



**Future Ready. Community Strong.**

## **Regular Board Meeting Agenda**

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN, 55337  
September 15, 2016  
6:30 PM

(6:00 PM Board Listening Session Chair Dan Luth and Dr. DeeDee Currier)

### **I. Call to Order**

- A. Welcome the Public
- B. Pledge of Allegiance
- C. Introduce New Student Representative Charlie Green

### **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. Approve Meeting Minutes 3
- 2. Approve Personnel Recommendation 6
- 3. Adopt a Resolution to Accept Donations 8
- 4. Approve Change Orders #168, #183, #184, #185, #186 #187 and #188 for the 2015 Additions and Alterations to Burnsville High School 10
- 5. Approve Board Member Attending the NSBA Conference in March 2017 29

### **III. New Business**

- A. Adopt the Resolution Providing for the Sale of General Obligation Alternative Facilities Refunding Bonds, Series 2016B 30  
Presenter: Lisa Rider, Executive Director of Business Services
- B. Receive a Report on the First Day of School 48  
Presenter: Dr. Joe Gothard, Superintendent
- C. Receive a Report on Digital Learning K-8 49  
Presenter: Dr. Stacie Stanley, Director of Curriculum, Instruction and Student Support Services, and Rachel Gorton, Instructional Technology Coordinator
- D. Approve Seasonal, Casual and Temporary Employee Rates of Pay for the 2016-2017 School Year 83  
Presenter: Stacey Sovine, Executive Director of Human Resources
- E. Approve the Proposed Revisions and Re-adopt the Unchanged Language in the 2016-2017 Terms and Conditions of Employment for the Unaffiliated 85

Employees of ISD 191

Presenter: Dr. Joe Gothard, Superintendent

- F. Approve, on a First Reading Basis, Board Policies 614: *School District Assessment Program*; 509: *Enrollment of Nonresident Students*; 498: *Employee Workday (rescind DJGA)*; 299: *Student Representative to the School Board (rescind ABC & ABC-R)*; and 419: *Tobacco- and Smoke-Free Environment* 95

Presenter: Dr. Joe Gothard, Superintendent

- G. Approve on a First Reading Basis, Rescinding Policies ACB: *Respectful Behavior*; JN: *Student Fees, Fines and Charges*; KMA & KMA-R: *Relations with Parent Organizations*; KM: *Relations with Community Organizations*; KA & KA-R: *School Community Relations-Media Inquiries*; and EEA & EEA-R: *Student Transportation* 117

Presenter: Dr. Joe Gothard, Superintendent

#### IV. Reports

- A. Student Representative
- B. Superintendent
- C. Board Members

- V. Adjourn to a Closed Session for Attorney-Client Privilege as Permitted by M.S. 13D.05, Subd. 3(b) to Discuss Contracts

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
August 25, 2016

The meeting of the Board of Education was called to order by Chair Luth at 6:30 p.m. at the Burnsville Council Chambers at Burnsville City Hall, 100 Civic Center Parkway, Burnsville.

Call to Order

Members present: Directors Currier, Alt, VandenBoom, Hill, Schmid, Mackall and Chair Luth. Others in attendance were Superintendent Gothard, staff and members of the public.

Attendance

Luth welcomed the audience and asked VandenBoom to lead the Pledge of Allegiance.

Pledge of Allegiance

Moved by Mackall, seconded by Currier, to approve the agenda.  
Motion carried unanimously (7, 0).

Agenda

Moved by Schmid, seconded by Alt to approve the consent agenda:

Consent Agenda

- Approve minutes of the August 11, 2016 regular school board meeting.
- Approve personnel recommendations for C. Adams, C. Anderson, J. Bauer, S. Baumbauer, A. Bubak, R. Cesaro-Moxley, D. Cloutier, E. Counters, C. Cselovski, A. Gravink, A. Kaso, K. Kramer, A. Madigan, J. Mayasich, J. Prokop, J. Spanton, A. Strader, J. Himrich, A. Grant, M. Grover, E. Leighton, D. Arakawa, A. Ballejo-Nochez, M. Berchild, R. Betting, M. Cinzinski, M. Dale, S. Erbes, L. Fick, D. Gamache, H. Hammoud, P. Harrington, M. Helberg, E. Illescas Gomez, D. Kienitz, L. Knutson, M. Kremin, C. Leonard, C. Martinez, K. Mitsch, J. Raeth, M. Raheemi, J. Reeves, A. Robinson, , R. Rottjakob, P. Ryan, W. Sandifer, M. Santos, S. Schaeffer, G. Schroeder, L. Skahen, H. Smidt, D. Stanley, S. Stusse, K. Tanberg, V. Tucker, K. Wicklace, S. Smith-Lossiah, J. Neptuno Temozan, H. Ostertag, A. Andreasen, D. Barton, A. Bodelson, A. Kaahiye, R. Keeney, M. Leipold, P. Mosey, J. Mosley, L. Petsinger, B. Raebel, E. Ragatz, J. Sammis, K. Schlieman, and S. Wysocki.
- Adopt a resolution to approve and accept donations.
- Approve June payroll checks numbered 718489-718521, and Direct Deposit notices numbered 611638-617672, in the net amount of \$4,678,929.92. June & July claims to date represented by checks numbered 447162-447640, 164-168, 1016058-1016261, and 101446-101501 and wire transfers and adjustments totaling \$16,293,142.26. Also, that the Board accepts June receipts of \$14,738,272.81 and investments for the General Fund, 2012A Alt Facilities, 2015A School Building Bonds and OPEB of \$86,024,451.23 as of June 30, 2016.
- Approve July payroll checks numbered 718522-718535, and Direct Deposit notices numbered 617673-619019, in the net amount of

Minutes

Personnel

Recommendations

Donations

Payroll, Deposits,

Receipts and

Investments

<p>\$3,775,773.08. June, July &amp; Aug claims to date represented by checks numbered 447641-448182, 1016262-1016339, and 101502-101546 and wire transfers and adjustments totaling \$12,056,957.03. Also, that the Board accepts July receipts of \$3,021,886.91 and investments for the General Fund, 2012A Alt Facilities, 2015A School Building Bonds and OPEB of \$74,227,469.31 as of July 31, 2016.</p>	
<ul style="list-style-type: none"> <li>- Accept the Budget Analysis for the month ending June 30, 2016.</li> <li>- Approve, on a second reading basis, Board Policies 515: <i>Protection and Privacy of Pupil Records</i>; 620: <i>Credit for Learning</i>; and 709: <i>Transportation Policy</i>.</li> <li>- Approve, on a second reading basis, rescinding Board Policies ECB &amp; ECB-R: <i>Buildings and Grounds Maintenance</i>; ECF &amp; ECF-R: <i>Energy Conservation</i>; EGAAA &amp; EGAAA-R: <i>Copyright-Printing and Duplicating Services</i>; FEE &amp; FEE-R: <i>Site Acquisition</i>; GBD-R: <i>Board-Staff Communication-Regulation</i>; GBE: <i>Staff Health and Safety Physical Examinations</i>; GCIA-R: <i>Extracurricular Assignments-Regulation</i>; GCPB: <i>Resignation of Professional Staff Members</i>; GCQAA: <i>Professional Staff Consulting Activities</i>; GDQAA: <i>Support Staff Consulting Activities</i>; HO &amp; HO-R: <i>Staff Job Actions</i>; IGEB &amp; IGEB-R: <i>Adult High School Programs</i>; and KDE: <i>Crisis Management</i>.</li> </ul>	<p>Budget Analysis Policies</p>
<ul style="list-style-type: none"> <li>- Approve change orders #161, #166, #169, #174, #178 and #180 for the 2015 Additions and Alterations to Burnsville High School.</li> <li>- Approve change order #11, #13, and #14 for the 2016 Alterations to Nicollet Middle School, Edward Neill, Sky Oaks and Harriet Bishop Elementary schools.</li> <li>- Approve change order #007 for the 2016 Additions and Alterations to Metcalf Middle School, William Byrne Elementary and Rahn Elementary schools.</li> </ul>	<p>Change Orders</p>
<p>Motion carried unanimously with discussion (7, 0).</p>	
<p>Received a report from Dr. Kathy Funston, director of strategic partnerships and pathways on Vehicle Services Partnerships and Pathways.</p>	<p>Report Vehicle Services</p>
<p>Currier left the meeting at 6:39 p.m. and returned at 6:41 p.m.</p>	
<p>Received a report from Dr. John Christiansen, superintendent of Intermediate School District 917 on Intermediate School District 917's New Student Program, Facility Addition, and Financing Plan.</p>	<p>Report from 917</p>
<p>Moved by Hill, seconded by Schmid to adopt a resolution relating to a financing by Intermediate School District No. 917, Dakota County; authorizing the refinancing thereby of certain outstanding bonds and the financing thereby of additions to a special education facility; and approving capital levy to pay a proportionate share of costs of such financing. Motion carried unanimously (7, 0).</p>	<p>Adopt Resolution for 917</p>
<p>Received reports from Dr. Joe Gothard, Lisa Rider, Glenn Simon, Cindy</p>	<p>Reports on Vision</p>

Amoroso, Stephanie Corbey, Dr. Kathy Funston, Dr. Stacie Stanley, Doug Johnson, and Tom Umhoefer on a preview of the 2016-17 school year, Vision One91.

One91

Moved by Currier, seconded Mackall, to approve the proposed addendum to the 2015-2017 terms and conditions of employment for the Community Education employee of Independent School District #191. Motion carried unanimously after discussion (7, 0).

Community Education Employee

Verbal reports were given by Alt on behalf of the Policy Review Committee, Hill on behalf of the Technology Committee, Currier on behalf of the Student Performance and Achievement Committee

Committee Reports

Moved by Schmid, seconded by VandenBoom, to adjourn at 9:11 p.m. Motion carried unanimously (7, 0).

Adjourn

September 15, 2016

Jim Schmid, clerk

Date Approved

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

TO: Members, Board of Education  
Joe Gothard, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: September 15, 2016

RE: Recommended Personnel Changes

**Certified**

**Appointment**

Roxanna Brace	*Replacement Teacher-Long Term Substitute, 1.0 FTE, GP, effective 8/23/16
Tasha Flikeid	-New Teacher, 1.0 FTE, SO, effective 9/1/16
Jody Grote	-Replacement Teacher, 1.0 FTE, VV, effective 8/29/16
Angela Kaso	-Replacement Teacher Music revised to .75 FTE, MMS, effective 8/23/16
Paula Leach	-Replacement Teacher, 1.0 FTE, ECSE, DEC, effective 8/29/16
Katherine LeMire	-Replacement School Psychologist, 1.0 FTE, ECSE Cluster, effective 8/23/16
Kelli Liesener	-Replacement Teacher, 1.0 FTE, HV, effective 8/29/16
Kerianne Loran	-New Teacher, 1.0 FTE, MWS, effective 9/1/16
Kathryn MacNally	-New Teacher SPED revised, 1.0 FTE, BHS, effective 8/23/16
Nancy Mosher	*Replacement Teacher-Long Term Substitute, 1.0 FTE, HV, effective 8/29/16
Deserea Niemann	-Replacement Teacher SPED, 1.0 FTE, BHS, effective 8/29/16
Orion Patrie	-New Teacher Fab Lab and Project Lead the Way, 1.0 FTE, BHS, effective 8/23/16
Julie Pettes	-Replacement-Teacher Long Term Substitute, 1.0 FTE, VV, effective 9/6/16
Hailey Ruff	-Replacement Teacher Family Consumer Science, 1.0 FTE, NMS, effective 8/23/16
Melissa Springer	-New Teacher , .50 FTE, HV, effective 8/23/16
Gretchen Weis	-Replacement Teacher SPED, 1.0 FTE, BHS, effective 8/23/16
Elizabeth Williams	-New Teacher SPED, 1.0 FTE, ERMS, effective 9/2/16
Harrison Wojcik	-Replacement School Psychologist, 1.0 FTE, Elementary Cluster, effective 8/23/16

**Change in Assignment**

Laura Petsinger -Assignment changes to Teacher Science, .51 FTE, NMS, effective 9/6/16

**Classified**

**Appointment**

Rahima Abdi	*New EA Level II, 3 hrs/day, GP, effective 9/13/16
Hanna Abdurahman	-Replacement EA Level III, 7.25 hrs/day, ST, effective 9/6/16
Sarah Calvo	-New Community Ed Program Supervisor, 8 hrs/day, DEC, effective 8/29/16
Jenny Campos	-Replacement AVID Tutor, District-Wide, effective 2016/2017 school year
Carolyn Goering	*Replacement EA Level II, 3 hrs/day, HV, effective 9/12/16
Hercules Goss-Kueh	*New AVID Tutor, District-Wide, effective 2016/2017 school year
Rachel Jones	-New EA Level II, 5.5 hrs/day, Rahn, effective 8/29/16
Dianne Kersteter	-Replacement EA Level IV, 6 hrs/day, Rahn, effective 8/29/16
Derek Mills	-Replacement Custodian B Shift, 8 hrs/day, BHS, effective 8/31/16
Khadra Mohamed	-New AVID Tutor, District-Wide, effective 2016/2017 school year
Amy Mulder	-Replacement EA Level IV, 7.25 hrs/day, EN, effective 8/29/16
Joan Rockett	*Replacement EA Level II, .75 hrs/day, EN, effective 9/12/16
Robyn Sackett	*New AVID Tutor, District-Wide, effective 2016/2017 school year
Rebekka Schrank	*New AVID Tutor, District-Wide, effective 2016/2017 school year
Lilli Yu	-New Community Ed Program Associate, 5 hrs/day, DEC, effective 9/6/16

**Change in Assignment**

Troy Kaisershot	*Assignment changes to Lead Custodian Temporary, 8 hrs/day, SO, effective 9/7/16
Samuel Scalzo	*Assignment changes to CE Program Associate, 5.25 hrs/day, DEC effective 9/6/16
Jack Tillman	*Assignment changes to EA Level III, 6.75 hrs/day, VV, effective 9/12/16
Alicia Vitali	*Assignment changes to CE Early Childhood Supervisor, 7 hrs/day, DEC, effective 8/29/16

\*added to original report  
Burnsville-Eagan-Savage #191  
Board Meeting – 9/15/16

**Resignation**

Mary Alvarado	-Food Service Associate, BHS, effective 9/20/2016
Vincent Blocker	-AVID Tutor, District-Wide, effective 9/6/16
Stephany Himrich	-AVID Tutor, District-Wide, effective 7/14/16
Elissa Kapusinski	-AVID Tutor, District-Wide, effective 8/23/16
Carol Leonard	-Food Service Associate, WB, effective 9/1/16
Katherine Miller	-EA Level II, SO, effective 9/16/16
Evan Moore	-AVID Tutor, District-Wide, effective 8/31/16
David Stanley	-EA Level III, VV, effective 8/29/16
Sunny Vuong	-AVID Tutor, District-Wide, effective 7/30/16
Mark Woodward	-AVID Tutor, District-Wide, effective 5/5/16

**Coaches/Co-Curricular Appointment****Appointment**

Jeffrey Gottwig	*Replacement Musical Instrumental, BHS, effective Fall Season 2016
Nicole Marshall	*Replacement Musical Vocal Director, BHS, effective Fall Season 2016
Jeffrey Olson	-New Assistant Marching Band Director, BHS, effective Fall Season 2016

**End of Assignment/ Employment**

Stephanie Betley	-Dance Head Coach, BHS
Amy Brotten	-Dance Assistant Coach, BHS
Alexandria Brown	-Dance Assistant Coach, BHS
Candace Goldstein	-Volleyball Assistant Coach, BHS
Hailee Mattson	-Girls Soccer Head Coach, BHS
Morgan McGowan	-Dance Assistant Coach, BHS
Christopher Morgan	-Swimming Head Coach, BHS
Brianna Nelson	-Dance Assistant Coach, BHS
Tracy Olson	-Volleyball Assistant Coach, BHS



**Agenda II.B.3.  
September 15, 2016**

**To:** Members, Board of Education  
Dr. Joe Gothard, Superintendent

**From:** Lisa K. Rider, Executive Director of Business Services

**Date:** September 9, 2016

**Re:** Donations

**RECOMMENDATION:** To adopt a resolution to approve and accept donations as presented.

**RESOLUTION TO APPROVE AND ACCEPT DONATIONS**

**WHEREAS,**

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a gift, grant, or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

**THEREFORE, BE IT RESOLVED** by the School Board of ISD 191 to approve and accept with appreciation the donations as presented below and to permit their use as designated by the donors.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on September 15, 2016.

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Jim Schmid  
Clerk – Board of Education

<b>Date</b>	<b>Donor</b>	<b>Recipient</b>	<b>Terms</b>	<b>Donation</b>
8/9/2016	Emily Wise	ISD 191	BrainPower in a Backpack	\$144.00
8/13/2016	Ann Palzer	ISD 191	BrainPower in a Backpack	\$20.00
8/13/2016	Nicole Mickelson	ISD 191	BrainPower in a Backpack	\$50.00
8/13/2016	Alyssa Tolbert	ISD 191	BrainPower in a Backpack	\$50.00
8/10/2016	Max and Maria Teresa Becker	ISD 191	BrainPower in a Backpack	\$25.00
8/24/2016	Lisa Raley	Eagle Ridge Junior High School	Student school supplies	3 large boxes of assorted school supplies
8/18/2016	Cub Foods Savage	Eagle Ridge Junior High School	PBIS rewards	\$25 gift card
8/26/2016	Keller Williams Preferred Realty in Burnsville	ISD 191	children in need	eight big boxes of school supplies and one dozen backpacks
8/25/2016	Destiny Church	ISD 191	students in need	21 backpacks with school supplies
8/26/2016	Burnsville YMCA	ISD 191	students in need	8 bags of school supplies
8/26/2016	Hiren Shah	Hidden Valley Elementary	For students of Hidden Valley	Multiple boxes of crayons and silly bands
9/8/2016	Burnsville Education Association	Hidden Valley Elementary	students in need	10 backpacks filled with school supplies

Total monetary contributions to accept: **\$289.00**



**Agenda II.B.4.  
September 15, 2016**

**To: Members, Board of Education  
Superintendent Gothard**

**From: Lisa K. Rider, Executive Director of Business Services**

**Date: September 15, 2016**

**Re: Change Orders #168, #183, #184, #185, #186 #187 and #188 for the 2015  
Additions and Alterations to Burnsville High School**

RECOMMENDATION: That the Board of Education approves change orders #168, #183, #184, #185, #186 #187 and #188 for the 2015 Additions and Alterations to Burnsville High School.

On May 28<sup>th</sup>, 2015 the school board awarded contracts for bid package #1, on June 25, 2015 the school board awarded one contract for bid package #2, on August 13, 2015 the school board awarded contracts for bid package #3 and on October 22, November 5, November 19 and December 17, 2015 school board awarded contracts for bid package #4 for the 2015 Additions and Alterations to the Burnsville High School.

Change order #168 for contract #0420 (Crosstown Masonry Inc.) is in the amount of \$7,003.00. Items on this change order include a reduction of (\$1,302.00) due to the deletion of a room, additional concrete wall and salvaged brick patch for a new louver in an existing mechanical room and to install a 6" 2 hour concrete wall around a steel beam to meet fire code.

Change order #183 for contract #0183 (Ebert, Inc.) is in the amount of \$750.00. The reason for this change was to repair brick at the tank storage room on the Annex.

Change order #184 for contract #2601 (People's Electric Co. Inc.) is in the amount of \$8,349.00. Items on this change order include a reduction to the contract in the amount of (\$2,238.00) for not doing electrical demolition in an existing hallway on the west side due to a roof structural change, additional door operators and associated wiring, electrical modifications in the chiller mechanical room and a change in circuit breakers are the reasons for the change in this contract.



Change order #185 for contract #0750 (Palmer West Construction Company Inc.) is in the amount of \$1,691.00, items on this change order include the demolition and install of 2 additional 3 inch cones for conduits not shown on the plans, a reduction in the amount of (\$1,920.00) for the elimination of aluminum composite panels and to open up and reroof the existing gymnasium roof to add steel to accommodate new exhaust relief fans.

Change order #186 for contract #0340 (Wells Concrete Products Company) is a reduction in the amount of (\$4,938.00). Items on this change order include a back charge for saw cutting mechanical openings and a back charge to clean up planks from hole cutting done by Lloyd's Construction.

Change order #187 for contract #0330 (Northland Concrete & Masonry Company LLC) is in the amount of \$17,625.00. Items on this change order include added footings and a foundation wall and stoop modifications at the new loading dock area, new concrete footings and additional sidewalk, a reduction in the amount of (\$3,340) as a back charge to Northland Concrete for the removal of a collapsed portion of the tunnel, additional grouting and waterproofing, forming and grouting stair headers which were not shown on the plans, additional demolition work, an additional mechanical pad not shown on the plans and a reduction in the amount of (\$5,295.00) back charged to Northland Concrete due to the cooling tower foundation being incorrect.

Change order #188 for contract #2601 (People's Electric Co. Inc.) is in the amount of \$22,244.00. Items on this change order include a reduction of (\$1,754.00) for not adding new lighting controls and demolition work for work that was deleted from the project, additional connections needed to the Sage glass in the West addition, provide power for future changes for office furniture, miscellaneous electrical modifications and changes to existing site lighting.

To date total change orders in amount of \$1,660,737.00 to the 45 original contract amounts of \$37,734,946.00 brings the total contracts with change orders to \$39,395,683.00. This represents change orders of 4.40% of original bid amounts.

The items on these change orders have been reviewed and validated by ATS&R Architects and Engineers and WENCK Construction Inc.

# CHANGE ORDER

## CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

AUG 0 8 2016

AUG 1 8 2016

OWNER

CONSTRUCTION MANAGER

ARCHITECT

CONTRACTOR

FIELD

OTHER

PCO # 168

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #3  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 0420.006

INITIATION DATE: 07/01/16

TO CONTRACTOR:  
 (Name and address) CROSSTOWN MASONRY, INC.  
 1322 159TH AVENUE NE  
 HAM LAKE, MINNESOTA 55304

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #0420  
Masonry

CONTRACT DATE: 8/13/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work as noted on the attached Page #2

# RECEIVED

AUG 1 1 2016

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	1,240,000.00
Net change by previously authorized Change Orders .....	\$	48,306.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	1,288,306.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	7,003.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ....	\$	1,295,309.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

### WENCK CONSTRUCTION INC.

CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS

BY *Mark Hovelson* 8/9/16 DATE

### CROSSTOWN MASONRY, INC.

CONTRACTOR  
 1322 159th Avenue NE, Ham Lake, MN 55304

ADDRESS

BY *Jammy Brasted* 8/3/14 DATE

### ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECT

ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS

BY *Autry* 8/16/16 DATE

### BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS

OWNER  
 100 River Ridge Court, Burnsville, MN 55337

ADDRESS

BY DATE



CAUTION: You should use an original AIA document which has this caution printed in red. An original assures that changes will not be obscured as may occur when documents are reproduced.

# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 7/1/2016**

**Contractor:**

Crosstown Masonry, Inc.  
1322 159th Avenue NE  
Ham Lake, MN 55304

**Architect's Project No:**

**Contract Date:**

**Contract Number: 0420**

**Change Order Number: 006**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
PR-067	001	Delete CMU wall at door 11-135 per PR 67	-1,302
PR-084R	003	CMU and salvaged brick patch at new louver beam and jambs per PR 084R	6,588
RCO-129	001	Lay up 6" 2 hour cmu around beam to deck for fire code rating at stairway 11-201.	1,717

The original Contract (s) Value was.....	1,240,000
Sum of changes by prior Change Orders.....	48,306
The Contract Value prior to this Change Order was.....	1,288,306
The Contract Value will be changed by this Change Order in the amount of.....	7,003
The new Contract Value including this Change Order will be.....	1,295,309
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

AUG 05 2016

AUG 18 2016

OWNER  X  
 CONSTRUCTION MANAGER  X  
 ARCHITECT  X  
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 183

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO BURNSVILLE HIGH SCHOOL BP #1  
 (Name and address) 600 EAST HIGHWAY 13 BURNSVILLE, MINNESOTA 55337  
 CHANGE ORDER NO.: 0600.018  
 INITIATION DATE: 07/28/16

TO CONTRACTOR: EBERT, INC. D/B/A EBERT CONSTRUCTION  
 (Name and address) 23350 COUNTY ROAD 10 CORCORAN, MINNESOTA 55357  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #0600  
 General Construction  
 Shop Annex  
 CONTRACT DATE: 5/28/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work as noted on the attached Page #2

# RECEIVED

AUG 11 2016

ARMSTRONG, TORSETH

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) (Guaranteed Maximum Price) was .....	\$	671,900.00
Net change by previously authorized Change Orders .....	\$	94,924.00
The (Contract Sum) (Guaranteed Maximum Price) prior to this Change Order was .....	\$	766,824.00
The (Contract Sum) (Guaranteed Maximum Price) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	758.00
The new (Contract Sum) (Guaranteed Maximum Price) including this Change Order will be .....	\$	767,582.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.

CONSTRUCTION MANAGER  
7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS *Mark Hovelson*  
BY *Mark Hovelson* DATE *8/8/16*

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECT

ARCHITECT  
8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS *Antony*  
BY *Antony* DATE *8/16/16*

EBERT, INC. D/B/A EBERT CONSTRUCTION

CONTRACTOR  
23350 County Road 10, Corcoran, MN 55357

ADDRESS *M. L. Ebert*  
BY *M. L. Ebert* DATE *8-1-16*

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS

OWNER  
100 River Ridge Court, Burnsville, MN 55337

ADDRESS  
BY DATE



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# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 7/28/2016**

**Contractor:**

Ebert Inc.  
23350 County Road 10  
Corcoran, MN 55357

**Architect's Project No:**

**Contract Date:**

**Contract Number: 0600**

**Change Order Number: 018**

**The Contract is hereby revised by the following items:**

PCO	Item #	Description	Amount
RCO-163	001	Repairing brick at tank storage room on Annex. Last Ebert CO	758

The original Contract (s) Value was.....	671,900
Sum of changes by prior Change Orders.....	94,924
The Contract Value prior to this Change Order was.....	766,824
The Contract Value will be changed by this Change Order in the amount of.....	758
The new Contract Value including this Change Order will be.....	767,582
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa AUG 0 5 2016

AUG 1 8 2016

(Instructions on reverse side)

OWNER   
 CONSTRUCTION MANAGER   
 ARCHITECT   
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 184

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #4  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2601.009

INITIATION DATE: 07/29/16

TO CONTRACTOR:  
 (Name and address) PEOPLES ELECTRIC CO., INC.  
 277 FILLMORE AVENUE  
 ST. PAUL, MINNESOTA 55107

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #2601  
 Electrical/Communication  
 Security/Paging

CONTRACT DATE: 10/22/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work as noted on the attached Page #2

# RECEIVED

AUG 1 1 2016

ARMSTRONG, TORSETH

SKOLD & RYDEEN INC

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) .....	\$	3,558,650.00
Net change by previously authorized Change Orders .....	\$	182,671.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	3,741,321.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	8,349.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be .....	\$	3,749,670.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS  
 BY *Mark Lovelorn* 8/8/16  
 DATE

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCH.  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS  
 BY *Arthur* 8/16/16  
 DATE

PEOPLES ELECTRIC CO., INC.  
 CONTRACTOR  
 277 East Fillmore Avenue, St. Paul, MN 55107  
 ADDRESS  
 BY *Paul* 8/4/16  
 DATE

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY  
 DATE



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# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 7/29/2016**

**Contractor:**  
Peoples Electric Company, Inc.  
277 East Fillmore Avenue  
St. Paul, MN 55107

**Architect's Project No:**  
**Contract Date:**  
**Contract Number: 2601**  
**Change Order Number: 009**

**The Contract is hereby revised by the following items:**

PCO	Item #	Description	Amount
PR-062	005	Deletion of electrical demo and work in Area 10 corridor per PR 062	-2,238
PR-073R2	004	Door operators and associated wiring per PR 073R2.	1,061
PR-079	003	No cost for change in electrical work per PR 079.	0
PR-107	002	Chiller room electrical modifications per PR 107.	2,960
RCO-152	001	Change the circuit breakers in MDC-S per RFI 508 response	6,566

The original Contract (s) Value was.....	3,558,650
Sum of changes by prior Change Orders.....	182,671
The Contract Value prior to this Change Order was.....	3,741,321
The Contract Value will be changed by this Change Order in the amount of.....	8,349
The new Contract Value including this Change Order will be.....	3,749,670
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa **AUG 10 2016**

**AUG 18 2016**

(Instructions on reverse side)

OWNER   
 CONSTRUCTION MANAGER   
 ARCHITECT   
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 185

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #4  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 0750.004  
 INITIATION DATE: 08/01/16

TO CONTRACTOR:  
 (Name and address) PALMER WEST CONSTRUCTION COMPANY, INC.  
 14595 JAMES ROAD  
 ROGERS, MINNESOTA 55374

PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #0750  
 Roofing & Metal Panels

CONTRACT DATE: 10/22/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work as noted on the attached Page #2

# RECEIVED

AUG - 18 2016

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) .....	\$	1,603,200.00
Net change by previously authorized Change Orders .....	\$	46,314.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	1,649,514.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	1,691.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	1,651,205.00
The Contract Time will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS *Mark Fowler*  
 BY *Mark Fowler* DATE *8/10/16*

PALMER WEST CONSTRUCTION COMPANY, INC.  
 CONTRACTOR  
 14595 James Road, Rogers, MN 55374

ADDRESS *Rob Stender*  
 BY *Rob Stender* DATE *8-4-16*

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECT  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS *Carla*  
 BY *Carla* DATE *8/16/16*

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337

ADDRESS  
 BY DATE



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# Change Order

**Burnsville High School**

**Project # 30150401**  
 Tel: 952-707-2000 Fax: 952-707-2102

**Date:** 8/1/2016  
**Contractor:**  
 Palmer West Construction Co, Inc.  
 14595 James Road  
 Rogers, MN 55374

**Architect's Project No:**  
**Contract Date:**  
**Contract Number: 0750**  
**Change Order Number: 004**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
PR-108	004	Demo and install two additional 3" cones for conduit not shown on plans on PR 108.	534
PR-113	001	Deduct for deleting AL composite panels in 10-118 per PR 113.	-1,920
PR-121	001	Opened roof and reroofed for steel to carry fans at existing gym per PR 121	3,077

The original Contract (s) Value was.....	1,603,200
Sum of changes by prior Change Orders.....	46,314
The Contract Value prior to this Change Order was.....	1,649,514
The Contract Value will be changed by this Change Order in the amount of.....	1,691
The new Contract Value including this Change Order will be.....	1,651,205
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

AUG 11 2016

AUG 18 2016

(Instructions on reverse side)

OWNER

CONSTRUCTION MANAGER

ARCHITECT

CONTRACTOR

FIELD

OTHER

PCO # 186

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #3  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 0340.002

INITIATION DATE: 08/01/16

TO CONTRACTOR: WELLS CONCRETE PRODUCTS COMPANY  
 (Name and address) 835 HIGHWAY 109 NE  
 PO BOX 308  
 WELLS, MINNESOTA 56097-0308

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #0340  
Structural Precast Concrete

CONTRACT DATE: 8/13/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work as noted on the attached Page #2

# RECEIVED

AUG 12 2016

ARMSTRONG, TORSETH

SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	933,340.00
Net change by previously authorized Change Orders .....	\$	(1,519.00)
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	931,821.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be ( <del>increased</del> ) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	(4,938.00)
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	926,883.00
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) ( <del>unchanged</del> ) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.

CONSTRUCTION MANAGER

7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS

BY *Mark Hovelson* DATE *8/11/16*

WELLS CONCRETE PRODUCTS COMPANY

CONTRACTOR

835 Highway 109 NE, Wells, MN 56097

ADDRESS

BY *[Signature]* DATE *8-9-16*

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCH.

ARCHITECT

8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS

BY *[Signature]* DATE *8/16/16*

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS

OWNER

100 River Ridge Court, Burnsville, MN 55337

ADDRESS

BY \_\_\_\_\_ DATE \_\_\_\_\_



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# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 8/1/2016**

**Contractor:**

Wells Concrete Products, Inc.  
 835 Highway 109 NE,  
 PO Box 308  
 Wells, MN 56097

**Architect's Project No:**

**Contract Date:**

**Contract Number: 0340**

**Change Order Number: 002**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
RCO-131	002	Sawcutting mechanical openings in Area 9. Back charge to Wells.	-4,675
RCO-137	002	Clean up planks from hole cutting done by Lloyds. Back charge to Wells	-263

The original Contract (s) Value was.....	933,340
Sum of changes by prior Change Orders.....	-1,519
The Contract Value prior to this Change Order was.....	931,821
The Contract Value will be changed by this Change Order in the amount of.....	-4,938
The new Contract Value including this Change Order will be.....	926,883
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa **AUG 19 2016**

**AUG 25 2016**

(Instructions on reverse side)

OWNER  X  
 CONSTRUCTION MANAGER  X  
 ARCHITECT  X  
 CONTRACTOR  X  
 FIELD   
 OTHER

PCO # 187

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #3  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 0330.013

INITIATION DATE: 08/01/16

TO CONTRACTOR:  
 (Name and address) NORTHLAND CONCRETE & MASONRY COMPANY, LLC  
 12026 RIVERWOOD DRIVE  
 BURNSVILLE, MINNESOTA 55337

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #0330  
Cast In Place Concrete

CONTRACT DATE: 8/13/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work as noted on the attached Page #2

# RECEIVED

- AUG 23 2016

ARMSTRONG, TORSETH

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) (Guaranteed Maximum Price) .....	\$	2,617,189.00
Net change by previously authorized Change Orders .....	\$	234,806.00
The (Contract Sum) (Guaranteed Maximum Price) prior to this Change Order was .....	\$	2,851,995.00
The (Contract Sum) (Guaranteed Maximum Price) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	17,625.00
The new (Contract Sum) (Guaranteed Maximum Price) including this Change Order will be .....	\$	2,869,620.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS  
 BY *[Signature]* DATE 8/22/16

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCH.  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS  
 BY *[Signature]* DATE 8/24/16

NORTHLAND CONCRETE & MASONRY COMPANY, LLC  
 CONTRACTOR  
 12026 Riverwood Drive, Burnsville, MN 55337  
 ADDRESS  
 BY *[Signature]* DATE 08/17/16

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY \_\_\_\_\_ DATE \_\_\_\_\_



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# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 8/1/2016**

**Contractor:**

Northland Concrete and Masonry Company, LLC  
 12026 Riverwood Drive  
 Burnsville, MN 55337

**Architect's Project No:**

**Contract Date:**

**Contract Number: 0330**

**Change Order Number: 013**

**The Contract is hereby revised by the following items:**

PCO	Item #	Description	Amount
PR-093	001	Added strip footing, foundation wall, and stoop modifications per PR 093.	8,060
PR-095	001	New concrete foundation wall and sidewalk per PR 095.	2,591
RCO-132	002	Removal of collapsed portion of tunnel. Back charge to Northland	-3,340
RCO-148	001	Additional grouting/waterproofing per RFI 435	8,279
RCO-148	002	Forming and grouting stair headers which was not included in Northland's or Red Cedar Steel's original scope nor shown on the plans.	4,601
RCO-148	003	Form/pour cap over demolished block in area 11 at existing custodial office.	1,720
RCO-148	004	Additional mechanical pad not covered in BP3 or BP4 scopes.	1,009
RCO-157	002	Additional costs incurred due to cooling tower foundation being incorrect. Back charge to Northland.	-5,295

The original Contract (s) Value was.....	2,617,189
Sum of changes by prior Change Orders.....	234,806
The Contract Value prior to this Change Order was.....	2,851,995
The Contract Value will be changed by this Change Order in the amount of.....	17,625
The new Contract Value including this Change Order will be.....	2,869,620
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

Peco #100480

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa **AUG 22 2016**

OWNER	<input checked="" type="checkbox"/>
CONSTRUCTION MANAGER	<input checked="" type="checkbox"/>
ARCHITECT	<input checked="" type="checkbox"/>
CONTRACTOR	<input checked="" type="checkbox"/>
FIELD	<input type="checkbox"/>
OTHER	<input type="checkbox"/>

PCO # 188

**AUG 25 2016**

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #4  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2601.010

INITIATION DATE: 08/11/16

TO CONTRACTOR:  
 (Name and address) PEOPLES ELECTRIC CO., INC.  
 277 FILLMORE AVENUE  
 ST. PAUL, MINNESOTA 55107

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #2601  
 Electrical/Communicator  
 Security/Paging

CONTRACT DATE: 10/22/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work as noted on the attached Page #2

# RECEIVED

**AUG 23 2016**

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) (Guaranteed Maximum Price) .....	\$	3,558,650.00
Net change by previously authorized Change Orders .....	\$	191,020.00
The (Contract Sum) (Guaranteed Maximum Price) prior to this Change Order was .....	\$	3,749,670.00
The (Contract Sum) (Guaranteed Maximum Price) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	22,244.00
The new (Contract Sum) (Guaranteed Maximum Price) including this Change Order will be ...	\$	3,771,914.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.

CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS *Sold here*  
 BY *[Signature]* DATE *8/22/16*

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCH.

ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS *[Signature]*  
 BY *[Signature]* DATE *8/24/16*

PEOPLES ELECTRIC CO., INC.

CONTRACTOR  
 277 East Fillmore Avenue, St. Paul, MN 55107

ADDRESS *[Signature]*  
 BY *[Signature]* DATE *8/18/16*

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS

OWNER  
 100 River Ridge Court, Burnsville, MN 55337

ADDRESS  
 BY  
 DATE



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# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 8/11/2016**

**Contractor:**

Peoples Electric Company, Inc.  
277 East Fillmore Avenue  
St. Paul, MN 55107

**Architect's Project No:**

**Contract Date:**

**Contract Number: 2601**

**Change Order Number: 010**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
PR-119	001	Delete new lighting, controls and demo work in room 12-005 per PR 119. Credit for labor, lights to be turned over.	-1,754
PR-124	001	Make additional connections to sage glass per PR 124.	1,982
PR-125	001	Provide power for furniture changes per PR 125.	3,786
PR-132	001	Miscellaneous electrical modifications per PR 132	3,183
PR-135R	001	Changes to existing site lighting per PR 135R	15,047

The original Contract (s) Value was.....	3,558,650
Sum of changes by prior Change Orders.....	191,020
The Contract Value prior to this Change Order was.....	3,749,670
The Contract Value will be changed by this Change Order in the amount of.....	22,244
The new Contract Value including this Change Order will be.....	3,771,914
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# BHS Budget Report with Change Orders

Information	Company	Wenck Estimates	Awarded Bid	Change Orders To Date	Percent of Change	Numer of Change Orders	Contract Amount With Change Orders	Percent of Completion
Bid Pack #1								
Contract #0600 General Construction Shop Annex	Ebert Construction	\$919,600.00	\$671,900.00	\$95,682.00	14.24%	18	\$767,582.00	97.53%
Contract #2300 Mechanical	Klamm Mechanical	\$647,800.00	\$900,000.00	\$47,621.00	5.29%	9	\$947,621.00	95.00%
Contract #2600 Electrical	Peoples Electric	\$293,600.00	\$566,500.00	\$90,391.00	15.96%	16	\$656,891.00	95.00%
Contract #3110 Site Demolition and Improvements	Max Steininger Inc.	\$775,285.10	\$530,000.00	\$339,467.00	64.05%	8	\$869,467.00	88.43%
Contract #3300 Site Utility Relocation	Veit & Co.	\$243,170.00	\$410,000.00	\$115,109.00	28.08%	5	\$525,109.00	95.00%
Contract #0240 Building Demolition	Veit & Co.	\$366,047.14	\$71,039.00	\$30,496.00	42.93%	5	\$101,535.00	100.00%
		<u>\$3,245,502.24</u>	<u>\$3,149,439.00</u>	<u>\$718,766.00</u>			<u>\$3,868,205.00</u>	
Bid Pack #2								
Contract #0345 Precast Concrete Wall Panels	Wells Concrete	\$2,403,594.00	\$2,615,000.00	(\$102,886.00)	-3.93%	4	\$2,512,114.00	93.79%
		<u>\$2,403,594.00</u>	<u>\$2,615,000.00</u>	<u>(\$102,886.00)</u>			<u>\$2,512,114.00</u>	
Bid Pack #3								
Contract #0420 Masonry	Crosstown Masonry Incorporated	\$1,305,616.00	\$1,240,000.00	\$55,309.00	4.46%	6	\$1,295,309.00	93.68%
Contract #3301 Site Utilities	Metro Utilities, Inc.	\$181,880.00	\$288,750.00	\$27,808.00	9.63%	4	\$316,558.00	91.86%
Contract #3290 Landscaping/Irrigation Systems	Urban Companies, LLC	\$305,275.00	\$240,069.00	\$18,984.00	7.91%	4	\$259,053.00	15.23%
Contract #3210 Asphalt Paving/Curbs	Midwest Asphalt Corporation	\$1,244,655.00	\$921,900.00	(\$548.00)	-0.06%	4	\$921,352.00	12.60%
Contract #3100 Earthwork/Site Demolition	Max Steininger Inc.	\$1,179,458.00	\$1,071,000.00	\$94,022.00	8.78%	7	\$1,165,022.00	92.01%
Contract #2202 Mechanical	Klamm Mechanical	\$551,250.00	\$872,000.00	\$43,943.00	5.04%	7	\$915,943.00	94.21%
Contract #0510 Structural Steel Erection	Red Cedar Steel Erectors, Inc.	\$599,057.00	\$582,300.00	\$14,680.00	2.52%	5	\$596,980.00	95.12%
Contract #0340 Structural Precast Concrete	Wells Concrete	\$1,013,719.00	\$933,340.00	(\$6,457.00)	-0.69%	2	\$926,883.00	95.66%
Contract #0330 Cast-In-Place Concrete	Northland Concrete & Masonry, LLC	\$2,739,043.00	\$2,617,189.00	\$252,431.00	9.65%	13	\$2,869,620.00	85.28%
Contract #0241 Building Demolition	Lloyd's Construction Services Inc.	\$146,221.00	\$285,155.00	\$38,470.00	13.49%	3	\$323,625.00	95.00%
Contract #0512 Structural Steel Supply	American Structural Metals, Inc.	\$788,856.00	\$898,900.00	(\$21,272.00)	-2.37%	5	\$877,628.00	95.08%

Information	Company	Wenck Estimates	Awarded Bid	Change Orders To Date	Percent of Change	Numer of Change Orders	Contract Amount With Change Orders	Percent of Completion
		<u>\$10,055,030.00</u>	<u>\$9,950,603.00</u>	<u>\$517,370.00</u>			<u>\$10,467,973.00</u>	
Bid Pack #4								
Contract #0790 Caulking/Firestopping/Traffic Coatings	The Caulkers Company, Inc.	\$96,495.00	\$86,900.00	\$0.00	0.00%	0	\$86,900.00	51.27%
Contract #0335 Polished Concrete Floors	Questmark Flooring	\$33,633.60	\$15,969.00	\$0.00	0.00%	0	\$15,969.00	0.00%
Contract #0511 Miscellaneous Metals - Erection	Red Cedar Steel Erectors, Inc.	\$58,387.35	\$126,500.00	\$0.00	0.00%	0	\$126,500.00	78.85%
Contract #0550 Miscellaneous Metals Fabrication- Supply	American Structural Metals, Inc.	\$411,285.00	\$802,450.00	\$0.00	0.00%	0	\$802,450.00	76.00%
Contract #0990 Painting	Fransen Decorating, Inc.	\$401,378.25	\$230,305.00	(\$11,500.00)	-4.99%	1	\$218,805.00	47.86%
Owner Direct - Architectural Purchase	Haldeman-Homme Inc.	\$1,636,582.50	\$1,084,781.00	(\$16,705.00)	-1.54%	9	\$1,068,076.00	30.56%
Contract #2601 Electrical/Communications/Security/Paging	Peoples Electric	\$3,736,950.00	\$3,558,650.00	\$213,264.00	5.99%	10	\$3,771,914.00	80.62%
Contract #2305 Testing and Balancing	Marcus Global, Inc.	\$71,299.20	\$67,800.00	\$0.00	0.00%	0	\$67,800.00	0.00%
Contract #2302 HVAC/Temperature Controls	Thelen Heating & Roofing, Inc.	\$3,479,700.00	\$2,751,800.00	\$63,939.00	2.32%	6	\$2,815,739.00	82.38%
Contract #2200 Plumbing and Heating	El-Jay Plumbing & Heating, Inc.	\$3,709,440.00	\$3,269,000.00	\$72,137.00	2.21%	5	\$3,341,137.00	79.27%
Contract #2100 Fire Protection	Total Fire Protection, Inc.	\$427,798.35	\$418,890.00	\$0.00	0.00%	0	\$418,890.00	90.91%
Contract #1440 Wheelchair Lift	DRN Enterprises, d.b.a Arrow Lift	\$15,750.00	\$26,989.00	\$0.00	0.00%	0	\$26,989.00	28.50%
Contract #1420 Elevators	ThyssenKrupp Elevator Americas	\$189,000.00	\$200,047.00	\$0.00	0.00%	0	\$200,047.00	28.50%
Contract #1140 Food Service Equipment	Advanced Contract Equipment and Design	\$15,750.00	\$18,381.00	\$7,966.00	43.34%	1	\$26,347.00	0.00%
Contract #0610 Selective Demolition/Carpentry	George F. Cook Construction Co.	\$1,521,190.65	\$1,443,000.00	\$60,033.00	4.16%	4	\$1,503,033.00	48.57%
Contract #1022 Folding Panel Partitions	W.L. Hall Company	\$61,425.00	\$52,904.00	\$0.00	0.00%	0	\$52,904.00	32.27%
Contract #0750 Roofing and Metal Panels	Palmer West Construction Company, Inc.	\$2,206,743.00	\$1,603,200.00	\$48,005.00	2.99%	4	\$1,651,205.00	88.82%
Contract #0966 Epoxy Terrazzo Flooring	Advance Terrazzo Flooring	\$612,417.75	\$508,000.00	\$25,096.00	4.94%	3	\$533,096.00	44.91%
Contract #0965 Resilient Flooring/Carpet	Floors by Becker, Inc.	\$368,131.05	\$431,132.00	\$2,521.00	0.58%	1	\$433,653.00	38.18%
Contract #0950 Acoustical Ceilings	Kirk Acoustics	\$383,939.85	\$300,280.00	\$3,406.00	1.13%	1	\$303,686.00	0.00%
Contract #0930 Tile	Multiple Concepts Interiors, Inc.	\$886,415.25	\$1,324,000.00	(\$43,405.00)	-3.28%	2	\$1,280,595.00	48.56%

Information	Company	Wenck Estimates	Awarded Bid	Change Orders To Date	Percent of Change	Numer of Change Orders	Contract Amount With Change Orders	Percent of Completion
Contract #0920 Drywall/Cold Formed Metal Framing/DEF	Commercial Drywall, Inc.	\$1,222,033.05	\$609,850.00	\$56,824.00	9.32%	5	\$666,674.00	86.59%
Contract #0840 Aluminum Entrances I Storefronts I Curta	Envision Glass, Inc.	\$1,668,936.15	\$1,276,534.00	\$15,202.00	1.19%	2	\$1,291,736.00	79.41%
Contract #0833 Coiling/Overhead Doors	Overhead Door of the Northland	\$76,125.00	\$73,689.00	\$0.00	0.00%	0	\$73,689.00	0.00%
Contract #0810 Doors/Frames/Hardware - Supply	Kendell Doors & Hardware, Inc.	\$445,068.75	\$409,848.00	\$30,704.00	7.49%	3	\$440,552.00	23.55%
Owner Direct - Chiller Plant Purchase	Train Co.	\$1,470,000.00	\$1,296,580.00	\$0.00	0.00%	0	\$1,296,580.00	88.47%
Contract #1044 Signage	( Lawrence) Walker Sign Holdings, Inc.	\$47,250.00	\$32,425.00	\$0.00	0.00%	0	\$32,425.00	25.21%
		<u>\$25,253,124.75</u>	<u>\$22,019,904.00</u>	<u>\$527,487.00</u>			<u>\$22,547,391.00</u>	
	Grand Totals	<b><u>\$40,957,250.99</u></b>	<b><u>\$37,734,946.00</u></b>	<b><u>\$1,660,737.00</u></b>	<b>4.40%</b>		<b><u>\$39,395,683.00</u></b>	
							<b><u>\$41,716,739.00</u></b>	

REVIEW AND COMMENT CONSTRUCTION BUDGET WITH ALTERNATIVE FACILITIES FUNDING

**\$41,716,739.00**



**Agenda II.B.5  
September 15, 2016**

**To:** Board of Education, Members  
**From:** Dan Luth, Chair  
**Date:** September 9, 2016  
**Re: Approve Out-of-State Travel by a School Board Member**

**RECOMMENDATION:** that the Board of Education approves out-of-state travel for Dan Luth who will be attending the NSBA Annual Conference in Denver March 25-27, 2017.

Travel to an out-of-state meeting, such as regional or national meetings of the National School Boards Association, for which a board member intends to seek reimbursement from the school district, must be preapproved by the Board of Education at a regularly scheduled meeting. (See Board Policy 214.)

Requests for reimbursement must adhere to the district's expense reimbursement regulation, be itemized on the appropriate school district form and submitted to the district office. Reimbursable expenses may include transportation, meals, lodging, registration fees, required materials, parking fees, tips and other reasonable and necessary school district-related expenses. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

Amounts to be reimbursed for board member out-of-state travel, including registration fees, shall be within the School Board's approved budget allocations.

*Each Student Real-World Ready!*



**Future Ready. Community Strong.**

**Agenda III.A.  
September 15, 2016**

**To: Members, Board of Education**

**From: Lisa K. Rider, Executive Director of Business Services**

**Date: September 8, 2016**

**Re:** Adopt the resolution providing for the sale of General Obligation Taxable OPEB Refunding Bonds, Series 2016B

**RECOMMENDATION:** that the Board of Education adopt the resolution providing for the sale of General Obligation Taxable OPEB Refunding Bonds, Series 2016B; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, section 126C.55 to guarantee the payment of the principal and interest on these bonds.

During the January 14, 2016 Board workshop, the opportunity to refund our existing 2009A, series bonds with a crossover refunding bond issuance was discussed in detail with our board. At the time discussion was that the 2009A bonds will require further monitoring to be considered for refunding purposes. This further analysis now shows estimates of potential overall future savings of \$2,485,821. As we have stated in the past discussions, timing is critical and the unknown of the impact of our November elections is leading us to consider selling bonds prior to the election.

All future savings of these refunding bonds does remain within the Fund 07, debt services fund, and ultimately benefits our taxpayers through reducing debt payments.

Attached is the resolution, school district credit enhancement application for program participation, and a Pre-Sale report. I recommend the board adopt the resolution providing for the sale of General Obligation Taxable OPEB Refunding Bonds, Series 2016B.

**EXTRACT OF MINUTES OF A MEETING  
OF THE SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 191 (BURNSVILLE-EAGAN-SAVAGE)  
STATE OF MINNESOTA**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 191 (Burnsville-Eagan-Savage), Minnesota, was duly held on September 15, 2016 at 6:30 PM.

MEMBERS PRESENT:

MEMBERS ABSENT:

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION PROVIDING FOR THE SALE OF GENERAL OBLIGATION TAXABLE  
OPEB REFUNDING BONDS, SERIES 2016B; AND COVENANTING AND  
OBLIGATING THE DISTRICT TO BE BOUND BY AND TO USE THE PROVISIONS  
OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT  
OF THE PRINCIPAL AND INTEREST ON THESE BONDS**

BE IT RESOLVED by the School Board of Independent School District No. 191 (Burnsville-Eagan-Savage), Minnesota, as follows:

**1. Bond Authorization.** The School Board has determined that it is necessary and expedient to issue \$13,910,000 General Obligation Taxable OPEB Refunding Bonds, Series 2016B.

**2. Sale.** The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent municipal advisor for the Bonds. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the Bonds is approved, the School Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Bonds.

**3. Official Statement; Negotiation of Sale.** Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

**4. Minnesota School District Credit Enhancement Program.** (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

The motion for adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

**STATE OF MINNESOTA**                    )  
  ) **ss.**  
**COUNTIES OF DAKOTA**                )  
**AND SCOTT**                                )

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this resolution, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this \_\_\_\_ day of \_\_\_\_\_, 2016.

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

**SCHOOL DISTRICT CREDIT ENHANCEMENT  
APPLICATION FOR PROGRAM  
PARTICIPATION**

**GENERAL INFORMATION AND INSTRUCTIONS:** To ensure participation in the Credit Enhancement Program (CEP), a school district or intermediate school district must covenant and obligate itself to be bound by Minnesota Statutes, section 126C.55 prior to the issuance of debt obligations. The statute defines debt obligation as tax or aid anticipation certificates, certificates of participation, or general obligation bonds and provides a procedure for the State to preclude payment default on these debt obligations issued by school districts. The purpose of this application is to (1) inform the Minnesota Department of Education (MDE) that participation in the program is desired; (2) identify and provide information related to the Paying Agent and (3) request a certification providing evidence of State participation in the program. Please return the completed application and the signed copies to the above address. Maintain in the school district files copies of the board resolution, corresponding meeting minutes and all CEP documentation for any future state verification requests **(Unless requested, please DO NOT send CEP documentation to MDE).**

**TO BE COMPLETED BY THE SCHOOL DISTRICT OR PAYING AGENT**

Name of School District: \_\_\_\_\_ District Number: \_\_\_\_\_ District Type: \_\_\_\_\_

Name of District Contact Person/Title: \_\_\_\_\_ Telephone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

**BOND/CERTIFICATION INFORMATION**

Total Estimated Amount to be Issued: \$	Bond or Certificate Type, Description and Series:	<b>FOR BONDS</b> , send <i>final</i> maturity schedules (Excel format) as soon as available.
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Anticipated Bond Sale Date: \_\_\_\_\_ Dated Date: \_\_\_\_\_ Maturity Date for Certificates: \_\_\_\_\_

<b>BONDS REQUIRE VOTER OR MDE APPROVAL</b>	Is the debt LONG-TERM FACILITIES MAINTENANCE (LTFM) bonds?	YES	NO
	Is voter approval required?	YES	NO
	If YES, did the question pass?	YES	NO
	Is MDE approval required?	YES	NO
	If YES, record date of Commissioner approval.		
<b>REFUNDING</b>	If this is a REFUNDING issue, were the original bonds in the Credit Enhancement Program? If YES, provide <b>Complete Description, Dated Date, Series and Maturities</b> of original bonds to be refunded:	YES	NO
	Provide a schedule of debt service the issuer remains responsible to pay after the refunding.		
<b>AID ANTICIPATION CERTIFICATES</b>	Request for Commissioner approval submitted to MDE? Record date of Commissioner approval.	YES	NO
	Record 75 percent Commissioner approved amount.	\$	
<b>TAX ANTICIPATION CERTIFICATES</b>	Amount of Tax Anticipation Certificates complies with the authority in Minnesota Statutes, section 126C.52, Subdivision 1.	YES	NO

**MUNICIPAL ADVISOR INFORMATION**

Municipal Advisor Corporation Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Municipal Advisor Contact Person: \_\_\_\_\_ Telephone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_



September 15, 2016

## Pre-Sale Report for

Independent School District No. 191 (Burnsville-  
Eagan-Savage), Minnesota

\$13,910,000 General Obligation Taxable OPEB  
Refunding Bonds, Series 2016B



**Prepared by:**

Joel Sutter, CIPMA  
Senior Municipal Advisor

Jeff Seeley, CIPMA  
Senior Municipal Advisor

And

Andrea Uhl  
Financial Specialist

## Executive Summary of Proposed Debt

Proposed Issue:	\$13,910,000 General Obligation Taxable OPEB Refunding Bonds, Series 2016B
Purposes:	<p>The proposed issue will finance an advance partial net cash refunding of the 2019-2029 maturities of the District's \$18,580,000 General Obligation Taxable OPEB Bonds, Series 2009A.</p> <p>The existing 2009A bonds have interest rates of 4.50% to 5.75% (see page 7). Based on current market conditions, we estimate that the new refunding bonds would have interest rates of 2.00% to 2.65% (see page 8). In addition, we expect that the underwriter of the bonds will pay a premium (a price in excess of the par amount of the bonds), as shown on page 6. Any premium will be used to reduce the par amount of the new issue. The lower interest rates, along with the premium paid by the underwriter, would reduce future debt service payments by an estimated \$2,485,820 over fiscal years 2018 through 2029, resulting in the reductions in debt service levies for taxes payable in 2017 through 2028. The Net Present Value Benefit of the refunding is estimated to be approximately \$2.17 million, equal to 13.4% of the refunded debt service (see page 10). Actual results will be determined based on market conditions on the day of sale.</p> <p>This refunding is considered an advance refunding as the new Bonds will be issued more than 90 days prior to the call date of the 2009A Bonds (February 1, 2018). Debt service will be paid from the District's annual debt service property tax levy.</p>
Authority:	<p>The Bonds are being issued pursuant to Minnesota Statutes, Chapter 475 and 475.52.</p> <p>The Bonds will be general obligations of the District for which its full faith, credit and taxing powers are pledged.</p>
Term/Call Feature:	<p>The Bonds are being issued for a term of 12 years, 2 ½ months. Principal on the Bonds will be due on February 1 of 2017 through 2029. Interest is payable every six months beginning February 1, 2017.</p> <p>The Bonds maturing on and after February 1, 2026 will be subject to prepayment at the discretion of the District on February 1, 2025 or any date thereafter.</p>
Bank Qualification:	Because the Bonds are taxable obligations they will not be designated as "bank qualified" obligations.



<p><b>State Credit Enhancement:</b></p>	<p>By resolution the District will covenant and obligate itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, which provides for payment by the State of Minnesota in the event of a potential default of a school district obligation.</p> <p>To qualify for the credit enhancement, the District must submit an application to the State. Ehlers will coordinate the application process to the State on your behalf.</p>
<p><b>Rating:</b></p>	<p>Under current bond ratings, the state credit enhancement would bring a Moody's "Aa2" rating.</p> <p>The District's most recent bond issue was rated by Moody's Investors Service. The current rating on that issue is "Aa2" (through the State Credit Enhancement Program) and "Aa2" (underlying rating). The District will request a new rating for the Bonds from Moody's.</p> <p>If the winning bidder on the Bonds elects to purchase bond insurance, the rating for the issue may be higher than the District's bond rating in the event that the bond rating of the insurer is higher than that of the District.</p>
<p><b>Basis for Recommendation:</b></p>	<p>Based on our knowledge of your situation and characteristics of various municipal financing options, we are recommending the issuance of General Obligation Taxable OPEB Refunding Bonds as the most effective option to meet the District's objective of reducing future debt service payments. General Obligation Bonds will result in lower interest rates than some other financing options.</p>
<p><b>Method of Sale/Placement:</b></p>	<p>In order to obtain the lowest interest cost to the District, we will solicit competitive bids for purchase of the Bonds from banks and underwriting firms.</p> <p>We will include an allowance for discount bidding in the terms for the Bonds. The discount is treated as an interest item and provides the underwriter with all or a portion of their compensation in the transaction.</p>
<p><b>Premium Pricing Structure:</b></p>	<p>Under current market conditions, most investors in municipal bonds prefer "premium" pricing structures. A premium is achieved when the coupon for any maturity (the interest rate paid by the issuer) exceeds the yield to the investor, resulting in a price paid that is greater than the face value of the bonds. The sum of the amounts paid in excess of face value is considered "reoffering premium." The underwriter of the bonds will retain a portion of this reoffering premium as their compensation (or "discount"), but will pay the remainder of the premium to the District. Any premium received will be used to reduce the Principal amount of the new Bonds.</p>



Escrow Account:	The proceeds of the bonds will be invested in direct obligations of the U.S. Treasury, which will be held in an escrow account with U.S. Bank, National Association. The escrow account will be used to pay the interest due on the refunded maturities of the 2009A bonds through the call date of February 1, 2018 and to redeem the callable maturities of the 2009A bonds on this date. On the day of sale, an independent CPA will verify that the funds in the escrow account will be sufficient.
Review of Existing Debt:	<p>We have reviewed all outstanding indebtedness for the District and find that, other than the 2009A Bonds, there are no refunding opportunities which we recommend the District consider at this time.</p> <p>We will continue to monitor the market and the call dates for the District's outstanding debt and will alert you to any future refunding opportunities.</p>
Continuing Disclosure:	The District will be agreeing to provide certain updated Annual Financial Information and its Audited Financial Statement annually, as well as providing notices of the occurrence of certain "material events," to the Municipal Securities Rulemaking Board (the "MSRB"), as required by rules of the Securities and Exchange Commission (SEC). The District is already obligated to provide such reports for its existing bonds, and has contracted with Ehlers to prepare and file the reports.
Arbitrage Monitoring:	The Bonds are taxable obligations and are therefore not subject to IRS arbitrage and yield restriction requirements.
Risk Factors:	The Bonds are being issued for the purpose of financing an advance refunding of the 2009A bonds. This refunding is being undertaken based in part on the assumption that the advance refunding at this time is likely to provide an overall lower debt cost as compared to waiting to refund the issue until its call date.



<p>Other Service Providers:</p>	<p>This debt issuance will require the engagement of other public finance service providers. This section identifies those other service providers, so Ehlers can coordinate their engagement on your behalf. Where you have previously used a particular firm to provide a service, we have assumed that you will continue that relationship. For services you have not previously required, we have identified a service provider. Fees charged by these service providers will be paid from proceeds of the obligation, unless you notify us that you wish to pay them from other sources. Our pre-sale bond sizing includes a good faith estimate of these fees, so their final fees may vary. If you have any questions pertaining to the identified service providers or their role, or if you would like to use a different service provider for any of the listed services please contact us.</p> <p><b>Bond Attorney:</b> Knutson, Flynn &amp; Deans, P.A.</p> <p><b>Paying Agent:</b> Bond Trust Services Corporation</p> <p><b>Rating Agency:</b> Moody’s Investor Services</p> <p><b>CPA Escrow Verification Agent:</b> Barthe &amp; Wahrman</p> <p><b>Escrow Agent:</b> U.S. Bank National Association</p> <p><b>Bidding Agent for Escrow Account Securities:</b> Ehlers Investment Partners</p>
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This presale report summarizes our understanding of the District’s objectives for the structure and terms of this financing as of this date. As additional facts become known or capital markets conditions change, we may need to modify the structure and/or terms of this financing to achieve results consistent with the District’s objectives.



## Proposed Debt Issuance Schedule

Pre-Sale Review by School Board; Board Approves Resolution Providing for the Sale of Bonds:	September 15, 2016
Distribute Official Statement:	Week of October 10, 2016
Conference with Rating Agency:	Week of October 17, 2016
School Board Meeting to Award Sale of the Bonds:	October 27, 2016
Estimated Closing Date:	November 17, 2016

### Attachments

Estimated Financing Schedules Related to Refunding  
 Resolution Providing for the Sale of Bonds (provided separately)

### Ehlers Contacts

Municipal Advisors:	Joel Sutter	(651) 697-8514
	Jeff Seeley	(651) 697-8585
	Andrea Uhl	(651) 697-8542
Disclosure Coordinator:	Meghan Lindblom	(651) 697-8549
Financial Analyst:	Brian Shannon	(651) 697-8515

The Official Statement for this financing will be mailed to the School Board at their home address or e-mailed for review prior to the sale date.



## I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

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\$13,910,000 Taxable G.O. OPEB Refunding Bonds, Series 2016B

Dated November 17, 2016 - Advance Refunding of Series 2009A

Assuming Current GO Tax "Aa2" Market Rates

### Sources & Uses

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Dated 11/17/2016 | Delivered 11/17/2016

#### Sources Of Funds

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Par Amount of Bonds	\$13,910,000.00
Reoffering Premium	105,548.60
<b>Total Sources</b>	<b>\$14,015,548.60</b>

#### Uses Of Funds

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Total Underwriter's Discount (0.500%)	69,550.00
Costs of Issuance	73,175.00
Deposit to Net Cash Escrow Fund	13,869,854.56
Rounding Amount	2,969.04
<b>Total Uses</b>	<b>\$14,015,548.60</b>

# I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$18,580,000 G.O. Taxable OPEB Bonds, Series 2009A

## Debt Service To Maturity And To Call

Date	Refunded Bonds	Refunded Interest	D/S To Call	Principal	Coupon	Interest	Refunded D/S
02/01/2017	-	353,950.00	353,950.00	-	4.500%	353,950.00	353,950.00
02/01/2018	12,905,000.00	707,900.00	13,612,900.00	-	5.000%	707,900.00	707,900.00
02/01/2019	-	-	-	895,000.00	4.500%	707,900.00	1,602,900.00
02/01/2020	-	-	-	940,000.00	5.000%	667,625.00	1,607,625.00
02/01/2021	-	-	-	985,000.00	5.000%	620,625.00	1,605,625.00
02/01/2022	-	-	-	1,025,000.00	5.750%	571,375.00	1,596,375.00
02/01/2023	-	-	-	1,095,000.00	5.750%	512,437.50	1,607,437.50
02/01/2024	-	-	-	1,155,000.00	5.750%	449,475.00	1,604,475.00
02/01/2025	-	-	-	1,220,000.00	5.625%	383,062.50	1,603,062.50
02/01/2026	-	-	-	1,285,000.00	5.625%	314,437.50	1,599,437.50
02/01/2027	-	-	-	1,360,000.00	5.625%	242,156.26	1,602,156.26
02/01/2028	-	-	-	1,430,000.00	5.625%	165,656.26	1,595,656.26
02/01/2029	-	-	-	1,515,000.00	5.625%	85,218.76	1,600,218.76
<b>Total</b>	<b>\$12,905,000.00</b>	<b>\$1,061,850.00</b>	<b>\$13,966,850.00</b>	<b>\$12,905,000.00</b>	<b>-</b>	<b>\$5,781,818.78</b>	<b>\$18,686,818.78</b>

## Yield Statistics

Base date for Avg. Life & Avg. Coupon Calculation	11/17/2016
Average Life	7.735 Years
Average Coupon	5.5835607%
Weighted Average Maturity (Par Basis)	7.735 Years
Weighted Average Maturity (Original Price Basis)	7.712 Years

## Refunding Bond Information

Refunding Dated Date	11/17/2016
Refunding Delivery Date	11/17/2016

# I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$13,910,000 Taxable G.O. OPEB Refunding Bonds, Series 2016B

Dated November 17, 2016 - Advance Refunding of Series 2009A

Assuming Current GO Tax "Aa2" Market Rates

## Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
11/17/2016	-	-	-	-	-
02/01/2017	290,000.00	2.000%	62,852.21	352,852.21	352,852.21
08/01/2017	-	-	149,983.75	149,983.75	-
02/01/2018	200,000.00	2.000%	149,983.75	349,983.75	499,967.50
08/01/2018	-	-	147,983.75	147,983.75	-
02/01/2019	1,100,000.00	2.000%	147,983.75	1,247,983.75	1,395,967.50
08/01/2019	-	-	136,983.75	136,983.75	-
02/01/2020	1,125,000.00	2.000%	136,983.75	1,261,983.75	1,398,967.50
08/01/2020	-	-	125,733.75	125,733.75	-
02/01/2021	1,150,000.00	2.000%	125,733.75	1,275,733.75	1,401,467.50
08/01/2021	-	-	114,233.75	114,233.75	-
02/01/2022	1,160,000.00	2.000%	114,233.75	1,274,233.75	1,388,467.50
08/01/2022	-	-	102,633.75	102,633.75	-
02/01/2023	1,195,000.00	2.000%	102,633.75	1,297,633.75	1,400,267.50
08/01/2023	-	-	90,683.75	90,683.75	-
02/01/2024	1,215,000.00	2.000%	90,683.75	1,305,683.75	1,396,367.50
08/01/2024	-	-	78,533.75	78,533.75	-
02/01/2025	1,240,000.00	2.150%	78,533.75	1,318,533.75	1,397,067.50
08/01/2025	-	-	65,203.75	65,203.75	-
02/01/2026	1,260,000.00	2.300%	65,203.75	1,325,203.75	1,390,407.50
08/01/2026	-	-	50,713.75	50,713.75	-
02/01/2027	1,295,000.00	2.450%	50,713.75	1,345,713.75	1,396,427.50
08/01/2027	-	-	34,850.00	34,850.00	-
02/01/2028	1,320,000.00	2.550%	34,850.00	1,354,850.00	1,389,700.00
08/01/2028	-	-	18,020.00	18,020.00	-
02/01/2029	1,360,000.00	2.650%	18,020.00	1,378,020.00	1,396,040.00
<b>Total</b>	<b>\$13,910,000.00</b>	<b>-</b>	<b>\$2,293,967.21</b>	<b>\$16,203,967.21</b>	<b>-</b>

## Yield Statistics

Bond Year Dollars	\$99,759.28
Average Life	7.172 Years
Average Coupon	2.2995026%
Net Interest Cost (NIC)	2.2634172%
True Interest Cost (TIC)	2.2524826%
Bond Yield for Arbitrage Purposes	2.1759621%
All Inclusive Cost (AIC)	2.3335483%

## IRS Form 8038

Net Interest Cost	2.1847795%
Weighted Average Maturity	7.147 Years

## I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$13,910,000 Taxable G.O. OPEB Refunding Bonds, Series 2016B

Dated November 17, 2016 - Advance Refunding of Series 2009A

Assuming Current GO Tax "Aa2" Market Rates

### Escrow Fund Cashflow

Date	Principal	Rate	Interest	Receipts	Disbursements	Cash Balance
11/17/2016	-	-	-	0.56	-	0.56
02/01/2017	337,373.00	0.280%	16,577.11	353,950.11	353,950.00	0.67
08/01/2017	313,189.00	0.500%	40,760.46	353,949.46	353,950.00	0.13
02/01/2018	13,219,292.00	0.600%	39,657.87	13,258,949.87	13,258,950.00	-
<b>Total</b>	<b>\$13,869,854.00</b>	<b>-</b>	<b>\$96,995.44</b>	<b>\$13,966,850.00</b>	<b>\$13,966,850.00</b>	<b>-</b>

### Investment Parameters

Investment Model [PV, GIC, or Securities]	Securities
Default investment yield target	Bond Yield
Cash Deposit	0.56
Cost of Investments Purchased with Bond Proceeds	13,869,854.00
Total Cost of Investments	\$13,869,854.56
Target Cost of Investments at bond yield	\$13,618,453.08
Actual positive or (negative) arbitrage	(251,401.48)
Yield to Receipt	0.5978256%
Yield for Arbitrage Purposes	2.1759621%
State and Local Government Series (SLGS) rates for	8/24/2016

# I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$13,910,000 Taxable G.O. OPEB Refunding Bonds, Series 2016B

Dated November 17, 2016 - Advance Refunding of Series 2009A

Assuming Current GO Tax "Aa2" Market Rates

## Debt Service Comparison

Date	Total P+I	Existing D/S	Net New D/S	Old Net D/S	Savings
02/01/2017	352,852.21	839,000.00	1,188,883.17	1,192,950.00	4,066.83
02/01/2018	499,967.50	882,000.00	1,381,967.50	1,589,900.00	207,932.50
02/01/2019	1,395,967.50	-	1,395,967.50	1,602,900.00	206,932.50
02/01/2020	1,398,967.50	-	1,398,967.50	1,607,625.00	208,657.50
02/01/2021	1,401,467.50	-	1,401,467.50	1,605,625.00	204,157.50
02/01/2022	1,388,467.50	-	1,388,467.50	1,596,375.00	207,907.50
02/01/2023	1,400,267.50	-	1,400,267.50	1,607,437.50	207,170.00
02/01/2024	1,396,367.50	-	1,396,367.50	1,604,475.00	208,107.50
02/01/2025	1,397,067.50	-	1,397,067.50	1,603,062.50	205,995.00
02/01/2026	1,390,407.50	-	1,390,407.50	1,599,437.50	209,030.00
02/01/2027	1,396,427.50	-	1,396,427.50	1,602,156.26	205,728.76
02/01/2028	1,389,700.00	-	1,389,700.00	1,595,656.26	205,956.26
02/01/2029	1,396,040.00	-	1,396,040.00	1,600,218.76	204,178.76
<b>Total</b>	<b>\$16,203,967.21</b>	<b>\$1,721,000.00</b>	<b>\$17,921,998.17</b>	<b>\$20,407,818.78</b>	<b>\$2,485,820.61</b>

## PV Analysis Summary (Net to Net)

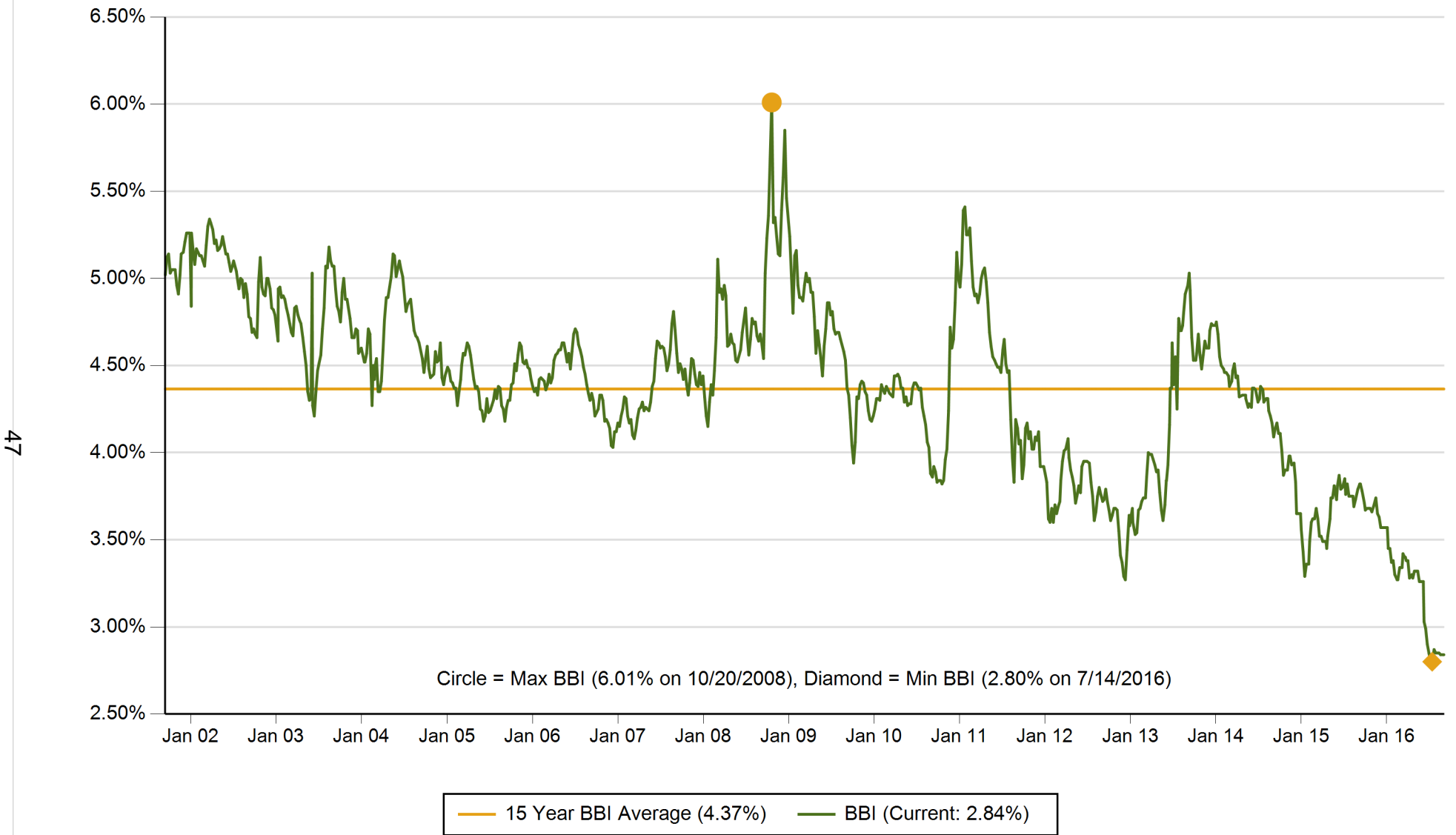
Gross PV Debt Service Savings.....	2,169,649.66
Net PV Cashflow Savings @ 2.176%(Bond Yield).....	2,169,649.66
Contingency or Rounding Amount.....	2,969.04
Net Present Value Benefit	\$2,172,618.70
Net PV Benefit / \$16,185,198.26 PV Refunded Debt Service	13.423%
Net PV Benefit / \$12,905,000 Refunded Principal...	16.835%
Net PV Benefit / \$13,910,000 Refunding Principal..	15.619%

## Refunding Bond Information

Refunding Dated Date	11/17/2016
Refunding Delivery Date	11/17/2016

# 15 YEAR TREND IN MUNICIPAL BOND INDICES

Weekly Rates September, 2001 - September, 2016



The Bond Buyer "20 Bond Index" (BBI) shows average yields on a group of municipal bonds that mature in 20 years and have an average rating equivalent to Moody's Aa2 and S&P's AA.



**Agenda III.B.  
September 15, 2016**

**To:** Board of Education  
**From:** Dr. Joe Gothard, superintendent  
**Date:** September 9, 2016  
**Re:** Report on the First Day of School

Receive a report from Dr. Joe Gothard, superintendent regarding the first day of school.



**Future Ready. Community Strong.**

**Agenda III.C.  
September 15, 2016**

**To:** Board of Education  
Dr. Joe Gothard, superintendent

**From:** Dr. Stacie Stanley, director of instruction, curriculum and student support services,  
and Doug Johnson, director of technology

**Date:** September 9, 2016

**Re:** Report on Digital Learning K-8

Receive a report on digital learning K-8 from Dr. Stacie Stanley, director of instruction, curriculum and student support services, and Rachel Gorton, instructional technology coordinator.

*Each Student Real-World Ready!*



**ONE91**  
Burnsville · Eagan · Savage



# K-8 Digital Literacy Curriculum & Instruction

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***Future Ready. Community Strong.***

# Curriculum Development

- [Standards Examination Process](#)
  - Ensures teachers hold a solid understanding of core components
  - Rigorous & Scaffolded Learning

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## Core Curriculum Development Process



**Establishing CORE CURRICULUM:**  
*A Step by Step Guide to Phase 2*

- Communication plan - memo format, committee names, timelines
- Common outline - norms, grounding, agenda, etc
- CPSS connection
- Connection to the Strategic Roadmap
- Glossary

The primary goals for Phase 2 are to:

- Establish the CORE curricular Grade Level Guarantees for each grade and/or content area.
- Fully unpack each Grade Level Guarantee to ensure solid understanding of each component
- Determine a 4 Scale Proficiency Rubric for each Grade Level Guarantee
- Design Common Formative Benchmark Assessments to monitor progress towards each Grade Level Guarantee

**Before beginning this work:**

- Clearly establish the 7 Norms of Collaboration with the group
- Establish the mindset and expectations for CTs
- Refresh the team's understanding and focus on the purpose and guiding questions that drive CTs
- Solidify the group's awareness of the MN State Standards

**At the beginning of EACH meeting:**

- Review the Norms
- Embed the CPSS Guiding Principles and Essential Elements in a way that is meaningful and relevant to the work [\(linked here\)](#)

# Common Learning Experience

**Key Component:** Scope & Sequence

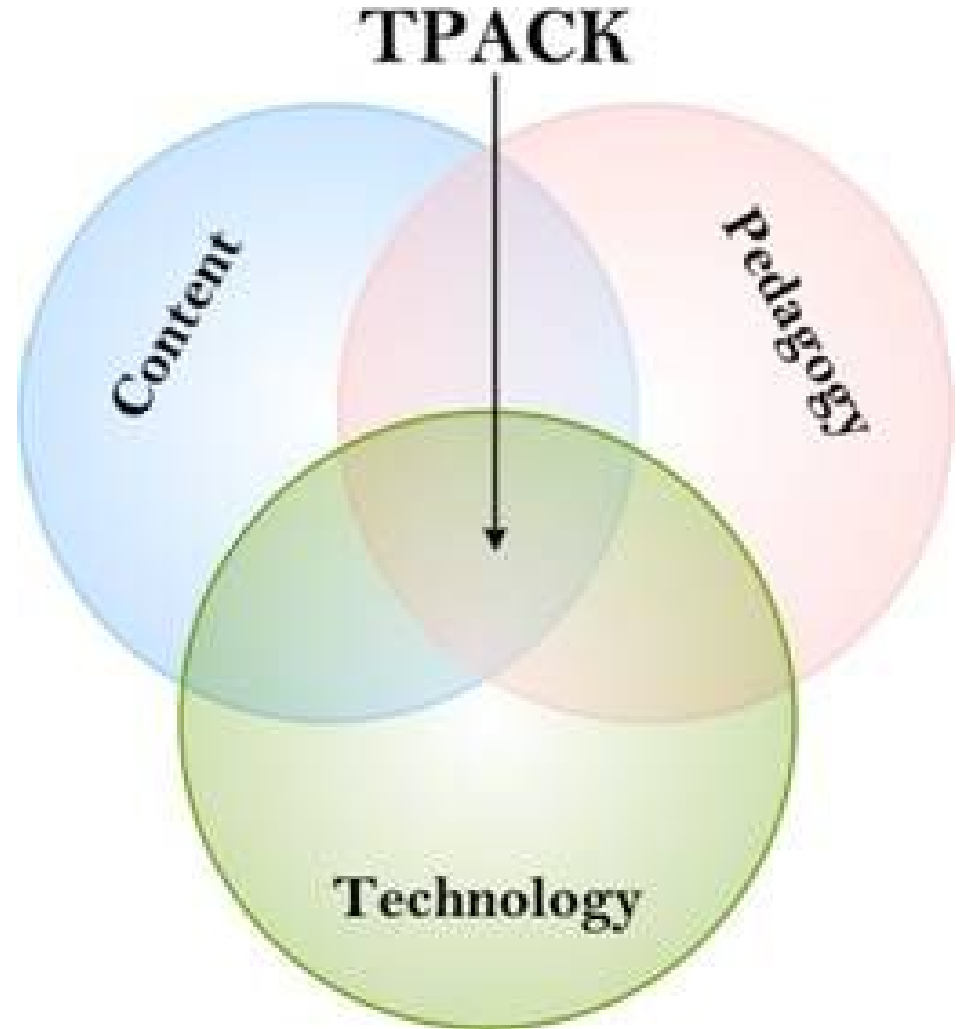
K-12 Vertical Articulation

Performance Goals

**Key Component:** [Know and Do](#)

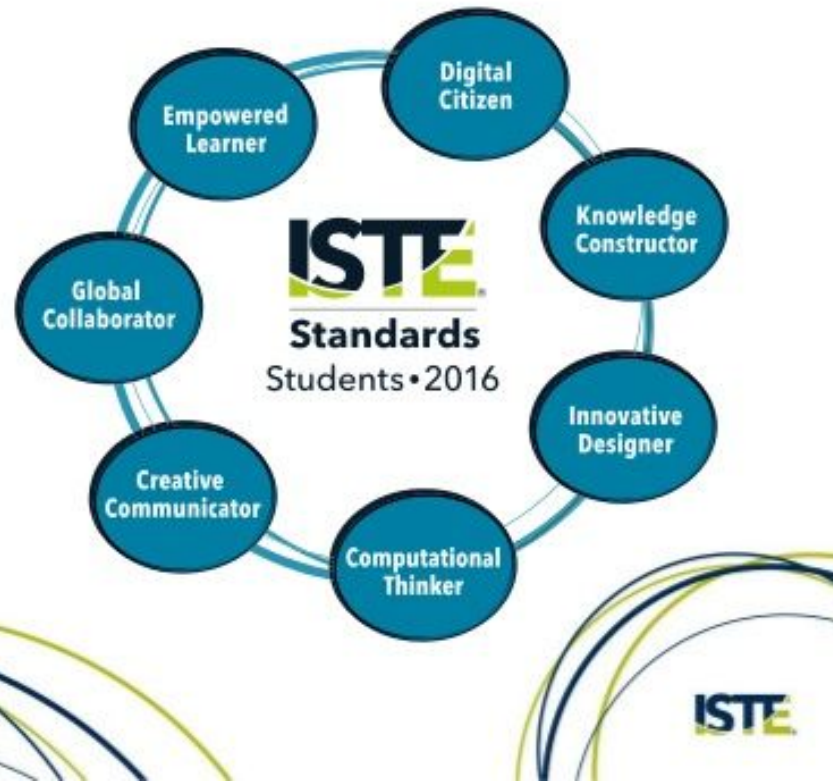
# Key Component: Cross-Disciplinary Learning

- Contextual Application
- Critical Inquiry
- Advanced Perspectives



# New ISTE Standards 2016

The 2016 **ISTE Standards for Students** reflect current shifts in the field and are meant to prepare students for the future



# Standards as a Blueprint

District **ONE91** K-5 DIGITAL LITERACY CURRICULUM

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STANDARD (GLG)	KNOW	DO
<p><b>Empowered Learner:</b> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Personal learning goals</li> <li>• Knowledge</li> <li>• Feedback</li> <li>• Learning environment</li> <li>• Networks</li> <li>• Concepts of technology operations</li> </ul>	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Achieve</li> <li>• Demonstrate</li> <li>• Explore</li> <li>• Articulate</li> <li>• Build</li> <li>• Use</li> <li>• Troubleshoot</li> </ul>
<p><b>Digital Citizen:</b> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p>	<ul style="list-style-type: none"> <li>• Rights, responsibilities</li> <li>• Interconnected Digital world</li> <li>• Positive, safe, legal, ethical</li> <li>• Digital identity</li> <li>• Permanent actions</li> <li>• Social interaction</li> <li>• Intellectual property</li> <li>• Personal data</li> <li>• Digital privacy &amp; security</li> <li>• Data-collection technology</li> <li>• Online behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize</li> <li>• Act/model</li> <li>• Cultivate</li> <li>• Create</li> <li>• Manage</li> <li>• Use</li> <li>• Navigate</li> <li>• Share</li> </ul>
<p><b>Knowledge Constructor:</b> Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Digital tools</li> <li>• Creative artifacts</li> <li>• Learning experiences</li> <li>• Real-world issues &amp; problems</li> <li>• Ideas &amp; theories</li> <li>• Answers &amp; solutions</li> <li>• Credible information, data, media, etc</li> <li>• Collections</li> <li>• Learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Critically Curate</li> <li>• Construct</li> <li>• Produce</li> <li>• Plan</li> <li>• Evaluate</li> <li>• Explore</li> <li>• Locate</li> <li>• Create</li> <li>• Show</li> </ul>
<p><b>Innovative Designer:</b> Students use a variety of</p>	<ul style="list-style-type: none"> <li>• Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Use</li> </ul>

# Learning Continuum

**Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Resources</li> <li>Digital tools</li> <li>Creative artifacts</li> <li>Learning experiences</li> <li>Real-world issues &amp; problems</li> <li>Ideas &amp; theories</li> <li>Answers &amp; solutions</li> <li>Credible information, data, media, etc</li> <li>Collections</li> <li>Learning outcomes</li> </ul>	<p>3a With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Use provided digital tools to find information on topics of interest</li> </ul>	<p>3a With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Use provided digital tools to find information on topics of interest</li> </ul>	<p>3a With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Use provided digital tools to find information on topics of interest</li> </ul>	<p>3a Student will:</p> <ul style="list-style-type: none"> <li>Collaborate with teacher to use digital tools for research and information gathering</li> </ul>	<p>3a Student will:</p> <ul style="list-style-type: none"> <li>Collaborate with teacher to use digital tools for research and information gathering</li> </ul>	<p>3a Student will:</p> <ul style="list-style-type: none"> <li>Collaborate with teacher to use digital tools for research and information gathering</li> </ul>
	<p>3b With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Learn criteria to evaluate digital content</li> </ul>	<p>3b With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Learn criteria to evaluate digital content</li> </ul>	<p>3b With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Learn criteria to evaluate digital content</li> </ul>	<p>3b Student will:</p> <ul style="list-style-type: none"> <li>Evaluate sources for accuracy, perspective, credibility, and relevance</li> </ul>	<p>3b Student will:</p> <ul style="list-style-type: none"> <li>Evaluate sources for accuracy, perspective, credibility, and relevance</li> </ul>	<p>3b Student will:</p> <ul style="list-style-type: none"> <li>Evaluate sources for accuracy, perspective, credibility, and relevance</li> </ul>
	<p>3c With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Explore tools to organize information and make connections to their learning</li> </ul>	<p>3c With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Explore tools to organize information and make connections to their learning</li> </ul>	<p>3c With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Explore tools to organize information and make connections to their learning</li> </ul>	<p>3c Student will:</p> <ul style="list-style-type: none"> <li>Organize information from multiple resources and make connections between them.</li> </ul>	<p>3c Student will:</p> <ul style="list-style-type: none"> <li>Organize information from multiple resources and make connections between them.</li> </ul>	<p>3c Student will:</p> <ul style="list-style-type: none"> <li>Organize information from multiple resources and make connections between them.</li> </ul>
	<p>3d With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems</li> </ul>	<p>3d With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems</li> </ul>	<p>3d With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Share ideas as they explore real-world issues and problems</li> </ul>	<p>3d Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems to find answers and solutions</li> </ul>	<p>3d Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems to find answers and solutions</li> </ul>	<p>3d Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems to find answers and solutions</li> </ul>

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# Problem Solving & Application

**Computational Thinker:** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

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With guidance from educator, student will:

- Analyze Data
- Look for Similarities
- Identify Patterns and Categories

*K*

Explore and solve problems by selecting appropriate technology for:

- Analyzing data
- Modeling
- Algorithmic thinking

*5th*

# Computer Science & Math

## Lesson 13: Bee - Conditionals

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Compare binary values.</li> <li>• Translate spoken language conditional statements into a program.</li> <li>• Identify when a conditional can be used to deal with unknown values.</li> <li>• Execute an algorithm with a conditional statement.</li> <li>• Solve puzzles using a combination of looped sequences and conditionals.</li> </ul>
<b>Themes</b>	Computing Practice and Programming
<b>Practices</b>	Problem solving
<b>Standards</b>	ISTE: 1.a, 1.c, 4.b, 4.d, 6.a, 6.c, 6.d CSTA: CT.L1:3-02, CT.L1:3-03, CPP.L1:6-05, CPP.L1:6-06, CT.L1:6-01, CT.L2-01, CT.L2-06, CT.L2-07, CT.L2-08, CT.L2-012, CT.L2-14, CT.L3A-03 NGSS: K-2-PS3-2, K-2-ETS1-1, 3-5-ETS1-2 Mathematical Practices: 1, 2, 4, 5, 6, 7, 8 CC Math Standards: 1.OA.1 2.OA.1, 2.G.2, 2.MD.5, 2.NBT.A.4 3.OA.3 CC ELA: SL.1.1, L.1.6 SL.2.1, L.2.6 SL.3.1, L.3.6

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# Computer Science & Math

## Lesson 13: Bee - Conditionals

### Objectives

- Compare binary values.
- Translate spoken language conditional statements into a program.
- Identify when a conditional can be used to deal with unknown values.
- Execute an algorithm with a conditional statement.
- Solve puzzles using a combination of looped sequences and conditionals.

One91 1st Grade Math Curriculum:

## Unit: Shapes & Patterns

Create simple patterns using objects, pictures, numbers and rules to complete or extend patterns. Patterns may be repeating, growing or shrinking.

# Innovative Designer - Science

One91 4th Grade Digital Literacy Curriculum:

Unit: Inquiry

Students use digital and non-digital tools to plan and manage a design process

Students engage in a design process to develop prototypes

# Innovative Designer - Science

One91 4th Grade Digital Literacy Curriculum:

Unit: Inquiry

Students use digital and non-digital tools to plan and manage a design process

Students engage in a design process to develop prototypes

One91 4th Grade Science Curriculum:

Unit: Water Cycle

Use tools to measure changes in wind, direction, temperature, and precipitation

Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.

# 6th & 7th Grade Digital Literacy

## Students will:

- Use technology safely and appropriately
- Understand and practice responsible & ethical online use
- Understand copyright and intellectual property
- Understand & monitor their Digital Footprint
- Cyberbullying Lessons
- Develop and increase keyboarding proficiency skills
- Learn and apply word processing, spreadsheet, slides and other business applications

# 8th Grade Electives

## Application of ISTE Standards through 2 courses

- **Film & Animation**
- **Digital Age of Business**



# K-12 Technology Scope & Sequence



## K-12 Technology Scope and Sequence

Use this scope and sequence to identify prerequisite technology skills and recognize students' proficiency and progression across grade levels.

### Technology Scope and Sequence

[Key = Beginning (B), Developing (D), Secure (S)]

Basic Operations & Concepts	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify the basic components of the computer: monitor, keyboard, mouse, headphones, ports and printers.	B	D	S	S	S	S	S	S	S	S	S	S	S
Turn on/off a computer, laptop and/or hand-held device and log in.	B	B	D	D	S	S	S	S	S	S	S	S	S
Use a mouse or trackpad to manipulate shapes, icons; click on URLs, radio buttons, check boxes; use scroll bar.	B	B	D	D	D	S	S	S	S	S	S	S	S
Use desktop icons, windows and menus to open and close applications and documents; understand difference between closing and quitting applications.	B	B	B	B	B	D	D	S	S	S	S	S	S
Use shortcuts to operate the computer (i.e. Command-P, Command-C, Command-V).	B	B	B	D	D	D	D	S	S	S	S	S	S
Use gestures to navigate hand-held devices	B	B	B	B	D	D	S	S	S	S	S	S	S
Use the print dialog box to select local printers and change settings (i.e. number of copies, color, paper size, orientation, scale, one-sided vs. two-sided).		B	B	B	B	B	D	D	S	S	S	S	S
Utilize basic troubleshooting steps to solve technical problems independently			B	B	B	B	D	S	S	S	S	S	S
Apply prior technical knowledge and experiences to figure out how new technologies or applications work.		B	B	B	B	D	D	S	S	S	S	S	S
Manage and deploy software updates.						B	D	D	S	S	S	S	S

Logins/File Management	K	1	2	3	4	5	6	7	8	9	10	11	12
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# Digital Learning Specialists

2016-2017

- Continued curriculum development and refinement
- Collaborative Teams
- Whole Group Training and PD

2017-2018

- Deepening and expansion of curriculum as students develop skills

# Future Ready

# Core Curriculum Development Process



## Establishing CORE CURRICULUM:

### *A Step by Step Guide to Phase 2*

- Communication plan - memo format, committee names, timelines
- Common outline - norms, grounding, agenda, etc
- CPSS connection
- Connection to the Strategic Roadmap
- Glossary

#### **The primary goals for Phase 2 are to:**

- Establish the CORE curricular Grade Level Guarantees for each grade and/or content area.
- Fully unpack each Grade Level Guarantee to ensure solid understanding of each component
- Determine a 4 Scale Proficiency Rubric for each Grade Level Guarantee
- Design Common Formative Benchmark Assessments to monitor progress towards each Grade Level Guarantee

#### ***Before beginning this work:***

- Clearly establish the 7 Norms of Collaboration with the group
- Establish the mindset and expectations for CTs
- Refresh the team's understanding and focus on the purpose and guiding questions that drive CTs
- Solidify the group's awareness of the MN State Standards

#### ***At the beginning of EACH meeting:***

- Review the Norms
- Embed the CPSS Guiding Principles and Essential Elements in a way that is meaningful and relevant to the work [\(linked here\)](#)
- Review the Phase Timeline and remind the Steering Committee of their current Phase and Next Steps
- Review the Purpose and Roles of the Steering Committee

#### ***At the end of each Steering Committee meeting:***

## B: Unpacking the Standards embodied in each Grade Level Guarantee

### Why:

To fully understand what each Grade Level Guarantee is asking students to learn.

### Approximate Time:

1 Hour to define the process and protocol  
1-2 full days to unpack all Grade Level Guarantees

### Who should participate:

Groups should consist of current CTs:

- Grade Level Teams
- Content Area Teams
- EL/Special Ed should participate

### Resources:

- ★ Pages 57-68



**Choose a Grade Level Guarantee to unpack.**



### Highlight Key Terms and Information

- Put brackets around any information that reveals the context or criteria with which students will demonstrate their learning.
- Circle verbs (this highlights the skills students will be able to do).
- Underline nouns or noun phrases (this brings to light key concepts or understandings, specific information and processes and terms students should know).



**Using the MCA Test Specifications (when applicable),** discuss any Context, Conditions, or Performance Criteria and

- Identify Learning Targets
- Determine Learning Target Rigor
- Identify Domain Specific Language

**Standards as a Blueprint**

STANDARD (GLG)	KNOW	DO
<p><b>Empowered Learner:</b> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p>	<ul style="list-style-type: none"> <li>● Technology</li> <li>● Personal learning goals</li> <li>● Knowledge</li> <li>● Feedback</li> <li>● Learning environment</li> <li>● Networks</li> <li>● Concepts of technology operations</li> </ul>	<ul style="list-style-type: none"> <li>● Choose</li> <li>● Achieve</li> <li>● Demonstrate</li> <li>● Explore</li> <li>● Articulate</li> <li>● Build</li> <li>● Use</li> <li>● Troubleshoot</li> </ul>
<p><b>Digital Citizen:</b> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p>	<ul style="list-style-type: none"> <li>● Rights, responsibilities</li> <li>● Interconnected Digital world</li> <li>● Positive, safe, legal, ethical</li> <li>● Digital identity</li> <li>● Permanent actions</li> <li>● Social interaction</li> <li>● Intellectual property</li> <li>● Personal data</li> <li>● Digital privacy &amp; security</li> <li>● Data-collection technology</li> <li>● Online behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize</li> <li>● Act/model</li> <li>● Cultivate</li> <li>● Create</li> <li>● Manage</li> <li>● Use</li> <li>● Navigate</li> <li>● Share</li> </ul>
<p><b>Knowledge Constructor:</b> Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>	<ul style="list-style-type: none"> <li>● Resources</li> <li>● Digital tools</li> <li>● Creative artifacts</li> <li>● Learning experiences</li> <li>● Real-world issues &amp; problems</li> <li>● Ideas &amp; theories</li> <li>● Answers &amp; solutions</li> <li>● Credible information, data, media, etc</li> <li>● Collections</li> <li>● Learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Critically Curate</li> <li>● Construct</li> <li>● Produce</li> <li>● Plan</li> <li>● Evaluate</li> <li>● Explore</li> <li>● Locate</li> <li>● Create</li> <li>● Show</li> </ul>
<p><b>Innovative Designer:</b> Students use a variety of technologies within a design process to identify and</p>	<ul style="list-style-type: none"> <li>● Technologies</li> <li>● New, useful, or imaginative solutions</li> <li>● Design process</li> </ul>	<ul style="list-style-type: none"> <li>● Use</li> <li>● Identify</li> <li>● Solve Problems</li> </ul>

<p>solve problems by creating new, useful or imaginative solutions.</p>	<ul style="list-style-type: none"> <li>● Innovative artifacts</li> <li>● Authentic process</li> <li>● Digital tools</li> <li>● Prototypes</li> <li>● Open-ended problems</li> <li>● Design constraints</li> <li>● Calculated risks</li> </ul>	<ul style="list-style-type: none"> <li>● Create</li> <li>● Ask</li> <li>● Test</li> <li>● Suggest</li> <li>● Share</li> <li>● Show</li> <li>● Select</li> </ul>
<p><b>Computational Thinker:</b> Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>	<ul style="list-style-type: none"> <li>● Strategies for understanding &amp; solving problems</li> <li>● Technology-assisted methods</li> <li>● Automated solutions</li> <li>● Algorithmic thinking</li> <li>● Data analysis</li> <li>● Abstract models</li> </ul>	<ul style="list-style-type: none"> <li>● Develop</li> <li>● Employ</li> <li>● Identify</li> <li>● Formulate</li> <li>● Solve</li> <li>● Test</li> <li>● Analyze</li> <li>● Extract</li> <li>● Break down</li> <li>● explore</li> </ul>
<p><b>Creative Communicator:</b> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p>	<ul style="list-style-type: none"> <li>● Platforms, tools, styles, formats</li> <li>● Digital media</li> <li>● Goals</li> <li>● Complex ideas</li> <li>● Message</li> <li>● Medium</li> <li>● Digital resources</li> <li>● Visualizations, models, simulations</li> <li>● Intended audiences</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate</li> <li>● Express</li> <li>● Choose</li> <li>● Create</li> <li>● Publish</li> <li>● Repurpose</li> <li>● Remix</li> <li>● Present</li> </ul>
<p><b>Global Collaborator:</b> Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p>	<ul style="list-style-type: none"> <li>● Digital tools</li> <li>● Perspectives</li> <li>● Local &amp; global teams</li> <li>● Collaborative technologies</li> <li>● Peers, experts, community members</li> <li>● Problems &amp; issues</li> <li>● Backgrounds &amp; cultures</li> <li>● Mutual understanding &amp; learning</li> <li>● Multiple viewpoints</li> <li>● Project teams</li> <li>● Roles &amp; responsibilities</li> <li>● Global issues</li> <li>● Common goal</li> </ul>	<ul style="list-style-type: none"> <li>● Use</li> <li>● Enrich</li> <li>● Work collaboratively</li> <li>● Engage</li> <li>● Explore</li> <li>● Examine</li> <li>● Work/Collaborate with</li> </ul>

# ISTE STANDARDS FOR STUDENTS

The 2016 ISTE Standards for Students emphasize the skills and qualities we want for students, enabling them to engage and thrive in a connected, digital world. The standards are designed for use by educators across the curriculum, with every age student, with a goal of cultivating these skills throughout a student's academic career. Both students and teachers will be responsible for achieving foundational technology skills to fully apply the standards. The reward, however, will be educators who skillfully mentor and inspire students to amplify learning with technology and challenge them to be agents of their own learning.

## 1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- build networks and customize their learning environments in ways that support the learning process.
- use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

## 2. Digital Citizen

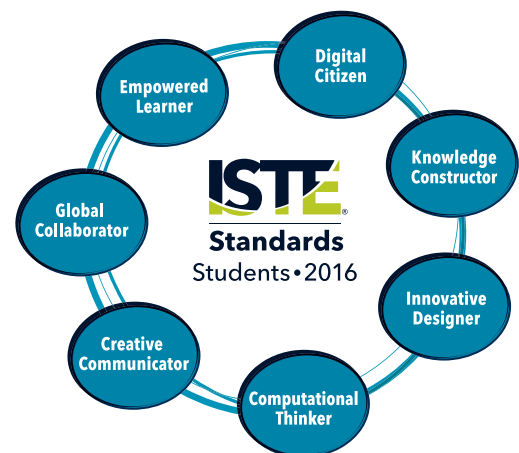
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

## 3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.





#### 4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

#### 5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

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#### 6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audiences.

#### 7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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**Example of Learning Continuum**

**Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Resources</li> <li>Digital tools</li> <li>Creative artifacts</li> <li>Learning experiences</li> <li>Real-world issues &amp; problems</li> <li>Ideas &amp; theories</li> <li>Answers &amp; solutions</li> <li>Credible information, data, media, etc</li> <li>Collections</li> <li>Learning outcomes</li> </ul>	<p>3a With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Use provided digital tools to find information on topics of interest</li> </ul> <p>3b With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Learn criteria to evaluate digital content</li> </ul> <p>3c With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Explore tools to organize information and make connections to their learning</li> </ul> <p>3d With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems</li> </ul>	<p>3a With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Use provided digital tools to find information on topics of interest</li> </ul> <p>3b With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Learn criteria to evaluate digital content</li> </ul> <p>3c With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Explore tools to organize information and make connections to their learning</li> </ul> <p>3d With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems</li> </ul>	<p>3a With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Use provided digital tools to find information on topics of interest</li> </ul> <p>3b With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Learn criteria to evaluate digital content</li> </ul> <p>3c With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Explore tools to organize information and make connections to their learning</li> </ul> <p>3d With Guidance from educator, Student will:</p> <ul style="list-style-type: none"> <li>Share ideas as they explore real-world issues and problems</li> </ul>	<p>3a Student will:</p> <ul style="list-style-type: none"> <li>Collaborate with teacher to use digital tools for research and information gathering</li> </ul> <p>3b Student will:</p> <ul style="list-style-type: none"> <li>Evaluate sources for accuracy, perspective, credibility, and relevance</li> </ul> <p>3c Student will:</p> <ul style="list-style-type: none"> <li>Organize information from multiple resources and make connections between them.</li> </ul> <p>3d Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems to find answers and solutions</li> </ul>	<p>3a Student will:</p> <ul style="list-style-type: none"> <li>Collaborate with teacher to use digital tools for research and information gathering</li> </ul> <p>3b Student will:</p> <ul style="list-style-type: none"> <li>Evaluate sources for accuracy, perspective, credibility, and relevance</li> </ul> <p>3c Student will:</p> <ul style="list-style-type: none"> <li>Organize information from multiple resources and make connections between them.</li> </ul> <p>3d Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems to find answers and solutions</li> </ul>	<p>3a Student will:</p> <ul style="list-style-type: none"> <li>Collaborate with teacher to use digital tools for research and information gathering</li> </ul> <p>3b Student will:</p> <ul style="list-style-type: none"> <li>Evaluate sources for accuracy, perspective, credibility, and relevance</li> </ul> <p>3c Student will:</p> <ul style="list-style-type: none"> <li>Organize information from multiple resources and make connections between them.</li> </ul> <p>3d Student will:</p> <ul style="list-style-type: none"> <li>Collaborate as they explore real-world issues and problems to find answers and solutions</li> </ul>
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## K-12 Technology Scope and Sequence

Use this scope and sequence to identify prerequisite technology skills and recognize students' proficiency and progression across grade levels.

### Technology Scope and Sequence

[Key = Beginning (B), Developing (D), Secure (S)]

Basic Operations & Concepts		K	1	2	3	4	5	6	7	8	9	10	11	12
Identify the basic components of the computer: monitor, keyboard, mouse, headphones, ports and printers.	B	D	S	S	S	S	S	S	S	S	S	S	S	S
Turn on/off a computer, laptop and/or hand-held device and log in.	B	B	D	D	S	S	S	S	S	S	S	S	S	S
Use a mouse or trackpad to manipulate shapes, icons; click on URLs, radio buttons, check boxes; use scroll bar.	B	B	D	D	D	S	S	S	S	S	S	S	S	S
Use desktop icons, windows and menus to open and close applications and documents; understand difference between closing and quitting applications.	B	B	B	B	B	D	D	S	S	S	S	S	S	S
Use shortcuts to operate the computer (i.e. Command-P, Command-C, Command-V).	B	B	B	D	D	D	D	S	S	S	S	S	S	S
Use gestures to navigate hand-held devices	B	B	B	B	D	D	S	S	S	S	S	S	S	S
Use the print dialog box to select local printers and change settings (i.e. number of copies, color, paper size, orientation, scale, one-sided vs. two-sided).		B	B	B	B	B	D	D	S	S	S	S	S	S
Utilize basic troubleshooting steps to solve technical problems independently			B	B	B	B	D	S	S	S	S	S	S	S
Apply prior technical knowledge and experiences to figure out how new technologies or applications work.		B	B	B	B	D	D	S	S	S	S	S	S	S
Manage and deploy software updates.						B	D	D	S	S	S	S	S	S

Logins/File Management		K	1	2	3	4	5	6	7	8	9	10	11	12
Use login credentials for access to network devices, accounts, servers, printers and cloud services.		B	B	B	D	D	S	S	S	S	S	S	S	S

Name documents with appropriate file names and understand where files are being saved.		B	B	B	B	D	D	D	S	S	S	S	S
Create, save, edit, copy and rename files and folders to organize documents and materials.		B	B	B	B	B	D	D	S	S	S	S	S
Delete files and folders; recover files and folders from the trash; empty trash.			B	B	B	B	D	D	S	S	S	S	S
Retrieve previous file revisions/access revision history for documents located in cloud services.				B	B	B	D	D	S	S	S	S	S
Download, upload, attach and zip files and folders via email or cloud services.				B	B	B	D	D	S	S	S	S	S
Use search tools to locate files and applications.		B	B	D	D	S	S	S	S	S	S	S	S
Can associate document extensions with appropriate file types.			B	B	B	D	D	S	S	S	S	S	S
Understand how cloud computing is different from using software applications.			B	B	D	D	D	S	S	S	S	S	S
Is able to upload/download/retrieve files to and from the cloud.			B	B	D	D	D	S	S	S	S	S	S

<b>Personal Data Management</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Protect accounts by logging out of shared equipment.	B	B	B	D	D	D	D	S	S	S	S	S	S
Keep passwords confidential, and be proactive if they are compromised.	B	B	B	D	D	D	D	S	S	S	S	S	S
Use passcodes/passwords to secure individual devices.		B	B	D	D	S	S	S	S	S	S	S	S
Create robust passwords and effectively manage password privacy.		B	D	D	D	D	S	S	S	S	S	S	S
Find and adjust privacy settings.					B	B	D	D	D	S	S	S	S

<b>Online Safety</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Use technology independently and with peers responsibly and make safe choices.		B	B	D	D	D	S	S	S	S	S	S	S
Understand how to be safe online and in a digital world.	B	B	B	B	B	D	D	D	D	D	D	S	S
Understand the importance of not sharing personal information online.	B	B	B	B	B	D	D	D	D	S	S	S	S
Understand how to practice safe internet searches.			B	B	B	D	D	D	D	D	D	S	S
Evaluate whether sources/websites are safe to conduct research.			B	B	B	D	D	D	D	D	D	S	S

Understand the positive and negative effects social media sites can have on one's life.				B	B	B	B	D	D	D	D	S	S
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Digital Identity	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognize how overuse of technology can impact one's mental, physical & emotional health.		B	B	B	B	D	D	D	D	D	D	D	D
Set appropriate profile pictures and other profile content across social media, web pages, blogs, etc.				B	B	B	B	B	B	B	D	D	S
Understand that digital content is permanent and cannot be deleted.			B	B	B	B	B	D	D	D	D	S	S
Build a positive digital footprint/reputation.			B	B	B	B	B	D	D	D	D	D	D
Recognize the difference between active and passive data collection when using the internet and social media sites.							B	B	D	D	D	D	D
Understand how browser settings such as cookies track personal information.							B	B	D	D	D	D	D

Keyboarding	K	1	2	3	4	5	6	7	8	9	10	11	12
Use keyboarding programs and games to assist in development of skills.	B	B	D	D	D	D	D	S	S	S	S	S	S
Use proper posture and ergonomics.	B	B	D	D	D	D	S	S	S	S	S	S	S
Locate and use letter and number keys with correct left and right hand placement(home row).	B	B	B	D	D	D	D	S	S	S	S	S	S
Locate and use correct finger/hand for space bar, return/enter and shift key.	B	B	B	D	D	D	D	S	S	S	S	S	S
Gain proficiency and speed in touch-typing.	B	B	B	D	D	D	D	S	S	S	S	S	S
Learn to use special characters as needed (i.e. accents, tilda).			B	B	B	B	D	D	S	S	S	S	S

Painting and Drawing Programs	K	1	2	3	4	5	6	7	8	9	10	11	12
Use basic drawing tools including pencil, paint brush, shape, line, undo, redo and eraser.	B	B	D	S	S	S	S	S	S	S	S	S	S
Use color palette/color wheel to change tool color.	B	D	S	S	S	S	S	S	S	S	S	S	S
Use selection tools to copy, paste, move and modify work.			B	D	D	D	D	S	S	S	S	S	S
Use text tool to add text features to artwork.	B	D	S	S	S	S	S	S	S	S	S	S	S

Use basic design principles (i.e. whitespace, color, balance, texture).							B	D	D	S	S	S	S	S
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Communication and Collaboration Tools	K	1	2	3	4	5	6	7	8	9	10	11	12
Is polite and respectful in all communications and collaborations using technological tools, using appropriate language at all times.	B	B	D	D	D	S	S	S	S	S	S	S	S
Use email, messaging and other tools to share information and communicate ideas with others.			B	D	D	D	S	S	S	S	S	S	S
Compose and send an email.			B	B	D	D	D	S	S	S	S	S	S
Understand the difference between Reply Send, Reply All and Forward when responding to an email.						B	B	D	D	D	D	S	S
Understand the difference between CC (carbon copy) and BCC (blind carbon copy) and use them appropriately.						B	B	D	D	D	D	S	S
Attach a document or file to an email.					B	B	D	S	S	S	S	S	S
Use a course or learning management system to access class pages, class calendars, portfolios and grades.			B	D	D	D	S	S	S	S	S	S	S
Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments.			B	D	D	D	S	S	S	S	S	S	S
Access calendar and student pages on school website as needed.			B	B	D	D	D	S	S	S	S	S	S
Use audience response tools and apps to participate in class discussions.	B	B	B	B	B	D	D	D	S	S	S	S	S
Set up, share and utilize collaborative workspaces, documents or other digital tools for asynchronous and synchronous collaboration.			B	D	D	D	D	S	S	S	S	S	S
Use synchronous collaboration tools such as video conferencing, interactive television and voice over IP to connect with others.	B	B	D	D	D	D	S	S	S	S	S	S	S
Use virtual world and gaming tools to work collaboratively toward common goals.		B	B	B	D	D	D	D	D	S	S	S	S
Use social media tools to connect, collaborate and share.				B	B	D	D	S	S	S	S	S	S
Use digital tools such as blogs, websites and social media to crowdsource, crowdfund and mobilize a community toward a goal.			B	B	B	B	B	D	D	D	D	S	S

Create and maintain a digital portfolio or collection of works related to one's learning.	B	B	D	D	D	D	D	D	D	S	S	S	S
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<b>Wordprocessing</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
Use a word processing application to write, edit, print and save assignments.	B	B	D	D	S	S	S	S	S	S	S	S	S
Use the menu/tool bar functions to format, edit and print a document.		B	D	D	D	D	D	S	S	S	S	S	S
Highlight, copy and paste text within a document or from an outside source.	B	B	D	D	S	S	S	S	S	S	S	S	S
Insert and resize images within a document.			B	D	D	D	S	S	S	S	S	S	S
Copy, paste and resize images found from outside sources.			B	B	D	D	S	S	S	S	S	S	S
Use the menu/toolbar functions to format a paper using MLA, APA or other appropriate style.					B	B	B	D	S	S	S	S	S
Proofread and edit writing using built-in resources (i.e. dictionary, spell checker, thesaurus, grammar check).		B	B	D	D	D	D	S	S	S	S	S	S

<b>Problem-Solving &amp; Computational Thinking</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
Use technology tools to represent solutions to problems in a variety of ways including text, sounds, pictures and numbers.	B	B	B	D	D	D	D	D	S	S	S	S	S
Use technology resources and tools to solve age-appropriate computing problems or for independent learning.	B	B	B	D	D	D	D	D	S	S	S	S	S
Define an algorithm as a sequence of instructions and use the basic steps of algorithmic thinking to solve problems and design solutions.	B	B	B	D	D	D	D	D	S	S	S	S	S
Use a blockbased visual programming interface to build a game, tell a story or solve a problem.	B	B	B	B	B	D	D	D	S	S	S	S	S
Use 2D design tools to create prototypes, models and simulations to demonstrate solutions and ideas.	B	B	D	D	D	D	D	D	S	S	S	S	S
Use 3D design tools to create prototypes, models and simulations to demonstrate solutions and ideas.	B	B	B	B	B	B	D	D	D	D	D	S	S

<b>Spreadsheets &amp; Databases</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
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Understand that spreadsheets, databases and other specialized data tools are used to collect, manage, analyze and visualize data.			B	B	B	D	D	D	S	S	S	S	S
Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart, graph).				B	B	B	D	D	S	S	S	S	S
Enter/edit data and text into a spreadsheet and format spreadsheet to accommodate data.				B	B	B	D	D	S	S	S	S	S
Calculate numerical equations using spreadsheet formulas and functions.							B	D	D	S	S	S	S
Designate the format of a cell to accommodate different kinds of text and numerical data.					B	B	D	D	S	S	S	S	S
Utilize spreadsheet data to create tables, charts and graphs.					B	B	D	D	S	S	S	S	S
Identify and explain terms and concepts related to database systems (i.e. field, set, subset, query, ordered, sorted).			B	B	B	D	D	D	S	S	S	S	S
Enter/edit data and/or text into a database and use queries to find information.				B	B	B	D	D	S	S	S	S	S
Use spreadsheets and databases to make predictions, solve problems and draw conclusions.						B	B	D	D	S	S	S	S

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<b>Multimedia &amp; Presentation Tools</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Use a digital camera, video camera or camera on a hand-held device to take pictures and videos.	B	B	D	D	S	S	S	S	S	S	S	S	S
Capture images that incorporate rules of photography.	B	B	B	D	D	D	D	S	S	S	S	S	S
Use photo and video editing tools to adjust images and add effects.	B	B	B	B	D	D	D	S	S	S	S	S	S
Save images in multiple formats.					B	B	D	D	S	S	S	S	S
Use recording and editing equipment to record, edit and publish audio.	B	B	B	B	D	D	D	S	S	S	S	S	S
Create, edit and format text, visuals and audio within a multimedia presentation.	B	B	B	D	D	D	S	S	S	S	S	S	S
Create a series of slides and organize them to present research or convey an idea.	B	B	D	D	D	D	S	S	S	S	S	S	S
Copy/paste or import graphics within a multimedia presentation. Be able to change their size and position on a slide.			B	B	D	D	S	S	S	S	S	S	S
Insert songs, videos or other media on slides.		B	B	B	D	D	D	S	S	S	S	S	S

Add a working hyperlink to a multimedia presentation.			B	B	D	D	D	S	S	S	S	S	S
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<b>Internet Searching &amp; Online Databases</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Use refresh, forward and back buttons to navigate a web browser.	B	B	D	D	S	S	S	S	S	S	S	S	S
Use tab browsing to navigate multiple pages.	B	B	D	D	S	S	S	S	S	S	S	S	S
Create bookmarks and add frequently used sites to the bookmark bar.			B	B	D	D	D	S	S	S	S	S	S
Locate the URL of a website and make a distinction between the suffixes .org, .com,.edu, .net, .gov and international domains.	B	B	B	D	D	D	D	S	S	S	S	S	S
Use age-appropriate search engines to find information.	B	B	B	B	D	D	D	S	S	S	S	S	S
Use browser search tools and advanced search features to find information.		B	B	B	D	D	D	S	S	S	S	S	S
Use a browser's History feature to locate previously visited sites.			B	B	D	D	D	S	S	S	S	S	S
Identify and use hyperlinks within web pages or documents.	B	B	D	D	S	S	S	S	S	S	S	S	S
Use digital tools or platforms to organize, display, annotate and/or share a curated collection.					B	B	B	D	D	D	D	S	S
Locate and add browser or other web apps or add-ons to customize learning.					B	B	D	D	S	S	S	S	S
Access online catalogs and databases for research.			B	B	B	B	D	D	D	D	S	S	S

<b>Acceptable Use, Copyright &amp; Plagiarism</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Locate required citation information on web pages and other digital resources and cite in the appropriate style.		B	B	B	D	D	D	D	D	S	S	S	S
Use age-appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility and relevance.		B	B	B	D	D	D	D	D	S	S	S	S
Transfer the information learned from online sources into your own words.		B	B	B	D	D	D	D	D	D	S	S	S
Understand all rules and guidelines in the school's Acceptable Use Policy.	B	B	B	D	D	D	D	D	D	D	S	S	S
Understand Fair Use guidelines and their application to all forms of work.			B	B	B	B	D	D	D	D	S	S	S

Organizational & Project Tools	K	1	2	3	4	5	6	7	8	9	10	11	12
Use a calendar, task manager or other tools to organize one's self as well as manage projects.			B	B	B	D	D	D	D	S	S	S	S
Use age-appropriate note-taking tools.	B	B	B	D	D	D	D	S	S	S	S	S	S
Use graphic organizers, brainstorming applications or other digital tools to gather & organize information.	B	B	D	D	D	D	S	S	S	S	S	S	S
Use digital tools to create timelines of people, historical events, etc. to organize information sequentially.			B	B	B	B	D	D	D	D	D	S	S



## HUMAN RESOURCES

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AGENDA ITEM: III.D.

To: Members of the Board of Education  
Superintendent Joe Gothard

From: Stacey Sovine  
Executive Director of Human Resources

Date: September 15, 2016

RE: Seasonal, casual and temporary employee Pay Rates for the 2016-2017 School Year

**Recommendation:** That the Board of Education approves the following rates of pay for the 2016-2017 school year.

**Discussion:**

The following rates of pay and stipend amounts are both fiscally responsive and competitive with surrounding districts. Most rates have remained flat. There's a recommendation extended to the Board to approve all rates listed herein.

<b>GENERAL</b>	<b>2016 / 2017</b>	Effective:	9/1/2016
Adapted Athletic Facil.	\$ 1,937.00		
Awards Coordinator	\$ 474.00		
BHS Graduation Coordinator	\$ 1,326.00		
Career Fair Coordinator	\$ 1,683.00		
Curriculum Lead	\$ 1,000.00		
<del>DECA</del>	<del>\$ 3,704.00</del>		
<del>El. Administrative Asst.</del>	<del>\$ 2,113.00</del>		
Elem. Arts Festival Coordinator	\$ 700.00		
<del>Equipment Mgr</del>	<del>\$ 5,976.00</del>		
Extended Year Site Coordinator - 9th Grade	\$ 2,900.00		
Extended Year Site Coordinator - Elementary	\$ 3,500.00		
Extended Year Site Coordinator - Elementary/ESL	\$ 4,700.00		
Honor Society. Jr High	\$ 684.00		
Mentor	\$ 250.00		
Mentor Leadership Meetings	\$ 50.00	per mtg	
Natl.Honor Soc. Awards	\$ 500.00		
Play Producer	\$ 1,010.00		
Play Set Designer	\$ 930.00		
Power of One	\$ 668.00		
Robotics	\$ 2,623.00		
First Tech	\$ 2,623.00		
Webmaster Sec.	\$ 3,124.00		
<b>Burnsville Strong Advisor (Lead)</b>	<b>\$ 2,800.00</b>		
<b>SUBSTITUTES (Casual)</b>			
Food Services	\$ 10.90	per hour	
Health Assistant Substitute Rate	\$ 12.25	per hour	
Health Assistant Substitute Rate (No Formal Medical License)	\$ 12.25	per hour	
LPNS Subbing for Health Assistants	\$ 15.30	per hour	
RN's with 2 - 3 Years Training	\$ 20.40	per hour	
RN's with B.S. Degree	\$ 25.50	per hour	
Clerical (Former Permanent Employees)	\$ 22.25	per hour	
Clerical (Casual Employees)	\$ 14.00	up to step 1 of position classification	
Education Assistant	\$ 11.75	per hour	
Avid Tutor	\$ 13.00	per hour	
Student Avid Tutor	\$ 10.00	per hour	Added 9.1.16
Instructors (Non-licensed)	\$ 16.00	per hour	
Volunteer Coordinator Casual hourly	\$ 20.00	per hour	
Community Facilitator	\$ 13.00	per hour	
Summer Custodial	\$ 11.75	per hour	
<b>ATHLETICS</b>			
Athletic Coordinator	\$ 4,843.00		
Basketball Announcer	\$ 30.00		
Basketball Scorer	\$ 20.00	per game (typically 3 games/night)	
Basketball Site Supervisor	\$ 80.00		
Basketball Supervision	\$ 30.00		
Basketball Ticket seller/taker	\$ 60.00		
Basketball Timer	\$ 20.00	per game (typically 3 games/night)	
Dance Competition Ticket seller/taker	\$ 20.00	per hour	
Football Announcer	\$ 30.00		
Football Field/Gate help	\$ 40.00		
Football Scorer	\$ 30.00		
Football Site Supervisor	\$ 80.00		
Football Supervision	\$ 30.00		
Football Ticket seller	\$ 40.00		
Football Ticket taker	\$ 40.00		
Football Timer	\$ 30.00		
Hockey Announcer	\$ 50.00	2 games (varsity & JV)	
Hockey Scorer/timer	\$ 50.00	2 games (varsity & JV)	
Hockey Supervision	\$ 30.00		
Lacrosse Announcer	\$30 / \$50	single / doubleheader	
Lacrosse On-field scorer/timer	\$ 30.00	2 games (varsity & JV)	
Lacrosse Scorer/timer	\$ 30.00	2 games (varsity & JV)	
Lacrosse Site Supervisor	\$50 / \$80	single / doubleheader	
Lacrosse Supervision	\$ 30.00		
Lacrosse Ticket seller/taker	\$40 / \$70	single / doubleheader	
Soccer Announcer/scorer/timer	\$30 / \$50	single / doubleheader	
Soccer Site Supervisor	\$50 / \$80	single / doubleheader	
Soccer Ticket seller/taker	\$40 / \$70	single / doubleheader	
Swimming Announcer	\$ 30.00		
Swimming Head timer	\$ 30.00		
Swimming Scorer	\$ 30.00		
Swimming Ticket seller/taker	\$ 30.00		
Volleyball Announcer	\$ 30.00		
Volleyball Scorer/timer	\$ 25.00	per match (typically 3 matches/night)	
Volleyball Site Supervisor	\$ 50.00		
Volleyball Ticket seller/taker	\$ 40.00		
Wrestling Scorer	\$ 30.00		
Wrestling Site Supervisor	\$ 50.00		
Wrestling Ticket seller/taker	\$ 30.00		
Wrestling Timer	\$ 30.00		
<b>STUDENTS</b>			
Student workers under 18	\$ 9.00	per hour	
<b>COMMUNITY EDUCATION</b>			
K+ Classroom Assistant	\$ 13.00	per hour	
Other Unspecified Activities Based Upon Registration	\$ 13.00	per hour	
Senior Citizens Program Licensed Commercial Driver	\$ 19.50	per hour	

DATE 9/1/2016

**BURNSVILLE EAGAN SAVAGE**  
**Independent School District 191**  
**Human Resources**

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AGENDA ITEM: III. E

To: Members of the Board of Education

From: Dr. Joseph Gothard  
Superintendent

Date: September 15, 2016

RE: **Proposed adoption of the Terms and Conditions of Employment for Unaffiliated Employees of Independent School District 191.**

**RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE PROPOSED REVISIONS AND RE-ADOPT THE UNCHANGED LANGUAGE IN THE 2016 - 2017 TERMS AND CONDITIONS OF EMPLOYMENT FOR THE UNAFFILIATED EMPLOYEES OF INDEPENDENT SCHOOL DISTRICT #191.**

We are looking to modify the number of hours to qualify for benefits. The 6 hours per day aligns with the majority of the bargaining units while a few are as low as 4 hours per day. The 1104 figure is equivalent to 6 hours for 184 days. 184 days is a 9 month position covering a school year. The recommendation allows administration flexibility to program according to needs while attracting candidates for difficult to fill positions. It also allows us to support staff who have specific skill sets to leave their current positions within the EA unit for other positions such as Cultural Liaisons without the risk of losing benefits.

**2016-2017 GENERAL TERMS AND CONDITIONS OF EMPLOYMENT:  
UNAFFILIATED SPECIALISTS OR SUPERVISORY EMPLOYEES**

**Purpose.** This policy outlines the general terms and conditions of employment for unaffiliated specialists or supervisory employees (“employee” or “employees”) of Independent School District No. 191, Burnsville (“District” or “School Board”). This policy does not create an express or implied contract between any employee and the District. The School Board may modify this policy at any time, without prior notice, as the Board sees fit. The terms and conditions in this policy will remain in effect until the Board modifies this policy.

**Unaffiliated/Supervisor Employees.** For purposes of this policy, individuals holding any of the following positions are deemed to be “unaffiliated specialists or supervisory employees”:

- Tier I:           a)     Executive Director of Human Resources, Executive Director of Business Services, Assistant Superintendent
  
- Tier II:           a)     Director of Technology, Director of Accounting  
                  b)     Special Education Coordinator; Human Resources Coordinator; Teaching and Learning Team Coordinator, Information Systems Coordinator, Coordinator of Student Information and Testing, District Technology Coordinator; Communications Coordinator, Assistant Director of Food Services, Community Education Manager, Coordinator of Instructional Technology, EL Coordinator, Burnsville Promise Coordinator, **Focus Coach**
  
- Tier III:           Registrar; Bursar; Human Resources Benefit Specialist, BHS Theater Operations Manager, Academic Enrichment Coordinator, Production and Operations Coordinator (FS), College and Career Specialist, **Communication Specialist**
  
- Tier IV:           Cultural Liaison, Registered Nurses (RN), Licensed Practical Nurse (LPN)

**At-Will Employment.** The employees covered by this policy are employed on an at-will basis regardless of any statements, representations, procedures, or other policies that may be made or promulgated by the District or its agents or representatives. As a result, the District may discipline or discharge an employee as the District sees fit and for any reason that is not unlawful. The District is not required to show cause when disciplining or discharging an employee. Employees may resign from the District at any time and for any reason. This paragraph does not apply to any employee who is required to hold a license from the Minnesota Department of Education or the Minnesota Board of Teaching.

**Performance of Duties.** Employees must faithfully perform, at a professional level of competence, the services and duties prescribed by the District, regardless of whether such duties are specifically described in this policy, in a job description, in a notice of assignment, or in another document. Prompt and regular attendance is an essential function of each employee’s job. Employees must also comply

with all lawful directives issued by the Superintendent or by any other individual with supervisory authority. In addition, employees must comply with all applicable federal and state laws and with all rules, regulations, and policies established by the District. Employees may not, directly or indirectly, engage or participate in any action or conduct which conflicts in any respect with the interests of the District. Toward that end, employees may not engage or participate in any action or conduct that is inconsistent with their job duties, the basic educational mission of the District, or the desired image of the District.

**Notice of Assignment.** The District will give each employee an annual notice of assignment containing additional information about the employee's position, including the following:

(1) the employee's annual salary or hourly wage; (2) the number of duty days required of the position; and (3) whether the position is "exempt" or "non-exempt" under the Fair Labor Standards Act.

- a. **Basic duty day.** The basic duty day for most full-time employees will be eight hours in length, but employees in an exempt position are expected to work the number of hours necessary to perform their job duties and to meet the professional expectations of their job.
- b. **Overtime.** Hours worked beyond a forty-hour workweek will not constitute overtime and will not result in any overtime pay or any other form of additional compensation for employees who hold an exempt position under the FLSA. Employees who hold a non-exempt position will receive one and one-half (1.5) times their regular rate of pay for all time worked in excess of forty (40) hours per week. Non-Duty days and paid holiday hours will not be counted as hours worked when determining overtime obligations in a given week. Beyond the basic duty day, all employees may be required to attend and participate in meetings and school-sponsored events and activities.
- c. **Modification of assignment.** The Superintendent may reassign an employee or modify an employee's assignment at any time and for any reason. In addition, the Superintendent may modify an existing job description for an employee's position or create a new job description at any time.

**Individual Contracts.** In accordance with Minnesota law, the District will issue an individual contract to each employee who is required to hold a license from the Minnesota Department of Education or the Minnesota Board of Teaching.

**Full-Time Employment.** For purposes of this policy, a "full-time" employee is one who is assigned to work at least ~~1400~~ 1104 hours per year according to the notice of assignment issued by the District. ~~The Burnsville Promise position is defined as "full-time" with at least 1326 hours.~~

**Calendar of Duty Days.** After receiving a notice of assignment, each employee must develop a calendar identifying the employee's duty days and non-duty days. The employee must then submit the calendar to the employee's supervising administrator for approval. The supervising administrator may require the employee to modify the calendar.

**Compensation.** The Board will determine the compensation of each employee covered by this policy. For the 2016-2017 school year, the Board will use the following ranges as a guide when determining the compensation of each employee:

		<b>2016-2017 Range</b>	
		<b>Minimum</b>	<b>Maximum</b>
Tier I		\$138,000	\$152,000
Tier II	a	\$107,000	\$115,500
	b	\$68,000	\$99,000
Tier III		\$45,000	\$57,500
Tier IV		\$18.00/hour	\$28.00/hour

**Additional Compensation.** A Tier I or Tier II employee who has earned a doctorate from an accredited college or university will receive an additional two thousand dollars (\$2,000) per year, if the Board determines that the doctorate relates to the employee’s position with the District. If the Board or the Superintendent requires a Tier I, Tier II, or Tier III employee to work more duty days than the number identified in the employee’s notice of assignment (e.g. summer school or special projects), the employee will be paid for the additional duty days at the employee’s daily rate of pay or hourly rate of pay, as applicable.

**Daily and Hourly Rate of Pay.** In the event the District needs to determine a daily rate of pay for a Tier I, Tier II or Tier III employee, the employee’s annual salary will be divided by the number of duty days assigned to the employee. In the event the District needs to determine an hourly rate of pay for a full-time Tier I, Tier II, or Tier III employee, the employee’s daily rate of pay will be divided by eight hours.

**Holidays.** In the absence of an emergency or a change in the school calendar, employees are not expected to work on the following holidays:

- |                       |                              |
|-----------------------|------------------------------|
| 1. New Year’s Eve Day | 6. Thanksgiving Day          |
| 2. New Year’s Day     | 7. Day after Thanksgiving    |
| 3. Memorial Day       | 8. Christmas Eve Day         |
| 4. Independence Day   | 9. Christmas Day             |
| 5. Labor Day          | 10. One (1) Floating Holiday |

**Insurance Benefits.** As described below, the District will contribute toward the cost of the premium for certain types of insurance for full-time employees who otherwise qualify for and enroll in the insurance policy, plan, or program. The District will select the insurance policies, plans, and programs. To the extent permitted by law, upon separating from employment with the District a former employee may continue to participate in a group health insurance plan, but such participation will be at the former employee’s sole expense.

- a. **Single Health and Hospitalization Insurance.** The District will contribute an amount equal to 95% of the composite premium for an employee who enrolls the single plan. The composite premium will be based on a health care insurance plan with an HRA

(Health Reimbursement Account) whereby \$1,000 shall be redirected by the district to the HRA. The remainder of the cost of the plan will be borne by the employee via payroll deduction.

- b. **Dependent Health and Hospitalization Insurance.** The District will contribute an amount equal to 83% of the composite premium for an employee who enrolls in the dependent health insurance plan. The composite premium will be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby \$2,000 shall be redirected by the district to the HRA. The remainder of the cost of the plan will be borne by the employee via payroll deduction.
- c. **Both Spouses Employed.** If an employee and his/her spouse are both employed by the district full-time and are enrolled in dependent coverage, either the husband or the wife will contribute an amount equal to 5% of the single composite premium towards family coverage.
- d. **Dental Insurance.** The District will pay 100% of the premium for single or dependent coverage for a full-time employee who elects to participate in the District's group dental plan.
- e. **Group Term Life Insurance.** The District will pay 100% of the premium for a group term life insurance policy with a death benefit of fifty thousand dollars (\$50,000) for each full-time employee who qualifies for life insurance. The District may make arrangements with the carrier to permit Tier I or Tier II employees to purchase additional coverage up to \$200,000 at their own expense and at such rates and limitations as are provided by the carrier and the District. Tier III or Tier IV employees may purchase additional coverage up to \$100,000 at their own expense and at such rates and limitations as are provided by the carrier and the District.
- f. **Long-Term Disability (LTD) Insurance.** The District will make an LTD insurance plan available for full-time employees who desire to participate in the plan. Employees eligible to participate in the LTD plan are responsible for paying 100% of the premium taxes through payroll deduction.
- g. **Disclaimer.** No claim or cause of action may be brought against the District for any claim that is not covered or paid by insurance. The District is not insuring or guaranteeing that any particular claim will be paid or covered by any insurance policy, plan, or program, or that any specific amount will be paid out under any policy, plan, or program. Any description of insurance benefits in this policy is intended to be general and informational only and is subject to change in the discretion of the School Board. The eligibility of any particular employee and the employee's dependent(s) is governed by the terms of the actual insurance policy, plan, or program. The District's only obligation is to make the premium contributions that are identified in this policy, as it currently is written or as amended at any time in the future, for full-time employees who otherwise qualify for and enroll in the particular insurance plan or program.

**Sick Leave.** Each full-time employee will earn sick leave at the rate of twelve (12) days per school year and may accumulate a maximum of 300 days of sick leave. Part-time employees will earn sick leave on a prorated basis. An employee's use of sick leave is subject to the following conditions:

- a. The Superintendent may allow an employee to use up to five days of annual sick leave in advance of the monthly accrual, but the advance of sick leave will be deducted from subsequent accrual in that year. Any absences due to illness that are in excess of the employee's accumulated sick leave and annual accrual will be without pay.
- b. An employee may use accumulated sick leave whenever he/she is absent due to illness or a serious health condition that prevents his/her attendance or the performance of his/her job duties; to care for a sick or injured child who is eighteen years of age or younger; and for any other reason expressly permitted by state or federal law. An employee may use up to five (5) days of accumulated sick leave to care for a spouse who is suffering from an illness or serious health condition. In addition, an employee may use up to one (1) day of accumulated sick leave per school year to attend the funeral of an individual who is not in the employee's immediate family. Sick leave may not be used to conduct personal business.
- c. If the employee reports being absent due to illness or serious health condition, the District may require the employee to provide a certification from a qualified physician stating that the absence was due to an illness or a serious health condition. The District will make the final determination as to whether the employee is entitled to receive sick leave for a given absence.
- d. Upon separating from employment with the District for any reason, an employee will have no right to receive any compensation for any unused days of accumulated sick leave.

**Bereavement Leave.** An employee may take up to five (5) days of paid bereavement leave per year for any death(s) that occurs in the employee's immediate family. For purposes of this Agreement, "immediate family" includes a spouse, children, parents, siblings, grandparents, grandchildren, and equivalent in-laws. The Superintendent may, in his/her sole discretion, grant up to ten (10) additional days of bereavement leave per school year for reasons such as multiple deaths in the immediate family and out-of-state funerals.

**Personal Leave.** An employee may take up to two (2) days of paid personal leave each school year. The employee must obtain permission from his/her supervising administrator to take personal leave on a given day. The Superintendent or the supervising administrator may deny any request for personal leave at a given time based upon the Superintendent's or administrator's assessment of the needs of the District. Days of personal leave do not accumulate and will be forfeited if they are not used. Upon separating from employment with the District for any reason, an employee will have no right to receive any compensation for any unused days of personal leave.

**Jury Duty.** An employee who is called for jury duty will be reimbursed for the difference between the amount paid for serving on the jury and the employee's regular salary during the period of service. To the extent possible, employees will be expected to report or otherwise perform their regular duties when temporarily excused from attending court.

**Other Types of Leave.** To the extent required by law, the District will grant other types of leave. In addition, the School Board may, in its discretion, grant additional types of leave that are not required by law.

**Sick Leave Credit.** If an employee is enrolled in the district's group insurance plan and has at least three (3) sick days available from the previous fiscal year, at the beginning of each fiscal year, three (3) sick days will be converted to the equivalent of three (3) days of the employee's daily rate of pay and contributed into the employee's HRA account.

**Expense Reimbursement.** The District will reimburse employees for mileage and reasonable expenses of job related activities. For Tier 1 and Tier IIa employees, the District shall provide a monthly allowance of Two Hundred Dollars and No Cents (\$200.00) for business use of the employee's private automobile, pursuant to M.S. §471.665, Subd. 1. Employees may be given time to participate in professional conferences and seminars, and will be reimbursed for reasonable expenses associated with attending such conferences and seminars, provided that the conference or seminar was approved in advance by the supervising administrator or the Superintendent. To obtain reimbursement, employees must submit the required forms in accordance with School Board policy.

**Tuition Reimbursement.** Tier II, Tier III or Tier IV employees are eligible for up to one thousand dollars (\$1,000) in tuition reimbursement per school year for post-graduate coursework that is germane to their assignment and benefits the District. All coursework must be preapproved by the Executive Director of Human Resources. Coursework taken by a Tier I employee, hired prior to December 30, 2012, must be preapproved by the Superintendent to receive full tuition reimbursement. All employees must submit appropriate documentation to the District showing that the employee earned a grade of B or higher, or a passing grade in a pass/fail system, in order to be eligible for tuition reimbursement.

**Flexible Benefit Plan.** The District has established a Flexible Benefit Plan under IRS Code 125. Regulations and procedures are available in the Human Resources Office. A School Board policy and accompanying regulations have been developed and will be updated annually to comply with IRS Regulations.

**Matching Contribution Eligibility.** Employees may participate in a tax- sheltered annuity (TSA) pursuant to United States Public Law No. 87-370, Minnesota Statutes section 123B.02, subdivision 15, and School District policy. To the extent permitted by federal and state law, including Minnesota Statutes section 356.24, the District will match up to \$1,700 per year to an approved Minnesota deferred compensation program for an employee who is in his/her first year of employment with the District. After the employee has completed one year of service, the District will match up to \$2,750 per year to an approved Minnesota deferred compensation program. The District will match up to \$3,250 per year for Tier I employees. Part-time employees will receive a pro-rated contribution to a Minnesota deferred compensation program based on their F.T.E. equivalency as of July 1.

- a. **Employees on Leave.** An employee on an unpaid leave of absence is not eligible to participate in the plan.
- b. **Plan Year Begins July 1.** The annual year for the School District contributions is July 1 through June 30. Changes in District matching amounts must occur on July 1 of each year.
- c. **Employee Application.** Employees must apply to participate in the eligible TSA plan by July 1 for upcoming school year. Once an eligible employee elects to participate in the TSA investment program, the election will remain in effect for that school year and for each subsequent year unless modified by the employee.
- d. **Compliance with Federal and State Laws.** The plan is subject to applicable code provisions of the Minnesota Statutes, IRS Code Section 403(b).
- e. **Enrollment Limited to Participating Companies.** Tax sheltered annuity purchases will be limited to companies approved by the District.
- f. **Maximum District Contribution.** The amount the District contributes to an employee's matching TSA plan may not exceed forty thousand dollars (\$40,000) during the employee's entire period of employment with the District.

**Post-Retirement Health Insurance Benefits for Tier I Employees.** If a Tier I employee was hired before January 1, 2010 and retires in good standing with at least fifteen (15) years of full-time employment with the District as a Tier I employee, the District will contribute up to sixteen thousand dollars (\$16,000) per year toward the cost of the employee's post-retirement health insurance for a period of seven (7) years after the employee retires, or until the employee becomes eligible for Medicare, whichever occurs first.

**Independent School District No. 191 is an Equal Opportunity Employer and does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, or age.**

## ADDENDUM

This Addendum applies to the following employees in their current positions as indicated:

Constance Erickson (Coordinator of Student Information and Testing)  
Michele Starkey (Community Education Senior Citizen Programs Coordinator)

Pursuant to an Order of the Bureau of Mediation Services, the positions held by the foregoing employees were excluded from the District-Wide Administrator's unit effective December 13, 2012. Accordingly, the terms and conditions of employment for such positions will be governed by the 2014-2015 General Terms and Conditions of Employment: Unaffiliated Specialists or Supervisory Employees ("Policy") and any subsequent such policy adopted by the School District. For the employees identified in this Addendum the following provisions also apply effective December 13, 2012:

1.     **Position Elimination**

If the employee leaves the District because of a discontinued position he/she shall receive seven (7) days' pay at the current rate for each year of service in the District to a maximum of 130 days' pay.

2.     **Vacation Pay**

The employees identified herein shall be paid a lump sum equal to their accrued unused vacation as of June 30, 2012. Such payment shall be made no later than 21 days from the date of this Addendum, and the payment shall be subject to applicable payroll withholdings and deductions.

3.     **Post Retirement Health Insurance Benefits/Early Retirement**

a.     For Constance Erickson only: the District shall contribute 75% of the dollar amount of the premium in effect at the time of Ms. Erickson's retirement until she is eligible for Medicare. A portion of the premium not paid by the District shall be paid by Ms. Erickson.

b.     For Michelle Starkey: If the employee reaches age 55 and has at least ten (10) years of continuous service in the District, he/she shall be eligible to continue participation in the District Group Medical/Hospitalization insurance plan. Group determination will be as per MN Statute 471.61. The employee shall be responsible for the total cost of the premiums.

\*The post-retirement health insurance benefits for Tier I employees in the Policy (page 7) shall have no application to the employees identified in this Addendum.

4. **Group Term Life Insurance**

The District will pay 100% of the premium for a group term life insurance policy with a death benefit of Fifty Thousand Dollars (\$50,000) for each full-time employee who qualifies for life insurance. Employees may purchase additional coverage up to \$200,000 at their own expense and at such rates and limitations as are provided by the carrier in the District.

\*The Group Term Life Insurance provision in the Policy (page 4) shall have no application to the employees identified herein while this Addendum is in effect.

5. **Tuition Reimbursement**

The District will reimburse tuition costs for approved course-work that is of benefit to the District. Advance approval and verification of satisfactory completion are required. Reimbursement will not be paid to employees on leave.

\*The Tuition Reimbursement provision of the Policy (page 6) shall have no application to the employees identified herein while this Addendum is in effect.

6. **Longevity Pay**

After ten (10) years of District service, the employees are eligible for a \$500 stipend; after fifteen (15) years of District service, the employees are eligible for a \$1000 stipend; after twenty (20) years, a \$2,000 stipend.

The provisions of this Addendum shall apply to each of the employees identified herein until they leave their current position or until termination of employment. Upon either of those events, this Addendum shall cease to have any application whatsoever to the employee, the position previously held by the employee, or to the terms and conditions of employment for subsequent employees hired to the position.

This Addendum does not constitute a precedent or past practice, nor shall it have any application to provisions or language in the School District's collective bargaining agreements or policies, except as specifically set forth herein.

7. **Special Circumstance**

The District will pay Constance Erickson a base salary of \$107,500 for the 2016-2017 school year.

Date of Addendum: \_\_\_\_\_



**Agenda III.F.  
September 15, 2016**

**To:** Board of Education  
**From:** Dr. Joe Gothard, superintendent  
**Date:** September 15, 2016  
**Re:** Approve first reading of policies

Approve, on a first reading basis, Board Policies 614: *School District Assessment Program*; 509: *Enrollment of Nonresident Students*; 498: *Employee Workday* (rescind DJGA); 299: *Student Representative to the School Board* (rescind ABC & ABC-R); and 419: *Tobacco- and Smoke-Free Environment*.

The policies have been reviewed by administrators and the Policy Review Committee. Copies of the policies with revisions are attached for your review.

*Each Student Real-World Ready!*

Adopted: \_\_\_\_\_  
Reviewed: \_\_\_\_\_  
Revised: \_\_\_\_\_  
Rescinds: \_\_\_\_\_

## **614 SCHOOL DISTRICT ASSESSMENT PROGRAM**

### **I. PURPOSE**

The purpose of this policy is to authorize student assessment.

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

It shall be the policy of the School Board that a comprehensive standardized assessment program be established and maintained: for internal and external accountability; that meets federal and state requirements; to evaluate the total program of the school district; to measure progress of students; and for student program placement in core instruction, enrichment and intervention.

### **III. RESPONSIBILITIES**

#### **A. Superintendent**

1. Designate appropriate personnel to oversee the district assessment program.
2. Authorize necessary staff for assessment programs' secure systems.
3. Establish a culture of academic integrity.
4. Ensure all security provisions are met for assessment security and confidentiality before, during and after testing events.
5. Comply with all state and federal guidelines and requests specific to the assessment program.

#### **B. District Staff**

1. Ensure the assessment program is implemented with fidelity.
2. Review annually and present recommendations to the Superintendent.
3. Communicate expectations and ensure training is provided for secure assessment tools (i.e. Minnesota Comprehensive Assessments, College Board assessments) according to testing company requirements.

4. Comply with all state and federal guidelines and requests specific to the assessment program.

C. Principals

1. Establish building-level systems and plans for administration of assessments.
2. Ensure all administration and security requirements are followed.
3. Enact required action for breaches in administration and/or security requirements.
4. Comply with all state and federal guidelines and requests specific to the assessment program.

D. Students

1. Know the importance of test security.
2. Keep test content secure.
3. Act with honesty and integrity during assessment administration.
4. Comply with all state and federal guidelines and requests specific to the assessment program.

E. School/Department Staff

1. Attend all required training for the administration of assessments. Sign the Testing Non-Disclosure/Security Form annually.
2. Seek information and clarity on the administration and security requirements, especially when proctoring or monitoring an assessment.
3. Bring to the attention of the school principal, assistant superintendent or superintendent, any breach in requirements, or conflicting information regarding the administration or security requirements of an assessment, or any knowledge of a confirmed or potential breach.
4. Comply with all administration and security requirements of assessments.

**Legal References:** Minn. Stat. § 13.34 (Examination Data)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)

Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)  
Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)  
Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)

Adopted: 04/23/2015  
Reviewed: 8/13/2015  
Revised: 9/10/2015  
Rescinds:

*Burnsville-Eagan-Savage School District Policy 509*

## **509 ENROLLMENT OF NONRESIDENT STUDENTS**

### **I. PURPOSE**

The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

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

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or
  4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.
- C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:
1. previous academic achievement of a student;
  2. athletic or extracurricular ability of a student;
  3. disabling conditions of a student;
  4. a student's proficiency in the English language;
  5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
  6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.
- D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education (that enrollment form follows this policy).
- E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. -Siblings of currently enrolled students and applications related to an approved integration and achievement plan must receive priority in the lottery. -The process for the school district lottery must be established by school board policy and posted on the school district's website. Refer to 509R: Enrollment of Nonresident Students for the Variance/Open Enrollment process.
- F. Exclusion
1. Administrator's initial determination. If a school district administrator or the administrator designee knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator or the administrator designee will transmit the application to the superintendent with a recommendation of whether exclusion

proceedings should be initiated.

2. Superintendent's review. The superintendent or the superintendent's designee may make further inquiries. If the superintendent or designee determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent or designee determines that the applicant should be excluded, the superintendent or designee will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, other than as set forth in II.B., the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under ~~16-17~~ years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is ~~16-or~~ 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

***Legal References:*** Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)  
Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)  
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)  
Minn. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)  
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

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



**one91**  
Burnsville · Eagan · Savage



# School Board Meeting

## Policy 509

### Enrollment of Nonresident Students

***Future Ready. Community Strong.***

Policy 509

District **one91**  
Future Ready. Community Strong.

## Purpose of Presentation

- Clarify possible conflicting language around “previous disciplinary proceeding”
  - Clarify “Rejection” of application
  - Clarify “Exclusion”
  - Clarify communication to Board Chair and parents
- ★ Information presented was discussed with District Counsel.

## Eligibility: 509.II.A

- The criteria for eligibility to be accepted for non resident enrollment is listed here.
- If the student meets this criteria, the District must follow one of two actions:
  - Reject the application
  - Proceed with application
    - Acceptance and Enrollment Process
    - Exclusion Process

## Rejection of Application: 509.II.B

- The district may take action to REJECT an application if the student is in an expulsion period from another district based on the circumstances listed in 509.II.B.1-4.
- In this case, prior disciplinary proceedings MAY be used for decision to REJECT the application.
- This is administrative action.
- If the student was NOT expelled for 509.II.b.1-4 behaviors, evidence of those behaviors cannot be used to REJECT the application. (However, they can be the grounds for proceeding with EXCLUSION.)

## Processing Application

- If the application is not rejected per the criteria in 509.II.B, then the district must proceed with processing the application.
  
- Two choices
  - Agree to enrollment
  - Proceed with EXCLUSION
    - Denies applicant from enrolling in our district

## Agree to Enrollment

- Standard enrollment procedures would be followed.

## Exclusion: 509.II.F

- The Superintendent or Designee would review the student's application and determine if there are grounds to pursue an EXCLUSION for this student.
- Exclusion proceedings follow the same due process as expulsion proceedings.
- An exclusion may only last for the duration of that current school year.

## Exclusion Notifications: 509.II.F.2.

- Board chair is notified because this process will result in Board Action to exclude the student (as they would act to expel a student).
- Policy correctly refers to communication with "applicant" as a general term referring to the person who had legal authority to initiate the application.

## Exclusion: 509.II.F.2 Previous Disciplinary Proceedings

To clarify references to "...previous disciplinary proceedings..." it is recommending we add:

*"Although an application may not be rejected based on previous disciplinary proceedings, **other than as set forth in II.B.,** the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case -by- case basis."*

## Summary of information on 509

Language referring to rejection and exclusion is correct.

Referral to Board Chair is accurate.

Use of term "Applicant" is correct.

We have clarity on the references to "previous disciplinary proceeding."

We have added slight wording to 509.II.F.2 to further clarify the reference to "previous disciplinary proceeding."

Adopted: 3/1991  
Reviewed: \_\_\_\_\_  
Revised: 1/2005  
Rescinds: DJGA

## **498 EMPLOYEE WORK DAY**

### **I. PURPOSE**

The purpose of this policy is to establish expectations for employees during their work days.

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

#### **A. School District Business**

Any contact by salespeople for the purpose for conducting school district business shall be related to employee's responsibilities and at the convenience of the district employee after first registering with the appropriate office. Sales contacts shall not be made during times that the employee has direct student supervisory responsibilities unless authorized in advance by the building principal.

#### **B. Personal Business**

Care shall be taken to ensure that the conduct of personal business during working hours does not interfere with job performance or responsibilities.

Any such personal business shall be limited to matters of a nominal, infrequent nature that cannot be reasonably conducted outside the workday.

#### **C. For Profit Business**

The conduct of business-for-profit by employees during working hours or on school property is prohibited. This prohibition does not apply to contractual arrangements to which the school district is a signator and the employee is paid through district payroll.

### **III. EMPLOYER'S RIGHTS**

The school district reserves the right to regulate and monitor all activities occurring on school district premises or with employees during their workday.

Descriptor Term: **Sales Calls and Demonstrations**

Descriptor Code: **DJGA**

Issued Date: **3/91**

Reviewed Date:

Revised Date: **1/05**

Rescinds:

#### School District Business

Any contact by salespeople for the purpose for conducting school district business shall be related to employee's responsibilities and at the convenience of the district employee after first registering with the appropriate office. Sales contacts shall not be made during times that the employee has direct student supervisory responsibilities unless authorized in advance by the building principal.

#### Personal Business

Care shall be taken to ensure that the conduct of personal business during working hours does not interfere with job performance or responsibilities.

Any such personal business shall be limited to matters of a nominal, infrequent nature that cannot be reasonably conducted outside the workday.

#### For Profit Business

The conduct of business-for-profit by employees during working hours or on school property is prohibited. This prohibition does not apply to contractual arrangements to which the school district is a signator and the employee is paid through district payroll.

#### District Interest

The District reserves the right to regulate and monitor all activities occurring on District premises or with employees during their workday.

Adopted: 7/1985  
Reviewed: \_\_\_\_\_  
Revised: 4/2013  
Rescinds: ABC/ABC-R/JFB

## **299 STUDENT REPRESENTATIVE TO THE SCHOOL BOARD**

### **I. PURPOSE**

The purpose of this policy is to provide for student input on the school board through the establishment of a student representative who shall be an ex officio member of the school board.

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

#### **A. Selection**

A student ~~advisor-representative~~ shall be selected from the student body of the Burnsville ~~Senior~~ High School to serve on the school board. This student representative will provide student views and suggestions in regard to the development of educational policies and programs and will serve as an advisor to the school board.

#### **B. Eligibility**

The person selected from the student body shall be a member of the junior class during the selection period.

#### **C. Term**

The student ~~advisor-representative~~ shall serve for one student fiscal school year.

#### **D. Election**

The high school administration and Student Council shall establish the date and method for selection within the guidelines of this regulation and submit the name of the appointee to the school board.

#### **E. Duties**

1. The student ~~advisor-representative~~ shall attend all school board meetings and provide perspective, from the student point of view, to school board deliberations.

2. If the selected student ~~advisor-representative~~ is unable to attend a meeting, the Senior High School Student Council President shall serve as a temporary substitute.
3. The student representative will prepare for school board meetings by becoming familiar with agenda items and attached materials received prior to each school board meeting.
4. The student representative shall participate in the regular school board orientation and any other in-servicing activities deemed appropriate by the Superintendent.
5. The student representative shall abide by the school board's policies, rules of parliamentary procedure, and processes.

F. Limitations

1. The student representative shall not vote on issues before the school board.
2. The student representative shall not be furnished or exposed to material and will not participate in discussions pertaining to the following:
  - a. personnel matters or private personnel data;
  - b. negotiation materials;
  - c. land acquisition or sale information;
  - d. items covered by the attorney-client privilege;
  - e. private student data, including student discipline information.

*Legal References:*

*Cross References:*

Descriptor Term: **Student Involvement in Decision Making**

Descriptor Code: **ABC**

Issued Date: **7/85**

Reviewed Date:

Revised Date: 4/13 Temp recoding to ABC

Rescinds: ABC/JFB

A student advisor shall be selected from the student body of the Burnsville Senior High School to serve on the School Board. This student representative will provide student views and suggestions in regard to the development of educational policies and programs.

Descriptor Term: **Student Involvement in Decision Making**

Descriptor Code: **ABC-R**

Issued Date: **7/85**

Reviewed Date:

Revised Date: 4/13 Temp recoding to ABC-R

Rescinds: **ABC-R/JFB-R**

#### Selection

A senior high school student shall be selected as a student advisor to the Board.

#### Eligibility

The person selected from the student body shall be a member of the junior class during the selection period.

#### Term

The student advisor shall serve for one fiscal year.

#### Election

The high school administration and Student Council shall establish the date and method for selection within the guidelines of this regulation and submit the name of the appointee to the Board.

#### Duties

The student advisor shall attend all Board meetings and provide perspective, from the point of view, to Board deliberations.

If the selected student advisor is unable to attend a meeting, the Senior High School Student Council president shall serve as a temporary substitute.

The student advisor will prepare for Board meetings by becoming familiar with agenda items and attached materials received prior to each Board meeting.

The student advisor shall participate in the regular Board orientation and any other in-servicing activities deemed appropriate by the Superintendent.

#### Limitations

The student advisor shall not vote on issues before the Board.

The student advisor shall not be furnished material pertaining to;

- a) personnel matters
- b) negotiation materials
- c) land acquisition information,
- d) legal action strategy
- e) student discipline materials.

#### Legal Reference:

Minn. Stat. § 123. 744

Adopted: 6/87  
Reviewed:  
Revised: 5/93, 7/0, 9/14  
Rescinds: GBK-R, JFCG

## 419 TOBACCO-AND SMOKE-FREE ENVIRONMENT

### I. PURPOSE

The purpose of this policy is to maintain learning and working environments that are tobacco and smoke free.

### II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or electronic cigarettes in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic cigarette in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, devices, or electronic cigarettes. The school district will not promote or allow promotion of tobacco products or e-cigarettes on school property or at school-sponsored events.

### III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

- A. “Electronic cigarette” means any oral device that provides a vapor of liquid

nicotine, lobelia, and/or other similar substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under another product name or descriptor.

- B. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.
- C. “Tobacco-related devices” means cigarette papers or pipes for smoking.
- D. “Smoking” means inhaling or exhaling smoke from any lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product. Smoking also includes carrying a lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product intended for inhalation and the use of electronic cigarettes, including the inhaling and exhaling of vapor from any electronic delivery device.

#### IV. EXCEPTIONS

- A. A violation of this policy does not occur when an ~~an-Indian~~ Native American adult lights tobacco on school district property as a part of a traditional ~~Indian-Native American~~ spiritual or cultural ceremony. An ~~Indian-Native American~~ is a person who is a member of an-Indian-Native American tribe as defined under Minnesota law and/or self identifies as a Native American.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.

#### V. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal

law, and school district policies.

- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

## **VI. DISSEMINATION OF POLICY**

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

***Legal References:*** Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Children)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior



**Future Ready. Community Strong.**

**Agenda III.G.  
September 15, 2016**

**To:** Board of Education  
**From:** Dr. Joe Gothard, superintendent  
**Date:** September 9, 2016  
**Re:** Approve first reading of policies being rescinded

Approve on a first reading basis, rescinding Policies ACB: *Respectful Behavior*; JN: *Student Fees, Fines and Charges*; KMA & KMA-R: *Relations with Parent Organizations*; KM: *Relations with Community Organizations*; KA & KA-R: *School Community Relations-Media Inquiries*; and EEA & EEA-R: *Student Transportation*.

Background information

*ACB: Respectful Behavior*

- Last revised in June 2007.
- Covered by other policies and district core values.

*JN: Student Fees, Fines and Charges*

- Last revised in March 2010.
- Covered by Minn. Stat. § 123B.34-123B.39.

*KMA & KMA-R: Relations with Parent Organizations*

- Last revised August 2006.
- Board of Education does not oversee PTOs.
- Covered by the Strategic Roadmap.

*KM: Relations with Community Organizations*

- Last revised August 2006.
- Covered by the Strategic Roadmap.

*KA & KA-R: School Community Relations-Media Inquiries*

- Last revised August 2006.
- Covered by the Strategic Roadmap.

*EEA & EEA-R: Student Transportation*

- Last revised March 2005.
- Replaced by Policy 707: *Transportation of Public School Students*; 708: *Transportation of Nonpublic Students*; 709: *Student Transportation Safety Policy*, and 711: *Extra Curricular Transportation*.

These policies have been reviewed by administrators and the Policy Review Committee. Copies of the policies are attached for your review.

*Each Student Real-World Ready!*

Descriptor Term: **Respectful Behavior**  
Descriptor Code: **ACB**  
Issued Date: **1/93**  
Reviewed Date: **6/07**  
Revised Date: **6/07, 4/13 Temp recoding to ACB**  
Rescinds: ACB/JBB

## RESPECTFUL BEHAVIOR

The Board of Education of Independent School District 191 recognizes the contributions of all individuals in achieving its mission of providing an exceptional 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, which 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.

For purposes of this policy, "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
- communicating verbally or in writing in a considerate manner and appropriate tone

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
- imitating others in a way that ridicules or stereotypes a person or a group
- communicating to others verbally in an unprofessional or inappropriate tone, such as yelling or screaming

## CONSEQUENCES FOR DISRESPECTFUL BEHAVIOR

### Students

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, in-school suspension, 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, memo 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.

If the disrespectful behavior is determined to be harassment, policy and regulation ACA/JBA will be followed. This policy will be included in parent, student and staff handbooks.

Descriptor Term: **Student Fees, Fines and Charges**

Descriptor Code: **JN**

Issued Date: **5/85**

Reviewed Date: **2/10**

Revised Date: **3/10**

Rescinds:

No students shall be denied an education because of economic inability to furnish the books and supplies necessary to complete the educational requirements necessary for graduation. Students may be required to furnish personal or consumable items such as pencils, paper, erasers and notebooks.

All student fees and charges, both optional and required, shall be listed and described annually in the student/parent handbook. Notification of the availability of full or partial fee waivers and the procedures to apply for such waivers shall also be published annually in student/parent handbooks and on the district's website.

Student fees are authorized for the following:

- Projects which exceed the minimum course requirements and are at the student's option.
- The use of musical instruments provided the fee does not exceed either the rental cost to the district or the annual depreciation plus actual annual maintenance cost for each instrument.
- Field trips considered supplementary to a district educational program.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Admission for extra curricular activities, where attendance is optional.
- Driver education fees provided the fees do not exceed the actual cost to the school district.
- Motorcycle classroom education courses.
- Voluntary student health and accident benefit plans.
- Transportation to and from extra curricular activities where attendance is optional.
- Transportation to and from school for students living within two miles of school.
- Transportation to and from post-secondary institutions for pupils enrolled under the post-secondary enrollment options program.

Student fees are prohibited for:

- Textbooks, workbooks, art or shop materials, laboratory supplies and towels.
- Supplies necessary for participation in any instructional course except for personal or consumable items.
- Any specific form of dress necessary for any educational program.
- Field trips that are required as part of a basic education program or course.
- Graduation caps, gowns and diplomas.
- Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
- Library books required to be utilized for any educational course or program.
- Admission fees, dues or fees for any activity the student is required to attend.
- Locker rental.
- Transportation to and from school for students living two miles or more from school.

Students will be charged fees for textbooks, workbooks and library books lost or damaged by the students.

Students whose families meet the income guidelines for free and reduced price lunch, Minnesota Family Investment Program (MFIP), Supplemental Security Income (SSI) or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary

financial difficulty may be eligible for a temporary waiver of student fees. To be considered eligible for full or partial fee waivers, a Fee Waiver Application must be completed and submitted.

Educational records, including grades and diplomas, shall not be withheld for nonpayment of student fees. No student's rights or privileges, including the receipt of grades or diplomas may be denied or abridged for nonpayment of fees. The Board of Education reserves the right to pursue any action provided by law for the collection of unpaid fees.

Legal References:           Minn. Stat. § 123B.34-123B.39  
                                  Minnesota Administrative Rule 3500.1050

3/18/10

**Burnsville-Eagan-Savage School District  
STANDARD FEE WAIVER APPLICATION**

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

School Year: 2010-11

*All information provided in connection with this application will be kept confidential.*

Name of student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of parent, guardian: \_\_\_\_\_

Or legal or actual custodian.

**Please check type of waiver desired:** Full waiver \_\_\_\_\_ Partial waiver \_\_\_\_\_ Temporary waiver \_\_\_\_\_

Please check if the student or the student's family meet the financial eligibility criteria or is involved in one of the following programs:

**Full waiver**

\_\_\_\_\_ Free meals offered under the Children Nutrition Program (must complete and sign Application for Free and Reduced Priced School Meals and Waiver of Confidentiality)

\_\_\_\_\_ The Minnesota Family Investment Program (MFIP)

\_\_\_\_\_ Supplemental Security Income (SSI) *(Must be able to provide documentation)*

\_\_\_\_\_ Foster care *(Must be able to provide documentation)*

**Partial waiver (60 percent)**

\_\_\_\_\_ Reduced priced meals offered under the Children Nutrition Program (must complete and sign Application for Free and Reduced Priced School Meals and Waiver of Confidentiality)

**Temporary waiver**

If none of the above apply, but you wish to apply for a temporary waiver of school fees because of serious financial problems, please state the reason for the request:

\_\_\_\_\_  
\_\_\_\_\_

It may be necessary to verify information given above. Your signature is required for the release of information regarding the student or the student's family financial eligibility for the programs checked.

*Signature of parent, guardian:*

\_\_\_\_\_  
*Or legal or actual custodian*

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**OFFICE USE ONLY – DO NOT WRITE BELOW THIS LINE**

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ by: \_\_\_\_\_ Date: \_\_\_\_\_

Descriptor Term: **Relations with Parent Organizations**

Descriptor Code: **KMA**

Issued Date: **6/86**

Reviewed Date:

Revised Date: **8/06**

Rescinds:

Each school shall have a Parent Teacher Organization for the purposes of maintaining a close working relationship between staff and parents, creating an atmosphere of partnership, promoting citizen involvement in the life of the school, enhancing the educational program, and encouraging two-way communication.

Each Parent teacher Organization shall be open to all interested residents and school personnel.

Descriptor Term: **Parent Review/Objection to Content of Instruction**  
Descriptor Code: **KMA-R**  
Issued Date: **8/85**  
Reviewed Date:  
Revised Date: **8/06**  
Rescinds:

#### Responsibilities

Interested parents, teachers, and the building principal shall work together to establish and operate a Parent-Teacher Organization in each elementary school.

Operating procedures shall be available in each principal's office.

#### Functions

The following functions are appropriate to meet the purposes outlined in Policy:

To recruit active members and encourage participation.

To plan and conduct special events and activities.

To raise funds for purchase of needed school equipment or to enhance the educational program.

To foster two-way communication through the following kinds of objectives:

Becoming informed about schools and communicating accurate information to the total citizenry.

Providing broad systematic input to the principal's office regarding various aspects of the school: operations, programs, and communications.

Responding to individual parent concerns.

Conducting community surveys.

Producing and distributing newsletters.

Arranging for speakers on topics of interest.

#### Membership

All parents and teachers in a school attendance area shall be considered members of the Parent-Teacher Organization and shall be encouraged to participate in its functions.

Other citizens and employees of the District are also welcome to participate.

Operating procedures shall include a plan for providing leadership to carry out the functions of the Parent-Teacher Organization through appropriate boards, committees, or elective offices.

Leadership shall reflect the following characteristics: voluntary service, commitment to attend meetings and active involvement.

PTO boards, committees or elective offices shall be representative of the school attendance area by neighborhood, grade level or other appropriate means.

#### Schedule

There shall be at least five (5) meetings per year.

Agenda items shall reflect both citizen and school personnel concerns.

Descriptor Term: **Relations with Community Organizations**  
Descriptor Code: **KM**  
Issued Date: **6/86**  
Reviewed Date:  
Revised Date: **8/06**  
Rescinds:

#### Cooperation with Community Agencies and Organizations

It shall be the policy of the Board to cooperate with community agencies and organizations concerned with the welfare, safety, health and well being of the citizenry.

Descriptor Term: **School – Community Relations**

Descriptor Code: **KA**

Issued Date: **7/97**

Reviewed Date:

Revised Date: **8/06**

Rescinds:

The Board of Education is committed to establishing and supporting planned and systematic, two-way communication between the School District and its staff, students, parents and community members.

The Board affirms the following objectives for the District's communications program:

Keep internal and external stakeholders regularly and accurately informed, through appropriate and varied means of communication, about policies, goals, programs, challenges and plans of the School District.

Solicit the advice and counsel of staff members, students, parents and community members on District issues through appropriate channels of feedback and advisory groups, and create an atmosphere that welcomes public involvement in District affairs and fosters school-community partnerships.

Develop and maintain an effective working relationship with local news media by providing timely and accurate information about District programs and activities, and by responding in a timely manner to journalists' requests.

Develop and maintain an organizational environment in which all District staff members share the responsibility for effectively communicating information about District, building, classroom and student programs and activities to parents and members of the community.

Conduct all communication activities in a straightforward and factual manner. Operating in this manner provides the optimal environment for building staff morale and fostering public understanding and support for the School District.

Descriptor Term: **School-Community Relations  
Media Inquiries**

Descriptor Code: **KA-R**

Issued Date: **7/97**

Reviewed Date:

Revised Date: **8/06**

Rescinds:

Working with the news media is an important part of meeting the School District's communication goals. The public has a right to know what's happening in the schools, and the District has a need to keep student learning from being disrupted. These guidelines will accommodate the needs of the media and the students.

Media inquiries should be directed to the Communications Office. The Communications Coordinator will work with the media to provide a quick response to requests so journalists can get the information they need and meet their deadlines.

School administrators should work with the media whenever possible to ensure journalists' needs are met and the public stays informed.

When the media's access to classes, staff or students would be disruptive, the district will work to find alternative ways for journalists to get the information they need.

Interviews and visits should be arranged through the Communications Office.

Any staff member or administrator who received a request from the media should forward it to the Communications Coordinator, who will ensure the needs of both the journalist and school are met.

Journalists need permission from the teacher and principal to enter a classroom. The Communications Coordinator can facilitate obtaining this permission.

Journalists are welcome to cover customary public programs and events, such as meetings or hearings, concerts, student performances and athletic contests, without prior notification.

During school hours, journalists, like all visitors, are required to sign in at the school office, wear a press tag or badge and have permission from the principal or administrator in charge to be on the school campus. The Communications Coordinator will facilitate this process.

In certain cases, building principals and administrators may limit access to the building or school grounds to maintain the instructional environment.

Journalists, like all visitors, cannot interrupt classes, school programs and other school business, and cannot interfere with district or police investigations.

Journalists, like all visitors, are not allowed into classrooms during testing.

Media representatives who wish to identify students in a picture or broadcast must ask the Communications Coordinator, building principal or program administrator to verify that the child (ren) are not listed on a Declaration of Privacy of Directory Information form. This form lists the child (ren) that the parent/guardian does not want photographed or identified.

Descriptor Term: **Student Transportation Services**

Descriptor Code: **EEA**

Issued Date: **5/02**

Reviewed Date:

Revised Date: **3/05**

Rescinds:

Administrative control of the transportation of students shall be the responsibility of the Superintendent or a designated representative. The Board authorizes and directs the Superintendent to maintain satisfactory bus routes in accordance with the approved policies of the District.

#### Regular Transportation

The general policy of the District is that all kindergarten through grade 6 students who live one mile or more from school, and secondary students who live one and one-half miles or more from school to which assigned shall be transported.

No elementary student shall walk farther than three-tenths of a mile, nor secondary student farther than seven-tenths of a mile to their assigned bus stop. Exceptions to these distances may become necessary due to various geographical conditions and factors as determined by administration.

The walking distance is defined as the shortest distance from the child's residence by public walkway, street or highway to the assigned entrance of the school the student attends as measured by the District's Geographic Information System (GIS) computerized map.

Additional transportation may be made available by the administration when conditions comply with hazardous transportation guidelines as set forth by the District.

No individual other than those identified in this policy as eligible for transportation services will be permitted to ride a school bus unless authorized in advance by the Transportation Department or assigned by the District or Contractor as part of the individual's work responsibilities.

#### Special Activity Transportation

Because of the severity of Minnesota winters, the limited amount of baggage space provided on school owned or leased vehicles, and the distance of travel, a commercial vehicle may be requested by a building principal for trips in excess of seventy (70) miles one way. The rental cost of the commercial vehicle will be charged to the building of origin.

Descriptor Term: **Student Transportation Services**

Descriptor Code: **EEA**

Issued Date: **5/02**

Reviewed Date:

Revised Date: **3/05**

Rescinds:

Prior approval from the Business Manager is required when commercial vehicles other than District owned or leased vehicles are used.

In no situation will contributions from private citizens be accepted as partial payment or full payment for the contracting of a commercial vehicle unless prior acceptance of the gift has been approved by the Board.

#### Disabled Student Transportation

The transportation program for student with disabilities encompasses all regular transportation services required to transport authorized students with disabilities to and from their assigned schools in and/or out of the District. Special disabled students include, but are not limited to, District students who have temporary or permanent physical, mental and emotional disabilities.

#### Non-Public Student Transportation

The Board authorizes transportation services to be provided to and from school for District 191 resident students in attendance at non-public schools located within the District.

The Board authorizes transportation services to be provided for District 191 residents' students in attendance at non-public schools located outside the District.

The Board authorizes bus service to a point within the District nearest the District boundary and the non-public school of attendance that will assure safe conditions in the loading and unloading of students.

The Board may make contractual arrangements with parents or guardians of resident District students attending a non-public school located outside the School District for transportation purposes. This arrangement shall be in the form of a reimbursement.

Descriptor Term: **Student Transportation Services**

Descriptor Code: **EEA**

Issued Date: **5/02**

Reviewed Date:

Revised Date: **3/05**

Rescinds:

When transportation is provided or reimbursement paid, the scheduling of routes, manner and method of transportation, control and discipline of school children, safety, and other matters relating thereto shall be within the sole discretion, control and management of the Board.

#### Field Trips, Co-curricular Activities, Special Events

The District provides/authorizes transportation for field trip participants and to “away” co-curricular competition for team members. The transportation may be provided in District-owned vehicles, in District-contracted vehicles or in privately owned vehicles pursuant to policy and regulation.

The District does not provide, arrange or authorize transportation of students to work release programs at the high school level for non-disabled students; to off-campus, co-curricular locations (hockey, golf, skiing, etc.), to extra curricular activities or to any event or activity other than those for which transportation is provided or arrangements have been pre-authorized in writing. The parents of students participating in school activities for which the District does not provide/authorize transportation shall be informed that transportation is their personal responsibility and will sign a form acknowledging this responsibility. The form shall be retained at the school of attendance.

Legal Reference:       EDU 183  
                              Minn.Stat. § 123B.84  
                              Minn.Stat. § 123B.85  
                              Minn.Stat. § 123B.86  
                              Minn.Stat. § 123B.87  
                              EDU 180-190

Descriptor Term: **Student Transportation Services**  
Descriptor Code: **EEA-R**  
Issued Date: **5/02**  
Reviewed Date:  
Revised Date: **3/05**  
Rescinds:

## Regular Student Transportation

### General Terms and Conditions

District maps, walking versus riding boundaries, and other particulars associated with determining student eligibility shall be updated annually. Eligibility for transportation shall be determined from the District's Geographical Information System computerized map.

Transportation service is provided to and from school only.

For safety reasons, students are not allowed to carry items onto the school bus if the item is larger than what the student can hold on his/her lap or store under his/her seat. Animals are not allowed and musical instruments must comply with the above statement. Items of dangerous or objectionable nature are not allowed.

Bus rider informational materials, including bus passes, safety pamphlets and discipline procedures shall be developed and reviewed annually to assure compliance with District Policy and State of Minnesota Regulations.

The District Transportation Department is responsible for monitoring the performance of all contracts with vendors who provide transportation services to the District.

### Hazard Transportation

Students will be transported to and from school where walking to and from school would present an extraordinary traffic hazard.

The criteria for determining Hazard Transportation includes whether a student would be required to:

1. Cross a State or U.S. Highway or an Interstate Route.
2. Cross a major feeder route, County Road or State Aid Highway that has no traffic signals or stop signs and has a posted speed limit in excess of 30 mph.
3. Walk along a high traffic volume roadway that has no sidewalk or pedestrian walkway and no alternate route exists.
4. Cross a railroad crossing.

The District may define other hazards as deemed appropriate such as severe gradation of roadway, road construction, etc.

Crossing guards may be employed to assist students to cross hazardous roadways.

## Daycare, Variances, Non-Resident Students

Daycare facilities must be within the same attendance boundary as the students' residence. Transportation is provided if eligibility requirements are met.

Transportation will not be provided when students request a variance to attend a school other than their school of residence. However, if the variance is at the District's request, the student will be permitted to ride buses assigned to the school of attendance subject to guidelines relating to safety, vehicle capacity, and walking distance eligibility.

Nonresident students attending District schools are eligible for transportation from an existing bus stop within the boundaries of the school of attendance.

## Pay-To-Ride

The District will provide a pay-to-ride option for District students who do not qualify for transportation under current policy.

Service will be provided on a space available basis, i.e., buses with 65 (90% capacity) or fewer students assigned. Pay-to-ride students must use an existing bus stop.

An annual fee equal to the state aid allowance for regular transportation. Shall be paid in advance. There will be no option for part-year service unless the individual is a new resident who moves to the District after the start of the school year.

Paying riders must use the established bus stops. Routes will not be adjusted to accommodate non-eligible students. The District reserves the right to deny services if, in the estimation of the administration, the walking conditions to the established bus stop are hazardous.

Families claiming an economic hardship will be provided services free of charge based upon requirements similar to those of the free and reduced lunch program.

The District will only reimburse parents of students who withdraw during the school year. The reimbursement will be prorated based on the number of days of membership.

Kindergarten Option: The District will provide the option for half-day kindergarten students only to participate in pay-to-ride transportation on either the noon take home or noon pick up route. The conditions under this option remain as those stated above except that the annual fee charged will be one-half the State aid allowance for regular transportation.

Service would be provided on a first come basis.

## Special Education, Special Transportation

### General Terms and Conditions

The Special Education special disabled transportation program encompasses all regular District and contracted transportation services required to transport authorized special education students to and from their assigned schools. Disabled students include, but are not limited to, District students who have temporary or permanent physical, mental and emotional handicaps for whom special transportation has been specified as a required related service in the student's Individualized Education Plan (IEP).

## Authorizations

No student will be furnished disabled transportation service without the written authorization of the Director of Individualized Student Services.

Temporary disabled transportation service will be provided with prior approval of the District's Director of Individualized Student Services. The Director may request a doctor's statement at parents' expense to confirm or deny temporary, transportation service. Failure to provide such a statement within ten (10) days of the request will cause service to be terminated.

Special Education transportation requests must meet State reimbursement requirements before they will be approved.

The Director of Individualized Student Services has sole authority to designate the type, source, and terms of the necessary transportation services.

## District Responsibilities

The Director of Individualized Student Services shall represent the District in all Communications with parents, institutions, governmental units and so on, concerning all instructional and student discipline matters.

The Director of Transportation shall administer all accounting, reimbursement and reporting functions related to such transportation service.

The Director of Transportation shall announce, by radio, television or other appropriate media, the delay, closing or early release of school and shall promptly notify the contractor and schools when emergency dismissal is deemed necessary.

## Responsibilities of school of attendance

The applicable schools shall provide the Director of Individualized Student Services and the District Transportation Office with copies of the school calendar, starting and dismissal times, and emergency closing instructions prior to the start of their school year.

The schools shall promptly notify the Director of Transportation and each parent in the event an unscheduled school closing or early dismissal is deemed necessary for all attending District students.

The handicap schools shall notify parents directly in the event a student is excused during the school day for sudden illness or personal reasons.

## Parent Responsibilities

Disabled students will be provided transportation from and to their residence and the assigned schools on a regular basis as scheduled by the Transportation Director.

It shall be the parent's responsibility to have their child prepared to depart at least five (5) minutes prior to the scheduled pickup time and to meet their child upon his/her return.

Parents are responsible for maintaining their sidewalks, driveways, and entranceways in a clear and safe condition. Drivers are not permitted to enter a student's home or assist students over unsafe conditions. In such instances, parents will be responsible for getting students to and from the vehicle.

Drivers are prohibited from picking up or returning students to places other than their residence or school. Exceptions to this regulation must be requested in writing and approved by the District.

Only authorized students are allowed to ride on Special Education vehicles. Drivers are prohibited from transporting parents, teachers, and others on Special Education routes unless authorized by the Transportation Department.

Parents are responsible for their child's conduct and discipline while riding. For the safety of all passengers, parents are urged to conscientiously fulfill this responsibility.

Parents are responsible for transporting their child if the child is not ready on time, becomes ill during the day and must be taken home, or is dismissed early for personal reasons.

## Non-Public

### General Terms and Conditions

Resident pupils attending a non-public school located within the District will be provided transportation services in the same manner as eligible public school students. In the event of conflicts, the established District calendar, times and routes shall prevail.

Additional services requested by the non-public school may be provided at additional cost to the non-public school.

Resident pupils attending a non-public school outside the District will be eligible for transportation services within the District or a reimbursement amount equal to the estimated cost of providing transportation service to public school students in the same year.

The parents or guardians of non-public school students who reside within the District and attend a non-public school outside the District, must request transportation services at least ten (10) days prior to the beginning of District 191's school year to receive service at the beginning of the year. Families who take up residence within the District during the year may request bus service for the remainder of the year.

Reimbursement in lieu of transportation services will be authorized only when district provided services are not available. Application for reimbursement is limited to the current and prior year upon verification of the student's residency and attendance at a non-public school. Application for the prior year must be made no later than August 15 of the current year.

When two or more children from the same family residence are transported by the parent or guardian to the same non-public school in a family vehicle, one reimbursement will be allowed. All contractual arrangements between the District and parents or guardians of resident students attending a non-public school located outside the District must comply with state regulations that limit payments to the cost of transportation within the District of residence (M.S. 123B.86).

### Eligibility Requirements

A resident pupil is defined as a student who resides within the boundaries of the District and is eligible for attendance in District schools.

A resident pupil who attends a non-public school is eligible for transportation services and shall abide by all walking, riding, and conduct rules that pertain to public school pupils.

The walking/transported boundary determination for resident pupils attending a non-public school shall consider the non-public school as the school of attendance and the same criteria shall apply as applies for pupils attending the public schools.

An eligible resident pupil shall receive free and equal transportation to the appropriate school district boundary if there is no nonpublic school within the district maintaining grades or department that are maintained in another district, or if attendance can more safely, economically, or conveniently be provided by such means.

A nonpublic school located within the resident district shall be deemed unavailable if it does not maintain the appropriate grades or departments. The term "appropriate department" shall include a department of religion.

The public school administration shall annually and as necessary consult with the appropriate nonpublic school administration on attendance areas, safety, economics, conveniences, and availability of space for the pupils.

The final determination as to whether transportation shall be provided to the boundary of the resident district shall be made by the school board pursuant to law.

Where transportation is provided within the district to the boundary of the district and the school district is eligible for transportation aid for such transportation, the "within the district" limitation shall not be applied in an arbitrary manner. Safety factors in loading or unloading buses at or near the school district boundary shall be given due consideration. Transporting pupils a reasonable distance into the adjoining district or stopping short of the district boundary to assure safety of the pupils shall be determined by the public school board.

#### Administration

The District Transportation Department will consult with the in-district non-public school administrative personnel annually and as necessary on attendance areas, safety and convenience.

The in-district non-public administration will provide the District transportation department with a list of students upon request for the scheduling of routes and a means of verifying ridership during the school year.

The District Transportation Department will establish procedures to enter into contractual agreements with parents or guardians of resident students who attend a non-public school located outside the District.

The Transportation Department will schedule bus service and notify the parent or guardian of the arrangements. The established District calendar will designate days of service.

The parents or guardians of non-public school students who attend school outside the District and request the reimbursement amount in lieu of transportation service will contact the District Transportation Department prior to the opening day of District schools. The District will enter into contractual agreements with these parents or guardians. Payment of agreements with parents or guardians will occur after the conclusion of the school year when membership at the non-public school can be verified.

The time notifications specified above will not apply to parents or guardians of non-public school students who move into the School District immediately before or during a school year.

Legal References:

Minn. Stat. § 120A.22	(Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56	(Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59	(Bus Transportation Is a Privilege Not a Right)
Minn. Stat. § 123B.36	(Authorized Fees)
Minn. Stat. § 123B.41	(Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44	(Provision of Pupil Support Services)
Minn. Stat. § 123B.88	(Independent School Districts, Transportation)
Minn. Stat. § 123B.92	(Transportation Aid Entitlement)
Minn. Stat. § 124D.03	(Enrollment Options Program)
Minn. Stat. § 124D.04	(Enrollment Options Program in Border States)
Minn. Stat. § Ch. 125A	(Children With a Disability)
Minn. Stat. § 125A.02	(Children With a Disability, Defined)
Minn. Stat. § 125A.12	(Attendance in Another District)
Minn. Stat. § 125A.15	(Placement in Another District; Responsibility)
Minn. Stat. § 125A.51	(Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.65	(Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01	(General Education Revenue – Definitions)
Minn. Stat. § 127A.47	(Payments to Resident and Nonresident Districts)
Minn. Rules Part 7470.1600	(Transportation Pupils with Disability)
20 U.S.C. 1415	(Individuals With Disabilities Act)
29 U.S.C. 794	(Rehabilitation Act)
42 U.S.C. 2000a	(Prohibition Against Discrimination or Segregation in Places of Public Accommodation)
42 U.S.C. 12132	(Americans With Disabilities Act)