend the ceremony no later than May 1st. Regardless, a first semester graduate is considered *off roll* and is no longer eligible to participate in any other high school functions.
2. A senior opting to remain in school all year must register for five or more courses each semester. A student ceases attending high school once he/she receives a diploma.

DUAL-RANKING SYSTEM

BHS has adopted a Dual-Ranking System for honors students. The Dual-Ranking System is not a weighted-grade system. Instead, Dual-Ranking involves identifying a group of students who complete a specific set of core classes and establishing a secondary class rank for these students. Dual-Ranking does not impact Valedictorian or Salutatorian status.

Minimum Course Requirements:

	End of SEMESTER ONE	End of SEMESTER TWO
Sophomore Year	2 honors credits	4 honors credits
Junior Year	7 honors credits	10 honors credits
Senior Year	12 honors credits	14 honors credits

Eligible Courses:

LANGUAGE ARTS	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE
Hon. LA 10	AP World History	Hon. Algebra II	Hon. Biology	CIS French 5
Hon. LA 11	AP/CIS American History	Hon. Pre-Calculus	Hon. Chemistry	CIS Spanish 5
Hon. Media Literacy and Research	AP/CIS American Government	AP Calculus AB	Hon. Physics	
CIS Writing and Critical Reading	AP/CIS Principles of Macroeconomics	AP Calculus BC	AP Chemistry	
CIS American Literature	AP/CIS Principles of Microeconomics	AP Statistics	Hon. ASIR	
Honors American Literature	AP Psychology	AP Computer Science	AP Environmental Science	

GRADUATING WITH DISTINCTION OR WITH HIGH DISTINCTION

The honorees must be enrolled at Burnsville Senior High School and are recognized at commencement.

Graduates with distinction have an accumulated grade-point average of greater than or equal to 3.6, but less than 3.9, through five semesters. A student must have received 27 or more senior high semester credits through five semesters.

Graduates with high distinction have an accumulated 3.900 or higher grade-point average through five semesters. A student must have received 27 or more senior high semester credits through five semesters.

HONORS, ADVANCED PLACEMENT & COLLEGE IN SCHOOL COURSES

Advanced Placement (AP) and College In School (CIS) courses offer students the opportunity to earn college credit. Honors courses provide students a more challenging learning environment than an equivalent regular course, but there is no college credit earned through honors courses.

Adv. Placement Calculus AB
Adv. Placement Calculus BC
Adv. Placement Chemistry
Adv. Placement Computer Science
Adv. Placement Environmental Science
Adv. Placement Psychology
Adv. Placement Statistics
Adv. Placement World History
Adv. Scientific Research
AP/CIS American Government
AP/CIS American History
(removed AP/CIS Economics)
AP/CIS Principles of Macroeconomics
AP/CIS Principles of Microeconomics
CIS American Literature
CIS French 5
(removed CIS Literature)
CIS Spanish 5
CIS Writing and Critical Reading
Honors Algebra II
Honors American Literature
Honors Biology
(removed Honors Chemical Analysis)
Honors Chemistry
Honors English 10
Honors English 11
Honors Geometry
Honors Media Literacy and Research
(removed Honors Mythic Patterns/Humanities)
Honors Physics
Honors Precalculus

HONOR ROLL

Numerical equivalencies are used to determine the "A" and "B" honor rolls for each semester.

Students who have achieved an average of 3.600 to 4.000 will be listed on the "A" honor roll. Students who have achieved an average of 2.950 to 3.599 will be listed on the "B" honor roll. **Student must be full-time at BHS to be eligible for the honor roll.**

Grade equivalents are:

A	4.000	B-	2.600	D+	1.300
A-	3.600	C+	2.300	D	1.000
B+	3.300	C	2.000	D-	.600
B	3.000	C-	1.600	F	.000

NATIONAL HONOR SOCIETY (NHS)

Students are eligible to earn entry into National Honor Society if they have earned enough credits to be at junior or senior level status as well as have a 3.600 cumulative grade point average or higher. Juniors and seniors will be contacted prior to the start of the fall semester if he/she has qualified to enter NHS. Membership is offered only once a year. NHS membership is based not only on academics but also on service, leadership and character. Thus, students must be able to demonstrate those qualities to gain entrance in NHS; once he/she is a part of the organization, he/she must continue to meet those standards. Transfer students must meet all requirements and have attended BHS at least one full semester to qualify for NHS.

NCAA ATHLETIC SCHOLARSHIP COURSES

Student athletes who hope to receive college athletic scholarships for 2008 and after will need to present 16 core courses. A list of courses approved by the NCAA is available in the Guidance Office, along with an application that prospective athletes complete during their senior year. NCAA requirements and approved courses are subject to change.

(removed Perfect Attendance section)

POST-SECONDARY ENROLLMENT OPTIONS ACT (PSEO)

The Post-Secondary Enrollment Act (PSEO) enables qualified eleventh or twelfth grade public school students to enroll in nonsectarian courses or programs in eligible post-secondary institutions. The State and district pay for tuition and books. That does not mean there are not potential cost(s) to the student. Any student planning on participating in this program must first consult with a counselor to receive approval prior to enrolling in the college course.

The specific purposes of the Act are to:

1. Promote rigorous educational pursuits; and
2. Provide a wider variety of options for students.

Students may participate in a post-secondary program under this Act on either a full-time or part-time basis. It is important to note that each college sets their own standards and admission requirements. It is also important to remember that not all PSEO credits will transfer to colleges outside the state of Minnesota or private colleges. Students and their parent/guardian should consider the following before participating in the program:

1. BHS will accept credit for college courses from participating PSEO colleges. Administration will determine how credit will apply toward graduation requirements.
2. PSEO students are responsible to complete all BHS course requirements and any state graduation tests for graduation.
3. BHS requires all new participants to attend a mandatory meeting that is scheduled in February.
4. PSEO grades given by the college will apply to the student's GPA, class rank, and honor roll status.
5. PSEO courses are not included in the Dual-Ranking System for Honors/AP/CIS courses.
6. Students may still be eligible to graduate with Distinction, as Valedictorian, or with other honors.

VALEDICTORIAN AND SALUTATORIAN

The honorees must be enrolled at Burnsville Senior High School and are announced at commencement.

Valedictorian and salutatorian are determined by calculating all senior high credits through six semesters. A student must have received 36 or more semester credits in grades 10-12. Thirty-two of the credits must be earned while enrolled at BHS. (All final grades must be posted by the last day of school in order to be recognized at graduation).

B. GRADES

DISPUTING A SEMESTER GRADE

Teachers will inform students of the criteria for earning specific grades at the beginning of each semester. A student who feels that he/she has met those requirements has a right to dispute a semester grade in the following manner:

1. The student should meet with her/his teacher to review the criteria and the rationale for the grade in question.
2. The student and parent may request a conference with the teacher and an administrator to review the criteria used to determine the semester grade; however, it should be understood that the teacher determines the semester grade for each student.
3. A concern about a second semester grade should be held and resolution sought when teacher returns to work in September.

FINAL EXAMINATION

A final examination or activity is conducted at the end of each semester in each course so that a student can demonstrate achievement. Students cannot receive credit for a course without completing the final examination. Final exams are not given early. Students with excused absences during final exams must make arrangements with the teacher(s) to make-up the final exam(s). A grade of "F" is automatically recorded for students who have not completed the final examination. Graduating seniors with a grade of "A-" average or above are exempt from Semester two (2) finals.

GRADE REPORTING

A student is issued a grade at the end of each semester for each course. Grade reports for first semester are distributed to students through advisor/advisee meetings. Students are responsible for sharing grade reports with their parents. Grade reports for the second semester are mailed to parents following the close of the school year.

HOMEBOUND INSTRUCTION

When a student, through illness or injury, will miss more than ten days of school, he/she may be entitled to homebound instruction. A physician must verify the absence or anticipated absence in writing before beginning the homebound instruction. Parents should contact the student's counselor for assistance in obtaining these services. A consultation with the school nurse is also required.

MID-SEMESTER PROGRESS REPORT

Students are given a mid-semester progress report near the midpoint of each semester. The purpose is to give students an evaluation of current progress in time to provide ample time for improvement. Parents or students are encouraged to check with teachers at any time during a semester to assess progress. Students are responsible for sharing mid-semester reports with their parents. Students must successfully complete the entire semester to earn credits.

ONLINE GRADE ACCESS

Students will be expected to periodically review their academic progress via School View online grading software, accessible from any internet-connected computer. It is the responsibility of the student to maintain the security of their user name and password information. Attempts to tamper with other students' accounts will result in discipline following the BHS Computer Network Access Policy and Internet Guidelines section of this handbook.

PASS/FAIL OPTION

Students who elect to take the pass/fail option for a credit must complete the "Pass/Fail Option Approval Form" available in the Records Office. Students who elect to take the pass/fail option for a credit course will not be eligible to graduate with distinction or to receive other academic achievement honors, including membership in the National Honor Society. Students cannot elect to take the pass/fail option for Advance Placement (AP) and/or College-in-the-Schools (CIS) courses. A pass grade will not affect your GPA; a fail grade will affect your GPA. Students must have parent, teacher, and administrative approval to apply for the pass/fail status. Students must apply for this option within the first ten days of the semester.

PROGRESS TOWARD GRADUATION

Monitoring the completion of credits necessary for graduation is a parent responsibility with the assistance of student and advisor. Parents should familiarize themselves with graduation requirements and carefully examine the class schedule for each semester and the grade report at the end of each semester. One of the counselors may be contacted when assistance is needed at (952) 707-2108.

NEW TRANSCRIPT REQUEST SERVICE

(removed:Burnsville High School will be converting to a new transcript request service beginning on September 1, 2009.) All transcript requests beginning on September 1, 2009, will be handled through Docufide (www.docufide.com), a web-based transcript request service provider. We will no longer accept transcript requests through our registrar's office. There is a \$5 fee for each transcript request and the transcripts can either be sent electronically or mailed as a paper copy. There will be a link on our BHS website and through SchoolView to access the Docufide service. Marcia Sexton, Career Center Coordinator, or any one of our guidance counselors is available during the school year for assistance.

C. RECORDS

ALTERNATIVE EDUCATIONAL PROGRAMS

Students who plan to be concurrently enrolled at Burnsville Senior High and any other educational program must coordinate with their counselor. Students may earn only nine credits in one semester.

The senior campus is an extension of BHS.

CHANGE OF ADDRESS

Any student moving to a new address within or outside the district is asked to report the change of address to the Records Office. Call the Records Office for assistance at (952) 707-2138.

RECORD INFORMATION

Information is collected and maintained in individual students' records to assist the education of that student and to aid in the management and administration of the school. Such information includes census and standardized achievement testing data, subject and mark, attendance information, and specialized tests or evaluations. Authorized personnel may view records on a legitimate educational need-to-know basis. Parents or 18-year-old students may authorize or deny release of records to other schools and/or post-secondary institutions.

TRANSFER STUDENT

A transfer student may register any time during a semester. A student entering the district for the first time must submit a birth certificate, or other satisfactory evidence of age and legal name, and a complete immunization record.

TRANSFERRING OF NON-PUBLIC SCHOOL CREDITS

To ensure the accurate, appropriate transfer of credits from non-public schools to any one of the senior high school programs in the Burnsville-Eagan-Savage School District, the following information is required:

1. A detailed transcript of the senior high school courses completed, the grade received, the grade level of the student when they enrolled in the course and the length of the course term,
2. To provide further clarification, the district may also require a course description, course outline and/or a course syllabus,

3. The results of the Nationally Norm-Referenced Achievement Test administered during the past three years.

The district reserves the right to administer criterion assessment(s) for a student when the district questions the difficulty level of a specific course or the amount of time required to complete the course.

TRANSFERRING TO ANOTHER SCHOOL OR WITHDRAWAL FROM SCHOOL

A student transferring to another school or not completing the present school year must check out through the Records Office. The student will be asked to complete a withdrawal form and return all school materials or pay replacement costs. A transcript of the student's record will be sent to the new school upon request from that school or from the student/parent. Call the Records Office for assistance at (952) 707-2138.

WITHDRAWAL GRADES

1. A student who withdraws from school prior to the end of a semester receives grades and credits as follows:
 - a. A student who withdraws with ten school days or less remaining in the semester is given grades and credits earned for the entire semester, providing all work and the final exam have been completed. These grades become part of the student's permanent record. This withdrawal must have the approval of administration before credit will be awarded.
 - b. A student who withdraws with eleven or more school days remaining in the semester will be given withdrawal grades on the appropriate date. Those grades will become part of the student's permanent record. No credits will be earned.
 - c. A student who withdraws before attending fifteen days receives neither grades nor credits. The permanent record will indicate date of withdrawal.
2. A student may be removed from a course if an administrator determines that the attendance regulation has been abused or if there are other reasons to do so. The student is placed in a supervised study hall. Students removed from a course receive a failing grade and may not add another course.

D. REGISTRATION

ADVISOR-ADVISEE PROGRAM

This program assists students as they plan and complete high school. Coordination occurs among advisor, parent, counselor, and administration, so that the advisee will be on track for graduation. An advisor will assist the advisee in planning her/his high school curriculum; however, **the primary responsibility for monitoring the student's progress toward graduation rests with the student and parent.**

COURSE CANCELLATIONS

Courses may be cancelled because of low enrollment or staff shortages. Students are notified of course cancellations as early as possible. In some instances, it is necessary to reduce the number of sections of a course that is offered. Generally, seniors are given priority admission into a course where enrollment is limited.

CREDITS AND FULL-TIME ENROLLMENT

Sophomores register for **at least six courses**. Juniors and seniors register for **at least five courses**. Students must register for and maintain attendance in a supervised study during any period in which they are not enrolled in a course. All students may take a **maximum of seven courses** if one of the courses is a **music** course. Students gaining credit beyond the school day in programs such as ABE or apprenticeship may add those credits to the credits gained during the school day. In all cases, a maximum of nine credits per semester will be included on student transcripts and counted toward graduation requirements.

DATE OF ENROLLMENT

After school has been in session for **ten** days into a semester, students above the compulsory age **may not** enroll for credit until the beginning of the next semester. (Students currently enrolled **may not** begin a new class for credit after this date.)

PREREQUISITES

"Prerequisite" means a passing grade in the course(s) named. When "approval" is a prerequisite, a student must receive approval from a designated teacher in that department prior to registration. A parent may request an exception to a prerequisite. Such a request will be approved, if there is space available, and if the parent feels that a prerequisite is impeding progress toward a student's educational goals.

PROFICIENCY CREDIT

Proficiency testing allows students to demonstrate knowledge and receive credit in courses as per Minnesota State Board of Education regulation 3500.2900. Applications for proficiency testing are accepted and processed according to the following guidelines only once each semester.

1. CONDITIONS UNDER WHICH A STUDENT MAY APPLY FOR PROFICIENCY TEST

A student must have completed out-of-school experience that has led to an unusual level of knowledge in a course or sequence of courses; e.g., attending a language camp, seminar or employment experiences.

2. TIMELINES FOR PROFICIENCY TESTING OPPORTUNITIES

Student obtains application form in the Guidance Office. Application must be submitted no later than the fifth week of the semester.

- A. Counselor will determine whether the applicant has met the necessary criteria. If so, the counselor will pass the information to the area leader.
- B. Area leader and teacher will contact the student and complete testing arrangement. Testing should be completed by the end of the thirteenth week of the semester.

3. PROFICIENCY TESTING OPPORTUNITIES WHICH ARE NOT AVAILABLE

- A. Obtaining credit in a course below the student's level of appropriate placement as determined by the department; e.g., credit in Basic Math when Algebra is the appropriate placement.
- B. Obtaining credit for experience having no correlation with a course in the Registration Guide; e.g., credit for figure skating.

- C. Obtaining credit in Independent Study, since there are no standard-learner outcomes.
- D. Obtaining credit in a course provided exclusively to students with an Individual Education Plan.

REPETITION

A student may repeat any course for which a failing grade was earned. The previous grade of "F" remains on the transcript, along with the new grade earned. A limited number of courses noted in the course description may be taken a second time for credit.

SCHEDULE CHANGE

A schedule change must be made through a counselor. Reasons for making a change are as follows:

1. failing a prerequisite
2. not taking a prerequisite
3. previously completing the course
4. inappropriately placed in a course

Students should plan carefully with their parents and advisors to avoid the need for a schedule change.

A course dropped after the first week of class, for any reason not listed above, will receive a grade of "F."

TIPS FOR PARENTS

1. Review progress, credits, Graduation Standards, and tests.
2. Check specific requirements for your child's Graduation Standard Year.
3. Develop a list of required courses.
4. Identify high priority courses and possible alternatives.
5. Research the requirements of your student's anticipated colleges.

II. ACTIVITIES AND ATHLETICS

STUDENT CO-CURRICULAR ELIGIBILITY

The Burnsville-Eagan-Savage School District encourages all members of its student body to participate in co-curricular activities because of the benefits from such participation. However, it is the philosophy of the district that student participation is a privilege rather than a right. Therefore, students who elect to participate in athletics and activities shall be expected to exemplify 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 the Burnsville-Eagan-Savage Schools whether at school or outside of school. It is imperative that students follow the 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 be eligible to participate in a co-curricular program, the student must adhere to all secondary schools' policies, Burnsville-Eagan-Savage School District policies, Minnesota State High School League rules and applicable law. In addition, the following specific requirements apply:

Academic Eligibility:

A 7-12 student-athlete or activity participant who receives mid-quarter or quarter grades of "F" in a class will be placed on academic probation for 15 days. The first report will require the student to print off his/her grades (via SchoolView) to turn into the coach at the mid-quarter grading period. The student will have 15 days to raise his/her grade to passing in all classes. If the student fails to receive passing grades after the 15 day probation period the student may be ineligible to compete/perform until they attain a minimum D-grade. During probation the coach or advisor will track the student's grades weekly by accessing the (SchoolView) program. The student will remain on probation until the student reaches a C- grade in all classes. The student will be eligible for competition/performance during the probationary period.

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

	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Semester 1	Sophomore Status	8 credits	18 credits
Semester 2	4 credits	12 credits	25 credits

School Attendance:

In order to participate in or practice in any activity, a student must be in attendance at school during 3 periods of their academic day or have administrative approval. Individual exceptions, such as doctor appointments, may be approved by Administration.

Student Code of Responsibilities/Student Conduct:

All co-curricular students will be required to agree to the Student Code of Responsibilities.

Student Code of Responsibilities

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

1. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
2. I will be fully responsible for my own actions and the consequences of my actions
3. I will respect the property of others.
4. I will respect and obey the rules of my school and the laws of my community, state and country.

5. 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 or 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 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 a MSHSL rule violation, the student forfeits his/her captaincy or leadership position for the current MSHSL season. 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:

Student 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 will be notified by telephone and/or mail, and the following will apply.

The student and his/her parent(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 within 10 school days.

STUDENT-INTEREST CLUBS OR ACTIVITIES

Burnsville High School wants all students to feel connected to our school community and find ways to be involved. In addition to the many co-curricular and extra-curricular activities in academics, arts, and athletics sponsored by the school, there are also student-interest clubs and activities. These clubs and activities provide students additional opportunities to extend their learning, develop and demonstrate leadership, impact their school and community, expand their social network, and grow and be supported cognitively, emotionally, and socially. We are committed to

providing the best facilities and guidance possible to support student-interest clubs and activities.

STARTING AND CHARTERING A STUDENT-INTEREST CLUB OR ACTIVITY

1. A student-interest club or activity may be offered when there is sufficient student interest (minimum of five active students) and a faculty member willing to act as a sponsor and supervisor.
2. A student-interest club or activity must complete an application to be chartered. This application is available from Mr. Gary Hamilton, Associate Principal. Once chartered, the club or activity will be listed as an activity in the handbook and on the website. The club or activity will also be able to set up an activity account, if necessary, which will allow the club or activity to conduct fundraisers and make purchases as a school group.

ANNOUNCEMENTS AND POSTING

1. The club will be able to announce their meeting date, time, and location using the student announcements.
2. The club or activity will be able to announce events using the student announcements with prior approval of the sponsor and school administration.
3. The club will be able to put a maximum of ten posters/flyers no larger than 8 ½ X 14 in the hallways, foyers, and cafeteria areas of the school with prior approval of the sponsor and school administration.

A. ACTIVITIES

There are many student activities from which to choose. The following is a brief description of the activity and the advisor's name. The activities are grouped by category of interest. Watch the student bulletin for announcements about meetings or see the advisor for more detailed information.

ACADEMICS

Academic Quiz Bowl

Four-person team competes against metropolitan high schools in answering general knowledge questions.

Coordinator: Katherine VanSchoonhoven

Art Exhibit

Teacher selected student artwork to be adjudicated at Lake Conference High School Visual Art Exhibition.

Coordinator: Tim Hammes, Pat Wolf

Chess

A team that has a competitive schedule culminating at state tournament.

Coordinator: Ed Zelkind

Math League

Team roster has unlimited number of participants. Extra credit may be earned in a math course for participation in interscholastic contests.

Coordinator: Chuck Croatt

National Honor Society

The membership is based on scholarship, leadership, character and service. Students must maintain a GPA of 3.6 and uphold the high standards of membership.

Coordinator: Les Moffitt, Heidi Eichten

Physics Club

Students investigate physics related phenomena outside a classroom setting.

Coordinator: Jon Huber

Robotics

"The varsity sport for the mind" combines the excitement of sport with the rigors of science and technology, where under strict rules, limited resources, and time limits, teams of 25 students or more are challenged to raise funds, build and program robots to both compete and cooperate with a field of competitors from around the country.

Coordinator: Jon Huber, Huel Scherrer

Science Club

Speakers, activities, field trips and social gatherings within science realm and held throughout the year for students to get a glimpse of science careers.

Coordinator: Jennifer Hugstad-Vaa

Science Fair

Students may enter regional and state competition in research and innovative projects.

Coordinator: Jennifer Hugstad-Vaa

Science Quiz Bowl

Teams work together on area of biology, math, chemistry, physics, and geology to compete in State Meet with chance to advance to Nationals.

Coordinator: Jennifer Hugstad-Vaa

MUSIC

Drumline

The "line" performs at school and community events and competes in local contests.

Coordinator: Jordan Wein, Paul Connell

Marching Band

This band performs at home games during the fall sports season.

Coordinator: Keith French

Pep Band

This group performs at home games during winter sports season.

Coordinator: Keith French, Paul Connell

SHoCk (Sophomore Honor Choir)

An auditioned choir of 10th graders only which meets before school one day a week and performs on all the regular choir concerts - you have to be enrolled in any other choir OR band to participate.

Coordinator: Bryan Fisher

SHOWCASE

An annual, fully-staged, themed variety show that features BHS's singers, dancers and instrumentalists.

Coordinator: Bryan Fisher

PUBLICATIONS

Literary Magazine

Students submit short stories, poetry and essays for publication.

Coordinator: Open

Voice

Students meet during prearranged study hall and after school times for both editorial and production work on the school newspaper.

Coordinator: Roxanne Rudolph, Anne Staum

Yearbook

The yearbook is produced by students who meet during a common study hall period and before and after school.

Coordinator: Open

SERVICE ORGANIZATIONS

Diversity Team

A leadership group that meets weekly focusing on improving the school's climate.

Coordinator: Bill Engelhardt, Chris Milinovich

Future Educators of America (FEA)

A free after school club that helps students that want to become teachers, counselors, etc. by going on college visits and other fun activities.

Coordinator: David McDevitt

L.I.F.E.

Youth service involves training and practice in conflict resolution, communication skills, and peer tutoring.

Coordinator: Marlys Thom

Proud

Is BHS's Gay-Straight Alliance which offers a safe environment for students to support one another as well as works to make BHS a welcoming and inclusive environment for all students.

Coordinator: Katie Burke, Amanda Johnson

T.A.S.K.

Youth service involves training and teaching elementary students in conflict resolution, communication skills, and interpersonal relationships.

Coordinator: Marlys Thom

Youth Service-Community Volunteer

Students volunteer in the community after school, in the evenings or on weekends. They may choose their own experiences, with the approval of the coordinator. Some group activities may be chaperoned.

Coordinator: Fay Finn

SPEECH AND THEATRE

Theatre Guild

Students involved in drama earn points to qualify for membership. Objective is to promote the performing arts.

Coordinator: Randy Day

Debate

Students compete on a selected contemporary issue.

Coordinator: Open

Mock Trial

This is an exciting law-related education program that introduces students to the American legal system and provides a challenging opportunity for personal growth and achievement.

Coordinator: Sue Anderson

Speech

Students compete in discussion, extemporaneous speaking, poetry, creative speaking, humor, and story telling.

Coordinator: Matt Deutsch, Sarah Thomes

Theatre

The performance season includes two musicals, two full-length plays, and several one act plays. Auditions are required for each. The director for each is announced at auditions.

Coordinator: Randy Day, Terry Walters

SCHOOL SPIRIT

Cheerleaders

This activity begins with tryouts in the spring. A person may be a member for fall, winter, or fall and winter. There are performances at athletic events and cheerleading contests.

Coordinator: Shawna Belden

Dance Team

This activity has been divided into two programs. The fall program is a non-competitive activity. The winter program is a competitive activity. A varsity and junior varsity dance team will be available.

Coordinator: Beth Leighton (fall); Jennifer Blaido (winter)

Junior Class

Officers are elected by their classmates. They organize and conduct grand march and junior/senior prom.

Coordinator: Marie Hansen

Marching Blaze Color Guard

A non-musical section that provides additional visual aspects to the marching band's performance.

Coordinator: Ann Bakken

Senior Class

Officers are elected by their classmates. They are included in class projects, banquet, graduation, and foreign exchange student events. The officers plan future class reunions.

Coordinator: Colleen Coleman, Kathryn Wendling

Step Team

Student performs a type of dance where their entire body is used as an instrument to produce a variety of rhythms and sounds through a mixture of footsteps, spoken word, and hand claps.

Coordinator: Jen Waller

Student Council

Members are elected each spring. Council is responsible for organizing homecoming activities, school dances, Armful of Love fundraiser, and Bloodmobile.

Coordinator: Mark Riggs

B. ATHLETICS

There are many opportunities for students to participate in interscholastic athletics. The programs are listed by season.

	BOYS	GIRLS
Fall	Cross Country Running Adaptive Soccer Soccer Football	Cross Country Running Adaptive Soccer Soccer Swimming Volleyball Tennis
Winter	Basketball Adaptive Hockey Hockey Slalom Skiing Nordic Skiing Swimming Wrestling	Basketball Adaptive Hockey Hockey Slalom Skiing Nordic Skiing Dance Team
Spring	Baseball Golf Tennis Track & Field LaCrosse	Softball Golf Badminton Track & Field LaCrosse

Weight Lifting Club

Students have an opportunity to strength train under supervision on a daily basis.

Coordinator: Mark Riggs

III. ATTENDANCE

PHILOSOPHY (ATTEND FOR SUCCESS)

Educators at Burnsville High School recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are:

Educational Benefits - Regular attendance helps students stay current in academic skills, personal management skills, and teamwork skills.

Safety of Students - When students attend school, both parents/guardians and District officials are aware of where they are during school hours.

Success that Builds Self-Esteem - Students must be in attendance at school in order to experience success and to build self-esteem. Further, each student's presence enhances the success of the entire class.

Employability - Punctuality and attendance are listed among the five most important skills for employment by employers. Developing these skills is critical whether students plan to work during the school year, immediately after graduation, or after college.

Education is much more than written assignments or homework. Education encompasses the instruction, discussion, interaction, and project work which occur in the classroom. Most of the learning that takes place in a classroom cannot be replicated or sent home as homework. When a child is not in school, learning opportunities are lost. **Therefore, all students are expected to be in attendance on all days school is in session.**

PARENT/GUARDIAN RESPONSIBILITIES

- Send their child to school.
- Ensure their child's required homework is completed.
- Monitor their child's attendance and progress in school.
- Inform the school when their child may need to miss school for an acceptable reason.

STUDENT RESPONSIBILITIES

- Attend school, every day, every class, and be on time.
- Complete required school work.
- Ask for assistance when needed.

Poor attendance is a major contributor to student failure. We ask you to help us reinforce the value of regular attendance. At the high school level, it becomes very difficult for students to fully make up classroom activities they miss.

Planning family vacations during school breaks and scheduling appointments after 2:30 p.m. would significantly decrease our absentee rate. Your cooperation, whenever possible, is appreciated.

EXCUSED ABSENCES

Excused absences will include illness, serious illness in the student's immediate family, death in the student's immediate family or of a close friend or relative, medical, dental, or counseling appointment treatment, court appearances occasioned by family or personal action, religious instruction not to exceed three hours in any week, physical emergencies such as fire, flood, storm, etc., official school field trip or other school sponsored activity, removal of a student pursuant to a suspension, family emergencies, or active duty in any military branch of the United States.

Examples of unexcused absences include but are not limited to truancy, failure to comply with the reporting requirements, work at home, babysitting a younger sibling, relative or friend of the family, missing assigned school bus, oversleeping, car trouble and planned absences which were not pre-approved by the school.

A parent/guardian may request that an absence be considered excused by following the established building procedures to inform the school of the absence. The building principal or designee has the right to make the final determination as to whether an absence is excused.

PROCEDURES FOR EXCUSING AN ABSENCE

Procedure to Report an Absence:

- When a student is absent, the absence must be verified by the parent/guardian notifying the attendance office at 952-707-2104 or, upon the student returning to school after an absence, the student bringing a note signed by the parent/guardian, doctor's note, or eligible students' (18 or older and verification of living on their own) that describes the reason for the absence.
- All notes must be submitted within **72 hours (3 days)** upon returning to school. If this note is not presented within **three** days of the absence, the day(s) away from school will be considered unexcused. A note signed by a student, even with the parent's/guardian's permission, will not be accepted unless the student is 18 years or older and verification of living on their own. Failure to bring a note to the attendance office will result in an unexcused absence(s).

Procedure to Obtain an Early Release for the Day:

Parents/Guardians must notify the attendance office, by note or phone call, by 10 a.m. the day of an early release. The morning of the early release, students must report to the attendance office before 10 a.m. to sign out and receive a Leave School Permit. Students who neglect to report to the office before 10 a.m. and do not receive a permit to leave school will be unexcused for the time out of the building.

Students who leave during their lunch period or surrounding classes for an appointment with a member of the medical / professional community must follow all sign out procedures, **and** upon return to the building, present a medical appointment slip to the attendance office.

In the case of illness or injury during the school day, students must sign out through the nurse's office. Failure to sign out of school will result in an unexcused absence(s).

Failure to follow these procedures will result in the absence remaining unexcused.

The attendance computer records and reports information received from teachers. It is not able to make judgments. Parents/Guardians and students must contact teachers with questions about the accuracy of reports. The telephone system will deliver a generic message to the household whenever a child from that household is reported unexcused. It is not sophisticated enough to differentiate among the various hours of the day. Its primary purpose is to remind a parent/guardian to send a note to excuse the absence. Its secondary purpose is to alert students to the possibility of an error on their attendance record or to inform parents that a student may have been truant from class. Parents/Guardians or students may contact teachers or request attendance printouts to receive specific information about the reported absence. Any parent/guardian who prefers not to be contacted may request that their name be removed from the system. This action means that the parent/guardian would not receive any warning about attendance irregularities.

UNEXCUSED ABSENCES

Students shall attend all classes and study halls every day that school is in session and participate in instructional activities for the full class period. All absences are unexcused unless classified as excused in the previous section. Unexcused absences may result in no credit for the days course work.

Examples of unexcused absences include but are not limited to truancy, failure to comply with the reporting requirements, work at home, babysitting a younger sibling, relative or friend of the family, missing assigned school bus, oversleeping, car trouble and planned absences which were not pre-approved by the school.

Upon the 5th unexcused absence, the student will:

- Meet with a school administrator to discuss the issue and
- Be placed on an individual attendance contract.

Possible consequence for students that continue to receive unexcused absence after being placed on an individual attendance contract:

- Detention
- Saturday School
- Out-of-school suspension
- Loss of credit.

EXCESSIVE ABSENCES

A student is considered to have excessive absences if they miss more than a total of **six days** of school in a three-month period or more than **twelve days** for the school year for any reason, excused or unexcused. The attendance records of a child with excessive absences may be reviewed by the building principal or designee. The principal or designee may request parents to provide verification of health issues, attend a meeting with a school nurse, and/or provide documentation from a member of the medical community to excuse all future absences. If a student who is required

to present such documentation to excuse absences fails to do so, the absence(s) will be considered unexcused.

TARDY POLICY

Students are considered tardy if they are not in the classroom and prepared when the class period begins. A student who arrives after the class period begins and has a pass excusing him/her is not considered tardy.

- Four (4) tardies in one academic class and/or study hall, the student will receive an after-school detention.
 1. The student will receive notice of this detention in their second period class.
 2. The student will have a specific time period to complete this detention.
 3. If a student fails to serve their after-school detention, the student will be assigned Saturday School.
 4. If a student fails to serve their Saturday School, the student will be suspended the following school day.
- Eight (8) tardies in one class, the student will receive another after-school detention.
- Upon receiving their twelfth (12) tardy and every group of four (4) tardies after that, the student will be assigned Saturday School.
- Students who arrive to classes and study halls five (5) or more minutes late will be marked with an unexcused absence.

APPEAL PROCESS

An Appeal Committee may review, upon request, all proposed loss of credit resulting from poor attendance. A student or parents/guardians must file a request for a hearing within one week of the end of the semester. However, credit will be granted only if the student has met all other course requirements and can demonstrate good cause for failure to meet attendance contract expectations. The committee will consist of the student's dean and counselor, the grade level administrator, and a teacher appointed by the grade level administrator. If the parents are not satisfied with the decision of the Appeal Committee, the decision may be appealed to the Principal and the Principal will make the final decision.

MAKE-UP ASSIGNMENTS

Students who are excused from attendance pursuant to district policy shall be required to complete make-up work as established by the classroom teacher. Guidelines for make-up work will be established within the building by teachers and administrators. Provided an activity can be repeated outside the classroom, it is the student's responsibility to obtain assignments missed and to complete all class work within the time limits established by the teacher in order to earn credit.

ATTENDANCE INTERVENTIONS

The senior high school will intervene with students, and their families, who are experiencing difficulty with attendance. The interventions may include, but are not limited to:

- Notification of student absences
- Communication with administrator, dean of students, or counselor
- Conference with school personnel
- Placement on an attendance probation contract
- Loss of privileges, including parking and attendance at after school activities
- Referral to appropriate county truancy liaison officer or other outside agencies
- Referral to building Student Assistance Team
- Changes to student's educational program

SENIOR CAMPUS

Students who skip classes and are roaming the halls at the SC will be assigned to an ISD (In School Detention) at the SC. The duration of stay in ISD will range from one period to the remainder of the day at SC. There will be no carry over to main campus. (Students roaming the campus at BHS will be assigned ISD at BHS.)

SCHOOL DETENTIONS

A student may be assigned to detention for behavior issues, refusing to attend study hall, and roaming or loitering in the building in lieu of class attendance. Multiple offenses for refusing to attend study hall may lead to suspension. A student choosing not to serve an assigned in-school detention receives an unexcused absence. A student not attending any detention is subject to suspension.

STUDENT AIDE PASS FROM STUDY HALL

1. The student must initiate a request for a permanent student aide pass to a teacher and secure the form from the office.
2. The student must obtain signatures from three sources:
 - a. the teacher who agrees to visually supervise the student,
 - b. the teacher releasing the student from study hall,
 - c. the administrator in charge of attendance.
3. The supervising teacher is responsible for reporting attendance information to the office immediately upon signing the form.
4. The study hall supervisor should continue to report attendance until notified of the drop.
5. Student aide pass status may be revoked for inappropriate behavior or attendance.

STUDY HALL CONDUCT

1. Card playing is prohibited.
2. Electronical devices such as cell phones, MP3 players, I-Pods, radios, tape recorders, stereos, or headphones are prohibited.
3. Food and beverages are not allowed.
4. All study halls are expected to be quiet.
5. Students are not to write on desktops, leave paper on the floor, or abuse the general condition of the room and furniture.

SUPERVISED STUDY HALL

Students who are not scheduled for a subject during the seven period school day will be assigned to a supervised study hall. The following procedures are followed in supervised study areas:

1. Students are to be in their assigned seats at the beginning of the period. Students are to remain in their assigned seats until attendance has been completed for the entire study hall.
2. Students with passes will be permitted to leave only after attendance has been taken.
3. Supervisor will not issue any passes to students unless students are to go to the office. If a student wants to leave the study hall, he/she must come to the study hall with a pass and he/she will be allowed to leave only after attendance has been taken.
4. Students need to plan for work during study hall and will not be assigned a corridor pass by the study hall supervisor to go to lockers or lavatories unless it is an emergency.
5. A sign-out/in sheet system will be used. Students will be marked absent or unexcused if they do not sign out/in with the following information:
 - name,
 - name of teacher issuing pass,
 - destination,
 - time out,
 - time back in (failure to sign back in could result in an unexcused absence).

STUDY HALL VIOLATION

An unexcused absence or set of four unexcused tardies from any study hall will be considered an attendance violation. A warning will be issued to the student and parent after the first violation via the automated telephone attendance system. The study hall supervisor shall inform the student as soon as possible of each additional study hall violation. Each additional violation may result in detention. Upon the third violation, a letter will be sent to the parent/guardian. A student who continuously skips study hall will be subject to out-of-school suspension. Students assigned to detention for study hall violations will serve the time at BHS main campus. Transportation arrangements are the student's responsibility.

IV. CODE OF CONDUCT

Our mission is to provide students with the best education District 191 resources will allow. Because children learn best in a school that is safe and orderly, ISD 191 is committed to the goal of responsible student behavior and to the belief that open, honest communication with parents is the best way to achieve that goal. Students, parents, and the school staff must share the responsibility for creating the best possible learning environment. The school must provide quality teachers and programs to help students succeed in a complex world. Parents/guardians must foster positive conduct in students, and students must accept responsibility for conducting themselves in a way that will encourage their own education and allow for the orderly operation of the school and the education of others. Students are expected to respect the rights of others and of property at all times on school grounds and at all events and activities in which the school participates.

Code of conduct rules will be standardized at both campuses whenever possible and appropriate. There will be no lockers at the SC; therefore, students will have to hang

coats/jackets on the coat racks provided in the classrooms. However, they will be expected to place these coats in their lockers when they return to the main campus.

The following section identifies a partial list of student offenses and the recommended consequences for them. Each offense listed may result in any or several of the following consequences depending upon all of the circumstances, including the pupil's prior disciplinary record and the seriousness of the offense:

- parent and/or student conference with school staff and/or administration,
- referral to conflict management,
- contract of behavior developed by student and administration,
- detention or restriction of privileges,
- dismissal from school for one day or less,
- suspension/exclusion from participation/attendance in extra-curriculars ,
- referral to in-school or outside support services,
- review of placement setting and location for students with disabilities,
- removal from class for one to three days,
- assignment to alternative program,
- denial of bus privileges,
- recommendation for expulsion or exclusion,
- referral to police or other law enforcement agencies,
- in-school detention,
- out-of-school suspension.

Parent contact will follow any disciplinary action.

LEADERSHIP

Any student planning on seeking a leadership position within BHS must be a student in good standing. Thus, students who have Code of Conduct violations may be prohibited from seeking or being appointed to a leadership position. The determination of who is eligible for a leadership position will be at the discretion of BHS administration.

Examples of what are considered Code of Conduct violations can be found in this handbook under the Code of Conduct and Attendance sections.

Declaration of Human Rights

Preamble

Considering that all persons are entitled to equal and inalienable rights, endowed with inherent dignity, and in possession of value and merit as human beings,

That a commitment to the promotion of tolerance and understanding between individuals is the foundation of the unity and strength of the whole community,

That an education of acceptable quality and availability, which is responsive to the interests and needs of every person within his or her cultural setting, is crucial to an individual's chance at success and happiness.

Therefore, in order to uphold these necessary values, the Diversity Team hereby proclaims and establishes this Declaration of Human Rights as a standard of achievement for all members of the Burnsville High School community.

Article 1.

Everyone is entitled to the rights put forth in this declaration regardless of race, sex, age, ethnicity, religion, language, disability, national origin, family income, political opinion, sexual orientation, or gender identity.

Article 2.

Everyone has the right to an education; this includes a learning environment that is respectful and tolerant of differences.

Article 3.

Everyone has the right to be addressed in a manner that respects human dignity; no one shall be called any name meant to insult, humiliate, or attack another person's sense of self-worth.

Article 4.

Everyone has the right to be safe from harm; this includes the right to be free from physical or verbal intimidation.

Article 5.

(1) Everyone has the right to be treated as an individual; no one shall be judged based on preconceived notions about whatever racial, religious, or other social group one may belong to, or be subject to harmful, degrading, or inaccurate stereotypes.

(2) No one shall be forced into a representative role or speak for the whole of any racial, religious, or other social group.

Article 6.

Everyone has the right to freedom of thought and religion; this includes the right to practice religious customs or observe religious holidays without fear of harassment or discrimination.

Article 7.

- (1) No one shall be subject to discrimination based on ethnicity or culture.
- (2) Everyone has the right to an education that respects all cultures, and that does not excessively exclude any one cultural background.
- (3) Everyone has the right to celebrate and share his or her cultural heritage with the community.

Article 8.

No one shall be judged based on appearance; this includes the right to be free from harassment based on skin color, sex, size, physical ability, or clothing choice.

Article 9.

Everyone has the right to equal treatment and expectations without regard to perceived physical or mental abilities.

Article 10.

No one shall be treated unfairly because of the way one speaks; this includes the right to be respected regardless of national origin or native language.

Article 11.

Everyone has the right to be given the opportunity to learn from mistakes.

Article 12.

Everyone has the right to feel valued as an important asset to the school community.

RESPECTFUL BEHAVIOR

The Board of Education recognizes the contributions of all individuals in achieving its mission of providing an exemplary education for every student. District staff, parents, students, and community members have unique perspectives that are critical to attaining this goal.

The Board of Education will encourage the exchange of perspectives in an atmosphere of mutual respect. Staff, parents, students, and community members should be treated in a manner that enhances self-esteem and supports the dignity of the individual.

The Board of Education also believes that creating a positive climate for students, staff, and community is critical to the achievement of the district's mission. To create this positive climate, every individual must act with respect. Respect means to value one's self and to act out of consideration for others.

Examples of respectful behavior toward others include but are not limited to

- treating others as you would like them to treat you,
- valuing the perspectives of others,
- listening to the views of others,
- demonstrating courtesy toward others,
- recognizing the feelings of others,
- acknowledging the efforts of others,
- appreciating the contributions of others,
- honoring the property rights of others,
- responding to questions and concerns in a thoughtful, professional manner,
- expressing differing views in a considerate manner,
- offering suggestions for improvement in a positive manner, and /or
- communicating verbally or in writing in a considerate manner.

Examples of disrespectful behavior toward others include but are not limited to

- using intimidation to frighten, demoralize, or coerce others,
- using terms or symbols which demean individuals or groups,
- telling stories or jokes which degrade individuals or groups,
- swearing or using vulgar language,
- showing irreverence to the sincere beliefs of others,
- ridiculing the efforts of others,
- employing destructive criticism,
- defacing or destroying the property of others,
- humiliating others through personal attacks, and/or
- imitating others in a way that ridicules or stereotypes a person or a group.

Consequences for disrespectful behavior:

Student offenses may result in any or several of the following consequences depending upon all of the circumstances, including the pupil's prior disciplinary offenses:

- verbal conference with student, verbal conference with student and parent,
- written warning of non-compliance to student and/or parent, removal from class, restriction of privileges, detention, and/or out-of-school suspension.

Staff offenses may result in any or several of the following consequences depending upon all of the circumstances, including the employee's prior disciplinary offenses:

- Verbal conference, memorandum of advice, formal letter of reprimand, and/or suspension without pay.

Community offenses may result in any or several of the following consequences, depending upon all of the circumstances:

- discontinuation of communication, verbal notification, written notification, and/or restriction of privileges.

Pledge of Allegiance

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

SEX, RACIAL, AND RELIGIOUS VIOLENCE/HARASSMENT

Sexual, racial, and religious violence/harassment are

- against the law,
- against district policy, and
- against school rules.

The school district prohibits any form of harassment and violence.

Sexual harassment is a form of discrimination that violates state and federal laws. It includes words or actions that are sexual and that cause emotional injury such as embarrassment or hurt feelings or cause physical harm resulting from inappropriate touch or rape. Examples include:

- sexual comments,
- physical touch of private body parts,
- unwelcome kissing or hugging,
- sexual jokes,
- pressure for sex,
- whistling or catcalling,
- mooning,
- exposing oneself,
- lifting skirts,
- obscene gestures,
- stalking.

Sexual violence, the most severe form of sexual harassment, is a physical act of aggression toward you. It includes:

- exposure of genitals,

touching of genitals, buttocks, upper or inner thighs, breasts,
sexual threats against you, and/or
attempted or actual rape.

Sexual violence will be investigated. A police report may also be filed.

Racial and religious harassment are forms of discrimination that violate state and federal laws. They include words or actions about your race/color of your skin or words or actions about your religion that cause you emotional injury, such as embarrassment or hurt feelings, cause you physical injury, and/or result in property damage. Examples:

racial/religious name calling and slurs,
racial/religious jokes, graffiti,
cartoons about race/religion.

Your responsibilities:

Tell the person to STOP and that you find the behavior offensive.

Report the incident to a teacher, principal, assistant principal, nurse, or counselor.

Tell your parent.

An investigation will be done and witnesses interviewed.

The school will act immediately to stop any form of harassment. If a student is found guilty of sexual, racial, or religious harassment, the consequences might include

a warning and information about school rules,
a conference with the principal and teacher,
a conference with parent,
removal or dismissal from class,
detention, suspension, or expulsion,
counseling/referral to social worker,
transfer to another school and/or loss of bus privileges.

DISCRIMINATION/HARASSMENT/VIOLENCE

District 191 will not tolerate any form of discrimination, harassment, or violence. District policies comply with state and federal laws prohibiting discrimination/harassment, including laws against sexual, racial, and religious harassment/violence, Title IX of the Education Amendments of 1972 (discrimination based on sex), Title VI of the Civil Rights Act of 1964 (discrimination based on race), Section 504 of the Rehabilitation Act of 1973 (discrimination based on disability), the Americans with Disabilities Act of 1991, and the Minnesota Human Rights Act.

No person shall be subjected to discrimination on the basis of race, color, sex, disability, religion, creed, national origin, gender, age, marital status, status with regard to public assistance, veterans' status, or sexual orientation.

Minnesota state law prohibits sexual, religious, and racial harassment. Sexual harassment is unwelcome words or actions of a sexual nature that substantially or unreasonably interferes with or places conditions on a student's education or an employee's work. Some examples include sexual comments or jokes, unwelcome touching of private body parts, leers and stares, pornography, pressure for sexual activity, obscene t-shirts/hats, whistling or catcalling, spreading sexual rumors, and obscene gestures.

Religious and racial harassment are defined as words or actions based on or motivated by prejudice or hostility toward another religion or race that injure or offend

an individual either emotionally or physically. Religious and racial harassment include name calling, statements with offensive stereotypes, slurs, graffiti, jokes, cartoons, writings, and property damage that belittle a religion or race.

The district will investigate all complaints, either formal or informal, verbal or written, of discrimination, harassment, and violence.

Appropriate disciplinary action will be taken with any student or employee who is found to have discriminated, harassed, or been violent toward any individual(s) in school, on school grounds, or at a school-sponsored activity. Consequences for violating district policies may include suspension, expulsion, and/or referral to law enforcement officials for students, and reprimand, suspension, and/or termination for employees.

Any student or employee who believes he/she has been a victim of discrimination, harassment, or violence by another student or employee should immediately report the incident to a trusted adult such as a teacher, counselor, the school principal, or the Human Rights Officer at (952) 707-2008. Complaints may also be made with the Minnesota Human Rights office at 296-5663. Complaints will be kept as confidential as possible. All students involved in a complaint may have a parent or other trusted adult with them in meetings.

Federal and state law, as well as district policy, prohibits reprisals or retaliation against those who report discrimination, harassment, or violence.

BULLYING PROHIBITION POLICY

Independent School District 191 is committed to fostering and maintaining a safe and civil educational environment in which all members of the school community are treated with dignity and respect. The School District prohibits bullying, harassment, and any other attempts to victimize others.

The School District cannot monitor the activities of students at all times and eliminate all incidents of bullying, particularly when students are not under the direct supervision of school personnel. However, the District intends to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented.

"Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, that is intended to hurt, threaten, upset, distress, or frighten and which substantially interferes with another student's educational benefits opportunities, or performance. Bullying includes, but is not limited to; conduct against a person that a reasonable person under the circumstances knows or should know has the effect of harming a person, damaging a person's property, placing a person in reasonable fear of harm to his or her person or property, and/or creating a hostile work or educational environment.

Bullying that impacts the educational process and/or environment is prohibited. This policy applies not only to people who directly engage in an act of bullying but may also include people who, by their indirect behavior, condone or support another person's act of bullying. This policy applies to students, employees, parents, vendors, volunteers and other visitors to the School District whose conduct at any time or place constitutes bullying that interferes with or obstructs the mission or operations of the School District or the safety or welfare of students or District employees. The use or misuse of technology may also constitute an act of bullying regardless of whether

such acts are committed on or off school district property and/or with or without the use of school district resources. **Examples of cyber bullying may include, but are not limited to the sending of text messages or instant messaging with threats, ridicule, or harassment; posting defamatory material about a person onto the internet; use of social networking sites to spread rumors about a person; or sending of language with stated intentions related to physical or sexual acts. Some cyber bullying activities occurring off-campus may cause significant emotional harm to students and staff and pose a substantial and material disruption at school or interfere with the rights of students to be secure.**

A person who engages in an act of bullying, reprisal, or false reporting of bullying, or who permits, condones, or tolerates bullying shall be subject to discipline for that act or inaction in accordance with the School District's policies and procedures.

Consequences for students who violate this policy range from positive behavioral interventions up to and including suspension and/or expulsion. Action may include, but is not limited to, any or all of the following to punish bullying and/or retaliation and prevent its recurrence:

- assignments designed to increase awareness and sensitivity to the issue of bullying;
- administrative (administrator or designee) conference with student(s) or parent(s) and student(s);
- referral to outside agency;
- referral to law enforcement officials;
- assignment to an alternative educational program;
- detention, removal from class, dismissal, suspension, expulsion;
- compliance with penalties recommended by the Minnesota State High School League.

Any person who believes he or she has been the victim of bullying, or any third person with knowledge or belief of conduct which may constitute bullying should report the alleged acts immediately to a trusted adult.

For the complete policy on bullying prohibition, JCD/ACD please go to our district website and look under Board of Education and Policies or contact a school administrator.

HAZING

"Hazing" means committing an act toward someone or coercing them to engage in an act that is demeaning, humiliating, or creates a substantial risk of harm to a person or property in the context of initiating that person into a student group.

The term hazing includes but is not limited to

1. Any type of physical brutality such as whipping, beating, striking, branding, electric shock, or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to the weather, confinement in a restricted area, calisthenics or other activity that subjects the student to unreasonable risk of harm or that adversely affects the emotional, mental and/or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the

student to unreasonable risk of harm or that adversely affects the mental and/or physical health or safety of the student.

4. Any activity that subjects a student to embarrassment, shame or humiliation that adversely affects the dignity or emotional/mental health of the student.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

Planning, directing, encouraging, aiding, engaging in, voluntarily being present at or volunteering to participate in hazing activities is prohibited and may result in consequences.

Any student present at an incident where a student is hazed may receive disciplinary consequences as outlined in this policy. This includes observers, willing victims, and those who transport students as well as those aggressively hazing other students.

Any person who believes he or she was a victim of hazing shall report the alleged acts immediately to an appropriate school official.

SCHOOL DISTRICT ACTION

1. Upon receipt of the complaint or report of hazing, the school district shall undertake or authorize an investigation.
2. Upon completion of the investigation, the school district will take appropriate action.

Such action may include but is not limited to warning, suspension, exclusion, expulsion, remediation, prohibited from participation in Prom, commencement, Senior Recognition Programs, and co-curricular activities. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior.

INSUBORDINATION

Students should accept and carry out legitimate instructions issued by a staff member. Insubordination includes but is not limited to

- a. refusal to give proper identification or giving false identification when requested to do so,
- b. refusal to disburse or leave a particular area when directed to do so,
- c. failure to report to the office when directed to do so,
- d. continuing conduct after being asked to stop,
- e. refusing to answer appropriate questions or to move to new location when asked to do so.

[Suggested Actions: Student and/or parent conference, class removal, and suspension]

INAPPROPRIATE/UNACCEPTABLE LANGUAGE

Use of profane, obscene, or disrespectful language is forbidden.

[Suggested Actions: Student and/or parent conference, class removal, and suspension]

DISRUPTIVE/DISORDERLY BEHAVIOR

Acts that interfere with the effective operation of the school, in or out of the classroom, include but are not limited to

- a. offensive, obscene, or abusive behavior,
- b. boisterous and noisy conduct tending to arouse alarm, anger, or resentment in others,
- c. inappropriate cheers or other examples of poor sportsmanship at athletic events,
- d. failure to respect private property or improper conduct while riding or waiting for the bus,
- e. disruptive behavior in detention.

[Suggested Actions: Student and/or parent conference, class removal, suspension, denial of bus privileges, exclusion from school activities/athletics]

VIOLENCE/BULLYING

- a. Assault— an act with intent to cause fear or immediate bodily harm to another.

[Mandatory Actions: Suspension, parent conference, possible expulsion]

- b. Aggravated assault—committing an assault upon the person of another with a dangerous weapon or assault, which inflicts great bodily harm upon another person.

[Mandatory Actions: Suspension, notification of police, possible expulsion]

- c. Fighting—mutual combat in which both parties have contributed to the situation by verbal and/or physical action.

[Mandatory Actions: Suspension, parent conference]

- d. Self-inflicted injury— conduct which results in an intentional self-inflicted injury or creation of an abnormal physical or mental condition.

[Mandatory Actions: Parent conference]

- e. Robbery/extortion/theft—the obtaining of property from another where her/his consent was induced by use of force or threat of force.

[Mandatory Actions: Parent notification, possible suspension, and notification of police]

- f. Willful damage to property of school or others—willful cutting, defacing, or otherwise injuring in any way any property belonging to the school district or others.

[Mandatory Actions: Full restitution, possible suspension, possible expulsion, and possible legal action]

POSSESSION OF A WEAPON

Students are forbidden to knowingly and voluntarily possess weapons, look-alikes, firearms and other dangerous objects, in school, on school grounds, or at a school-sponsored activity.

Weapons are defined as any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use capable of threatening or producing bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death. Specific examples of weapons are: guns whether loaded or unloaded, including pellet guns, air guns, BB guns and non-functioning guns; knives of any size; metal knuckles, numchucks; throwing stars; stun guns; ammunition; explosives; poisons; chains; arrows and other objects that have been modified to serve as a weapon.

A student who finds a weapon on the way to school or in the school building or who discovers that he or she accidentally has a weapon in his or her possession and takes the weapon immediately to any staff member or to the principal's office shall not be considered in possession of a weapon.

Students who have knowledge or a belief of the existence of a weapon, look-a-like, firearm, or other dangerous objects within the school district jurisdiction shall promptly

report that information to a school official. Failure to report that information to proper officials may subject the student(s) to disciplinary action.

[Mandatory Actions: Confiscation if possible, parent conference, notification of police, and possible five-day suspension and recommendation for expulsion]

"DRESS FOR SUCCESS" STANDARD

Students at Burnsville Senior High School are expected to dress in a manner supportive of a positive learning environment that is free of distractions and disruptions. The appearance of a student is primarily the responsibility of the individual and parent/guardian. Below is a general guideline for student dress at BHS. However, in all cases, the school administration reserves the right to determine whether clothing violates the "Dress For Success" standard.

Appropriate Attire

Students are prohibited from wearing during school or school-sponsored events any attire which advertises alcohol, drugs or items which are illegal when used by minors. In addition, any attire such as jewelry, scarves, bandanas, symbols, or "colors" that signify or could be interpreted as signifying membership in gangs, as well as clothes with prints or graphics that are sexually explicit or demeaning to any group are not permitted. Chains or paraphernalia that may be used as a weapon are also prohibited. Lastly, for health and safety reasons, students may not wear coats or jackets during school hours.

At the BHS Main Campus, the expectation is that all students upon entering the school building will store coats and jackets in the student's locker.

At the Senior Campus, the expectation is that the student will use the hooks at the back of each classroom.

Outer Dress

*The entire back, chest, cleavage, midriff, and tops of shoulders must be covered at all times.

*Pants and shorts must be secured above the hips.

*Saggy and low-cut pants/shorts or pants/shorts rolled at the waist are not allowed.

*Skirts, dresses, and shorts must be at least the length of a fully extended arm to the finger tips.

Headgear

*From 7:33 a.m. (start of school day) until 2:09 p.m. (end of school day), all headgear (hats, hoods, and bandannas) will be removed by the student. Exceptions for medical, disability, religious, or other reasons must be approved by BHS administration. The headgear cannot be carried/held while in the building during school hours. Headgear must be placed in lockers.

Undergarments

*Outer clothing must cover and conceal all undergarments at all times.

When a student violates the "Dress For Success" code the student will be required to remove or correct the item(s) and additional consequences may be imposed at the discretion of the school administration.

ACADEMIC MISREPRESENTATION

Academic misrepresentation may be defined in any of the following ways:

1. Plagiarism means misrepresenting as your own work something done by another.
2. Collaborative effort is where two or more students jointly prepare and submit the same or substantially similar papers as individual efforts without the specific consent of the instructor. All assignments, unless specifically indicated otherwise, are to be completed by the individual student.
3. Dual submission means submitting the same paper or substantially similar papers to meet the requirements of more than one course without the prior approval of all instructors concerned.
4. Cheating means using any answers/content from another student without the knowledge and consent of the instructor.

When an instructor has determined that a student has academically misrepresented his/her work in any assignment/test, the student will not receive credit for the work and will be given the mark of zero for the assignment. There will be no make-up for this mark.

If a student feels that he/she has been unfairly treated under this policy, then he/she should notify the area leader in writing identifying how the policy is being unfairly applied. Within one week, a hearing will be held (including the area leader, the student's teacher, and another teacher chosen by the student) to determine the validity of the student's complaint. A majority vote of the hearing committee will determine the validity of the complaint.

FALSIFICATION

Falsifying phone calls, signatures or dates on passes, notes, or other school documents.

[Mandatory Actions: First offense-detention, Second offense-suspension]

CELL PHONE OR ANY ELECTRONIC COMMUNICATION/LISTENING DEVICES

*Must be turned off in the classroom.

*Can be used during scheduled course passing time.

*Can be used during student's scheduled lunch period in the cafeteria.

- 1st Offense - Confiscation to the office until end of student's school day.
- 2nd Offense - Confiscated with parent/guardian pick up.
- 3rd Offense - Discretion of Administrator which may include detention or suspension.

INTERFERENCE WITH SAFETY AND/OR ORDERLY OPERATION OF THE SCHOOL

a. False fire alarms and tampering with fire safety equipment. Communication to another for the purpose of terrorizing by threatening the safe operations of the school building, school grounds, or another location used for school activities, regardless whether such threat is factual or not.

[Mandatory Actions: Notification of authorities, five days suspension]

b. Reckless or careless driving—driving on school property in such a manner as to endanger persons or property.

[Suggested Actions: Revoke parking privileges, suspension]

c. Unauthorized parking on school property.

[Suggested Actions: Revoke parking privileges, notify police, vehicle may be towed at owner's expense, application of wheel lock on vehicle, and fines]

d. Trespassing— Continued presence on school campus or at school activity after being requested to leave by school principal or other person lawfully responsible for the control of said premises.

[Suggested Actions: Police may be called to remove unauthorized visitor, student and/or parent conference]

e. Food/drink in classroom.

[Suggested Action: Student/teacher conference]

f. Unauthorized distribution—distribution of literature of inflammatory, libelous, slanderous, or unauthorized materials.

[Suggested Actions: Student and/or parent conference]

g. Unauthorized use of school property/unauthorized/illegal use of school property for non-school sponsored activities.

[Suggested Actions: Student and parent conference, possible notification of police]

h. Gambling— playing of a game of chance.

[Suggested Actions: Student and/or parent conference, possible notification of authorities]

i. Unauthorized absence from class; in corridor without a pass; leaving the school building-campus

[Mandatory Actions: Unexcused absence from class, escorted to In School detention; Suggested Actions: Detention or suspension]

j. Spitting—spitting is a potential health issue; therefore, spitting is not permitted in classrooms or corridors.

[Suggested Actions: Student conference, class removal, parent conference, one-day dismissal]

DRUGS, ALCOHOL AND TOBACCO

a. Consuming, using, possessing, or furnishing alcohol or mood-altering substances or drug paraphernalia on school grounds or at school activities. The same penalties apply regardless of the amount consumed or where the consumption took place.

[Mandatory Actions: First offense -- minimum of three-day suspension;
Second offense -- minimum of five-day suspension;
Third offense -- recommendation for expulsion;

All offenses—referral to pre-assessment team and law enforcement agency, athletic/activity consequences, loss of future leadership opportunities for eighteen weeks]

b. Sale or distribution of illegal mood-altering substance on school property.

[Mandatory Action: Recommendation for expulsion]

c. Violations reported by police which do not occur on school property or at school-sponsored activities.

[Mandatory Actions: Referral to pre-assessment team, athletic/activity consequences, loss of future leadership opportunities]

d. Possession/use of any type of tobacco product or tobacco-like product on school property or at school-sponsored activities.

[Mandatory Actions:

First offense – one-day suspension;

Second offense– three-day suspension;

DUE PROCESS PROCEDURES

EQUALITY OF OPPORTUNITY

The district shall provide programs based on equality for all students. No person shall, based on age, handicap, marital status, natural origin, race, religion, sex, or sexual orientation, be subjected to discrimination under any educational program administered or authorized by the Board.

A grievance procedure has been developed to resolve differences of opinion as to whether there has been discriminatory actions. Questions about this procedure can be directed to the school district office.

STUDENT REMOVAL FROM CLASS

A classroom teacher may remove a student from class for one to three periods. The student reports to the main office and is counted as absent. A copy of the reason for removal is mailed home.

EXPULSION/EXCLUSION

The Board is the only authority which may exclude or expel a pupil. No exclusion or expulsion shall be imposed without a hearing.

PUPIL FAIR DISMISSAL ACT

Administrators may choose to dismiss or suspend students for misbehavior or other offenses. In the event of a suspension, written notice will be personally served upon the student at or before the time of suspension. A copy of the notice will be sent to the parent/guardian. In the event that a suspension is over five days, the student shall receive an appropriate alternative program during the term of the suspension.

SUSPENSION

In-School Suspension (ISS) and Out of School Suspension (OSS) are assigned to students as a consequence for conduct violations. ISS room is staffed with a supervisor who assists the students with schoolwork completion. Parents are notified of an ISS/OSS consequence by building administration either by direct phone contact or mail. Appeals to suspensions may be requested based on new information or failure to follow due process. A successful appeal will result in removal of the suspension from the student record. However, all appeals will take place following the conclusion of the suspension.

SEARCH AND SEIZURE

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct inspection of the interior of lockers at any time, without notice, without student

consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

The policy for school lockers also applies equally to students' desks, personal possessions, and vehicles on school property.

It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions, including vehicles.

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal authorities for ultimate disposition.

A school official conducting a search may determine when it is appropriate to have a second official present as an observer.

School officials may, without a search warrant, search the person and/or personal possessions based on a reasonable suspicion. The search will be reasonable in its scope and intrusiveness.

As soon as practicable after a search pursuant to this policy, the school authorities must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

A school official of the same sex shall conduct a search of a person in privacy. A second school official of the same sex shall be present as an observer during the search whenever feasible.

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 pin-ups, and posters which may constitute sexual harassment, etc.

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Code of Conduct, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal authorities.

V. STUDENT SERVICES

CHILD ABUSE OR NEGLECT

Minnesota law requires teachers, nurses, principals, superintendents, and counselors or their delegates to report suspected physical or sexual child abuse or neglect cases to the proper authorities. Anyone making a report of abuse or neglect is provided immunity and cannot be prosecuted for reports made in good faith. Any person failing to report suspected physical or sexual child abuse or neglect shall be guilty of a misdemeanor.

COUNSELING SERVICES

Counseling services are designed to help the student gain self-understanding, to set attainable goals, and to provide information in meeting those goals. Counseling may take place in one-to-one situations or in groups. Counseling services provided by all counselors include:

1. Assisting students in planning high school subjects needed to meet future career goals,
2. Assisting students to achieve satisfactory academic progress,
3. Providing opportunities for the student to investigate various post-high school possibilities,
4. Participating with families regarding personal and/or educational problems,
5. Counseling students in personal, family, and/or crisis situations,
6. Making referrals to outside agencies whenever necessary,
7. Administering tests and interpreting test results,
8. Attending counselee's initial IEP conference, and
9. Consulting with counsees regarding classroom attendance referral.

The counseling department offers several opportunities for small group counseling. The groups address very specific issues that students wish to discuss. For further information, contact a counselor.

MEDIA CENTER

The Media Center provides materials and resources of all types to all BHS students and staff, as well as instruction in how to use these resources. Reference help, reading guidance, and help with search strategies and evaluation of materials is available from our professional media specialists. The Media Center serves as the focal point for research in the school and provides materials to support the curriculum. Resources include over 20,000 books for checkout and reference, with access via an online catalog. Students are able to use InfoTrac, a magazine index and full text resource, and other Gale Group on-line resources. There is an on-line encyclopedia, including relevant links to the Internet, and Social Issues Resource Series (SIRS) for topics of current interest. A television viewing station is available for instructional videotapes, and a copy machine is also available for a fee.

COMPUTER ACCESS: Network and Internet access is provided on 35 Windows PC computers. Software includes Microsoft Office and other subject specific programs. We also have 35 PC computers in our upstairs lab for class use.

THE MEDIA CENTER HOMEPAGE: Find us on the Internet at http://www.burnsville.k12.mn.us/bhsmedia/bhs_media_center.htm

Resources listed here provide a good starting point for research. For additional information, see "General Information" on our web page.

Hours and Passes: Hours are 7:00 a.m. to 3:00 p.m. and during many study halls. Students may pick up study hall passes before school or between classes. The Media Center is closed to students in 10th and 11th grade during their lunch period.

NURSE

The function of District Health Services is to assist students with managing health concerns, illnesses and injuries that occur during the school day. A licensed school

nurse and/or a health assistant/clerk staff the Burnsville High School Main Campus and Senior Campus. The licensed school nurse is available to:

- administer appropriate first aid and emergency care
- administer medications as needed to promote and maintain learning
- implement communicable disease laws, policies and procedures for disease prevention and control
- verify that each student is fully immunized or provides required documentation as listed on the State immunization form
- identify health problems of students through health appraisals, health histories, records and screenings
- develop and monitor individual health plans (IHPs), when appropriate for students with long-term health problems
- provide community health care resources to students/families as needed
- attend IEP/504 meetings addressing educational accommodations for students with medical concerns

All students must be in compliance with the Minnesota School Immunization Law before the first day of school.

All medications, including prescription and over-the counter, must be stored and administered by Health Services personnel.

When a prescribing health professional, parent/guardian, student and school nurse agree that self-administration of Albuterol inhaler/Epi Pen is appropriate for an individual student, the procedure must be done safely, carefully and accurately. In accordance with State law, the Burnsville-Eagan-Savage School District allows students to self-carry medication following the criteria listed below.

- The medication must be properly labeled by a pharmacy (name of the student, name of the medication and dosage, directions for administration, the name of the person licensed to prescribe, name of manufacturer of the drug and the date of original issue or renewal)
- Written authorization from the parent permitting self-administration and possession of the prescribed medication.
- Written student/parent agreement with self-administration of Albuterol inhaler/Epi Pen procedure guidelines
- Written licensed prescriber authorization which includes name and dosage of medication, the route, frequency and time of administration, the reason the medication needs to be given (diagnosis), duration and possible side effects of medication
- The Licensed School Nurse will perform an assessment of the student's knowledge and skills to safely use and possess an Albuterol inhaler/Epi Pen in the school setting

Students at the BHS main campus need to present a teacher issued pass upon entering the health office. Students who are ill are released and excused through the health office with parent/guardian/emergency contact approval.

BHS Main Campus Health Office-952 707-2103

BHS Senior Campus Health Office- 952 707-6043

STUDENT NOTIFICATION OF COMPUTER NETWORK ACCESS POLICIES & INTERNET GUIDELINES

BHS students have access to the ISD 191's computer network and computers equipment under staff direction and supervision. Computer equipment must be used in a responsible, ethical, and legal manner. Students access the computer network and Internet for specific educational purposes only; such as researching a specific topic for a classroom project, or accessing their online student information. Students access the network/computers through an individual log in, user ID and password. Passwords should not be shared with other students; students are held accountable for computer usage that occurs under their log in. Students may not violate network safeguards, protection programs, Internet filtering protocols or pass word protected functions. Students "hacking" in this manner will face disciplinary action. Students are not permitted to install programs on BHS computers, download executable files, music files or personal graphic files. Student use of personal email, or hot-mail accounts are strongly discouraged except when used for class projects or to transmit files-please see the technology support staff for assistance in this area. Student use of Chat Rooms, Instant Messaging, and Netware Broadcast messaging are never acceptable and will be subject to disciplinary action.

Failure to adhere to the guidelines for the use of computers, computer network, and Internet in ISD 191 will result in one or more of the following consequences:

- Individual warning recorded on Discipline Tracker
- Loss of network access & Internet privileges
- Loss of credit involving computer an Internet activities
- Referral to Administration for additional discipline

PARENT NOTIFICATION OF COMPUTER NETWORK ACCESS POLICIES & INTERNET GUIDELINES

BHS students have access to the ISD 191's computer network and computers under staff direction and supervision. Computers must be used in a responsible, ethical, and legal manner. Students access the computer network and Internet for specific educational purposes only. Failure of your child to adhere to guidelines for the use of a computer, computer network, or Internet in ISD 191 will result in discipline action as outlined in the above section.

You, the parent, must understand that while network and Internet use in ISD 191 is a closely supervised activity, it is also an "open system" that does contain a small percentage of information and visual images that are not appropriate for school age students. Your child is responsible for not pursuing material that could be considered offensive. Although prohibited, it is possible for your child to purchase goods and services over the Internet and that these purchases could potentially result in unwanted financial obligations.

ISD 191 believes that the educational value of student network and Internet use is the joint responsibility of students, parents, and employees of the school district. With the cooperation of all, network and Internet use can truly be a worthwhile

educational experience. Please feel free to call teaching staff at ISD 191 to discuss any concerns you may have about your child's computer access.

If you wish, the School Board's Internet Policy and guidelines are available for review in each of the schools and at the Administrative Service Center. They can also be viewed on our District's Web Site at www.burnsville.k12.mn.us.

If parents or guardians have established a SchoolView online grading account, the district acceptable use policy requires all users to safeguard their user name and password. The account contains sensitive material and must be accessed in a responsible, ethical and legal manner.

BHS STUDENT ELECTRONIC LOCKER SPACE

All BHS students are given "*Electronic Locker Space*" on the ISD 191 server. *Electronic Lockers* give BHS students a reliable and convenient storage capability for their school related data files. This storage space can be accessed from any networked computer at BHS. *Electronic Lockers* remain school property and must be treated as such.

What Can Be Stored in BHS *Electronic Lockers*

School Related Work Only:

Work files-word processing, PowerPoint, Excel spreadsheet, student projects
Graphic files-(small and temporary) to be inserted in PowerPoint, Photo Shop, etc.
Research files-Internet notes; list of URLs

What CANNOT Be Stored in BHS *Electronic Lockers*

Personal graphic files-photographs, digital pictures

ANY music files-wav, mp3, etc.

Computer programs- exe files

Electronic Lockers will be swept periodically and unauthorized files will be removed without prior notification.

Student Electronic Lockers have size limits. If you run into a size limit and need more space for a specific project, ask your teacher to contact Tech Support for special arrangements.

Tech Services

Senior Campus – Mr. Lund, (952) 707–6047, tlund@burnsville.k12.mn.us

Main Campus – Mr. Oie, (952) 707–2369, roie@burnsville.k12.mn.us

ALL BACK-UP FILES ARE THE RESPONSIBILITY OF THE STUDENT. Students are encouraged to use USB flash drives to move files between home and school.

VI. GENERAL INFORMATION

BUS TRANSPORTATION

Students have the responsibility to follow rules and regulations published and disseminated by the District Transportation Department. Students are subject to orders of the bus driver while riding a school bus. Riding privileges may be restricted if a student demonstrates improper conduct at a bus stop or on the bus. Students registered by August will be assigned to a specific bus route. Information concerning the time and location of the bus stop will be mailed.

Students attending the SC will be required to ride the buses provided to transport students between campuses unless a parent submits a request to exempt the student from riding the bus.

Students who miss the bus to either campus will be assigned a supervised place to wait until they can obtain transportation to the other campus. These students will be marked absent for classes missed.

Some students will be allowed to drive to the SC and will be issued separate parking permits for that campus. Parents must submit a request to exempt the student from ISD 191 transportation before a parking permit will be issued.

Students with special scheduling concerns such as PSEO or other educational needs will receive first priority, followed by students who have established car pools. A limited number of daily permits will also be available. Penalties for abuse of driving privileges will include loss of permit to park at BHS main campus.

EMERGENCY FIRE AND TORNADO DRILLS

Schools are required to conduct fire drills during the school year so students learn to vacate a building in a quick and orderly manner in case of emergency. When the fire alarm sounds, each student should follow the directions posted in each classroom. Occupants should move a reasonable distance from the building.

The building tornado alarm is used when a tornado is near. No one may leave the building. When the alarm sounds, follow the directions posted in each classroom.

EMERGENCY SCHOOL CLOSING

Emergencies and severe weather conditions sometimes require that starting times be delayed or schools be closed. Here are ways for parents to obtain information when emergencies happen:

- E-mail news bulletin
- Receive an e-mail at home and/or work with emergency information.
- Subscribe to our e-mail news service (called eFormant) by going to the district website (www.isd191.org) or any school website.

Radio & Television Stations

Listen to local radio and TV stations for emergency information. They may mention only "Burnsville Public Schools" or "Burnsville District 191," but this means all schools in District 191 (in Burnsville, Eagan and Savage) are affected.

Web Site

Log on to the district web site (www.isd191.org) or the website of any school in the district to see if notices are posted about emergency closings. *If you do not see a special message that means that schools will be operating as usual.*

FUNDRAISING

All fundraising activities must have administrative approval.

LOST AND FOUND

Check at the main office for lost and found articles. Putting names on all articles brought to school may facilitate their return. Articles not claimed within three weeks of being placed in "lost and found" shall be given to a local charitable activity.

LOCKERS

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct inspection of the interior of lockers at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or 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, as well as kept in good condition. Theft from lockers should be reported immediately to the police liaison officer or main office. All lockers are school property and may be opened at any time by school officials.

Corridor lockers are provided for all students. Students will be assigned to the same locker for three years. Students should not tell anyone their locker combination. If a locker is not operating properly, report it to the attendance desk.

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 by 2:00 p.m. on the second to last day of every semester. If a student is not in school that day, it is the student's responsibility to call the teacher to report his/her absence. If this procedure is not followed, the school will not assume responsibility for the return or condition of student equipment or clothing.

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

There will be no availability of lockers at the Senior Campus

LUNCHROOM

1. Hot lunch is available. The snack bar serves ala carte-type lunches. All lunches must be eaten in the lunchroom. This includes food purchased at the snack bar

and lunch brought to school. All persons eating in the lunchroom are required to discard garbage in the trash barrel and return trays to the proper dispensers. Acceptable conduct is expected in the lunchroom at all times.

There will be no hot lunch program available at the Senior Campus.

2. Open campus during lunch is available to seniors only. All other students will eat in the cafeteria.

The campus is open during lunch to senior students only subject to the following:

- A. Any parent may request, in writing, that their son or daughter remain on campus during lunch.
- B. Administration may restrict a student from leaving campus during lunch for violating Code of Conduct behavior relating to student parking lot, student vehicle use on campus, and/or disruptive/disorderly behavior on or off campus during lunch.

A student restricted from leaving campus during lunch for any of the reasons listed above will report to a designated lunch room supervisor and shall remain in the cafeteria throughout the lunch period.

PARKING

Students who drive a motor vehicle to school are required to purchase a parking permit. All permits are issued on the condition that all information provided on the application is true and accurate and remains accurate throughout the duration of the permit.

Students may only park in the lot south/front lot of the school. Students should not park in any area reserved for staff, visitors, or handicapped. Parking on the lawn, median, curb, or fire lane is not permitted. **Consequences for not following parking regulations are listed on the permit application. These consequences include, but are not limited to, assessment of fines, revocation of privileges, application of wheel lock on vehicle, or towing of vehicle at car owner's expense.**

Inappropriate driving or conduct involving a vehicle may result in the forfeiture of the privilege of parking on school property. Vehicles may not be used, except during lunch period, without parent and school permission.

Students who bring vehicles to school do so at their own risk. The school is not responsible for the safety of these vehicles or the contents of the vehicles.

Accidents, thefts, and property damage are matters which should be reported to the police.

The school district may use canine units in the parking lot as a means to deter the use and possession of illegal/dangerous substances. Vehicles in the parking lot may be searched or impounded if deemed suspicious by school officials. Students are reminded that they are personally responsible for all contents in their vehicles parked on school grounds.

Students may park vehicles in the area designated for Technology Education student parking provided arrangements are made with their instructor.

Students who attend classes at the Dakota County Secondary Technical Center are required to have a permit to drive a vehicle signed by administration. Bus transportation is also available to Dakota County Technical College.

PARKING--MAIN CAMPUS

The parking lot exits have certain vehicle requirements at dismissal time:

1. All buses exit in front of building at 2:20 p.m.

PARKING--SENIOR CAMPUS

There will be limited student parking available at the Senior Campus in designated areas only. One way traffic; enter on east and exit on west.

PICTURES

A professional photographer will take pictures of all sophomores and juniors. Students may purchase these pictures if they wish but are not required to do so. Students are encouraged to have pictures taken although they do not intend to purchase them; they are needed for the yearbook. **Pictures will be taken during the August orientation sessions.**

POSTERS

Activity groups may publicize their events by placing posters in the building. Posters need to be approved by the administrator in charge of activities. Posters for outside businesses or events also need approval. Please follow the posting and removal guidelines as well as the approved fastening devices and adhesives.

VISITORS

Burnsville High School requires all visitors that enter the building to first stop at a security counter immediately inside the front entrance doors to check-in. Visitors will be asked for a photo ID that will be scanned using Raptor, a school security software program. Visitors will be asked to state a reason for being present in the building. Visitors with appropriate business to conduct will be issued a visitor sticker and allowed entry to the building. All others are requested to leave. Police will be contacted when individuals refuse to follow these procedures and/or refuse to leave the building upon request of school staff and may be trespassed from the property.

SCHOOL DAY SCHEDULE MAIN CAMPUS

(Buses for SC depart at 7:20 a.m. & 11:24 a.m.)

Bus arrival by 7:20 a.m., warning bell at 7:28 a.m.

PERIOD	TIME
1	7:33 - 8:20
2	8:25 - 9:12
3	9:17 - 10:04
4	10:09 - 10:59 (Class)
4A	10:09 - 10:34 (A Lunch)
	10:39 - 11:29 (Class)
4B	10:09 - 10:34 (Class)
	10:34 - 10:59 (B Lunch)
	11:04 - 11:29 (Class)
4C	11:04 - 11:29 (C Lunch)
5	11:34 - 12:24 (Class)
5D	11:04 - 11:29 (Class)
	11:29 - 11:54 (D Lunch)
	11:59 - 12:24 (Class)
5E	11:04 - 11:54 (Class)
	11:59 - 12:24 (E Lunch)
6	12:30 - 1:17
7	1:22 - 2:09

Bus departure is at 2:20 p.m.

SCHOOL DAY SCHEDULE SENIOR CAMPUS

(Bus departure for MC is at 11:00 a.m. & 2:07 p.m.)

Bus arrival by 7:30 a.m.

PERIOD	TIME
1	7:33 - 8:21
2	8:24 - 9:12
3	9:15 - 10:03
4	10:06 - 10:54
5	11:37 - 12:24
6	12:27 - 1:14
7	1:17 - 2:04

SCHOOL DAY SCHEDULE ENVISION ACADEMY OF THE ARTS

(Bus departs to Performing Arts Center from MC at 12:30 p.m.)

PERIOD	TIME
6	12:40 - 1:28
7	1:33 - 2:21
BREAK	
8	2:36 - 3:24
9	3:29 - 4:17

Bus departs at 4:30 pm



TO: Members, Board of Education Agenda IV.B
August 5, 2010

FROM: Randy Clegg, Superintendent

DATE: July 29, 2010

RE: Board Meeting Dates

Recommendation: That the Board of Education approve that all regular meetings of the Board of Education commence at 6:30 p.m. on the dates noted below with meetings conducted at the Diamondhead Education Center Senior Campus Commons and cablecast.

January 20, 2011	March 3	April 21	June 2
February 3	March 17	May 5	June 16
February 17	April 7	May 19	

Meetings of the Board of Education are traditionally held on the first and third Thursdays of each month and are approved for a period of one calendar year at the Annual Organization of the Board in January.

To accommodate the creation of the district calendar and other planning processes, we are recommending the approval of Board meeting dates through the end of the 2010-2011 school year (January 20 through June 16, 2011).



**AGENDA IV-C
August 5, 2010**

TO: Members, Board of Education

FROM: Lisa K. Rider, Executive Director of Business Services

DATE: August 5, 2010

RE: 10-Year Alternative Facilities Plan

RECOMMENDATION: That the Board of Education authorize administration to submit an updated 10-Year Alternative Facilities Plan to the Department of Education which details the deferred maintenance projects to be completed over the next 10 years through a combination of bond proceeds and pay-as-you-go levies funded through the Alternative Facilities Levy and Bonding authority.

As part of the districts' participation in the states Alternative Facilities Levy and Bonding program, an updated 10-year deferred maintenance plan must be submitted for approval on an annual basis. Attached please find a copy of this updated plan.

This is a continuing program which allows the district to levy and bond for deferred maintenance projects. If the school board concurs with the 10-year alternative facilities plan, the plan would be submitted to the Minnesota Department of Education for approval. Upon receiving approval, the district would then be in a position to submit a proposal for the Commissioner's Review and Comment, solicit bids, sell bonds and levy property taxes to support the debt schedule.

As you may recall, this 10-year plan was initiated by a report from the Facilities Task Force presented to the School Board in January, 2010. The plan includes modifications of a 3 year project for deferred maintenance to the High School and smaller projects at various other sites.

I would recommend approval of this updated plan.

Attachments: 10-Year Alternative Facilities Plan

ISD 191 Burnsville-Eagan-Savage Alternative Facilities Proposed 10 Year Plan

			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Construction Totals -			\$6,216,500	\$9,067,500	\$13,216,500	\$1,372,500	\$1,267,500	\$1,327,500	\$1,371,200	\$1,323,194	\$1,365,500	\$1,347,300
Project Totals			\$6,838,150	\$9,974,250	\$14,538,150	\$1,509,750	\$1,394,250	\$1,460,250	\$1,508,320	\$1,480,513	\$1,502,050	\$1,492,030
PROGRAM NAME		DESCRIPTION OF PROJECT										
Project Management												
	Districtwide	Architect/ Engineering (10%)	\$621,650	\$906,750	\$1,321,650	\$137,250	\$126,750	\$132,750	\$137,120	\$132,319	\$136,550	\$134,730
	Districtwide	Engineering/ Management Plan Study (Hardscapes)								\$25,000		
	Districtwide	Engineering/ Management Plan Study (Exterior Walls)										\$10,000
Roofing (\$12.00 per square foot)												
	Burnsville HS	Re-roof (areas & square footage)			\$2,000,000						\$500,000	
	Diamondhead Ed Center	Re-roof (981 squares)			\$981,000							
Painting												
	Harriet Bishop ES	Paint light stands in the parking lot	\$5,000									
	Nicollet JH	Re-spray Texture in the media center/ Repaint interior					\$90,000					
Flooring												
	Eagle Ridge JH	Replace Flooring (1996) entry ways & stairs	\$100,000									
	Eagle Ridge JH	Carpet Replacement (1/2) (1996)										\$904,800
	Harriet Bishop ES	Carpet Replacement (1/2) (1996)								\$350,000		
	Harriet Bishop ES	Carpet Replacement (1/2) (1996)									\$350,000	
	Nicollet JH	Replace carpet throughout building								\$396,694		
Plumbing												
	Hidden Valley ES	Water Softener, Water Cooler, Auto Flushers,								\$117,000		
	MW Savage	Sprinkle remainder of the building (Fire safety)								\$150,000		
	Nicollet JH	Drinking fountains, Auto flushers, Wash stations, Bathrooms				\$250,000						
Electrical												
	Eagle Ridge JH	Replace corroded pool controls/Filter Room			\$8,000							
	Nicollet JH	Replace outdated electrical distribution panels/Install fire horn strobes in instructional spaces							\$231,700			
Electronics												
	Nicollet JH	Replace Intercom System		\$40,000								
Hardscape												
	Districtwide	Concrete Replacement	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	Metcalfe JH	Parking Lot/ sidewalk Reconstruction				\$750,000						
	Nicollet JH	Repair Loading Dock & Curbs									\$115,000	
	Hidden Valley ES	Bituminous overlay, sidewalk and landscaping replacement (120,800 SF).										\$350,000
	Diamondhead Ed Center	Bituminous overlay, sidewalk and landscaping replacement (lower level)							\$400,000			

ISD 191 Burnsville-Eagan-Savage Alternative Facilities Proposed 10 Year Plan

			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grounds/ Fields												
	Burnsville HS	Replace irrigation						\$100,000				
	Burnsville HS	Re-surface Track									\$50,000	
HVAC												
	Hidden Valley ES	Update EMS / Re-commission HVAC/ Replace DX Piping insulation		\$200,000								
	MW Savage ES	Boiler Replacement			\$350,000							
	MW Savage ES	Hydronic Heat throughout building Remove steam heat/and forced air furnace heat. Ad DDC controls through the whole building.		\$250,000								
	Harriet Bishop ES	Re-commission HVAC/ Additional Exhaust to Media workroom and Administration copy room to prevent overheating.								\$172,000		
Windows												
	Gideon Pond ES	Window Repairs/ Replacement	\$50,000									
	Sioux Trail ES	Window Repairs/ Replacement	\$50,000									
	Vista View ES	Window Repairs/ Replacement	\$50,000									
ADA												
	Burnsville HS	ADA Pool Lift									\$40,000	
Gyms/ Pools												
	Burnsville HS	Replace Pool Filtration System	\$75,000									
	Eagle Ridge JH	Replace corroded pool controls/Filter Room									\$8,000	
	Nicollet JH	Refurbish Phy Ed and athletic locker rooms floor, wall, ceiling and locker replacement.							\$712,000			
	Nicollet JH	Remove dividing wall and replace with a curtain										\$40,000
Renovations												
	Burnsville HS	Renovation (HVAC, Plumbing, Flooring, Etc)	\$5,000,000	\$8,000,000	\$9,000,000							
	Districtwide	Replace Main Entry Doors (SO, HV, HB, NJH, ERJH)	\$150,000									
	Sky Oaks ES	Renovation (HVAC, Plumbing, Flooring, Etc)					\$ 500,000	\$ 500,000				
	Diamondhead ED Center	Renovation lower level (HVAC, Plumbing, Flooring, Etc)		\$500,000	\$850,000							
	Nicollet JH	Renovation (HVAC, Plumbing, Flooring, Science, Etc)					\$650,000	\$700,000				
	Nicollet JH	Replace p-lam doors with HM.				\$345,000						
	Eagle Ridge JH	Replace Student Lockers/Fill holes where fire cabinets used to be									\$175,000	
Theater/ Elevators & Portables												
	Districtwide	Remove Portables (EN, GP, ST, VV & WB) (total of 13)	\$150,000									
	Administrative Service Cent	Elevator code upgrades (door restrictors)	\$3,000									
	Burnsville HS	Mraz Center - Lighting Replacement	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500

ISD 191 Burnsville-Eagan-Savage Alternative Facilities Proposed 10 Year Plan

			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Burnsville HS	Mraz Center - Theater Seat Replacement (# of seats?)								\$110,000		
	Burnsville HS	Elevator code upgrades (Freight Elevator)	\$30,000									
	Burnsville HS	Elevator code upgrades (Media Elevator)	\$3,000									
	Metcalfe JH	Update the Elevator	\$130,000									
	Nicollet JH	Update the Elevator	\$130,000									
	Sky Oaks ES	Elevator code upgrades	\$33,000									
Exterior Walls												
	Burnsville HS	Re-caulk/ Brick Replacement	\$80,000									
	Nicollet JH	Re-caulk control joints	\$75,000									
	Metcalfe JH	Re-caulk control joints	\$75,000									
	Eagle Ridge JH	Re-caulk control joints									\$100,000	
	Edward Neill ES	Repair concrete base under windows		\$25,000								
	Rahn ES	Repair concrete base under windows										\$25,000
	William Byrne ES	Repair concrete base under windows		\$25,000								

Facilities Utilization Taskforce List of Priorities -

highlighted items are currently part of the Alternative Facilities 10-year plan

Highest Priorities		
1	District	Upgrade technology infrastructure, hardware & software
2	High School	Science labs - larger labs; replace fixtures & equipment.; appropriate number of labs
3	Elementary	Remove portables
4	Elementary	Enclose open-ended classrooms
5	District	Secure all main entries with controlled access
6	High School	Improve security (intrusion detection, card access)
7	High School	Building-wide upgrades
8	Elementary	Entryway upgrades for security
9	High School	Upgrade / Enlarge cafeteria (redesign = deferred maintenance)
10	Junior High	Upgrade lighting; artificial (and natural) light
Medium Priorities		
11	High School	Create standards / equity among all classrooms
12	Junior High	Upgrade older buildings (flooring, casework, doors, hvac, ect.)
13	Elementary	Standardize classrooms; quantity and size
14	Junior High	Create equity among Junior High Schools
15	High School	Improve access to the main office / building circulation /way finding
16	Junior High	Redesign & standardize Tech Ed areas
17	High School	Upgrade lighting; artificial (and natural) light
18	High School	Upgrade older building (flooring, casework, doors, hvac, lighting, ect.)
19	Junior High	Redesign & standardize Media Center
20	High School	Additional gymnasium & activities areas
21	High School	Provide ADA accessibility building wide
22	Junior High	Replace chalkboards with markerboards
23	Elementary	Larger conference rooms (suitable for instruction of small groups)
24	Elementary	Upgrade older buildings (flooring, casework, doors, hvac, ect.)
25	Junior High	New lockers / redesign layout
Lowest Priorities		
26	Elementary	Standardize & upgrade technology infrastructure, hardware & software
27	Elementary	Standardize spaces for all buuildings (i.e. preforming arts space, art, music, ect)
28	Junior High	Standardize & upgrade technology infrastructure, hardware & software
29	Junior High	Repair & Modify parking lots (external trffic flow, striping, bituminous repairs
30	Junior High	Additional gymnasium space
31	Junior High	Improve student circulation at stairs
32	Junior High	Redesign & standardize music classrooms (preforming arts)
33	High School	Upgrade technology infrastructure, hardware & software
34	High School	Redisign / refurbish classroom sizes

35	District	Improve / consistent district "branding" (i.e. signage)
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**AGENDA IV-D
August 5, 2010**

TO: Members, Board of Education

FROM: Lisa K. Rider, Executive Director of Business Services

DATE: August 5, 2010

RE: Proposal for Review & Comment – Facility Improvement Plan

RECOMMENDATION: That the Board of Education approve the proposal for Review & Comment dated July 5, 2010 pertaining to facility improvement projects to be completed in fiscal years 2011 through 2013.

Annually, the Board of Education approves a Ten-year Alternative Facilities Plan for cyclical maintenance projects. The plan proposed includes needs identified in the Facility Task Force Report provided to the Board of Education in January. All projects included in the plan are eligible for Alternative Facility Levy and Bonding Authority. The Ten-Year Alternative Facilities Plan includes the Burnsville High School project that exceeds \$1.4 million dollars. Projects of this type require submission to the Commissioner of Education for "Review & Comment". The Review & Comment is being finalized and will be sent via e-mail to all board members prior to the board meeting, and available for the public at the August 5th board meeting. We are also working with our fiscal consultant, Elhers & Associates, to develop the bond financing plan for these projects as well as those to follow in subsequent years.

I recommend the Board of Education approve the submission of the Review and Comment to the Commissioner of Education for approval.

REVIEW AND COMMENT

Submittal for
Burnsville High School Deferred Maintenance Projects
FY 2012-2014



Burnsville-Eagan-Savage Schools
Independent School District 191
August 5, 2010

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• A capitalization schedule, showing sources and of funds for the 2011 bonds.	
• Detailed schedules showing estimated payments and tax levies for the existing debt, other capital levies, and all planned future alternative facilities bond issues.	
• A schedule showing the tax impact of issuing these bonds, in combination with all of the district's other dept and capital-related levies.	

Review and Comment

District: Burnsville-Eagan-Savage School District ISD #191

- Section 1. The geographic area and population to be served,**
- a. preschool through grade 12 student enrollment for the past five years, and**
 - b. student enrollment projections for the next five years.**

The Burnsville-Eagan-Savage School District is located in the southern suburban area of the Twin Cities of Minneapolis and St. Paul. The district serves a total population of 66,158 in the cities of Burnsville, Eagan, Savage, Apple Valley, and Shakopee. The district covers 37 square miles and is located in both Dakota and Scott Counties.

Additional descriptive characteristics of the district include:

- 14th largest school district in the state.
- 53 years ago, the school district was founded.
- 9,897 (ADM) students in K through 12.
- 1,450 employees making the district the largest employer in Burnsville.
- 75% of our teachers have a Master's Degree or other advanced degree.
- 10 elementary schools (grades K-6).
- 3 junior high schools (7-9).
- 1 high school (10-12) and 1 alternative program.
- 4 Magnet schools/programs - STEM (Science, Technology, Engineering and Math) at William Byrne Elementary and Metcalf Junior High, Gifted and Talented at Harriet Bishop Elementary and Envision Academy of the Arts, a performing arts school for grades 9-12 at the Burnsville Performing Arts Center. A Gifted and Talented program opens at Eagle Ridge Junior High in Fall 2010.

See Appendix A for a map of ISD 191 schools and boundaries.

The historical enrollments for the Burnsville-Eagan Savage ISD 191 are as follows:

ENROLLMENT										
Grade	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
K	924	829	856	794	852	833	805	763	757	763
1	916	916	869	834	785	800	803	766	748	771
2	882	895	892	853	823	739	783	786	737	731
3	934	875	878	868	822	774	724	762	785	709
4	929	878	875	870	837	776	741	719	727	778
5	909	921	872	864	838	828	773	762	714	709
6	816	907	937	875	863	828	819	762	763	717
7	891	816	901	922	838	822	804	808	764	745
8	895	889	811	877	913	817	810	802	814	761
9	878	906	900	824	901	906	808	825	820	811
10	822	871	902	860	804	897	899	833	829	815
11	843	809	882	894	853	805	874	902	817	811
12	828	862	859	908	912	876	856	909	961	878
Total	11,467	11,374	11,434	11,243	11,041	10,701	10,499	10,399	10,236	9,999

Note: Excludes early childhood but includes the ALC
Source: Burnsville-Eagan-Savage School District

The projected enrollments on a high to low continuum as provided by Hazel Reinhardt Consulting Services, published January 2010 for the next ten years, are presented in the following table. Please note that from FY10 through FY15 total enrollments decline under each scenario.

ENROLLMENT PROJECTIONS

Year	Low K Low Mig	High K Low Mig	Low K High Migration	High K High Mig
2008-09	9,999	9,999	9,999	9,999
2009-10	9,793	9,793	9,861	9,861
2010-11	9,602	9,602	9,729	9,729
2011-12	9,410	9,410	9,594	9,594
2012-13	9,227	9,227	9,459	9,459
2013-14	9,103	9,108	9,375	9,380
2014-15	9,001	9,022	9,306	9,327
2015-16	8,941	8,990	9,272	9,321
2016-17	8,901	8,979	9,253	9,331
2017-18	8,789	8,898	9,155	9,265
2018-19	8,766	8,910	9,145	9,291

The kindergarten projections supporting the base for the K-12 projections show stability over the five-year period ranging from 746 to 766, but not growth.

Summary

- In the next ten years, BES Public School enrollment will continue to decline; however,
 - Elementary school (K-6) decline is nearly over.
 - Junior high school enrollment will continue to decline in the next ten years.
 - Senior high school enrollment will experience the sharpest decline.
- BES Public School enrollment decline results from the size differences in previous birth cohorts, the age of the district's adult population and net out migration.
 - Future net out migration, whether the result of education choices or moving out of the district, will have a major effect on BES Public School enrollment.

Section 2. A list of existing school facilities

- a. by year constructed,
- b. their uses, and
- c. an assessment of the extent to which alternate facilities are available within school district boundaries and in adjacent school districts.

The following is the list of the Burnsville-Eagan-Savage Schools:

School	Year Built	Use	Capacities ** (w/o Portables or Dist. Programs)
Marion Savage El.	1950 (addn '54,'57, '61,'63,'65,'71*, '90,'92)	K-6	575
Vista View El.	1963 (addn '71*, 95)	K-6	525
Sioux Trail El.	1964 (addn '64,'71*, '95)	K-6	525
Gideon Pond El.	1965 ('76, '95	K-6	525
William Byrne El.	1967 (addn '71*, '95)	K-6	475
Edward Neill El.	1968 (add '76 '95)	K-6	500
Rahn El.	1969 (addn '95)	K-6	525
Sky Oaks El.	1975	K-6	650
Hidden Valley El.	1989	K-6	675
Harriet Bishop El.	1996	K-6	650
John Metcalf Jr.Hi.	1966	7-9	825
Nicollet Jr.Hi.	1970 (addn '95)	7-9	950
Eagle Ridge Jr.Hi.	1996	7-9	875
Burnsville High Sch.	1955 (addn '55 '58 '62 '71 '76 '77 '80 '93 '98	10-12	2860
BHS Senior Campus	-----	12	560 (included in H.S. total)
Diamondhead Education Center	1971	Multiple Programs	
Administrative Services Center	1978	Administration	
Cedar School	1961	ALC/EBD	

**Portable*

***Capacity is listed as of the initial data considered during the facility study of 2009, published in January 2010.*

The Burnsville-Eagan-Savage School District completed a community based Facility Utilization study from January through December 2009 that included a capacity study and use study of all facilities within the district. The work proposed in the present Review and Comment submission to

the Commissioner is for deferred maintenance and upgrade work for Burnsville Senior High School to be funded through alternative facilities bonds. The Burnsville High School student population is served well by the current school and school location. Capacities and facility availabilities in contiguous school districts is negated by the enrollment needs in those districts and the cost inefficiencies posed by location.

Section 3. A list of specific deficiencies of the facility

- a. demonstrating the need for a new or renovated facility to be provided,**
- b. a list of specific benefits that the new or renovated facility will provide to**
 - i. students,**
 - ii. teachers, and**
 - iii. community users served by the facility.**

As a part of the Facilities Utilization Taskforce work, ATS&R Planners/Architects/Engineers reviewed the condition of each school in the district. The deferred maintenance work proposed at Burnsville high School will help keep this building a viable facility for students, staff and the community.

The deficiencies of the facility include:

- Partial roof replacement
- Plumbing fixture and infrastructure replacement
- HVAC upgrades including replacement of unit ventilators with central air handling units
- Steam piping replacement and extension of hot water heating system including connection to hot water boiler installed in 2009.
- Flooring replacement
- Ceiling replacement
- Classroom and science casework replacement
- Demountable wall replacement
- Window and skylight replacement
- Fire alarm system replacement
- Kitchen and serving equipment replacement
- Chalkboard replacement (with markerboards)
- Domestic water line replacement
- Refurbishing of existing air handling units
- Student locker replacement
- Toilet room floor finish, wall finish and plumbing fixture replacement

Section 4. The relationship of the project to any priorities established by

- a. the school district,**
- b. educational cooperatives that provide support services, or**
- c. other public bodies in the service area.**

The proposed improvements to Burnsville Senior High School are a result of an extensive district-wide facility study and are integral to the priorities established in the ten-year facilities improvement plan. In the fall of 2008, the ISD 191 School Board established and gave charge to a community task force to:

“ . . . for the purpose of reviewing district educational facilities, their condition and utilization, enrollment trends and attendance boundaries, and developing recommendations for any changes for modifications.”

The District 191 Board of Education asked the 2009 Facilities Utilization Taskforce to consider the following as they developed a set of recommendations for the efficient use of facilities:

- Instructional programs and services provided by the district;
- Short and long-term educational goals of the district;
- Efficient and effective utilization of district resources;
- History of the district, including the political history and trends impacting educational programs;
- A community analysis including:
 - Community zoning and land usage;
 - Business and residential development;
 - Tax base and community resources;
 - Water and sewage service expansion and/or development;
 - Private, parochial and charter schools;
 - Institutions of higher education;
 - Local income levels, age, educational levels;
- An analysis of the current educational facilities including the following factors
 - Analysis of the use, capacity, and condition of each facility;
 - State building standards;
 - State Education Code;
 - State Educational Standards;
 - Federal accessibility requirements;
 - Student capacity based on desired pupil-teacher ratios;
 - Student capacity based on current district program requirements;
 - Grade configurations;
 - Adequacy of existing facilities to support the educational goals of the district;
 - Campus crime prevention through environmental design;
 - Financial capacity of the district to operate and maintain it's educational and support facilities.
- An analysis of current enrollment patterns and forecasted enrollment trends including the following factors:
 - Factual information regarding student enrollments including historic trends;
 - Kindergarten enrollments, movement into and out of the district;
 - Future enrollment projections;
 - Community demographics;
 - The efficient use of each school facility;
 - Class size goal established by the Board of Education;
 - Logical grade configuration to support academic programs and learning;
 - Safety issues resulting from walking and traffic patterns;
 - A review of residential housing patterns;
 - Logical or natural boundaries;
 - Maximizing the ethnic and socio-economic enrollment balance of each school;
 - Minimizing the need for required school bus transportation and the time students must be on a bus;
 - Minimizing the movement of students from current school attendance boundaries;

- Eliminating any “islands” or “fingers” that isolate distinct areas of the community from a broader attendance boundary

Beginning in January of 2009 and concluding in December of 2009, over 68 community and staff of the BES community conducted the necessary studies. Needs and solutions were studied and assigned priorities. The priority facility needs for the high school were as follows:

- H1 H.S. - Science Labs - creates larger labs; replace fixtures & equipment
- H2 H.S. - Upgrade technology infrastructure, hardware & software
- H3 H.S. - Upgrade older building (flooring, casework, doors, HVAC, lighting, etc.)
- H4 H.S. - Redesign/refurbish classroom sizes
- H5 H.S. - Additional gymnasium & activities areas
- H6 H.S. - Upgrade lighting; artificial (and natural) light, lighting fixture, skylight and window replacement
- H7 H.S. - Improve access to main office / building circulation / way finding / ADA access
- H8 H.S. - Create standards / equity among all classrooms
- H9 H.S. - Provide ADA accessibility building-wide
- H10 H.S. - Upgrade / enlarge cafeteria
- H11 H.S. - Improve security (intrusion detection, card access)

The present proposal address these needs as they relate to the charge of the School Board to the Taskforce, the ten year facility plan (also included as a part of this Review and Comment submission), and the intent to use Alternative Facility Bonds to fund the eligible improvements. The highlighted (bold) items on the following list identifies those deferred maintenance items that are eligible for Alternative Facility funding and will be address in this project:

- H1 H.S. - Science Labs - creates larger labs; replace fixtures & equipment**
- H2 H.S. - Upgrade technology infrastructure, hardware & software
- H3 H.S. - Upgrade older building (flooring, casework, doors, HVAC, lighting, etc.)**
- H4 H.S. - Redesign/refurbish classroom sizes**
- H5 H.S. - Additional gymnasium & activities areas
- H6 H.S. - Upgrade lighting; artificial (and natural) light, **lighting fixture, skylight and window replacement**
- H7 H.S. - Improve access to main office / bldg. circulation / way finding / ADA access**
- H8 H.S. - Create standards / equity among all classrooms
- H9 H.S. - Provide ADA accessibility building-wide**
- H10 H.S. - Upgrade / enlarge cafeteria**
- H11 H.S. - Improve security (intrusion detection, card access)

The charge from the School Board to the Taskforce, the comprehensive and integrated work of the Taskforce, and the resulting recommendations and ten-year plan including the proposed work for Burnsville High School constitute a thorough alignment of proposed improvements to district priorities and goals.

Section 5. A description of pedestrian, bicycle and transit connections that make it easier for children, teachers and parents to get to school by walking, bicycling and taking transit.

Although Burnsville High School was originally constructed 55 years ago, the placement continues to serve the 76 square mile service area of the school district. The school is located on 57.07 acres in the north-central quadrant of the district. No changes in the location of the school or in the grade levels served are proposed in the high school facility improvements.

Section 6. A specification of how the project will

- a. maximize the opportunity for cooperative use of existing park, recreation, and other**
- b. public facilities, and**
- c. how the project will increase collaboration with other governmental or nonprofit entities.**

The district has and will continue to make its buildings available to other governmental and non-profit entities when they are not being used for school district purposes. Through the Burnsville Community Education Programs, cooperative use of the facility with the city, recreation and youth programs and the general public have always been a part of the high school mission. As with any high school, the school is a source of community focus and involvement. The proposed changes will enhance the facilities for both students and general community. As noted by Dr. Clegg, *“The school is a busy place — not only during the school day but with after-school extra-curricular activities, evening community education classes and weekend community events.”*

The district also works with the cities in which the schools are located to partner together sharing adjacent parks for the school curriculum and recreational uses as well as utilizing district play fields and outdoor space for use by the park districts and other athletic organizations.

Section 7. A narrative description of the project, including

- a. specifications of site and outdoor space acreage as provided in the Guide for Planning**
- b. School Construction Projects in Minnesota. Only usable acreage should be included,**
- c. square footage allocations for new and converted classrooms, including labs and support**
- d. spaces,**
- e. a floor plan of the project, if applicable,**
- f. estimated expenditures in reasonable detail for the project, and**
- g. date(s) the project will begin and be completed.**

The project consists of addressing the deferred maintenance needs at Burnsville High School as identified in Section 3 of this document.

Estimated expenditures for the major portions of the project are as follows (Note: numbers have been rounded from detailed spread sheet):

<u>Burnsville High School</u>	<u>FY 2011-12</u>	<u>FY 2012-13</u>	<u>FY 2013-14</u>	<u>Total</u>
Subtotal Construction Cost	\$4,620,000	\$7,330,000	\$10,050,000	\$22,000,000
Contingency (10%)	<u>\$460,000</u>	<u>\$730,000</u>	<u>\$1,000,000</u>	<u>\$2,190,000</u>
Total Construction Cost	\$5,080,000	\$8,060,000	\$11,050,000	\$24,190,000
Fees, Testing, Permits, etc...	<u>\$470,000</u>	<u>\$740,000</u>	<u>\$1,000,000</u>	<u>\$2,210,000</u>
Total Project Cost	\$5,550,000	\$8,800,000	\$12,050,000	\$26,400,000

Alternative Funding

Course Code	Fund	Fnl. Pr.	Fiscal Year	Individual Building	Deferred Maint, H&S or Disabled Access	Description of Work	Amount
AF		1	2012	Burnsville HS	Deferred Maint	replace vat w/ vt & base at science & math classrooms (except D122), E145, E161, room at mid-landing of west stair by D226, M101, M102 - 28222 sf	\$ 222,723
AF		1	2012	Burnsville HS	Deferred Maint	Replace corridor lighting in science and tec educational areas; also exit and egress lighting to conform to codes. (confirm scope - corridors only?) - 1 ls	\$ 131,947
AF		1	2012	Burnsville HS	Deferred Maint	Refurbish (3) Gym Air Handlers, (1) Gymnastics and (1) Gym Entry Air Handler (a) - 1 ls	\$ 324,523
AF		1	2012	Burnsville HS	Deferred Maint	Refurbish Shop Air Handlers (c) - 1 ls	\$ 585,942
AF		1	2012	Burnsville HS	Deferred Maint	Refurbish Central Air Handlers S10,14,15,40 thru 45 (mezzaines D23 and E200) (b) - 1 ls	\$ 520,700
AF		1	2012	Burnsville HS	Deferred Maint	Recommission/commission (a) - 1 ls	\$ 117,773
AF		1	2012	Burnsville HS	Deferred Maint	Replace steam piping with hot water to East portion Gym/Auditorium/Pool/Office (a) - 1 ls	\$ 788,192
AF		1	2012	Burnsville HS	Deferred Maint	Repair delaminating kitchen toilet/break room door and dishroom door - 2 ea	\$ 3,150
AF		1	2012	Burnsville HS	Deferred Maint	replace freight elevator w/ accessible elevator / cab in existing shaft - 1 ls	\$ 168,505
AF		1	2012	Burnsville HS	Deferred Maint	replace classroom chalkboards / tackboards with markerboard / tackboard (no smartboard) - all classrooms (68) - 15232 sf	\$ 665,919
AF		1	2012	Burnsville HS	Deferred Maint	replace student corridor lockers & kitchen staff lockers older than 25 years (need 2200 - w/ locs. for all to be single tier) - 2200 ea	\$ 728,912
AF		1	2012	Burnsville HS	Deferred Maint	Replace two section refrigerator - 1 ea	\$ 11,924
AF		1	2012	Burnsville HS	Deferred Maint	Add handwashing sink in serving area near kitchen (verify if done) - 1 ea	\$ 675
AF		1	2012	Burnsville HS	Deferred Maint	Provide stainless steel panels behind cooking batteries - 37 lf	\$ 5,624
AF		1	2012	Burnsville HS	Deferred Maint	Replace kitchen exhaust ventilators - 32 lf	\$ 95,726
AF		1	2012	Burnsville HS	Deferred Maint	Replace rusted prep sink, scullery sink & work table legs and cross rails - 3 ls	\$ 1,350
AF		1	2012	Burnsville HS	Deferred Maint	Replace rusted painted cabinet above prep sink & in baking area - 2 ea	\$ 10,799
AF		1	2012	Burnsville HS	Deferred Maint	Provide stainless steel corner guards in dishroom - 4 ea	\$ 225
AF		1	2012	Burnsville HS	Deferred Maint	Replace high flow/ low pressure spray rinse head w/ high pressure/low flow head - 2 ea	\$ 112
AF		1	2012	Burnsville HS	Deferred Maint	Cover exposed wood at tray slides and damaged front panels of serving units - 20 ea	\$ 1,462
AF		1	2012	Burnsville HS	Deferred Maint	Caulk at wall shelf near hand sink at remote serving area - 1 ea	\$ 112
AF		1	2012	Burnsville HS	Deferred Maint	Replace deteriorated freezer - 220 sf	\$ 170,642
AF		1	2012	Burnsville HS	Deferred Maint	Replace cooler evaporator fan guards - 2 ls	\$ 337
AF		1	2012	Burnsville HS	Deferred Maint	Provide door closure on cooler door - 1 ls	\$ 337
AF		1	2012	Burnsville HS	Deferred Maint	Replace torn/ripped cooler door gasket - 1 ls	\$ 450
AF		1	2012	Burnsville HS	Deferred Maint	Clean and paint peeling condensate piping in cooler - 1 ls	\$ 112
AF		1	2012	Burnsville HS	Deferred Maint	Replace rusted cooler ceiling panels - 120 sf	\$ 20,585
AF		1	2012	Burnsville HS	Deferred Maint	Replace & relocate water cooled condensing unit for cooler and freezer - 2 ls	\$ 44,995
Sub Total Construction Cost							\$ 4,623,753
Contingency (10%)							\$ 462,375
Total Construction Cost							\$ 5,086,129
Fees / Testing / Permits / Printing							\$ 462,375
Total Project Cost							\$ 5,548,504

Alternative Funding

Course Code	Fund	Fnl. Pr.	Fiscal Year	Individual Building	Deferred Maint, H&S or Disabled Access	Description of Work	Amount
AF		1	2013	Burnsville HS	Deferred Maint	Install gas shut off at kitchen hood and convection oven - 1 ls	\$ 2,106
AF		1	2013	Burnsville HS	Deferred Maint	Replace faucet at scullery sink, provide backflow preventer at dishroom hose reel& pot filler - 1 ls	\$ 5,849
AF		1	2013	Burnsville HS	Deferred Maint	Replace cord w/ plug at freezer evaporator with direct connection - 1 ls	\$ 819
AF		1	2013	Burnsville HS	Deferred Maint	Verify electric appliance shut down and tie into fire alarm panel for kitchen cooking equipment - 4 ls	\$ 16,144
AF		1	2013	Burnsville HS	Deferred Maint	Replace North Classroom Unit Ventilators (provide AHU rooms) (b) - 1 ls	\$ 1,342,413
AF		1	2013	Burnsville HS	Deferred Maint	Refurbish South AHUs S9,11, 35 thru 39 (b) - 1 ls	\$ 400,092
AF		1	2013	Burnsville HS	Deferred Maint	Replace 30 Exhaust Fans - 1 ls	\$ 290,476
AF		1	2013	Burnsville HS	Deferred Maint	Replace EMS w/ DDC 1/2 of building (b) - 1 ls	\$ 1,355,164
AF		1	2013	Burnsville HS	Deferred Maint	Recommission/commission (b) - 1 ls	\$ 122,484
AF		1	2013	Burnsville HS	Deferred Maint	Replace steam piping w/ hot water to North/central portion of building (b) - 1 ls	\$ 904,184
AF		1	2013	Burnsville HS	Deferred Maint	Replace steam piping to boiler room & convert boilers - 1 ls	\$ 482,099
AF		1	2013	Burnsville HS	Deferred Maint	remodel interior toilets for current ada reqs incl student toilets, administration, health ofc, - 3570 sf	\$ 1,558,018
AF		1	2013	Burnsville HS	Deferred Maint	provide accessibility to science classrooms incl stepped lecture seating in physics / chemistry labs - 6000 sf	\$ 105,170
AF		1	2013	Burnsville HS	Deferred Maint	replace science classroom cabinets - 1340 lf	\$ 542,697
AF		1	2013	Burnsville HS	Deferred Maint	Replace four double deck convection ovens per handout - 4 ea	\$ 74,754
AF		1	2013	Burnsville HS	Deferred Maint	Replace rusted Hot Top - 1 ea	\$ 4,211
AF		1	2013	Burnsville HS	Deferred Maint	Replace Kettle - 3 ea	\$ 70,192
AF		1	2013	Burnsville HS	Deferred Maint	Provide Rack Oven - 1 ea	\$ 28,077
AF		1	2013	Burnsville HS	Deferred Maint	Replace Steamer - 1 ea	\$ 26,556
Sub Total Construction Cost							\$ 7,331,504
Contingency (10%)							\$ 733,150
Total Construction Cost							\$ 8,064,654
Fees / Testing / Permits / Printing							\$ 733,150
Total Project Cost							\$ 8,797,804

Alternative Funding

Course Code	Fund	Fnl. Pr.	Fiscal Year	Individual Building	Deferred Maint, H&S or Disabled Access	Description of Work	Amount
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain incl N, T, U, W1, W1a, X & Y (2011) over receiving and serving (n & s of penthouse walkway) - incl perim cap flashing - 8210 sf	\$ 163,275
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain incl area N over receiving - incl perim cap flashing - 2770 sf	\$ 54,993
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain area T south of penthouse walkway) - incl perim cap flashing - 778 sf	\$ 15,451
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain area U mechanical penthouse - incl perim cap flashing - 2091 sf	\$ 41,610
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain area W1 and W1a east of mech penthouse - incl perim cap flashing - 1162 sf	\$ 23,116
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain area X - incl perim cap flashing - 1154 sf	\$ 22,995
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain area Y - incl perim cap flashing - 255 sf	\$ 5,110
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain incl A1a & A1b partial science / pool - 21759 sf	\$ 432,398
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain incl C1 - incl perim cap flashing - 14009 sf	\$ 278,370
AF		1	2014	Burnsville HS	Deferred Maint	replace roofing w/ bur sloped to drain area Z - incl perim cap flashing - 13619 sf	\$ 270,584
AF		1	2014	Burnsville HS	Deferred Maint	replace skylights incl sloped skylights / domed skylight over corridor, media, cafeteria and music - 3612 sf	\$ 166,316
AF		1	2014	Burnsville HS	Deferred Maint	replace skylights incl sloped skylights / domed skylight over corridor - 1460 sf	\$ 67,159
AF		1	2014	Burnsville HS	Deferred Maint	replace skylights incl sloped skylights / domed skylight over media - 1360 sf	\$ 62,658
AF		1	2014	Burnsville HS	Deferred Maint	replace skylights incl sloped skylights / domed skylight over cafeteria - 600 sf	\$ 27,740
AF		1	2014	Burnsville HS	Deferred Maint	replace skylights incl sloped skylights / domed skylight over music - 192 sf	\$ 9,003
AF		1	2014	Burnsville HS	Deferred Maint	replace classrooms, corridors, offices, guidance, acoustic tile ceilings except 2009 alterations (Break out areas) - 120617	\$ 1,798,578
AF		1	2014	Burnsville HS	Deferred Maint	paint building interior (not incl 2009 alterations) - 262050 sf	\$ 602,487
AF		1	2014	Burnsville HS	Deferred Maint	replace corridor veneer plaster walls w/ porcelain tile wall and base - sf	\$ -
AF		1	2014	Burnsville HS	Deferred Maint	Paint cmu wall in passage area to walk-in cooler/freezer compressor room - 100 sf	\$ 122
AF		1	2014	Burnsville HS	Deferred Maint	infill hole, paint below preparation sink in kitchen - 10 sf	\$ 487
AF		1	2014	Burnsville HS	Deferred Maint	Replace ACT in serving entrance w/ vinyl faced GBD panels - 120 sf	\$ 973
AF		1	2014	Burnsville HS	Deferred Maint	Remove damaged dishroom ceiling tile and rusted grid - provide aluminum grid and vinyl faced ceiling panels - 360 sf	\$ 3,650
AF		1	2014	Burnsville HS	Deferred Maint	Remove 2 dozen anchor holes in dishroom wall, patch ceramic tile - 24 ea	\$ 243
AF		1	2014	Burnsville HS	Deferred Maint	Provide coved base in passage, snack bar, serving entry, and serving area - 180 lf	\$ 2,312
AF		1	2014	Burnsville HS	Deferred Maint	Patch wall tile at remote serving area - 7 lf	\$ 122
AF		1	2014	Burnsville HS	Deferred Maint	Patch and paint flaking paint in walk-in cooler - 50 sf	\$ 122
AF		1	2014	Burnsville HS	Deferred Maint	Clean, patch, and paint peeling paint under paper towel dispenser in kitchen toilet, at kitchen receiving area corners and kitchen electrical panel room, above scullery sink, hand sink, single compartment prep sink, gas piping, base board heater, columns	\$ 1,582

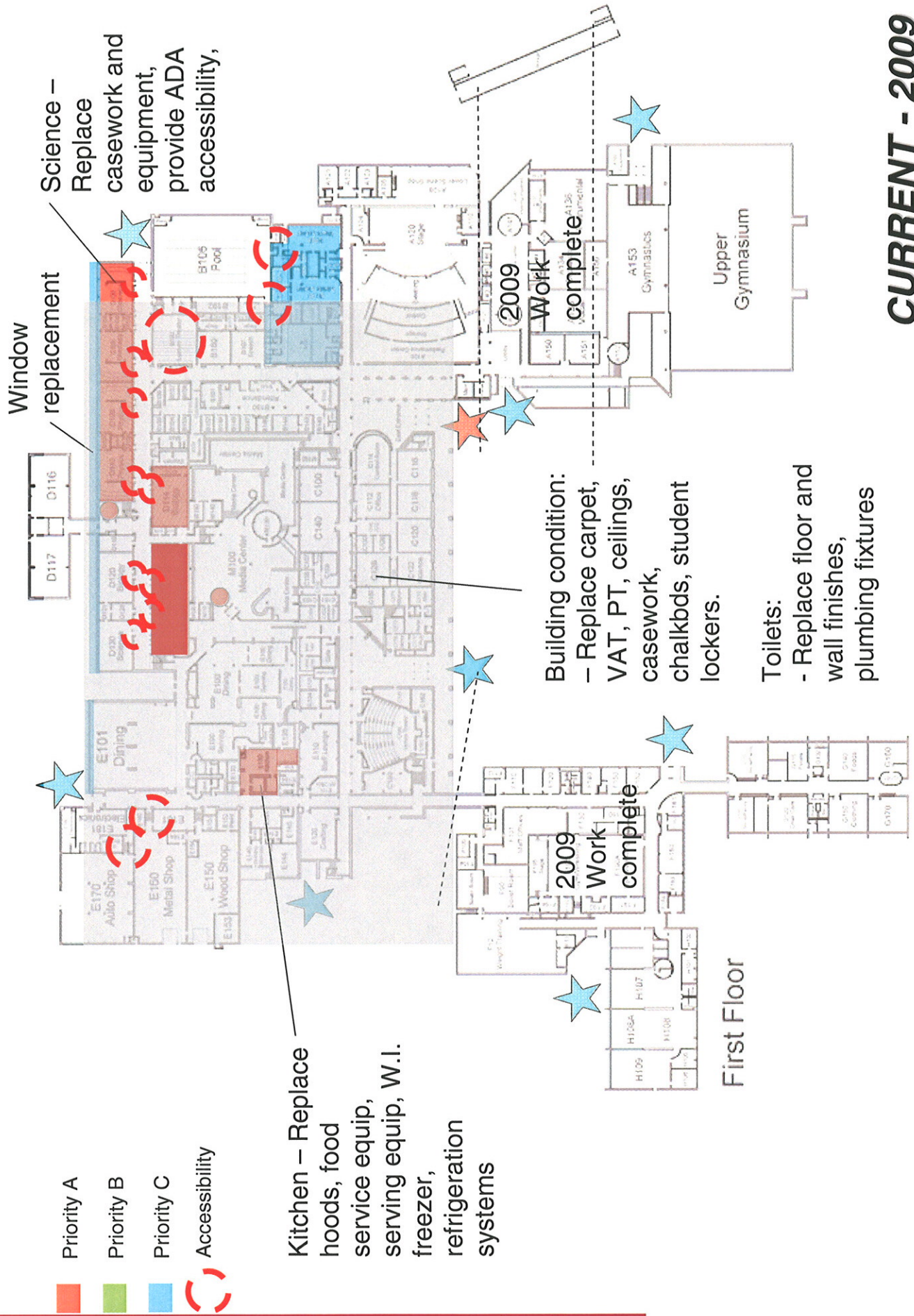
Alternative Funding

AF	1 2014	Burnsville HS	Deferred Maint	replace cpt & base at social studies, language arts, business, typing classrooms, B190 in school suspension lecture room, C201, C202, administration, guidance, auditorium control booth & adjacent ofcs, staff lounge, nurse, foreign languages, media center	\$ 605,893
AF	1 2014	Burnsville HS	Deferred Maint	replace vct & vb w/ vt at miscellaneous rooms incl vb at cafeteria / corridors - 1580 sf	\$ 14,600
AF	1 2014	Burnsville HS	Deferred Maint	Replace damaged/missing floor tiles in snack bar, serving area - 20 sf	\$ -
AF	1 2014	Burnsville HS	Deferred Maint	Replace wash fountains (19) - 19 ea	\$ 223,256
AF	1 2014	Burnsville HS	Deferred Maint	Remove and relocate floor mounted loose receptacle and associated floor and wall mounted conduit in kitchen receiving area - 1 ls	\$ 2,555
AF	1 2014	Burnsville HS	Deferred Maint	Provide additional receptacles for deficient classrooms including required panelboards and feeders. (Power factor correction/electrical dist. Replacement) - 1 ls	\$ 771,966
AF	1 2014	Burnsville HS	Deferred Maint	Replace fire alarm system - 1 ls	\$ 394,439
AF	1 2014	Burnsville HS	Deferred Maint	Replace pool ventilation unit w/ (rooftop) dehumidification unit. - 1 ls	\$ 542,262
AF	1 2014	Burnsville HS	Deferred Maint	Replace EMS w/ DDC 1/2 of building (c) - 1 ls	\$ 1,409,371
AF	1 2014	Burnsville HS	Deferred Maint	Recommission/commission (c) - 1 ls	\$ 127,384
AF	1 2014	Burnsville HS	Deferred Maint	Replace steam piping w/ hot water to West/shop portion of building (c) - 1 ls	\$ 501,383
AF	1 2014	Burnsville HS	Deferred Maint	replace exterior windows except 2009 alterations & classrooms - 6161.44 sf	\$ 608,570
AF	1 2014	Burnsville HS	Deferred Maint	replace typical classroom / miscellaneous cabinets - 2200 lf	\$ 719,772
AF	1 2014	Burnsville HS	Deferred Maint	replace worn staff toilet partition - adjacent to E145 - 1 ea	\$ 1,703
AF	1 2014	Burnsville HS	Deferred Maint	Replace rusted locker at kitchen staff break room/toilet - 7 ea	\$ 2,433
AF	1 2014	Burnsville HS	Deferred Maint	tuckpoint ext brick incl entrys to gym / replace cap flashing at gym low walls abv entrys / int stair by C251 north wall cracks abv mid-landing - 1562 sf	\$ 27,010
AF	1 2014	Burnsville HS	Deferred Maint	cut in control joints at outside corners of face brick - 420 lf	\$ 14,113
AF	1 2014	Burnsville HS	Deferred Maint	re-caulk exg brick control joints / window and door frames / front entry columns to face brick sills / exterior louvers - 1 ls	\$ 16,181
AF	1 2014	Burnsville HS	Deferred Maint	replace exterior soffit control joints abv front sidewalk / patch soffit - 160 sf	\$ 13,262
Sub Total Construction Cost					\$ 10,047,606
Contingency (10%)					\$ 1,004,761
Total Construction Cost					\$ 11,052,367
Fees / Testing / Permits / Printing					\$ 1,004,761
Total Project Cost					\$ 12,057,128

It is anticipated that the work will occur over a three-year period beginning the summer of 2011 and continuing through the summer of 2013. Work would occur during the summer months, it is unknown at this time if work will occur during the school year.

Preliminary floor plans that highlight the areas of primary focus of the deferred maintenance items are attached the end of this Section.

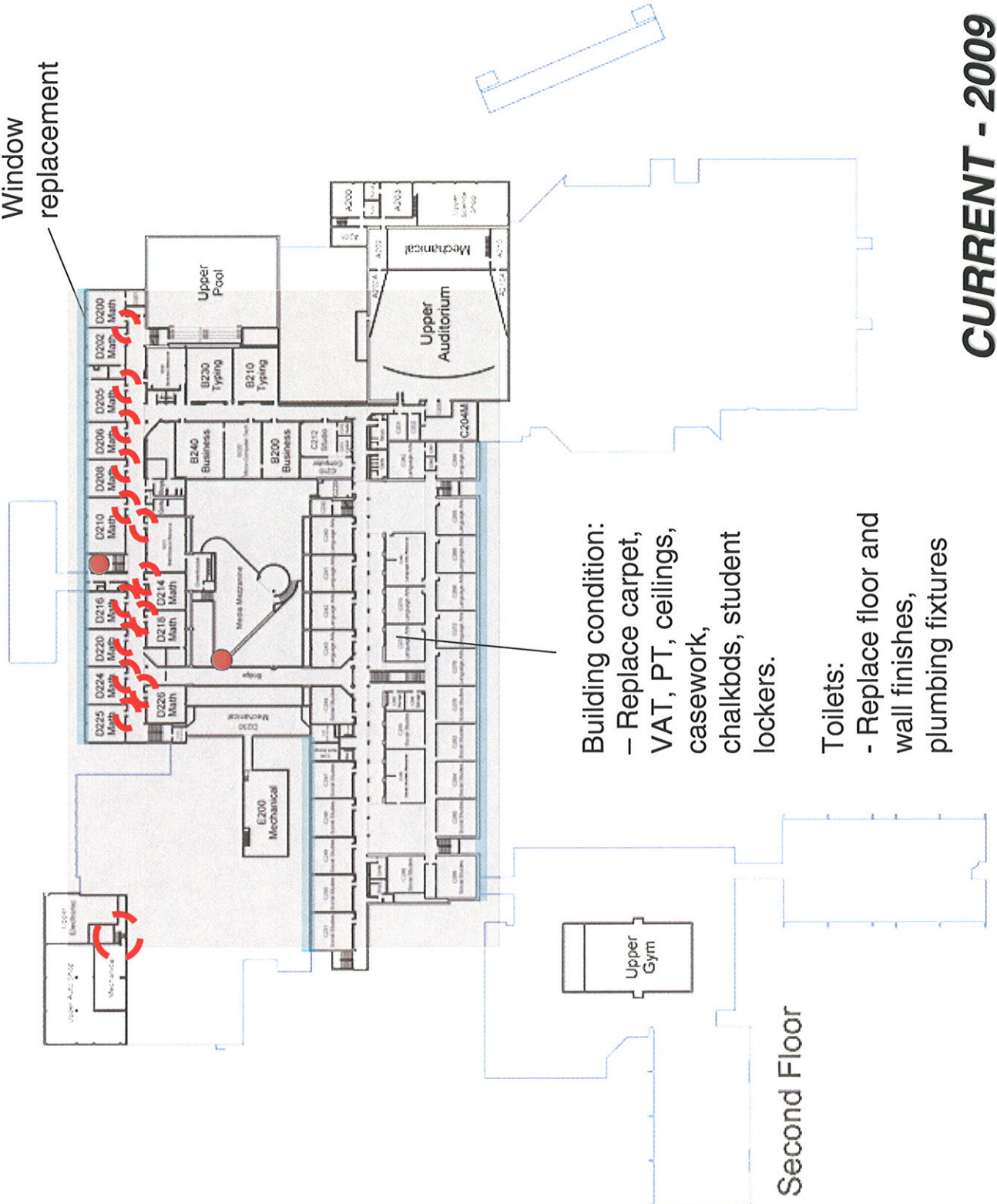
BHS – GENERAL UPGRADES



BHS – GENERAL UPGRADES

Window replacement

- Priority A
- Priority B
- Priority C
- ⊕ Accessibility



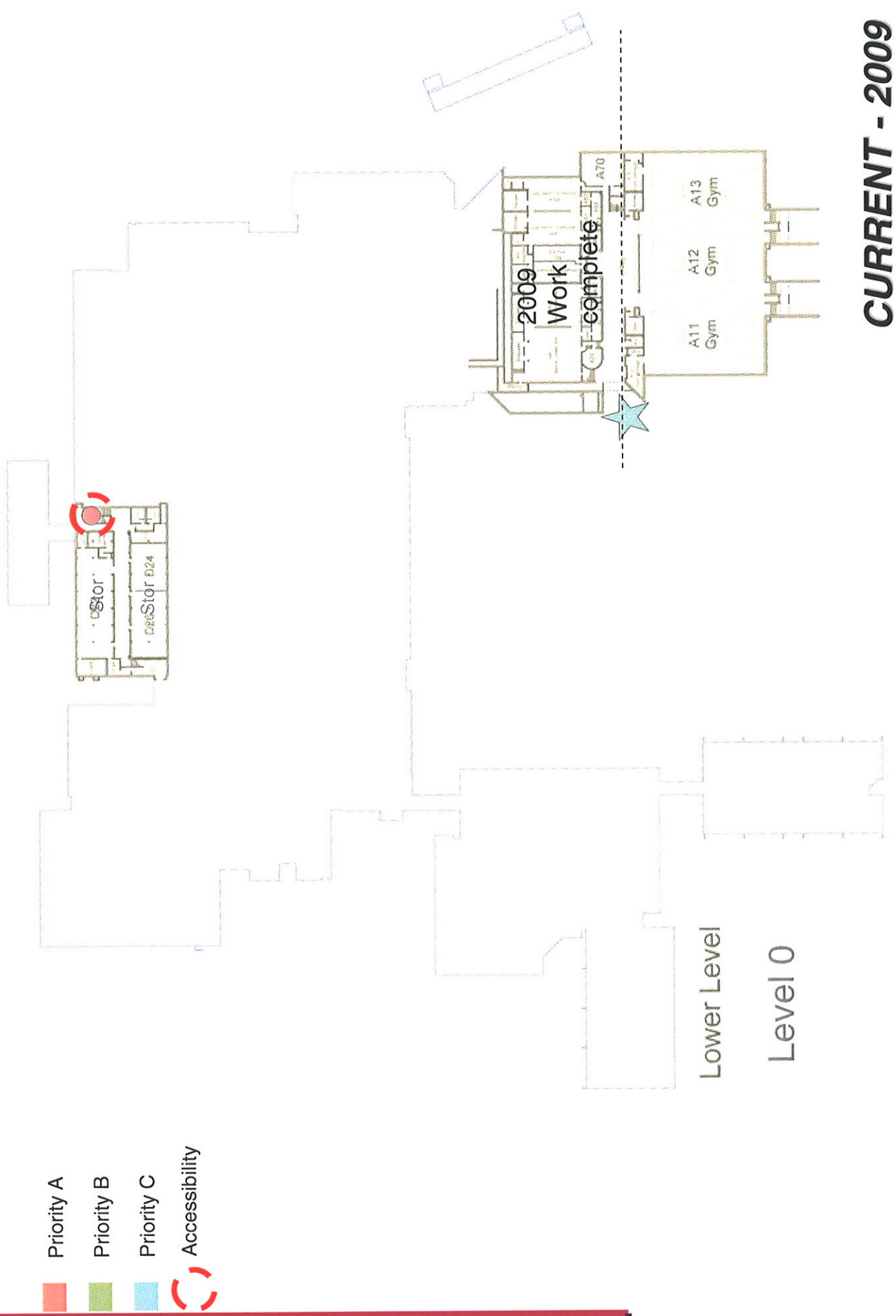
Building condition:
 - Replace carpet, VAT, PT, ceilings, casework, chalkbds, student lockers.

Toilets:
 - Replace floor and wall finishes, plumbing fixtures

Second Floor

CURRENT - 2009

BHS – GENERAL UPGRADES



Priority A

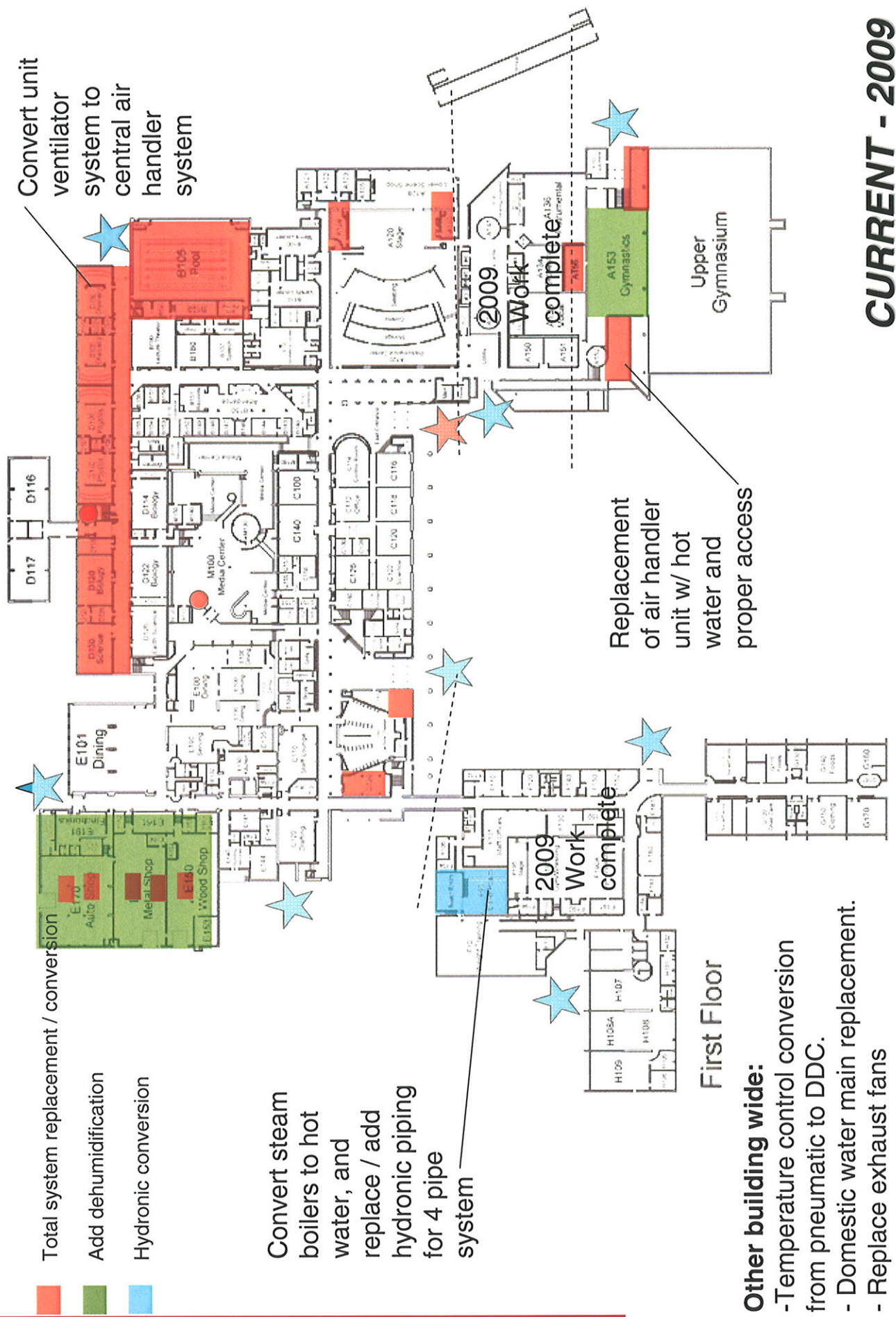
Priority B

Priority C

Accessibility

CURRENT - 2009

BHS – MECHANICAL UPGRADES



Convert unit ventilator system to central air handler system

- Total system replacement / conversion
- Add dehumidification
- Hydronic conversion

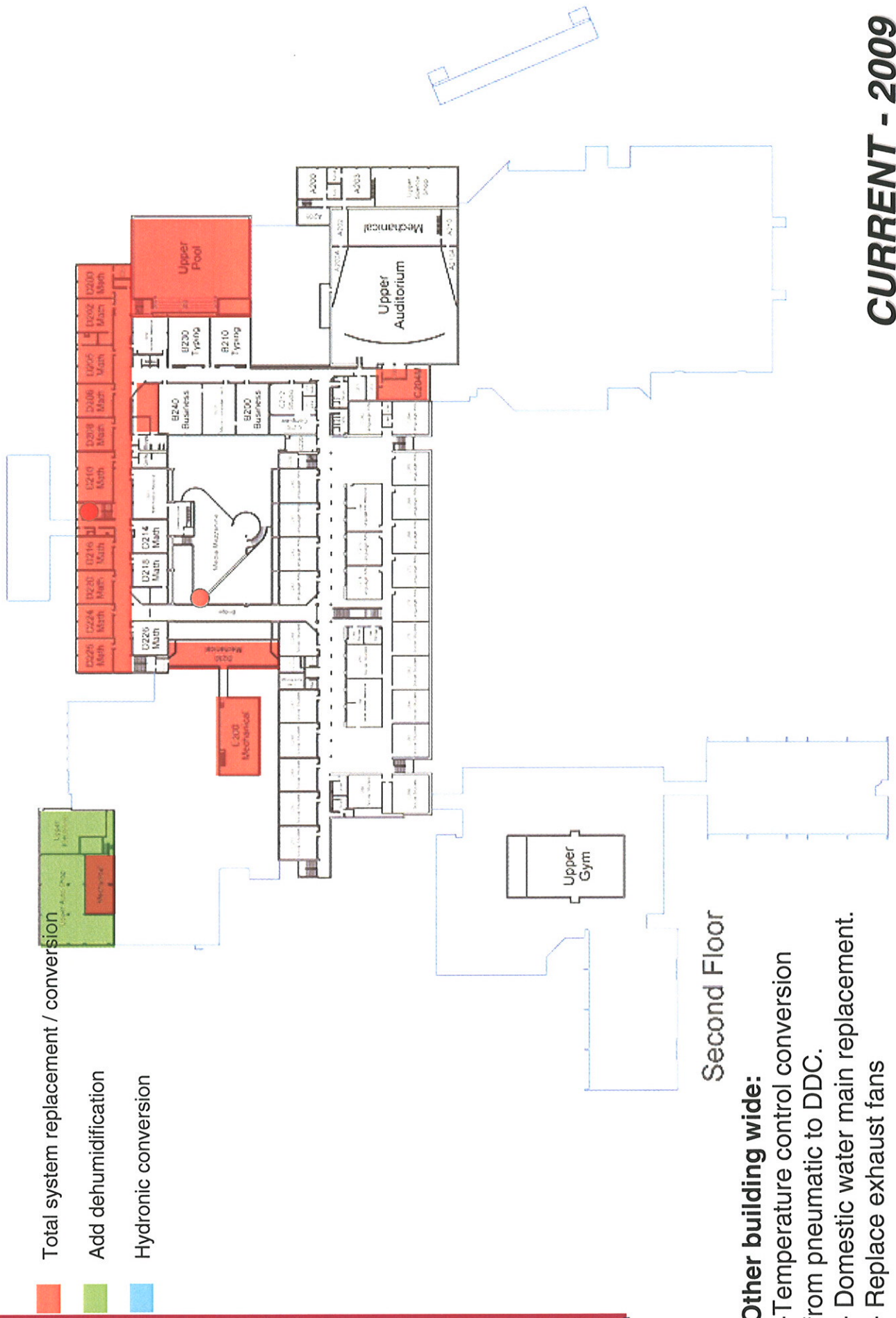
Convert steam boilers to hot water, and replace / add hydronic piping for 4 pipe system

Replacement of air handler unit w/ hot water and proper access

First Floor

- Other building wide:**
- Temperature control conversion from pneumatic to DDC.
 - Domestic water main replacement.
 - Replace exhaust fans

BHS – MECHANICAL UPGRADES

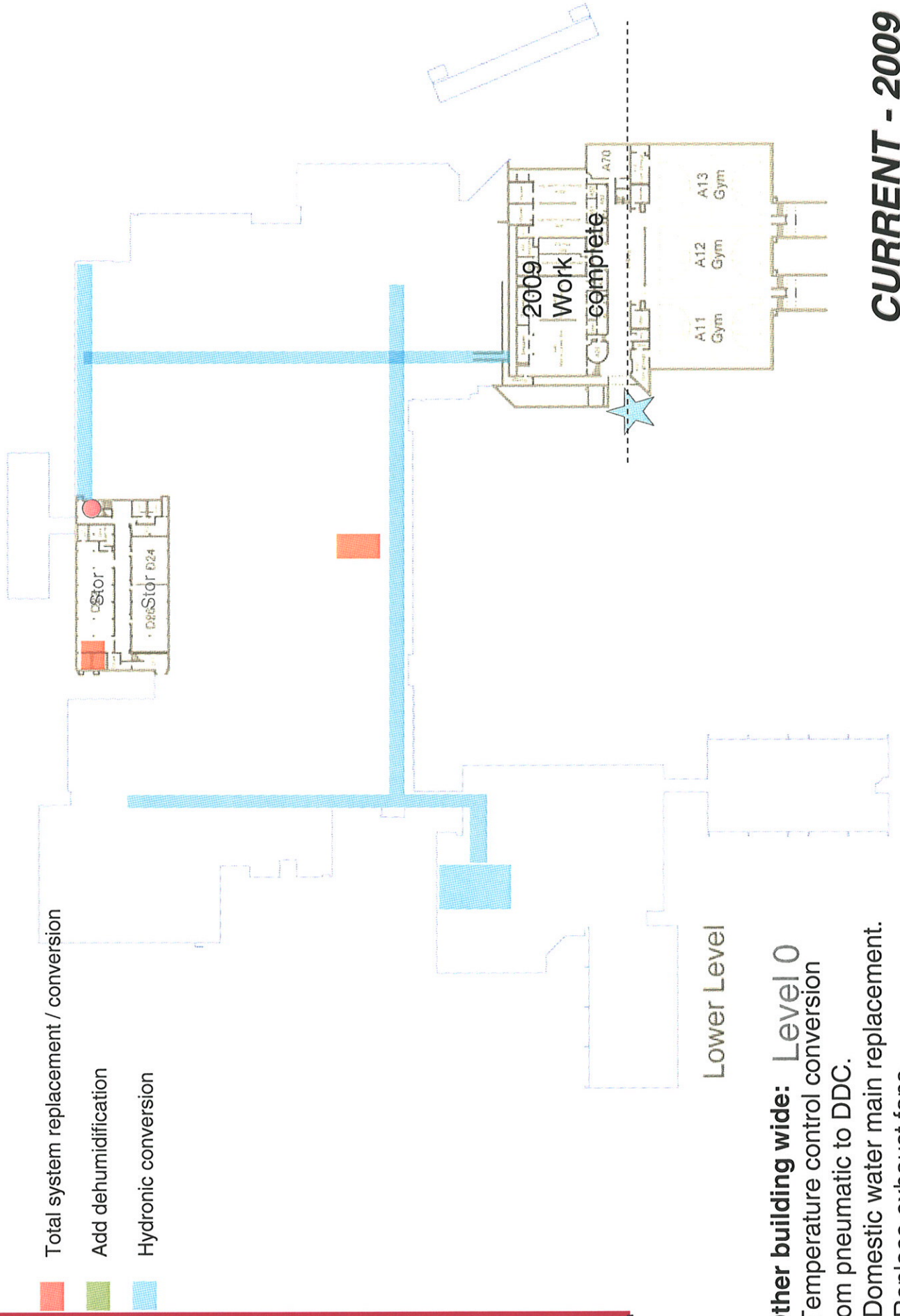


Second Floor

Other building wide:

- Temperature control conversion from pneumatic to DDC.
- Domestic water main replacement.
- Replace exhaust fans

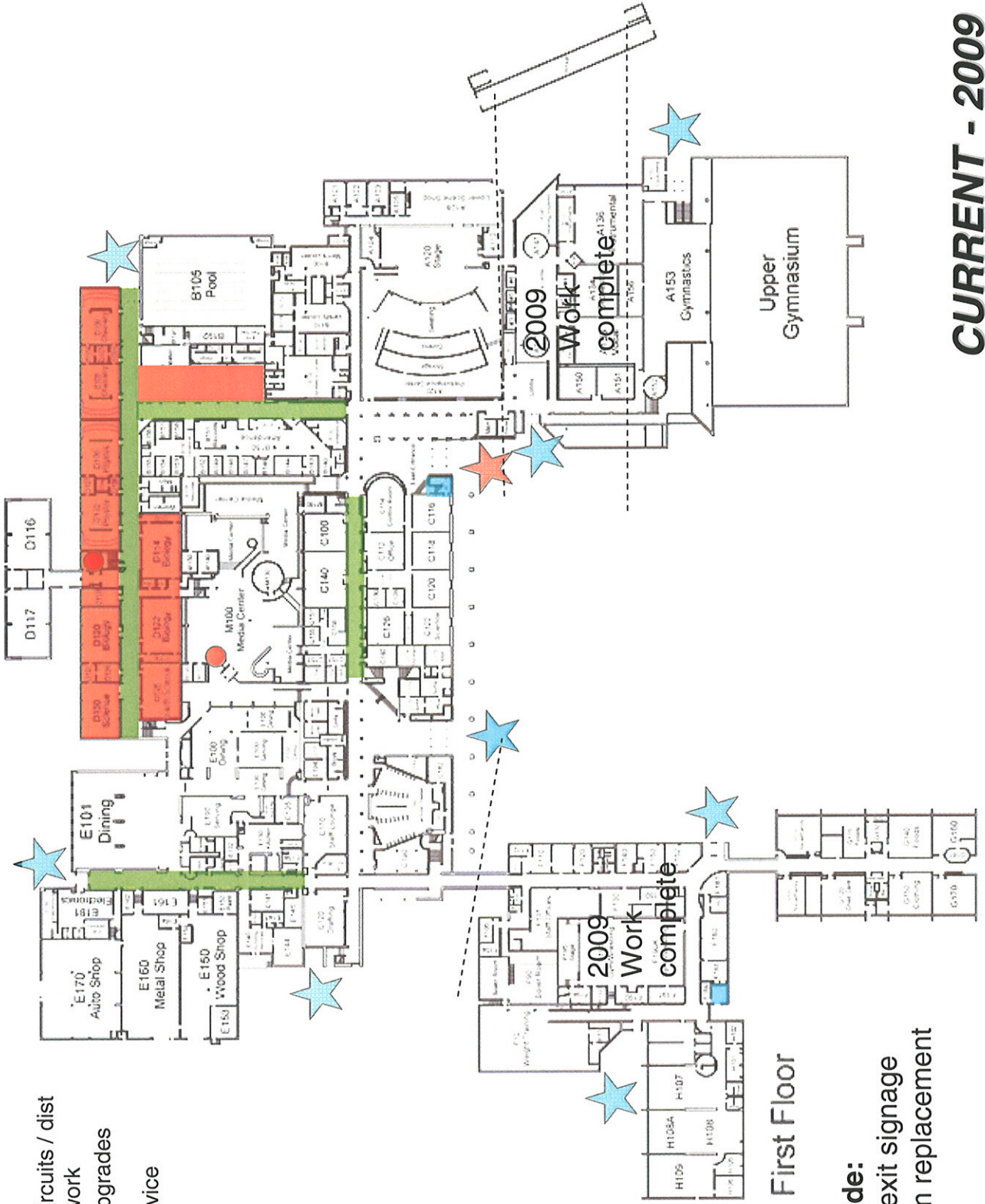
BHS – MECHANICAL UPGRADES



- Other building wide: Level 0**
- Temperature control conversion from pneumatic to DDC.
 - Domestic water main replacement.
 - Replace exhaust fans

CURRENT - 2009

BHS – ELECTRICAL UPGRADES



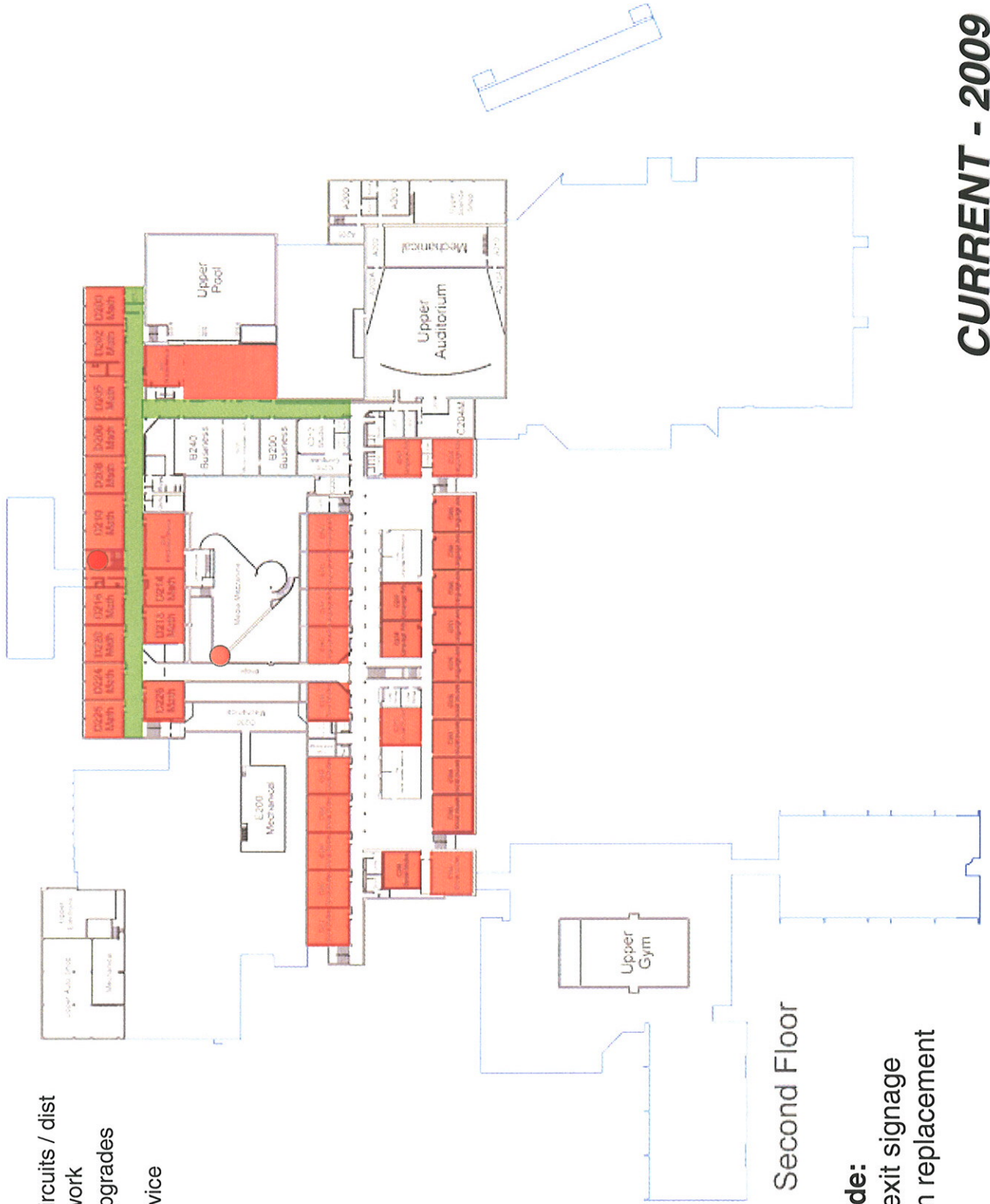
- Upgrade branch circuits / dist panels for mech. work
- Corridor lighting upgrades
- Main electrical service

First Floor

- Other building wide:**
- Egress lighting / exit signage
 - Fire alarm system replacement

BHS – ELECTRICAL UPGRADES

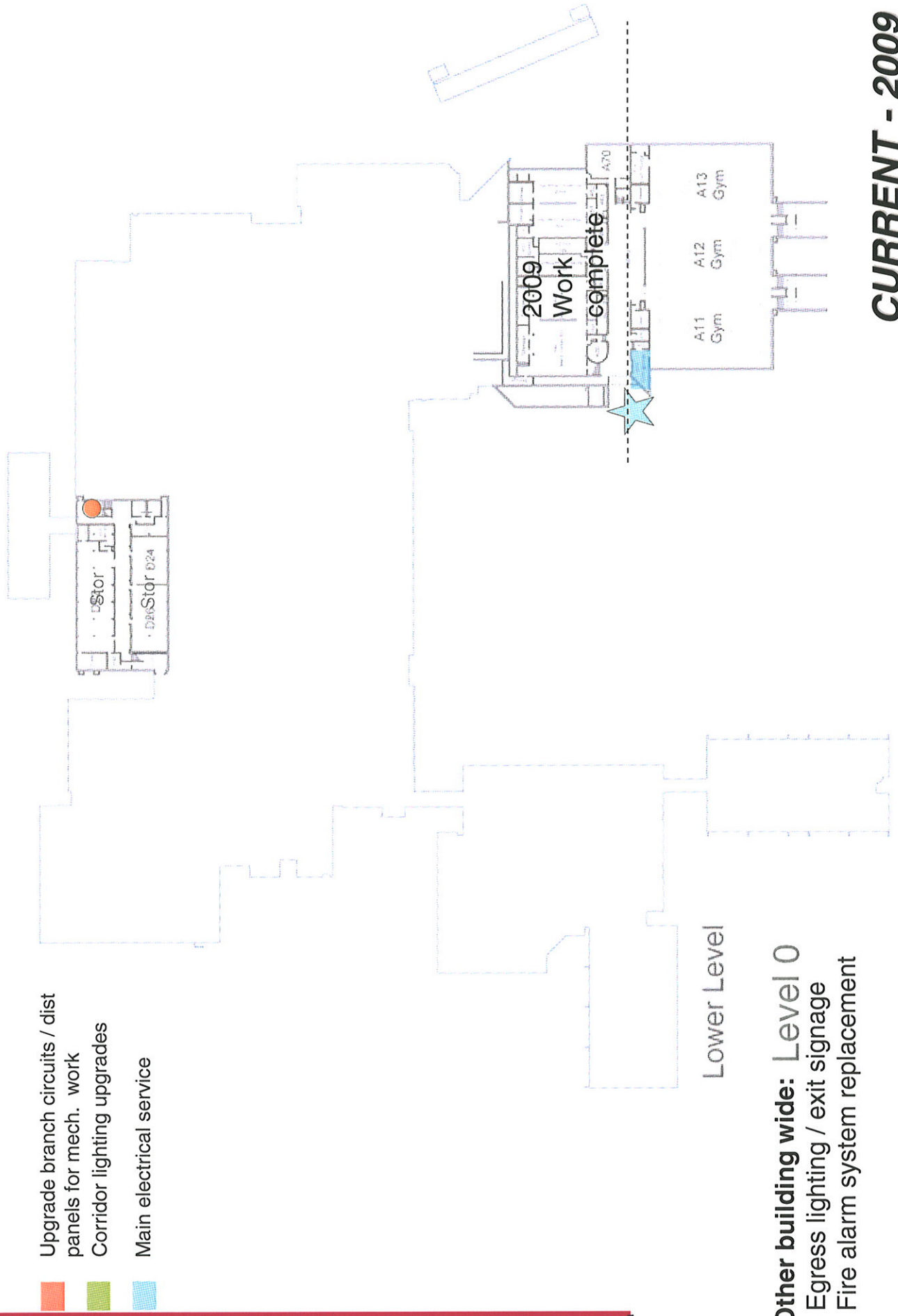
- Upgrade branch circuits / dist panels for mech. work
- Corridor lighting upgrades
- Main electrical service



Second Floor

- Other building wide:**
- Egress lighting / exit signage
 - Fire alarm system replacement

BHS – ELECTRICAL UPGRADES



- Upgrade branch circuits / dist panels for mech. work
- Corridor lighting upgrades
- Main electrical service

Lower Level

- Other building wide: Level 0**
- Egress lighting / exit signage
 - Fire alarm system replacement

- Section 8. The source(s) of financing the project;**
- a. **if multiple sources of funding are to be used, provide all components of the financing plan,**
 - b. **scheduled date and required notice for a bond issue or school board action,**
 - c. **a schedule of bond payments, including estimated debt service equalization aid,**
 - d. **the effect of a bond issue (or lease levy) on local property taxes by property class and valuation,**
 - e. **total project cost must include:**
 - i. **total construction cost, and**
 - ii. **bond issuance/financing costs (if applicable), and**
 - f. **other financing information as required:**
 - i. **Alternative Facilities Bonding and Levy funded projects should be described in sufficient detail to allow cross walking between the review and comment, alternative facilities database, and UFARS reporting.**
 - ii. **Health and safety projects should be described in sufficient detail to allow cross walking between the review and comment, health and safety database, and UFARS reporting.**

The district is proposing to finance the BHS project through the issuance of two General Obligation Alternative Facilities Bond Issues – an issue of \$16,575,000 to be sold in 2011 and an issue tentatively estimated at \$15,720,000, to be sold in 2013. These bond issues would also finance other alternative facilities projects that are included in the district’s ten year plan but for which Review and Comment is not required. We plan to issue the 2011 bonds around May 2011, with final payment on February 1, 2032. Attached under Appendix D are the following schedules prepared by Ehlers, the district’s financial advisors.

- A capitalization schedule, showing sources and of funds for the 2011 bonds;
- Detailed schedules showing estimated payments and tax levies for the existing debt, other capital levies, and all planned future alternative facilities bond issues; and
- A schedule showing the tax impact of issuing these bonds, in combination with all of the district’s other dept and capital-related levies.

- Section 9. An analysis of how the proposed new or remodeled facility will affect**
- a. **school district operational or administrative staffing costs, and**
 - b. **how the district’s operating budget will cover any increased operational or administrative**
 - c. **staffing costs.**
 - d. **If the district is adding additional square footage, include assumptions and calculations**
 - e. **used in the estimated general fund operation cost.**
 - f. **If the district is updating mechanical systems, provide detail on how the new HVAC**
 - g. **system will impact general fund operating costs compared to the current system.**

Operational or Administrative Costs –

The School District expects a minor reduction in maintenance costs resulting from the replacement of deteriorated building finishes and systems and the replacement of the aging unit ventilators, refurbishing of air handling units and conversion of the existing steam to hot water heating system. The Re-roofing project will result in a substantial reduction of heat loss, and therefore a reduction in energy costs, due to the addition of roof insulation.

The School District does not anticipate adding any administrative expenses as the plan is to retain the current organizational structure.

Added Square Footage –

The proposed improvements do not call for additional square footage of school space.

Section 10. A description of the consultation with local or state road and transportation officials on

- a. **Multimodal school site access, safety issues, and**
- b. **ways the project will address those issues.**

School site access at all district sites was redesigned, with the 1994 referendum, separating buses and the cars. Those modifications substantially improved safety issues on and off this site and no other site safety concerns are present at this time.

Section 11. A description of how

- a. **indoor air quality issues have been considered, and**
- b. **a written certification signed by the project architect that the architects and engineers**
- c. **designing the facility have professional liability insurance.**

Burnsville-Eagan-Savage Schools' proposed deferred maintenance upgrades to the existing mechanical systems at Burnsville High School will comply with Minnesota Statute 123.B71 subd.10 and 123.72 (2001), other applicable codes and ASHRAE standards. The services of a commissioning agent will be engaged by the district to verify that mechanical systems are installed per the construction documents and code requirements.

See Appendix B for letter from ATS&R Architects, Inc., certifying their professional liability insurance coverage.

Section 12. As required under Minnesota Statutes 123B.72

- a. **provide written certification signed by the project architect that the plans and designs for the extensively renovated or new facility's**
 - i. **heating ventilation, and air conditioning systems will meet or exceed code standards,**
 - ii. **will provide for monitoring of outdoor airflow and total airflow of ventilation systems, and**
 - iii. **will provide an indoor air quality filtration system that meet code.**

The plans/designs for the mechanical system improvements for Burnsville High School will meet or exceed code standard, will provide for the monitoring of outdoor airflow and total airflow of ventilation systems, and will provide an indoor air quality filtration system that meets ASHRAE standard 52.1. Written certification that the HVAC systems meet code standards, and meets monitoring and filtration issues by ATS&R is attached.

See Appendix C for letter from ATS&R Architects, Inc., certifying compliance with code standards, monitoring and filtration requirements.

Section 13. Specification, if applicable, of desegregation requirements that cannot be met by any other reasonable means.

The requirement is not applicable. The proposed work will not affect changes in the attendance area or grade level configuration for Burnsville High School. The single high school serves the entire attendance area of the school district.

Section 14. A specification, if applicable, of how the facility will utilize environmentally sustainable school facility design concepts.

Strategies and opportunities for energy conservation have been identified and analyzed to determine the appropriate techniques that most effectively apply to the design.

A partial list of the options under construction includes the following:

- Variable air volume HVAC systems
- Sensors to switch off interior lights when spaces are unoccupied
- Electrical systems designed for energy efficiency
- Improved insulation for the building envelope
- Improved window and glazing performance
- Water efficient fixtures
- Using variable frequency drives on fans and pumps to address building demand
- Energy management control systems to monitor system efficiency

Selection of materials and systems will be evaluated considering a series of design strategies that address the related sustainable design issues such as their recycled material content, local availability, and use of non-renewable resources, life-cycle costs, and impact on indoor air quality. Recycling of construction waste will be required of the contractors during the demolition and construction phases.

These are just a few of the design issues that fall into six environmental issues. Site, water, energy, indoor environment, materials, and waste as identified in the *Minnesota Sustainable Design Guide*.

The intention is to use a holistic approach to the design of this project that recognizes the interdependent nature of a sustainable building. The environmental performance of the building will be considered over its entire life cycle, incorporating input from the design team, the community and the district personnel.

Section 15. A description of How the Architects and Engineers Have Considered the *American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools* of the Maximum Background Noise Level and Reverberation Times.

The ANSI criteria are concerned with addressing (4) key areas related to acoustic design:

- A. Room acoustics (dB ranges and reverberation times)
- B. Minimizing background noise from HVAC and Electric systems
- C. Classroom sound isolation from interior and exterior sources
- D. Impact isolation for multi-story classroom facilities

Acoustic design in schools is achieved by:

- A. Appropriate exterior wall cavity design – providing proper insulation, air space, and differing materials allows for different sound transmissions to be reflected or absorbed by the wall design. Additionally, many of the methods currently utilized to provide protection from exterior environments perform added function as sound isolating elements.
- B. Minimizing sound transmission through interior partitions – provide insulation top of deck, with a minimum of one side of gypsum board carried to the top of the deck. Continuously caulk along the top edge of the partition wall at the deck. At masonry walls, consider foam or sand filled cores. For operable walls, specify minimum STC rating requirements.
- C. Minimizing reverberation times – provide variation in perimeter walls of rooms over 10,000 square feet, and install acoustic isolation panels to accommodate additional absorption. For music spaces, provide non-parallel walls to minimize reverberation from instruments. Utilize acoustic ceiling tile and carpet for larger spaces.

Performance based criteria for mechanical specifications – specify minimum standards for acoustic performance of HVAC systems including:

- A. System Components including low-velocity diffusers and fans
- B. Limit duct velocity in design and require T&B to verify performance
- C. Provide sound attenuators in duct and air handling unit connections
- D. When utilizing unit ventilators, consider ducting supplies with perforated and/or double lined ductwork
- E. Locate VAV terminals above ceilings in common areas as opposed to above classrooms
- F. Provide vibration isolators in all equipment

Reduce Impact Isolation in classroom areas – align circulation and corridor spaces from floor to floor to minimize traffic above classroom areas. For areas identified with conflict areas located vertically above classrooms, consider acoustics isolation springs for suspended ceilings, and/or sound attenuation isolation above suspended ceiling systems.

The Burnsville-Eagan-Savage School District has a desire to investigate all of the above principles. Each of the above ideas may be incorporated to some degree into the design for the District projects. The cost of implementing the ANSI S12.60 requirements can be significant and will be considered during the planning and design process to meet the project budgets.

Close supervision during construction will be necessary to achieve the expected design, particularly the HVAC noise control and for sound isolation between spaces.

Section 16. Any existing information from the relevant local unit of government about the cumulative costs to provide infrastructure to serve the school, such as utilities, sewers, roads, and sidewalks.

This section does not apply. The proposed work project will not require changes to existing infrastructures to the school.

Appendix

- A. District map of ISD #191
- B. ATS&R Architects letter certifying insurance coverage
- C. ATS&R Architects letter certifying compliance with code standards, monitoring and filtration requirements
- D. Ehlers financial estimates:
 - A capitalization schedule, showing sources and of funds for the 2011 bonds.
 - Detailed schedules showing estimated payments and tax levies for the existing debt, other capital levies, and all planned future alternative facilities bond issues.
 - A schedule showing the tax impact of issuing these bonds, in combination with all of the district's other dept and capital-related levies.

BURNSVILLE EAGAN SAVAGE

BES

INDEPENDENT SCHOOL DISTRICT 191

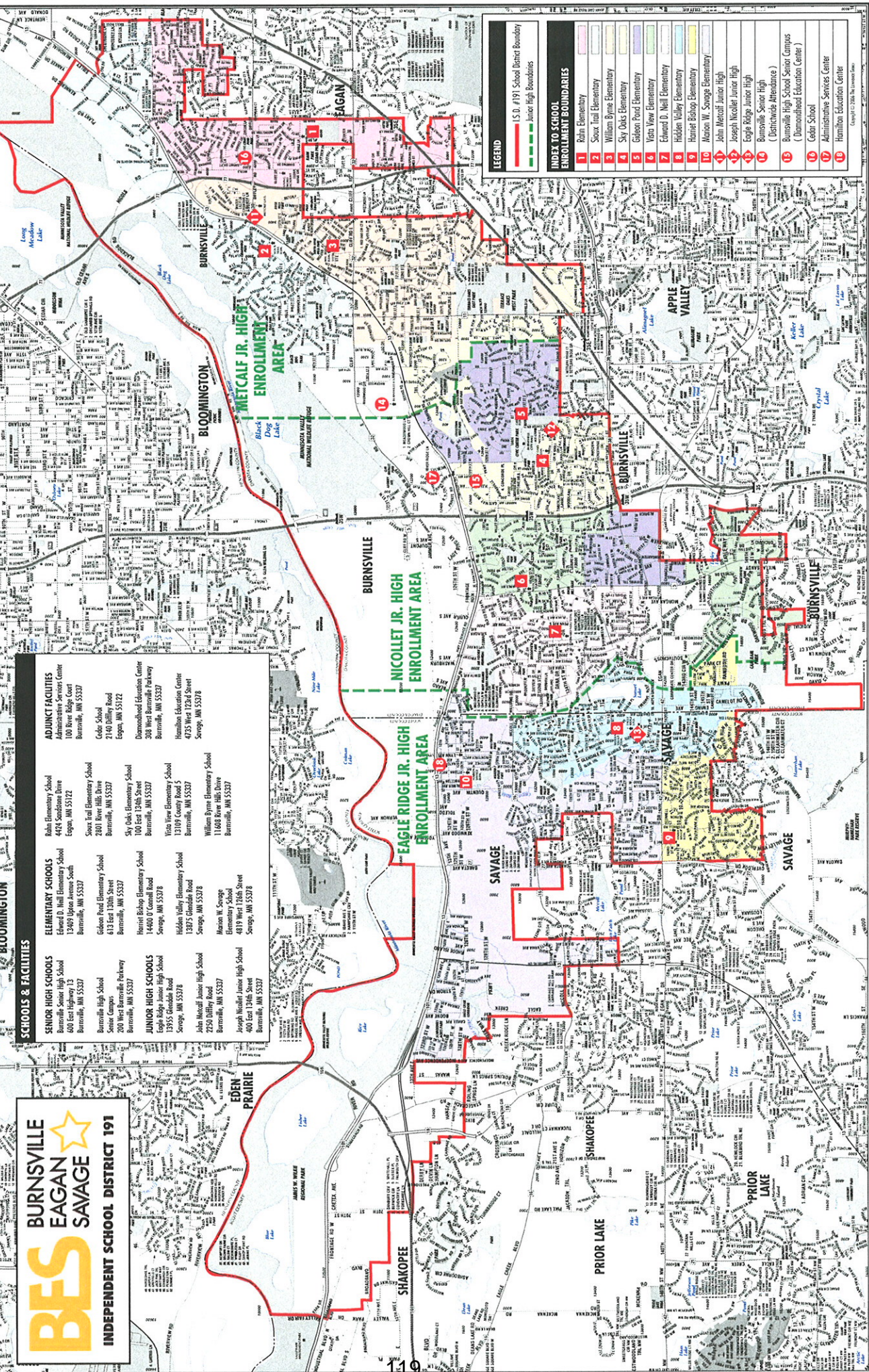
- SCHOOLS & FACILITIES**
- SENIOR HIGH SCHOOLS**
Burnsville Senior High School
600 East Highway 13
Burnsville, MN 55337
- JUNIOR HIGH SCHOOLS**
Burnsville High School
Senior Campus
200 West Burnsville Parkway
Burnsville, MN 55337
- ELEMENTARY SCHOOLS**
Edward D. Wall Elementary School
13409 Upton Avenue South
Burnsville, MN 55337
- ADJUNCT FACILITIES**
Administrative Services Center
100 River Ridge Court
Burnsville, MN 55337
- ADJUNCT FACILITIES**
Gedor School
2140 Dillier Road
Eagan, MN 55122
- ADJUNCT FACILITIES**
Dismalwood Education Center
308 West Burnsville Parkway
Burnsville, MN 55337
- ADJUNCT FACILITIES**
Hamilton Education Center
4735 West 123rd Street
Savage, MN 55378
- ADJUNCT FACILITIES**
Gedor School
2801 River Hills Drive
Eagan, MN 55122
- ADJUNCT FACILITIES**
Dismalwood Education Center
308 West Burnsville Parkway
Burnsville, MN 55337
- ADJUNCT FACILITIES**
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- ADJUNCT FACILITIES**
Hamilton Education Center
4735 West 123rd Street
Savage, MN 55378

LEGEND

- 15.D. #191 School District Boundary
- Major High Boundaries

INDEX TO SCHOOL ENROLLMENT BOUNDARIES

1	Rain Elementary
2	Snow Trail Elementary
3	William Byrne Elementary
4	Six Oaks Elementary
5	Gedon Point Elementary
6	Vista View Elementary
7	Edward D. Wall Elementary
8	Hidden Valley Elementary
9	Harriet Bishop Elementary
10	Marion W. Sengco Elementary
11	John Metcalf Junior High
12	Joseph Nicollet Junior High
13	Eagle Ridge Junior High
14	Burnsville Senior High (Districtwide Attendance)
15	Burnsville High School Senior Campus (Districtwide Education Center)
16	Center School
17	Administrative Services Center
18	Hamilton Education Center



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ARMSTRONG TORSETH SKOLD & RYDEEN INC

August 5, 2010

Commissioner Alice Seagren
Minnesota Department of Education
1500 Highway 36 East
Roseville, MN 55113-4266

Dear Commissioner Seagren:

I hereby certify that ATS&R carries an insurance policy of \$2,000,000 per claim for errors and omissions, with an aggregate of \$3,000,000. Our consulting structural engineer, Clark Engineering Corporation, carries a policy of \$1,000,000 per claim, with an aggregate of \$2,000,000.

If you need additional information concerning our professional liability insurance, please feel free to contact me.

Sincerely,

Mark G. Hayes, AIA
Partner

MGH/dme



ARMSTRONG TORSETH SKOLD & RYDEEN INC

August 5, 2010

Commissioner Alice Seagren
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266

Dear Commissioner Seagren:

The purpose of this letter is to serve as the written certification form from the project architect requested in the Minnesota Department of Education to Review and Comment Checklist to comply with Minnesota Statute § 123B.72 (2001), for buildings coming into service after July 1, 2002.

The remodeling of the existing Burnsville High School in the Burnsville-Savage-Eagan School District will comply with Minnesota Statutes § 123B.B.71 subd. 11 and § 123B.72. The plans/designs for the renovated heating, ventilation, and humidification systems will meet or exceed code standards, will provide for the monitoring of outdoor airflow and total airflow of ventilation systems, and will provide an indoor air quality filtration system that meets ASHRAE Standard 52.1.

Commissioning and testing and balancing for this project will comply with Minnesota state statutes and Minnesota Department of Education guidelines. All system inspectors will meet the requirements of the State of Minnesota and be covered adequately by liability insurance.

Superintendent Dr. Randy Clegg is aware of this requirement.

If you have any questions or need further clarifications, please call me.

Sincerely,

Mark G. Hayes, AIA
Partner

MGH/dme

Burnsville-Eagan-Savage School District No. 191

Capitalization of Alternative Facilities Bonds, Series 2010A
August 3, 2010

Bond Issue Amount	\$16,575,000
No. of Years	21
Sources of Funds	
Par Amount of Bonds	\$16,575,000
Estimated Investment Earnings*	123,849
Total Sources	\$16,698,849
Uses of Funds	
Allowance for Discount Bidding	\$0
Capitalized Interest	0
Legal and Fiscal Costs **	61,750
Net Available for Project Costs	16,637,099
Total Uses	\$16,698,849

* Investment earnings are estimated based on a 2 year construction period, and average interest rate of 0.75% on investments.

** Includes fees for financial advisor, bond counsel, rating agency, paying agent and county certificates.

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Burnsville-Eagan-Savage School District No. 191
Schedule of Estimated Capital and Debt Service Levies

\$34,725,000 Alt. Fac. Bonds
3 Bond Issues
Tax Increases in 2011 and 2013

June 14, 2010

1st Issue		Alt. Facilities Bond Issues		3rd Issue	
Bond Issue Amount:	\$16,575,000	2nd Issue	\$15,720,000	3rd Issue	\$2,430,000
Average Int. Rate:	4.50%	4.50%	4.50%	4.50%	4.50%
Dated Date:	5/1/2011	5/1/2013	5/1/2013	5/1/2015	5/1/2015

Levy Pay. Year	Fiscal Year	Tax Capacity Value* (\$000s)	Debt Service Levies - Existing Bonds**				Other Levies			Future Alternative Facilities Funding				Combined Totals				
			Building Bonds	AF Bonds	OPFB Bonds	Est. Debt Excess+	Net Levy	Tax Rate	Health & Safety	Lease Levies#	Total Other Levies	Non-Debt Levy	Principal	Interest	Initial Debt Levy**	Total Levy	Tax Rate	
2010	2011	62,205	-5.8%	4,609,645	2,739,288	1,651,283	(447,914)	8,552,302	13.75	517.082	923.067	1,440,149	-	-	-	-	9,992,451	16.06
2011	2012	58,162	-6.5%	4,583,578	2,742,700	1,657,320	(407,161)	8,576,437	14.75	517.082	923.067	1,440,149	237,400	-	-	559,406	10,841,362	18.64
2012	2013	58,162	0.0%	4,576,648	2,738,290	1,661,520	(359,344)	8,617,114	14.82	517.082	923.067	1,440,149	-	-	-	745,875	10,840,431	18.64
2013	2014	58,162	0.0%	4,695,508	2,738,290	1,663,883	(359,058)	8,738,622	15.02	517.082	923.067	1,440,149	323,150	-	-	1,276,425	11,527,167	19.82
2014	2015	59,034	1.5%	4,693,408	2,737,240	1,664,408	(363,907)	8,731,148	14.79	517.082	923.067	1,440,149	4,750	-	-	1,453,275	11,701,986	19.82
2015	2016	59,920	1.5%	4,695,797	2,735,140	1,663,095	(363,802)	8,729,745	14.35	517.082	923.067	1,440,149	245,250	-	-	1,535,288	11,875,567	19.82
2016	2017	60,819	1.5%	4,696,322	2,731,990	1,665,195	(363,761)	8,730,229	14.57	517.082	923.067	1,440,149	1,508,320	-	-	1,562,625	12,055,900	19.82
2017	2018	61,731	1.5%	-	4,037,927	1,669,395	(363,740)	5,343,582	8.66	517.082	923.067	1,440,149	1,490,513	-	-	1,640,756	11,245,307	18.22
2018	2019	62,657	1.5%	-	3,972,092	1,683,045	(228,293)	5,426,844	8.66	517.082	923.067	1,440,149	1,493,730	-	-	2,953,256	11,584,760	18.22
2019	2020	63,597	1.5%	-	3,967,341	1,688,006	(226,205)	5,429,142	8.54	517.082	923.067	1,440,149	1,474,430	-	-	3,067,444	11,414,950	18.22
2020	2021	63,597	0.0%	-	3,964,349	1,695,906	(226,214)	5,424,041	8.53	517.082	923.067	1,440,149	1,492,030	-	-	3,215,835	11,587,175	18.22
2021	2022	63,597	0.0%	-	3,986,267	1,676,194	(226,010)	5,436,451	8.55	517.082	923.067	1,440,149	1,770,000	-	-	3,228,540	11,584,760	18.22
2022	2023	63,597	0.0%	-	3,995,868	1,679,409	(226,498)	5,457,179	8.58	517.082	923.067	1,440,149	1,495,150	-	-	3,216,229	11,586,558	18.22
2023	2024	63,597	0.0%	-	4,024,710	1,684,699	(227,347)	5,482,062	8.62	517.082	923.067	1,440,149	1,495,150	-	-	3,190,346	11,582,824	18.21
2024	2025	63,597	0.0%	-	3,987,074	1,683,216	(228,376)	5,451,914	8.57	517.082	923.067	1,440,149	1,331,440	-	-	3,188,115	11,584,756	18.22
2025	2026	63,597	0.0%	-	3,986,099	1,679,409	(227,272)	5,418,297	8.52	517.082	923.067	1,440,149	1,458,782	-	-	3,360,604	11,584,106	18.21
2026	2027	63,597	0.0%	-	3,986,929	1,682,264	(225,820)	5,443,372	8.56	517.082	923.067	1,440,149	1,500,000	-	-	3,269,280	11,586,508	18.22
2027	2028	63,597	0.0%	-	3,334,013	1,675,439	(226,768)	4,782,684	7.52	517.082	923.067	1,440,149	1,500,000	-	-	3,203,734	11,587,255	18.22
2028	2029	63,597	0.0%	-	3,319,313	1,680,230	(200,378)	4,799,164	7.55	517.082	923.067	1,440,149	1,500,000	-	-	3,861,034	11,583,866	18.21
2029	2030	63,597	0.0%	-	3,299,625	-	(199,982)	3,099,643	4.87	517.082	923.067	1,440,149	1,500,000	-	-	620,550	11,582,890	18.21
2030	2031	63,597	0.0%	-	3,320,625	-	(131,985)	3,188,640	5.01	517.082	923.067	1,440,149	1,500,000	-	-	4,167,188	10,206,980	16.05
2031	2032	63,597	0.0%	-	3,333,750	-	(132,825)	3,200,925	5.03	517.082	923.067	1,440,149	1,500,000	-	-	4,081,271	10,210,060	16.05
2032	2033	63,597	0.0%	-	2,866,500	-	(133,350)	2,733,150	4.30	517.082	923.067	1,440,149	1,500,000	-	-	166,725	10,206,385	16.05
2033	2034	63,597	0.0%	-	-	-	-	-	-	517.082	923.067	1,440,149	1,500,000	-	-	-	5,673,299	8.92
2034	2035	63,597	0.0%	-	-	-	-	-	-	517.082	923.067	1,440,149	1,500,000	-	-	-	2,940,149	4.62
Totals				23,357,683	73,053,431	28,493,712	(6,095,952)	136,792,688		12,927,039	23,076,679	36,003,717	27,726,245	34,725,000	21,847,669	59,000,189	259,522,840	

* Tax capacity estimates are based on actual values for taxes payable in 2010, with estimated percentage changes for later years as shown above.
 ** Initial debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year. Levies for taxes payable in 2010 and 2011 include state-required "debt excess" levy reductions.
 + The debt excess levy reductions for taxes payable in 2010 and 2011 are based on actual fund balances and levy amounts. For taxes payable in 2012 and later, debt excess is estimated at 4 percent of the prior year's levy.
 # Lease levy for future years are based on the best available estimates of future payments for all current and planned future leases.
 ++ For the 2nd and 3rd planned alternative facilities bond issues, interest due during the first year would be paid from funds on hand in the debt service fund. Estimated amounts are \$300,000 in fiscal year 2014, and \$82,013 in fiscal year 2016.



EHLERS
LEADERS IN PUBLIC FINANCE

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Burnsville-Eagan-Savage School District No. 191

June 14, 2010

Financing Plan for Alternative Facilities Projects

3 Bond Issues

Levy		Alt. Facilities Costs			Funding Sources		
Pay Year	Fiscal Year	From Plan	Adjustments	Net Costs	Bonds	Other Funds	Levy
2011	2012	6,838,150	0	6,838,150	\$6,600,750	\$0	\$237,400
2012	2013	9,974,250	0	9,974,250	9,974,250	0	0
2013	2014	14,538,150	0	14,538,150	14,215,000	0	323,150
2014	2015	1,509,750	0	1,509,750	1,505,000	0	4,750
2015	2016	1,394,250	0	1,394,250	1,215,000	0	179,250
2016	2017	1,460,250	0	1,460,250	1,215,000	0	245,250
2017	2018	1,508,320	0	1,508,320	0	0	1,508,320
2018	2019	1,480,513	0	1,480,513	0	0	1,480,513
2019	2020	1,502,050	0	1,502,050	0	0	1,502,050
2020	2021	1,492,030	0	1,492,030	0	0	1,492,030
2021	2022	1,493,730	0	1,493,730	0	0	1,493,730
2022	2023	1,495,150	0	1,495,150	0	0	1,495,150
2023	2024	1,474,430	0	1,474,430	0	0	1,474,430
2024	2025	1,331,440	0	1,331,440	0	0	1,331,440
2025	2026	1,458,782	0	1,458,782	0	0	1,458,782
2026	2027	1,500,000	0	1,500,000	0	0	1,500,000
2027	2028	1,500,000	0	1,500,000	0	0	1,500,000
2028	2029	1,500,000	0	1,500,000	0	0	1,500,000
2029	2030	1,500,000	0	1,500,000	0	0	1,500,000
2030	2031	1,500,000	0	1,500,000	0	0	1,500,000
2031	2032	1,500,000	0	1,500,000	0	0	1,500,000
2032	2033	1,500,000	0	1,500,000	0	0	1,500,000
2033	2034	1,500,000	0	1,500,000	0	0	1,500,000
2034	2035	1,500,000	0	1,500,000	0	0	1,500,000
Totals		62,451,245	0	\$62,451,245	\$34,725,000	\$0	\$27,726,245

1st Bond Issue - 2011
 2nd Bond Issue - 2013
 3rd Bond Issue - 2015

\$16,575,000
 \$15,720,000
 \$2,430,000



EHLERS
 LEADERS IN PUBLIC FINANCE

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Burnsville-Eagan-Savage School District No. 191

Analysis of Tax Changes for Capital and Debt Levies

June 14, 2010

Type of Property	Taxable Market Value#	Taxes Payable in 2010	Est. Taxes Payable in 2011#	
			With Issuance of Alt. Facilities Bonds	Change
Est. Tax Capacity Rate*		16.06%	18.65%	
			Est. Increase in Taxes for Potential Projects*	
Residential	\$150,000	\$241	\$260	\$19
Homestead	175,000	281	304	23
	200,000	321	347	26
	250,000	402	434	32
	300,000	482	520	38
	350,000	562	607	45
	400,000	642	694	52
	500,000	803	867	64
	600,000	1,004	1,068	64
Commercial/Industrial +	\$200,000	\$323	\$342	\$19
	400,000	720	771	51
	600,000	1,117	1,200	83
	800,000	1,514	1,629	115
	1,000,000	1,911	2,058	147
	2,000,000	3,896	4,202	306
Apartments	\$500,000	\$1,004	\$1,084	\$80
	1,000,000	2,008	2,168	160
	2,000,000	4,015	4,336	321
	4,000,000	8,030	8,672	642

* The figures in the table are based on school district taxes for bonded debt and alternative facilities projects only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the state Property Tax Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the tax changes for many property owners

+ For commercial-industrial property, the estimates above are for property in the City of Burnsville. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different, due to the varying impact of the Twin Cities Fiscal Disparities program.

The taxable market values above are values for taxes payable in 2010. For each example shown in the table, the analysis assumes that the taxable market value for taxes payable in 2011 will be 7% less than the above figures



TO: Members, Board of Education

Agenda IV.E
August 5, 2010

FROM: Randy Clegg, Superintendent

DATE: July 29, 2010

RE: Board Policy Revisions

Recommendation: That the Board of Education approve, on a first reading basis, revisions to the following Board Policies:

- Policy CBA and CBA-R, *Qualifications & Duties of the Superintendent*
- Policy CBB, *Recruitment & Appointment of Superintendent*
- Policy BFA (was CHA), *Development of Regulations*
- Policy BFB (new), *Suspension of Policy*
- Policy BFC (was CHD/BFE), *Administration in Policy Absence*

The above listed policies were reviewed and revised to reflect current legislation. The proposed changes were discussed by the Policy Review Committee at their June 16 meeting and they support the approval of these revisions.

Descriptor Term:

Descriptor Code:

Qualifications and Duties
of the Superintendent

CBA
Rescinds:

Chief Administrative Officer

The Superintendent shall be the chief executive officer of the school system and is appointed by and directly responsible to the Board for the discharge of the superintendence responsibilities. The Superintendent shall act in accordance with the policies and regulations established by the Board, administrative regulations of the State Board of Education, and the laws of the federal and state governments.

The administration of the school system in all of its aspects shall be delegated to the Superintendent, who shall carry out these functions in accordance with Board policies and regulations.

The Superintendent's powers and duties shall be initiatory. The execution of all decisions made by the Board concerning the operation of the school system shall be delegated to the Superintendent.

The performance of the Superintendent shall be annually evaluated by the Board in accordance with the contractual agreement between the Board and the Superintendent.

Qualifications

The Superintendent shall possess qualities of professional and civic leadership and have experience and training, which demonstrate competencies in educational administration and management.

Functions

The Superintendent shall function as the educational leader for the public school system and community, and develop, along with staff, the present and long-term plans for the total program of public education in the school district. The Superintendent shall, with the assistance of available and necessary additional personnel from within or outside the school system, serve as the chief educational consultant of the Board, especially when it seeks

Descriptor Term:

Descriptor Code:

Qualifications and Duties
of the Superintendent

CBA
Rescinds:

Functions (continued)

Professional advice about possible alternatives and their probable consequences as related to education policy.

The Superintendent shall notify all members of the Board of all regular and special meetings, and attend all meetings of the Board. The Superintendent shall have the right to speak at Board meetings on all matters before the Board.

The Superintendent shall be the professional advisor to the Board in the formulation and execution of policies for the developing administrative regulations for their implementation, subject to review by, and/or appeal to, the Board.

The Superintendent shall have the responsibility for interpreting Board policies and for developing administrative regulations for their implementation, subject to review by, and/or appeal to, the Board.

The Superintendent shall establish and maintain an organizational system with clearly defined lines of authority and responsibility for all members of the school staff and shall be responsible for all members of the school staff and shall be responsible for the administration of the schools within this framework.

The Superintendent shall assume full responsibility for making all recommendations to the Board on all phases of school operation.

The Superintendent shall be responsible for recruitment, selection, and assignment of the employees needed by the school district, and for establishing and appropriate procedure for recommending persons for employment by the Board.

The Superintendent shall keep the Board apprised of the success of policies adopted and matters requiring Board consideration. In addition, the Superintendent shall report on the condition and progress of the schools and shall make such other reports as the Board may, by official action, request from time to time.

In addition to those powers and duties enumerated and provided for by law, the Superintendent shall have the following specific powers and duties and shall be directly responsible to the Board for their proper exercise. The mention of these particular powers and duties, however, shall not be interpreted to exclude all those powers and duties not mentioned, but which are incident to the position of Superintendent and chief executive officer of the Board.

Descriptor Term:

Descriptor Code:

Qualifications and Duties
of the Superintendent

CBA

Rescinds:

Functions (continued)

Administration of the schools in the district shall be unified under the direction of the Superintendent.

Assignment and transfer of employees in the district shall be made by the Superintendent within statute or employee master agreement limitations.

Suspension of school employees may be made at any time by the Superintendent within statute or employee master agreement limitations.

The Superintendent shall recommend books, instructional supplies, services and equipment for adoption or approval by the Board. Upon request of the Board, supplemental or alternate recommendations shall be made.

The Superintendent shall be responsible for the supervision of all instruction and the control and management of all pupils.

The Superintendent shall be responsible, along with the staff, for the formulation of curricula and the development of courses of study, which shall be subject to the approval of the Board.

The Superintendent shall recommend plans for construction, repair and renovation of school property, and shall determine that all such plans, once approved by the Board, are properly executed.

The Superintendent shall hear complaints against the school district and its employees and shall act as judge in matters of controversy.

Within a reasonable time after receiving reports from outside agencies, auditor, fire department, Minnesota Department of Education, the Superintendent shall inform the Board of action taken pursuant to recommendations made in such reports.

The Superintendent is responsible for collective bargaining for collective bargaining and/or meeting and conferring with any bargaining agent which has been recognized or certified. However, no agreements shall be valid or binding unless and until adopted by the board.

Descriptor Term:

Descriptor Code:

Qualifications and Duties
of the Superintendent

CBA

Rescinds:

Functions (continued)

The Superintendent may delegate to subordinates any of the powers and duties which the Board has entrusted to him/her, but in every instance the Superintendent shall continue to be responsible and accountable to the Board for the execution of the powers and duties delegated.

The Superintendent shall perform any and all other duties prescribed by the Board and the State Department of Education.

LEGAL REF.: M. S. 125.12

Descriptor Term:

Descriptor Code:

Qualifications and Duties
of the Superintendent

CBA-R

Rescinds:

The Superintendent shall establish such procedures as are necessary to carry out the functions outlined in CBA.

In the event of the ordinary and usual absence of the Superintendent from the school district, the ~~Deputy~~ Assistant Superintendent shall serve as acting Superintendent.

In the absence of both the Superintendent and ~~the Deputy Superintendent~~, the Assistant Superintendent, the Executive Director for Human Resources shall serve as Acting Superintendent.

In the event of the extended absence of the Superintendent, the Board shall select a qualified staff member to serve as Acting Superintendent.

Descriptor Term:	Descriptor Code:	REVIEWED 5/10
Recruitment and Appointment of Superintendent	CBB	Issued Date: 2/1/90
	Rescinds:	Issued:

The appointment of a qualified superintendent is a function of the Board. The Board will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board and the aspirations of the community.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. However, final selection will rest with the Board after a thorough consideration of qualified applicants.

Descriptor Term:

Descriptor Code:

Issued Date:

~~CHA~~ BFA

~~7/85~~

Development of Regulations

Rescinds:

DRAFT 5/10

CHA

Issued:

7/85

Regulations are detailed directions which help in the clarification and implementation of policies.

Regulations shall be developed by the Superintendent and submitted to the ~~Board~~, Board Policy Committee, in writing, prior to ~~a being submitted to the entire Board for consideration, regularly scheduled meeting.~~ The proposed regulation shall be ~~read at the regular meeting with final action scheduled for the next regular meeting,~~ placed on the agenda of a regular board meeting for adoption.

Descriptor Term:

Suspension of Policy

Descriptor Code:

BFB

Rescinds:

DRAFT 5/10

Issued Date:

5/10

Issued:

Suspension of Policy

Generally, the board shall follow board policy and enforce it equitably. The board, and only the board, may, in extreme emergencies of a very unique nature, suspend policy. It shall be within the discretion of the board to determine when an extreme emergency of a very unique nature exists. Reasons for suspension of board policy shall be documented in board minutes.

Descriptor Term:
Administration in the Absence of Policy Absence

Descriptor Code:
CHD/BFE BFC

Rescinds:
CHD/BFE

Page 1 of 1
Issued Date:
7/85
DRAFT 5/10
Issued:
7/85

Emergency Delegation of Power

~~The Superintendent or a designee may take such emergency steps as deemed necessary, and immediate, for the safety of students, staff and property, and shall have the following powers:~~

~~To employ for the duration of the emergency such personnel as are deemed necessary.~~

~~To assign and reassign personnel as needed.~~

~~To reassign immediately any administrator or supervisor from his/her position as deemed necessary for the operation of the schools during the emergency situation and to make such temporary assignments as are necessary to fill vacancies caused by such reassignments.~~

~~To reduce work hours or temporarily suspend employees if meaningful work activities are not available.~~

~~To establish daily salary rates for all such emergency personnel.~~

~~To extend the normal work as required, and to authorize and pay overtime rates in accordance with state law.~~

~~To declare a minimum school day.~~

~~To cancel extra-curricular activities when said cancellations are deemed to be in the best interest of the School District.~~

~~Interscholastic activities will be cancelled by the Superintendent only after consultation with the Board Chairperson.~~

~~To contract for or otherwise obtain transportation, food, telephone and such other services as deemed necessary.~~

~~To close any District building after consultation with the Board Chairperson.~~

~~To take all steps necessary to obtain requisite legal service and to cause to be instituted or defend in the name of the District any litigation arising out of the emergency.~~

~~To take other emergency steps as deemed necessary and immediate.~~

~~The Superintendent shall develop and implement a District plan in the event of a work stoppage by any employee group.~~

~~As soon as is practicable, all actions taken in accordance with this regulation shall be communicated to the Board and a report shall be given at the next Board meeting.~~

Administration in the Absence of Policy

When there is no board policy in existence to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances surrounding the situation keeping in mind the educational philosophy and financial condition of the school district.

It shall be the responsibility of the superintendent to inform the board of the situation and the action taken and to document the action taken. If needed, the superintendent shall draft a proposed policy for the board to consider.