



Future Ready. Community Strong.

Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN, 55337

June 14, 2018

6:30 PM

5:45 PM Board Listening Session with Chair Jim Schmid and Director Darcy Schatz

- I. Call to Order
 - A. Welcome Public
 - B. Pledge of Allegiance
- II. Approval of Agenda
- III. Information
 - A. Future Ready. Community Strong.
 - 1. Recognition of 2017-18 Student Representative Luke Haddorff
Presenter: Jim Schmid, Chair
 - B. Reports
 - 1. Board of Education Student Representative 4
 - 2. Receive a Report on Adult Basic Education (ABE) 5
Presenter: Tom Umhoefer, Director of Community Education, and Jason Sellars, Adult Basic Education Coordinator
 - 3. Receive a Report on K-5 Technology Rollout Plan 18
Presenter: Doug Johnson, Director of Technology, and Rachel Gorton, Instructional Technology Coordinator
 - 4. Receive a Report on Q Comp (ProPay) 27
Presenter: Jen Bohr, Q Comp Coordinator, and Don Leake, Principal on Special Assignment and Project Coordinator
 - 5. Receive a Report on FY19 Adopted Budget Proposed 38
Presenter: Lisa Rider, Executive Director of Business Services
 - 6. Superintendent Report 145
 - 7. Board Member Reports 146
- IV. Business Meeting
 - A. 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 147

2. Approve Personnel Recommendation	153
3. Adopt a Resolution to Accept Donations	154
4. Fiscal Year Designations, Appointments and Memberships	156
a) Appointment of Auditor	
b) Appointment of Agent of Record-Property Liability Insurance	
c) Appointment of Agent of Record-Employee Benefits	
d) Appointment of Agent of Record-Workers' Compensation	
e) Membership in Minnesota School Boards Association	
f) Membership in Minnesota State High School League	158
g) Membership in Association of Metropolitan School Districts	
5. Report on Listening Session	160
6. Approve, on a Second Reading Basis, Changes to Policies 701: <i>Establishment and Adoption of School District Budget</i> ; 709: <i>Student Transportation Safety Policy</i> ; 805: <i>Waste Reduction and Recycling</i> ; and 806: <i>Emergency Operations Policy</i>	161
7. Approve, on a Second Reading Basis, New Policy 495: <i>Staff Recognition</i>	198
8. Approve, on a First Reading Basis, Changes to Policies 299: <i>Student Representative to the School Board</i> ; 613: <i>Graduation Requirements</i> ; 607: <i>Organization of Grade Levels</i> ; 610: <i>Field Trips</i> ; and 616: <i>School District Accountability</i> .	200
9. Approve No Changes to Policies 410: <i>Family and Medical Leave Policy</i> ; 414: <i>Mandated Reporting of Child Neglect or Physical or Sexual Abuse</i> ; 415: <i>Mandated Reporting of Maltreatment of Vulnerable Adults</i> ; 508: <i>Extended School Year for Certain Students with Individualized Education Programs</i> ; and 514: <i>Bullying Prohibition Policy</i>	215
10. Approve the Lead in Water Management Plan	250
11. Approve the Updated Temporary Work Space Agreement to Facilitate Northern Natural Gas's Cedar Station Upgrade Project	279
V. New Business	
A. Adopt Resolution Approving Intermediate District No. 917's Long-Term Facility Maintenance Program Budget Presenter: Lisa Rider, Executive Director of Business Services	283
B. Approve Long-Term Facilities Maintenance Revenue Application Presenter: Lisa Rider, Executive Director of Business Services	287
C. Adopt a Resolution Authorizing Execution of TIES Legal Documents Presenter: Lisa Rider, Executive Director of Business Services	302
D. Approve Contract for Property, Casualty and Liability Insurance for 2018-19 Presenter: Lisa Rider, Executive Director of Business Services	306
E. Approve the Proposed Revisions and Re-adopt the Unchanged Language in the 2017-2019 Master Agreement with the Burnsville District-wide Administrators Presenter: Lisa Rider, Executive Director of Business Services	308
F. Approve 2018-19 Student Handbook Presenter: Dave Watkins, Assistant Superintendent	322
G. Approve, on a First Reading Basis, Changes to Policy 403: <i>Discipline</i> ,	351

Suspension, and Dismissal of School District Employees

Presenter: Cindy Amoroso, Superintendent

- VI. Adjourn to Closed Session, as Permitted by M.S. 13D.03, for Negotiation Strategies Followed by Another Closed Session, as Permitted by Minnesota State Statute §13D.05, Subd 3, for the Superintendent's Evaluation



**Agenda III.B.1.
June 14, 2018**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Luke Haddorff, Student Representative

Date: June 7, 2018

Re: Student Representative Report

Receive the Student Representative Report from Student Representative Luke Haddorff.



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Burnsville-Eagan-Savage District 191 School for Adults

Future Ready. Community Strong.

School for Adults - Demographics

How are we **COMMUNITY STRONG**?

Enrollment

923 = an increase of 300+ students from
2016-2017

Demographics

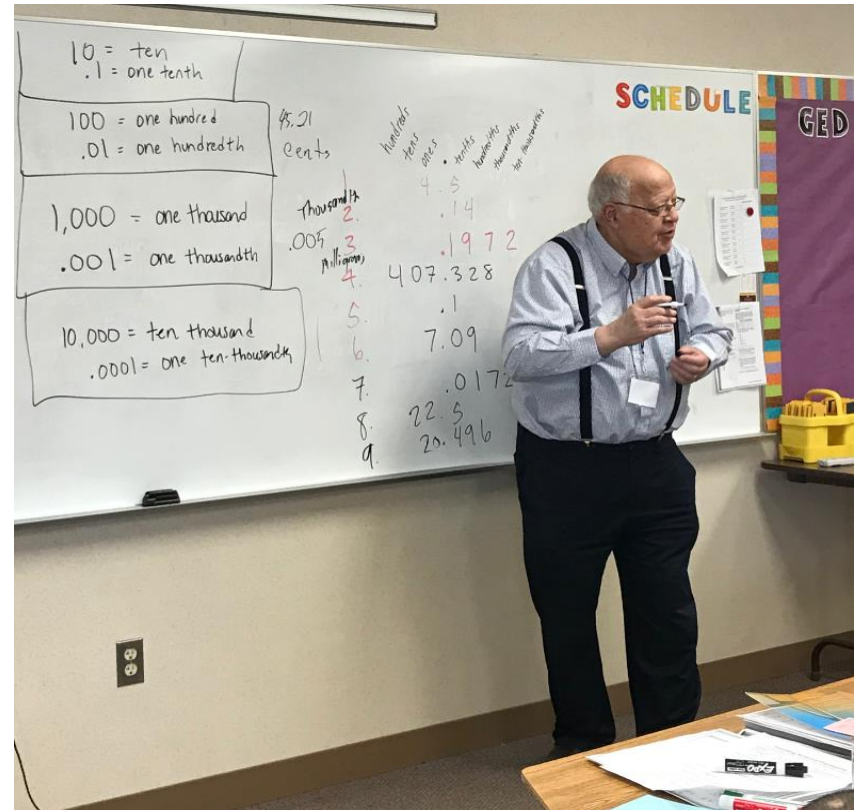
- 39.2% Somali / African American
- 32.1% Hispanic
- 17.4% Asian
- 9.3% White
- 61.6% of our student population are ages 25-44
- 29% of our students are ages 45+
- 73.8% of our school population are Female



School for Adults - Volunteers

How are we **COMMUNITY STRONG?**

- 60+ volunteers from District 191



School for Adults - Volunteers

How are we **COMMUNITY STRONG?**

[Volunteer Video](#)

8



School for Adults - Achievement

What did our students achieve?

- District ONE91 adult students will increase their National Reporting Score level gains in language on the CASAS assessment from 32.6% in 2016-2017 to 36% in 2017-2018.

50.4%

School for Adults - Achievement

How are our students **FUTURE READY?**

9 - Paraprofessional Graduates from District 191

8 - Paraprofessional Graduates from other districts

10 * 57 enrolled students total



School for Adults - Achievement



How are our students **FUTURE READY?**

- 6 GED Graduates
- 30+ GED Content Exams Passed
- 20+ GED Ready Honors
- 9 Accuplacer College Placement Exams Passed

School for Adults - Growth

Program Improvements

- New Student Schedule
- Diverse Course Offerings
- Growth of Family Learning
- Expansion of Distance Learning Options
- Technology Integration
- Engaging Community
- New Business Partnerships
- Right-sizing classes
- Efficient FTE allocation



School for Adults - Growth

How is our school **COMMUNITY STRONG**?

- Engage local community organizations and places of worship
 - Mosque, Somali Community Center, Churches
- Input and feedback from students and families
 - School for Adults Advisory Team, Community Education Advisory Board, surveys, cultural liaisons

14



School for Adults - Partnerships

How does our school partner to be **COMMUNITY STRONG** and **FUTURE READY?**

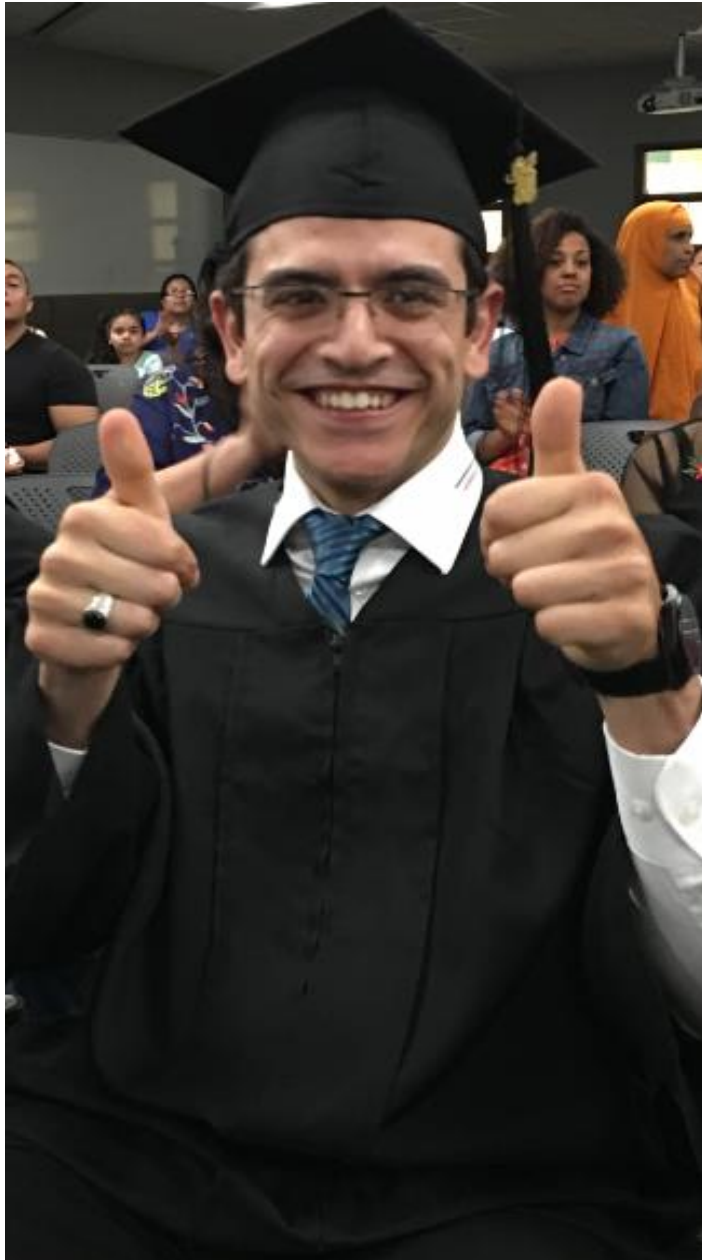
Partnerships in 2017-2018 include:

- Adult Literacy and Computer Class at Hidden Valley Elementary
- 91- Adult Literacy classes at Buddy's Kitchen
- Adult Literacy & Workplace Literacy classes at The Outdoor Great Room and Foldcraft, Inc.
- Adult Literacy and Workplace Literacy classes at United Technology Aerospace Systems
- Computer Literacy classes with the Burnsville Workforce Center
- Testing with the Burnsville Workforce Center
- Adult Literacy classes at the new Mosque in planning stages
- Library Literacy with the Dakota County Public Library

School for Adults - Innovation

How does our school plan to be **FUTURE READY** in 2018-2019?

- New student schedule offering more course and class time options
- New partnerships with local businesses and community organizations
- Expansion of Distance Learning platforms
- Adult Career Pathways collaboration with Inver Hills Community College and Dakota County Technical College
- Standard Adult Diploma Program
- Partnership with Hamline University to provide Adult specific Professional Development STAR Reading
- Integration of technology to provide Northstar Digital Literacy certification



Thank You!

[2017-2018](#)
[School for Adults](#)
[Memories Video](#)



Photo Credit: Sabrina Dahl



Photo Credit: Mary Casserly-Smith

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Photo Credit: Lisa Christen

Future Ready Elementary Technology Update June 2018

Future Ready. Community Strong.



Our Beliefs

One91 District 191 Strategic Roadmap 2015-2020

OUR MISSION Our schools will Empower Learning, Energize Achievement, Embrace Community
Each Student Real-World Ready

CORE VALUES	Expectations:	I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community.	VISION 2020
	Respect:	I will honor the uniqueness of myself and others	
	Integrity:	I will do the right thing, even when no one is looking.	
	Partnership:	I will engage in relationships and action which empowers learning for ALL	
STRATEGIC DIRECTIONS		<ul style="list-style-type: none"> • Close gaps and raise achievement for all students • Create a culturally proficient school system • Maximize resources for optimal student learning • Increase the capacity for partnership with community 	<p>ISO 191 will become the leading and preferred source of learning and education for its students and adult learners because we:</p> <ul style="list-style-type: none"> • Utilize technology for instruction to provide rigorous, personalized learning, and maximize operational systems. • Serve the unique needs of our students, families and communities first and foremost. • Provide relevant and engaging student learning and enrichment leading to college and career readiness for all. • Develop innovative, attractive and aligned academic programs, support services and opportunities. • Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with District mission and core values. • Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world ready learners and citizens. • Attract, value, retain and develop the very best employees in education and operations to serve our students and families.

Future Ready. Community Strong.

19

- **FUTURE READY** includes the skills and knowledge our students need to thrive in our technology-rich world.
- **EVERY** student deserves opportunities to learn about technology and use technology to aid in their learning
- **STANDARDS** and **LEARNING** drive the strategies and digital tools.



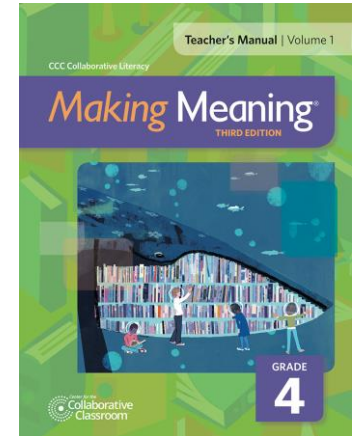
Plan Development

Input and feedback from many stakeholder groups

- Elementary Tech Steering Committee
- K-5 Teachers
- Digital Learning Specialists
- District Curriculum Specialists
- Principals
- Tech Department



Alignment to Literacy



21

2nd Year of our elementary literacy curriculum

- Making Meaning and Being a Reader

Grade 4: Unit 5

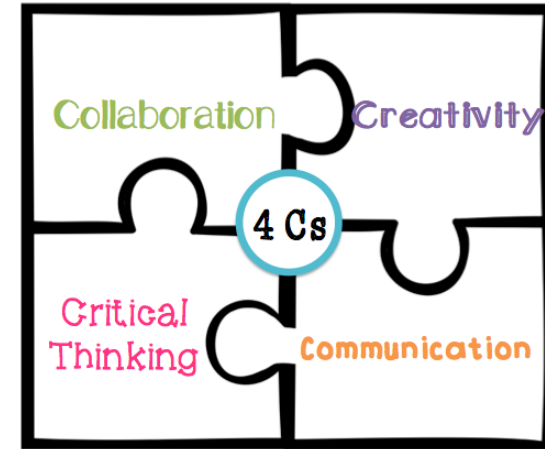
Visualize and make inferences to make sense of the text.

1. Use the Seesaw drawing tool to illustrate your visualization.
2. Use the caption or labels tool to share your inference.
3. Post to Seesaw blog and **comment on posts by asking clarifying questions**

Purposeful connection to the social-emotional elements that are part of the curriculum.



Learning Resources



➤ Research & Explore

- *MyOn Reader, Discovery Ed, Pebble Go*

➤ Create

- *Google Apps, Wixie*

➤ Share

- *Seesaw, Schoology*



K-2 Equipment

23

- 1:2 (1 device per 2 students)
- Chromebook Tab 10
- Storage and Charging Cabinet
- Mobile Baskets
- Headphones





3rd Grade Equipment

24

- 1:2 (1 device per 2 students)
- Chromebooks
- Storage and Charging Cabinet
- Mobile Baskets
- Headphones





4th & 5th Grade Equipment

25

- 1:1 (1 device per student) Chromebooks
- Storage and Charging Carts - *existing*
- Headphones

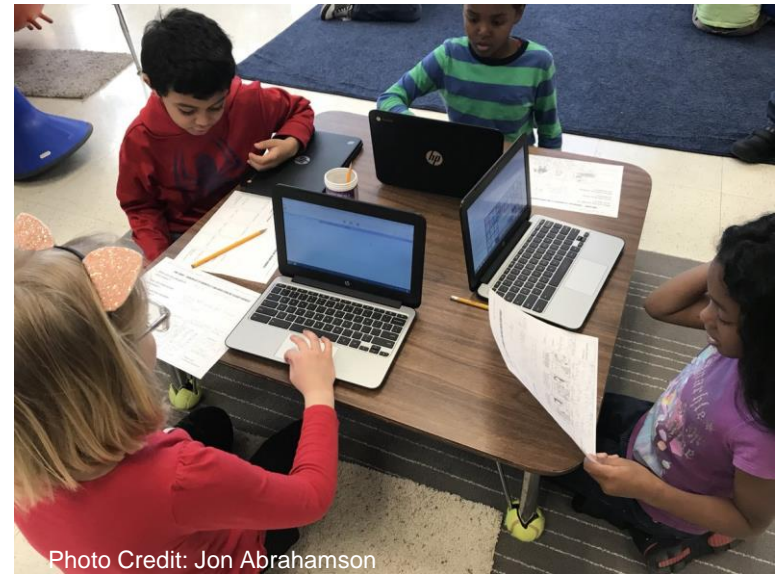


4th Grade will have a cart model

5th Grade students will be issued a Chromebook

Elementary devices will remain at school

Thank You





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27

Q-Comp Review

June 14, 2018

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Overview of Review Process

- Purpose
- Sites reviewed
- Data collected

Summary of Implementation

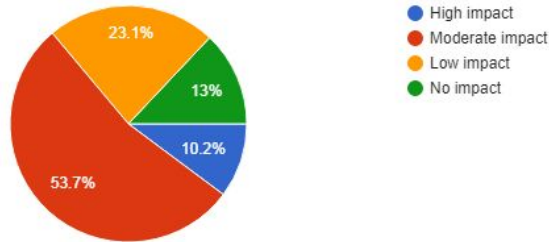
Four Core components:

- Career Advancement Options
- Job-Embedded PD
- Teacher Evaluation
- Performance Pay

Core Component: Career Advancement Options Celebrations

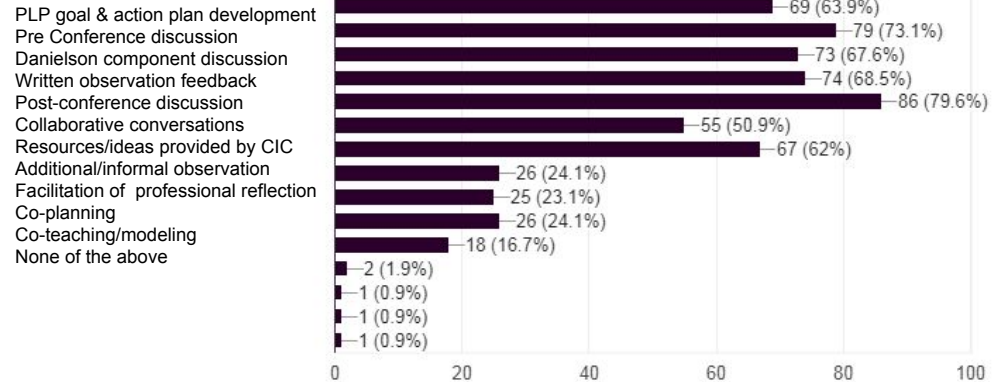
Based on your answers to the above question, what impact has the work of your Building Leadership Team had on your professional growth?

108 responses



Select the Continuous Improvement Coaching components that have had an impact on your instruction/practice. (Select all that apply.)

108 responses



30

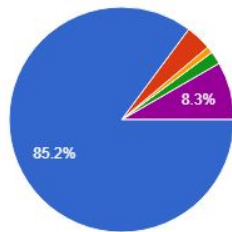
- Formal evaluation system for Continuous Improvement Coaches put in place



Core Component: Career Advancement Options Growth Opportunities

If you are a first year teacher in 191, have you been assigned and felt supported by a Building Leadership Team mentor?

108 responses



- Does not apply to me.
- Yes. I have been assigned and felt supported.
- Yes. I have been assigned but not supported.
- No. I have been assigned a mentor, but it is not a BLT member.
- No. To my knowledge I was not assigned a mentor.

- Add supports to increase consistency with the Building Leadership Team evaluation process

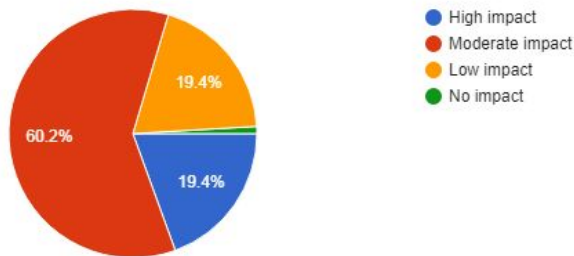
- Add Danielson overview to Building Leadership Team Peer Observer Training to increase understanding of the performance rubric and strengthen calibration



Core Component: Job Embedded PD Celebrations

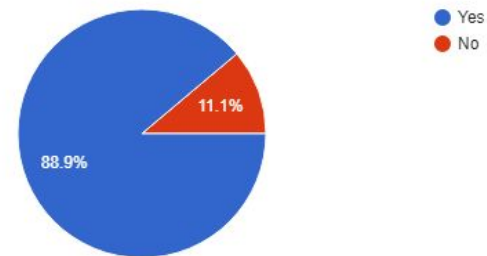
What impact has the work of your Collaborative Team had on student achievement?

108 responses



Does teacher learning from CT meetings directly impact classroom instruction?

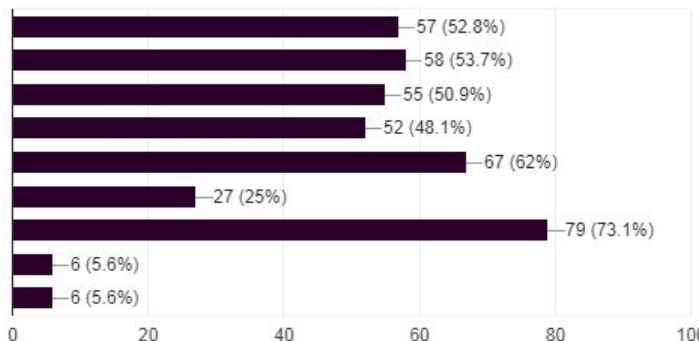
9 responses



What is the work of your collaborative team? (Select all that apply.)

108 responses

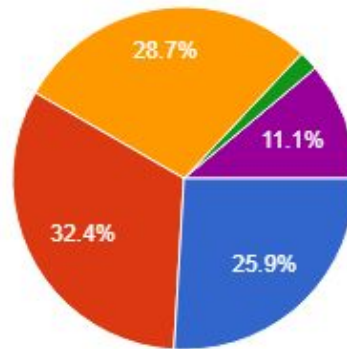
- Align standards to curriculum
- Learn/implement new curriculum
- Create common assessments
- Review student work
- Review student data
- Book study
- Implement CT action plan
- Our work lacks focus at this time
- Other



Core Component: Job Embedded PD Growth Opportunity

Rate the effectiveness of your Collaborative Team this year compared to last year.

108 responses



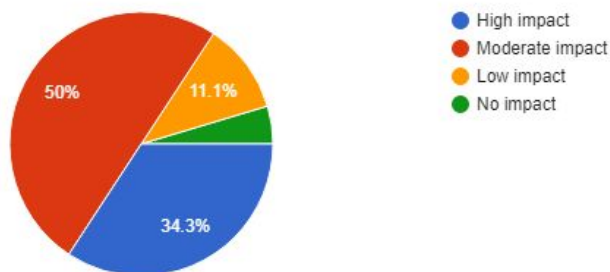
- Greatly improved
- Minimally Improved
- No change
- Declined effectiveness
- Was not a 191 employee last year



Core Component: Teacher Evaluation Celebrations

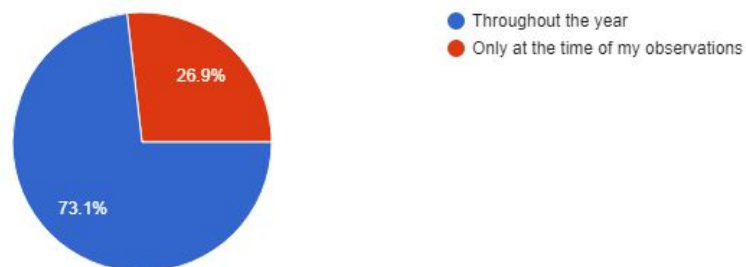
How did the feedback you received following your CIC observation impact self-reflection and improved instructional practice?

108 responses



How often do you reflect on your two selected Danielson components?

108 responses



Core Component: Teacher Evaluation Growth Opportunity

- Develop a process outside of ProPay for addressing summative year Teacher Development & Evaluation (TDE) feedback



Core Component: Performance Pay and Alternative Salary Schedule

- 100 % of staff met the standard to earn performance pay for observations
- 98% of staff met the standard to earn performance pay for collaborative team work





Additional information:

[2017-2018 Q-Comp Review Report](#)

[2017-2018 Q-Comp Review Planning Process](#)

[Q-Comp link on MDE](#)



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**Agenda III.B.5.
June 14, 2018**

TO: Members, Board of Education
FROM: Lisa Rider, Executive Director of Business Services
DATE: June 7, 2018
RE: Approve FY2018-2019 Adopted Budget

RECOMMENDATION: That the Board of Education approve the 2018-19 Adopted Budget providing all funds revenues of \$174,346,301 and all funds expenditures of \$177,577,573.

Below is a summary of the proposed 2018-2019 Adopted Budget for your review. A full summary of the General Fund budget units and the assigned staffing are attached for review prior to action for adoption at the June 21, 2018 board meeting.

<u>Fund</u>	<u>Revenue</u>	<u>Expenditure</u>	<u>Inc (Decr) to Fund Balance</u>
General	\$ 127,122,457	\$ 128,759,941	\$ (1,637,484)
Food Service	5,910,702	6,117,537	(206,835)
Community Service	6,842,663	7,029,322	(186,659)
Capital Projects	10,000	2,132,658	(2,122,658)
Debt Service	10,673,007	11,101,798	(428,791)
Total Governmental	150,558,829	155,141,256	(4,582,427)
Trust & Agency	840,000	840,000	-
Internal Service	22,947,472	21,596,317	1,351,155
All Funds	\$ 174,346,301	\$ 177,577,573	\$ (3,231,272)

The 2018-2019 Budget was prepared in accordance with the following Board of Education decisions. The parameters used to develop the budget are detailed in the presentation materials but are essentially as follows:

1. General education funding, on a per pupil basis, was increased to \$6,312 per adjusted pupil unit, per legislation.
2. Elementary class sizes averaging around 24.5:1 resulting from a range of class sizes of 21-30 depending on grade level and secondary class sizes averaging around 33-36:1.

3. Enrollment decreased with estimates based on projected end of year Early Childhood-12 average daily membership of 8,858 for 2017-2018 and 8,678 for 2018-2019, a decrease of 180 average daily memberships.
4. An estimated \$352,000 reduction in Health Insurance costs across the operating funds is included as a result of the OPEB Trust implicit rate contributions.
5. Five percent increase in 2018-2019 health insurance premium costs for self-insured employee health benefits. Three percent increase in 2018-2019 dental insurance premium costs.
6. The projected Unassigned Fund Balance for the General Fund is 8.00% considering the use of restricted and committed fund balances in the areas of Area Learning Center, Capital, program carryover, and ProPay. This reflects a reduction in fund balance due to expenditures exceeding revenues by \$1,637,484.

This adopted budget will be revised later in the 2018-2019 year to adjust for actual data relating to federal updates, enrollment, staffing, audited fund balances, etc.

Prior to June 30, 2018 the board will need to define what fund balances they would be committing for 2018-2019 year.

GENERAL FUND

Overview

This budget utilizes the spend down of existing fund balance over the option of reducing expenditures potentially impacting programming that is critical to the Vision One91 ongoing transition.

Following is a list of the most significant assumptions used in developing the revenue budget:

Basic Allowance

The basic funding allowance is \$6,312 per pupil unit.

Special Education

Special education categorical aid has been adjusted considering the new special education funding and will continue to be monitored for needed adjustments at budget revision. This is an area of particular concern as the ceiling included in the revenue calculation limits the amount of additional expenditures which we see reimbursed.

Referendum

The district's referendum authority 2018-2019 is a combined \$1,763.75 per adjusted pupil unit prior to local optional allowance of \$424. After local optional subtraction the amount is \$1,348.75 reflecting the equivalent amounts approved by the voters in November 2011 and November 2017. Total referendum revenue adjusts each year in direct proportion to adjusted pupil units served. Estimated referendum revenue, including the local optional allowance, for the 2018-2019 year is approximately \$20.6 million, or roughly 16% of total General Fund revenues.

Alternative Teacher Compensation

Alternative Teacher Compensation revenue of approximately \$2.3 million is not included in the 2018-2019 budget as at this moment there is no agreed upon ProPay plan between the Board of Education and Burnsville Education Association.

Compensatory and English Learners

Compensatory and English Learner revenue of approximately \$9.8 million is included and a priority is placed on covering costs of English Learner staff at all buildings. The degree of services needed by English learners vary, our assessment of students and the responding services will fluctuate. The remainder of this funding continues to be dedicated to providing educational programs for at risk students through various district initiatives.

Enrollment

Enrollment is a crucial factor in determining a school district's revenue because most funding formulas are student based. The 2018-2019 adopted budget assumes a decline in estimated EC-12 enrollment from estimated 8,858 students (Average Daily Membership) in 2017-2018 to 8,678 in 2018-2019. Enrollment uncertainty creates the potential for significant increases or decreases in student-based revenue. This assumption will need to be re-evaluated when the October 1, 2018, enrollment is known and the retention factor for 2018-2019 is determined. With each student generating approximately \$10,924 in revenue, a small deviation in enrollment can produce a significant change in revenue.

Revenue Restrictions

Restrictions on the use of general education revenue are offset with dedicated revenue. Following are restrictions imposed on general education revenue in 2018-2019:

Basic Skills (Compensatory, English Learners)	Operating Capital
Learning & Development	Area Learning Center
Gifted & Talented	Alternative Teacher Compensation
Achievement and Integration	Staff Development
	Long-Term Facility Maintenance

Operating Capital Expenditures

Operating Capital expenditures are budgeted in the General Fund but are supported by revenue that is dedicated to this purpose. Operating Capital expenditures included in this budget amount to approximately \$3.2 million. Every effort will be made to maximize the use of the capital funds.

Long-Term Facilities Maintenance Revenue

New in 2016-2017 was the Long-Term Facilities Maintenance Revenue that rolls together the health and safety and the alternative facility projects. Therefore, both revenue and expenditures for projects must be recorded in the general fund moving forward for any projects funded by the Long-Term Facilities Maintenance Revenue.

Technology Capital Projects

New in 2016-2017 school year was the generation of \$2.5 million annually for the purpose of

technology within our district. These funds have allowed our technology budget to increase to just over \$5 million. At our High School level this includes a 1:1 Chromebook deployment implemented the fall of 2016. Middle School level 1:1 Chromebook deployment was implemented in fall of 2017. At the elementary levels, digital learning specialists are at every school for student instruction in technology and to assist our teachers in implementation of technology to further support the engagement of students in learning. During the fall of 2018, a tiered rollout of Chromebook deployment in our elementary schools will be implemented.

Student Transportation

The student transportation budget is based on current service levels and reflect the most recent contract entered into with Schmitt and Sons.

Site Based Budgeting

A large portion of the operating budget is expended at the site level based on ranges of class sizes determined by Principals and other Administrators in the staffing process. Instructional budgets, while determined on a uniform basis across the district, are distributed among various accounts and programs at the school building level. Unspent budget balance at the end of a year in school accounts is carried forward to the succeeding year provided the Board continues to commit the related fund balance.

FOOD SERVICE

The Food Service Fund budget shows a planned spend down of fund balance estimated at \$206,835 for the 2018-2019 year. The lunch prices incorporated into this budget for 2018-2019 will be modified as a result of the federal guidance to be \$2.70 for elementary, \$2.80 for Middle School and High School Students, and \$4.00 for adults. Milk prices will remain at \$0.50. Breakfast prices remain at \$1.50 for all students and \$2.10 for adults. It is anticipated that ala carte income will be less in the 2018-2019 school year.

COMMUNITY EDUCATION

The Community Service Fund shows a planned spend down of \$186,659. Community Education has been designing programs and offerings around a population that has fewer discretionary dollars to spend and continues to face the same if not more needs in terms of services, language and cultural barriers.

The addition of the Partners Achieving Learning Success (PALS) program and Burnsville Youth Collaborative (BYC) are deliberate programmatic options to provide access to high quality, academic and enrichment experiences at no cost to participants. Voluntary Pre-Kindergarten (VPK) is yet another example of the response to an opportunity that puts students in classrooms for a quality learning experience at no cost to families.

These and many other measures are aimed at providing access while acknowledging the need to ensure the revenue stream can support the department as a whole, while still providing high quality opportunities for our entire community.

CAPITAL BUILDING PROJECTS

The Capital Building Projects Fund now only includes Vision One91 referendum building project

funds unspent. These projects utilize the bond proceeds received in May, 2015 as a result of the Vision One91 referendum approval in February, 2015. Of the \$65 million bond issuance, approximately \$2 million is projected to be remaining as final payments and final projects are expected to be wrapped up in the 2018-2019 budget. Once the 2017-2018 audit is complete, the capital building project budget will be adjusted to reflect actual remaining balances.

DEBT REDEMPTION

The Debt Redemption Fund is used to record revenues and expenses relating to principal and interest on bonded debt. These funds are dedicated to debt redemption and cannot be used for any other purpose.

FORMAT

Attached is the General Fund budget broken into budget units and a list of employees for each budget unit. This format will allow for a greater understanding of what is included in our entire General Fund budget.

SUMMARY

This budget was developed in accordance with direction provided by the Board of Education. There is potential for significant change as actual enrollment and staffing patterns are recognized. Our reality is there are constant changes to staffing assignments as we adjust our staffing to best serve our student's needs. Therefore much of the staffing details will change but overall the amount of positions approved by the board to fulfill its' mission will remain within the guidelines of the proposed budget. The proposed adopted budget aligns with earlier projections.

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

01010	General Elementary Instruction Personnel	17,176,193
Provides the funding necessary to provide instruction in the core academic subjects of language arts, math, and social studies at the district's ten elementary schools.		
This budget unit consists of salaries and benefits for 163.00 FTEs.		
01030	General Elementary Instruction Subs	450,000
Provides the funding necessary for elementary substitutes.		
This budget unit consists of salaries and benefits for no FTEs.		
02010	General Middle School Instruction Personnel	6,761,473
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's three middle schools.		
This budget unit consists of salaries and benefits for 59.71 FTEs.		
02020	General Middle School Instruction Subs	180,000
Provides the funding necessary for middle school substitutes.		
This budget unit consists of salaries and benefits for no FTEs.		
03010	General High School Instruction Personnel	8,051,657
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's high school.		
This budget unit consists of salaries and benefits for 74.10 FTEs.		
03020	General High School Instruction Subs	200,000
Provides the funding necessary for high school substitutes.		
This budget unit consists of salaries and benefits for no FTEs.		
04010	PhyEd, Health, Art, Music Personnel	5,170,773
Provides the funding to provide K-12 physical education, 6-12 health, K-12 visual arts, K-12 general/vocal music, and 6-12 Instructional music instruction.		
This budget unit consists of salaries and benefits for 55.18 FTEs.		

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

05010	Long Term Subs	225,000
Provides the funding necessary for payment of Long Term Subs K-12.		
This budget unit consists of salaries and benefits for no FTEs.		
06010	Family and Consumer Science Instruction	466,642
Provides the funding to operate the instructional program of family and consumer science.		
This budget unit consists of salaries and benefits for 7.33 FTEs.		
06020	Trade and Industrial Education	596,544
Provides the funding to operate the instructional program of trade and industrial education.		
This budget unit consists of salaries and benefits for 5.70 FTEs.		
06040	Business and Office Education	484,682
Provides the funding to operate the instructional program of business and office education.		
This budget unit consists of salaries and benefits for 5.00 FTEs.		
06050	Partnerships	168,307
Provides the funding for Strategic Partnerships and Pathways and related efforts in connecting our students with community opportunities.		
This budget unit consists of salaries and benefits for 1.00 FTEs.		
06060	PostSecondary Tuition	251,000
Provides the budget for secondary students to attend classes through the District's various University and College programs including college in the schools (CIS) and post-secondary enrollment options (PSEO).		
This budget unit consists of salaries and benefits for no FTEs.		
06070	PostSecondary Career Tech Tuition	474,000
Provides the budget for secondary students to attend Career tech classes.		
This budget unit consists of salaries and benefits for no FTEs.		

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

07010	K12 Media Services	767,609
Provides the funding to provide K-12 media services- media specialists and media educational assistants.		
This budget unit consists of salaries and benefits for 10.98 FTEs.		
07020	K12 Gifted and Talented	651,230
Provides the funding to provide for a half-time gifted and talented instructor at each elementary school and an additional 1.0 at the gifted and talented magnet school.		
This budget unit consists of salaries and benefits for 6.00 FTEs.		
07030	612 Guidance Services	1,356,324
Provides the funding to provide 6-12 guidance services.		
This budget unit consists of salaries and benefits for 13.00 FTEs.		
07040	912 Deans	329,531
Provides the funding to provide 9-12 Dean support.		
This budget unit consists of salaries and benefits for 4.40 FTEs.		
07060	English Second Language Learner	3,850,615
Provides funding for the district's K-12 English Second Language Learner program and includes salaries, benefits, and other instructional expenses.		
This budget unit consists of salaries and benefits for 41.50 FTEs.		
08010	Site Allocation of Instructional/Operational Resources	426,182
Provides the per pupil funding allocation for instructional and operational related expenses. This funding is intended to cover the costs of building level equipment repairs, purchase of general supplies, classroom supplies, telephone, etc.		
This budget unit consists of salaries and benefits for no FTEs.		
08020	Building Level Copier Leases	89,319
Provides the funding for the monthly lease costs of the main multi-functional device within each school.		
This budget unit consists of salaries and benefits for no FTEs.		
09010	Special Ed Salaries/Benefits	24,226,076
Provides funding for staff costs necessary to operate the Office of Individualized Student Services. Most, but not all of these expenditures, are either reimbursed with state or federal special education funds or are related to general education functions.		
This budget unit consists of salaries and benefits for 330.00 FTEs.		

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

09030	Special Ed Purchased Services	1,233,987
<p>Provides funding for Individualized Student Services purchased services, supplies and equipment.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
09040	Special Ed Transportation	3,943,000
<p>Required transportation, purchased services, supplies and equipment for students served by Individualized Student Services.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
10010	Alternative Learning Center	4,311,106
<p>Provides categorical funds to operate the alternative high school, school within a school, extended day and extended year programs for elementary and middle school students.</p> <p>This budget unit consists of salaries and benefits for 29.34 FTEs.</p>		
10020	Mental Health Services	200,000
<p>Licensed mental health professionals, through a financial partnership with Headway, who are able to respond to pressing mental health needs, proactively support student success, and be readily available in case of a crisis.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
10030	K12 Nursing/Health Services	878,428
<p>Provides funding to operate the district health services department including salaries, benefits and other operating expenses for the district school health offices. Certain FTEs may also be included in Special Ed Salaries, 09010.</p> <p>This budget unit consists of salaries and benefits for 9.49 FTEs.</p>		
11010	CoCurricular Activities (NonAthletic)	399,938
<p>Provides the funding to support co-curricular activities. These funds are supplemented through ticket sales, fund raising, donations, etc.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
11020	High School Interscholastic Athletics	1,268,134
<p>Provides the funding to provide high school athletics. These funds are supplemented through ticket sales, fund raising, donations, etc.</p> <p>This budget unit consists of salaries and benefits for 2.00 FTEs.</p>		

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

11021	Middle School Interscholastic Athletics	145,269
<p>Provides the funding to provide middle school athletics. These funds are supplemented through ticket sales, fund raising, donations, etc.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
12010	Title I, Part A Regular Improving Basic Programs	1,500,000
<p>Provides funding to help ensure all children meet challenging state academic standards. Includes staffing, instructional, Supplemental Education Services and staff development expenses.</p> <p>This budget unit consists of salaries and benefits for 15.52 FTEs.</p>		
12020	Title II, Part A Regular Teacher/Principal Training & Recruiting	300,000
<p>Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement.</p> <p>This budget unit consists of salaries and benefits for 0.50 FTEs.</p>		
12030	Title III Regular Limited English Proficient Students	170,000
<p>Funding supports ESL personnel, their professional development, and for interpretation needs of our LEP families.</p> <p>This budget unit consists of salaries and benefits for 1.50 FTEs.</p>		
12050	Carl Perkins Grant	50,256
<p>Funding pays for professional development and supplies to teachers of Family and Consumer Science, Business, and Technology Education at Burnsville High School.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
13010	QComp/ProPay	0
<p>Provides for expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries and benefits, stipends, performance incentives and other operating expenses.</p> <p>This budget unit consists of salaries and benefits for 0.00 FTEs.</p>		
13020	Integration and Achievement	2,058,314
<p>Provides for expenditures related to the achievement and integration program including salaries and benefits, professional development and other operating expenses.</p> <p>This budget unit consists of salaries and benefits for 26.33 FTEs.</p>		

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

<p>13030</p> <p>Provides funding for compensatory programs and initiatives to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards.</p> <p>This budget unit consists of salaries and benefits for 32.13 FTEs.</p>	<p>Compensatory Education</p>	<p>2,645,053</p>
<p>14010</p> <p>Provides funding to manage and support the district's technologies including digital learning specialist, instructional, operational resources, equipment and supplies including the District's intranet and telephone systems.</p> <p>This budget unit consists of salaries and benefits for 11.00 FTEs.</p>	<p>Technology</p>	<p>2,729,438</p>
<p>14020</p> <p>Provides funding of technical staff, 1:1 initiative, and technical training of instructional staff.</p> <p>This budget unit consists of salaries and benefits for 13.00 FTEs.</p>	<p>Technology: Capital Levy</p>	<p>2,665,552</p>
<p>15010</p> <p>Provides the funding for district professional development (PD) to support the acquisition of district learning goals. Includes operational resources, purchased services, equipment, supplies, and building level PD allocations.</p> <p>This budget unit consists of salaries and benefits for 1.00 FTEs.</p>	<p>Instructional Development</p>	<p>563,163</p>
<p>15020</p> <p>Provides the funding for the ongoing development of a comprehensive written curriculum. Also includes operational resources, purchased services, equipment and supplies.</p> <p>This budget unit consists of salaries and benefits for 4.36 FTEs.</p>	<p>Curriculum Development</p>	<p>784,974</p>
<p>15030</p> <p>Provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>	<p>Curriculum Adoptions</p>	<p>600,000</p>
<p>15040</p> <p>Provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards through software fees, purchased services, equipment and supplies.</p> <p>This budget unit consists of salaries and benefits for 0.50 FTEs.</p>	<p>Assessment Program</p>	<p>394,214</p>
<p>16010</p> <p>Provides the funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>	<p>Board of Education</p>	<p>134,729</p>

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

16020	Superintendent	452,241
<p>Provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals.</p> <p>This budget unit consists of salaries and benefits for 2.00 FTEs.</p>		
16030	Assistant Superintendent	292,034
<p>Provides the funding to operate the office of the Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs.</p> <p>This budget unit consists of salaries and benefits for 1.50 FTEs.</p>		
16040	Human Resources	729,284
<p>Provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, and compliance requirements.</p> <p>This budget unit consists of salaries and benefits for 5.00 FTEs.</p>		
16041	Workers Comp, Unemployment, & Premiums for Property Casualty Liability Insurance	1,027,500
<p>Provides the funding to support the District's workers comp, unemployment, and property, casualty liability insurance and contingencies for deductibles.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
16050	Business	1,632,972
<p>Provides the funding to operate the school district's business services- including accounting, payroll, and mandatory state and federal reporting.</p> <p>This budget unit consists of salaries and benefits for 10.50 FTEs.</p>		
16054	Business OPEB Implicit Chargeback	(352,471)
<p>Represents allowable medical, dental, and life insurance costs reimburseable by the district's other postemployment benefits trust.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		
16060	Communications and Marketing	468,303
<p>Provides the funding to the District's communications and marketing initiatives, maintenance of District websites, social networks, publications, etc.</p> <p>This budget unit consists of salaries and benefits for 3.00 FTEs.</p>		
16070	Student Registration and Census	456,727
<p>Provides the funding to operate the school district's student registration, enrollment, and reporting services.</p> <p>This budget unit consists of salaries and benefits for 4.50 FTEs.</p>		

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

17010	Voluntary PreKindergarten	1,738,000
Provides the funding to operate the Voluntary Pre-Kindergarten Program.		
This budget unit consists of salaries and benefits for 22.50 FTEs.		
17011	Elementary Administrators	1,769,957
Provides the funding to operate the elementary principals' offices at each school.		
This budget unit consists of salaries and benefits for 10.00 FTEs.		
17012	Elementary Building Clerical	794,053
Provides the funding to operate the elementary principals' offices at each school.		
This budget unit consists of salaries and benefits for 11.50 FTEs.		
17013	Elementary EAs	260,023
Provides the funding various administrative and educational roles at each school.		
This budget unit consists of salaries and benefits for 13.13 FTEs.		
17021	Secondary Administrators	1,832,821
Provides the funding to operate the secondary principals' offices at each school.		
This budget unit consists of salaries and benefits for 11.00 FTEs.		
17022	Secondary Building Clerical	1,258,457
Provides the funding to operate the secondary principals' offices at each school.		
This budget unit consists of salaries and benefits for 18.63 FTEs.		
17023	Secondary EAs	161,214
Provides the funding various administrative and educational roles at each school.		
This budget unit consists of salaries and benefits for 2.63 FTEs.		
17025	Miscellaneous Stipends	160,841
Provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit.		
This budget unit consists of salaries and benefits for no FTEs.		
17027	DEC CLERICAL	69,250
Provides the funding to operate the Administrative Services at Diamondhead.		
This budget unit consists of salaries and benefits for 1.0 FTEs.		

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

18010	Student Transportation	4,010,024
Provides the funding to transport eligible students to and from school including during regular and extended year/day terms.		
This budget unit consists of salaries and benefits for 3.00 FTEs.		
19010	Custodial	5,518,494
Provides the funding to operate the District's custodial services. Includes supplies, equipment and contracted services.		
This budget unit consists of salaries and benefits for 75.40 FTEs.		
19020	Building, Grounds and Maintenance	1,557,362
Provides the funding to operate the District's building, grounds and maintenance departments. Includes supplies, equipment and contracted services.		
This budget unit consists of salaries and benefits for 7.50 FTEs.		
19030	Environmental Health and Safety/ADA Compliance	2,464,993
Provides the funding to operate the District's environmental health and safety department as well as Long Term Facilities Maintenance Projects. Includes supplies, equipment and contracted services.		
This budget unit consists of salaries and benefits for 1.60 FTEs.		
19040	Facility Leases	579,508
Provides the funding for the District's facility leases for Pates Stadium, Ice Arena and Diamondhead leasehold improvements.		
This budget unit consists of salaries and benefits for no FTEs.		
19041	Facility Rental	40,000
Provides the funding for the expenditures related to rental of the District's facilities.		
This budget unit consists of salaries and benefits for no FTEs.		
19050	Warehouse and Purchasing	121,115
Provides the funding to operate the school district's warehouse and purchasing departments.		
This budget unit consists of salaries and benefits for 1.50 FTEs.		
19060	Utilities	1,914,100
Provides the funding for the District's utilities.		
This budget unit consists of salaries and benefits for no FTEs.		
20010	School Resource Officers	207,500
Provides the primary funding for school police resource officers for Burnsville High School.		
This budget unit consists of salaries and benefits for no FTEs.		

2019 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of June 6, 2018)

2018-2019

Adopted Budget

20030	Safe Schools	264,863
Provides the primary funding for additional Deans at Middle Schools.		
This budget unit consists of salaries and benefits for 3.0 FTEs.		
21000	Miscellaneous State and Local Grants	2,063
Provides the primary funding for various grants received outside of Federal and Special Education funding.		
This budget unit consists of salaries and benefits for no FTEs.		
Total General Fund Expenditure Budget		128,759,940
Total General Fund Period FTEs - 1,132.46		

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 01010

Description	Location Description	Employee Number	Employee Name	Period FTE
1ST GRADE TCR	EDWARD NEILL	007300	ROSSINI, CATHERINE L	1.00
		014129	OLSEN, LAURA	1.00
		017212	ALLMAN, KELLIE R	1.00
	GIDEON POND	010401	ODEGARD, ELISA	1.00
		012217	GRUENKE, BETH N	1.00
		012528	KLEVEN, MARK A	1.00
		016727	SELBY, HANNAH	1.00
		011875	MARSHALL, DEBRA L	1.00
	HARRIET BISHOP	015065	STROWBRIDGE, STACI	1.00
		016946	DAHL, SABRINA LYNN	1.00
		014189	HIEBERT, TRACY	1.00
	HIDDEN VALLEY	014261	LANGRECK, LORI	1.00
		016049	BRIGGS, LORI A	1.00
		010826	KACHMAN, ANGELA	1.00
	MW SAVAGE	013315	SANDS, ANNE	1.00
		019005	LORAN, KERIANNE N	1.00
		007314	GAMBUCCI, ANN MARIE	1.00
	RAHN	017311	HOINS, DAWN	1.00
		014988	KUNKEL, ROBERTA E	1.00
	SIOUX TRAIL	018012	ODEGARD, ELIZABETH A	1.00
		007207	OSTDIEK, TERESA L	1.00
	SKY OAKS	011352	KNUDSEN, JULIE A	1.00
		017268	SINGLETON, SARAH K	1.00
		012554	DENNIS, TERESA L	1.00
	VISTA VIEW	013360	IVORY, COURTENEY	1.00
		017784	BELGRAVE, ANGELA I	1.00
		009820	ORLANDO, KARI R	1.00
	WM. BYRNE	012779	SMITH, MELISSA	1.00
		014128	SIMPSON, LISA	1.00
		1ST GRADE TCR		
2ND GRADE TCR	EDWARD NEILL	003833	LAMB, CYNTHIA L	1.00
		012899	LENTON, TIFFANY	1.00
	GIDEON POND	011595	STONEKING, STACY	1.00
		011789	RAU, JESSICA	1.00
		018034	AMBUEHL, JENNIFER A	1.00
	HARRIET BISHOP	008791	OMODT, JANE	1.00
		010295	ENGEN, AMY	1.00
		011354	SCHAFER, KRISTY J	1.00
		012866	SCHMIDT-BOYLES, DAWN	1.00
	HIDDEN VALLEY	006810	KNUDSEN, EYVENIA	1.00
		008543	TOLLERUD, TERESA JO	1.00
		017260	WALBY, MOLLY E	1.00
	MW SAVAGE	013691	JARZYNA-INGLES, ANNE W	1.00
		018046	WEBSTER, SUSAN M	1.00
	RAHN	009771	PLUCINAK, JODY L	1.00
		010311	MATHYS, SANDRA	1.00
	SIOUX TRAIL	016429	PETERSON, CHRISTINE K	1.00
017910		RING, KATLIN	1.00	
SKY OAKS	008687	RISTEAU, JILL A	1.00	

		014325	SCHNEIDER, MARISA LYNN MOE	1.00
		015696	MULDER, LINDSEY	1.00
		017408	PRUGH PLOEHN, KATHRYN A	1.00
	VISTA VIEW	011357	GANDRUD, JENNIFER L	1.00
		012724	STEEG, KIMBERLY KAYE	1.00
	WM. BYRNE	004991	BIGELOW, DEBRA K	1.00
		018007	LAMONT, HEIDI O	1.00
		018008	TOMALA, CRYSTAL M	1.00
2ND GRADE TCR				27.00
3RD GRADE TCR	EDWARD NEILL	013372	HAYDEN, SUZANNE	1.00
		015745	ENGDAHL, ANN MARY	1.00
		017951	BARTLING, MEGHAN	0.50
	GIDEON POND	015398	SKOGLUND, ALLISON L	1.00
		016097	ZUCOLLO, SUSAN R	1.00
		017307	TRAETOW, ANDREA	1.00
	HARRIET BISHOP	007546	HABERLACK, CHERYL A	1.00
		009294	MORLOCK, KATHERINE R	1.00
		012343	HUBER, ERIN	1.00
	HIDDEN VALLEY	008217	DWIRE, MELINDA	1.00
		009569	ANDREWS, DONNA	1.00
		011867	SCHLINK, JOANNE	1.00
	MW SAVAGE	010787	STOLTZ, LISA A	1.00
		012521	HOLDEN, NICHOLE L	1.00
	RAHN	009764	HILL, GARY S	1.00
		014112	HARTL, ARAN J	1.00
	SIOUX TRAIL	014308	BOCHE, SONIA R	1.00
		014318	HORWART, LESLIE	1.00
	SKY OAKS	012698	JERMELAND, MEGHAN M	1.00
		013416	GRIFFIN, MICHELE C	0.50
		017176	POLLITT, LINDSEY M	1.00
	VISTA VIEW	010911	SILVERS, KATHRYN	1.00
		013189	HOUTMAN, JENNIFER L	1.00
	WM. BYRNE	013422	KRZEWKI, CATHERINE D	1.00
		015044	COOPER, KIRENZA I	0.50
		017752	BRAGG, KAITLIN J	1.00
3RD GRADE TCR				24.50
4TH GRADE TCR	EDWARD NEILL	007308	HOVLAND, SUSAN C	1.00
		007322	CONDON, JAMES F	1.00
		015626	PETRELLA, SARA M	0.50
	GIDEON POND	008289	GALLUS, JEFFREY	1.00
		013528	KING, DANIEL AUSTIN	1.00
		016896	NAEF, NATHAN A	0.50
		019248	HASSAN, QORSHO	0.50
	HARRIET BISHOP	010346	CORONIS, STACY S	1.00
		015404	SORUCO, MARIA R	1.00
		016759	BERRYMAN, ASHLEY A	1.00
	HIDDEN VALLEY	015572	ANDERSON, KRISTEN L	1.00
		016463	LECOMPTE, EMILIE S	1.00
		018377	ERTL, ABBY	1.00
	MW SAVAGE	010888	JENSEN, LETA	1.00
		013569	SAWDEY, MARY E	1.00
		014051	HIEB, MEGAN L	0.50

	RAHN	008255	HILL, KARI L	1.00
		014242	TOFTE, ALISSA G	1.00
	SIOUX TRAIL	013117	BATTERMAN, JESSICA M	1.00
		017801	MULLIKEN, ASHLEY E	1.00
	SKY OAKS	006855	SCHILLING, PAM A	1.00
		015731	GRAVINK, ASHLEY	1.00
		019316	RICHARDS, JESSE	0.50
	VISTA VIEW	014969	DEMPSEY, JODI JEAN	1.00
		017921	LEE, JENNIFER	1.00
		018055	NIFFENEGGER, KAMALA N	1.00
	WM. BYRNE	008959	WURDEMAN, DEBRA SUE	1.00
		011966	HANSON, LISA	1.00
		013378	HAPPE, NICOLE	1.00
4TH GRADE TCR				26.50
5TH GRADE TCR	EDWARD NEILL	014779	ZAK, GLORIA	1.00
		016654	GILRAY, REBECCA J	1.00
	GIDEON POND	006421	ROBISON, THOMAS C	1.00
		006803	MACNAUGHTON, LAURA	1.00
		019248	HASSAN, QORSHO	0.50
	HARRIET BISHOP	007347	SMITH, KELLY L	1.00
		011321	WALLENTA, PAUL S	1.00
		012377	ANDERSON, MELISSA	1.00
		016154	MECHAVICH, EMILY A	1.00
	HIDDEN VALLEY	012397	PELTIER, BRAD W	1.00
		016016	SCHWENN, JEFFREY A	1.00
		019201	KOHNER, JOSEPH E	0.50
	MW SAVAGE	007858	WARMKA, CHERI R	1.00
		009298	ZUPKE, SAMUEL	1.00
	RAHN	014619	SLATTERY, CARA	1.00
		018671	KOHN, GRACE M	1.00
	SIOUX TRAIL	015375	BIRCH, NANCY A	1.00
		017293	TOMPACH, TRACY J	1.00
	SKY OAKS	016691	BERG, MATTHEW T	1.00
		016926	BRYANT, MELANIE A	1.00
		019316	RICHARDS, JESSE	0.50
	VISTA VIEW	016951	WEST, JULIE MARGARET WARD	1.00
	WM. BYRNE	008128	GIERADA, BARBARA L	1.00
		016895	GANT, SARAH M	0.50
		018749	KRAMER, KRISTA	1.00
5TH GRADE TCR				23.00
FLOATER	DISTRICT-WIDE	017962	BRACE, ROXANNA N	1.00
FLOATER				1.00
KINDERGARTEN TCR	EDWARD NEILL	009236	LIPPKA, JONALYN	1.00
		012095	PRAYFROCK, JUDIE A	1.00
		017751	BARNABY, BRIONNA	1.00
	GIDEON POND	015015	TREKELL, TERESE	1.00
		016679	MERKLING, ANGELA MARTIN	1.00
		017798	NIELSEN, BRITTNEY	1.00
	HARRIET BISHOP	011361	HARROLD, STACEY L	1.00
		012306	MEYER, TANYA L	1.00
		016645	PAVEK, BROOKE C	1.00
	HIDDEN VALLEY	000000	Open Position	1.00

		013352	FINCH, CHRISTINE M	1.00
		014130	MCCROSKEY, SHARI	1.00
		019222	ULRICH, JULIA	1.00
MW SAVAGE		006375	PRESTON, ANGELA	1.00
		016046	STRAHOTA, SARA J	1.00
		017222	ELLIOTT, RACHEL R	1.00
RAHN		009785	MCCARTHY, JENNIFER	1.00
		017608	RICHARDSON, SARAH	1.00
SIOUX TRAIL		009715	PEDERSON, ELIZABETH M	1.00
		016614	HAGEN, AIMEE E	1.00
		019332	TAACK, GINA	1.00
SKY OAKS		006090	RITCHIE, JACKI RAE	1.00
		014978	PUTMAN, TANJA	1.00
		017335	NICHOLSON, MARCIA L	1.00
		017880	KEDING, ANGELICA	1.00
VISTA VIEW		013000	TUCCI, AMY J	1.00
		014453	RHINEVAULT, LYNN	1.00
		018371	ZIMMERMAN, KARA J	1.00
WM. BYRNE		008557	HANSMANN, PATRICIA I	1.00
		017292	CALNON, JENNIFER	1.00
		018933	SPRINGER, MELISSA A	1.00
KINDERGARTEN TCR				31.00
FLOATER	DISTRICT-WIDE	018990	FLIKEID, TASHA	1.00
FLOATER				1.00
Budget Unit 01010				163.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 02010

Description	Location Description	Employee Number	Employee Name	Period FTE	
6TH GRADE TCR	EAGLE RIDGE	007569	O'REILLY, GINA	0.49	
		009293	SCHROEDER, PATRICIA	1.00	
		009358	KRAFT, STEPHEN	0.83	
		009501	MOSEY, PATRICIA	1.00	
		013973	DECKER, KATHRYN N	0.66	
		016600	DAY, MARLYS L	0.66	
		016920	YAGER, AMY LYN	0.66	
		017957	WYSOCKI, STEVEN J	0.66	
		019168	RAMBOW, CHASE R	0.66	
		METCALF	003383	ILES, CORNELIA	0.83
			008287	KRUPKE, GRETA	0.68
			009750	CORONIS, ANTHONY L	0.66
			010150	BARTON, DUANE	0.66
			012304	LUNDAHL, TIMOTHY	0.83
			013382	MIKELSON, TERESA	0.83
			016589	PLANTE, MARY TRACEY	0.83
		NICOLLET	016693	KHAMRATTHANOME, BOUNTHAVY	0.66
	000000		Open Position	0.35	
	007257		O'REILLY, JOHN T	1.00	
	009216		MEYER, NANCY L	0.34	
	013470		SMALLEY, AMY C	0.71	
	014649		DRAYTON, MARGOT ELIZABETH	1.00	
	016012		NEMETZ, J SCOTT	0.51	
	017677		GLAS, JOHN M	1.00	
	6TH GRADE TCR				17.51
	LANG ARTS TCR	EAGLE RIDGE	000000	Open Position	1.41
			008297	GALLAND, JOHN	0.34
			009749	BLAIR, MICHAEL E.	0.66
			018037	PARKINSON, JACQUELYN R	0.49
			018307	ELWARD, LUCIUS P	0.66
			018865	YOUNG, ABBY	0.68
			018872	FLYNN, CATHERINE T	0.66
			METCALF	008627	ORTH, STEVEN D. R.
008871		NASH, STEPHANIE		0.83	
015277		HANSEN, WILLIAM C		0.83	
017240		SCHNOBRICH, ANGELA M		0.49	
018031		THOMAS, JESSICA		0.83	
018854		PAUL, MADISON P		0.66	
NICOLLET		012894		SORENSEN, BRAD	0.49
		014991	NEMETH, HEATHER	0.92	
		016087	ROBB, EMILY C	0.20	
		018935	KELLEHER, SARAH	0.29	
		018950	CHRISTENSEN, KELSEY A	0.49	
		019189	SCHMIDT, JENNIFER R	1.00	
019197		MCKENZIE, VICTORIA L	1.00		
LANG ARTS TCR				13.76	
MATH TCR	EAGLE RIDGE	012283	NELSON, MICHELLE L	0.83	
		017014	SLETTEN, ELIZABETH M	0.66	
		017361	CZAPAR, RYAN J	0.83	

		018311	HAGEN, ALISON M	0.66
		019168	RAMBOW, CHASE R	0.34
	METCALF	014106	MUELLER, SARAH K	0.74
		014122	LOTZE, TIMOTHY	0.83
		014527	BENSON, ROSS S	0.66
		016320	GEDDES, RICHARD W	0.66
	NICOLLET	007817	AMUNDSON, JANE E	0.60
		012099	FUNCHES, MONIQUE ROY	0.83
		014989	GRUENEICH, JANELLE	0.83
		019282	STERN, GRETTEL	0.83
MATH TCR				9.30
SCIENCE TCR	EAGLE RIDGE	011818	HAMMER, JEFFREY	1.00
		019206	WICKENHAUSER, KIERSTEN L	1.00
		019227	SHANNON WARNER, LINDI B	1.00
	METCALF	011073	MEYER, CHAD	0.83
		015999	GRIFFITHS, ROBERT H	0.34
		016003	PRANSCHKE, STEPHANIE T	1.00
		017755	JOHNSON, CORY CHARLES	0.83
	NICOLLET	006968	SODERHOLM, WM ERIC	1.00
		016669	PETTINELLI, STEPHEN M	0.50
		017753	PIEPER, JILL	1.00
		019268	VAN HOORN, KIRSTEN	1.00
SCIENCE TCR				9.50
SOC STU TCR	EAGLE RIDGE	008487	ALLEN, TRUDY L	1.00
		012432	KLUBBERUD, MICHAEL	0.90
		017795	SIMMONS, SEAN D	1.00
	METCALF	008284	JEFFERS, LUCRETIA	0.83
		018910	BODELSON, ALLEN	1.00
		018942	LUND, KAJ	0.85
	NICOLLET	011911	ELFERING, JEAN	1.00
		013438	SCHWEIM, ROBERT W	1.00
		014431	IVERSON, ADAM	1.00
SOC STU TCR				8.58
WORLD LANG TCR	EAGLE RIDGE	018630	ANDERSON, JANELLE D	0.36
	METCALF	017240	SCHNOBRICH, ANGELA M	0.34
	NICOLLET	018630	ANDERSON, JANELLE D	0.36
WORLD LANG TCR				1.06
Budget Unit 02010				59.71

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 03010

Description	Location Description	Employee Number	Employee Name	Period FTE
AVID TCR	BHS	012647	WALLER MCDEVITT, JENNIFER	0.20
		014966	CHRISTY SIGSTAD, DANIELLE H	0.20
		015580	MOFFITT, LESLIE ALLAN	0.20
		016602	GOMER, JENNA M	0.20
		016617	HANSEN, MARIE C	0.20
		016888	DAVIDSON, ELIZABETH A	0.20
		018010	FLUG, JOSHUA W	0.20
AVID TCR				1.40
BEA PRESIDENT	DIAMONDHEAD	014589	WUENSCH, WENDY DRUGGE	1.00
BEA PRESIDENT				1.00
DANCE	BHS	012647	WALLER MCDEVITT, JENNIFER	0.20
DANCE				0.20
HEALTH CARE TCR	BHS	018605	WERNER-DEMPSEY, ANNE	0.90
HEALTH CARE TCR				0.90
LANG ARTS TCR	BHS	000000	Open Position	0.90
		006874	STEAD, AMY JO	1.00
		012647	WALLER MCDEVITT, JENNIFER	0.60
		013366	DYRHAUG, MICHELLE	1.00
		013419	WEBBER, GLORIA M	1.00
		014101	BURKE, KATIE J	1.00
		014966	CHRISTY SIGSTAD, DANIELLE H	0.60
		014970	DEUTSCH, MATTHEW R	0.50
		015401	FOLDENAUR, HOLLY A	1.00
		016319	CONNELL, PAUL J	1.00
		016328	RUDOLPH, ROXANNE J	1.00
		016617	HANSEN, MARIE C	0.80
		016854	STAUM, ANNE C	1.00
		016884	BURNHAM, CHARLES F	1.00
		017781	EGGERS, SHEANA	1.00
		017827	SCHMEICHEL, MATTHEW T	1.00
		018041	MILLEA, ALLISON B	1.00
018710	OHAMA, HAYLEY C	1.00		
LANG ARTS TCR				16.40
MATH TCR	BHS	009760	KUZIEJ, JANET L	1.00
		010805	MEUSER, TERESA	1.00
		011284	NOSS, JEAN	1.00
		011805	NELSON, AMY MAI-LEE	0.80
		012100	DELMONT, BROOKE	1.00
		013364	CHRISTIAN, DAVID	1.00
		013863	FLOYD, KEVIN S	1.00
		014075	CROATT, CHARLES C	1.00
		014443	FEIG, PETER E	1.00
		014622	HARROD, KIMBERLEE N	0.40
		016011	NELSON, JEFFREY P	0.60
		016602	GOMER, JENNA M	0.80
		016612	GEHRKE, ANDREW R	0.60
		017791	BANITT, JUSTIN	0.60
		017882	VOGT, KENDRA M	0.40
		018005	QUAMME, DAVID R	1.00

		018075	SCHLAGER, DEREK A	1.00
MATH TCR				14.20
SCIENCE TCR	BHS	007690	GORES, CHERYL L	1.00
		008274	HOLT, CLAYTON B	1.00
		008728	MORGAN, WILLIAM E	1.00
		009394	HUEMOELLER, MICHAEL T	1.00
		010299	WEIGHTMAN, ELIZABETH C	1.00
		010804	OIE, ROGER	0.50
		011821	BLANDIN, MELISSA	1.00
		011833	DOUGLAS, LORI	1.00
		013396	HUTCHINSON, JENNIFER L	1.00
		013425	HUBER, JON ALAN	1.00
		014601	HOESCHEN, KERRY	1.00
		015372	BANE, DEANNA S	1.00
		015980	AAMODT, WILLIAM P	1.00
		016497	SCHERRER, HUEL C	1.00
		016612	GEHRKE, ANDREW R	0.40
		016669	PETTINELLI, STEPHEN M	0.50
		016888	DAVIDSON, ELIZABETH A	0.80
		018605	WERNER-DEMPSEY, ANNE	0.10
SCIENCE TCR				15.30
SOC STU TCR	BHS	000000	Open Position	1.50
		011282	GRAFF, JENNIFER	1.00
		011887	MCDEVITT, PAUL DAVID	1.00
		012944	STRAND, NATHAN R	1.00
		013373	AARS, KRISTINA	1.00
		013413	COLEMAN, COLLEEN M	1.00
		013426	MILINOVICH, CHRIS M	1.00
		013445	WENDLING, KATHRYN	1.00
		013468	SILBERMAN, KEVIN	1.00
		014596	JENSEN, JENNIFER	1.00
		015377	ENGELHARDT, WILLIAM T	1.00
		015580	MOFFITT, LESLIE ALLAN	0.80
		015689	FRANSSEN, MICHAEL S	1.00
		016089	VAN SCHOONHOVEN, KATHERINE	1.00
		016304	EPPEN, MATTHEW W	1.00
		018010	FLUG, JOSHUA W	0.80
		018036	CLEVELAND, GEOFFREY W	1.00
SOC STU TCR				17.10
WORLD LANG TCR	BHS	000000	Open Position	0.20
		005728	SAUERMANN-PAGE, KARIN G	1.00
		009250	DUNDON, MARY LOU	1.00
		009773	LEHNER, TIMOTHY	1.00
		010142	HOLCOMBE, SARA J	0.40
		014984	JENSEN, AMANDA LYNN	1.00
		017540	BARRY, AMBER LEIGH	1.00
		017737	BLAZQUEZ, JAVIER	1.00
		017786	LARSON, KATIE	1.00
WORLD LANG TCR				7.60
Budget Unit 03010				74.10

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 04010

Description	Location Description	Employee Number	Employee Name	Period FTE
ART TCR	BHS	007284	QUIRK, KATHLEEN	1.00
		019187	TOUSIGNANT, ROBYN E	1.00
		019475	BUCKREY, SUSAN E	0.80
	DISTRICT-WIDE	000000	Open Position	0.75
	EAGLE RIDGE	014143	WEILANDGRUBER, ELIZABETH	0.91
	EDWARD NEILL	008797	KNOTT, KELLY S	0.50
		017241	SCHRIVER, MARA C	0.25
	GIDEON POND	017241	SCHRIVER, MARA C	0.75
	HARRIET BISHOP	017565	PETRI, KATHRYN E	1.00
	HIDDEN VALLEY	017547	MERKEL, SARA A	0.88
	METCALF	018877	PLUEGER, AIMEE F	0.85
	MW SAVAGE	008797	KNOTT, KELLY S	0.50
		018045	VO, KELLY RAE	0.25
	NICOLLET	019269	WILSON, KACIE L	1.00
	RAHN	018381	DEROUIN, JILL	0.25
	SIOUX TRAIL	018381	DEROUIN, JILL	0.75
	SKY OAKS	018936	GREAMBA, ANDREA	1.00
	VISTA VIEW	018045	VO, KELLY RAE	0.75
	WM. BYRNE	017547	MERKEL, SARA A	0.13
	ART TCR			
BAND TCR	BHS	009402	HOLMES, MOLLY	1.00
		015996	FRENCH, KEITH J	1.00
		019322	KOSLOSKI, SCOTT	0.10
	EAGLE RIDGE	018919	ARMSTRONG, NICHOLAS G	0.67
	EDWARD NEILL	019322	KOSLOSKI, SCOTT	0.25
	GIDEON POND	008180	NORDMARK, PAMELA J	0.25
	HARRIET BISHOP	008180	NORDMARK, PAMELA J	0.25
	HIDDEN VALLEY	008180	NORDMARK, PAMELA J	0.25
	METCALF	016979	SYLVESTER, GREGORY	0.33
	MW SAVAGE	008180	NORDMARK, PAMELA J	0.25
	NICOLLET	012349	BAKKEN, ANN	0.50
	RAHN	006829	LANGSJOEN, SONJA	0.25
	SIOUX TRAIL	006829	LANGSJOEN, SONJA	0.25
	SKY OAKS	006829	LANGSJOEN, SONJA	0.25
	VISTA VIEW	019322	KOSLOSKI, SCOTT	0.25
	WM. BYRNE	006829	LANGSJOEN, SONJA	0.25
	BAND TCR			
MUSIC TCR	DISTRICT-WIDE	000000	Open Position	0.75
	EDWARD NEILL	011452	TRANBY, BONITA K.	0.75
		004609	KANNE, VICKI ANN	0.13
	GIDEON POND	011452	TRANBY, BONITA K.	0.25
		017742	BUCK, REBECCA L	0.50
		HIDDEN VALLEY	014982	LUCIUS, RACHEL H
	017247		WOOD, KIMBERLY R	0.75
	MW SAVAGE	017247	WOOD, KIMBERLY R	0.25
		017742	BUCK, REBECCA L	0.50
	RAHN	014982	LUCIUS, RACHEL H	0.63
	SIOUX TRAIL	019738	GEESMAN, GARRETT D	0.75
	SKY OAKS	004880	SHOOK, JOANN	0.88

	VISTA VIEW	004609	KANNE, VICKI ANN	0.13
		014982	LUCIUS, RACHEL H	0.25
		019738	GEESMAN, GARRETT D	0.25
	WM. BYRNE	004609	KANNE, VICKI ANN	0.75
		004880	SHOOK, JOANN	0.13
MUSIC TCR				7.75
PHY ED TCR	BHS	007145	RIGGS, MARK D	1.00
		007841	VAN DER WOUDE, MARK B	1.00
		008269	VAN DER WOUDE, LORALIE A	1.00
		012439	STACHOWSKI, SUSAN C	1.00
		014613	JOHNSON, RONNA E	0.70
		014892	REUSS, ERIC	1.00
		016001	FRITZ, KIMBERLY A	0.30
		017329	VARPNESS, VINCENT C	0.60
	DISTRICT-WIDE	000000	Open Position	0.75
	EAGLE RIDGE	009827	PEARSON, CHAD W	1.00
		011475	HERMES, SHELLEY	1.00
		013495	BROWN, CHRISTOPHER M	0.34
	EDWARD NEILL	012889	MOORLACH, BRIAN	0.25
		014605	MCKANE, MICHELLE M	0.25
		015881	DUNGEY, NATHAN	0.25
	GIDEON POND	012889	MOORLACH, BRIAN	0.13
		015881	DUNGEY, NATHAN	0.75
	HARRIET BISHOP	012303	LOESCH, JACOB	1.00
	HIDDEN VALLEY	010820	SHELDEN, JON	0.88
	METCALF	006571	SCHOLL, WAYNE	1.00
		014613	JOHNSON, RONNA E	0.30
		016001	FRITZ, KIMBERLY A	0.70
	MW SAVAGE	014605	MCKANE, MICHELLE M	0.75
	NICOLLET	013495	BROWN, CHRISTOPHER M	0.66
		014115	ANDREWS, BRIDGETTE	0.68
		017329	VARPNESS, VINCENT C	0.40
		018976	STRADER, ANN E	0.51
	RAHN	016376	SWEENEY, MICHAEL J	0.25
	SIOUX TRAIL	016376	SWEENEY, MICHAEL J	0.75
	SKY OAKS	014820	CEOLA, MICHAEL	1.00
	VISTA VIEW	012889	MOORLACH, BRIAN	0.63
	WM. BYRNE	010820	SHELDEN, JON	0.13
PHY ED TCR				20.94
STRINGS TCR	BHS	019322	KOSLOSKI, SCOTT	0.40
	EAGLE RIDGE	000000	Open Position	0.34
		018919	ARMSTRONG, NICHOLAS G	0.33
	HARRIET BISHOP	017807	ANDERSON, EMILY E	0.50
	METCALF	016979	SYLVESTER, GREGORY	0.67
	NICOLLET	000000	Open Position	0.67
	RAHN	017807	ANDERSON, EMILY E	0.50
STRINGS TCR				3.41
VOCAL TCR	BHS	014149	SCHMIDT, MARTHA H	1.00
		019177	ANDERSON, JACLYN C	1.00
	EAGLE RIDGE	000000	Open Position	0.49
	METCALF	018921	KASO, ANGELA M	0.68
	NICOLLET	012349	BAKKEN, ANN	0.50

VOCAL TCR

3.67

Budget Unit 04010

55.18

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 06010

Description	Location Description	Employee Number	Employee Name	Period FTE
FACS TCR	BHS	009374	ASFELD, BETH M	1.00
		014970	DEUTSCH, MATTHEW R	0.50
		016015	EICHTEN, HEIDI J	1.00
		019239	SCHRAM, SARAH E	1.00
	EAGLE RIDGE	019204	BORDEN, PAIGE M	1.00
	METCALF	015691	RUZICHKA, LAURIE J	1.00
	NICOLLET	018862	RUFF, HAILEY C	1.00
FACS TCR				6.50
PLTW	METCALF	018612	MALLINGER, MELINDA	0.83
PLTW				0.83
Budget Unit 06010				7.33

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 06020

Description	Location Description	Employee Number	Employee Name	Period FTE
IND TECH TCR	BHS	000000	Open Position	0.70
		009586	WOLF, NICHOLAS	1.00
		013441	TESMER, RUSSELL	1.00
		018893	PATRIE, ORION D	1.00
	EAGLE RIDGE	010290	BRADY, STEVE	1.00
	NICOLLET	013431	PAETZOLD, ROBERT JAMES	1.00
IND TECH TCR				5.70
Budget Unit 06020				5.70

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 06040

Description	Location Description	Employee Number	Employee Name	Period FTE
BUSINESS TCR	BHS	008784	CARROLL, MICHELE	1.00
		015991	DRAHOS, CYNTHIA	1.00
		017324	MALONE, MEGGAN J	1.00
	EAGLE RIDGE	018909	SAYERS, KEVIN	1.00
	METCALF	019286	TWEDTEN, SARA	1.00
BUSINESS TCR				5.00
Budget Unit 06040				5.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 06050

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR STRATEGIC PARTN	DIAMONDHEAD	017175	FUNSTON, KATHY L	1.00
DIR STRATEGIC PARTNERSHIPS				1.00
Budget Unit 06050				1.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 07010

Description	Location Description	Employee Number	Employee Name	Period FTE
EA MEDIA	BHS	017600	LAKE, LISA L	1.00
	EDWARD NEILL	018341	MILLER, KATHERINE C	0.75
	GIDEON POND	014293	BUTORAC, MELANIE A	0.75
	HARRIET BISHOP	013666	BECKER, SARAH J	0.75
	HIDDEN VALLEY	018718	SCHATZLEIN, RACHEL	0.75
	MW SAVAGE	017282	SCHEUNEMAN, KRISTEN JOY	0.75
	RAHN	016672	GOOD, DONNA A	0.75
	SIOUX TRAIL	012072	ENGBERG, DENISE G	0.75
	SKY OAKS	011193	BERGE, KRISTY K	0.75
	VISTA VIEW	014670	CERMAK, BARBARA L	0.75
	WM. BYRNE	011405	HORTON, SHEILA M	0.75
EA MEDIA				8.50
MEDIA SPECIALIST	BHS	010804	OIE, ROGER	0.50
	EAGLE RIDGE	008297	GALLAND, JOHN	0.66
	METCALF	015999	GRIFFITHS, ROBERT H	0.66
	NICOLLET	009216	MEYER, NANCY L	0.66
MEDIA SPECIALIST				2.48
Budget Unit 07010				10.98

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 07020

Description	Location Description	Employee Number	Employee Name	Period FTE
GIFTED/ENRICH TCR	EDWARD NEILL	015626	PETRELLA, SARA M	0.50
	GIDEON POND	013149	MIRS, LAUREL	0.50
	HARRIET BISHOP	000000	Open Position	1.00
		009752	CAMPEN, KIMBERLY A.	0.50
	HIDDEN VALLEY	016896	NAEF, NATHAN A	0.50
	MW SAVAGE	015074	CHAMERLIK, KAREN	0.50
	RAHN	011306	PETERSON, KERI	0.50
	SIOUX TRAIL	014226	STALOCK, SHARRON C	0.50
	SKY OAKS	011362	TEIEN, JOAN K	0.50
	VISTA VIEW	016631	ORLENKO, CORBIN D	0.50
	WM. BYRNE	015074	CHAMERLIK, KAREN	0.50
GIFTED/ENRICH TCR				6.00
Budget Unit 07020				6.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 07030

Description	Location Description	Employee Number	Employee Name	Period FTE	
COLLEGE & CAREER SF	BHS	013651	SEXTON, MARCIA	1.00	
COLLEGE & CAREER SPECIALIST				1.00	
COUNSELOR	BHS	010808	LIMKE, JEFFREY	1.00	
		011858	MARSHALL, VERONICA JEAN	1.00	
		016009	MARKHAM, ANGELA L	1.00	
		017554	WELKE, ASHLEY L	1.00	
		018621	HENDRICKS, SCHERESS	1.00	
		018702	AKERSON, REBECCA D	1.00	
		013371	HARRISON, P SCOTT	1.00	
	EAGLE RIDGE	018025	HENDERSON, MICHELLE A	1.00	
		006550	SODERHOLM, JOHN	1.00	
	METCALF	010819	MAIDMENT, LORI	1.00	
		006865	KELSON, FREDERICK A	1.00	
	NICOLLET	015857	BRETT, CARRIE A	0.20	
		016087	ROBB, EMILY C	0.80	
		COUNSELOR			
	Budget Unit 07030				13.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 07040

Description	Location Description	Employee Number	Employee Name	Period FTE
DEAN	BHS	000000	Open Position	2.00
		009554	MEYER, JOSEPH	1.00
		019540	KOURY, HEIDI	1.00
	BAHS	19217	SELLARS, JASON	0.40
DEAN - MIDDLE SCHOOL DEANS MOVED TO SAFE SCHOOLS 20030				4.40
Budget Unit 07040				4.40

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 07060

Description	Location Description	Employee Number	Employee Name
ESL TCR	ALTERNATIVE HIGH SCHOOL	008189	BRAUN, JEAN C
		012504	DURAND, KIM
	BHS	014964	PARENT, ANDREA J
		017776	WINTERLIN, JEFFREY
		018349	MOREN, KIMBERLY J
		018903	PERSONS, MELISSA B
		019190	AMARREH, HAMIDA I
		019202	GUITHER, CATHERINE M
		EAGLE RIDGE	009748
	018313		GREGORY, AMANDA
	EDWARD NEILL	014996	MUSA-AGBONENI, KARI
		015021	DALY, JULIE
		015682	GONZALEZ, MEGAN
	GIDEON POND	016025	KING, KRISTEN A
		018907	COWELL-HASKIN, ASHLEY
		019521	HANSEN, SARAH A
	HARRIET BISHOP	009629	MCKINNEY, MARGARET
		015741	PHILLIPS, MARIA
	HIDDEN VALLEY	011315	PROCTOR, BETH
		012947	BLOM, ANNE E
		014131	MICHELS, CHRISTINE
		015565	CADWELL, ANN M
		017770	CULLISON, CAROLINE E
		018085	O'BRIEN, BRIANNA
	METCALF	008189	BRAUN, JEAN C
		012887	FRIENDT, ANDREA LYNN
		014986	KESSLER, CECILIA
	MW SAVAGE	015383	BENSON, BRIANA M
		017837	ANDERSON, ALYSSA KAE
	NICOLLET	010313	OLSON, AMY
		019259	WEISBOND, JONAH
	RAHN	015697	OLSON, KIMBERLY LENORA
		017003	ARIAS, ANGELA JOY
	SIOUX TRAIL	010638	FREDRICKSON, REBECCA
	SKY OAKS	016618	HENNEN, JENNIFER S
		017656	RIPHENBURG, WENDY A
		017822	JONES, NOELLE
		018914	ECKERMAN, HANNAH
	VISTA VIEW	014138	THOMPSON, SALOUA
		015682	GONZALEZ, MEGAN
		019192	CARLSON, LISA M
	WM. BYRNE	015527	LIMBERG, MINDI L
		017234	JOHNSON, ASHLEY MARSHALLA
		018602	LORINCZ, KRISTEN L

ESL TCR

Budget Unit 07060

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 09010

Description	Location Description	Employee Number	Employee Name	Period FTE
ASSISTIVE TECH	DISTRICT-WIDE	015010	NELSON, KATIE L	1.00
ASSISTIVE TECH				1.00
BEHAVIOR SPECIALIST	DISTRICT-WIDE	017322	CZAPAR, KELLY N	1.00
		019158	EWERT, CASEY B	1.00
BEHAVIOR SPECIALIST				2.00
CLERICAL	DIAMONDHEAD	013879	REISINGER, TONETTE A	1.00
		019169	STRUCK, JULIE	1.00
	DISTRICT-WIDE	000000	Open Position	3.00
	ECSE CENTER	014210	WILLENBURG, JOANNA	1.00
CLERICAL				6.00
CULTURAL LIAISON	ECSE CENTER	017832	HASSAN, RAHMA	0.88
		017905	RIVEROS, ANNA-MARIA	1.00
		019098	HUSSEIN, HAMDI	0.88
CULTURAL LIAISON				2.75
DAPE	DISTRICT-WIDE	009239	OPATZ, LARRY	1.00
		009267	HOLDEN, MATTHEW J	1.00
DAPE				2.00
DIR OF SPECIAL ED	DIAMONDHEAD	019130	WHITE, STEPHANIE C	1.00
DIR OF SPECIAL ED				1.00
EA HEALTH	ALTERNATIVE HIGH SCHOOL	010844	LUTH, DONITA	0.91
	BEST	015833	GADDY, KESHIA	0.88
	BHS	013681	HANSEN, SARAH J	0.91
	EDWARD NEILL	011895	WITTENKELLER, JANE E	0.08
	HIDDEN VALLEY	006831	SPENCE, LORETTA	0.18
	SKY OAKS	006831	SPENCE, LORETTA	0.18
	VISTA VIEW	006831	SPENCE, LORETTA	0.36
EA HEALTH				3.49
ECSE TCR	ECSE CENTER	013692	NIEMIEC, ALICIA	1.00
		015112	NELSON, TARA A	0.80
		015386	ORLICH-SULLIVAN, MEGAN	1.00
		015695	THOMPSON, HYE-JEONG M	1.00
		016004	JORGENSEN, SHANNON E	0.80
		016213	STAHLY, JANICE	1.00
		016501	NESS, KAREN M	1.00
		016633	CLOUTIER, DANA M	0.50
		016999	RENKEN, CARISSA M	1.00
		017283	ERBES, SARAH L	0.50
		017796	BLOMQUIST, STEPHANIE	1.00
		017981	BLOOD, KELSEY JO	1.00
		018536	SPAULDING, SHEILA J	1.00
		018645	EBENHOH, TEEGAN M	1.00
		018646	ALBERSHEIM-CARTER, MARCINA	1.00
		018792	OSTMAN, LAUREN O	1.00
		018844	NELSON, KATHERINE	1.00
018847	MELQUIST, MICHELLE	1.00		
019156	PECK, ANNALISE C	1.00		
019530	REDING, DEBORAH	1.00		
ECSE TCR				18.60
NURSE	BHS	009091	WALCHER, PAMELA J	0.53

	EAGLE RIDGE	015482	EILERTSON, JANE ANN	0.67	
	ECSE CENTER	018006	HENKE, LORI A	0.87	
	GIDEON POND	017764	COZAD, PATRICIA M	0.33	
	HARRIET BISHOP	015983	BAGGOT, LYNN	0.26	
	METCALF	011320	WALDRON, RACHELLE	0.59	
	MW SAVAGE	009363	BIEN, BERNADETTE L	0.39	
	NICOLLET	010972	WITTNEBEL, KATHY	0.22	
	RAHN	015733	MCDERMOTT-BATY, JODY	0.50	
	SIOUX TRAIL	015394	BEAULIEU, KOURTNEY A	0.36	
	VISTA VIEW	010553	WARDELL, BARBARA J	0.04	
NURSE				4.76	
NURSE - REGISTERED	DISTRICT-WIDE	012375	ROBISON, KIMBERLY A	0.49	
		017632	SHERER, CAROL MARIE	0.16	
		018874	WHITE, ERICA E	0.19	
		019124	HAYES, JENNIFER	0.16	
		019726	STINSON, KATRINA L	0.18	
NURSE - REGISTERED				1.18	
OCC THERAPIST	DISTRICT-WIDE	000000	Open Position	1.00	
		007847	KOLSTAD, MICHELE M	1.00	
		018951	CESARO-MOXLEY, RACHEL L	0.40	
	ECSE CENTER	009670	ROBOLE, VICKI M	0.80	
		014609	ROESKE, MELISSA L	1.00	
		019446	HOLLOWAY, ANDREA	1.00	
OCC THERAPIST				5.20	
PSYCHOLOGIST	ALTERNATIVE HIGH SCHOOL	019261	ATTANASIO, MEGAN	0.20	
	BEST	019181	YOUNG, DANIELLE M	0.20	
	BHS	017719	NIERENGARTEN, BRIANNA L	1.00	
		019181	YOUNG, DANIELLE M	0.80	
		019261	ATTANASIO, MEGAN	0.80	
	EAGLE RIDGE	011817	ALVEY, HEATHER	1.00	
	ECSE CENTER	007836	NANIA, PAULA A	1.00	
		013375	KENNEDY, JENNIFER K	0.60	
	EDWARD NEILL	018846	OTTO, CARON	0.50	
	GIDEON POND	018849	PETERSEN, HOLLY M	0.40	
	HARRIET BISHOP	010321	LAUTIGAR-BEUTZ, JULIE	0.40	
	HIDDEN VALLEY	014118	KOMAR, KAREN K	1.00	
	METCALF	015381	KRAL, MELISSA M	1.00	
	MW SAVAGE	018846	OTTO, CARON	0.50	
	NICOLLET	019178	KRYLOVA, ANNA V	1.00	
	RAHN	010321	LAUTIGAR-BEUTZ, JULIE	0.40	
	SIOUX TRAIL	018849	PETERSEN, HOLLY M	0.40	
	SKY OAKS	011935	SCHULTZ, HOLLY	1.00	
	VISTA VIEW	018624	ROEHL, PETER A	0.50	
	WM. BYRNE	018624	ROEHL, PETER A	0.50	
	PSYCHOLOGIST				13.20
	READING SPECIALIST	EDWARD NEILL	009295	WAGNER-SMITH, SHERRY	1.00
			010637	KUGLER, JULIE	1.00
HIDDEN VALLEY		009786	COLLINS, LEANNE	1.00	
		016740	NURMELA, CRYSTAL	0.50	
		017787	CHISAKA, BRIDGET N	1.00	
SKY OAKS		011543	RUHLAND, MARIA	1.00	
		016885	CUNNIEN, LAURIE A	1.00	

	VISTA VIEW	016605	CRAWFORD, CINDY Y	1.00
		016608	DITMARSEN, SANDRA L	1.00
READING SPECIALIST				8.50
SOCIAL WORKER	BHS	014594	HEWETT, THOMAS	0.35
		018353	MORRISSEY, MICHELLE M	0.35
	EAGLE RIDGE	018677	MCLAUGHLIN, ALEXANDRA M	0.35
	ECSE CENTER	018306	REICHERT, KRISTEN K	1.00
	EDWARD NEILL	019249	STANGL, MELISSA P	0.35
	GIDEON POND	018516	KHALIF, ABDULLAHI M	0.35
	HARRIET BISHOP	018297	KOCH, REBECCA M	0.35
	HIDDEN VALLEY	000000	Open Position	0.35
	METCALF	000000	Open Position	0.35
	MW SAVAGE	018320	CHESLA, PATRICK J	0.35
	NICOLLET	000000	Open Position	0.35
	RAHN	014751	KELLER, KATIE	0.35
	SIOUX TRAIL	018635	MCDOWELL, MORGAN	0.35
	SKY OAKS	019542	BRUNS, BRITTANY	0.35
	VISTA VIEW	019081	FREEBURG, KELLY	0.35
	WM. BYRNE	000000	Open Position	0.35
SOCIAL WORKER				6.25
SPED EA	BEST	010425	GOODLING, BEVERLY	0.88
		010529	TOUSIGNANT, KARE KATHLEEN	0.88
		011868	PAYNE, BARBARA	0.88
		013243	FINCH, JEANNE	0.88
		014312	ANDERSON, CHERYL L	0.88
		014641	ENGSTROM, HEATHER L	0.88
		015516	FRANK, SHARON M	0.88
		018461	AHMED KHAN, NAJMA	0.88
		019310	MEYMAN, WHITNEY	0.88
	BHS	000000	Open Position	0.88
		007879	BERG, DAVID A	0.88
		008955	LORIG, DIANE	0.88
		009303	KINSELLA, JOSEPH	0.88
		009609	GREINER, JODELL	0.88
		010398	THOENNES, SALLY	0.88
		011860	WOLFF, DENISE	0.88
		012061	HOLTAN, HELEN	0.88
		013140	WAGNER, PATRICIA	0.88
		014658	RAY, STEPHEN	0.88
		014871	ADRIAN, JANN L	0.88
		016055	LARSON, JANET ANNE	0.88
		016095	GARVIS, ANGELA N	0.88
		017566	DIXON, DAVE T	0.88
		018419	CHROUST, VICKI	0.88
		018918	SMIDT, HOLLY B	0.88
		018995	ANDREASEN, ARNOLD	0.88
		019101	MARTINSON, JONI	0.88
		019198	LERFALD, JUSTIN	0.88
		019384	KOLUMBUS, RYAN C	0.88
		019419	NOWLAN, TRAVIS M	0.88
		019463	NELSON, MARK W	0.88
		019708	MCCORMICK, SARA	0.88

DISTRICT-WIDE	006624	WESSEN, JANE E	0.88
EAGLE RIDGE	015023	BRINGGOLD, DEBBIE	0.94
	016208	MCCRAY, SHARON	0.94
	016470	GILLIS, CINDY M	0.94
	017997	ZEIMET, KARLIE	0.94
	018384	SCHWARZ, DARCIE N	0.94
	018698	RUIZ, WINSTON V	0.94
	018790	MURRAY, CATHLEEN H	0.94
	019388	LEIVA, CYNTHIA	0.94
ECSE CENTER	000000	Open Position	0.81
	006168	FREDRIKSON, KAYE E	0.91
	012514	HO, LINDA S	0.81
	013037	WALTERSON, KRISTEN A	0.81
	013672	RINGGER, TRACY A	0.81
	014502	REILLY, TERRI LYNN	0.81
	015809	INSELMAN, SANDRA L	0.81
	016918	HILCHEY, LINDA M	0.81
	017161	WEATHERFORD, ANDREA M	0.81
	017383	JOHNSON, KAREN A	0.81
	017496	ABDALLAH, HIBO SAAD	0.81
	017497	EISENBERG, RACHELLE L	0.81
	017612	HANDRAHAN, JOANN MARY	0.38
	017654	KEIRSTEAD, AMY	0.81
	017895	BACHMEIER, MICHELLE M	0.72
	017898	SPONSEL, KAY	0.81
	018000	WESLEY, JANET M	0.81
	018228	KIRATLI, KRISTIN E	0.47
018409	ARTIGA-ROSA, PATRICIA	0.81	
018759	TWARDOSKI, RUTHANN	0.81	
018961	SCHROEDER, GINA M	0.81	
EDWARD NEILL	012533	ROCKETT, JOAN	0.91
	014868	POFAHL, JANELL C	0.91
	016375	KUHLMAN, SUSAN M	0.91
	017513	HEY, LINDA L	0.91
	017618	HERMAN, LINDA R	0.91
	018843	JACKSON, KELLY J	0.91
	019450	CASLER, MARCY	0.91
GIDEON POND	000000	Open Position	0.91
	011968	HENDRICKSON, LISA	0.91
	017838	TERFEHR, DIANE C	0.91
	018697	THEIS, RACHAEL L	0.91
	019043	HAHNE, MICHAEL S	0.91
HARRIET BISHOP	008958	CARNEY, CATHERINE	0.91
	018541	CHHEN, KUOY L	0.91
HIDDEN VALLEY	012912	JONES, JEAN	0.91
	014639	WIEDEMANN, LAURA E	0.91
	015894	SANZ, MARGARET M	0.91
	016209	ULRICH, KIMBERLY A	0.91
	016553	DATRES, SUSAN	0.91
	018993	KIENITZ, DARLYS	0.91
	019314	BIAGI, LOUIS	0.91
METCALF	000000	Open Position	0.94

010011	PAYNE, DEBRA K	0.94
010922	IVERSON, WILLIAM C	0.88
013202	HRIMNAK, SANDI J	0.94
013641	WHITE, RUTHANN	0.94
013915	BARR, SARAH B	0.94
015936	THOMPSON, ROBERT L	0.94
016518	ASHLEY, JAMES M	0.94
018125	NEPTUNO-TEMOZAN, JULIO	0.94
019093	MEREDITH, BRIHANNA	0.94

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Description	Location Description	Employee Number	Employee Name	Period FTE	
SPED EA	METCALF	019378	SOUCEK, MARY L	0.94	
		019379	OLSON, PAMELA S	0.94	
		019398	HOFFMAN, ERIC E	0.94	
		019527	BOWEN, CASSANDRA	0.94	
	MW SAVAGE	000000	Open Position	1.81	
		010469	HICKERSON, KAREN A	0.91	
		015128	ADAMSON, KIMBERLY S	0.91	
		016378	SCHILLER, LORI L	0.91	
		017729	WEBER, ROBERT D	0.91	
		019741	LUND, AMANDA L	0.91	
		000000	Open Position	0.94	
	NICOLLET	012367	KAUFMAN, MARGARET M	0.94	
		012492	NEEDHAM, DIANE M	0.94	
		014511	FELTON, MICHELLE M.	0.94	
		018973	REEVES, JONATHAN K	0.94	
		019309	GYSLAND, NEAL	0.94	
		019722	FIELD, EMMA MARIE	0.94	
		RAHN	010377	CAMPBELL, SUSAN	0.91
	013483		WEGNER, LISA L	0.91	
	013987		WHITE, JENNIFER M	0.91	
	015240		DROEGE, SHERYL L	0.91	
	015750		SUTTER, LINDA	0.91	
	016340		MISZKIEWICZ, KELLY A	0.91	
	017640		RAICHERT, SARAH	0.91	
	019317		BOLTON, ALLISSA	0.91	
	019366		NOLTE, DIANE M	0.91	
	019491		TREBESCH, MIRANDA	0.91	
	SIOUX TRAIL		000000	Open Position	0.91
			010470	HUGHES, DEBORAH JEAN	0.91
			011032	ANDERSON, BARBARA J	0.91
		013485	THEYSON, BRENDA	0.91	
		016433	FREEMAN, TAMMY S	0.91	
		019445	KAAS, EMILY	0.91	
		019464	OSMOND, KELSEY	0.91	
		SKY OAKS	000000	Open Position	3.63
	009596		BOLDT, JULIE A	0.91	
	010095		MANSANO, KATHLEEN M	0.91	
	013572		KEGLEY, RENEE C	0.91	
	019266		SPAULDING, KRISTIE	0.91	
	019274		AHMED, AMINA	0.91	
	019321		CARLSON, JULIE	0.91	
	VISTA VIEW	010053	ROARK, KARI L	0.91	
		010686	LATOURELLE, SANDRA E	0.91	
		011513	BROWN, RUTH	0.91	
		013150	DUBANOSKI, BARBARA JEAN	0.91	
		013980	AUGE, ELIZABETH	0.91	
		018150	CHRISTENSEN, MARY	0.91	
018216		HALL, JENNIFER J	0.91		
018259		NICHOLSON, KARISSA L	0.91		
019498		KUSKAYEVA, IRINA V	0.91		

	WM. BYRNE	000000	Open Position	0.91
		007646	BARTELLS, CAROL A	0.91
		014062	KLOFSTAD, BRYANA M	0.91
		015532	BURRILL, SARAH	0.91
		016665	KOECHLEIN, LAURIE LEEANNE	0.91
		018482	SIMPSON, DAWN	0.91
SPED EA				135.72
SPED SUPERVISOR	DIAMONDHEAD	000000	Open Position	1.00
		017542	SMITH, JACQUELINE J	1.00
		018639	PIOTROWSKI, AMY	1.00
		019196	MIDDENDORF, JENNIFER L	1.00
SPED SUPERVISOR				4.00
SPED TCR	ALTERNATIVE HIGH SCHOOL	012869	SCHEIT, ANDREA	0.20
		013156	MORRIS, ANGELA J	1.00
	BEST	016344	CHRISSIS, ERIK R	1.00
		016823	BUNKERS, KATHLEEN K	0.20
		017674	ANDERSON, KASEY D	1.00
		018604	SCHMIDTKE, ANGILA R	1.00
		018634	SEAMEN, MICHELLE A	1.00
	BHS	007298	BRENNAN, CAROL ANN	1.00
		011330	WEBBER, JEFFREY	1.00
		012230	MCCOOL, MOLLY	1.00
		014998	NEUER, MICHELLE E	1.00
		016232	WORKMAN, CAROLYN J	1.00
		016355	SCHROEDER, JEAN M	1.00
		016898	KNOX, JACOB M	1.00
		017557	WALKER, RYAN M	1.00
		017681	KAPPEL, GENEVIEVE N	1.00
		017799	EILER, ELIZABETH P	1.00
		018388	JORGENSON, STEPHANIE J	1.00
		018598	WEBER, JOANNA L	1.00
		018845	BUBAK, AYLEEN K	1.00
		018853	NELSON, EMILY A	1.00
		018855	TOUSIGNANT, ANNETTE S	1.00
		018864	MACNALLY, KATHRYN A	1.00
		018924	SMITH, ASHLEY	1.00
		018929	GRANT, CARA	1.00
		018941	ANDERSON, CARLY	1.00
		019185	MCPMAHON, VINCENT DE PAUL	1.00
		019216	GONNELLA, MARK P	1.00
		019240	MILLER-HAYS, JULIE A	1.00
		019244	PARKER, VICTORIA	1.00
	EAGLE RIDGE	000000	Open Position	1.00
		009811	BYRNE, EDWARD	1.00
		010323	MILLER, JILL ELIZABETH	1.00
		017216	CHOUANARD, MARY E	1.00
		018729	WILLIAMS, ELIZABETH	1.00
		019295	HALL, KRISTINA	1.00
		019510	HERMANSEN, LAURA	1.00
	ECSE CENTER	012479	OSCARSON, KRISTI R	0.50
	EDWARD NEILL	000000	Open Position	1.00
		013437	SULLIVAN, JODI L	0.50

	016311	DISCHER, TRACY L	1.00
	018291	BING, DENA M	1.00
	019188	SIEBEN, JENNA K	1.00
GIDEON POND	010755	LYNCH, MOLLY	1.00
	017246	CANTON, EMILIE J	0.50
	017958	RASMUSSEN, EMILY	1.00
HARRIET BISHOP	015135	PRED, RENEE R	1.00
	019525	RUCKER, BRENNNA	1.00
HIDDEN VALLEY	013437	SULLIVAN, JODI L	0.50
	017805	MILLER, ERIN M	1.00
	018928	RICHTER, LINDSAY M	1.00
	019262	HARRSCH, KATHRYN	1.00
	019272	CRESPIN, JASON C	1.00
METCALF	009409	GEDITZ, RANDALL J	1.00
	011317	COX, KELLY J	1.00
	011913	FOLEY, COLLEEN CHARLOTTE	1.00
	012754	NASH, DEREK B	1.00
	016823	BUNKERS, KATHLEEN K	0.80
	016878	TETZLOFF, MITZI R	1.00
	017966	TILLMAN, MEGAN	1.00
	019518	SEEGER, JEFFREY M	1.00
MW SAVAGE	006793	BISEK, KATHRYN A	1.00
	009228	ROARK, KIMBERLY J	1.00
	009789	HIRSCHEY, WENDY	0.50
	012880	MURRAY, MARGARET E	1.00
	016045	TANGNEY, AMY K	1.00
NICOLLET	000000	Open Position	1.00
	010741	RAPPE, BRIAN	1.00
	012339	BELL, ANGELA	1.00
	012869	SCHEIT, ANDREA	0.80
	012901	MCCUE, MICHELLE	1.00
	018367	BLONS, LLIANE M	1.00
	018904	FREDRICKS, JOEL J	1.00
RAHN	015148	WEGENER, KIMBERLY E	1.00
	016186	LAUER, LISA N	1.00
	018662	BRANCH, NANCY C	1.00
	019506	ZWICKE, KAYLA M	1.00
SIOUX TRAIL	011822	TUSHIE, PATRICIA	1.00
	016448	HENRICH, SARAH L	1.00
	017246	CANTON, EMILIE J	0.50
	019526	HASSLER, HANNAH E	1.00
SKY OAKS	006100	SAUNDERS, SHARON D	1.00
	009959	FECHNER, SUSAN	1.00
	012336	LOGAN, KARI M	0.50
	014593	HANSON, AMY E	1.00
	019245	STADTHERR, ELIZABETH A	1.00
	019246	HINNERS, JULIE	1.00
	019538	HANSEN, AMY	1.00
ST JOHNS	009789	HIRSCHEY, WENDY	0.30
VISTA VIEW	014127	ZONDAG-HAMER, KIMBERLY	0.50
	016013	PETERSON, JULIE A	1.00
	017522	BORRELL, MARY	1.00

		019195	SOLBERG, LAYNE A	1.00
		019229	WOODS, MEGAN M	1.00
	WM. BYRNE	014127	ZONDAG-HAMER, KIMBERLY	0.50
		015022	OGDAHL, MICHAEL A	1.00
		019155	SUTTON, MEGAN E	1.00
		019449	SABA, JESSICA	1.00
SPED TCR				90.80
SPEECH TCR	BHS	007839	BARNES, CHERISE C	0.75
		012335	SCHLICHTING, CATHERINE	0.50
	DISTRICT-WIDE	012301	HJERMSTAD, HEATHER	1.00
	EAGLE RIDGE	019163	SCHUETT, DAWN J	1.00
	ECSE CENTER	007269	BARTH, TAMI RAE	1.00
		007835	WOODCOCK, SUSAN M	0.80
		008309	HENDRIX, EUGENIA M	1.00
		013693	NEAL, BRYENY B	1.00
		014624	JORDAN, JOANNA	1.00
		015962	NIESEN, ELIZABETH A	1.00
		016023	VODNICK, SARAH A	1.00
	EDWARD NEILL	016315	JAMISON, DARCIE L	1.00
	GIDEON POND	006452	BERG, JANET	1.00
	HARRIET BISHOP	015693	MEULEBROECK, SUSANNE	1.00
	HIDDEN VALLEY	011808	SPODEN, ANNEMARIE	1.00
	METCALF	014147	KLINNERT, ELIZABETH	1.00
	MW SAVAGE	018657	MCINNIS, MARNIE JO	1.00
	NICOLLET	013411	BRINKMAN, CAROLE I	0.50
	RAHN	014961	SPRY, KARIE	1.00
	SIOUX TRAIL	014479	KIBLER, JEANNE	1.00
	SKY OAKS	015993	FAUST, DANIELLE M	1.00
	VISTA VIEW	018002	GOLDSMITH, EMILY R	1.00
	WM. BYRNE	018403	REGNIER, STACY	1.00
SPEECH TCR				21.55
WORK EXP TCR	BEST	017904	ERICKSON, SHELLY L	1.00
	BHS	018857	LEVINSKI, SARAH A	1.00
WORK EXP TCR				2.00
Budget Unit 09010				330.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 10010

Description	Location Description	Employee Number	Employee Name	Period FTE
6TH GRADE TCR	EAGLE RIDGE	007569	O'REILLY, GINA	0.51
		009358	KRAFT, STEPHEN	0.17
		013973	DECKER, KATHRYN N	0.34
		017361	CZAPAR, RYAN J	0.17
		017957	WYSOCKI, STEVEN J	0.34
	METCALF	003383	ILES, CORNELIA	0.17
		008287	KRUPKE, GRETA	0.17
		009750	CORONIS, ANTHONY L	0.17
		010150	BARTON, DUANE	0.17
		012304	LUNDAHL, TIMOTHY	0.17
		013382	MIKELSON, TERESA	0.17
		016589	PLANTE, MARY TRACEY	0.17
		016693	KHAMRATTHANOME, BOUNTHAVY	0.17
	NICOLLET	013470	SMALLEY, AMY C	0.19
		016012	NEMETZ, J SCOTT	0.49
	6TH GRADE TCR			
ACADEMIC ENRICHMEI	DIAMONDHEAD	017655	JENSEN, STEVEN	0.50
ACADEMIC ENRICHMENT COORD				0.50
ART TCR	ALTERNATIVE HIGH SCHOOL	017556	NAGAHASHI, ANDREW T	1.00
ART TCR				1.00
CLERICAL	ALTERNATIVE HIGH SCHOOL	018656	ELLIS, TENEASHA L	1.00
		019199	HO-BUTTLEMAN, STACI	1.00
	DIAMONDHEAD	015821	NAAS, ANNE B	0.50
CLERICAL				2.50
COUNSELOR	ALTERNATIVE HIGH SCHOOL	016786	RUSSELL, DESHA S	1.00
COUNSELOR				1.00
EA LEVEL 3	ALTERNATIVE HIGH SCHOOL	012451	ROBLES, MICHELLE R	0.44
EA LEVEL 3				0.44
LANG ARTS TCR	ALTERNATIVE HIGH SCHOOL	013329	MEILLEUR, STEPHANIE J	1.00
		014533	SLONEKER, ANGELA	1.00
		017126	BERGMAN, ANNA T	0.25
	EAGLE RIDGE	000000	Open Position	0.09
		009749	BLAIR, MICHAEL E.	0.34
		018037	PARKINSON, JACQUELYN R	0.51
		018307	ELWARD, LUCIUS P	0.34
		018872	FLYNN, CATHERINE T	0.34
	METCALF	008627	ORTH, STEVEN D. R.	0.17
		008871	NASH, STEPHANIE	0.17
		015277	HANSEN, WILLIAM C	0.17
		017240	SCHNOBRICH, ANGELA M	0.17
		018031	THOMAS, JESSICA	0.17
		018854	PAUL, MADISON P	0.34
		NICOLLET	010823	SMOLKE, ANGELA S
	012894		SORENSEN, BRAD	0.51
	014991		NEMETH, HEATHER	0.08
	018935		KELLEHER, SARAH	0.71
	018950		CHRISTENSEN, KELSEY A	0.51
	LANG ARTS TCR			
MATH TCR	ALTERNATIVE HIGH SCHOOL	012268	JOHNSON, DEBRA S	1.00

		018652	DIPPEL, JESSICA C	1.00
	EAGLE RIDGE	012283	NELSON, MICHELLE L	0.17
		017014	SLETTEN, ELIZABETH M	0.34
		018311	HAGEN, ALISON M	0.34
	METCALF	014106	MUELLER, SARAH K	0.26
		014122	LOTZE, TIMOTHY	0.17
		014527	BENSON, ROSS S	0.17
		016320	GEDDES, RICHARD W	0.17
	NICOLLET	012099	FUNCHES, MONIQUE ROY	0.17
		014989	GRUENEICH, JANELLE	0.17
		019282	STERN, GRETTEL	0.17
MATH TCR				4.13
PHY ED TCR	ALTERNATIVE HIGH SCHOOL	015046	MORRISSEY, KEVIN P	1.00
PHY ED TCR				1.00
PLTW	METCALF	018612	MALLINGER, MELINDA	0.17
PLTW				0.17
PRINCIPAL	ALTERNATIVE HIGH SCHOOL	014914	RONN, KELLY J	1.00
PRINCIPAL				1.00
READING TCR	ALTERNATIVE HIGH SCHOOL	014600	KIRCHNER, AMY	0.50
READING TCR				0.50
SCIENCE TCR	ALTERNATIVE HIGH SCHOOL	013415	ENGELHARDT, ANGELA C	1.00
		016103	PILNEY, MAUREEN A	1.00
	METCALF	011073	MEYER, CHAD	0.17
		017755	JOHNSON, CORY CHARLES	0.17
SCIENCE TCR				2.34
SOC STU TCR	ALTERNATIVE HIGH SCHOOL	014195	HILL, AMY M	0.90
		014600	KIRCHNER, AMY	0.50
		017126	BERGMAN, ANNA T	0.75
		017214	BATES, DANIEL W	0.10
	METCALF	008284	JEFFERS, LUCRETIA	0.17
SOC STU TCR				2.42
WORK EXP TCR	ALTERNATIVE HIGH SCHOOL	017214	BATES, DANIEL W	0.90
WORK EXP TCR				0.90
Budget Unit 10010				29.34

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 10030

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR HEALTH SERVICES	DIAMONDHEAD	000000	Open Position	0.20
DIR HEALTH SERVICES				0.20
EA HEALTH	EDWARD NEILL	011895	WITTENKELLER, JANE E	0.82
EA HEALTH				0.82
NURSE	BHS	009091	WALCHER, PAMELA J	0.47
	EAGLE RIDGE	015482	EILERTSON, JANE ANN	0.33
	GIDEON POND	017764	COZAD, PATRICIA M	0.68
	HARRIET BISHOP	015983	BAGGOT, LYNN	0.54
	METCALF	011320	WALDRON, RACHELLE	0.41
	MW SAVAGE	009363	BIEN, BERNADETTE L	0.54
	NICOLLET	010972	WITTNEBEL, KATHY	0.78
	RAHN	015733	MCDERMOTT-BATY, JODY	0.43
	SIOUX TRAIL	015394	BEAULIEU, KOURTNEY A	0.57
	VISTA VIEW	010553	WARDELL, BARBARA J	0.56
NURSE				5.30
NURSE - REGISTERED	DISTRICT-WIDE	012375	ROBISON, KIMBERLY A	0.51
		017632	SHERER, CAROL MARIE	0.65
		018874	WHITE, ERICA E	0.63
		019124	HAYES, JENNIFER	0.65
		019726	STINSON, KATRINA L	0.73
NURSE - REGISTERED				3.16
Budget Unit 10030				9.49

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 11010

Description	Location Description	Employee Number	Employee Name	Period FTE
FIRST TECH CHALLENGE BHS		019511	PETERS, DAVID A	0.00
FIRST TECH CHALLENGE				0.00
Budget Unit 11010				0.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 11020

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	BHS	015803	RIGGS, JEANINE L	1.00
CLERICAL				1.00
DIR ACTIVITIES	BHS	019390	PAEK, GUILLAUME J	1.00
DIR ACTIVITIES				1.00
Budget Unit 11020				2.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 12010

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	007888	SHERIN, JUDITH L	1.00
CLERICAL				1.00
EA LEVEL 3	GIDEON POND	018535	NUR, IFRAH H	0.47
		019016	ABDI, RAHIMA A	0.38
	HIDDEN VALLEY	018900	PETERSON, MARGARET A	0.75
		019405	JOHNSON, PAIGE K	0.13
	MW SAVAGE	018899	SPOTT, ANNE B	0.44
	RAHN	018998	ARAKAWA, DEBORAH J	0.69
	VISTA VIEW	015757	TILLMAN, JACK R	0.06
EA LEVEL 3				2.91
EA SUPPORT	VISTA VIEW	016244	GILBERTSON, SHERRY A	0.06
EA SUPPORT				0.06
FLOATER	DISTRICT-WIDE	019166	WENING, ALESHA	1.00
FLOATER				1.00
SISA COORDINATOR	DIAMONDHEAD	018296	VAN OSDEL, BETHANY A	0.50
		018691	GULDEN, JANET	1.00
SISA COORDINATOR				1.50
TITLE 1 TCR	EDWARD NEILL	014652	HERKENHOFF, PATRICIA ANN	1.00
	GIDEON POND	019256	BEENINGA, JANE	1.00
	HIDDEN VALLEY	019201	KOHNER, JOSEPH E	0.50
		019236	HUSSAIN, USMAN S	0.50
		019336	WILLS, ALEXANDRIA	1.00
	MW SAVAGE	013290	LINDELL, MICHELLE M	0.25
		018289	HARVES, NICOLE R	0.50
	RAHN	016667	KEULER, LORI J	0.40
	SIoux TRAIL	018211	HENDRICKSON, CAROLINE	0.50
	SKY OAKS	009277	ZEIGLER, SARAH	0.50
		011362	TEIEN, JOAN K	0.50
		018030	DAVIDSON, JESSICA J	0.50
	ST JOHNS	019377	PFEIFFER, DONNA M	0.40
	VISTA VIEW	018978	COUNTERS, ERICA M	1.00
	WM. BYRNE	016167	KNUTSON, CHRISTINE	0.50
TITLE 1 TCR				9.05
Budget Unit 12010				15.52

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 12020

Description	Location Description	Employee Number	Employee Name	Period FTE
SISA COORDINATOR	DIAMONDHEAD	018296	VAN OSDEL, BETHANY A	0.50
SISA COORDINATOR				0.50
Budget Unit 12020				0.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 12030

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	015821	NAAS, ANNE B	0.50
CLERICAL				0.50
ESL COORDINATOR	DIAMONDHEAD	018545	KROHN, JULIE C	1.00
ESL COORDINATOR				1.00
Budget Unit 12030				1.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 13020

Description	Location Description	Employee Number	Employee Name	Period FTE
AVID COORDINATOR	ALTERNATIVE HIGH SCHOOL	014195	HILL, AMY M	0.10
	BHS	014966	CHRISTY SIGSTAD, DANIELLE H	0.10
	EAGLE RIDGE	012432	KLUBBERUD, MICHAEL	0.10
	METCALF	018031	THOMAS, JESSICA	0.10
	NICOLLET	013470	SMALLEY, AMY C	0.10
AVID COORDINATOR				0.50
CULTURAL LIAISON	DISTRICT-WIDE	015209	GRANT, HEIDI A	1.00
		016451	LOPEZ, MARIA T	1.00
		016970	RAMOS, VERONICA	1.00
		017431	QUINTANA NUNEZ, MARIANA	1.00
		018140	KAHIYE, AXMAD	1.00
		018158	ABDULLAHI, SAHRO	1.00
		018233	OMAR, ABDULAH	1.00
		018668	ABDULLAHI, SACDIYO J	1.00
		018797	GOODBUFFALO, DOMINIC E	1.00
		019100	DAOUD, HAMDE	1.00
	019203	STAMPLEY, MORGAN	1.00	
HIDDEN VALLEY	019147	ONTIVEROS, EDDIECA	1.00	
CULTURAL LIAISON				12.00
DIR CURRICULUM & IN	DIAMONDHEAD	019507	MITCHLER, JENNA G	0.64
DIR CURRICULUM & INSTRUCTION				0.64
EA LEVEL 3	HIDDEN VALLEY	019405	JOHNSON, PAIGE K	0.75
		019496	MOLINETT, CATHERINE	0.88
	SKY OAKS	017995	ABTOW, ANAB A	1.00
	VISTA VIEW	017992	GUTIERREZ BELTRAN, MARIA L	0.81
EA LEVEL 3				3.44
SOCIAL WORKER	BHS	014594	HEWETT, THOMAS	0.65
		018353	MORRISSEY, MICHELLE M	0.65
	EAGLE RIDGE	018677	MCLAUGHLIN, ALEXANDRA M	0.65
	EDWARD NEILL	019249	STANGL, MELISSA P	0.65
	GIDEON POND	018516	KHALIF, ABDULLAHI M	0.65
	HARRIET BISHOP	018297	KOCH, REBECCA M	0.65
	HIDDEN VALLEY	000000	Open Position	0.65
	METCALF	000000	Open Position	0.65
	MW SAVAGE	018320	CHESLA, PATRICK J	0.65
	NICOLLET	000000	Open Position	0.65
	RAHN	014751	KELLER, KATIE	0.65
	SIOUX TRAIL	018635	MCDOWELL, MORGAN	0.65
	SKY OAKS	019542	BRUNS, BRITTANY	0.65
	VISTA VIEW	019081	FREEBURG, KELLY	0.65
	WM. BYRNE	000000	Open Position	0.65
	SOCIAL WORKER			
Budget Unit 13020				26.33

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 13030

Description	Location Description	Employee Number	Employee Name	Period FTE	
EA LEVEL 3	EDWARD NEILL	018387	KRUGER, TARA N	0.94	
	GIDEON POND	018743	BARSUG, HUDAYFI M	0.94	
	HARRIET BISHOP	018774	OSHIRO, KAREN M	0.94	
	HIDDEN VALLEY	019327	ERNST, SAMANTHA	0.91	
	MW SAVAGE	000000	Open Position	0.94	
	RAHN	018472	WATERS, STACIE	0.91	
	SIOUX TRAIL	018959	SKAHEN, LORI L	0.78	
	SKY OAKS	019707	SANTOS, LAURA	0.94	
	VISTA VIEW	015757	TILLMAN, JACK R	0.94	
	WM. BYRNE	013905	WENDLING, PAULA L	0.91	
EA LEVEL 3				9.13	
INTERVENTIONIST	BHS	000000	Open Position	0.30	
		007838	MOULSOFF, NORINE L	1.00	
		010142	HOLCOMBE, SARA J	0.60	
		014622	HARROD, KIMBERLEE N	0.60	
		014966	CHRISTY SIGSTAD, DANIELLE H	0.10	
		016011	NELSON, JEFFREY P	0.40	
		017791	BANITT, JUSTIN	0.40	
		017882	VOGT, KENDRA M	0.60	
		EAGLE RIDGE	016600	DAY, MARLYS L	0.34
			016920	YAGER, AMY LYN	0.34
	018865		YOUNG, ABBY	0.32	
	EDWARD NEILL	007279	BEARTH, LUKE A	1.00	
	GIDEON POND	011322	FARRELL, TRACY E	0.50	
		013149	MIRS, LAUREL	0.50	
	HARRIET BISHOP	016428	JORDAN, ALLISON A	1.00	
	HIDDEN VALLEY	009752	CAMPEN, KIMBERLY A.	0.50	
		016740	NURMELA, CRYSTAL	0.50	
		019236	HUSSAIN, USMAN S	0.50	
	METCALF	008287	KRUPKE, GRETA	0.15	
		009750	CORONIS, ANTHONY L	0.17	
		010150	BARTON, DUANE	0.17	
		014527	BENSON, ROSS S	0.17	
		016320	GEDDES, RICHARD W	0.17	
		016693	KHAMRATTHANOME, BOUNTHAVY	0.17	
	MW SAVAGE	013290	LINDELL, MICHELLE M	0.50	
		017951	BARTLING, MEGHAN	0.50	
	NICOLLET	000000	Open Position	1.00	
	RAHN	011306	PETERSON, KERI	0.40	
		016667	KEULER, LORI J	0.60	
	SIOUX TRAIL	014226	STALOCK, SHARRON C	0.50	
		018211	HENDRICKSON, CAROLINE	0.50	
	SKY OAKS	009277	ZEIGLER, SARAH	0.50	
		013416	GRIFFIN, MICHELE C	0.50	
		018030	DAVIDSON, JESSICA J	0.50	
	VISTA VIEW	007339	PODRATZ, ANNE MARIE	1.00	
	WM. BYRNE	015044	COOPER, KIRENZA I	0.50	
		016895	GANT, SARAH M	0.50	

INTERVENTIONIST				18.00
CONTINUOUS IMPROV	DISTRICT-WIDE	006842	CHALLGREN, MARGARET TEN BROEK	1.00
		008281	PLASCHKO, MARY BETH	1.00
		009302	BOHR, JENNIFER L	1.00
		012319	CIN, STEPHANIE P	1.00
		015700	REID, LISA M	1.00
CONTINUOUS IMPROVEMENT COACH				5.00
Budget Unit 13030				32.13

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 14010

Description	Location Description	Employee Number	Employee Name	Period FTE
DIGITAL LEARNING SP	DISTRICT-WIDE	018090	SALMELA, KATHRYN	1.00
	EDWARD NEILL	015982	ANDERSON, BJORN RS	1.00
	GIDEON POND	017819	ABRAHAMSON, JONATHAN	0.13
		018073	ROLLIE, ALEXIS K	1.00
	HARRIET BISHOP	007763	RISTEAU, JOSEPH S	1.00
	HIDDEN VALLEY	019159	CARLSON, JENNIFER A	1.00
	MW SAVAGE	013583	TOFTE, ALEXANDER J	1.00
	RAHN	018858	CASSERLY-SMITH, MARY	1.00
	SIOUX TRAIL	018356	NESS, KATIE L	1.00
	SKY OAKS	009755	CHRISTEN, LISA K.	1.00
	VISTA VIEW	017819	ABRAHAMSON, JONATHAN	0.88
	WM. BYRNE	016401	WALGENBACH, RACHEL C	1.00
DIGITAL LEARNING SPECIALIST				11.00
Budget Unit 14010				11.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 14020

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR TECHNOLOGY	DIAMONDHEAD	018391	JOHNSON, DOUGLAS A	1.00
DIR TECHNOLOGY				1.00
INSTRUCTION/TECHNOLOGY	DIAMONDHEAD	016735	GORTON, RACHEL	1.00
INSTRUCTION/TECHNOLOGY COORD				1.00
TECH SPEC 1	DIAMONDHEAD	010890	RETHLAKE-HOMOLKA, PAM	1.00
		016345	WALCZAK, CHERYL M	1.00
		018627	ABDIWAHAB, MOHAMED S	1.00
	DISTRICT-WIDE	011462	VAURIO, SONYA	1.00
TECH SPEC 1				4.00
TECH SPEC 2	DIAMONDHEAD	000000	Open Position	1.00
		016683	HREHA, JUSTIN T	1.00
		017002	KOPP, ELIZABETH A	1.00
		017435	LUND, ELLIOTT J	1.00
		018649	BLUHM, WILLIAM AE	1.00
TECH SPEC 2				5.00
TECH SPEC 3	DIAMONDHEAD	012287	LUND, TIMOTHY J	1.00
TECH SPEC 3				1.00
TECH SPEC 4	DIAMONDHEAD	005573	WEILER, ROBERT M	1.00
TECH SPEC 4				1.00
Budget Unit 14020				13.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 15010

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR SECONDARY PROC	DISTRICT-WIDE	000000	Open Position	1.00
DIR SECONDARY PROGRAMING				1.00
Budget Unit 15010				1.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 15020

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR CURRICULUM & IN	DIAMONDHEAD	019507	MITCHLER, JENNA G	0.36
DIR CURRICULUM & INSTRUCTION				0.36
POSA	DIAMONDHEAD	007490	LEAKE, DONALD L	1.00
POSA				1.00
SISA COORDINATOR	DIAMONDHEAD	018404	POPE, ROBERT J	1.00
		019183	BECQUER, FRANCES	1.00
SISA COORDINATOR				2.00
TOSA	DISTRICT-WIDE	006326	NEPSUND, CYNTHIA J	1.00
TOSA				1.00
Budget Unit 15020				4.36

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 15040

Description	Location Description	Employee Number	Employee Name	Period FTE
INFO SYSTEMS & ASSE	DIAMONDHEAD	011756	ERICKSON, CONSTANCE	0.50
INFO SYSTEMS & ASSESSMENT COOR				0.50
Budget Unit 15040				0.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 16010

Description	Location Description	Employee Number	Employee Name	Period FTE
SCHOOL BOARD	DISTRICT-WIDE	018011	ALT, ABIGAIL	0.00
		019731	MILLER, ERIC CHARLES	0.00
		019732	SCHATZ, DARCY D	0.00
SCHOOL BOARD				0.00
SCHOOL BOARD - CHA	DISTRICT-WIDE	017471	SCHMID, JAMES D	0.00
SCHOOL BOARD - CHAIR				0.00
SCHOOL BOARD - CLEF	DISTRICT-WIDE	017593	VANDENBOOM, ROBERT J	0.00
SCHOOL BOARD - CLERK				0.00
SCHOOL BOARD - TRE	DISTRICT-WIDE	014416	LUTH, DANIEL W	0.00
SCHOOL BOARD - TREASURER				0.00
SCHOOL BOARD - VICE	DISTRICT-WIDE	006811	CURRIER, DEEDEE C	0.00
SCHOOL BOARD - VICE CHAIR				0.00
Budget Unit 16010				0.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 16020

Description	Location Description	Employee Number	Employee Name	Period FTE
EXEC ADMIN ASSISTAN	DIAMONDHEAD	017901	KENNEY, JAMI M	1.00
EXEC ADMIN ASSISTANT				1.00
INTERIM SUPERINTEN	DIAMONDHEAD	018043	AMOROSO, CYNTHIA	1.00
INTERIM SUPERINTENDENT				1.00
Budget Unit 16020				2.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 16030

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	011739	PARISEAU, MARCIA L	0.50
CLERICAL				0.50
INTERIM ASST SUPERI	DIAMONDHEAD	018215	WATKINS, DAVID	1.00
INTERIM ASST SUPERINTENDENT				1.00
Budget Unit 16030				1.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 16040

Description	Location Description	Employee Number	Employee Name	Period FTE
DIR HUMAN RESOURCI	DIAMONDHEAD	017487	SOVINE, STACEY	1.00
DIR HUMAN RESOURCES				1.00
HR BENEFITS SPECIAL	DIAMONDHEAD	018189	LINDBERG, CHARLOTTE	1.00
HR BENEFITS SPECIALIST				1.00
HR COORD	DIAMONDHEAD	016573	WEILER, TIFFANY M	1.00
HR COORD				1.00
HR EMPLOYMENT SPEC	DIAMONDHEAD	012322	HARRIS, TRUDIE L	1.00
HR EMPLOYMENT SPECIALIST				1.00
HR LABOR RELATIONS	DIAMONDHEAD	017174	DEMUTH, JOY S	1.00
HR LABOR RELATIONS MGR				1.00
Budget Unit 16040				5.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 16050

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	011739	PARISEAU, MARCIA L	0.50
		014243	LAQUA, NANCY A	1.00
		015662	WILSON, MICHELE L	1.00
		015940	ZELLMER, JULIE A	1.00
		015943	LEACH, CHARLOTTE	1.00
		016596	KAISERSHOT, STACY L	1.00
		018321	DITTER, NATALIE L	1.00
		019418	VOTH, BETHANY A	1.00
CLERICAL				7.50
DIR ACCOUNTING	DIAMONDHEAD	019154	PIKAL, ROBIN	1.00
DIR ACCOUNTING				1.00
DIR BUSINESS	DIAMONDHEAD	016166	RIDER, LISA K	1.00
DIR BUSINESS				1.00
PYRL SUPERVISOR	DIAMONDHEAD	016574	ROBASSE, CHRISTINE M	1.00
PYRL SUPERVISOR				1.00
Budget Unit 16050				10.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 16060

Description	Location Description	Employee Number	Employee Name	Period FTE
COMMUNICATIONS SP	DIAMONDHEAD	019539	DREY, WESLEY	1.00
COMMUNICATIONS SPECIALIST				1.00
DIR COMMUNICATIONS	DIAMONDHEAD	015922	DUNN, RUTH C	1.00
		017462	TINKLENBERG, AARON D	1.00
DIR COMMUNICATIONS				2.00
Budget Unit 16060				3.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 16070

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	015033	HARDT, ANNETTE	1.00
		018083	CURTIS, MICHELE A	1.00
		018293	SANDELL, HEIDI	1.00
CLERICAL				3.00
STUDENT INFO/TESTII	DIAMONDHEAD	011756	ERICKSON, CONSTANCE	0.50
STUDENT INFO/TESTING COORD				0.50
STUDENT SYSTEMS CC	DIAMONDHEAD	012023	MCCARTHY, BRIGID M	1.00
STUDENT SYSTEMS COORDINATOR				1.00
Budget Unit 16070				4.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 17010

Description	Location Description	Employee Number	Employee Name	Period FTE
COORDINATOR 1	DIAMONDHEAD	000000	Open Position	1.00
	EDWARD NEILL	000000	Open Position	1.00
	HIDDEN VALLEY	000000	Open Position	1.00
	MW SAVAGE	000000	Open Position	1.00
	RAHN	000000	Open Position	1.00
COORDINATOR 1				5.00
COORDINATOR I	DIAMONDHEAD	018983	SANTOS, MIYA D	1.00
	GIDEON POND	008182	SMITH-LOSSIAH, SHARON KAY	1.00
COORDINATOR I				2.00
PROGRAM ASSISTANT	DIAMONDHEAD	016480	ABRAHA, WUBET A	1.00
PROGRAM ASSISTANT				1.00
PROGRAM ASSOCIATE	DIAMONDHEAD	000000	Open Position	1.00
		015080	RUSH, DIANE	1.00
		018675	RUIZ, JESSICA	1.00
		019133	YUSUF, UBAH	1.00
	EDWARD NEILL	000000	Open Position	0.88
	HIDDEN VALLEY	019335	MONNENS, SELENA	1.00
	MW SAVAGE	000000	Open Position	0.88
	RAHN	000000	Open Position	1.00
		018533	BURKART, PAULA J	1.00
	SKY OAKS	019347	MOHAMUD, FAUZIA T	0.88
	VISTA VIEW	018720	FICK, LILA J	0.88
	PROGRAM ASSOCIATE			
TEAM COORDINATOR	HIDDEN VALLEY	011689	TUSA, ANGELA M	1.00
	RAHN	010428	HAGGERTY, LORI	1.00
	SKY OAKS	016499	DEDOMINES, JENNIFER L	1.00
	VISTA VIEW	018987	ROTTJAKOB, RONDA K	1.00
TEAM COORDINATOR - EC				4.00
Budget Unit 17010				22.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 17011

Description	Location Description	Employee Number	Employee Name	Period FTE
PRINCIPAL	EDWARD NEILL	017169	VAUGHT, ELIZABETH C	1.00
	GIDEON POND	014183	BELLMONT, CHRISTOPHER	1.00
	HARRIET BISHOP	019131	ESSAY, KENNETH P	1.00
	HIDDEN VALLEY	017563	BLACK, KRISTINE C	1.00
	MW SAVAGE	011279	BRANDNER, RENEE	1.00
	RAHN	013654	ROBB, BRADLEY E	1.00
	SIOUX TRAIL	018943	HUGHES, RACHEL J	1.00
	SKY OAKS	009829	BONNEVILLE, JON G	1.00
	VISTA VIEW	008086	NEPSUND, JEFF L	1.00
	WM. BYRNE	017156	BOMSTA, LYLE J	1.00
PRINCIPAL				10.00
Budget Unit 17011				10.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 17012

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	EDWARD NEILL	014558	STICKLE, CAROLYN E	1.00
	GIDEON POND	013867	ZIMMERMAN, SYBIL	1.00
	HARRIET BISHOP	013925	HINMAN, JENNIFER J	1.00
	HIDDEN VALLEY	013957	BERRA, ANGELA M	1.00
		019253	OLSON, ELLEN	1.00
	MW SAVAGE	007572	KAISER, TANYA J	0.50
		011910	HREHA, KYLE J	1.00
	RAHN	015885	CROSBIE, CYNTHIA	1.00
	SIOUX TRAIL	010841	CENCI, BARBARA	1.00
	SKY OAKS	016287	PERALTA, NANCY E	1.00
	VISTA VIEW	016690	LARSON, DEBORAH M	1.00
	WM. BYRNE	017583	MCBRIDE, KRISTEN	1.00
CLERICAL				11.50
Budget Unit 17012				11.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 17013

Description	Location Description	Employee Number	Employee Name	Period FTE	
EA LEVEL 3	GIDEON POND	018535	NUR, IFRAH H	0.09	
	RAHN	018998	ARAKAWA, DEBORAH J	0.22	
EA LEVEL 3				0.31	
EA SUPPORT	EDWARD NEILL	000000	Open Position	0.41	
		017006	ROSENBERGER, ROSE M	0.50	
		018979	HAMMOUD, HANAA	0.41	
	GIDEON POND	014293	BUTORAC, MELANIE A	0.13	
		015754	KUMP, JOLENE	0.63	
		018535	NUR, IFRAH H	0.31	
		019016	ABDI, RAHIMA A	0.38	
	HARRIET BISHOP	011373	FONTANA, PEGGY	0.63	
		012372	MCCONNELL, DIANE	0.50	
		013666	BECKER, SARAH J	0.19	
		019469	LIYANAGE, MELANIE	0.63	
	HIDDEN VALLEY	000000	Open Position	0.38	
		019432	VEGA, AMERICA	0.63	
	MW SAVAGE	014441	BAKER, YVONNE M	0.31	
		015501	KELJIK, SUSAN B	0.50	
	RAHN	010976	MOSLEY, JULIE G	0.56	
		019003	JONES, RACHEL C	0.50	
	SIOUX TRAIL	000000	Open Position	0.19	
		012072	ENGBERG, DENISE G	0.25	
		018968	RYAN, PHYLLIS A	0.50	
		019089	SIDDIQUI, HAJIRA	0.25	
	SKY OAKS	011193	BERGE, KRISTY K	0.25	
		019048	HAROON, HAJIR S	1.00	
		019709	PAUL, TARA	0.06	
	VISTA VIEW	014670	CERMAK, BARBARA L	0.25	
		016244	GILBERTSON, SHERRY A	0.81	
		017120	OLSON, DIANE B	0.25	
	WM. BYRNE	015131	HENLE, ANGELA G	0.53	
		019059	BESHIR, FETIYA M	0.28	
		019356	LOWE, MICHELE E	0.31	
		019727	VERVAIS, ELIZABETH	0.31	
	EA SUPPORT				12.81
	Budget Unit 17013				13.13

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 17021

Description	Location Description	Employee Number	Employee Name	Period FTE
PRINCIPAL	BHS	014077	HELKE, DAVID M	1.00
	EAGLE RIDGE	013381	NESVIG, ERIKA	1.00
	METCALF	018071	MCPARLAND, SHANNON	1.00
	NICOLLET	019145	POHL, ANGIE J	1.00
PRINCIPAL				4.00
PRINCIPAL ASST	BHS	014960	BRASPENICK, CHERIE	1.00
		017873	DERDEN, WILLIAM M	1.00
		018873	LEPPER, JAY C	1.00
		019193	NOBLE, SARAH J	1.00
	EAGLE RIDGE	018070	BORER, BARBARA	1.00
	METCALF	019082	OSMAN, AKRAM	1.00
	NICOLLET	015977	HEIM, WILLIAM V	1.00
	PRINCIPAL ASST			
Budget Unit 17021				11.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 17022

Description	Location Description	Employee Number	Employee Name	Period FTE
BURSAR	BHS	016592	BECKERS, CHRISTINE A	1.00
BURSAR				1.00
CLERICAL	BHS	008305	DECKER, WENDY	1.00
		010287	TANBERG, TERESA L	0.63
		011374	FRATZKE, JAYNE M	1.00
		014000	MCCLELLAN, MELISSA E	1.00
		015756	MCGOWAN, RACHEL M	1.00
		016459	SCHERER, DEBRA M	1.00
		018414	KATZMAREK, ABIGAIL S	1.00
		018554	THORNTON, JENIFER A	1.00
	EAGLE RIDGE	014316	SIMON, LYDIA	1.00
		016194	SCALZO, KRISTIN	1.00
		017903	PETROSKEY, KELLIE A	1.00
	METCALF	012064	PETERSON, LAURA J	1.00
		012853	MATERNOWSKI, PATRICIA	1.00
		018186	WESTERLUND, DANETTE R	1.00
	NICOLLET	016338	WICKHAM, LAURA	1.00
		017833	HEEREY, HEATHER	1.00
		019457	LALLIER, BRITNEY	1.00
CLERICAL				16.63
REGISTRAR	BHS	009223	REIHER, PAM	1.00
REGISTRAR				1.00
Budget Unit 17022				18.63

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 17023

Description	Location Description	Employee Number	Employee Name	Period FTE
EA LEVEL 3	EAGLE RIDGE	009806	WALLS, ELI	0.88
	METCALF	011892	PETERSON, KIM L	0.88
	NICOLLET	000000	Open Position	0.88
EA LEVEL 3				2.63
Budget Unit 17023				2.63

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 17027

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	014360	CECKA, NANETTE	1.00
CLERICAL				1.00
Budget Unit 17027				1.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 18010

Description	Location Description	Employee Number	Employee Name	Period FTE
EA TRANS	EDWARD NEILL	017006	ROSENBERGER, ROSE M	0.38
	GIDEON POND	015754	KUMP, JOLENE	0.38
	HIDDEN VALLEY	000000	Open Position	0.38
	RAHN	010976	MOSLEY, JULIE G	0.38
	SIOUX TRAIL	019089	SIDDIQUI, HAJIRA	0.38
	SKY OAKS	019709	PAUL, TARA	0.38
	VISTA VIEW	017120	OLSON, DIANE B	0.38
	WM. BYRNE	015131	HENLE, ANGELA G	0.38
EA TRANS				3.00
Budget Unit 18010				3.00

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 19010

Description	Location Description	Employee Number	Employee Name	Period FTE
CUSTODIAN	ALTERNATIVE HIGH SCHOOL	006402	DIMBERIO, ROBBIE	1.00
		017639	PRESS, MARY	1.00
		018812	LOPEZ, JOSEPH D	1.00
		019180	STRAUSS, LEVI	0.50
	BEST	017663	HARTMAN, DANIEL	0.50
	BHS	000000	Open Position	1.00
		011401	GOMEZ, OSCAR A	1.00
		012135	GRAUPMANN, DAVID A	1.00
		013225	BERG, HAROLD J	1.00
		015467	ORELLANA, LAURA I	1.00
		016566	ALVARADO, ANGEL	1.00
		017019	SCHMIDT, BRENT G	1.00
		017436	LAKE, DAVID	1.00
		018190	JOHNSON, BRIAN J	1.00
		018226	SCHWANKE, CRAIG A	1.00
		018305	WICK, DARRYL	1.00
		018740	SWAIN, SHAWN L	1.00
		018764	DAVILA, GUILLERMO D	1.00
		018837	LUNDBERG-SCHMIDT, PAMELA M	1.00
		018925	OHLHAUSER, CONNOR C	1.00
018926		ANDERSON, SEAN M	1.00	
018939	JOHNSON, NICHOLAS A	1.00		
019225	JOHNSON, MARK E	1.00		
DIAMONDHEAD	011234	CARLSON, KEITH A	1.00	
	014811	THURBER, LAURIE	1.00	
	018487	GREINER, STEVE	1.00	
	018608	SATHER, DEREK D	1.00	
	018736	KIEHN, JEAN M	1.00	
DISTRICT-WIDE	015179	WENDORF, ERIC S	1.00	
	017694	WOLLERSHEIM, CHRISTIAN P	1.00	
EAGLE RIDGE	003670	JOHNSON, GLENN A.	1.00	
	012446	GORZYCKI, MARK	1.00	
	014939	LY, TY V	1.00	
	018230	SAHLI, TERESEA	1.00	
	018555	MCDONALD, DAVID	1.00	
EDWARD NEILL	017433	REIMERS, JAMES F	1.00	
	018786	ALVARADO, MARY	1.00	
	019455	MARTINEZ, ANNETTE	0.50	
GIDEON POND	011220	TOELLER, JOHN F.	1.00	
	018192	WOLFRAM, MICHAEL	1.00	
	019455	MARTINEZ, ANNETTE	0.50	
HARRIET BISHOP	013074	MARTINEZ, ROBERT V	1.00	
	015758	CARLSON, SANDRA K	1.00	
	019148	ALVARADO ROBLES, LUIS	0.50	
HIDDEN VALLEY	007748	NELSON, KIRK A	1.00	
	017163	SULLIVAN, GERALDINE E	1.00	
	018047	MATYKIEWICZ, BRANDON J	1.00	
METCALF	005087	LEON, STEVEN F	1.00	
	016816	SAHLI, JONATHAN C	1.00	

		016890	KREPS, RODNEY V	1.00
		018104	ABBOTT, MARK M	1.00
		018660	ANDERSON, CHRISTOPHER	1.00
MW SAVAGE		005868	FREDERICKSON, NORMAN D	1.00
		017916	ROBASSE, CHARLES W	1.00
		019148	ALVARADO ROBLES, LUIS	0.50
NICOLLET		015476	MARCHESSAULT, PATRICK	1.00
		015783	O'LEARY, DANIEL L	1.00
		015910	TESKE, JEFFREY J	1.00
		018741	JENSEN, BRYAN J	1.00
		019718	GIBBONS, PATRICK M	1.00
RAHN		011614	NEEDHAM, TIMOTHY	1.00
		015736	GILBERTSON, DALE	1.00
		019267	FITZGERALD, ELIZABETH	0.50
SIOUX TRAIL		000000	Open Position	1.00
		011269	LENDE, MARK	1.00
		017333	JONES, GARY A	1.00
		019180	STRAUSS, LEVI	0.50
SKY OAKS		017328	KINYON, TERRY R	1.00
		018153	KAISERSHOT, TROY M	1.00
		019078	VERTEIN, JAMES	1.00
VISTA VIEW		007303	HRIMNAK, JOSEPH MICHAEL	1.00
		014940	MORALES, MANUELA	1.00
		017334	OLDER, GLEN R	1.00
		017663	HARTMAN, DANIEL	0.50
WM. BYRNE		017644	HENDERSON, SEAN M	1.00
		018997	MILLS, DEREK R	1.00
		019267	FITZGERALD, ELIZABETH	0.50
CUSTODIAN				72.00
DIR OF OPERATIONS	DIAMONDHEAD	004356	SIMON, GLENN D.	0.40
DIR OF OPERATIONS				0.40
OPS SUPERVISOR	DISTRICT-WIDE	010543	WURDEMAN, SCOTT	1.00
		011601	ZEIMET, EDWARD	1.00
		012926	SHAWBACK JR, ARTHUR	1.00
OPS SUPERVISOR				3.00
Budget Unit 19010				75.40

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 19020

Description	Location Description	Employee Number	Employee Name	Period FTE
CUSTODIAN	DISTRICT-WIDE	005403	CHANTARA, THOMAS KHAMSING	0.50
		012488	SCHUUR, MYRON G	1.00
		012673	DYKSTRA, BRYAN G.	1.00
		016567	ANDERSON, JOHN CHARLES	1.00
		017643	VENDEL, MATTHEW M	1.00
		018191	POWERS, SCOTT D	1.00
		018690	HADAC, WILLIAM	1.00
		018761	JOHNSON, MICHAEL A	1.00
CUSTODIAN				7.50
Budget Unit 19020				7.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 19030

Description	Location Description	Employee Number	Employee Name	Period FTE
CLERICAL	DIAMONDHEAD	011378	MARO, JULIE A	1.00
CLERICAL				1.00
DIR OF OPERATIONS	DIAMONDHEAD	004356	SIMON, GLENN D.	0.60
DIR OF OPERATIONS				0.60
Budget Unit 19030				1.60

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 19050

Description	Location Description	Employee Number	Employee Name	Period FTE
CUSTODIAN	DISTRICT-WIDE	005403	CHANTARA, THOMAS KHAMSING	0.50
		008678	HARTMAN, THOMAS P	1.00
CUSTODIAN				1.50
Budget Unit 19050				1.50

FY19 Adopted Budget Staffing By Budget Unit (As of Jun 6, 2018)

Budget Unit: 20030

Description	Location Description	Employee Number	Employee Name	Period FTE
MS DEAN	EAGLE RIDGE	019194	RIESGRAF, LUCAS D	1.00
	METCALF	019501	BOURG, LEAH A	1.00
	NICOLLET	019191	TIMMER, ANDREW J	1.00
MS DEAN				3.00
Budget Unit 20030				3.00

General Fund Budget Comparative Summary

	Actual Results 2014-15	Actual Results 2015-16	Actual Results 2016-17	Adopted Budget 2017-18	Revised Budget 2017-18	Adopted Budget 2018-19	Projected 2019-20
Total Beginning Fund Balance	\$ 21,960,591	\$ 20,677,866	\$ 21,629,697	\$ 20,049,406	\$ 20,116,731	\$ 15,677,207	\$ 14,039,723
Revenues	119,103,906	121,221,618	124,590,035	125,839,549	126,406,866	127,122,457	128,045,517
Expenditures	120,386,631	120,269,787	126,103,001	130,598,185	130,846,390	128,759,941	133,266,539
Variance (Revenues - Expenditures)	(1,282,725)	951,831	(1,512,966)	(4,758,636)	(4,439,524)	(1,637,484)	(5,221,022)
Total Ending Fund Balance	\$ 20,677,866	\$ 21,629,697	\$ 20,116,731	\$ 15,290,770	\$ 15,677,207	\$ 14,039,723	\$ 8,818,701
Breakdown of Fund Balance Categories							
Nonspendable	\$ 647,352	\$ 508,867	\$ 328,969	\$ 508,867	\$ 328,969	\$ 328,969	\$ 328,969
Restricted	3,787,467	4,196,553	4,026,734	4,216,853	3,819,380	2,350,689	2,350,689
Committed	1,393,434	1,176,269	1,293,947	812,139	1,056,051	1,056,051	1,056,051
Unassigned	14,849,613	15,748,007	14,467,081	9,752,911	10,472,807	10,304,014	5,082,992
Total Ending Fund Balance	\$ 20,677,866	\$ 21,629,697	\$ 20,116,731	\$ 15,290,770	\$ 15,677,207	\$ 14,039,723	\$ 8,818,701
Unassigned Fund Balance %	12.33%	13.09%	11.47%	7.47%	8.00%	8.00%	3.81%



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**BURNSVILLE-EAGAN-SAVAGE
SCHOOL DISTRICT 191
ADOPTED BUDGET 2018-2019**

Adopted Budget – Overview 2018-2019

- Proposed Budget for All Funds
- Based on Board of Education Parameters
- Incorporates Budget Unit Breakdown

Adopted Budget – Overview 2018-2019 (cont'd)

- Represents best estimate of revenues & expenditures

- Subject to revisions

- Must be adopted by July 1
Board to take action June 21

Budget Process

- **Board**
 - Workshop February 22, 2018
 - Workshop April 12, 2018
 - Workshop April 26, 2018
- **Input Teams/Processes**
 - January 17, 2018 and January 25, 2018 Principals and Directors brainstorm adjustment categories
 - Beginning, January 29, 2018 Superintendent Leadership met five times to review and revise drafts of potential adjustments to develop budget assumptions for FY19

Budget Process (cont'd)

- Input Teams/Processes (cont'd)
 - Various staff meetings; Principals, Department Heads met with HR on staffing and Finance on non-staff budgets
 - Administration completed line item budget including known staffing assumptions as well as adjusting for other known items.

2018-2019 Adopted Budget Change In Fund Balance

ISD 191 BURNSVILLE - EAGAN - SAVAGE 2018-19 ADOPTED BUDGET CHANGES IN FUND BALANCE

127

FUND	PROJECTED FUND BALANCE 6/30/18	REVENUES	EXPENDITURES	PROJECTED FUND BALANCE 6/30/19
GENERAL	\$ 20,116,731	\$ 127,122,457	\$ 128,759,941	\$ 18,479,247
FOOD SERVICE	1,365,744	5,910,702	6,117,537	1,158,909
COMMUNITY SERVICE	609,794	6,842,663	7,029,322	423,135
CAPITAL PROJECTS	6,340,764	10,000	2,132,658	4,218,106
DEBT SERVICE	32,620,732	10,673,007	11,101,798	32,191,941
TRUST & AGENCY FUND	164,765	840,000	840,000	164,765
INTERNAL SERVICE FUND	22,340,324	22,947,472	21,596,317	23,691,479
TOTAL ALL FUNDS	\$ 83,558,854	\$ 174,346,301	\$ 177,577,573	\$ 80,327,582

Enrollment History & Projections EC-12 2011 – 2019

Note enrollment totals are based on Average daily Membership (ADM) Served

Year		Total	Change
2010-11	Actual	9,786	-52
2011-12	Actual	9,585	-201
2012-13	Actual	9,579	-6
2013-14	Actual	9,474	-105
2014-15	Actual	9,311	-163
2015-16	Actual	9,121	-190
2016-17	Actual	9,057	-64
2017-18	Estimate	8,858	-199
2018-19	Estimate	8,678	-180

General Fund Assumptions Staffing Ratios

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Elementary	26.85	25.80	26.50	26.50	25.20	24.50	24.50	24.50	24.50
Middle School*	25.88	33.00	35.00	33.00	33.00	33.00	33.00	33.00	33.00
Senior High	30.95	35.00	35.00	35.00	35.00	36.00	36.00	36.00	36.00

* Years 2010-11 through 2015-16 schools were classified as Junior Highs

General Fund Assumptions 2018 - 2019

- General Education Formula - \$6,312
- Elementary class size targeted at 24.5:1 with a range of 21 – 30
- Secondary Class size targeted at 33-36:1 with a range based on subject

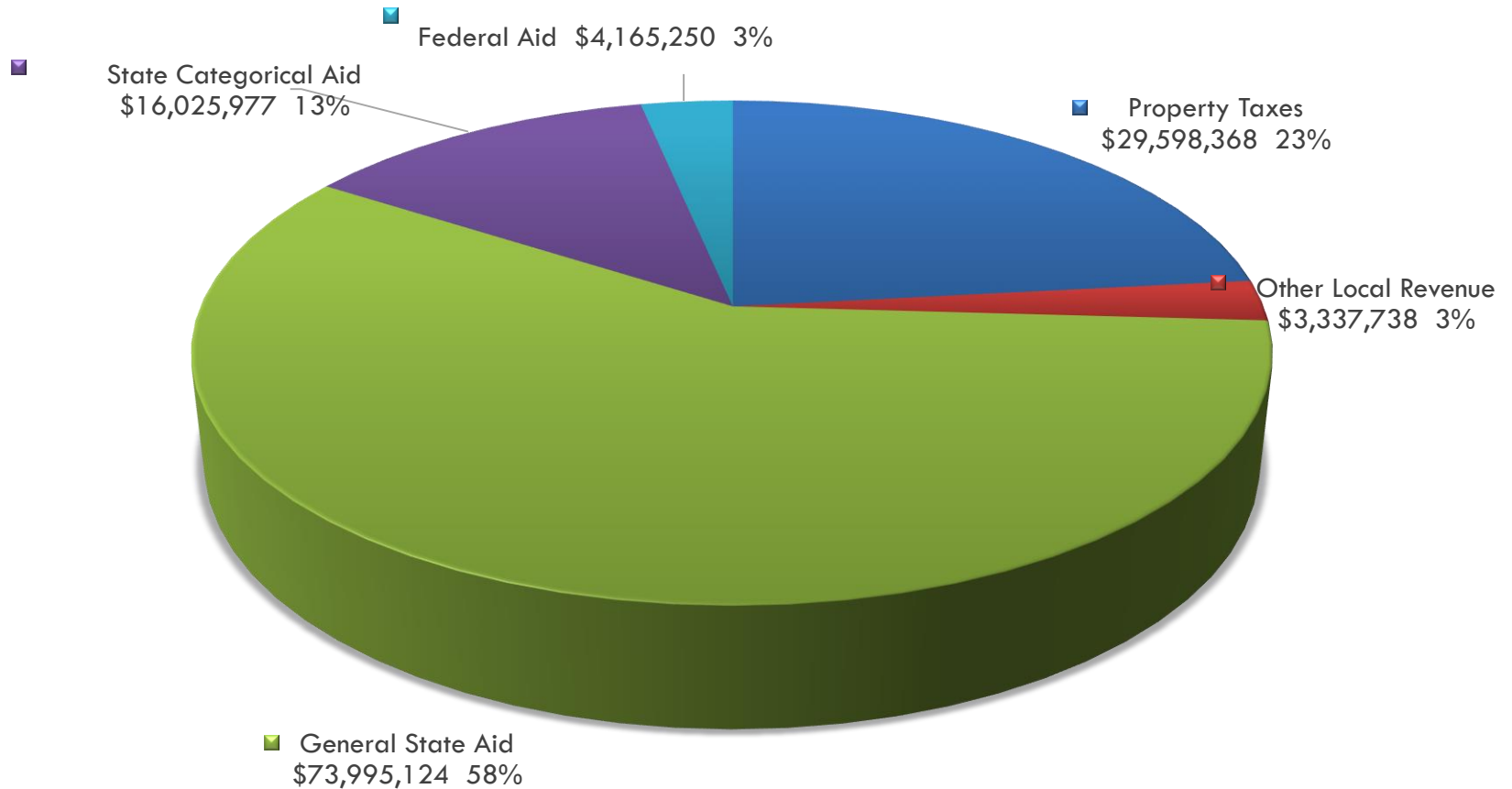
General Fund Assumptions (cont'd) 2018 - 2019

- Enrollment decrease of 180 students
- OPEB transfer to the operating funds of approximately \$352,000
- Five percent increase in health insurance and three percent increase in dental insurance

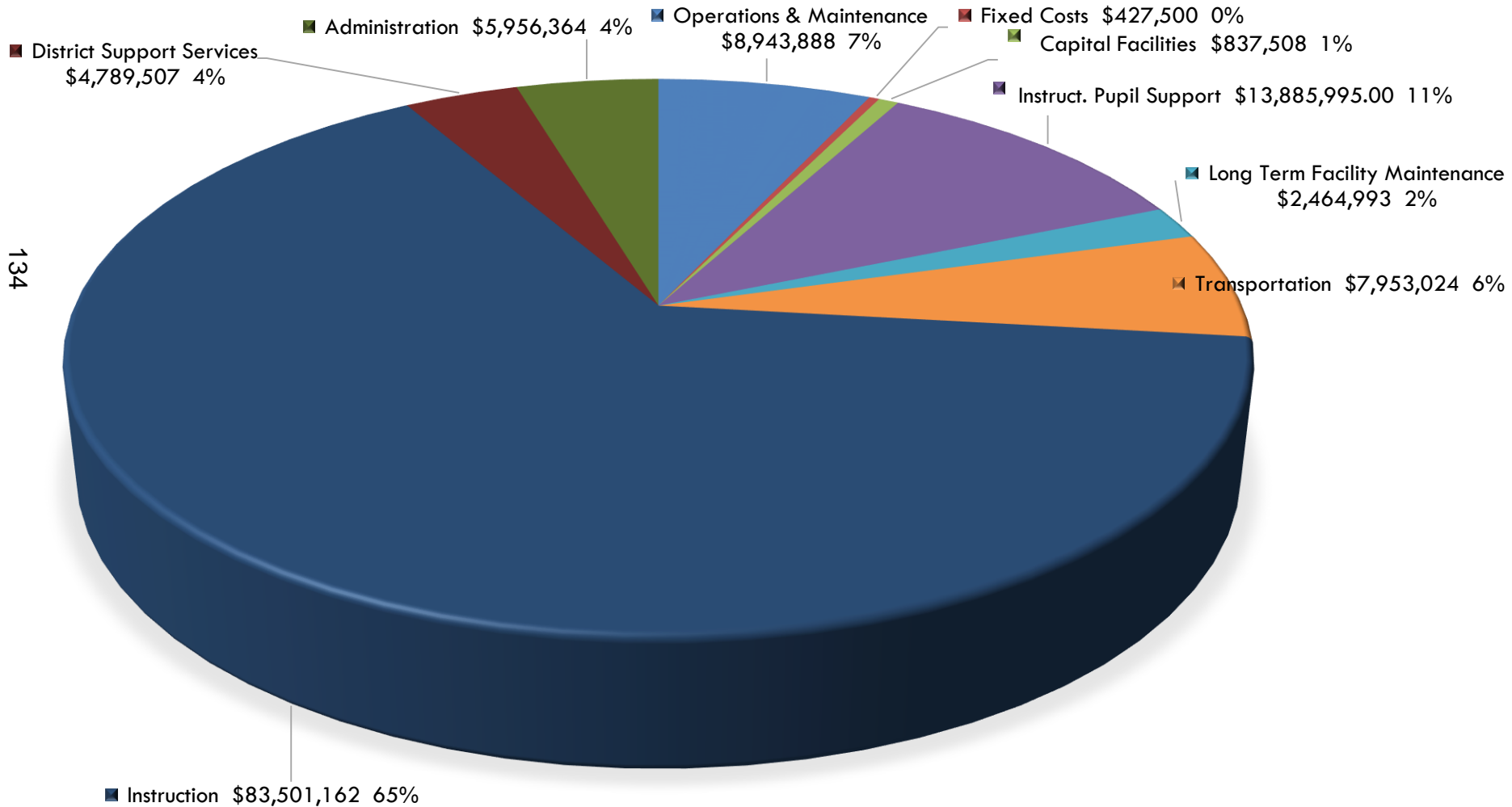
General Fund Budget Comparative Summary

	Actual Results 2016-17	Revised Projected 2017-18	Projected 2018-19
Total Beginning Fund Balance	\$ 21,629,697.00	\$ 20,116,731.06	\$ 15,677,207.06
Revenues	\$ 124,590,034.65	\$ 126,406,866.00	\$ 127,122,457.00
Expenditures	\$ 126,103,001.07	\$ 130,846,390.00	\$ 128,759,941.00
Variance (Revenues - Expenditures)	\$ (1,512,966.42)	\$ (4,439,524.00)	\$ (1,637,484.00)
Total Ending Fund Balance	\$ 20,116,730.58	\$ 15,677,207.06	\$ 14,039,723.06
Breakdown of Fund Balance Categories			
Nonspendable	\$ 328,968.73	\$ 328,969.00	\$ 328,969.00
Restricted	\$ 4,026,734.44	\$ 3,819,380.00	\$ 2,350,689.00
Committed	\$ 1,293,946.94	\$ 1,056,051.00	\$ 1,056,051.00
Unassigned	\$ 14,467,080.95	\$ 10,472,807.06	\$ 10,304,014.06
Total Ending Fund Balance	\$ 20,116,731.06	\$ 15,677,207.06	\$ 14,039,723.06
Unassigned Fund Balance %	11.47%	8.00%	8.00%

General Fund Revenue 2018-2019 Adopted Budget \$127,122,457



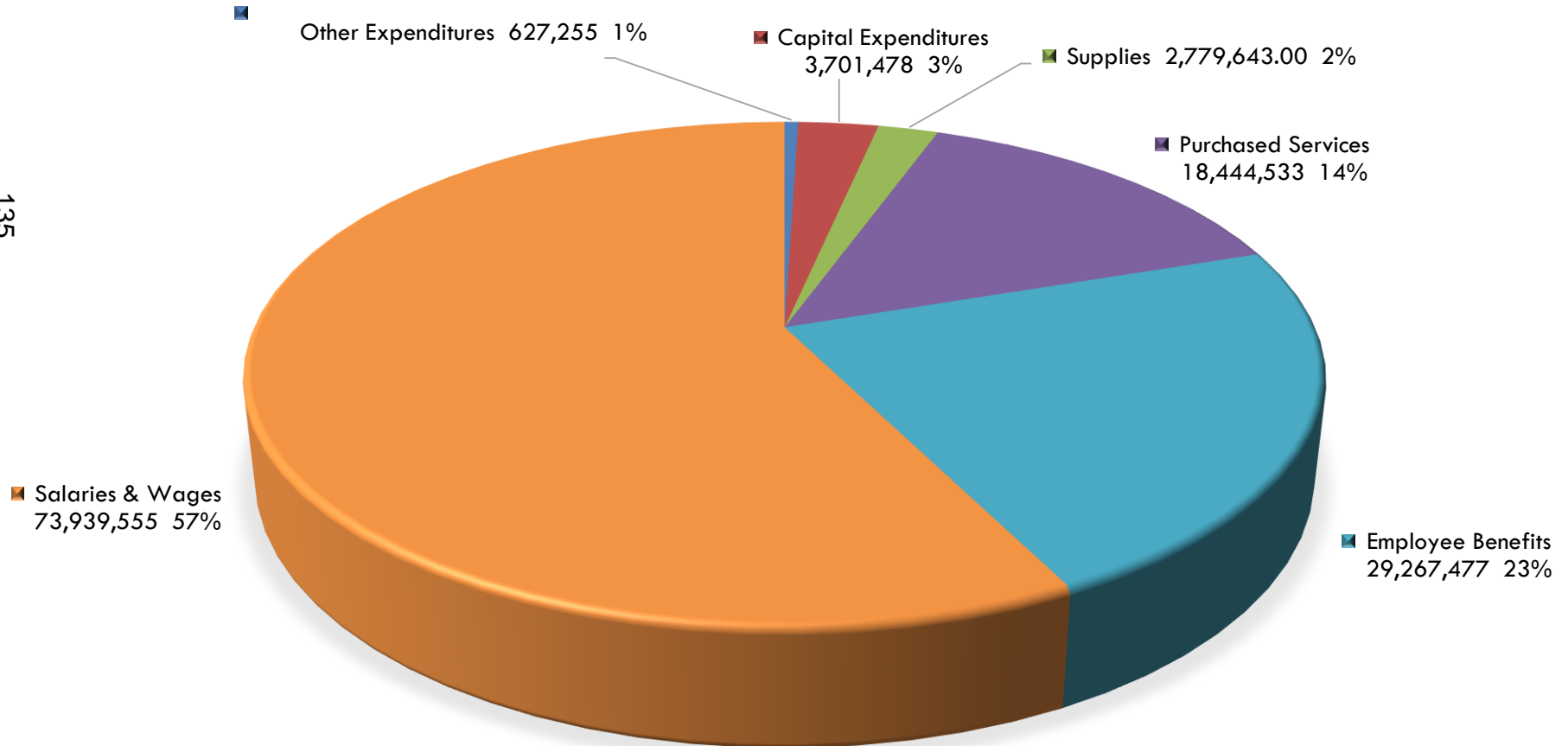
General Fund Expenditures by Program 2018-2019 Adopted Budget \$128,759,941



134

General Fund Expenditures by Object 2018-2019 Adopted Budget \$128,759,941

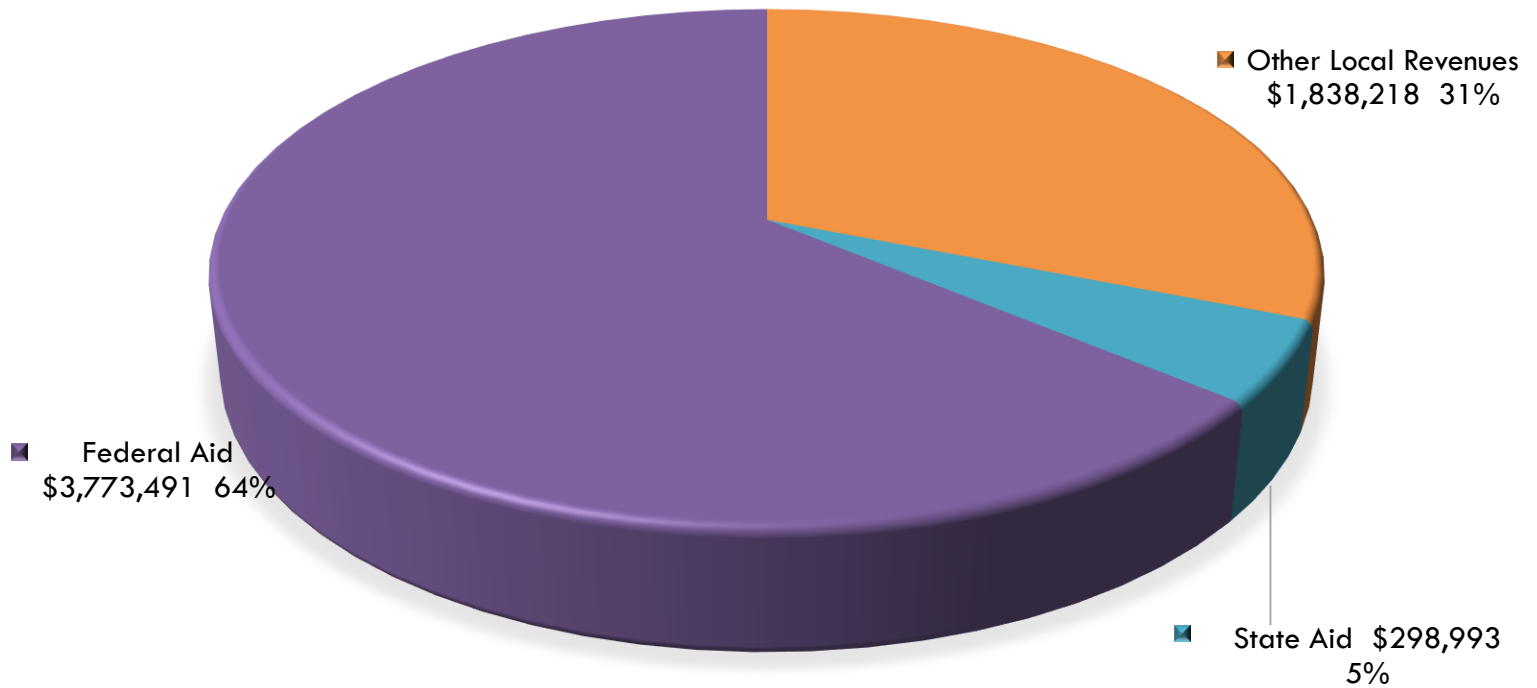
135



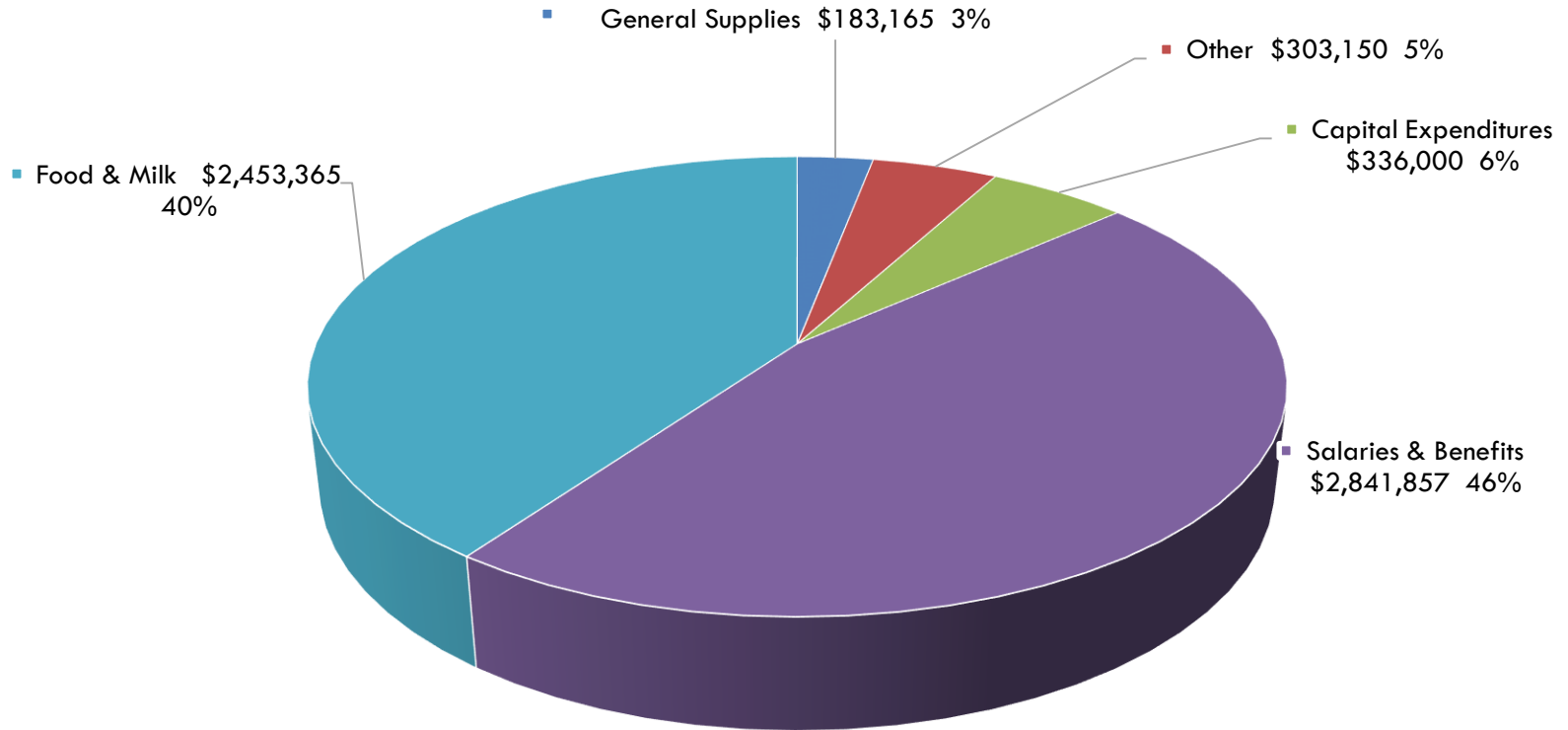
2018-2019 Adopted Budget Food Service Fund

Projected Beginning Fund Balance	\$ 1,265,106
Revenues	\$ 5,910,702
Expenses	\$ 6,117,537
Net Change in Fund Balance	\$ (206,835)
Projected Ending Fund Balance 6/30/19	\$ 1,058,271

FOOD SERVICE REVENUE 2018-2019 ADOPTED BUDGET \$5,910,702



Food Service Expenditures By Object 2018-2019 Adopted budget \$6,117,537

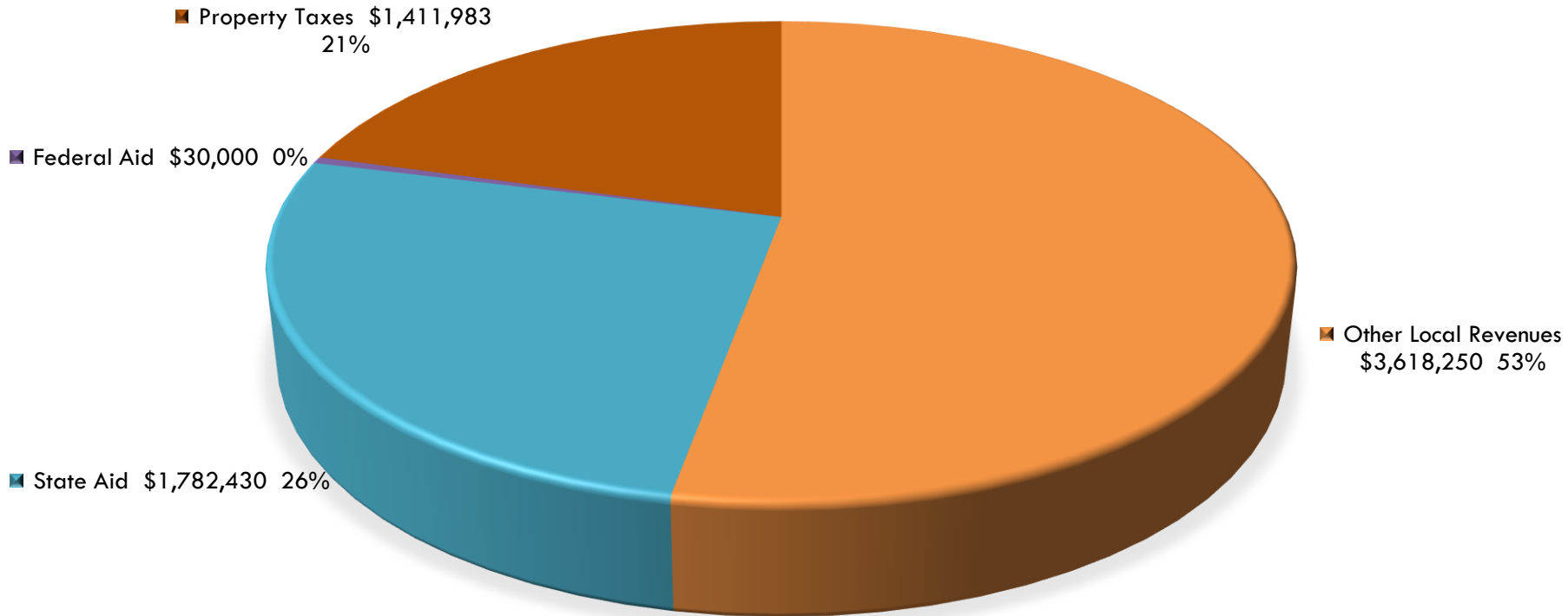


2018-2019 Adopted Budget Community Service Fund

Projected Beginning Fund Balance	\$ 607,802
Revenues	\$ 6,842,663
Expenses	\$ 7,029,322
Net Change in Fund Balance	\$ (186,659)
Projected Ending Fund Balance 6/30/19	\$ 421,143

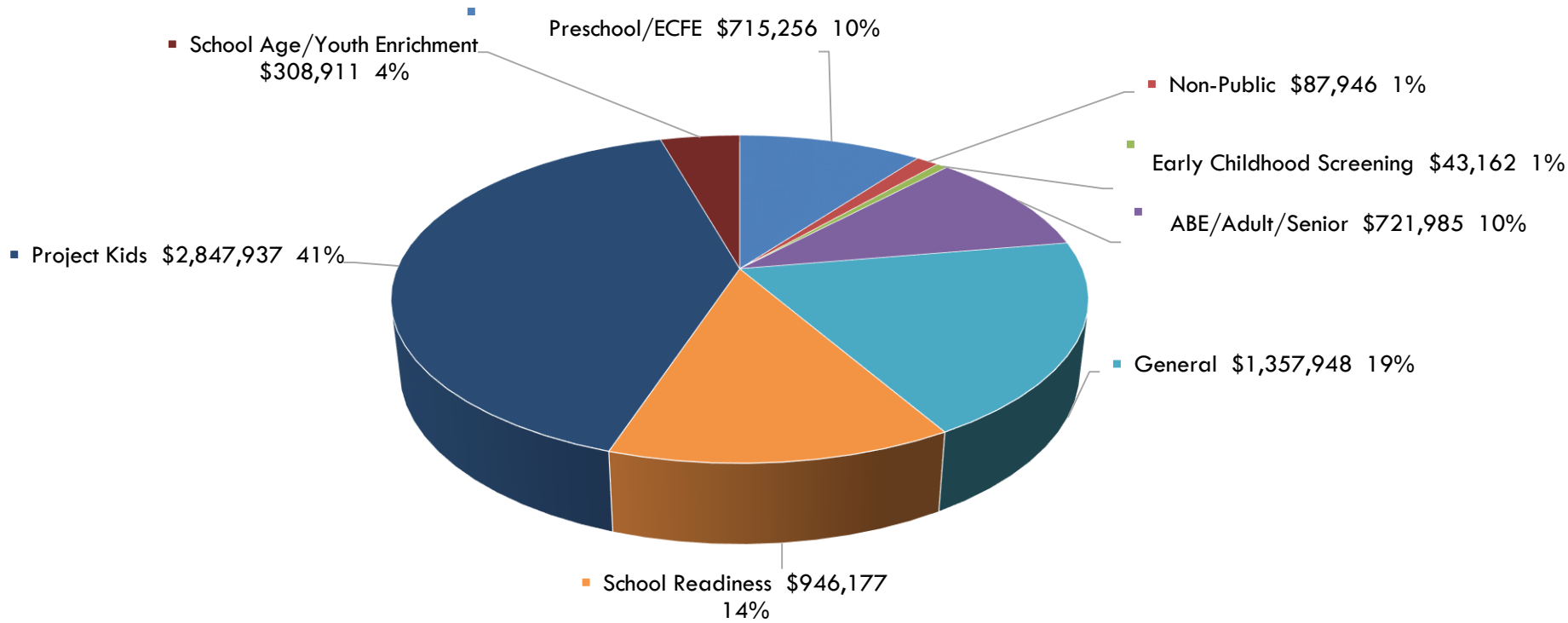
Community Service Revenue 2018-2019 Adopted budget \$6,842,663

140



Community Service Expenditures By Program 2018-2019 Adopted budget \$7,029,322

141



2018-2019 Adopted Budget Capital Project Fund

Projected Beginning Fund Balance*	\$	2,122,658
Revenues	\$	10,000
Expenses	\$	2,132,658
<hr style="border-top: 3px double #000;"/>		
Net Change in Fund Balance	\$	(2,122,658)
<i>* updated projected based on balances through June 2018</i>		
Projected Ending Fund Balance 6/30/19	\$	-

2018-2019 Adopted Budget Debt Service Funds

Projected Beginning Fund Balance	\$ 975,139
Revenues	\$ 10,673,007
Expenses	\$ 11,101,798
<hr/>	
Net Change in Fund Balance	\$ (428,791)
Projected Ending Fund Balance 6/30/19	\$ 546,348

Adopted Budget

- Next Steps – Formal Board Approval at
June 21, 2018 Board Meeting



**Agenda III.B.6.
June 14, 2018**

To: Board of Education, Members
From: Cindy Amoroso Superintendent
Date: June 7, 2018
Re: Superintendent Report

Receive the Superintendent Report from Cindy Amoroso, Superintendent.



Future Ready. Community Strong.

**Agenda III.B.7.
June 14, 2018**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Jim Schmid, Board Chair

Date: June 7, 2018

Re: Board Member Reports

Receive reports from Board Members.

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 May 24, 2018

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

Call to Order

Members present: Directors Currier, Alt, Miller, Schatz, VandenBoom, Luth and Chair Schmid. Student Representative Haddorff was absent. Others in attendance were Superintendent Amoroso, administrators, staff and members of the public.

Attendance

Schmid welcomed the audience and asked Miller to lead the Pledge of Allegiance.

Pledge of Allegiance

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

Agenda

Future Ready. Community Strong. No Closed Door Scholarship, BHS Quiz Bowl Teams, Outstanding Student Volunteers, 2018 Inclusive Education Award, and a One91 Community of Excellence Award recipient were recognized.

Future Ready.
 Community Strong.

Received an update on FY19 Budget Adjustments from Lisa Rider, executive director of business services.

Information

Received verbal reports from VandenBoom on behalf of Technology Committee; Alt on behalf of Policy Review Committee; Luth on behalf of the Student Performance and Achievement Committee; and Luth on behalf of the Negotiating Committee. Currier reported about 917 and AMSD. Alt reported about TIES. VandenBoom reported about MSBA. Amoroso read a letter from Federated Insurance.

Moved by Schatz, seconded by VandenBoom, to approve the consent agenda:

Consent Agenda

-Approve minutes of the regular board meeting and closed session on May 10, 2018.

Minutes

-Approve personnel recommendations for L. Hermansen, Sarah Hansen, C. Mullins, K. Kramer, S. Kosloski, J. O'Neill-Mager, J. Jones, N. Slininger, D. Mosser, T. Kaiser, T. Tanberg, S. Toeller, V. Cornelius, L. Connell, K. Fineran, T. Swanson, D. Powers, J. Larson, P. Gray, M. Jacobs, and J. Thornten-Barber.

Personnel Recommendations

-Adopt a resolution to approve and accept donations as presented.

Donations

-Approve March payroll checks numbered 718982-718998 and direct deposit notices numbered 675962-679067 in the net amount of \$4,021,109.25. March & April claims to date represented by checks

Checks, deposits, receipts and investments

numbered 458059-458503, 1019626-1019787, and 102157-102162 and wire transfers and adjustments totaling \$15,530,787.15. Also, that the Board accepts March receipts of \$13,818,298.58 and investments for the General Fund & 2015A School Building Bonds and OPEB of \$46,726,136.72 as of March 31, 2018.

-Accept the Budget Analysis for the month ending March 31, 2018.

-Receive a report on the May 10, 2018 Listening Session.

-Approve no changes to Policies 412: *Expense Reimbursement* and 533: *Wellness*.

-Approve, on a first reading basis, changes to Policies 701: *Establishment and Adoption of School District Budget* and 805: *Waste Reduction and Recycling*.

Motion carried unanimously (7, 0).

Budget Analysis
Listening Session
Policies

Moved by Currier, seconded by Luth, to approve the proposed revisions and re-adopt the unchanged language in the 2017-2019 Collective Bargaining Agreement with the Burnsville Food Services Association and Independent School District 191. Motion carried unanimously (7, 0).

Food Services
Association

Moved by Schatz, seconded by Alt, to approve the proposed revisions and re-adopt the unchanged language in the 2017-2019 Master Agreement with the Association of Clerical Employees. Motion carried unanimously after discussion (7,0).

Clerical
Employees

Moved by Luth, seconded by VandenBoom, to approve the proposed revisions and re-adopt the unchanged language in the 2017-2019 Master Agreement with the Operations and Maintenance Supervisors. Motion carried unanimously (7, 0).

Maintenance
Supervisors

Moved by Alt, seconded by Schatz, to adopt the following resolutions:
BE IT RESOLVED, by the Board of Education of Independent School District 191, that the following classified personnel are hereby laid off from their positions, effective June 29, 2018.

Non Certified Staff
Layoffs

Jane Wessen	BEST	EA Level IV	179 Days	1.00 hour
Jean Neuman	ERMS	EA Level III	179 Days	7.00 hour
Paula Wendling	WB	EA Level III	179 Days	.25 hour
Paula Robertson	MMS	EA Level III	179 Days	7.00 hour
Penny Shaffer	ERMS	EA Level III	179 Days	7.00 hour
Betty Dove	BHS	EA Level III	179 Days	7.00 hour
Joseph Kinsella	BHS	EA Level III	179 Days	7.00 hour
Juanita Ville	BHS	EA Level III	179 Days	7.00 hour
Eric Pulley	BHS	EA Level III	172 Days	7.00 hour
Anne Spott	EN	EA Level III	172 Days	2.50 hour
Christian Martinez	NMS	EA Level III	172 Days	7.00 hour
Janet Lopez	WB	EA Level III	172 Days	5.00 hour
Paige Johnson	HV	EA Level III	172 Days	.50 hour

Peggy Fontana	HB	EA Level II	179 Days	1.00 hour
Joan Rockett	EN	EA Level II	179 Days	.75 hour
Susan Keljik	WB	EA Level II	179 Days	.25 hour
Sherry Gilbertson	VV	EA Level II	179 Days	.25 hour
Laurie Samuel	MWS	EA Level II	179 Days	6.50 hour
Rachel Jones	RAHN	EA Level II	172 Days	1.50 hour
Tara Paul	SO	EA Level II	172 Days	1.50 hour
Rachel Packer	ST	EA Level II	172 Days	3.75 hour
Hajira Siddiqui	ST	EA Level II	172 Days	1.00 hour
Rebecca McGuire	HB	EA Level II	172 Days	4.50 hour
Melanie Liyanage		EA Level II	172 Days	.50 hour
Rachel Schatzlein	HV	EA Level IV	172 Days	1.00 hour
Susan Barlage	ERMS	Clerical II	184 Days	8 hour
Teresa Tanberg	BEST	Clerical II	184 Days	8 hour
Tanya Kaiser	DEC	Clerical I	261 Days	4 hour
Brenda Gries	ECSE	Clerical II	184 Days	8 hour
Carlene Moberg	MMS	Clerical II	184 Days	8 hour
Beth Alexon	NMS	Clerical II	184 Days	8 hour
Kassandra Lopez	DEC	Clerical I	261 Days	8 hour
Denise Romero	DEC	Clerical I	261 Days	8 hour
Amy Bassett	MWS	Clerical I	184 Days	4 hour
Rebecca Labonte	BHS	Clerical II	184 Days	8 hour
Ann Funk	BHS	Clerical II	184 Days	5 hour

Written notice shall be provided to each employee. Each employee retains recall rights as per their Master Agreement.

BE IT FURTHER RESOLVED, by the Board of Education of Independent School District 191, that the following positions are eliminated effective July 1, 2018:

- BAHS Dean
- Burnsville Promise Coordinator

Motion carried unanimously (7, 0).

Moved by Currier, seconded by Vandeenboom, to approve the proposed revisions and re-adopt the unchanged language in the 2017-2019 Terms and Conditions of Employment for the Confidential Employees of Independent School District #191. Motion carried unanimously (7, 0).

Confidential Employees

Moved by Luth, seconded by Schatz, to approve the proposed revisions and re-adopt the unchanged language in the 2017-2019 Terms and Conditions of Employment for the Community Education Employees of Independent School District #191. Motion carried unanimously after discussion (7, 0).

Community Education

Moved by Schatz, seconded by Alt, to approve, on a first reading basis, Policy 495: *Staff Recognition*. Motion carried unanimously after discussion

Policy 495

(7, 0).

Moved by Schatz, seconded by Currier, to approve on a first reading basis, changes to Policies 709: *Student Transportation Safety Policy* and 806: *Emergency Operations Policy*. Motion carried unanimously after discussion (7, 0).

Policy 709 and
806

Moved by Alt, seconded by Currier, to approve the proposed revisions and re-adopt the unchanged language in the 2017-2019 Terms and Conditions of Employment for the Unaffiliated Employees of Independent School District #191. Motion carried unanimously (7, 0).

Unaffiliated
Employees

Moved by Schatz, seconded by VandenBoom, to adjourn at 7:57 p.m.

Adjourn

Bob VandenBoom, clerk

June 14, 2018
Date Approved

Closed Session Minutes
INDEPENDENT SCHOOL DISTRICT 191
May 24, 2018

The closed session was called to order by Chair Schmid at 5:00 p.m. at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN.

Call to Order

Members present: Directors Luth, VandenBoom, Currier, Schatz, Miller, Alt, and Chair Schmid.

Attendance

Others in Attendance: C. Amoroso, superintendent; S. Sovine, executive director of human resources; L. Rider, executive director of business services; and D. Watkins, assistant superintendent.

The meeting was closed, as permitted by Minnesota Statutes 13D.03, to discuss ISD 191's labor negotiation strategies with the Burnsville Education Association.

Purpose

The meeting adjourned at 5:38 p.m.

Adjourn

Bob VandenBoom, clerk

June 14, 2018
Date Approved

Closed Session Minutes
INDEPENDENT SCHOOL DISTRICT 191
June 7, 2018

The closed session was called to order by Chair Schmid at 5:03 p.m. at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN.

Call to Order

Members present: Directors Luth, VandenBoom, Currier, Schatz, Miller, Alt, and Chair Schmid.

Attendance

Others in Attendance: C. Amoroso, superintendent; S. Sovine, executive director of human resources; L. Rider, executive director of business services; and M. Wallner.

The meeting was closed, as permitted by Minnesota Statutes 13D.03, to discuss ISD 191's labor negotiation strategies with the Burnsville Education Association.

Purpose

The meeting adjourned at 6:15 p.m.

Adjourn

Bob VandenBoom, clerk

June 14, 2018
Date Approved

June 14, 2018

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

TO: Members, Board of Education
Cynthia Amoroso, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: June 14, 2018 FINAL

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Appointment	Replacement	Hannah Hassler	*	Sioux Trail Elementary School	Teacher SPED	8/20/2018
Certified	Appointment	Replacement	Brenna Rucker	*	Harriet Bishop Elementary	Teacher SPED	8/20/2018
Certified	Appointment	Replacement	Erik Thompson	*	Burnsville High School	Teacher - Dean	8/20/2018
Certified	Appointment	New Position	Brittany Bruns	*	Sky Oaks Elementary School	Social Worker	8/20/2018
Certified	Appointment	New Position	Heidi Koury	*	Burnsville High School	Teacher - Dean	8/20/2018
Certified	Leave of Absence		Michelle Lindell		MW Savage Elementary School	Teacher	2018/2019 School Year
Certified	Leave of Absence		Carrie Brett	*	Nicollet Middle School	Teacher Counselor	2018/2019 School Year
Certified	Leave of Absence		Aisha Moallin		Hidden Valley Elementary	Teacher	2018/2019 School Year
Certified	Leave of Absence		Aisha Moallin	*	Hidden Valley Elementary	Teacher	5/25/2018-6/8/2018
Certified	Recall		Cheryl Novine	*	District-wide	Teacher SPED	8/27/2018
Certified	Recall		Alesha Wening	*	Diamondhead Education Center	Teacher	8/27/2018
Certified	Resignation		Victoria McKenzie	*	Nicollet Middle School	Teacher	6/8/2018
Certified	Resignation		Elizabeth Stadther		Sky Oaks Elementary School	Teacher	6/8/2018
Certified	Resignation		Alexandra Selliris	*	Edward Neill Elementary	Teacher SPED	6/8/2018
Certified	Resignation		Cassandra Cselovski		District-wide	Occupational Therapist	6/8/2018
Certified	Resignation		Ethan Walker		Eagle Ridge Middle School	Teacher	6/8/2018
Certified	Resignation		Joshua Flug	*	Burnsville High School	Teacher	6/8/2018
Certified	Resignation		Rachel Hanson	*	Eagle Ridge Middle School	Teacher SPED	6/8/2018
Certified	Resignation		Lori Henke	*	ECSE Center	Nurse	6/8/2018
Certified	Resignation		Julie Krohn	*	Diamondhead Education Center	ESL Coordinator	6/27/2018
Certified	Resignation		Kathryn MacNally	*	Burnsville High School	Teacher SPED	6/8/2018
Classified	Appointment		Joseph Kinsella		Burnsville High School	EA Level IV	8/27/2018
Classified	Appointment	Replacement	Cassandra Bowen		Metcalfe Middle School	EA Level IV	8/27/2018
Classified	Appointment	New Position	Wesley Drey	*	Diamondhead Education Center	Communications Specialist	7/2/2018
Classified	Change of Assignment		Camille DeCarlo	*	Gideon Pond Elementary	Food Service Associate	7/1/2018
Classified	Change of Assignment		Diane Lorig		Burnsville High School	EA Level IV	8/27/2018
Classified	Change of Assignment	Replacement	Nancy Ramlow		Eagle Ridge Middle School	Food Service Asst Manger	8/21/2018
Classified	Leave of Absence		Karissa Nicholson	*	Vista View Elementary School	EA Level IV	2018/2019 School Year
Classified	Resignation		Regina Thep		Sioux Trail Elementary School	CE Program Supervisor	6/12/2018
Classified	Resignation		Morgan Stampley	*	District-wide	Cultural Liaison	6/8/2018
Classified	Resignation		Donna Good	*	Rahn Elementary School	EA Level IV	6/7/2018
Classified	Resignation		America Vega	*	Hidden Valley Elementary	EA Level II	6/1/2018
Classified	Resignation		Megan Berchild	*	Community Education	CE Coordinator I	6/29/2018
Classified	Resignation		Charlotte Lindberg	*	Diamondhead Education Center	Beneifts Specialist	6/15/2018
Classified	Resignation		Heidi Sandell	*	Diamondhead Education Center	Clerical Level III	6/15/2018
Classified	Resignation		Joy Wallace-Vertein	*	Gideon Pond Elementary	Food Service Associate	6/1/2018
Classified	Resignation		Lili Yu	*	Diamondhead Education Center	CE Associate	6/7/2018
Co-Curricular/Coach	Appointment		Nicholas Roffers	*	Burnsville High School	Asst Coach Boys Lacrosse	Spring Season 2018
Co-Curricular/Coach	Appointment	Replacement	Robert Mestas	*	Burnsville High School	Head Coach Boys Basketball	Winter Season 2019
Co-Curricular/Coach	Retirement		Richard Leonard	*	Burnsville High School	Head Girls Golf Coach	6/8/2018



**Agenda IV.A.3.
June 14, 2018**

To: Members, Board of Education
Cindy Amoroso, Superintendent

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

Date: June 7, 2018

Re: Donations

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

RESOLUTION TO ACCEPT DONATIONS

WHEREAS,

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02, Subd. 6 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

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

Moved by: _____

Seconded by: _____

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on June 14, 2018.

Bob VandenBoom
Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
5/21/2018	Perry Bjorkstrand	Sioux Trail Elementary	For the Sioux Trail gardens	17 (2 CU FT) bags of mulch
5/14/2018	Burnsville Rotary Foundation	District 191	Burnsville SR High Scholarships	\$3,000.00
5/14/2018	Burnsville Rotary Foundation	District 191	Burnsville Alternative High School Scholarships 2018	\$5,000.00
5/22/2018	Mitchell A. Larson	Burnsville High School	BHS Hall of Fame	\$100.00
5/22/2018	James/Monica Campbell	Burnsville High School	BHS Hall of Fame	\$100.00
5/22/2018	Janet Barke Cain	Burnsville High School	BHS Hall of Fame	\$50.00
5/22/2018	Burnsville Touchdown Club/Gary Miklowski II	Burnsville High School	BHS Hall of Fame	\$100.00
5/22/2018	Foundation 191	Burnsville High School	BHS Hall of Fame	\$100.00
5/16/2018	Thrivent Financial Credit Union	Hidden Valley Elementary	To be used for purchase of items need for 5th grade send off celebration	\$250.00 visa gift card
5/25/2018	Rotary Club of Savage	Burnsville High School	Scholarship	\$1,000.00
5/31/2018	Yvonne Shirk	Sioux Trail Elementary	For school and student use	Large moving box full of school supplies
6/4/2018	James & JoAnn Green	Burnsville High School	BHS Hall of Fame	\$50.00
6/4/2018	Thomas & Beverly6 Osiecki	Burnsville High School	BHS Hall of Fame	\$100.00

Total monetary donation received: \$9,600.00



Agenda IV.A.4.a-g
June 14, 2018

**TO: Members of the School Board
Cindy Amoroso, Superintendent**

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

DATE: June 4, 2018

RE: Annual Fiscal Year Authorizations

The annual organization of the school board occurs in January to conform with the term of office for school board members. Unlike the election of officers, some matters of school board organization are more readily conducted on a fiscal year basis. The following items pertain to fiscal year 2019. They are of a routine nature and although board action is required, discussion is usually unnecessary. I recommend approval of each resolution as indicated. In the event a board member wishes to discuss any item, it should be removed from the consent agenda so that it may receive individual attention.

a. Appointment of Auditor

Annotation: The annual audit of the district's finances must be conducted by the State Auditor or a CPA firm. The administration reaffirms that the firm of Clifton Larson Allen is contracted to provide this service for a seventh consecutive year.

RECOMMENDATION: That the firm of Clifton Larson Allen be contracted to perform the 2017-18 financial audit. Field work and final reporting will occur during the fall/winter of 2018-19 school year.

b. Appointment of Agent of Record – Property & Liability

Annotation: The district's practice has been to employ an agent of record for our property and casualty insurance. This agent receives payment direct from the insurance companies as a percent of our premium.

RECOMMENDATION: That the school board approve the property, casualty, liability agent of record agreement with the Kraus-Anderson Insurance Agency for the 2018-19 fiscal year.

c. Appointment of Agent of Record – Employee Benefits

This agreement recognizes OneDigital as agent for our dental, medical, LTD and life insurance.

RECOMMENDATION: That the school board appoints OneDigital as agent of record for group medical, life, long term disability and dental insurance for the 2018-19 fiscal year.

d. Appointment of Agent of Record – Workers' Compensation Policy

Annotation: The district's practice has been to employ an agent of record for our workers' compensation policy. This agent receives payment direct from the insurance companies as a percent of our premium.

RECOMMENDATION: That the school board approve the workers' compensation agent of record agreement with Anderson Insurance & Investment Agency, Inc., for the 2018-19 fiscal year.

e. Membership in Minnesota School Boards Association

Annotation: Membership in the Minnesota School Boards Association is beneficial to the efficient operation of the school district. A 2/3 majority vote is required. The annual membership cost is \$13,675.00.

RECOMMENDATION: That the School Board renew the district's membership in the Minnesota School Boards Association (MSBA).

f. Membership in Minnesota State High School League

Annotation: The Minnesota State High School League is the governing agency for all inter-scholastic co-curricular activities. The administration recommends renewal of our membership at an approximate annual cost of \$3,070.00. (A copy of the resolution for membership is attached.)

RECOMMENDATION: That the school board approves a Resolution for Membership in the Minnesota State High School League for the 2018-2019 school year.

g. Membership in the Association of Metropolitan School Districts

Annotation: The Association of Metropolitan School Districts serves as a research organization and advocate for the district's interest in legislation. We believe that continued membership is most important. The annual cost of membership for 2017-18 is \$11,473.00.

RECOMMENDATION: That the School Board renew the district's membership in the Association of Metropolitan School Districts (AMSD).

Minnesota State High School League
2100 Freeway Boulevard
Brooklyn Center, MN 55430-1735
763-560-2262 Fax: 763.569.0499 www.mshsl.org

**2018-2019 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

RESOLVED, that the Governing Board of School District Number 191, County of Dakota, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Burnsville High School
Burnsville Alternative High School

is/are authorized by this, the Governing Board of said school district or school to:

1. _____ Make new application for membership in the Minnesota State High School League; School Enrollment (9-12): _____

OR;

Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

Signing the Resolution for Membership affirms that this Governing Board has reviewed the WHY WE PLAY training video which defines the purpose of education-based athletic and activity programs and will assist school communities in communicating a shared common language as it relates to the value of these said programs.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____
Clerk/Secretary - Local Governing Board

Signed: _____
Superintendent or Head of School

Date: _____

Date: _____

District Office Address, City, Zip: 200 West Burnsville Parkway
Burnsville, MN 55337

School Superintendent's Phone: 952-707-2005 School Superintendent's Email: camoroso@lsd191.org

RETURN ONE COPY TO THE MSHSL NOT LATER THAN AUGUST 31, 2018
Retain one copy for the school files.

(over)

**2018-2019 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the schools membership in the MSHSL.

Please complete and return this form with your school's 2018-2019 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Burnsville High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Jim Schmid

Designated School Board Member
(Please Print)

Guillaume Paek

Designated School Representative
(Please Print)

j.schmid@isd191.org

Email Address

g.paek@isd191.org

Email Address

208.02 ACTIVITY REPRESENTATIVES

Guillaume Paek

Boys' Sports
(Please Print)

Guillaume Paek

Girls' Sports
(Please Print)

Speech
(Please Print)

Music
(Please Print)

Guillaume Paek

*Mailing Representative (Please Print)

Martha Schmidt

* The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings or email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member (Please Print)

Student (Please Print)

Parent (Please Print)

Faculty Member (Please Print)



**Agenda IV.A.5.
June 14, 2018**

To: Board of Education, Members
From: Cindy Amoroso, Superintendent
Date: June 8, 2018
Re: Report on Listening Session on May 24, 2018

5.24.18 School Board Listening Session
Board Members: Dan Luth and Bob Vandeenboom
Superintendent Cindy Amoroso

Six speakers presented at the 5.24.18 Board meeting.

The first topic was the BHS Theater Outstanding Ranking by Hennepin Theater Trust. One teacher explained that both the Music Man and Mary Poppins received Outstanding ratings this year by the Hennepin Theater Trust. This is a remarkable achievement.

The second topic was contract negotiations. One teacher and two community members spoke to the need to settle the contract.

The third topic was concerns about Nicollet Middle School. One parent spoke to concerns he has about his son's experience this year at Nicollet.

The fourth topic was budget adjustments. One student spoke to the need to keep the campus supervisors. One parent/coach spoke to the need to maintain middle school wrestling.



Future Ready. Community Strong.

**Agenda IV.A.6.
June 14, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Lisa Rider, Executive Director of Business Services

Date: June 7, 2018

Re: Policies 701: *Establishment and Adoption of School District Budget*; 709: *Student Transportation Safety Policy*; 805: *Waste Reduction and Recycling*; and 806: *Emergency Operations Policy*

Recommendation: Approve, on a second reading basis, changes to Policies 701: *Establishment and Adoption of School District Budget*; 709: *Student Transportation Safety Policy*; 805: *Waste Reduction and Recycling*; and 806: *Emergency Operations Policy*.

Changes made to the policies were recommended by MSBA and/or administration.

- Policies 701 & 805-Minor changes were suggested by MSBA.
- Policy 709-Grade levels were updated and policy language was changed to reflect current practice.
- Policy 806-This policy requires annual review. District administrators collaborate with public safety officials regarding the District's emergency operations plan.

The Policy Review Committee reviewed these policies on May 15, 2018. The first reading was approved by the Board of Education on May 24, 2018.

Adopted: 2/1991, 8/1996
Reviewed: 5/24/2018
Revised: 6/14/2018
Rescinds: DBH

Burnsville-Eagan-Savage School District Policy 701

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or designee shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final

audit by the school board, or November 30, whichever is earlier, in accordance with Minn. Stat. § 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)

Cross References: Burnsville-Eagan-Savage School District Policy 701.1 (Modification of School District Budget)
Burnsville-Eagan-Savage School District Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

Adopted: 12/03
Reviewed: 5/24/2018
Revised: 6/14/2018
Rescinds: EEAC

Burnsville-Eagan-Savage School District Policy 709

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities while waiting for, entering, riding, and exiting a school bus.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 12 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades EC through 5 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 6 through 12 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades EC through 12 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades EC through 3 school bus safety training twice during the school year.
4. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
5. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
6. The school district may provide kindergarten students with school bus safety training before the first day of school.
7. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades EC through 12 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation

Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Observe same conduct as in the classroom.
- b. Be courteous, use no profane language.
- c. Do not eat or drink on the bus.
- d. Keep the bus clean.
- e. Cooperate with the driver.
- f. Do not smoke.
- g. Do not be destructive.
- h. Stay in your seat.
- i. Keep head, hands and feet inside the bus.

j. Bus driver is authorized to assign seats.

4. Consequences

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

The school bus is considered an extension of the classroom. Refer to the student handbook for more details on potential consequences.

(1) Other Discipline

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

(2) Records

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

(3) Vandalism/Bus Damage

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

(4) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to

students. School bus rules are to be posted on each school bus.

(5) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school

district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

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

VI. SCHOOL BUS DRIVER TRAINING

A. Training

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

B. Evaluation

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

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and
6. Safely load and unload students.

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

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

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

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and

passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
- c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

- 11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
- 12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

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

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

students with disabilities;

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

- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat.

§ 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.

- d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
- g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other

entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

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

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

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

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved

by the school district.

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

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

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

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)

Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
 Minn. Stat. § 123B.90 (School Bus Safety Training)
 Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
 Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
 Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
 Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
 Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
 Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)

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

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Burnsville-Eagan-Savage School District Policy 805

805 WASTE REDUCTION AND RECYCLING

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. (Minn. Stat. § 115A.15, Subd. 1)

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

- A. “Lamp recycling facility” means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (Minn. Stat. § 116.93, Subd. 1)
- B. “Mixed municipal solid waste” means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. (Minn. Stat. § 115A.03, Subd. 21)
- C. “Packaging” means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (Minn. Stat. § 115A.03, Subd. 22b)
- D. “Postconsumer materials” means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (Minn. Stat. § 115A.03, Subd. 24b)
- E. “Rechargeable battery” means a sealed nickel-cadmium battery, a sealed lead acid

battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (Minn. Stat. § 115A.9157)

- F. “Recyclable commodities” means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (Minn. Stat. § 115A.15, Subd. 1a(a))
- G. “Recyclable materials” means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, and source-separated compostable materials ,and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (Minn. Stat. § 115A.03, Subd. 25a)
- H. “Recycling” means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (Minn. Stat. § 115A.03, Subd. 25b)
- I. “Resource conservation” means the reduction in the use of water, energy, and raw materials. (Minn. Stat. § 115A.03, Subd. 26a)
- J. “Reusable commodities” means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (Minn. Stat. § 115A.15, Subd. 1a(b))
- K. “Source-separated compostable materials” means materials that:
 - 1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 - 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 - 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 - 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA’s class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
 - 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner

determines that no other person is willing to accept the materials.

(Minn. Stat. § 115A.03, Subd. 32a)

- L. “Waste reduction” or “source reduction” means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
1. reusing the product in its original form;
 2. increasing the life span of a product;
 3. reducing material or the toxicity of material used in production or packaging; or
 4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

(Minn. Stat. § 115A.03, Subd. 36b)

IV. WASTE DISPOSAL

- A. The school district will attempt to decrease the amount of waste consumable materials by:
1. reduction of the consumption of consumable materials whenever practicable;
 2. full utilization of materials prior to disposal;
 3. minimization of the use of non-biodegradable products whenever practicable.
- B. Each school district facility shall also collect at least three recyclable materials, such as, but not limited to, the following: paper, glass, plastic, and metal. (Minn. Stat. § 115A.151)
- C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (Minn. Stat. § 115A.151)
- D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school

district will:

1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
2. develop and implement a plan for managing the potential liability; and
3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4)

E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:

1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
2. the land unless approved by the PCA; or
3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(Minn. Stat. § 115A.916)

F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in solid waste; or

2. in a wastewater disposal system.

(Minn. Stat. § 115A.932, Subd. 1(a))

- G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in a solid waste processing facility; or
2. in a solid waste disposal facility.

(Minn. Stat. § 115A.932, Subd. 1(b))

- H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under Minn. Stat. § 216B.241, Subds. 2 and 4. (Minn. Stat. § 115A.932, Subd. 1(c))

- I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2)

- J. The school district may not place yard waste:

1. in mixed municipal solid waste;
2. in a disposal facility;
3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or
4. in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or (e).

(Minn. Stat. § 115A.931)

- K. The school district may not place a telephone directory:
 - 1. in solid waste;
 - 2. in a disposal facility; or
 - 3. in a resource recovery facility, except a recycling facility.

(Minn. Stat. § 115A.951, Subd. 2)

- L. The school district may not:
 - 1. place major appliances in mixed municipal solid waste; or
 - 2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

(Minn. Stat. § 115A.9561)

- M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (Minn. Stat. § 115A.9565)

- N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (Minn. Stat. § 115A.961, Subd. 3)

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

- A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (Minn. Stat. § 16C.073, Subd.3(a))
- B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (Minn. Stat. § 16C.073, Subd. 3(b))
- C. Whenever practicable, the school district will:
 - 1. purchase uncoated copy paper, office paper and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
 - 2. purchase recycled content paper with at least ten percent postconsumer

material by weight ;

3. use reusable binding materials or staples and bind documents by methods that do not use glue;
4. purchase printer or duplication cartridges that:
 - a. have 10 percent post-consumer material; or
 - b. are purchased as remanufactured; or
 - c. are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in Minn. Stat. § 115A.03, Subd. 25b;
5. produce reports, publications, and periodicals that are readily recyclable;
6. print documents on both sides of the paper where commonly accepted publishing practices allow.

(Minn. Stat. § 16C.073, Subd. 2)

- D. The school district may not use a specified product included on the prohibited products list published in the State Register. (Minn. Stat. § 115A.9651)
- E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. (Minn. Stat. § 16C.073, Subd. 3(b))
- F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids. (Minn. Stat. § 16C.073, Subd. 3(b))

VI. OTHER

The policy of the school district is to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional, and state levels.

Legal References: Minn. Stat. § 16C.073 (Purchase and Use of Paper Stock; Printing)
Minn. Stat. § 115A.03 (Definitions)
Minn. Stat. § 115A.15 (State Government Resource Recovery)
Minn. Stat. § 115A.151 (State and Local Facilities)
Minn. Stat. § 115A.46 (Requirements)
Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)

Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)
Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
Minn. Stat. § 115A.931 (Yard Waste Prohibition)
Minn. Stat. § 115A.932 (Mercury Prohibition)
Minn. Stat. § 115A.951 (Telephone Directories)
Minn. Stat. § 115A.9561 (Major Appliances)
Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)
Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)
Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

Cross References:

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Burnsville Eagan Savage Policy 806

806 EMERGENCY OPERATIONS POLICY

I. PURPOSE

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

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

The administration of each building shall present tailored building-specific emergency operations plans to the superintendent or designee for review and approval. The building-specific emergency operations plans will include general emergency procedures and emergency-specific procedures. This policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Emergency Operations Policy

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

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

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

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

- d. Training Procedures. Building administrators are responsible for providing training for staff and students so they are prepared to respond appropriately in emergency situations. Building administrators should use the state-mandated fire drills, lock-down drills, and tornado drills as opportunities for this training. In addition, building administrators should provide copies of this Emergency Operations Policy to employees. Each building's emergency operations plan will include procedures for training and conducting drills.
 - e. Communication Procedures. Responding quickly is a major factor in crisis communications. Timely response reduces tension, confusion, worry, and doubt. Each building's emergency operations plan will include explanation of the communication roles of the building administrator, the Communication Coordinator, and the Superintendent in a crisis situation. Communication following an emergency is also important. The following actions should be taken as appropriate after a crisis: letter to parents; media release; staff meeting; incident documentation; and report to the school board.
2. Emergency-Specific Procedures. The Emergency Operations Policy includes specific procedures for emergency situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific emergency operations plans.
 3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's emergency operations plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must

be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator and designee(s) will know the location of that list in the event of a school emergency. A copy of the list will be kept ~~on file~~ in the school district office.

- b. Leaders. The building administrator or designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response personnel are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response personnel.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

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

B. Planning and Preparing for Fire

1. Designate a safe area suggested at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.

(Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

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

D. Emergency Telephone Numbers

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

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

E. Warning and Notification Systems

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

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

F. Early School Closure Procedures

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

Early school closure procedures also will include a reminder to parents and

guardians to monitor local and district social media for school closing announcements, where possible.

G. Media Procedures

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

H. Behavioral Health Crisis Intervention Procedures

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

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

I. Long-Term Recovery Intervention Procedures

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

1. Physical/structural recovery.
2. Fiscal recovery.

3. Academic recovery.
4. Social/emotional recovery.

IV. PROCEDURES INCLUDED IN THIS POLICY

Procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures

- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

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

B. Visitors

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

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

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

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

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

Cross References: Burnsville Eagan Savage School District Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Burnsville Eagan Savage School District Policy 413 (Harassment and Violence)
Burnsville Eagan Savage School District Policy 501 (School Weapons Policy)
Burnsville Eagan Savage School District Policy 506 (Student Discipline)
Burnsville Eagan Savage School District Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
Burnsville Eagan Savage School District Policy 903 (Visitors to School District Buildings and Sites)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>



Future Ready. Community Strong.

**Agenda IV.A.7.
June 14, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Stacey Sovine, Executive Director of Human Resources

Date: June 7, 2018

Re: Approve on a second reading basis, new Policy 495: *Staff Recognition*

Recommendation: Approve, on a second reading basis, new Policy 495: Staff Recognition.

Purpose: The School District shall demonstrate its appreciation of employees through a board-approved employee recognition program which shall not include monetary awards.

The Policy Review Committee reviewed this policy on May 15, 2018. The first reading was approved by the Board of Education on May 24, 2018.

Adopted:
Reviewed: 5/24/2018
Revised: 6/14/2018
Rescinds:

495 STAFF RECOGNITION

I. PURPOSE

The School District shall demonstrate its appreciation of employees through a board-approved employee recognition program which shall not include monetary awards.

II. TYPES OF STAFF RECOGNITION

- A. **Years of Service:** Employees will be recognized with a certificate for years of service in the school district beginning with 10 and 20 years of service and then five year intervals after that.
- B. **Retirements:** Retiring employees will be recognized with a memento and a reception at the District 191 Employee Retirement Recognition.
- C. **One91 Community of Excellence Awards:** One91 Community of Excellence Award recipients will be recognized with a plaque at the One91 Community of Excellence Award Ceremony. Award categories consist of Collaboration and Partnership, Innovation, Community Engagement, Excellence in Educational Support, Teaching Excellence, Leadership in Action, and Spirit of Excellence.
- D. **School/Department Recognition:** Employee recognition at the school and department level must be approved by the superintendent or designee.

Legal References: Minn. Stat. § 123B.02, subd. 14a, General Powers of Independent School Districts

Cross References:



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**Agenda IV.A.8.
June 14, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Dave Watkins, Assistant Superintendent

Date: June 7, 2018

Re: Policies 299: *Student Representative to the School Board*; 613: *Graduation Requirements*; 607: *Organization of Grade Levels*; 610: *Field Trips*; and 616: *School District Accountability*

Recommendation: Approve, on a first reading basis, changes to Policies 299: *Student Representative to the School Board*; 613: *Graduation Requirements*; 607: *Organization of Grade Levels*; 610: *Field Trips*; and 616: *School District Accountability*.

The policies were reviewed by administration and the Policy Review Committee on June 6, 2018.

Adopted: 7/1985
Reviewed: [9/15/2016/14/2018](#)
Revised: 9/29/2016
Rescinds: ABC/ABC-R/JFB

Burnsville-Eagan-Savage School District Policy 299

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 representative shall be selected from the student body of the Burnsville 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 [and will adhere to the student code of conduct](#).

C. Term

The student representative shall serve for one student 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 [from the student body at large](#) to the school board.

E. Duties

1. The student 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 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:

Adopted: 4/1997
Reviewed: ~~8/10/2017~~ 8/14/2018
Revised: 8/24/2017
Rescinds: IKF

Burnsville-Eagan-Savage School District Policy 613

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2011-2012 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 8 in the 2012-2013 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of a semester of study or a student's mastery of the applicable subject matter, as determined by the school district, and sufficient to satisfy applicable academic standards.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "EL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

- F. “GRAD” means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

IV. DISTRICT ASSESSMENT ADMINISTRATOR

The district shall name a staff member as the school district assessment administrator. Said person shall be in charge of all test procedures.

V. GRADUATION ASSESSMENT REQUIREMENTS

~~This table outlines the requirements for meeting graduation assessment requirements based on when students first enrolled in grade 8. The requirements for students first enrolled in grade 8 in 2012-13 and later have been revised based on current legislation:~~

A. Graduation assessment requirements for students first enrolled in grade 8 in 2011-12 or earlier are:

- Meet or have met graduation assessment requirements through routes related to the Graduation-Required Assessments for Diploma (GRAD)*; OR
- Take or have taken The ACT + Writing, the WorkKeys, the Compass, or the Armed Services Vocational Aptitude Battery (ASVAB); OR
- Meet or have met district alternative, equivalent assessment to satisfy the graduation assessment requirements.

*GRAD routes outlined in 2015-16 Procedures Manual for the Minnesota Assessments, p. 33.

B. Students first enrolled in grade 8 in 2012-13 or later are not required to take any graduation assessments. However, all students must:

- Be provided the opportunity to participate in a district-provided college entrance exam in grade 11 or grade 12; AND
- Be provided assistance, no later than grade 9, in exploration and planning activities for career interests or post-secondary education; AND
- Have a record of progress toward career and college readiness on the high school transcript.

- ~~These students are no longer required to participate in the series of Career and College Assessments.~~
- ~~Districts must provide students the opportunity to participate in a national college entrance exam during the school day. The college entrance exam is not provided through a statewide administration.~~
- ~~All students must be offered the opportunity but are not required to participate.~~

First Enrolled in Grade 8 In 2010-11 or 2011-12	First Enrolled in Grade 8 In 2012-13 and Later
<p>Meet requirements through any combination of the options below as long as met in each subject (reading, writing, and mathematics):</p> <ul style="list-style-type: none"> • — Took The ACT Plus Writing in grade 11 in 2014-14 and received a composite score and a writing score; OR • — Meet or have met graduation assessment requirements through routes related to the Graduation-Required Assessments for Diploma (GRAD)*; OR • — Take or have taken The ACT, the WorkKeys, the Compass, or the Armed Services Vocational Aptitude Battery (ASVAB); OR • — Meet or have met district alternative, equivalent assessment to satisfy the graduation assessment requirements. <p>*GRAD routes outlined in 2015-16 Procedures Manual for the Minnesota Assessments, p. 33</p>	<ul style="list-style-type: none"> • — Be provided the opportunity to participate in a district provided college entrance exam in grade 11 or grade 12; AND • — Be provided assistance, no later than grade 9, in exploration and planning activities for career interests or post-secondary education; AND • — Have a record of progress toward career and college readiness on the high school transcripts.

VI. GRADUATION CREDIT REQUIREMENTS

- A. ~~Students beginning 9th grade in the 2012-2013 school year through~~who first enrolled in grade 9 in the 2015-16 school years must successfully complete, as determined by the school district, 32 high school level credits for graduation. Requirements for graduation are as follows:
1. ~~Successfully complete the following courses offered at the district's three junior high schools:~~ Geography 9, English 9, Math 9, Earth/Physical Science 9;
 2. ~~Successfully complete 32 high school level credits in grades 10-12. A credit is equivalent to a student successfully completing a semester of study or a student mastering the applicable subject matter, as determined by the school district, and sufficient to satisfy~~

~~applicable academic standards:~~

- a. Six credits of language arts;
- b. Six credits of social studies, including world history, American history, ~~and~~ government, ~~and~~ economics;
- c. Four credits of mathematics, including geometry and algebra II;
- d. Four credits of science, including biology and chemistry;
- e. Two credits in the arts;
- f. One credit of health;
- g. One credit of physical education; and
- h. Eight credits of electives.

B. Students ~~beginning 9th grade~~ who first enrolled in grade 9 in the 2016-2017 school year ~~and later or later~~ must successfully complete 46 high school level credits for graduation. ~~A credit is equivalent to a student successfully completing a semester of study or a student mastering the applicable subject matter, as determined by the school district.~~

1. Eight credits of language arts ~~sufficient to satisfy all of the academic standards in English language arts;~~
2. Six credits of mathematics, ~~encompassing including two credits of~~ geometry, two credits of Algebra II, and two credits of statistics and probability, ~~and two Algebra II credits, plus Algebra I in 8th grade for no HS credit;~~
3. Six credits of science, including two credits of physical science, two credits of biology and two credits of chemistry, ~~and encompassing all other academic standards in science;~~
4. Seven credits of social studies, ~~encompassing including one credit of~~ geography, two credits of world history, two credits of United States/American history, geography, one credit of government and citizenship, ~~world history, and one credit of~~ economics ~~sufficient to satisfy all of the academic standards in social studies;~~
5. Two credits ~~of in~~ of in the arts ~~sufficient to satisfy all of the state or local academic standards in the arts;~~
6. One credit of health, ~~required during freshman or sophomore year;~~

7. One credit of physical education;
8. One credit of College and Career Planning (Success 191), required during freshman year; and
9. Fourteen credits of electives.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12;
 5. Minnesota Academic Standards, Physical Education K-12; and
 6. Locally adopted standards, Arts K-12.
- B. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
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.* (Every Student Succeeds Act)

Cross References: Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)
Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)
Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)
Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)

Adopted: 12/17/2015
Reviewed: ~~12/03/2015~~ 6/14/2018
Revised:
Rescinds:

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

~~1. Through the 2015-16 school year:~~

~~Elementary: Grades kindergarten through 6~~

~~Junior High: Grades 7-9~~

~~High School: Grades 10-12~~

~~2. Effective 2016-17 school year and beyond:~~

~~Elementary: Grades kindergarten through 5~~

~~Middle: Grades 6-8~~

~~High School: Grades 9-12~~

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References:

Adopted: 11/2000
Reviewed: ~~1/14/2016~~/14/2018
Revised: 3/2007, 1/28/2016
Rescinds: IICA

Burnsville-Eagan-Savage School District Policy 610

610 FIELD TRIPS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Instructional Trips

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

B. Supplementary Trips

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

C. Extended Trips

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

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

PRELIMINARY APPROVAL SCHEDULE

Local, Regional Travel - Principal	60 days in advance
National Travel - Superintendent	120 days in advance
International Travel – School Board	180 days in advance

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

FINAL APPROVAL SCHEDULE

Local, Regional Travel - Principal	30 days in advance
National Travel - Superintendent	60 days in advance
International Travel – School Board	120 days in advance

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors

deemed important and in the best interest of students.

- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 - 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 - 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

3. Equitable transportation must be provided to all students.

IV. ADDITIONAL GUIDELINES FOR EXTENDED

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

IV. CANCELLATION

The superintendent is authorized to cancel an approved field trip should safety circumstances arise that in the superintendent's judgment warrant such action (e.g., based on U.S. State department travel advisories or other basis as determined by the superintendent).

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities;
Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675
(8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: Burnsville-Eagan-Savage School District Policy 403 (Discipline,
Suspension, and Dismissal of School District Employees)
Burnsville-Eagan-Savage School District Policy 423 (Employee – Student
Relationships)
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 707 (Transportation of
Public School Students)
Burnsville-Eagan-Savage School District Policy 709 (Student
Transportation Safety Policy)
Burnsville-Eagan-Savage School District Policy 710 (Extracurricular
Transportation)



Future Ready. Community Strong.

**Agenda IV.A.9.
June 14, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Stacey Sovine, Executive Director of Human Resources; and Stephanie White,
Executive Director of Individualized Student Support Services

Date: June 7, 2018

Re: Approve No Changes to Policies 410: *Family and Medical Leave Policy*; 414: *Mandated Reporting of Child Neglect or Physical or Sexual Abuse*; 415: *Mandated Reporting of Maltreatment of Vulnerable Adults*; 508: *Extended School Year for Certain Students with Individualized Education Programs*; and 514: *Bullying Prohibition Policy*

Recommendation: Approve no changes to Policies 410: *Family and Medical Leave Policy*; 414: *Mandated Reporting of Child Neglect or Physical or Sexual Abuse*; 415: *Mandated Reporting of Maltreatment of Vulnerable Adults*; 508: *Extended School Year for Certain Students with Individualized Education Programs*; and 514: *Bullying Prohibition Policy*.

Policies 410, 415, and 514 require annual review.

The policies were reviewed by the Policy Review Committee on June 6, 2018. All policies will be reviewed every 3-5 years.

Adopted: 4/2001

Burnsville-Eagan-Savage School District Policy 410

Reviewed: [5/25/2017/6/14/2018](#)

Revised: 5/12/2016

Rescinds: GBEAC

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to Independent School District 191 employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under Minnesota law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee’s pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee’s fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.
- D. “Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness.
- E. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember’s spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember’s next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember’s only next of kin.
- F. “Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 2. to attend military events and related activities of a covered military member;
 3. to address issues related to childcare and school activities of a covered military member's child;
 4. to address financial and legal arrangements for a covered military member;
 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 7. to attend post-deployment activities related to a covered military member;
 8. to address parental care needs; and
 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
 2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. "Veteran" has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

- b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
 - (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
 - (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
 - (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
 - (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
- 6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
- 7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis,

based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely

contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case

where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
 - 1. take leave for the entire period or periods of the planned medical treatment; or
 - 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 - 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 - 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 - 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable

regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)

Adopted: 7/2001
Reviewed: ~~8/10/2017~~ 8/14/2018
Revised: 8/24/2017
Rescinds: GBHA

Burnsville-Eagan-Savage School District Policy 414

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.

- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so;
 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
 5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
 6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
 7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
 8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child’s care in good faith has selected and

depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to

this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

- I. “School personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- J. “Sexual abuse” means the subjection of a child by a person responsible for the child’s care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- K. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- L. “Person responsible for the child’s care” means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- M. “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is

happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.

- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies.

The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written

notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear on the district website.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: Burnsville-Eagan-Savage School District Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Adopted: 7/2001
Reviewed: 5/25/2017/6/14/2018
Revised: 5/12/2016
Rescinds: GBHAB

Burnsville-Eagan-Savage School District Policy 415

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. “Mandated Reporters” means any school personnel who have reason to believe that a vulnerable adult is being or has been maltreated.
- B. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.
- D. “Abuse” means: (a) An act against a vulnerable adult that constitutes a violation of,

an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.

- E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to

protect the individual's self from maltreatment.

- G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive

damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: Burnsville-Eagan-Savage School District Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
Burnsville-Eagan-Savage School District Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)
Burnsville-Eagan-Savage School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Adopted: 12/3/2015
Reviewed: ~~5/26/2016~~/14/2018
Revised: 6/9/2016
Rescinds:

508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

I. PURPOSE

The purpose of this policy is to ensure that Independent School District 191 complies with the overall requirements of law as mandated for certain students subject to individualized education program (IEP) plans when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

- A. Extended School Year Services Must Be Available to Provide a FAPE. The District shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
 2. Services are necessary for the student to achieve a reasonable degree of personal independence or self-sufficiency typically identified in the annual IEP goals for a student requiring a functional curriculum because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
 3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.
- C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:
1. Prior observations of the student's regression and recoupment over the summer;

2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
 3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
 2. The student's degree of impairment.
 3. The student's rate of progress.
 4. The student's behavioral or physical problems.
 5. The availability of alternative resources.
 6. The student's ability and need to interact with nondisabled peers.
 7. The areas of the student's curriculum which need continuous attention.
 8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References: Minn. Stat. § 125A.14 (Extended School Year)
Minn. Rules Part 3525.0755
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. Part 300 (IDEA Regulations)

Cross References:

Adopted: 03/06
Reviewed: 5/25/2017/6/14/2018
Revised: 6/8/2017
Rescinds: ACD-JBD, JBD-ACD

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying of students and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior involving students.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual or a group, of a student, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to individuals who directly engage in an act of bullying, but also to those who, by their indirect behavior, condone or support an act of bullying. This policy also applies to anyone whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying of a student.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying of a student shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying of a student reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct, aimed

at a student, that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the person engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles

approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any student who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three working days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary

consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school

personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce

discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the

school district.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § Ch. 124E (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: Burnsville-Eagan-Savage Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Burnsville-Eagan-Savage Policy 413 (Harassment and Violence)
Burnsville-Eagan-Savage Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Burnsville-Eagan-Savage Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Burnsville-Eagan-Savage Policy 423 (Employee-Student Relationships)
Burnsville-Eagan-Savage Policy 501 (School Weapons Policy)
Burnsville-Eagan-Savage Policy 506 (Student Discipline)
Burnsville-Eagan-Savage Policy 507 (Corporal Punishment)
Burnsville-Eagan-Savage Policy 515 (Protection and Privacy of Pupil Records)
Burnsville-Eagan-Savage Policy 521 (Student Disability
Nondiscrimination)
Burnsville-Eagan-Savage Policy 522 (Student Sex Nondiscrimination)

Policy) Burnsville-Eagan-Savage Policy 524 (Internet Acceptable Use and Safety Policy)
Burnsville-Eagan-Savage Policy 525 (Violence Prevention)
Burnsville-Eagan-Savage Policy 526 (Hazing Prohibition)
Burnsville-Eagan-Savage Policy 529 (Staff Notification of Violent Behavior by Students)
Burnsville-Eagan-Savage Policy 709 (Student Transportation Safety
Policy)
Burnsville-Eagan-Savage Policy 711 (Video Recording on School Buses)
Burnsville-Eagan-Savage Policy 712 (Video Surveillance Other Than on Buses)



Agenda Item IV.A.10.
June 14, 2018

TO: Members, Board of Education
Cindy Amoroso, Superintendent

FROM: Lisa Rider, Executive Director of Business Services

DATE: June 14, 2018

RE: Approve Lead in Water Management Plan

Recommendation: That the Board of Education approve the Lead in Water Management Plan.

In 2017, state legislation was passed requiring public school districts and charter schools to test for the presence of lead in water. Minnesota Statute, section 121A.335 Lead in School Drinking Water details the required testing.

In April 2018, the Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE) jointly released the Reducing Lead in Drinking Water: A Technical Guidance and Model Plan for Minnesota's Public Schools.

Independent School District 191 shall adopt the Model Plan by July 1, 2018. The District shall develop a testing schedule and require each building to be tested at least once every five (5) years. All results of testing will be made available to the public to review and parents and guardians will be informed of the availability of the information. We have scheduled districtwide testing to commence in the fall of 2018.

We will use the Long-Term Facilities Maintenance (LTFM) Revenue program to reimburse costs associated with lead testing and remediation.

The Director of Operations and Transportation is responsible for compliance to the Lead in School Drinking Water program.

Please contact me with any questions you may have.

Attached:
Minnesota Statute, section 121A.335
A Technical Guidance and Model Plan for Minnesota's Public Schools.

121A.335 LEAD IN SCHOOL DRINKING WATER.

Subdivision 1. **Model plan.** The commissioners of health and education shall jointly develop a model plan to require school districts to accurately and efficiently test for the presence of lead in water in public school buildings serving students in kindergarten through grade 12. To the extent possible, the commissioners shall base the plan on the standards established by the United States Environmental Protection Agency. The plan may be based on the technical guidance in the Department of Health's document, "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's School and Child Care Facilities."

Subd. 2. **School plans.** By July 1, 2018, the board of each school district or charter school must adopt the commissioners' model plan or develop and adopt an alternative plan to accurately and efficiently test for the presence of lead in water in school buildings serving prekindergarten students and students in kindergarten through grade 12.

Subd. 3. **Frequency of testing.** The plan under subdivision 2 must include a testing schedule for every building serving prekindergarten through grade 12 students. The schedule must require that each building be tested at least once every five years. A school district must begin testing school buildings by July 1, 2018, and complete testing of all buildings that serve students within five years.

Subd. 4. **Ten-year facilities plan.** A school district may include lead testing and remediation as a part of its ten-year facilities plan under section 123B.595.

Subd. 5. **Reporting.** A school district that has tested its buildings for the presence of lead shall make the results of the testing available to the public for review and must notify parents of the availability of the information.

History: *1Sp2017 c 5 art 5 s 1*



Reducing Lead in Drinking Water

A TECHNICAL GUIDANCE AND MODEL PLAN FOR
MINNESOTA'S PUBLIC SCHOOLS



DEPARTMENT OF EDUCATION

DEPARTMENT OF HEALTH

April 2018

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Upon request, this material will be made available in an alternative format. Printed on recycled paper.

Foreword

Reducing potential lead risks in school drinking water

We are pleased to present this guidance and model plan, *Reducing Lead in Drinking Water: A Technical Guidance and Model Plan for Minnesota's Public Schools*. This plan reflects the commitment of public health, education, and legislative leaders, as well as those directly responsible for operating school drinking water systems, to reduce the chance that children are exposed to the health hazards of lead through school drinking water. It provides information on both required steps (testing, reporting) and flexible guidance that schools can consider to meet their individual needs. Reducing lead exposure is a high priority for all of us.

When children take in even small amounts of lead, there can be detrimental health effects. The longer children are exposed to lead, or the higher the dose, the greater the impact. While current science has not found a safe level of lead exposure, lead is still present in many areas of our environment, making it very difficult and costly to reach a point of zero exposure. That is why it is so important for those of us who are concerned for the health and safety of our children to do what we can to reduce lead exposures for children.

While the greatest risks, by far, for children to be exposed to lead are typically in their own homes from a source such as lead paint, under certain conditions children can be exposed to lead through school drinking water. This manual builds on existing guidance that schools have used since 1989. It is designed to help schools develop and implement plans to test for lead in drinking water and communicate results to parents and the public – fulfilling the requirements of a new state law passed in 2017. Further, the manual describes steps schools may take to reduce lead in drinking water.

We recognize the challenges school managers will face in executing lead testing, communicating results, and taking action to reduce lead in drinking water. Many schools have already taken steps to reduce lead in drinking water and we are learning from their experience. If all schools take appropriate actions and continue to follow best practices, potential exposures across the State can be greatly limited and children protected from the life-long negative impacts of lead exposure. Staff in both of our agencies are available to provide assistance to help school staff to address these challenges.

We look forward to working with all schools in Minnesota to create a more lead-free future for our children.

Brenda Casselius
Commissioner of Education

Jan Malcolm
Commissioner of Health

Contents

- Introduction 1**
 - Purpose of this Technical Guidance and Model Plan 1
 - Who is Required to Use this Technical Guidance and Model Plan?..... 1

- Health Information 2**
 - Why Worry About Lead in Schools? 2
 - Health Risks of Lead 2
 - Common Sources of Lead 3
 - How Does Lead Get Into Drinking Water?..... 3
 - Why is Lead a Special Concern for Schools?..... 3
 - What Can Be Done to Reduce Lead Levels in Drinking Water?..... 4

- Regulations and Guidance..... 6**
 - Minnesota State Statute 121A.335..... 6
 - The Safe Drinking Water Act, Lead and Copper Rule 7
 - The Lead Contamination Control Act..... 7
 - The Safe Drinking Water Act, Reduction of Lead in Drinking Water Act..... 7
 - MDH Guidance 8
 - 3Ts (Training, Testing and Telling) 8
 - Guidance Values of Lead..... 8

- Model Plan for Lead Testing..... 10**
 - Required Components of a Model Plan..... 10
 - MDE Support for Lead Reduction Activities..... 10
 - Step 1- Sampling Program Development: 10
 - Step 2- Conduct First Draw Tap Monitoring: 13
 - Step 3- Communicate Results:..... 14

- Lead Hazard Reduction Options 15**
 - Guidance on Interpreting Results and Recommended Lead Hazard Reduction Options 15
 - Step 4- Interpret Sample Results: 16
 - Step 5- Lead Hazard Reduction Options: 18
 - Step 6- Reassess:..... 20

- Glossary of Terms and Abbreviations 21**

Introduction

Purpose of this Technical Guidance and Model Plan

This technical guidance is designed to assist Minnesota's school districts and charter schools in minimizing the exposure of students and staff to lead in drinking water. It also contains the model plan for lead testing of school drinking water as required under Minnesota Statutes, section 121A.335. The specific text of the statute can be found at:

- [Lead in School Drinking Water \(https://revisor.mn.gov/statutes/?id=121A.335\)](https://revisor.mn.gov/statutes/?id=121A.335)

Minnesota Statutes, section 121A.335 requires schools to either adopt the model plan outlined in this document or develop and adopt an alternative plan that accurately and efficiently tests for the presence of lead in water in public school buildings serving students. The statute further directs that this technical guidance be based on “standards established by the United States Environmental Protection Agency (EPA)” and current Minnesota Department of Health (MDH) guidance. In addition to describing required aspects (planning, testing, reporting), the manual also presents flexible guidance that schools can consider to meet their individual needs most efficiently.

The Minnesota Department of Education (MDE) and MDH intend that school administrators consult this technical guidance and model plan when testing for lead in their drinking water and implement activities as needed to reduce exposure to lead. The school district is responsible for adopting and retaining the model plan/alternative plan and test results records, as well as making those results available to parents and the public.

Who is Required to Use this Technical Guidance and Model Plan?

This technical guidance and model plan are intended for use by all school districts and charter schools subject to requirements of Minnesota Statutes, section 121A.335.

School administrators, school boards and others in positions of governance should review this guidance. Beyond the model plan for lead testing, this technical guidance includes recommendations to reduce lead levels at taps used for drinking water and food preparation. The instructions for testing and suggested lead hazard reduction options are designed for school health, safety, and maintenance personnel, as well as consultants working with educational agencies.

If your school is served by a Community Public Water System (CPWS), i.e. municipality, you should contact your CPWS to learn more about lead in your water supply before testing your facility. It's important to develop a working relationship with your CPWS, including having a coordinated communications plan.

While this technical guidance and model plan pertains specifically to school districts and charter schools subject to Minnesota Statutes, 121A.335, other facilities serving infants, preschoolers, and children are encouraged to use this technical guidance and model plan to identify and reduce lead in drinking water.

Health Information

Why Worry About Lead in Schools?

Lead is a toxic material known to be harmful to human health if ingested or inhaled. Recent research has shown that exposure to lead is associated with adverse mental, physical, and behavioral effects on children. The current scientific consensus is that there is no safe level of lead exposure. For more background see:

- [Centers for Disease Control and Prevention \(https://www.cdc.gov/nceh/lead/\)](https://www.cdc.gov/nceh/lead/).

Therefore, any measureable blood lead level can have negative health effects. While water is just one potential source of exposure to lead in the environment, reducing lead in school drinking water can decrease an individual's overall exposure to lead.

Health Risks of Lead

While we have known that lead is toxic for many centuries, there has historically been a level of exposure presumed to be "safe." Over the years, the safe level has been reduced based on new research, but it was always there. However, in 2012, the Centers for Disease Control and Prevention dramatically changed the way lead toxicity is assessed. Instead of setting a safe level, the new approach acknowledges the fact that there is no currently known safe level of lead exposure and recommends a primary prevention approach (i.e., preventing a problem before it occurs) to reducing risk. This concept of "no safe level" is similar to the way we assess risks from carcinogens.

Health risks from carcinogens are managed by setting an acceptable risk probability (not zero) that balances the need to reduce exposure with the practicality of avoiding chemicals that are widely distributed in our environment. The new approach for lead hazard reduction is similar in that it balances the need to reduce exposure (i.e., primary prevention) while recognizing that lead is still present in many areas of our environment.

Children

Children are more susceptible to lead exposure because their bodies absorb metals at higher rates than the average adult. Children younger than six years old are most at risk due to their rapid rate of growth and ongoing brain development. Exposure to lead can cause damage to the brain, nervous system, red blood cells, and kidneys. Lead also has the potential to cause lower IQs, hearing impairments, reduced attention span, hyperactivity, developmental delays, and poor classroom performance.

The damage from lead exposure in children is permanent. Fortunately, the impacts of lead exposure can be minimized with good nutrition, a stimulating education, and a supportive environment.

Adults

High blood lead levels in adults have been linked to increased blood pressure, poor muscle coordination, nerve damage, decreased fertility, and hearing and vision impairment. Pregnant

women and their fetuses are especially vulnerable to lead exposure since lead can significantly harm the fetus, causing lower birth weight and slowing normal mental and physical developments. For more information on the health impacts of lead on children and adults, please see the Minnesota Department of Health lead page:

- [Lead \(http://www.health.state.mn.us/topics/lead/index.html\)](http://www.health.state.mn.us/topics/lead/index.html)

Common Sources of Lead

There are a number of pathways of exposure to lead in the environment. While this guidance focuses on lead in drinking water at schools, it is important to reduce exposure from all potential sources of lead. These include:

- Lead-based paint in older homes (i.e., built before 1978). This is the most common source for childhood lead poisoning;
- Lead-contaminated dust and soil;
- Imported spices, cosmetics, and medications contaminated with lead;
- Pottery or ceramics with lead glazes;
- Exposure through lead dust from a household member who has a job or hobby that involves lead, such as construction or shooting firearms;
- Swallowing items that contain lead, such as fishing sinkers; and
- Corrosion of plumbing materials including brass, solder and pipes.

Therefore, while water is not typically the most prominent source of lead exposure for an individual, reducing lead in drinking water can help in lowering an individual's overall exposure.

How Does Lead Get Into Drinking Water?

Lead found in drinking water comes primarily from materials and components associated with the water distribution system and plumbing. While public water distribution systems may have lead components, the highest concentrations of lead are typically found nearest to the tap. Lead may be present in various materials in a building's plumbing system such as lead solder, brass fixtures, valves, and lead pipes. Corrosion of these materials allows lead to dissolve into the water passing through the plumbing system. The amount of corrosion depends on the type of plumbing materials, water quality characteristics, electrical currents, and how water is used. The longer water remains in contact with lead materials, the greater the chance lead can get into the water.

Why is Lead a Special Concern for Schools?

Children are more vulnerable to lead

Children typically have higher intake rates for environmental materials (such as soil, dust, food, water, air, paint) than adults. They are more likely to play in the dirt and put their hands and other objects in their mouths. Children tend to absorb a higher fraction of ingested lead than adults, which can slow the normal physical and mental development of their growing bodies. In addition, the physical and behavioral health effects from lead exposure can impact student success and school function. While the most vulnerable age for lead exposure is for children

less than six years old, the brains of school-age children are still developing and can be significantly impacted by lead exposure.

Plumbing materials and water use patterns at schools

Lead levels in the water within the plumbing system of schools can vary greatly from tap to tap. Plumbing materials and usage patterns influence the amount of lead in drinking water due to the variety of materials in the system (e.g., lead or copper pipes, lead solder, and brass fixtures). The amount of time the water is in contact with various materials in the plumbing system may have a significant effect on the concentrations found as well. The “on-again, off-again” water use patterns of most schools can contribute to elevated lead levels in drinking water. Water that remains stagnant in plumbing overnight, over a weekend, or during a vacation has longer contact with plumbing materials and therefore may contain higher levels of lead.

What Can Be Done to Reduce Lead Levels in Drinking Water?

This section is relevant to any tap used for drinking water or food preparation. These are best practices in reducing lead concentrations and can be used at home, school, or at work.

When evaluating the best approach for protecting against lead exposure in schools, it is important to balance a number of factors:

- Current research has not identified a safe level of exposure to lead;
- Lead is still present in many areas of the environment, making it very difficult to eliminate all exposure;
- The risks of developing irreparable damage from lead in water increase with higher concentrations of lead and longer exposure times;
- School buildings across the state are very different, being old/new, big/small, busy/limited, targeted/multi-purpose, which impacts the likelihood of lead exposure; and
- Local school districts have the best understanding of their buildings and how they are used; they can work with parents, students, teachers, and administrators to come up with the best approach for their specific situation.

An effective response to lead in water must consider all of the factors listed above. Both MDE and MDH are readily available for technical assistance and consultation, but the local school district is in the best position to understand and implement an effective strategy for their specific situation.

Use only cold water for drinking and food preparation

Use only cold water for drinking, preparing food, and making baby formula. Hot water releases more lead from pipes than cold water. The water may be warmed before use in formula.

Let it run before use

Running water at a tap, prior to using it for drinking or food preparation, will typically help reduce lead levels in the water. This works by removing the water that has been in the longest contact with the plumbing materials, thus removing the water with the highest concentration of lead. Let the water run for 30-60 seconds before using it for drinking or cooking if the water

has not been turned on in over six hours. The only way to know if lead has been reduced after letting it run is to check with a test.

Other routine maintenance

Like any appliance, water systems require routine maintenance to function properly. Steps to help reduce the presence of lead in your water include:

- Clean faucet aerators on a quarterly basis - more often if debris buildup is observed - as lead-containing materials may accumulate in aerator screens;
- Use only certified lead free materials when performing plumbing work.
 - [Lead Free Certification Marks](http://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100GRDZ.txt)
(<http://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100GRDZ.txt>) ; and
- Follow the manufacturer's recommendations for water softener settings to ensure an appropriate level of hardness. The hardness of the incoming water may have to be determined by asking your water supplier or having a sample analyzed.

Test the water for lead

The only way to determine how much lead may be present in drinking water is to have the water tested. Each tap or fixture providing water for drinking or food preparation should be tested at least every five years. Some form of lead hazard reduction should be implemented for taps where lead is found. Detailed instructions on testing water for lead and recommended lead hazard reduction options can be found later in this document.

Regulations and Guidance

Due to lead’s health effects and the special circumstances that make lead a concern in schools, a number of legal requirements and guidance materials exist that are applicable to reducing lead in school drinking water.

Table 1 displays the rules, regulations and guidance applicable to schools. They represent a range of laws, rules (enforceable) and guidance (not enforceable) developed over the past 30 years. Much has been learned over that time regarding lead health impacts, requiring an ongoing evolution in the way we address lead hazards. Each rule, regulation or guidance is explained in detail in the sections following the table.

Table 1: Regulations and Guidance Governing Lead in Schools Drinking Water

Type	State Statutory Requirement	Federal Laws and Rules			State Guidance	Federal Guidance (EPA)
Name	Minnesota Statute 121A.335	Lead and Copper Rule (SDWA)	Lead Contamination Control Act	Reduction of Lead in Drinking Water Act (SDWA)	Reducing Lead in Drinking Water	3Ts (Training, Testing and Telling)
Effective Date	2018	1991/2007	1988	2014	1989/2014	1994/2006
Applicability	All public and charter schools in Minnesota	Directly applies to schools served by their own water source (e.g., well) and serving 25 or more people	All schools	All schools	All schools	All schools

Minnesota State Statute 121A.335

The document you are reading was developed in response to Minnesota State Statute 121A.335. It requires public and charter schools to have a plan for efficiently and accurately testing for lead in drinking water using the model plan developed by MDE and MDH or by adopting an alternative plan. The law applies in addition to any other current testing requirements. The full Statute is found at:

- [Lead in School Drinking Water \(https://revisor.mn.gov/statutes/?id=121A.335\)](https://revisor.mn.gov/statutes/?id=121A.335)

Under the statute, **by July 1, 2018 school districts must:**

- Adopt the model plan from this document or develop and adopt an alternative plan to accurately and efficiently test for lead in school buildings serving students from prekindergarten to grade 12;

- Create a schedule for testing that includes all school district buildings and charter schools serving students where there is a source of water that may be consumed by students (used in cooking or directly by drinking). Each tap must be tested at least once every five years. Testing must have begun by July 1, 2018 and complete testing of all buildings serving students must be done within five years; and
- Make the results of testing available to the public to review and notify the parents and guardians of the availability of the information.

The Safe Drinking Water Act, Lead and Copper Rule

The Lead and Copper Rule (LCR) of the federal Safe Drinking Water Act (SDWA) was first passed in 1991, was updated in 2007, and applies to the public water system (PWS) supplying drinking water to a school building. Compliance with the LCR is based on the 90th percentile concentration value from samples collected at different points in the PWS. Compliance is a statistical calculation used to determine when a PWS must explore options to reduce lead in the water in the whole system. The LCR does not apply to individual taps.

Testing under the LCR is conducted based on a tier system, with the highest priority being individual residences. Therefore, a school served by a community water supply will not be tested under the LCR. However, if a school has a private well and has 25 or more staff and students, they are classified as a PWS and must test for lead under the LCR. More information on the LCR is at:

- [Lead and Copper Rule \(http://water.epa.gov/lawsregs/rulesregs/sdwa/lcr/index.cfm\)](http://water.epa.gov/lawsregs/rulesregs/sdwa/lcr/index.cfm)

The Lead Contamination Control Act

The Lead Contamination and Control Act (LCCA) - Public Law 100-572 was passed in 1988 and applies to all schools. The intent of the LCCA is to identify and reduce lead in drinking water at schools and relies on voluntary compliance by individual schools and school districts. In particular, it focuses on certain models of water coolers in existence at the time of the law's enactment, while also addressing lead risk reduction generally. Although compliance with the LCCA is voluntary, schools are encouraged to review its recommendations and consider implementation where appropriate.

More information on the LCCA is at:

- [Lead in Drinking Water in Schools Historical Documents \(https://www.epa.gov/dwreginfo/lead-drinking-water-schools-historical-documents\)](https://www.epa.gov/dwreginfo/lead-drinking-water-schools-historical-documents)

The Safe Drinking Water Act, Reduction of Lead in Drinking Water Act

The Reduction of Lead in Drinking Water Act (Public Law 111-380 amending Section 1417 of the Safe Drinking Water Act) became effective in January 2014. This law applies to all schools. The most common source of lead in drinking water is the corrosion of pipes and plumbing fixtures. In an effort to reduce this contamination source, the EPA amended the SDWA to mandate that

all pipes, solders, fittings, and fixtures be “lead free.” The Act revised the definition of lead free to lower the allowable amount of lead to a weighted average of 0.25% percent of the wetted surfaces of plumbing products and established a statutory method for calculating lead content; it retains a 0.20% lead limit for solder and flux. The law also created exemptions from the lead free requirements for plumbing products used exclusively for non-potable services as well as for other specified products. All plumbing fittings and fixtures must meet the NSF/ANSI Standard 61, Annex G.

More information on identifying lead free certification marks is at:

- [EPA How to Identify Lead-Free Certification Marks for Drinking Water System and Plumbing Materials \(http://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100GRDZ.txt\)](http://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100GRDZ.txt)

MDH Guidance

In 1989, MDH developed its first guidance document addressing lead in school drinking water based on the information in the 1988 EPA Lead Contamination Control Act. The latest revision in 2014 was based on new information in the 2014 EPA Reduction of Lead in Drinking Water Act. The 2014 version is superseded by this 2018 guidance.

3Ts (Training, Testing and Telling)

In 1994 the EPA developed the Lead in Drinking Water in Schools and Nonresidential Buildings guidance to assist schools in reducing the lead concentrations in their drinking water. In 2005, it was updated to become technical guidance titled “3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities.” The 3Ts were designed to aid schools with the following:

- Establishing partnerships;
- Determining current water quality;
- Identifying potential problem areas;
- Developing a monitoring plan;
- Collecting and submitting water samples;
- Implementing corrective actions if lead is detected in any sample result; and
- Communicating and conducting public outreach.

The 3Ts guidance may be found at:

- [3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities \(https://www.epa.gov/dwreginfo/3ts-reducing-lead-drinking-water-schools-and-child-care-facilities\)](https://www.epa.gov/dwreginfo/3ts-reducing-lead-drinking-water-schools-and-child-care-facilities)

Guidance Values of Lead

Lead is still present in many areas of our environment, including materials that were commonly used in plumbing systems. To help in understanding the risks posed by environmental lead, a variety of guidance values have been developed at different times by different organizations. Some of the values are relatively recent, others much older; some are health based, while

others are for statistical assessment of a water system. Table 2 summarizes guidance values frequently identified with public health protection.

Table 2: Lead in Drinking Water: by the Numbers

Guidance Value: ppb (parts per billion)	Description
0 ppb	EPA has set a maximum contaminate level goal (MCLG) of zero for lead in water. <i>Note: analytical tests can only measure down to their detection limits; it is not possible to actually measure down to 0 ppb.</i>
1 ppb	The American Academy of Pediatrics recommends this level be used as a standard for school drinking water taps. <i>Note: The minimum repeatable detection limits achieved by laboratories today are typically between 0.5 and 2.0 ppb.</i>
5 ppb	Illinois, Michigan and Washington DC use this value as a trigger for schools to implement lead hazard reduction or provide notification. Health Canada has proposed this value as their new Maximum Allowable Concentration. See Health Canada (https://www.canada.ca/en/health-canada/programs/consultation-lead-drinking-water/document.html#a1) Is the International Bottled Water Association (IBWA) Bottled Water Code of Practice finished water quality product standard.
15 ppb	Public water systems sample for lead following the EPA Lead and Copper Rule. No more than 10 percent of a water system’s samples are allowed to be above this level. However, this is not a health-based value. It is applied as a statistical calculation to determine when a public water system must explore corrosion control treatment options to reduce lead in the water based on the laboratory detection limit available at the time of the rule making. This action level has not been updated since 1991. Several states have adopted this value in their school guidance in order to match the Lead and Copper Rule value.
20 ppb	This is the trigger value used in EPA’s Lead in Drinking Water in Schools and Nonresidential Buildings (1994), now the 3Ts (2005). This value has not been updated since the publication of these documents and is not a health-based value.

Model Plan for Lead Testing

This section presents the model plan as required by Minnesota Statute 121A.335. If schools adopt the model plan, all steps should be implemented. If there are questions regarding the model plan, contact MDE at 651-582-8779 or MDH at 651-201-4700 for further information.

Required Components of a Model Plan

The model plan includes three required steps:

- Step 1. Sampling Program Development
- Step 2. Conduct First Draw Tap Monitoring
- Step 3. Communicate Results

All schools must complete these steps or formulate a plan that addresses the core concepts of a sampling plan, testing, and communicating results. An alternative plan must accurately and efficiently test for the presence of lead in water in school buildings serving pre-kindergarten students and students in kindergarten through grade 12.

Recommendations for interpreting results and possible hazard reduction steps, which must be tailored to meet specific local needs and conditions, are presented later in this document. The recommendations are presented as guidance and are not a required part of Minnesota Statute 121A.335

MDE Support for Lead Reduction Activities

MDE administers the Long-Term Facilities Maintenance Revenue program under Minnesota Statutes, section 123B.595. This program may be utilized to reimburse costs associated with lead testing and remediation. Funding does not cover staff time used to perform daily flushing or water use utility cost associated with flushing procedures. Memorandums from MDE, program guidance documents, spreadsheets and forms used to obtain approval to receive revenue are available at this link:

- [Long-Term Facilities Maintenance \(http://education.state.mn.us/MDE/dse/schfin/fac/ltfm/\)](http://education.state.mn.us/MDE/dse/schfin/fac/ltfm/)

Step 1- Sampling Program Development:

A program to assess and sample for lead in drinking water must incorporate, at a minimum, the following actions:

- **Inventory drinking water taps used for consumption (i.e., drinking water and food preparation):**
 - A drinking water faucet or tap is the point of access for people to obtain water for drinking or food preparation. A faucet/tap can be a fixture, faucet, drinking fountain or water cooler. Drinking water taps typically do not include bathroom taps, hose bibbs, laboratory faucets/sinks or custodial closet sinks; these should be clearly marked not for drinking.

- Taps used for human consumption should only be cold water taps.
- Hot water taps should never be used to obtain water for drinking water or food preparation.
- **Check all drinking fountains to ensure EPA has not identified them as having a lead lined tank under the LCCA.** This list can be found at: [Lead in Drinking Water Coolers \(http://tinyurl.com/kr8kppf\)](http://tinyurl.com/kr8kppf);
 - If a drinking fountain within the school is found on this list, it should be removed from use immediately.
- **Determine a schedule for sampling:**
 - All taps used for drinking water or food preparation must be tested at a minimum of once every five years.
 - If budget or resources do not allow all taps to be tested in the first year, it is suggested that taps be prioritized, with all high priority taps tested the first year, medium priority the second, and low priority the third. The fourth year should be used as a “make up” year, if needed.
 - Recommended priority levels are:
 - High priority: taps used by children under the age of six years of age or pregnant women (e.g., drinking fountains, nurse’s office sinks, classrooms used for early childhood education and kitchen sinks);
 - Medium priority: other taps regularly used to obtain water for drinking or cooking (e.g., Family and Consumer Science sinks, classroom sinks, and teacher’s lounges); and
 - Low priority: other taps that could reasonably be used to obtain water for drinking but are not typically used for that purpose
- **Determine logistics for sampling:**
 - Water testing should be done consistent with the established schedule. Prior to testing it must be determined if school staff or a contractor will conduct the testing.
 - If the school will be doing the testing itself, it will need to contact a laboratory or purchase field testing equipment.
 - Schools will also need to decide if they will use field analyzers or laboratories to analyze results. Either method is acceptable with appropriate quality control and experience.
- **Analysis by an Accredited Laboratory:**
 - Laboratory analysis typically involves a school district or consultant contracting with an accredited lab to obtain sample bottles. The laboratory will send instructions for sampling, sample bottles, and a chain-of-custody form to document time and date collected, collector name, and sample location.
 - Limitations:
 - Analytical costs. These vary from lab to lab. Currently, typical per sample costs for lead and copper analysis may range from \$20 - \$50, depending on a variety of factors;
 - May take longer to get results than using a field analyzer; and
 - Typically requires shipping.

- Benefits
 - District and/or consultant will not need to maintain instrument calibration records;
 - Uses a Chain-of-Custody to ensure integrity of sample analysis process;
 - Analysis done by third-party may provide more independent review/transparency;
 - Accredited labs use EPA approved methods and have met industry standards for analysis; and
 - Analysts are certified and trained.

A listing of accredited laboratories may be found at:

- [Accredited Laboratories \(http://www.health.state.mn.us/labsearch\)](http://www.health.state.mn.us/labsearch)

Figure 1 presents a screen shot from the MDH website on search terms for finding an accredited lab using a customized search.

Program = Safe Drinking Water Program

Analyte = Lead

Matrix = Drinking Water

Figure 1: Screenshot of Customized Searches from MDH website

The screenshot shows the 'Environmental Laboratory Accreditation Program - Search for Accredited Laboratories' interface. It features a search form with several sections:

- Identification:** Fields for 'Laboratory Name' and 'Laboratory Number'.
- Location:** Fields for 'State/Province' (dropdown), 'County', and 'City'.
- All Other Programs and Test Parameters:** This section is highlighted with a red box and contains:
 - Program:** Safe Drinking Water Program (dropdown)
 - Analyte:** Lead (dropdown)
 - Matrix:** Drinking Water (dropdown)
 - Method:** -- All -- (dropdown)
 - Category:** -- All -- (dropdown)
 - Technology:** -- All -- (dropdown)
 - Accepts samples from private home owners:** checkbox (unchecked)

- **Analysis Using Field Analyzers:**

A Field Analyzer can be a great tool for quickly and efficiently testing for lead in drinking water. If you or your consultant uses a field analyzer, it is important that you understand its limitations and proper use.

 - Limitations:
 - Some analyzers may not measure all forms of lead in drinking water. It is important that the instrument you use measures *total* lead (particulate and dissolved). If the instrument does not measure all types of lead in drinking water, your result could be biased low;

- Staff using an instrument need to ensure that the instrument is properly calibrated and maintained according to manufacturer’s specifications, and that records of calibration and maintenance are kept;
 - Instruments may require chemicals which will need to be stored and that can expire;
 - Field instruments may not have limits of detection that are as low as an accredited laboratory. Be sure that the method you use can identify concentrations as low as 1 ppb; and
 - Some instruments may have interferences with other contaminants and, therefore, under or overestimate the lead level. This may require that additional tests for iron, manganese, hardness, alkalinity or other contaminants be done prior to use to ensure that the instrument will be operated as designed.
- Benefits:
 - Get results faster;
 - Useful when doing large numbers of samples or investigative sampling where many samples might be taken from one tap;
 - Can be done on-site (no shipping needed); and
 - Can be more cost efficient depending on frequency of use.

Step 2- Conduct First Draw Tap Monitoring:

Once the plan from Step 1 is set, water sampling must be conducted according to the established schedule and priority. Water from taps used for drinking or food preparation must be tested for lead using “first draw” samples. First draw means that the samples are collected before the fixture is used or flushed during the day. Use only cold water for collecting lead samples. It is necessary to consider the order in which tap samples are collected to avoid the potential of accidentally flushing a tap. Always start at taps closest to where the water enters the building.

Sample site preparation and sample collection must be performed consistent with the following conditions:

- Note that it may be necessary to collect samples over a number of days to ensure only first draw samples were collected;
- The day before sampling - normal usage of the sampling tap should occur;
- The night before sampling - secure the fixture from being used (e.g., hang a “Do Not Use” sign);
- Do not use sampling taps for a minimum of six hours. MDH recommends not exceeding 18 hours;
- Do not remove aerators or attachments;
- Collect the first draw sample using a 250 mL bottle. Be sure to start sampling at taps closest to where the water enters the building so that no accidental flushing occurs;
- Complete all scheduled sampling for that sampling period; and
- Have samples analyzed by sending to a laboratory or conduct analysis using field analyzers. Be sure to follow all instructions from the lab or field analyzer manufacturer.

Schools with active flushing programs or considering a flushing program may also want to collect a flushed sample in order to verify flushing effectiveness.

Step 3- Communicate Results:

Minnesota Statutes section 121A.335, subdivision 5 creates a reporting requirement for schools as follows - “A school district that has tested its buildings for the presence of lead shall make the results of the testing available to the public for review and must notify parents of the availability of the information.”

In addition to testing for lead and meeting the reporting requirements, a lead hazard reduction program should include a comprehensive communication plan. The purpose of a communication plan is to provide a process for school employees, students and parents to address questions, report results and provide ongoing, up-to-date information regarding sampling efforts.

School management should:

- Assign a designated person to be the contact;
- Notify affected individuals about the availability of the testing and results within a reasonable time. School employees, students, and parents should be informed and involved in the communication process. Results of initial and any follow-up testing should be easily accessible along with documentation of lead hazard reduction options. Posting the information on a website is preferred, but the information should also be available to those without easily accessible internet access. Examples of other information venues are: meetings, open houses, and public notices; and
- Identify and share specific activities pursued to correct any lead problems. Local health officials can assist in understanding potential health risks, technical assistance and communication strategies.

MDE and MDH have developed an Education and Communication Toolkit to aid schools in implementing this Model Plan.

The three steps presented above constitute the required portions of the Model Plan. Guidance provided in the remaining sections of this manual, which are highly recommended but not statutorily required, can be used by schools to help ensure that results from required sampling are appropriately reviewed, interpreted, and communicated. Information is also presented to help school districts assess and implement effective and reasonable lead hazard control measures.

Lead Hazard Reduction Options

Information gathered as part of the required three steps of the model plan can be used to formulate actions to address and mitigate lead exposure. The options presented here are not a required part of Minnesota Statutes, section 121A.335. Recommended lead hazard reduction options include:

- Step 4. Interpret Sample Results
- Step 5. Take Corrective Actions
- Step 6. Reassess

Because individual school buildings vary tremendously across the state, it is imperative that final decisions on hazard reduction options are driven by local conditions and considerations. Actions that may be ideal in one district may not be appropriate for another district.

The recommendations in this section were compiled by MDE and MDH to assist school districts in choosing the best lead hazard reduction option to reduce exposure to lead in their schools. They should not be taken to be requirements, but may be implemented individually, in combination, or not at all, depending on the specific situation at an individual school. Because no two districts or buildings are exactly alike, best management practices will likely vary across the state.

Guidance on Interpreting Results and Recommended Lead Hazard Reduction Options

It is widely understood that there is no safe level of lead exposure from any environmental hazard, including water. When confirmed evidence of a lead hazard is identified, some response to manage the exposure (risk or harm) is necessary and appropriate. MDH encourages some level of response be taken for any plumbing fixtures identified as producing a detectable level of lead.

Districts should be prepared to communicate with parents about decisions made to address lead hazards. In their communication plan, schools should be prepared to speak to taking some action at every level. However, given that lead is still found in many environments and products, it is also important to recognize that attaining zero exposure to lead may not be reasonable, or even possible, under some circumstances.

In addition, it is critical to understand that health risks from lead do not abruptly change at varying concentration of lead. As lead concentrations, the duration of exposure, or the number of taps impacted (i.e., distribution) steadily increases, the risks posed to students steadily increase. Response options should consider vulnerability of those exposed, concentration of lead, duration of exposures, and current practices to reduce lead, among other things. The most accurate relationship between lead risk and appropriate responses follow a smooth path (i.e., solid line) as concentration increases (Figure 2). Therefore, a result of 19 ppb is not appreciably safer than a result of 21 ppb. The dashed line represents a standards-based approach (e.g. responses are similar up to a threshold, and then abruptly change). Both the risk

present and response options needed for lead exposure should be evaluated as a continuum and not be driven by specific numbers.

Figure 2: Relationship between Lead Risk and Risk Response



Mitigation strategies used will depend on the site-specific conditions of the school building such as building age, plumbing materials, water use pattern, incoming water quality, and population served. It may take a combination of options and multiple steps over a period of time to manage/remove lead in drinking water. Analytical results can be highly variable and a clear pattern should be identified before implementing any strategy. Schools may consider prioritizing strategies to prevent exposures to students and staff most at risk. The following discussion provides the most common hazard reduction options, but is not intended to be all-inclusive. EPA’s 3Ts guidance document is also an excellent resource for strategies on finding lead sources and implementing mitigation.

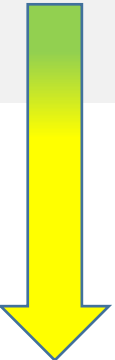
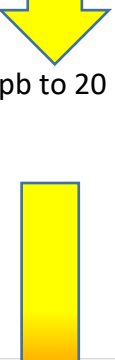
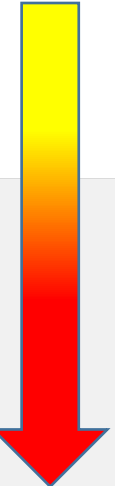
Step 4- Interpret Sample Results:

Once a school receives its sample results, it should verify that all results are expressed in parts per billion (ppb). For water samples, this will sometimes be stated as micrograms per liter ($\mu\text{g/L}$), which is equivalent to ppb.

Table 3 presents possible lead hazard reduction options for various lead levels. The intention of presenting the information is to provide perspective on possible actions in response to increasing lead concentrations in water. The concentration ranges represent increasing levels of lead and should not be used as strict thresholds. More comprehensive actions may be necessary to address health threats from higher concentrations. As there is no safe level of

lead, it is important to incorporate lead hazard reduction options and communicate at all levels of lead in order to raise awareness and reduce exposure.

Table 3: Recommended Lead Hazard Reduction Options

Lead Level At The Tap	Lead Hazard Reduction Options
<p>< 2 ppb or Non-Detected</p> 	<ul style="list-style-type: none"> • Lead was not detected. Tap may be used as normal; • Record result and test again in 5 years; and • Make all test results and lead education materials accessible to the community, such as on a website, or annual report, and available upon request.
<p>2 ppb to 20 ppb*</p> 	<p>The tap may be used for cooking and drinking water while steps are taken to reduce overall exposure. A higher number of taps with elevated results increases the urgency to implement hazard reduction.</p> <p>Options include:</p> <ul style="list-style-type: none"> • Retest the sample tap and attempt to more accurately determine the source of the lead; consider monitoring tap more frequently until the source of lead is found and removed; • Consider the feasibility of flushing or other steps to minimize lead exposure, including limiting softened water supplies to hot water taps only, taking into account other actions that the school may already have in place; • Make all test results and lead education materials accessible to the community, such as on a website, or annual report, and available upon request.
<p>> 20 ppb*</p> 	<p>Action should be taken to reduce exposure. The specific action(s) taken will be dependent on individual school conditions.</p> <p>Options include:</p> <ul style="list-style-type: none"> • Remove tap from service until problem is demonstrably corrected by replacement, a flushing program, filtration, or treatment; • Do <i>not</i> use tap for cooking or drinking water; • Retest the tap and attempt to determine the source of the lead; If the tap is not replaced, consider monitoring tap more frequently, such as annually, until the source of lead is found and removed; • Implement a flushing protocol or other lead hazard reduction option; sampling should be use to evaluate effectiveness; • Make all test results and lead education materials accessible to the community, such as on a website, or annual report, and available upon request; and • Provide targeted communication and education to individuals, parents, and staff members that routinely use that tap.

* established by EPA 3Ts guidance; if EPA amends, Table 3 will be adjusted to be consistent with new value

Step 5- Lead Hazard Reduction Options:

In addition to possible lead hazard reduction options outlined in Table 3, the options further described here are in priority order of long-term effectiveness in reducing lead hazards. Some lead hazard reduction option needs to be implemented when lead is detected.

If the school receives its water from a Community Public Water Supply (such as a municipal water supply) the school is encouraged to work with them to assess the source contribution of lead coming into the school and if the school has a lead service line. For schools on their own well, the only way to characterize lead contribution from the water source is to do a test of water coming into the building.

Option 1. Removal of Lead Sources

Engineering plans and specifications for the plumbing system are useful for identifying sources of lead and helpful in determining if sources of lead can be removed from service or replaced with lead free fixtures. Options for eliminating lead sources include:

- Remove tap/fixture from service. If the tap is seldom used, it may be disconnected or removed from the water supply line, but first verify the tap is not required for local building code compliance;
- Replace with lead free fixture/plumbing component in accordance with Reduction of Lead in Drinking Water Act;
 - If the existing tap is suspected to be the source of contamination, replace with a lead free tap;
 - Replace other sources of lead, including lead pipe, lead solder joints, and brass plumbing components with lead free materials; and
 - To minimize the introduction of lead into drinking water systems, go to EPA's website to identify lead free certification marks for drinking water systems and plumbing materials.
 - [Lead Free Certification Marks \(http://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100GRDZ.txt\)](http://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100GRDZ.txt)

Option 2. Implement a Flushing Program

Flushing the drinking water taps (letting the water run for a set amount of time on a regular basis) can effectively reduce lead concentrations in drinking water. A flushing program works to reduce lead concentrations by clearing the taps of water that has been in contact with plumbing components that may contain lead. While flushing can work to reduce lead, it requires staff time, diligence, and commitment to ensure effectiveness. Essential to any flushing program is monitoring after flushing to verify effectiveness.

There are two primary types of flushing programs: Individual Tap Flushing and Main Pipe Flushing.

Individual Tap Flushing Program

- May be implemented if lead concentrations are found to be high at certain taps;
- Flush individual taps that have been tested and found to have high lead levels. This procedure is to be followed each day the school is in session;
- During periods of normal use:

- Run each tap for 2 to 3 minutes in the morning before children arrive
- Run each tap midday for two to three minutes if the tap has been unused and stagnant for the morning period
- Periodic testing may be done prior to and after the midday flushing to ensure the lead concentrations have remained low throughout the morning hours. If they have not, the flushing time should be increased or another option should be implemented;
- After weekends or breaks, run each tap for ten to fifteen minutes before children return to school then return to normal use; and
- Frequency and duration of flushing should be reasonably documented.

Main Pipe Flushing Program

- May be implemented if lead concentrations are found to be high throughout the entire school or confined to a certain area of the school. This procedure is to be followed each day the school is in session;
- Begin by flushing the tap furthest away from the water source for at least ten minutes;
- Next flush the tap the second furthest away and continue in this manner until all taps have been flushed;
- Flushed samples should be periodically collected and analyzed for lead to confirm the effectiveness of flushing programs;
- It is recommended that midday samples and end of the day samples be taken periodically to ensure the lead concentrations have remained low throughout the day. If they have not, another option should be implemented; and
- Review the results upon receipt and continue to optimize the procedure to reduce lead.

More on Flushing

Flushing is a best management practice used to reduce lead levels by controlling the age of the water. It can be an interim or long-term option. This guidance presents flushing procedures that MDH has found effective in reducing the lead level in drinking water. Site-specific conditions will determine how long a tap needs to be flushed and the number of times a day a tap needs flushing. The key to using flushing as a best management practice is monitoring that demonstrates the lead level has been reduced.

Note that schools implementing a flush program may wish to identify non-consumptive uses for the flushed water (watering, cleaning, etc.) in order to make use of this resource.

Option 3. Treatment

Point-of-Use (POU) Treatment Device

A POU water treatment device may be installed at taps where lead has been detected. It is strongly encouraged that the POU device is approved to meet NSF Standard 53, NSF Standard 58, or an equivalent standard. It is to be installed, operated, and maintained in accordance with the manufacturer's recommendations. **POU treatment systems may be subject to Department of Labor and Industry (DLI) or local administrative authority plan review and approval prior to installation. Contact DLI at (651) 284-5063 for more information.**

Point of Entry (POE) Chemical Treatment

Adjusting the water chemistry may reduce the amount of lead absorbed by the water. This may be done by adding a chemical to the water as it enters the building. Typical methods of chemical treatment include addition of a phosphate-based or silica-based corrosion inhibitor or an adjustment to the water's pH or hardness. **All chemical treatment systems are subject to MDH plan review and approval prior to installation.** In addition, a school that installs POE corrosion control treatment becomes a public water system and is required to meet the regulatory requirements of the SDWA. As a public water system, the school would be responsible for meeting all of the water quality standards of the SDWA, be subject to inspection of the water distribution system, and be required to have a certified water operator.

Contact the Minnesota Department of Health Drinking Water Protection Program at 651-201-4700 to determine if additional requirements will apply to your school prior to installing treatment.

Step 6- Reassess:

All taps affected by a lead hazard reduction option should be retested to ensure the control options worked. A first draw sample is to be taken using the procedure outlined in Step 2.

Interpreting Post Control Option Results

- If the analysis does not detect lead, no further action is required, as long as the control option remains in place. The next sample should be collected within five years;
- If the analysis shows lead remains present, continue twice daily flushing. A midday sample, as specified in Step 5, should be collected to determine if flushing is effective. Alternatively, a new control option can be implemented followed by retesting as specified in Step 2.

MN Statute 121A.335 specifies that each building be tested at least once every five years. MDH and MDE recommend that schools repeat monitoring once every five years if results are below two ppb. If results show persistent elevated lead levels, testing should continue until the lead source is found and hazard reduction options implemented. The overall goal is to have MDH, MDE, school districts, parents, and students all work together to ensure that available resources are best targeted to minimize exposure to lead in drinking water.

Glossary of Terms and Abbreviations

Aerator - An aerator is found at the tip of the faucet. Aerators are screwed onto the faucet head, creating a non-splashing stream and delivering a mixture of water and air

Corrosion - A dissolving and wearing-away of metal caused by a chemical reaction between water and plumbing materials in contact with the water

Detection Level (DL) - The lowest concentration of lead that can be analyzed with a certainty of precision. Results below this level are often expressed as “non-detected,” “nd,” or “<DL.” For the purposes of this document, 2 ppb is the maximum detection level recommended for lead analysis

Detected: An amount of lead above the detection level. A concentration of lead analyzed with a certainty of precision to be at or above the detected level

Drinking Water Faucet/Tap - Point of access for people to obtain water for drinking or food preparation. A faucet/tap can be a fixture, faucet, drinking fountain or water cooler. Drinking water taps typically **do not** include bathroom taps, hose bibs, laboratory faucets/sinks or custodial closet sinks when clearly marked

Field Analyzer - Instrument suitable for water quality analysis in the field and will provide results without the use of a laboratory

First Draw Sample - The first water drawn from a faucet/tap after the water has sat undisturbed in the plumbing system for at least six hours

Fittings - Plumbing components used to join sections of pipe or to join pipe to fixtures

Fixture - Exchangeable device connected for the distribution and use of water in a building. Examples: fountain, sinks, shower, tub, toilet, hydrant

Flush(ing) - Running the water at a faucet/tap or combination of faucets/taps to clear standing water from the plumbing system

Flush Sample - A water sample that has been collected following the flushing of a drinking water tap

Flux - A substance applied during soldering to facilitate the flow of solder. Flux used prior to 1986 contains lead and can itself be a source of lead contamination in water

LCCA – Lead Contamination Control Act, July 1989

LCR – Lead and Copper Rule, June 1991

Lead Free - Weighted average of not more than 0.25% in wetted surface material for pipe, pipe and plumbing fittings and fixtures and 0.2% for solder and flux. More information is available from the EPA website at the following link:

- [Basic Information about Lead in Drinking Water \(https://www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water\)](https://www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water)

Limit of Detection (LOD) – The lowest quantity of a substance that can be distinguished from the absence of the substance due to the instrument’s analytical process. It is usually lower than the detection level

MDE – Minnesota Department of Education

MDH – Minnesota Department of Health

Model Plan - The plan developed by the commissioners of health and education to accurately and efficiently test for the presence of lead in drinking water in public school buildings, as required under Minnesota Statutes 121A.335

Non-Detect: A lead result below the limit of detection, often expressed as “non-detected,” “nd,” or “<DL.”

pH - A logarithmic measure of acidity and alkalinity between 0 (highly acidic) and 14 (highly basic); 7 is neutral

Parts per Billion (ppb) - A standard unit of measurement commonly used to describe the concentration of lead in drinking water. Also expressed as micrograms/liter (µg/L)

Point of Entry (POE) - A water treatment device installed to treat all water entering a single school, building, facility or home. Example: water softener

Point of Use (POU) - A water treatment device intended to treat water for direct consumption, typically at a single tap or a limited number of taps. Example: faucet mount cartridge filter

Primary Prevention - aims to prevent disease or injury before it ever occurs. It is done by preventing exposures to hazards that cause disease or injury, altering unhealthy or unsafe behaviors that can lead to disease or injury, and increasing resistance to disease or injury should exposure occur

Public Water System (PWS) - A system that has at least 15 service connections or regularly serves an average of 25 individuals daily at least 60 days out of the year

- **Community Public Water System (CPWS)** - A PWS which serves at least 15 service connections used by year round residents or regularly serves at least 25 year round residents. Examples: municipalities, manufactured mobile home parks

- **Nontransient Noncommunity (NTNC) Public Water System** - A PWS that is not a CPWS and that regularly serves at least 25 of the same persons over 6 months per year
 - Examples: schools, childcare centers, factories

Schools - Minnesota's public and charter schools serving students in pre-kindergarten through grade 12

SDWA – Federal Safe Drinking Water Act

Service Connection - The pipe that carries tap water from the public water main to a building

Solder - A metallic compound used to seal the joints between pipes. Until 1988, solder containing up to 50% lead was legally used in potable water plumbing. Lead free solders, which can contain up to 0.2% lead, often contain one or more of the following metals: antimony, tin, copper or silver

United States Environmental Protection Agency (EPA) - Federal agency with a mission to protect human health and the environment; oversees implementation of the SDWA



**Agenda IV.A.11.
June 14, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Lisa Rider, Executive Director of Business Services;

Date: June 7, 2018

Re: Approve updated dates for the Temporary Work Space Permit for Northern Natural Gas Cedar Station Upgrade project as it relates to ISD 191 property.

Recommendation: That the Board of Education approve the updated temporary work space agreement to facilitate Northern Natural Gas's Cedar Station Upgrade project.

March 23, 2017 the Board approved the temporary work space agreement with Northern Natural Gas's Cedar Station Upgrade project with the expectation the work would take place at our Rahn Elementary School property between June 12, 2017 and August 17, 2017 and follow up from June 11, 2018 to August 10, 2018.

Due to matters beyond any of our control, the project was delayed to begin this summer instead. The request is to update the effective dates of the temporary work space agreement to include June 11, 2018 to August 10, 2018 and from June 10, 2019 to August 9, 2019. All other aspects of the agreement remain unchanged.

W.O. No.: 01116826
Line No.: MNM80202
Tract No.: DA-101

TEMPORARY WORK SPACE PERMIT

KNOW ALL PERSONS BY THESE PRESENTS

That the undersigned, for Ten Dollars (\$10.00) and other good and valuable consideration received does hereby grant unto NORTHERN NATURAL GAS COMPANY, a Delaware corporation, its successors and assigns, hereinafter called "Grantee", an area approximately 96,910 square feet of temporary working space as shown on the attached "Temporary Workspace Exhibit" and located on land described as follows (the "Temporary Working Space"):

The North 640.0 feet of the East 990.22 feet of the Southeast Quarter (SE1/4) of Section Thirty (30), Township Twenty-seven (27), Range Twenty-three (23), Dakota County, Minnesota. Subject to an easement now of record to Northern States Power Company over the North 200 feet of the East 990.22 feet of the Southeast Quarter (SE1/4) of Section Thirty (30), Township Twenty-seven (27), Range Twenty-three (23).

AND

The West thirty (30) feet of the East 1020.22 feet of the North 640.0 feet of the Southeast quarter (SE1/4) of section 30, Township 27, Range 23, Dakota County, Minnesota. Subject to an easement now of record to Northern States Power Company over and across the north two hundred (200) feet thereof.

TO HAVE AND TO HOLD said Temporary Working Space unto Northern Natural Gas Company, its successors and assigns, from **June 11, 2018 to August 10, 2018**, and from **June 10, 2019 to August 9, 2019** (collectively, the "Easement Term").

And in consideration thereof, the parties agree:

- 1.) That Grantee, its successors and assigns, will pay to the Grantor any damage to fences, improvements, athletic fields and playgrounds which may be caused by the exercise of the rights hereby granted.
- 2.) That Grantee agrees to restore the property to its original condition as nearly as practicable upon completion of construction of the subject pipeline.
- 3.) That, at any time before August 10, 2019, Grantee may request access to the Temporary Work Space from the Grantor for dates beyond the Easement Term, and shall pay Grantor the amount of \$50.00 for each additional date requested.

W.O. No.: 01116826
Line No.: MNM80202
Tract No.: «RelatedTractNumber»

- 4.) That because Grantor operates a public school on the property, Grantee, its employees, agents and independent contractors:
 - a. Shall not enter the Easement Area between the hours of 5:00 a.m. and 6:00 p.m. on any day school is in session;
 - b. Shall not enter the Easement Area during any school function on the site; and
 - c. Shall provide Grantor 48 hours' prior written notice.
- 5.) Smoking is prohibited at all times. Alcohol and illicit drugs are prohibited at all times. Firearms and weapons of any kind are prohibited at all times.
- 6.) Grantee shall comply with all federal, state, and local laws and regulations applicable to activities on school property.

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W.O. No.: 01116826
Line No.: MNM80202
Tract No.: «RelatedTractNumber»

The undersigned represent that the above described land is not rented for the years 2018 or 2019.

Executed this _____ day of _____, 2017.

GRANTOR:

Independent School District 191, a Minnesota municipal corporation

By:

Its:

Right of Way Agent for Northern Natural Gas Company



**Agenda V.A.
June 14, 2018**

**To: Members, Board of Education
Cindy Amoroso, Superintendent and Board of Education**

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

Date: June 7, 2018

Re: Adopt Resolution Approving Intermediate School District No. 917's Long-Term Facility Maintenance Program Budget

RECOMMENDATION: that the Board of Education adopts the resolution approving Intermediate School District No. 917's Long-Term Facility Maintenance Program Budget and Authorizing the Inclusion of a Proportionate Share of Those Projects In the District's Application for Long-Term Facility Maintenance Revenue.

As a result of the 2015 Legislative Session, Long-Term Facilities Maintenance Revenue was created to replace Alternative Facilities, Health & Safety, and Deferred Maintenance Revenues beginning in FY17.

Intermediate 917 is eligible for the Long-Term Facility Maintenance Revenue. Total 917 LTFM projects for FY2020 are \$69,200 and as a member of 917 a proportionate share of the projects for Intermediate 917 calculated at \$11,112.24 and once approved by the Board of Education will be included in our district levy certification process.

Attached is a list of the 917 projects totaling \$69,200 in addition to the resolution to be adopted by the Board.

Attachments:

- Resolution
- LTFM Expenditures

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 191, State of Minnesota, was held on Thursday June 14, 2018, at 6:30 p.m., for the purpose, in part, of approving the Intermediate School District No. 917's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT NO. 917'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

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

1. The School Board of Intermediate School District 917 has approved a long-term facility maintenance program budget for its facilities for the 2019-2020 school year in the amount of \$69,200 of which our District #191 proportionate share is \$11,112.24. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a formula that weights two components equally between

the member districts; total net tax capacity and Adjusted Marginal Cost pupil units. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for fiscal year 2020 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

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

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF DAKOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. 191, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 191, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No. 917's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this 14 day of June, 2017.

Clerk
School District No. _____

	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266	<h2 style="margin: 0;">Long-Term Facility Maintenance Revenue Application – Ten-Year Expenditure</h2>	ED - 02478-03
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INSTRUCTIONS: Enter estimated expenditures that are allowable uses of Long-term Facilities Maintenance Revenue under MS 123B.595, Subd. 10, by UFARS Finance Code by fiscal year in the space provided.

EXHIBIT A	District Name: Pool District 917	District # \$917								
		Date: 6/12/2018								
	District Contact for Questions on this Spreadsheet:									
	Name:	E-mail: nicolle.roush@isd917.k12.mn.us								
		Phone #: (651) 423 -8227								
Fiscal Year, Ending June 30th -->	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028

ESTIMATED EXPENDITURES:											
Health and Safety, Excluding Projects in Finance codes 358, 363 and 366 Costing > \$100,000 per Site											
Finance	Category										
347	Physical Hazards	\$2,000	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251	\$2,319	\$2,388	\$2,460	\$2,534
349	Other Hazardous Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
352	Environmental Health & Safety Management	\$22,850	\$23,500	\$24,205	\$24,931	\$25,679	\$26,449	\$27,243	\$28,060	\$28,902	\$29,769
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects	\$24,850	\$25,500	\$26,265	\$27,053	\$27,865	\$28,700	\$29,561	\$30,448	\$31,362	\$32,303
Health and Safety, Projects Costing > \$100,000 per Site											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Pre-K instruction approved under M.S. 124D.151											
Finance	Category										
355	Remodeling for Pre-K instruction approved by the commissioner	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility											
Finance	Category										
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects											
Finance	Category										
368	Building Envelope	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical (LED lighting)	\$0	\$0	\$0	\$0	\$0	\$0	\$272,250	\$0	\$0	\$0
379	Interior Surfaces (Gym floor & front entrance Vestibule Fy27)	\$0	\$43,700	\$0	\$0	\$0	\$0	\$0	\$0	\$119,063	\$0
380	Mechanical Systems (roof top units)	\$0	\$0	\$0	\$0	\$276,000	\$0	\$290,400	\$297,600	\$304,800	\$0
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$0	\$420,000	\$0	\$0	\$0	\$542,500	\$0	\$0
384	Site Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Deferred Capital Expense and Maintenance	\$0	\$43,700	\$0	\$420,000	\$276,000	\$0	\$562,650	\$840,100	\$423,863	\$0
Total Annual 10 Year Plan Expenditures											
		\$24,850	\$69,200	\$26,265	\$447,053	\$303,865	\$28,700	\$592,211	\$870,548	\$455,225	\$32,303

286



Agenda Item V.B.
June 14, 2018

TO: Members, Board of Education
Cindy Amoroso, Superintendent

FROM: Lisa Rider, Executive Director of Business Services

DATE: June 7, 2018

RE: Approve Long-Term Facilities Maintenance Revenue Application

Recommendation: That the Board of Education approves the Long-Term Facilities Maintenance Revenue Application for FY2020.

As a result of the 2015 Legislative Session, Long-Term Facilities Maintenance Revenue was created to replace Alternative Facilities, Health & Safety, and Deferred Maintenance Revenues beginning in FY2017. This recommendation applies to FY2020 which will need to be included in the PAY 2019 levy to come before the Board in September. Application for this revenue must be made in advance of the levy documents to Minnesota Department of Education (MDE).

What has not changed for ISD 191:

- The 25 large districts formerly eligible for Alternative Facilities revenue, including ISD 191, continue to be eligible for revenue based on approved project costs, without a state-imposed per pupil limit.
- Districts may choose to fund program expenses by issuing bonds, through pay as you go levy, or a combination of the two.

What has changed for ISD 191:

- Previously known Health & Safety and Alternative Facilities revenues are rolled into a new formula entitled Long-Term Facilities Maintenance Revenue.
- Alternative Facilities and Health & Safety project plans must be submitted using the new Long-Term Facility Maintenance Revenue Application and UFARS structure of finance codes established by MDE as a result of the new state statute. Original board-approved projects remain in place, but are now sorted according to the new UFARS coding structure.
- The new funding formula includes equalized state aid; therefore a portion of the ISD 191's existing long-term deferred maintenance plan will now be funded through state aid; this provides ISD 191 the ability to accelerate

and expand the investment in deferred maintenance projects while maintaining a flat overall tax impact. FY2019 estimates \$428,742 of health and safety related projects and \$1,600,578 of alternative facility projects equaling \$2,159,320 for ISD 191 total projects.

- Members of intermediate districts and cooperatives may levy for a proportionate share of intermediate/coop costs in addition to the regular allowance, with the approval by school boards of all member districts. A previous agenda item contained the inclusion of ISD 191's proportional share of Intermediate District 917 LTFM revenue anticipated to be \$11,112.24. This amount is approximately 16% of the \$69,200 FY2020 Intermediate 917 projects.


For 2020 and beyond, the identified projects are estimated placeholders and will be updated for board approval on an ongoing basis as actual projects are identified. The projected plan continues to estimate investment in projects which will maintain an overall flat tax impact.

I recommend that the Board of Education approve the Long-Term Facility Maintenance Revenue Application, which now includes debt payments related to Alternative Facilities Bonds sold, Alternative Facilities 10 Year Project Plan and Health & Safety budget and incorporates the requirements of new state statute.

Please contact me with any questions you may have.

Attached:

Long-Term Facility Maintenance Revenue Application
Long-Term Facility Maintenance Revenue Projection

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		Long-Term Facility Maintenance Revenue Application – Ten-Year Expenditure										ED - 02478-02	
INSTRUCTIONS: Enter estimated expenditures that are allowable uses of Long-term Facilities Maintenance Revenue under MS 123B.595, Subd. 10, by UFARS Finance Code by fiscal year in the space provided.															
						District Name: ISD 191 Burnsville-Eagan-Savage Schools				District # 191					
										Date: 6/22/2017					
						District Contact for Questions on this Spreadsheet:				E-mail: lrider@isd191.org					
						Name: Lisa Rider				Phone #: (952) 707-2050					
		Fiscal Year, Ending June 30th -->		2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ESTIMATED EXPENDITURES:															
Health and Safety, Excluding Projects in Finance codes 358, 363 and 366 Costing > \$100,000 per Site															
Finance	Category														
347	Physical Hazards	\$100,129	\$84,392	\$72,392	\$72,392	\$72,392	\$72,392	\$72,392	\$72,392	\$72,392	\$72,392	\$72,392	\$72,392	\$72,392	\$72,392
349	Other Hazardous Materials	\$30,092	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000
352	Environmental Health & Safety Management	\$217,491	\$250,850	\$234,350	\$234,350	\$234,350	\$234,350	\$234,350	\$234,350	\$234,350	\$234,350	\$234,350	\$234,350	\$234,350	\$234,350
358	Asbestos Removal and Encapsulation	\$27,930	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
363	Fire Safety	\$106,604	\$67,636	\$90,904	\$81,000	\$72,000	\$90,904	\$81,000	\$72,000	\$90,904	\$81,000	\$72,000	\$90,904	\$81,000	\$72,000
366	Indoor Air Quality	\$24,020	\$40,650	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects	\$506,266	\$484,528	\$438,646	\$428,742	\$419,742	\$438,646	\$428,742	\$419,742	\$438,646	\$428,742	\$419,742	\$438,646	\$428,742	\$438,646
Health and Safety, Projects Costing > \$100,000 per Site															
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$130,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$130,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Pre-K instruction approved under M.S. 124D.151															
Finance	Category														
355	Remodeling for Pre-K instruction approved by the commissioner	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility															
Finance	Category														
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects															
Finance	Category														
368	Building Envelope	\$314,829	\$0	\$352,375	\$0	\$190,000	\$101,000	\$96,000	\$0	\$0	\$0	\$185,000	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$65,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$1,043,240	\$0	\$638,102	\$249,300	\$554,691	\$1,244,300	\$63,072	\$0	\$0	\$0	\$175,080	\$65,000	\$0	\$0
380	Mechanical Systems	\$318,636	\$1,748,900	\$230,000	\$55,000	\$0	\$0	\$45,000	\$0	\$0	\$1,394,100	\$0	\$949,100	\$0	\$0
381	Plumbing	\$90,054	\$0	\$145,000	\$0	\$0	\$0	\$0	\$0	\$0	\$75,000	\$985,600	\$3,000	\$0	\$0
382	Professional Services and Salary	\$374,448	\$319,937	\$239,048	\$249,410	\$231,000	\$248,800	\$259,000	\$265,000	\$263,300	\$304,000	\$245,000	\$0	\$0	\$0
383	Roof Systems	\$581,444	\$124,300	\$0	\$1,011,868	\$0	\$0	\$1,200,000	\$700,000	\$502,658	\$0	\$0	\$0	\$0	\$0
384	Site Projects	\$208,699	\$924,793	\$554,480	\$35,000	\$550,850	\$35,000	\$35,000	\$816,110	\$735,000	\$0	\$0	\$636,000	\$0	\$0
	Total Deferred Capital Expense and Maintenance	\$2,931,350	\$3,117,930	\$2,159,005	\$1,600,578	\$1,526,541	\$1,629,100	\$1,763,072	\$1,781,110	\$1,515,958	\$1,773,100	\$1,590,680	\$1,653,100	\$1,590,680	\$1,653,100
Total Annual 10 Year Plan Expenditures															
		\$3,437,616	\$3,602,458	\$2,597,651	\$2,159,320	\$1,946,283	\$2,067,746	\$2,191,814	\$2,200,852	\$1,954,604	\$2,201,842	\$2,010,422	\$2,091,746	\$2,010,422	\$2,091,746

289

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2018/2019	Best Location / River Ridge	Bituminous Reconstruction and Precast walkway	\$101,480.00
	Diamondhead Education Center	Bituminous Reconstruction / East Lots 12,188 Sq Yards	\$428,000.00
	Districtwide	Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$129,048.00
		Project Management	\$110,000.00
	Harriet Bishop Elementary	Repair Of Water Infiltration Of The Drivet Siding and Water Infiltration Of The East Wall, Load Dock / Storage Area	\$140,000.00
		Update 1996 EMS-can no longer get parts or components	\$20,000.00
	Hidden Valley Elementary	Re-carpet (1996) building and patch cracks in floor planks throughout.	\$278,102.00
		Replace water softener (1984)	\$145,000.00
		Replace vinyl wallcovering in Administration	\$75,000.00
		Replace wood doors throughout the school with hollow metal doors / Replace metal doors and frames on the loading dock	\$210,000.00
		Exterior caulking Of Windows and control joints	\$175,000.00
		Replace window glass due to bad seals	\$66,000.00
	Metcalf Junior High School	Replace classroom window glass due to bad seals	\$46,375.00
	Nicollet Junior High School	Updates to automation cabinets in the chiller room	\$210,000.00
		<u>Total FY</u>	<u>\$2,159,005.00</u>

290

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2019/2020			
Districtwide			
		Concrete Replacement	\$35,000.00
		Engineering Fees (10%)	\$139,410.00
		Project Management	\$110,000.00
Sky Oaks Elementary			
		Re-roof (75,400 SF).	\$1,011,868.00
Vista View Elementary			
		Replace 1971 roof top DX Unit	\$55,000.00
		Replace Interior wood doors With hollow metal doors.	\$249,300.00
<u>Total FY</u>			<u>\$1,600,578.00</u>

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2020/2021			
	Districtwide		
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$121,000.00
		Project Management	\$110,000.00
	Eagle Ridge Junior High		
		Replace 1996 carpet throughout building.	\$305,391.00
	Harriet Bishop Elementary		
		Bituminous reconstruction on the parking lot/ sidewalk repair (106,500 SF).	\$525,850.00
	MWSavage Elementary		
		Exterior caulking, tuck-pointing and brick repair.	\$95,000.00
	Rahn Elementary		
		Exterior caulking, tuck-pointing and brick repair.	\$95,000.00
	Sioux Trail Elementary		
		Replace Interior wood doors With hollow metal doors.	\$249,300.00
		Total FY	<u>\$1,526,541.00</u>

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2021/2022			
Districtwide			
		Concrete Replacement	\$35,000.00
		Engineering Fees (10%)	\$138,800.00
		Project Management	\$110,000.00
Eagle Ridge Junior High			
		Resurface 2014 wood floor, sand and repaint lines	\$25,000.00
		Exterior caulking, tuck-pointing and brick repair.	\$75,000.00
		Remodel locker rooms. (Floor, New Lockers)	\$625,000.00
		Replace interior 1996 wood doors. With HM	\$345,000.00
Gideon Pond Elementary			
		Replace skylights	\$26,000.00
		Replace Interior wood doors With hollow metal doors.	\$249,300.00
<u>Total FY</u>			<u>\$1,629,100.00</u>

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2022/2023			
Diamondhead Education Center			
		Repaint interior of building.	\$63,072.00
		Repair storefront at link.	\$65,000.00
		Repair exterior EIFS, and exterior painting.	\$96,000.00
		Re-roof	\$1,200,000.00
Districtwide			
		Engineering Fees (10%)	\$149,000.00
		Project Management	\$110,000.00
		Concrete Replacement	\$35,000.00
Metcalf Junior High School			
		Walk in Cooler & Freezer, Change water cooled to air cooled units and relocate to the roof	\$45,000.00
<u>Total FY</u>			<u>\$1,763,072.00</u>

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2023/2024			
	Burnsville High School		
		Re-Roof C-wing (48195 SF)	\$700,000.00
	Districtwide		
		Engineering Fees (10%)	\$155,000.00
		Concrete Replacement	\$25,000.00
		Project Management	\$110,000.00
	Eagle Ridge Junior High		
		Bituminous Reconstruction, (148,000 SF). Concrete repair	\$435,560.00
	Hidden Valley Elementary		
		Bituminous reconstruction, (120,800 SF).	\$355,550.00
		<u>Total FY</u>	<u>\$1,781,110.00</u>

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2024/2025			
	Burnsville High School		
		Replace Sprint Turf on football field / 100,000 SQ FT	\$700,000.00
	Districtwide		
		Concrete Replacement	\$35,000.00
		Project Management	\$110,000.00
		Engineering Fees (10%)	\$153,300.00
	Eagle Ridge Junior High		
		Replace corroded pool controls (2010) in the filter room with like controls	\$15,000.00
	Sioux Trail Elementary		
		Re-roof. (38667 Sq. Ft)	\$502,658.00
		<u>Total FY</u>	<u>\$1,515,958.00</u>

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2025/2026			
Districtwide			
		Engineering Fees (10%)	\$194,000.00
		Project Management	\$110,000.00
Metcalf Junior High School			
		Replace outdated steam boilers	\$700,000.00
		Steam to Hot water in the square Building	\$694,100.00
		Plumbing updates	\$75,000.00
<u>Total FY</u>			<u>\$1,773,100.00</u>

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2026/2027			
	Burnsville High School		
		Resurface the gymnasium floor	\$45,000.00
	Districtwide		
		Project Management	\$110,000.00
		Engineering Fees (10%)	\$135,000.00
	Eagle Ridge Junior High		
		Repair/repaint walls in educational houses.	\$80,000.00
	Hidden Valley Elementary		
		Replace stage curtains.	\$50,080.00
	MWSavage Elementary		
		Automatic sprinklers in remainder of the building (Fire safety)	\$985,600.00
	Sioux Trail Elementary		
		Exterior caulking, tuck-pointing and brick repair.	\$185,000.00
<u>Total FY</u>			<u>\$1,590,680.00</u>

LTFM/Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2027/2028			
	Cedar School		
		Bituminous overlay, sidewalk and landscaping replacement.	\$521,000.00
	Gideon Pond Elementary		
		Update boilers to Hot water / DDC controls	\$949,100.00
	Nicollet Junior High School		
		Repair loading dock and curbs	\$115,000.00
	Wm Byrne Elementary		
		Repair or replace hose bibs around the school	\$3,000.00
		Repaint Classrooms and replace p-lam counter tops	\$65,000.00
<u>Total FY</u>			<u>\$1,653,100.00</u>

GENERAL INFORMATION: Minnesota school districts, intermediate school districts and cooperatives applying for long-term facilities maintenance revenue under Minnesota Statutes, section 123B.595, must annually complete the application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477-03). The application must be submitted to the Minnesota Department of Education, (MDE) Attn: Sarah Miller by July 31, 2017.

IDENTIFICATION INFORMATION

Name of District or Cooperative:

District Number and Type:

Date Submitted:

STATEMENT OF ASSURANCES

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE health and safety system are for allowed health and safety uses under Minnesota Statutes section 123B.595, subdivision 10, paragraph (a), clause (3); Minnesota Statutes, section 123B.57, subdivision 6; and the Minnesota Department of Education (MDE) *Long-Term Facilities Maintenance Revenue Guide for Allowable Expenditures (June 22, 2016)*, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE health and safety system are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE *Long-Term Facilities Maintenance Revenue Guide for Allowable Expenditures (June 22, 2016)*, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
3. All actual expenditures to be reported in Uniform Financial and Accounting Reporting Standards (UFARS) for FY 2019 under Finance codes 347, 349, 352, 358, 363, and 366 will be for allowed health and safety uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clause (3); Minnesota Statutes, section 123B.57, subdivision 6; and the Minnesota Department of Education (MDE) *Long-Term Facilities Maintenance Revenue Guide for Allowable Expenditures (June 22, 2016)*, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these Finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
4. All actual expenditures to be reported in UFARS for FY 2018 under the Finance codes 367, 368, 369, 370, 379, 380, 381, 382, 383, and 384 for accessibility and deferred maintenance will be for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE *Long-Term Facilities Maintenance Revenue Guide for Allowable Expenditures (June 22, 2016)*, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these Finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue.
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practice, including indoor air quality management and remediation of lead hazards.

CERTIFICATION OF STATEMENT OF ASSURANCES

A Statement of Assurances submitted by a single district must be signed by the district superintendent. A Statement of Assurances submitted by an intermediate school district or cooperative must be signed by the intermediate district superintendent or cooperative director.

Signature – Superintendent or Cooperative Director: Name – Superintendent or Cooperative Director (Please print) Date:



**Agenda V.C.
June 14, 2018**

To: Board of Education, Members
From: Cindy Amoroso, Superintendent
Date: June 8, 2018
Re: Resolution Authorizing Execution of Legal Documents

Recommendation: that the Board of Education adopts a resolution authorizing execution of legal documents related to TIES.

Resolution Authorizing Execution of Legal Documents
Burnsville-Eagan-Savage ISD# 191 (the "District")
(TIES Dissolution, Sale of TIES Building, NJPA Closing)

At a regular meeting of the School Board of the District on **June 14, 2018**, the following resolution was proposed and approved by the School Board:

RESOLVED:

Whereas, the District is a member of TIES (Technology and Information Educational Services);

Whereas, during a Special Meeting of the TIES Executive Committee on January 18, 2018, the Executive Committee adopted a resolution in which the Executive Committee recommended that the TIES Board vote in favor of dissolution at the upcoming Special Board Meeting on January 24, 2018;

Whereas, during the TIES Special Board Meeting on January 24, 2018, the TIES Board approved the resolution dated January 18, 2018 and voted in favor of dissolving TIES;

Whereas, the TIES resolution dated January 18, 2018 authorized the TIES Executive Committee to complete the dissolution process on or before June 30, 2019 (provided that the TIES Board voted in favor of dissolution on January 24) and to continue exploring potential business opportunities with third parties, e.g., an asset transfer or a similar business deal toward the goal of minimizing negative financial impact on the TIES 48 member school districts and to ensure continuation of essential services for the members;

Whereas, on January 23, 2018, the National Joint Powers Alliance ("NJPA")¹ presented TIES management with a Letter of Intent in which its intent to consider a possible transaction was outlined, subject to the completion of due diligence by March 30, 2018;

Whereas, NJPA and TIES completed due diligence by March 30, 2018;

Whereas, on April 19, 2018, the TIES Executive Committee adopted a resolution accepting a proposal from NJPA (as authorized by NJPA's governing board on April 17, 2018) to proceed with discussions and directed TIES management (including outside experts as needed, e.g., legal counsel) to draft, review and negotiate all necessary legal agreements between TIES and NJPA to close on the transaction (the "Transaction");

Whereas, the Transaction is expected to close effective July 1, 2018 (the beginning of Fiscal Year 2018-2019);

¹ Effective June 1, 2018, NJPA will change its name to Sourcewell.

Whereas, the effective date for TIES dissolution has not been determined as of the date of this School Board meeting;

Whereas, the School Board has determined that it is in the best interests of the District to authorize the Superintendent (or another representative of the District with authority to legally bind the District, e.g, the Chair of the School Board) to execute legal documents on behalf of the District within his/her discretion necessary to close the Transaction and to complete TIES' dissolution, subject to and within the scope of each of the conditions set forth below in this resolution;

NOW THEREFORE, BE IT RESOLVED by the School Board as follows:

1. The School Board hereby authorizes Director Abigail Alt with authority to legally bind the District to execute legal documents within his/her discretion on behalf of the District in its capacity as a member of TIES necessary to consummate the closing of the Transaction and complete TIES' dissolution, subject to and within the scope of each of the following conditions:

(a) District shall not be obligated to pay an amount in excess of one time payment of \$20 per student to cover its proportionate share of TIES current liabilities;

(b) District shall not be obligated to pay an amount in excess of \$3 per student per year to cover its proportionate share of the cost to maintain and operate the TIES building (located at 1667, Snelling Ave. N., St. Paul, MN 55108) until the building is sold;

(c) District shall retain all legal rights to the TIES building in its proportionate share as a TIES member according to the TIES Bylaws and no such rights shall be assigned to NJPA; and

(d) District shall retain all legal rights to receive a proportionate share of any proceeds from the sale of the TIES building for an amount in excess of the debt owed to U.S. Bank according to the TIES Bylaws, and NJPA shall have no rights in any such proceeds.

2. The motion for adoption of this resolution was brought by School Board member _____, seconded by School Board member _____, and upon a roll call vote being taken, the following voted in favor thereof:

_____.

and the following voted against the same:

_____.

(signature to follow)

Whereupon, this resolution was declared duly passed and adopted.

By: _____

Title: _____

Date: _____



**Agenda V.D.
 June 14, 2018**

To: Members, Board of Education

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

Date: June 7, 2018

Re: Award the Contracts for Property, Casualty and Liability Insurance for 2018-2019

RECOMMENDATION: That the Board of Education approves the contracts for property, casualty and liability insurance for the 2018-2019 year with Affiliated FM Insurance Company; American Alternative Insurance Company; National Union Fire Insurance Company Pittsburgh PA; Stratford Insurance Company; The Insurance Company of the State of PA; Auto-Owners Insurance Company; Admiral Insurance Company; and Cincinnati Insurance Companies.

	<u>Amount</u>	<u>Insurer</u>
Package Policy	\$182,657	Affiliated FM Ins. Co.
Real, Personal Property & Extra Expense, Inland Marine Property Deductible \$25,000		
General Liability - \$1,000,000	59,337	American Altern. Ins. Co.
Automobile - \$1,000,000	13,305	American Altern. Ins. Co.
Umbrella - \$4,000,000	20,560	American Altern. Ins. Co.
Crime	6,782	National Union Fire Ins. Co.
School Leaders Legal Liability	36,983	American Altern. Ins. Co.
International Package	3,531	Ins. Co of State of PA
Environmental Impairment	5,923	Admiral Ins.
Flood	TBD	Auto Owners
<hr/>		
Total	\$329,078	

The agent of record remains Kraus-Anderson Insurance. The premiums listed above are approximately \$13,000 higher than the 2017-2018 school year. This increase equates to 4% increase in premiums which is a result of a 2% increase in valuation of assets coupled with a rate increase.

Our flood insurance period runs July through June; therefore we have not seen the premium yet for FY19 but do not expect it to be much different from the FY18 year amount of \$1,334.

We have an option to engage in a higher level of cyber risk coverage for a higher premium. At this time, we are still researching the cost-benefit of the options around this and do not have this additional coverage included.

I recommend approval of the contracts for property, casualty and liability insurance for the 2018-2019 year.

BURNSVILLE EAGAN SAVAGE
Independent School District 191
Human Resources

AGENDA ITEM: V.E.

To: Members of the Board of Education
Superintendent Cindy Amoroso

From: Lisa Rider
Executive Director of Business Services

Date: June 14, 2018

RE: **Collective Bargaining Agreement with the Burnsville District-wide Administrators**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE PROPOSED REVISIONS AND RE-ADOPT THE UNCHANGED LANGUAGE IN THE 2017-2019 MASTER AGREEMENT WITH THE BURNSVILLE DISTRICT-WIDE ADMINISTRATORS

The District reached a tentative agreement on a new, two-year contract with the District-wide Administrators on May 23, 2018. There are 14 individuals within the unit. During the collective bargaining process, 5 language items were on the table for discussion.

The major language items agreed upon in the tentative agreement include:

- Increase matching program to a maximum of \$3,000
- Adjusted two positions based upon updated or new descriptions
- Steps both years.

Economic terms agreed to include:

- 1.5% increase year one and 2.5% on year two
- 2 year increased cost \$115,350.
- MSBA 2 year package increase is 3.36%

MASTER AGREEMENT

July 1, 2017 – June 30, 2019

**BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT 191
BURNSVILLE, MINNESOTA**

and

**DISTRICTWIDE ADMINISTRATORS
ASSOCIATION**

ARTICLE I - GENERAL INFORMATION

Section 1. RECOGNITION

This agreement between Independent School District 191 and ISD 191 Districtwide Administrators Association covers the year July 1, 2017 – June 30, 2019. In the event that a new agreement has not been mutually adopted by July 1, 2019, this agreement will remain in effect; individual salaries for 2019-2020 will remain at the 2018-2019 amounts until a new agreement is reached, and the new agreement will determine salaries for 2019-2020.

The ISD 191 Districtwide Administrators Association is recognized as the exclusive representative of this unit. Duly authorized representatives of the Association are permitted to conduct Association business on school property during regular business hours with notification of supervisor so long as it does not interfere with normal District operations.

Section 2. INITIAL PLACEMENT

In the event of a change in personnel, initial salary schedule placement determination is the responsibility of the Superintendent of Schools or designate. Prior to making the determination, the Superintendent or designate shall consult with the supervisor of the position to determine the initial salary step. Experience, training, past performance and other factors may be considered in initial placement.

Section 3. PROBATIONARY PERIOD

All Districtwide Administrators selected to work in a position for which an educational license is not required shall serve a one year probationary period. A Districtwide Administrator selected to work in a position for which an educational license is required will serve a probationary period consistent with MN. Statute 122A.40. A Districtwide Administrator can be released or removed during probation, provided his/her performance has been reviewed three times. Districtwide Administrators will move on step on July 1 provided they have started in the position by January 1st of the current year.

Section 4. SALARY INCREASES

A salary increase under this contract shall be conditional, based upon a year of satisfactory service to the District.

An Administrator shall be deemed to have had a year of satisfactory service unless the Administrator has been notified to the contrary in writing by January 15th of that year, and prior to March 15 the Administrator has had the opportunity to have consulted and worked with the Administrator's immediate supervisor in raising the level of job performance.

After the procedures set forth in the preceding paragraph have been followed, and assuming dismissal proceedings have not been instituted, an Administrator who has had a year of unsatisfactory service will not be granted a salary increase.

Section 5. PERSONNEL FILES

An Administrator shall have access to his or her own personnel file. The Administrator may copy material in the file at the Administrator's own expense. Administrators shall have the opportunity to read and sign all formal personal performance evaluations before they are entered in the personnel file. An Administrator may attach a signed explanation, rebuttal or amplification to any material entered in the Administrator's personnel file.

Section 6. POSITION ELIMINATION

For employees hired into the unit prior to October 1, 2012, if an Administrator leaves the District because of a discontinued position, they 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.

ARTICLE II - CALENDAR

Section 1. BASIC WORK YEAR

The normal work year for Administrators is 12 months. When the work year is less than 12 months or less than eight hours per day, leave benefits will be prorated.

When applicable, prorated salaries shall be computed by dividing the annual salary by the number of days in the work year; i.e., 261 days for full time 12 month employees.

If an Administrator is dismissed from work or told not to report by order of the Superintendent because of an emergency situation, a full day's wages shall be paid.

Section 2. VACATION

A. Each full-time administrator shall have twenty-eight vacation days.

B. All vacation time must be taken within 24 months of the start of the fiscal year in which it is received or be forfeited.

C. Effective July 1, 2012 2018, District-wide Administrators can exchange up to five (5) days of vacation carried over from the previous fiscal year for cash which will be deposited into the Minnesota State Retirement System's Post-Retirement Healthcare Savings Plan. The value of each day shall be 1/261 of the annual salary of the previous fiscal year if the employee is a 12-month employee. Employees must notify Human Resources of the election in writing by June 15th of the previous fiscal year.

D. An Administrator who terminates employment during a fiscal year is entitled to vacation benefits earned during that fiscal year. The Administrator may elect to take the earned vacation days before the date of termination or to accept a lump sum payment at the current rate for unused days. An Administrator who uses unearned vacation must reimburse the District at the time of termination.

Section 3. HOLIDAYS

Administrators will have ten holidays each year: Independence Day, Labor Day, Thanksgiving Day and the day following, Christmas Eve Day, Christmas Day, New Years Eve Day, New Years Day, Memorial Day, and one (1) additional holiday as determined consistent with the academic calendar. Effective July 1, 2004, Districtwide Administrators may select one of the following days as the holiday that is consistent with the academic calendar; Education Minnesota Conferences (the third Thursday or Friday in October), Martin Luther King Day, Good Friday/Passover.

ARTICLE III - ABSENCES

Section 1. PERSONAL ILLNESS ABSENCE

Administrators will be granted twelve (12) days annual personal illness absence at the beginning of each contract year. Unused days may accumulate to 180 days.

If an Administrator is absent for more than 30 consecutive working days, income protection insurance will take effect according to the terms of the existing LTD insurance policy. Any excess days will be available upon return.

Doctor and dental appointments may be considered as personal illness absence.

Upon terminations of employment, the District will be reimbursed for personal illness absences taken but not earned.

Section 2. CONDITIONAL USE FAMILY ILLNESS AND BEREAVEMENT ABSENCE

District-wide Administrators will have (10) days of conditional use, paid time off days. These days will not accrue. These days are to be used exclusively for the purpose of family illness and/or bereavement. Family is defined as parent or former guardian, spouse, siblings, parent of spouse, child, or dependent living in the immediate household and those who dwell under the same roof and comprise a family or domestic establishment.

In the event a second death occurs in a fiscal year, the Executive Director of Human Resources can grant additional, reasonable time off.

Section 3. SICK OR INJURED CHILD CARE LEAVE (§ 181.9413)

Administrators who have exhausted their family illness absences may use personal illness absence provided by the employer for absences due to an illness of the employee's child for such reasonable periods as the employee's attendance with the child may be necessary, on the same terms the employee is able to use personal illness benefits for the employee's own illness. This section applies only to personal illness benefits payable to the employee from the employer's general assets.

A "child" means an individual under 18 years of age or an individual under age 20 who is still attending secondary school.

Section 4. PERSONAL BUSINESS ABSENCE

Administrators will receive two (2) days each contract year for personal business activities that cannot be handled outside the normal work day. These days may not accumulate beyond the year in which they are received.

Section 5. PROFESSIONAL ABSENCE

Administrators may be allowed to attend professional meetings and other activities of a professional nature with full pay. Advance authorization must be obtained.

Section 6. RELIGIOUS ABSENCE

Administrators may use two (2) days of sick absence or personal absence per year as religious absence for religious observance of a sacred holiday when such observance cannot take place outside the normal work day. Written application must be made to the Executive Director for Human Resources at least ten (10) days in advance.

Section 7. JURY DUTY

Administrators will receive their regular pay from the District while on Jury Duty. Any money paid to the Administrator for Jury Duty service will be turned over to the District. Any money paid to the Administrator for travel expense will be retained by the Administrator.

Section 8. EMERGENCY CLOSINGS

In the event the Superintendent closes schools for a snow day or another emergency, Districtwide Administrators can take a vacation day or personal day.

Section 9. Attendance Incentive

An employee who as of July 1, 2014,

(a) has accumulated leave time in excess of six hundred (600) hours determined as of June 15th of the same tax year, and

(b) has taken one (1) or less leave days in the current fiscal year

shall have sufficient leave days converted at the rate equal to seven hundred and fifty dollars (\$750) which shall be contributed to an active ISD 191 approved 403(b) plan as of July 15 payroll.

An employee who as of July 1, 2014

(a) has accumulated leave time in excess of six hundred (600) hours determined as of June 15th of the same tax year, and

(b) has taken more than 1 leave day up to three (3) leave days in the current fiscal year

shall have sufficient leave days converted at the rate equal to four hundred and fifty dollars (\$450) which shall be contributed to an active ISD 191 approved 403(b) plan as of July 15 payroll.

An employee that takes more than three (3) leave days during the measurement period is not eligible for the conversion of leave days to a 403(b) contribution.

“Leave days” include all absences except Bereavement, Vacation, District Professional leave days, and paid days substituted for unpaid leave under the Family and Medical Leave Act of 1993 (FMLA), as amended.

Effective July 1, 2014 the conversion rate for leave days shall be one hundred and fifty dollars (\$150) per day.

ARTICLE IV - LEAVES

Section 1. PROFESSIONAL ACTIVITY LEAVE

A professional activity leave to pursue a prescribed course of study may be granted for a period of up to one year at the sole discretion of the School Board. Applications shall include a description of the benefit to the District.

A committee of one Board member, the Superintendent of Schools and one Administrator named by the Association shall interview applicants within 30 days of the deadline date and make a recommendation to the Board of Education within 30 days of the conclusion of the interview.

Applicants awarded such leave shall be compensated at 70 percent of the current salary computed on the number of working days involved.

To be eligible for such leave, an Administrator must have been an Administrator in the District's employ for at least five (5) years. Administrators granted such leave shall pledge themselves to two (2) years, or prorated for leaves of less than one (1) year, service in the District following termination of the leave or pay back a prorated portion of the monies paid while on leave if early release is requested. This item is not subject to the grievance procedure.

Section 2. GENERAL LEAVE

A leave may be granted for up to two (2) years without pay or fringe benefits upon recommendation of the Superintendent and approval of the Board. Insurance may be continued subject to the rules of COBRA and at the expense of the employee.

At the time a leave is granted, a date will be established for tentative return to the position in the District insofar as is possible. Upon return, the employee shall have all benefits applicable to this agreement reinstated subject to completion of enrollment forms.

This item is not subject to the grievance procedure.

Section 3. MATERNITY LEAVE

Maternity disability absence shall be treated as any other temporary disability.

Section 4. PARENTAL LEAVE

An unpaid parental leave of up to a maximum of one (1) year shall be available to Administrators for the purpose of caring for a child for which the Administrator has legal responsibility. The request for parental leave shall include an estimated commencement date and return date. The estimated commencement date shall be following the physician's estimated date of cessation of disability. For an adoption, the commencement date shall be immediately following when the child is turned over to the parent. Insurance benefits may be continued at the employee's expense per COBRA.

ARTICLE V - MATCHING CONTRIBUTION & SEVERANCE PAY

Section 1. Matching Contribution

~~Effective July 1, 2014, the District will match up to \$1,700 per year to an approved Minnesota deferred compensation program as permitted by M.S. 356.24. After a District-wide Administrator has completed one year of service, the District will match up to \$2,500 per year to an approved Minnesota deferred compensation program. This matching contribution is available to all District-wide Administrators. Employees who work less than full-time shall receive a pro-rated contribution to a Minnesota deferred compensation program based on their F.T.E. equivalency as of July 1st. The contribution will remain in effect for the duration of the fiscal year.~~

Effective July 1, 2016, the District will match up to \$2,000 per year to an approved Minnesota deferred compensation program as permitted by M.S. 356.24. After a District-wide Administrator has completed one year of service, the District will match up to \$2,750 per year to an approved Minnesota deferred compensation program. This matching contribution is available to all District-wide Administrators. Employees who work less than full-time shall receive a pro-rated contribution to a Minnesota deferred compensation program based on their F.T.E. equivalency as of July 1st. The contribution will remain in effect for the duration of the fiscal year.

Effective July 1, 2018, the District will match up to \$2,250 per year to an approved Minnesota deferred compensation program as permitted by M.S. 356.24. After a District-wide Administrator has completed one year of service, the District will match up to \$3,000 per year to an approved Minnesota deferred compensation program. This matching contribution is available to all District-wide Administrators. Employees who work less than full-time shall receive a pro-rated contribution to a Minnesota deferred compensation program based on their F.T.E. equivalency as of July 1st. The contribution will remain in effect for the duration of the fiscal year.

ARTICLE VI - CONTINUATION OF BENEFITS

Section 1. TERMINATION

Upon termination of employment, all District contributions shall cease. An employee may continue to participate in health and accident group plans pursuant to law and/or carrier conversion provisions, if any.

Section 2. LEAVES OF ABSENCE

An employee on a District approved unpaid leave of absence shall be permitted to participate in group insurance programs, to the extent permitted by the carrier, but shall pay all premiums during the term of the leave.

Section 3. DISABLED EMPLOYEE

An employee who becomes eligible for long term disability shall retain such benefits as are provided by the carrier, and the District shall make normal contractual contributions for health and accident insurance for the period of three years from the time he/she qualifies for LTD benefits. When a districtwide administrator becomes eligible for long-term disability benefits (31st day of disability), vacation, personal days, sick leave, bereavement, and family illness leave shall be pro-rated based upon time worked.

Section 4. DEATH OF AN EMPLOYEE

The family of a deceased employee may continue to participate in the group health and hospitalization insurance plan for up to 36 months following the death of the employee by paying the total cost of the premium.

Section 5. EARLY RETIREMENT

An Administrator who has reached age 55 and who has at least ten (10) years of continuous service in the District 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 administrator will pay the premium.

For Administrators ranked at 14 and above and who were hired before July 1, 1998, the District shall contribute 75% of the dollar amount of the premium in effect at the time of the Administrator's retirement until the Administrator is eligible for Medicare. The portion of the premium not paid by the District shall be paid by the Administrator.

ARTICLE VII - INSURANCE BENEFITS

Section 1. HEALTH AND ACCIDENT COVERAGE

For all Districtwide Administrators who have a full-time assignment, who are employed by the District, who qualify and are enrolled in the District base plan, the District contribution for individual or dependent coverage shall be as follows:

- A. Single Health and Hospitalization Insurance. The District will contribute an amount equal to 95% of the composite premium for an employee who works 30 hours or more and 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 works 30 hours or more and 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. With respect to health coverage subject to Health Care Reform, the District reserves the right to provide coverage "in addition to" the coverage described herein, for one or more individuals covered by this agreement, in order to manage the potential penalties to which the District may be subject. Such coverage in addition to the coverage described herein will be considered bargained but specifically will not be considered part of the aggregate value of the benefits and specifically will not be subject to any applicable aggregate reduction in value limitations.

Section 2. LIFE INSURANCE

The District shall pay for \$50,000 term life insurance for all Administrators who enroll in the term life program. Effective January 1, 2009, pursuant to the terms of the policy purchased by the District, all Districtwide Administrators shall pay for an additional \$200,000 of life insurance via pay roll deduction.

Section 3. LONG TERM DISABILITY INSURANCE

Administrators shall be covered by the District policy in effect for Long Term Disability insurance. The conditions of the carrier shall be controlling.

At the Administrator's request, and upon qualifying for Long Term Disability payments, the District will pay to Administrators who have accumulated over 30 days of personal illness leave the remaining fraction of regular income with 1/3 or 1/4 day subtracted from the total number of remaining personal illness leave days. This supplement will continue until remaining personal illness leave is exhausted or until the employee has been disabled for six (6) months.

For purposes of qualifying for retirement benefits after a disability absence of six (6) months, the eligible Administrator will be returned to personal illness until such leave is exhausted. Accumulated personal illness leave must be exhausted before the employee may reapply for LTD benefits.

Section 4. DENTAL INSURANCE

For each Administrator, the District shall contribute the total cost of the premium for individual and dependent coverage as set forth under the policy in effect in the District.

Section 5. LIABILITY INSURANCE

The District will provide liability insurance coverage for each Administrator.

ARTICLE VIII - MISCELLANEOUS BENEFITS

Section 1. MILEAGE AND EXPENSE

EXPENSES: The District will reimburse Administrators for mileage and expenses of job related activities pursuant to School Board Policy upon submission of proper forms.

Section 2. TAX SHELTERED ANNUITY AND DEFERRED COMPENSATION PLANS

Tax sheltered annuities and deferred compensation plans, either variable or fixed, shall be made available to Administrators. Regulations and procedures are available in the Human Resources Office. The District's 403(b)

Committee, comprised of members from every bargaining unit will review board policy and regulations annually for compliance with State and Federal laws.

The Districtwide Administrators shall appoint a member to represent the unit on the District's 403(b) Committee. The committee recommended the following 403(b) vendors; Fidelity, Fidelity via Educators Financial Services (E.S.I.), AXA (Equitable) and Lincoln Financial Services. All bargaining units approved the plans in November, 2008 for implementation January 1, 2009.

All deposits including employee elections and employer matches will be deposited into one of the above plans. Any employee hired after January 1, 2009 who elects to defer compensation in to a 403(b) account will be automatically enrolled in Fidelity unless they affirmatively opt out and select one of the other approved vendors.

The District will institute a standing 403(b) Committee comprised of representatives from each bargaining unit with representation determined by the size of each group.

Section 3. FLEXIBLE BENEFIT PLAN

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

Section 4. PROFESSIONAL MEMBERSHIPS

The District will fund memberships in not more than two state organizations and not more than one national organization for each Administrator. All such memberships must be consistent with the Administrator's assignment and subject to advance approval of the immediate supervisor. Exceptions may be granted by the Superintendent.

Section 5. TUITION REIMBURSEMENT

Sub 1. For individuals hired prior to July 1, 2010, the District will reimburse tuition costs to Administrators 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 Administrators on leave.

Subd 2. Employees hired after July 1, 2010 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.

Subd 3. Effective July 1, 2012, employees who have earned a doctorate from an accredited college or university will receive an additional two thousand dollars (\$2,000) per year above the salary schedule, if the Board determines that the doctorate relates to the employee's position with the District.

Section 6. PROFESSIONAL DEVELOPMENT

The District supports continuous improvement and development of all personnel. Administrators are encouraged to attend professional meetings and other activities of a professional nature. The District will pay expenses associated with authorized professional meetings and activities. The event must be germane to the administrator's assignment. The administrator's immediate supervisor must approve the activity.

Section 7. EXCEPTIONAL SERVICE PAY

Subd. 1. When Districtwide Administrators teach courses through the District Staff Development Department or Community Education, they will be compensated at the rate normally used to compensate other professional instructors.

Subd. 2. When Districtwide Administrators render special services that both the Association and the District deem well beyond the scope of their normal job description, Association leaders and District administration shall meet and confer on terms and conditions for the special service performed.

Section 8. INDEMNIFICATION

Subject to the limitations on liability set forth in the Minnesota Statutes, the District shall defend and indemnify Administrators for damages, including punitive damages, claimed or levied against the Administrator, provided that the Administrator: (1) was acting in the performance of the duties of the position, and (2) was not guilty of malfeasance in office, willful neglect of duty, or bad faith. Indemnification of Administrators provided under this section shall be modified in accordance with any amendments to Section 466.07 of the Minnesota Statutes.

Section 9. JOB EVALUATIONS

A Districtwide Administrator shall have the right to request a position re-evaluation if he or she feels that their duties and responsibilities have changed significantly over time. The Director of Human Resources shall share the results with the Administrator via a summary conference.

ARTICLE IX - GRIEVANCE PROCEDURE

Section 1.

A claim by an Administrator that there has been a violation, misinterpretation or misapplication of any provision of this agreement may be processed as a grievance as hereinafter provided.

Section 2. LEVEL I

In the event that an Administrator or the Association believes there is a basis for a grievance, the Administrator shall complete the District grievance form and submit a copy to the Executive Director of Human Resources within twenty (20) days of the alleged grievance. A District representative shall meet with the grievant within ten (10) working days of the receipt of the grievance and render a written decision within five (5) working days of the meeting. A copy of the decision will be placed in the grievant's personnel file.

Section 3. LEVEL II

In the event the grievant or the Association is not satisfied with the decision rendered at Level I, the grievant may appeal, in writing, to the Superintendent of Schools within five (5) working days after the decision at Level I has been rendered and disseminated. Within ten (10) working days upon receipt of the appeal, the Superintendent of Schools shall meet with the grievant. The Superintendent of Schools shall respond, in writing, within fifteen (15) working days of the meeting.

Section 4. LEVEL III

If the grievant or the Association is not satisfied with the disposition of the grievance by the Superintendent of Schools, the alleged grievance may be submitted to arbitration. Notification of dissatisfaction shall be made, in writing, to the Superintendent of Schools within ten (10) working days after the decision has been rendered.

The dispute will be submitted to an arbitrator selected and agreed upon by both parties. The arbitrator shall have no power to alter, add or subtract from the expressed terms of the contract. Both parties agree to be bound by the award of the arbitrator. The fees and expenses of the arbitrator shall be shared equally by the parties.

Section 5.

The grievant may have an Association representative either join or represent the grievant at any level and at the grievant's discretion.

Section 6.

If a grievance is not responded to at Levels I and /or II within the time limits and the limits have not been mutually waived, the alleged grievance is viewed to have been denied and the grievant has the right to move to the next level.

Section 7.

If the grievance is not presented or transmitted by the grievant within the time limits set forth above, it shall be considered dropped. The time limit in each step may be extended by mutual written agreement of the parties.

Section 8.

Notwithstanding the expiration of this agreement, any claim or grievance arising thereunder may be processed through the grievance procedure until resolution.

Section 9.

No reprisals of any kind will be taken by the Board or the School Administration against any Administrator because of participation in this grievance procedure.

Section 10.

The Superintendent of Schools may appoint a designee to act in the Superintendent's behalf at Level II.

LONGEVITY

Effective July 1, 2014, after 5 years of District service, District-wide Administrators are eligible for a \$250 stipend; after ten years of District service, District-wide Administrators are eligible for a \$500 stipend; after fifteen (15) years of District service, District-wide Administrators are eligible for a \$1,000 stipend; after twenty years, a \$2,000 stipend.

**ARTICLE X
DURATION**

Section 1. Terms and Reopening Negotiations: This contract shall be effective as of July 1, ~~2015~~2017, and shall continue in effect through June 30, 2019~~7~~, or thereafter until replaced by a subsequent agreement. Negotiations for a successor agreement may commence when the parties mutually agree, but in no event later than ninety (90) days prior to expiration of this Agreement.

Section 2. Effect: This Agreement constitutes the full and complete agreement between the School Board and the District-wide Administrators Association. The provisions herein relating to terms and conditions of employment supersede and take precedence over any and all prior agreements, resolutions, practices, School District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

Section 3. Severability: The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions thereof under different circumstances.

Section 4. Amendment: This Agreement shall constitute the full and complete commitments between both parties and may be altered, changed, added to, deleted from, or modified only through the voluntary mutual consent of the parties in written, signed agreement to this Agreement.

Salary Schedule
July 1, 2017– June 30, 2019

Level	Position	2017-2018	2018-2019
	Director of Secondary Programming and School Improvement		
	Director of Curriculum, Instruction, and Student Support Services		
	Executive Director of Individualized Student Services		
Step 1		\$ 132,450	\$ 135,750
Step 2		\$ 135,800	\$ 139,200
	Director of Operations, Properties, and Transportation		
	Director of Community Education		
	Director of Strategic Partnerships and Pathways (7/1/17)		
Step 1		\$ 124,500	\$ 127,600
Step 2		\$ 127,700	\$ 130,900
	Director of Activities and Athletics		
Step 1		\$ 113,800	\$ 116,650
Step 2		\$ 116,800	\$ 119,700
	Director of Food Services		
	Director of Health Services		
	Director of Communications		
	Special Education Supervisor		
Step 1		\$ 104,200	\$ 106,800
Step 2		\$ 106,950	\$ 109,600
	Community Education Coordinator		
Step 1		\$ 88,450	\$ 90,650
Step 2		\$ 92,450	\$ 94,750
	Adult Basic Education Coordinator		
Step 1		\$ 70,999	\$ 72,750
Step 2		\$ 73,130	\$ 74,950



Future Ready. Community Strong.

**Agenda V.F.
June 14, 2018**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Dave Watkins, Assistant Superintendent

Date: June 8, 2018

Re: 2018-19 Student Handbook

RECOMMENDATION: that the Board of Education approves the 2018-19 Student Handbook.

Summary of changes:

- Updated cover
- Added "Apply for Educational Benefits."
- Updated Parent/Guardian Guide and Refusal for student Participation in Statewide Testing form.

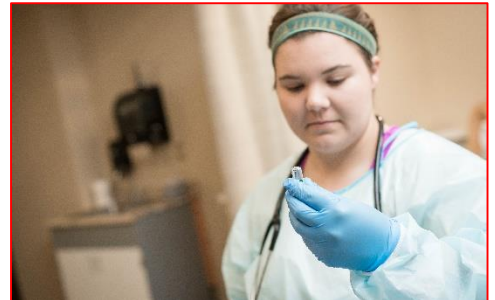


Future Ready. Community Strong.

Student Handbook

2018-19

Board approved TBD



Letter from the Superintendent

Dear Students, Parents/Guardians,

Welcome to the 2017-18 school year in Burnsville-Eagan-Savage School District 191.

Over the past few years, we have experienced tremendous change. Thanks to powerful partnerships and a clear strategic roadmap and vision, those changes have brought new opportunities to our students, strengthened the skills and knowledge of our staff, and brought us closer together as the One91 Community.

Going forward, we will continue to be guided by our core values — holding high expectations, respecting ourselves and others, acting with integrity, and working in partnership — so that we can deliver on our mission of ensuring all students are real-world ready. You'll see those values reflected everywhere in the District, including in this handbook, as the foundation for safe and successful learning environments.

I hope you share my excitement for this new year in District 191 and for all our students will achieve. Because we are Community Strong, our students will be Future Ready.

Sincerely,



Cindy Amoroso, Superintendent



Table of Contents

Letter from the Interim Superintendent.....	2	Superintendent:.....	10
Important District Policies to Know	3	School Board:.....	10
General District Information	5	Procedural Requirements.....	11
District 191 Beliefs about Behavior in School.....	8	■ Application of the Code of Conduct.....	11
Explanation of PBIS	8	■ Factors Impacting Discipline Decisions.....	11
Explanation of Roles.....	9	■ Disciplinary Responses.....	11
All students:	9	■ Rights to Continued Access to Instruction.....	11
All parents and legal guardians:.....	9	Responses to Behavior	12
All teachers:	9	Levels of Intervention for Behavior	14
Building principals:.....	10	Behavior Response Matrix.....	17
Other school district personnel:	10	Parent/Guardian Guide to Statewide Testing	24

Important District Policies to Know

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

POLICY 404: EMPLOYEE BACKGROUND CHECKS

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

POLICY 413: HARASSMENT AND VIOLENCE

District 191 is committed to creating safe and supportive spaces where students can learn, and employees can work, without fear of harassment or violence. Any harassing or violent behavior is strictly prohibited in District 191 schools and other buildings, on district property and during district events. We take all complaints of harassment or violence very seriously. We will investigate all complaints and take disciplinary action against any student, teacher, administrator or other school employee who violates this policy.

POLICY 419: TOBACCO- AND SMOKE-FREE ENVIRONMENT

As part of our work to keep a healthful learning environment for students and working environment for our employees, tobacco use of any kind – including electronic cigarettes and tobacco-related devices – is prohibited in all of our schools. This applies to all students, teachers, administrators and other District 191 employees.

POLICY 501: SCHOOL WEAPONS POLICY

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

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

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

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

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

POLICY 506: STUDENT DISCIPLINE

Students are expected to behave appropriately so that our schools are positive learning environments for all. When students do not follow expected behavior guidelines, schools administrators will take appropriate disciplinary action.

POLICY 514: BULLYING PROHIBITION POLICY

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

POLICY 520: STUDENT SURVEYS

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

POLICY 524: INTERNET ACCEPTABLE USE AND SAFETY POLICY

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

POLICY 526: HAZING PROHIBITION

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

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

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

POLICY 529: STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

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

General District Information

APPLY FOR EDUCATIONAL BENEFITS (FREE/REDUCED PRICE MEALS)

Parents/Guardians are encouraged to apply to receive educational benefits. If your family qualifies, your students can receive free or reduced-price meals and possibly other benefits, including discounts for participation in athletics, band and other activities. In addition, some school funding is based on number of students who qualify for benefits. So by filling out an application, you are helping to ensure every school in District 191 gets all the funding it deserves.

Applications may be completed online at www.isd191.org/edbenefits. Paper applications are available online, at school buildings and at the District Office. A new application must be completed each school year. Call 952-707-2051 if you need assistance with the application process.

FEES

~~District 191 families who qualify for free or reduced meal benefits can apply for a waiver from fees that may be assessed at the buildings. Applications are available online at <http://www.schoolunchapp.com>. Families qualifying for free or reduced meal benefits should keep their approval letter in a safe place. Families must provide the approval letter they receive once qualified.~~

FIELD TRIPS

Students take both transported and walking field trips to broaden their educational experiences. Parents are often asked to help with supervision. An informational letter and permission form will be sent home and this must be completed and returned to the school before a student may go on a field trip.

FOOD POLICY

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

HUMAN GROWTH AND DEVELOPMENT

Each school year, 4th (girls only), 5th and 6th grade students receive Human Growth and Development classes. A licensed school nurse teaches these classes which are designed to promote a healthy attitude toward maturing bodies and an awareness of the physical and emotional changes that occur during the adolescent years. Boys and girls are instructed separately at each grade level. The school nurse will also be teaching the state-mandated Human Immunodeficiency Virus (HIV) education along with communicable disease education to 6th grade students. Dates for these classes are communicated through newsletters and websites. Parents or guardians must contact the school if they do not want their child to participate. Children not participating in this class will take part in other health classes led by a classroom teacher. Questions related to human growth and development and Human Immunodeficiency Virus (HIV)/communicable disease education may be directed to the school nurse.

ILLNESS AND INJURY

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

In most cases, children should remain at home for 24 hours after antibiotics have been started. Students should be fever free for 24 hours before returning to school. Please see the district health services website for more information regarding "Is My Child Too Sick for School Today?" which will provide general guidelines regarding if your child should attend school when ill. If a student becomes ill with a communicable disease, please notify the school.

IMMUNIZATION RECORDS

In order for students to enroll or remain enrolled in elementary or secondary schools, Minnesota state law requires documentation of required immunizations or written proof of exemption. Students will not be allowed to start school until this information or an appropriately signed legal exemption is provided to the district. A list of the required immunizations, the entire District 191 Immunization Policy 530 and immunization forms are available on the district website, www.isd191.org, or in the school health office.

LATEX-SAFE SCHOOLS

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

LOCKERS (SECONDARY SCHOOLS)

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

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

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

MEDICATIONS

If a student needs to take medicine at school, a parent must contact the school nurse. Teachers cannot be responsible for a child's medication. Rather, medications must be sent to the school nurse in the original prescription bottle or original packaging along with a note from the parent/guardian providing permission for the medication to be administered during the school day. All medications dispensed at school require a doctor's order. This includes over-the-counter medications. Please refer to the district website for the medication Policy 516. For more information, contact the school nurse.

PERMITTED ACTIONS

As allowed by Minnesota state law, there are some instances when reasonable force may be used toward a student without the student's permission. This includes when a parent/guardian, teacher or other caretaker needs to restrain or correct the student, to keep the student from injuring himself/herself or others, or to prevent the student from damaging property.

For more information, please review MN Statute §609.379.

REPORTING CHILD ABUSE/NEGLECT

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

SCREENING

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

SECTION 504

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

SPECIAL EDUCATION

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

guardian believes their child has a disability that is interfering with progress in the general education classroom, they may request a special education evaluation by contacting the building principal.

STUDENT DATA PRIVACY POLICY

The District 191 Board of Education Policy 515 requires the district to comply with the Federal Family Rights and Privacy Act and the Minnesota Government Data Practices Act.

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

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

- Student's name;
- Gender;
- Address;
- Telephone number;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees and awards received;
- Photographs for school-approved publications, newspapers and videotapes.

If a student or parent/guardian does not wish any or all of this information to be made public, he or she can "opt out" by notifying his or her school principal in writing.

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

- Honor rolls;
- Programs for concerts and theater performances;
- Athletic programs;
- Yearbooks;
- Press releases, etc.

District 191 Beliefs about Behavior in School

District 191 discipline policies and this student handbook are based on research regarding what is working well across the country. Our most important responsibility is to support the success of all our students while they are in school. We also want to prepare them for successful lives after graduation.

We must teach, grow and enhance our students' experiences in four main areas: academic achievement; connection to school and community; social-emotional learning, and college and career readiness.

With this in mind, we will:

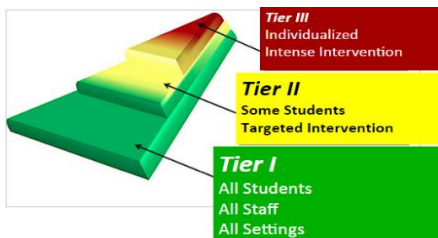
- Have consistent school-wide expectations and make sure students and adults know them.
- Teach and encourage desired behaviors so students know what is expected of them.
- Focus on rewarding positive behavior rather than just punishing negative actions.
- Create expectations and rules that address the diverse cultural needs of our students and staff members.
- Promote equitable actions and always look for ways to be more responsive to the cultures of our students.
- Understand all viewpoints when responding.
- Build stronger relationships between students and their classmates, and between students and school staff members.
- Include students instead of excluding.
- Restore and repair relationships when needed.

Explanation of PBIS

All District 191 schools use Positive Behavioral Interventions and Supports (PBIS) as a way to teach school-wide expectations and to let students know when they have met those expectations.

PBIS shows that:

- Students learn better when they are taught the school expectations and given the chance to practice them.
- Students are more likely to follow the school expectations when they are recognized for doing what they are supposed to be doing.
- Some students need extra support when it comes to behavior. PBIS has three steps to help support them.



Students who need additional support may benefit from:

- Additional lessons or instruction on the expected behavior, or skills that will help them meet the expected behavior (refocusing, self-control, self-advocacy, etc.).
- More opportunities to practice the behavior.
- Increased supervision by adults.
- Looking at what has worked for the student in the past, and doing it again.

Explanation of Roles

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

All students:

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

Students should...

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

All parents and legal guardians:

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

Parents and guardians should...

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

All teachers:

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

Teachers should...

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

Building principals:

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

Building principals should...

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

Other school district personnel:

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

Other school district personnel should...

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

Superintendent:

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

The superintendent should...

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

School Board:

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

School Board members should...

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

Procedural Requirements

■ Application of the Code of Conduct

The disciplinary responses set forth in the District 191 code of conduct apply to students at all times while they are on District 191 property or while attending a District 191 event. District 191 property means any school or other facility, including grounds owned or operated by District 191, buses and other District 191 vehicles, bus stops, and the facility and grounds of any District 191 activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the administration believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

A student can never be punished physically.

■ Factors Impacting Discipline Decisions

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

1. The student's age;
2. Previous severe disciplinary infractions, including the nature of prior misconduct, the number of prior instances of misconduct and the progressive disciplinary measures implemented for such misconduct;

3. Cultural or linguistic factors that may provide context to understand student behavior;
4. The circumstances, including the nature and seriousness of the offense, surrounding the incident ;
5. Other mitigating or aggravating circumstances;

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

■ Disciplinary Responses

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

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

- Responses to Behavior;
- Levels of Intervention for Behavior;
- Disciplinary Response Matrix;

■ Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences.

Each student suspended in excess of five days, or who has been expelled out of school and has not enrolled in another district, shall receive daily classwork and assignments from each teacher that shall be requested from teachers by administration or designee.

Responses to Behavior

Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialists	Prompting a student to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker or coach who has a relationship with the student.
Classroom-based Responses	Prompting a student to reflect on his/her behavior using classroom strategies such as time-out, teacher–student conference, reflection, redirection (e .g., role play), seat change, call home, loss of classroom privilege or apology letter, and re-teaching expectations.
Classroom Removal (limited to one class period)	Removing a student from the classroom setting in order to reintroduce the student in a successful way. This intervention shall not exceed one class period or otherwise determined by an administrator/designee.
Classroom Removal (more than one class period)	Removing a student from the classroom setting to work with assigned support staff in order to reintroduce the student in a successful way. This intervention shall not exceed three class periods or otherwise determined by an administrator/designee. In no case may a student be prohibited from attending a class or activity period of time exceeding five days under this response.
Community Service	Recommending student to participate in an activity that serves and benefits others in the school or broader community (e .g. working at a soup kitchen, cleaning up public spaces, or helping at a facility for the elderly).
Conflict Resolution	Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents, guardians, teachers, school staff, and/or principals engage in activities that promote problem- solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	Requiring a student to report to a designated classroom before school, during a free period, after school or on the weekend for a set period of time.
Dismissal	Denying of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Board.
Loss of Privileges	Temporarily denying of a student privilege.

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

Levels of Intervention for Behavior

LEVEL 1 – Teacher Initiated Response

An Office Discipline Referral would not be typically completed at this stage. These responses aim to change the conditions contributing to the negative behavior and typically will be instituted in a graduated fashion; however, a teacher may exercise discretion to tailor a response to a particular situation:

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

LEVEL 2 – Teacher Initiated Response with Office Support

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

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

LEVEL 3 – Support and Administrative Responses

An Office Discipline Referral would be completed and the administrator would coordinate interventions. These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's

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

inappropriate or disruptive behavior. These responses intent is to intervene in an intense, collaborative, and significant way in order to alter the behavior without removing the student from school. These responses may include short-term removal of a student but should be inclusive and practical in nature in order to change the long-term outcomes:

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

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

LEVEL 4 – Support, Administrative and Removal Responses

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

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

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

Behavior Response Matrix

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

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Scholastic Dishonesty/ Misrepresentation <i>Policy 506</i>	Plagiarizing (taking someone else’s work or ideas for students in grades 6-12), forgery (faking a signature; electronic or actual) of a teacher or parent/guardian); or cheating.			
		Tampering with, or assisting another to tamper with student information or assessment systems.		
Alcohol <i>Policies 417, 418</i>			Being under the influence.	
			Using or possessing alcohol.	
			Distributing/selling alcohol.	
Arson <i>Policy 506</i>	Setting or attempting to set a fire or helping others to set a fire.			
Assault <i>Policies 413, 506</i>		Engaging in behavior that intentionally causes or threatens.		
Bullying <i>Policy 514</i>	Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.			
	Materially, substantially interfering with another student’s right to learn or participate in school activities.			

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

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
			Using electronic communication that significantly disrupts another student's right to learn or participate in school activities.	
Bus Misconduct <i>Policies 506, 709</i>	Breaking any bus and/or school rules while waiting for, riding, and leaving the bus. In addition to possible loss of transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for the specific behaviors.			
Destruction of Property <i>Policy 506</i>	Causing accidental damage.			
		Causing intentional damage to property.		
Disrespect <i>Policy 506</i>	Making inappropriate gestures, verbal or written comments, or symbols to others.			
Disruption <i>Includes, but is not limited to the actions listed in this matrix</i> <i>Policy 506</i>	Engaging in minor behavior that distracts from the learning environment.			
	Persistently or habitually engaging in minor behavior that distracts from the learning environment (e.g. talking out of turn, throwing small items, horseplay).			
	Engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others; gang symbols, drawings/messages, or any other type of insignia to display association with an organization that is disruptive to the learning environment.			
	Possessing or using any object that causes distraction, such as wallet chains, lighters, radios, squirt guns, games, laser pointers, etc., is prohibited. If a nuisance object is used in a manner which constitutes a threat, physical assault and/or a weapon violation, the appropriate consequences will be applied.			

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

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
		Engaging in an inappropriate behavior of a sexual nature. Engaging in intentional, negative actions that significantly disrupt the rights of other students and/or school community members to learn and be safe. Filming or recording in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property.		
Dress Code <i>Policies 504, 506</i>	Displaying dress or personal grooming that presents a danger to student's health or safety, provides inadequate coverage or is suggestive, causes an interference with work, or creates classroom or school distraction is not allowed during school or at school-sponsored events. Such attire includes, but is not limited to, chains, clothing with drugs, weapons and/or alcohol, sexually explicit or suggestive messages, or representations that are inappropriate or demeaning to any groups, or that shows gang affiliation.			
Driving <i>Policy 506</i>			Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited.	
Explosives/Bomb Threat	Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops," which should be treated as a disruption).			

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

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
<i>Policies 501, 506</i>				Detonating or possessing and/or threatening to detonate an incendiary device or material, as described above.
Fighting	Engaging in shoving, pushing, or otherwise being physically aggressive toward others (e.g. intentional bumping, body checking, pushing).			
<i>Policy 506</i>	Engaging in a fight.			Engaging in a fight that extends beyond staff interference.
Firearms				Possessing a firearm as defined by school district/state policy.
Harassment	Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion or other characteristics, and that interfere with a student's ability to participate in or benefit from the school's educational programs.			
<i>Policies 413, 506</i>	Unwelcome sexual advances; requests for sexual favors; and/or other inappropriate verbal, written, or physical conduct of a sexual nature; directed toward others. (Consideration would need to be particularly given to the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and responses.)			

Lowest level should be considered first, followed by progressively more intensive consequences.									
Behavior	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%; text-align: center;">LEVEL 1 Classroom and Support Responses <small>(teacher coordinates intervention, no office discipline referral)</small></th> <th style="width: 25%; text-align: center;">LEVEL 2 Classroom and Support Responses <small>(teacher coordinates intervention, partners with office, office discipline referral required)</small></th> <th style="width: 25%; text-align: center;">LEVEL 3 Support, Administrative Responses <small>(teacher initiates intervention, office coordinates intervention, office discipline referral required)</small></th> <th style="width: 25%; text-align: center;">LEVEL 4 Support, Removal Responses <small>(office coordinates intervention, may include removal, office discipline referral required)</small></th> </tr> </table>	LEVEL 1 Classroom and Support Responses <small>(teacher coordinates intervention, no office discipline referral)</small>	LEVEL 2 Classroom and Support Responses <small>(teacher coordinates intervention, partners with office, office discipline referral required)</small>	LEVEL 3 Support, Administrative Responses <small>(teacher initiates intervention, office coordinates intervention, office discipline referral required)</small>	LEVEL 4 Support, Removal Responses <small>(office coordinates intervention, may include removal, office discipline referral required)</small>				
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<p>Illegal Drugs/ Controlled Substances <i>Policies 417, 418</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 75%;"> <p>Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.</p> </td> </tr> <tr> <td style="width: 25%;"></td> <td style="width: 75%;"> <p>Using, possessing (including paraphernalia) or being under the influence of illegal drugs.</p> </td> </tr> <tr> <td style="width: 25%;"></td> <td style="width: 75%;"> <p>Distributing or selling non-illegal drugs or look-alike substances.</p> </td> </tr> <tr> <td style="width: 25%;"></td> <td style="width: 75%;"> <p>Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to a risk of harm.</p> </td> </tr> </table>		<p>Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.</p>		<p>Using, possessing (including paraphernalia) or being under the influence of illegal drugs.</p>		<p>Distributing or selling non-illegal drugs or look-alike substances.</p>		<p>Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to a risk of harm.</p>
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<p>Inappropriate Use of Personal Electronic Devices <i>Policies 506, 524</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 75%;"> <p>Using or displaying a personal electronic device that causes a disruption.</p> </td> </tr> </table>		<p>Using or displaying a personal electronic device that causes a disruption.</p>						
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Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Insubordination <i>Policy 506</i>	Repeatedly or persistently defying or refusing to follow directions of teachers, staff, or administrators.			
Other Firearms/ Weapons/ Knives <i>Policy 501</i>	Possessing, using, or threatening to use a look-alike gun or facsimile (e.g. water gun).			
	Possessing, using, or threatening to use a non-firearm gun.			
	Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.			
	Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.			
	Using or threatening to use, a knife or other implement as a weapon with intent to cause serious bodily harm. Distributing or selling weapons.			
Tardiness <i>Policies 503, 506</i>	Arriving late to the assigned school locations (class).			
	Persistently (more than three times) arriving late to class or school without an excuse.			

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

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, office discipline referral required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Theft <i>Policy 506</i>	Taking or obtaining property of another without permission and/or knowledge of the owner.			
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.		
		Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement.		
Tobacco <i>Policies 419, 506</i>				Using or possessing tobacco/tobacco related devices.
Truancy <i>Policies 503, 506</i>	Being willfully absent from class without lawful excuse for one or more class periods on seven different school days.			
Verbal Abuse <i>Policy 506</i>	Engaging in verbal behavior that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participating in school-sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm is about to occur, or "fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in personally abusive language inherently likely to provoke a violent reaction by the listener to the speaker is prohibited.			

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as “not proficient” for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us) (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](#) (Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will lose one opportunity to receive a qualifying score that could potentially save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My student will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability. My school and I may lose valuable information about how well my student is progressing academically. In addition, refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

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



Future Ready. Community Strong.

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Burnsville, MN 55337
www.isd191.org



**Agenda V.G.
June 14, 2018**

To: Board of Education

From: Cindy Amoroso, Superintendent

Date: June 7, 2018

Re: Policy 403: *Discipline, Suspension, and Dismissal of School District Employees*

Recommendation: Approve, on a first reading basis, changes to Policy 403: *Discipline, Suspension, and Dismissal of School District Employees.*

Policy 403 was reviewed by administration and the Policy Review Committee on June 6, 2018.

Adopted: 4/1987

Burnsville-Eagan-Savage School District Policy 403

Reviewed: ~~1/11/2018~~6/14/2018

Revised: 1/25/2018

Rescinds: GCPAB

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve the effective operation of Independent School District 191's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from a written reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary or corrective action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of Independent School District 191;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from a written reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance

will follow a progressive format and ~~will~~ may be ~~accompanied~~ preceded by non-disciplinary corrective actions such as: Verbal Warnings, Written Warnings, and Improvement Plans to provide guidance expectations, help, and encouragement to improve from the employee's supervisor. ~~and~~ Reasonable time for correction of the employee's deficiency will be provided.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of Independent School District 191 and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of ~~oral~~ verbal warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

- A. The forms of discipline ~~and corrective action~~ that may be imposed by Independent School District 191 include, ~~but are not limited to verbal or written warning;~~ written reprimand; letter of deficiency; disciplinary suspension, demotion or leave of absence without pay; and dismissal/termination or discharge from employment.
- B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish Independent School District 191's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

- A. In an instance where any form of discipline is imposed, the employee's supervisor will:
 - 1. Consult with the Executive Director of Human Resources to determine the appropriate corrective action or discipline level required depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary or corrective action of the same or a different nature. If the employee's supervisor is the Executive Director of Human Resources, the supervisor will consult with the superintendent.
 - 2. Advise the employee if the corrective action is disciplinary and identify the form of discipline imposed.
 - 3. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline.
 - 4. Provide directives to the employee to correct the conduct or performance.
 - 5. Forward copies of all writings to the Executive Director of Human Resources for filing in the employee's personnel file.
 - 6. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
 - 7. Specify the expected level of performance or modification of conduct to be required from the employee.
- B. Independent School District 191 retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

Legal References: Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)
 Minn. Stat. § 122A.41 (Teacher Tenure)
 Minn. Stat. § 122A.44 (Contracting with Teachers)

Minn. Stat. § 122A.58 (Coaches)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: MSBA Service Manual, Chapter 3, Employees