



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

## **Regular Meeting Agenda**

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN, 55337  
June 13, 2019  
6:30 PM

5:45 PM Board Listening Session with Directors DeeDee Currier and Scott Hume

- I. Call to Order
  - A. Welcome Public
  - B. Pledge of Allegiance
- II. Approval of Agenda
- III. Information
  - A. Future Ready. Community Strong.
    - 1. Foundation 191 Grant Recipients 3  
Presenter: Robbie Bunnell, Foundation 191 President
  - B. Reports
    - 1. Superintendent Report 23
    - 2. Board Member Reports 24
- 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 25
    - 2. Approve Personnel Recommendation 31
    - 3. Adopt a Resolution to Accept Donations 32
    - 4. Fiscal Year Designations, Appointments and Memberships 34
      - a) Appointment of Auditor
      - b) Appointment of Agent of Record-Property Liability Insurance

---

District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team.

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	36
g) Membership in Association of Metropolitan School Districts	
h) Appoint Identified Official with Authority	38
5. Report on Listening Session	39
6. Approve, on a Second Reading Basis, Changes to Policy 620: <i>Credit for Learning</i>	40
7. Approve Non Substantive Changes to Policy 806: <i>Emergency Operations Policy</i>	48
B. New Business	
1. Approve Contract for Property, Casualty and Liability Insurance for 2019-20 Presenter: Lisa Rider, Executive Director of Business Services	59
2. Approve One91 Flexible Learning Plan Presenter: Brian Gersich, Assistant Superintendent, Dr. Jenna Mitchler, Director of Curriculum, Instruction and Assessment, and Rachel Gorton, Instructional Technology Coordinator	60
V. Adjourn to a Workshop on Levy Community Survey Results Presenter: Aaron Tinklenberg, Director of Communications, and Peter Leatherman, The Morris Leatherman Company	62

FOUNDATION 191  
ISD 191 EDUCATION  
FOUNDATION

2019-2020 Grant Awards



# 2019-2020 GRANT NUMBERS

- **26** request-for-grant applications were submitted
- **18** requests were awarded
  - **11** were partially funded
  - **7** were fully funded
  - **8** district schools were impacted
- Almost **5,500** students and their families will be touched by these projects over the next school year, with many extending for years to come
- This year's awards totaled **\$11,217.00**
  - The largest grant amount in our history

# Junior Achievement Finance Park Burnsville High School

## Grant Proposal Summary

Junior Achievement Finance Park combines classroom learning with a one day visit to an experiential learning facility in St. Paul. Themes include income, saving/investing, debit/credit, and budgets. Our 12<sup>th</sup> grade Economics students will become real-world ready through this project, which culminates in a hands-on budgeting simulation.

## Number of Students Impacted

500+

# Peaceful Playground Recess Kit

## Sky Oaks Elementary

### Grant Proposal Summary

Peaceful Playgrounds will teach social skills through play using research-based materials, in-service training for teachers, and mediation methods that are developmentally appropriate for elementary-age students. This provides a better organized playground that involves children in a variety of activities.

### Number of Students Impacted

460

# Sky Flyers Leadership Team

## Sky Oaks Elementary

### Grant Proposal Summary

To continue the Sky Oaks student leadership program that was initiated last year. The Sky Oaks Flyers are a team of 4<sup>th</sup> and 5<sup>th</sup> grade students trained in leadership who facilitate school-wide activities, teach monthly lessons to all K-5 classrooms, and produce a weekly newscast. Their work promotes character development and a strong culture for learning.

### Number of Students Impacted

15-25

# School to Home Math Bags

## William Byrne Elementary

### Grant Proposal Summary

Each kindergarten and 3<sup>rd</sup> grade student will be given a bag with engaging math games that contain all of the materials necessary to practice their math skills at home and on the go. These games will provide families screen-free opportunities to play together while our kindergarteners and 3<sup>rd</sup> graders master some of the math standards.

### Number of Students Impacted

200

# Native YOU...Seeds for Education

## William Byrne Elementary

### Grant Proposal Summary

This project will enable the fifth grade students at William Byrne STEM Elementary to learn about native plants and pollinators in Minnesota and to participate in a project to establish a school and community garden of plants to attract and increase the number of pollinators in our community. Students will do research, work together with local experts, get hands-on experience, and benefit the environment they live in.

### Number of Students Impacted

320

# Rahn's 50<sup>th</sup> Anniversary Celebration

## Rahn Elementary

### Grant Proposal Summary

To celebrate the 50<sup>th</sup> anniversary of Rahn Elementary in an educational, involving, inclusive way that showcases our amazing school community! Recognize and appreciate the history and changes within the neighborhood, and build a strong community.

### Number of Students Impacted

500+

# Podcasting in the Classroom

## Rahn Elementary

### Grant Proposal Summary

This project will provide the technology necessary for students to produce high-quality podcasts, which will improve fluency, writing skills, and enhance engagement, and accountability.

### Number of Students Impacted

30 per school year

# Whaletale Publishing Center

## Marion W. Savage Elementary

### Grant Proposal Summary

To continue to offer publishing opportunities to students who complete a Whaltale writing project. This publishing project takes the student through the entire publishing process, including writing, illustrating, dedicating, and finally sharing their book with other students.

### Number of Students Impacted

800+

# Literacy & Math Learning Centers

## Marion W. Savage Elementary

### Grant Proposal Summary

Incorporate literacy and math learning centers where the classroom teacher can meet the individual needs of the students by teaching small groups. This will encourage self-discipline and motivation, help students understand the social world, develop communication skills, and be independent.

### Number of Students Impacted

30 per school year

# Growing Resilient

## Hidden Valley Elementary

### Grant Proposal Summary

This project will provide practical tips and tools for learning coping skills, problem solving, and capacity for change for students, families, and staff to thrive amidst life's stressors. We recognize that many students and families are facing additional stressors outside of our school walls.

### Number of Students Impacted

400+

# Growing Roots

## Hidden Valley Elementary

### Grant Proposal Summary

Provide culturally informed education to parents and guardians on child-development and how to access community resources and support. To reach out and creatively engage with students and families to discover which topics families might be most useful to them.

### Number of Students Impacted

400

# Orienteering for Everyone

## Harriet Bishop Elementary

### Grant Proposal Summary

Provide materials that will allow teachers, staff, and volunteers at Harriet Bishop to introduce and use the sport of orienteering to strengthen both students' physical and cognitive abilities.

The goal is to increase physical activity, improve navigation skills, improve time-managements skills, build self-confidence, improve communication skills, and increase engagement.

### Number of Students Impacted

500

# Classroom Atlases

## Nicollet Middle School

### Grant Proposal Summary

To enhance and enrich 8<sup>th</sup> grade Geography with updated atlases. This will not only replace outdated and broken atlases from 2006, but will also help students become real-world ready by teaching mapping and geography skills.

### Number of Students Impacted

150 per year

# AVID Binder Hospital Nicollet Middle School

## Grant Proposal Summary

As an AVID Demonstration school, we believe in the importance of teaching students to be organized to better succeed. This project will give our students binders and other basic classroom essentials to keep them organized while they learn to develop and use processes, procedures, and tools to study effectively.

## Number of Students Impacted

600+

# Diverse & (Extra)Ordinary Student Book Club Literature Nicollet Middle School

## Grant Proposal Summary

Help to give students literature that authentically portrays students with real-world problems relevant to our current student population. These books will focus on real issues that impact students every day such as homelessness, poverty, job loss, and more.

## Number of Students Impacted

175

# Literature to Explore Diversity

## -Read Aloud-

### Nicollet Middle School

#### Grant Proposal Summary

To give our students literature relevant to today's youth, which includes courage, survival, and the quest for home. We want students to see themselves in the characters so they can begin to realize that they're not alone.

#### Number of Students Impacted

200

# The Hate U Give

## Nicollet Middle School

### Grant Proposal Summary

To teach 8<sup>th</sup> grade Literary Arts students through this culturally relevant novel in order to engage students as much as possible during our novel unit, which will also include teaching students to find themes and support claims with evidence.

### Number of Students Impacted

200

# CONGRATULATIONS

Congratulations and thank you to all of the teachers and staff who submitted an application; we are grateful for your continued effort to go above and beyond for our One91 students and their families.

For more information [visit www.foundation191.org](http://www.foundation191.org)





**Agenda III.B.1.  
June 13, 2019**

**To:** Board of Education  
**From:** Superintendent Cindy Amoroso  
**Date:** June 4, 2019  
**Re:** Superintendent Report

Receive the Superintendent Report from Superintendent Cindy Amoroso.



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

**Agenda III.B.2.  
June 13, 2019**

**To:** Board of Education  
Superintendent Cindy Amoroso

**From:** Board Chair Abigail Alt

**Date:** June 4, 2019

**Re:** Board Member Reports

Receive reports from Board Members.

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
May 17, 2019

The retreat of the Board of Education was called to order by Chair Alt at 8:00 a.m. at the Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Currier, Miller, Holweger, Chester, Hume, Schatz and Chair Alt were present. Superintendent Amoroso, Dr. John Gonzalez, administrators and public were also present.

Attendance

The purpose of the workshop was Board Development.

Purpose

The workshop adjourned at 4:20 p.m.

Adjourn

---

Darcy Schatz, clerk

Date Approved

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 May 23, 2019

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

Call to Order

Members present: Schatz, Chester, Currier, Miller, Hume, Holweger, and Chair Alt. Others in attendance were Superintendent Amoroso, Student Representative Hussein, administrators, staff and members of the public.

Attendance

Alt welcomed the audience and asked Chester to lead the Pledge of Allegiance.

Pledge of Allegiance

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

Agenda

The recipients of the No Doors Closed Scholarships were recognized.

Recognitions

Student group achievements were recognized.

Student Representative Sundus Hussein was recognized and the new Student Representative for 2019-20 school year was introduced.

Received a Nicollet Middle School Principal Overview from Angie Pohl, principal, Bill Heim, Amy Smalley, Faysal Abdullahi, Isir Mohamud, Cody Hoang, Tori Jacobson, and Anais Calva Navarro.

Nicollet

Received a report on Student Support Services from Dr. Jenna Mitchler, director of curriculum, instruction and assessment, Stephanie White, director of student support services, and staff members.

Student Support Services

Received committee reports from Currier on behalf of the Policy Review Committee and Miller on behalf of the Legislative Committee. Currier reported on 917 and Miller reported on MSBA.

Committee Reports

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

Consent Agenda

- Approve minutes from the regular board meeting on May 9, 2019.
  - Approve personnel recommendations for K. Ness, E. Thomas, A. Osman, A. Timmer, G. Stern, M. Mallinger, H. Warren, B. Gersich, E. Blaylark, A. Resele, K. Peterson, A. Borgenheimer, T. Swanson, N. Tokheim, T. Few, K. Korthauer, M. Schuur, N. Rafiei, T. Gray, and A. Kaahiye.
  - Adopt a resolution to approve and accept donations as presented.
  - Approve March payroll checks in the net amount of \$4,179,507.20. March claims to date and wire transfers and adjustments totaling \$7,802,279.56.
- Also, that the Board accepts March receipts of \$14,013,728.82 and

Minutes  
 Personnel Recommendations

Donations  
 Payroll, claims, receipts and investments

investments for the General Fund & 2015A School Building Bonds and OPEB of \$42,701,184.45 as of March 31, 2019.

-Accept the Budget Analysis for the month ending March 31, 2019.

-Accept the May 9, 2019 Listening Session report.

-Approve, on a second reading basis, changes to Policies 711: *Video Recording on School Buses*; 899: *Naming School Buildings or Facilities*; 705: *Investments*; 715: *Purchasing and Bid Requirements*; 721: *Uniform Grant Guidance Policy Regarding Federal Revenue Sources*; and 720: *Vending Machines*.

-Approve no changes and non-substantive changes to Policies 801: *Equal Access to School Facilities*; 802: *Disposition of Obsolete Equipment and Material*; 807: *Health and Safety Policy*, and 799: *Animals in the School*.

Motion carried unanimously (7, 0).

Budget Analysis  
Listening Session  
Policies

Classified Staff

Moved by, Schatz, seconded by Hume, that the following classified personnel are hereby laid off from their positions, effective June 28, 2019.

Sarah Becker	HB	EA Level IV	Medi a	1.25 hours	179 days
Kristy Berge	SO	EA Level IV	Medi a	1.25 hours	179 days
Sarah Burrill	Rahn	EA Level IV	Medi a	1.25 hours	179 days
Mealanie Butorac	GP	EA Level IV	Medi a	1.25 hours	179 days
Barbara Cermak	VV	EA Level IV	Medi a	1.25 hours	179 days
Denise Engberg	ST	EA Level IV	Medi a	1.25 hours	179 days
Sheila Horton	WB	EA Level IV	Medi a	1.25 hours	179 days
Katherine Miller	EN	EA Level IV	Medi a	1.25 hours	172 days
Rachel Schatzlein	HV	EA Level IV	Medi a	1.25 hours	172 days
Kristen Scheuneman	MWS	EA Level IV	Medi a	1.25 hours	179 days
Tracy Ringger	ECS E	EA Level IV		6.50 hours	147 days
Hibo Abdallah	ECS E	EA Level IV		6.50 hours	147 days
Kim Peterson	MMS	EA Level III		7.00 hours	179 days
Michelle Robles	BAH S	EA Level III		7.00 hours	179 days
Jean Neuman	NMS	EA Level III		7.00 hours	179 days
Jack Tillman	VV	EA Level III		.50 hours	179 days

Maria Gutierrez Beltran	VV	EA Level III	.50 hours	179 days
Anab Abtow	SO	EA Level III	.50 hours	179 days
Stacie Waters	Rahn	EA Level III	.25 hours	179 days
Ifrah Nur	GP	EA Level III	.50 hours	172 days
Deborah Arakawa	Rahn	EA Level III	.25 hours	172 days
Jolene Kump	GP	EA Level II	1.00 hours	179 days
Julie Mosley	Rahn	EA Level II	.50 hours	179 days
Lori Bjork	ST	EA Level II	1.0 hours	172 days
Hajir Haroon	SO	EA Level II	2.0 hours	172 days
Barbara Cermak	VV	EA Level II	.50 hours	179 days
Sherry Gilbertson	VV	EA Level II	2.00 hours	179 days
Angela Henle	WB	EA Level II	.25 hours	179 days
Rachel McGowan	BHS	Clerical II	Released	
Carlene Moberg	BHS	Clerical II	Released	
Judy Sherin	DEC	Clerical III	8.00 hours	44 days
Nanette Cecka	DEC	Clerical III	8.00 hours	44 days
Debra Scherer	BHS	Clerical III	8.00 hours	44 days
Katherine Rother	CE	Clerical III	8.00 hours	44 days
Joanna Willenburg	ECS E	Clerical III	8.00 hours	44 days
Annette Hardt	DEC DEC	Clerical III	8.00 hours	44 days
Tanya Kaiser				44 days
Samantha Cuautle Pliego	DEC	Clerical III	8.00 hours	44 days
Lydia Simon	ERM S	Clerical III	8.00 hours	10 days
Laura Peterson	MMS	Clerical III	8.00 hours	10 days
Kristin Scalzo	ERM S	Clerical III	8.00 hours	10 days
Danette Westerlund	MMS	Clerical III	8.00 hours	10 days

Heather Heerey	NMS	Clerical III	8.00 hours	10 days	Pro-Pay MOU
Erin O'Hara Stuart	NMS	Clerical III	8.00 hours	10 days	
Wendy Decker	BHS	Clerical IV	8.00 hours	10 days	
Kathryn Linder	BHS	Clerical IV	8.00 hours	10 days	

Written notice shall be provided to each employee. Each employee retains recall rights as per their Master Agreement. Motion carried unanimously after discussion (7,0). Chromebook

Moved by Currier, seconded by Holweger, to approve, the proposed revisions and re-adopt the unchanged language in the 2019-2020 Pro-Pay Memorandum of Understanding with the Burnsville Education Association. Motion carried unanimously after discussion (7, 0). ISD 917's LTFM

Moved by Schatz, seconded by Chester, to approve the contract for Chromebook purchase and related license and service to Best Buy for Education. Motion carried unanimously after discussion (7, 0). LTFM Program

Moved by Hume, seconded by Miller, to adopt 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. Motion carried after discussion (7, 0). Policy 620

Moved by Holweger, seconded by Currier, to approve the Long-Term Facilities Maintenance Program Budget for FY2021. Motion carried after discussion (7, 0). Community Education Terms and Conditions

Moved by Schatz, seconded by Hume, to approve, on a first reading basis, changes to Policy 620: Credit for Learning. Motion carried unanimously (7,0). Adjourn

Moved by Schatz, seconded by Hume, to approve the proposed revisions and readopt the unchanged language in the 2019-2021 terms and conditions of employment for the community education employees of Independent School District #191. Motion carried unanimously after discussion (7.0). Workshop

Moved by Schatz, seconded by Currier, to adjourn to a board workshop at 8:23 p.m. Motion carried unanimously (7, 0).

The board workshop began at 8:30. The purpose of the workshop was eLearning/Flex Learning Plan. The workshop ended at 9:16 p.m.

Darcy Schatz, clerk

June 13, 2019  
Date approved

DRAFT

**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 13, 2019 FINAL

**RE:** Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Administrative	Resignation		Jenna Mitchler	*	Diamondhead Education Center	Director of Curriculum and Instructio	6/28/2019
Certified	Appointment	Replacement	Loretta Campbell	*	ECSE Center	Teacher	8/19/2019
Certified	Change of Assignment		Schress Hendricks	*	Burnsville Alternative High School	Counselor	8/27/2019
Certified	Leave of Absence		Schress Hendricks	*	District-wide	Counselor	2019/2020 School Year
Certified	Leave of Absence		Hye-Jeong Thompson	*	ECSE Center	Teacher	2019/2020 School Year
Certified	Recall		Matthew Schmeichel	*	Burnsville High School	Teacher	8/26/2019
Certified	Recall		Joseph Kohner	*	Hidden Valley Elementary	Teacher	8/26/2019
Certified	Recall		Alexandria Wills	*	Hidden Valley Elementary	Teacher	8/26/2019
Certified	Recall		Kristen Fournier	*	Burnsville High School	Teacher	8/26/2019
Certified	Resignation		Shannon Jorgenson	*	ECSE Center	Teacher	6/28/2019
Certified	Resignation		Kyle Korynta	*	Burnsville Alternative High School	Teacher	6/7/2019
Certified	Resignation		Anna Bauer	*	St. John's	Counselor	6/3/2019
Certified	Resignation		Emily Anderson	*	Harriet Bishop Elementary	Teacher	6/7/2019
Certified	Resignation		Brigette Andrews	*	Nicollet Middle School	Teacher	6/7/2019
Certified	Resignation		Allen Bodelson	*	Metcalf Middle School	Teacher	6/7/2019
Certified	Resignation		Beth Gruenke	*	Gideon Pond Elementary	Teacher	6/7/2019
Certified	Resignation		Vaught Elizabeth	*	Edward Neill Elementary	Principal	6/28/2019
Certified	Retirement		Wendy Hirsche	*	MW Savage Elementary School	Teacher SPED	6/7/2019
Classified	Appointment	Replacement	Eddieca Ontiveros	*	Hidden Valley Elementary	Clerical Level III	8/19/2019
Classified	Appointment	Replacement	Tandelyn Spencer	*	District-wide	Custodian	6/10/2019
Classified	Appointment	New Position	Carlene Moberg	*	Burnsville High School	Clerical Level III	8/12/2019
Classified	Resignation		Janeth Campos Mendoza	*	District-wide	AVID Tutor	6/6/2019
Classified	Resignation		Eddieca Ontiveros	*	Hidden Valley Elementary	Cultural Liaison	6/7/2019
Classified	Resignation		Samantha Ernst	*	Hidden Valley Elementary	EA Level III	6/6/2019
Classified	Resignation		Lila Fick	*	Vista View Elementary School	CE Program Associate	6/7/2019
Classified	Resignation		Ellen Olson	*	Hidden Valley Elementary	Clerical Level III	6/13/2019
Classified	Resignation		Alison Rossow	*	MW Savage Elementary School	CE Coordinator I	6/7/2019
Classified	Resignation		Nathaniel Olson	*	District-wide	AVID Tutor	6/6/2019
Classified	Resignation		Ruth Kinney	*	Harriet Bishop Elementary	CE Program Associate	6/7/2019
Classified	Resignation		Christina Schaaf	*	District-wide	AVID Tutor	6/6/2019
Classified	Resignation		Naimo Osman	*	District-wide	AVID Tutor	6/6/2019
Classified	Resignation		Emily Miszkiewicz	*	District-wide	AVID Tutor	6/6/2019
Classified	Resignation		Jenny Campos	*	District-wide	AVID Tutor	6/6/2019
Classified	Resignation		Mary Christensen	*	Vista View Elementary School	EA Level IV	6/7/2019
Classified	Resignation		Rynetta Renford	*	Diamondhead Education Center	Assistant Director Food Service	6/28/2019
Classified	Termination		Mary Barr	*	Diamondhead Education Center	CE Program Associate	6/7/2019
Classified	Termination		Stefanie Goodling	*	Diamondhead Education Center	CE Program Supervisor	6/7/2019
Classified	Termination		Wendy Schroeder	*	Diamondhead Education Center	CE Coordinator I	6/7/2019
Classified	Termination		Lisa Engebretson	*	Diamondhead Education Center	CE Coordinator I	6/7/2019
Classified	Termination		Amy Hamel	*	Diamondhead Education Center	CE Program Supervisor	6/28/2019
Classified	Termination		Sarah Connelly	*	Harriet Bishop Elementary	CE Program Supervisor	6/7/2019
Co-Curricular/Coach	Appointment	Replacement	Shane Hall	*	Burnsville High School	Assistant Coach Football	Fall Season 2019
Co-Curricular/Coach	Appointment	New Position	Zachary Buck	*	Burnsville High School	Assistant Coach Football	Fall Season 2019



**Agenda IV.A.3.  
June 13, 2019**

**To:** Members, Board of Education  
Cindy Amoroso, Superintendent

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

**Date:** June 4, 2019

**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 13, 2019.

\_\_\_\_\_  
Darcy Schatz, Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
5/13/2019	Ronald Roelke	BrainPower in a Backpack	Cash Donation	\$20.00
5/15/2019	Rahn Elementary Parent Teacher Organization	BrainPower in a Backpack	Cash donation	\$1,000.00
5/21/2019	Wells Fargo Foundation Educational Matching Gifts	Harriet Bishop Elementary	To help support students and staff at HB	\$50.00
5/21/2019	Smiles of Distinction, LTD	Harriet Bishop Elementary	Service Club	\$50.00
4/29/2019	Anonymous	Food & Nutrition Services	Unpaid student meals	\$30.00
4/29/2019	Debbie Singer	Food & Nutrition Services	Unpaid student meal accounts	\$29.00
5/22/2019	William Byrne PTO and American Heart Association	William Byrne Elementary	Donations to school for field trips, makerspace, books, jump rope for heart	\$1,882.41
5/23/2019	Wells Fargo Foundation Educational Matching Gifts	Sioux Trail Elementary	Benefit students	\$60.00
5/23/2019	Shannon McParland	John Metcalf Middle School	PBIS Student Awards	2 each i7s TWS Smart Wireless Bluetooth Earphones
5/23/2019	Karen Cline	District 191	Musical Instruments	2 clarinets
5/23/2019	Anonymous	Food & Nutrition Services	Unpaid student meal accounts at WB	\$100.00
5/28/2019	Wells Fargo Community Support	Sioux Trail Elementary	Student support	\$60.00
5/28/0019	Many families	Sioux Trail Elementary	Donations from many families toward bus for safety patrols to Valleyfair	\$150.00
5/29/2019	Wells Fargo Community Support Campaign	Harriet Bishop Elementary	To help support our students and staff	\$50.00
5/31/2019	William Byrne PTO	William Byrne Elementary	reimbursed for garden benches, magazine for grade, rocket engines	\$2,739.52
6/3/2019	Burnsville Chamber of Commerce	Burnsville High School	To provide bus transportation to all juniors to the National College Fair in Minneapolis	\$2,300.00

**Total monetary donation received: \$8,520.93**



Agenda IV.A.4.a-h  
June 13, 2019

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

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

**DATE: June 6, 2019**

**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 2020. 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 2018-19 financial audit. Field work and final reporting will occur during the fall/winter of 2019-20 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 2019-20 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 2019-20 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 Associated Benefits and Risk Consulting, for the 2019-20 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 \$13,747.

**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 \$110 for the district, plus \$110 per activity for an approximate cost of \$4,510. (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 2019-2020 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 2019-20 is \$11,723.

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

**h. Designation of Identified Official with Authority for the MDE External User Access Recertification System**

Annotation: The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA).

**RECOMMENDATION:** that the Board authorize Theresa Battle to act as the Identified Official with Authority (IOwA) and Jami Kenney to act as the IOwA to add and remove names only for Burnsville-Eagan Savage School District 00191-01 beginning July 1, 2019.



**2019-2020 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

(If more than four high schools, attach an additional list)

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 viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.***

*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: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Clerk/Secretary - Local Governing Board) (Superintendent or Head of School)

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

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

School Superintendent's Phone: 952-707-2005 School Superintendent's Email: superintendent191  
@ISD191.org

**RETURN ONE COPY TO THE MSHSL NOT LATER THAN AUGUST 31, 2019**  
**Retain one copy for the school files.**

# 2019-2020 RESOLUTION FOR MEMBERSHIP

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 school's membership in the MSHSL.

Please complete and return this form with your school's 2019-2020 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

Eric Miller

(Designated School Board Member – please print)

Guillaume Paek

(Designated School Representative – please print)

ecmiller@ISD191.org

Email Address

gpaek@ISD191.org

Email Address

## 208.02 ACTIVITY REPRESENTATIVES

Guillaume Paek

(Boys' Sports – please print)

Guillaume Paek

(Girls' Sports – please print)

Katherine Rider

(Speech – please print)

Keith French

(Music – please print)

Guillaume Paek

\*(Mailing Representative - Please Print)

\* 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)

**Burnsville-Eagan-Savage School District 191**

200 W. Burnsville Pkwy  
Burnsville, MN 55337  
952.707.2000  
www.isd191.org



---

**RESOLUTION DESIGNATING IDENTIFIED OFFICIAL WITH AUTHORITY FOR THE MINNESOTA DEPARTMENT OF EDUCATION EXTERNAL USER ACCESS RECERTIFICATION SYSTEM**

BE IT RESOLVED by the School Board of Burnsville-Eagan-Savage School District 191, as follows:

The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA).

The Board recommends to authorize Theresa Battle to act as the Identified Official with Authority (IOwA) and Jami Kenney to act as the IOwA to add and remove names only for Burnsville-Eagan Savage School District 00191-01 beginning July 1, 2019.

Signed this 13th day of June, 2019

---

School Board Chair



**Agenda IV.A.5.  
June 13, 2019**

**To:** Board of Education  
**From:** Assistant Superintendent Brian Gersich  
**Date:** May 23, 2019  
**Re:** Report on Listening Session on May 23, 2019

School Board Listening Session  
5.23.19

Board Members Abigail Alt and Lesley Chester  
Superintendent Cindy Amoroso

Two Burnsville High School Counselors presented information on the role they play with students and the broad range of support they provide to students, families, staff and administration.



**Agenda IV.A.6.  
June 13, 2019**

**To:** Board of Education  
Superintendent Cindy Amoroso

**From:** Dr. Jenna Mitchler, Director of Curriculum, Instruction and Assessment

**Date:** June 5, 2019

**Re:** Changes to Policy 620: *Credit for Learning*

**Recommendation:** Approve, on a second reading basis, changes to Policy 620: *Credit for Learning*.

Policy 620 was reviewed by administration and the Policy Review Committee on May 14. The first reading was approved by the Board on May 23.

*Adopted:* 4/1997  
*Reviewed:* 5/23/2019  
*Revised:* 6/13/2019  
*Rescinds:* IKF

*Burnsville-Eagan-Savage School District Policy 620*

**620 CREDIT FOR LEARNING**

**I. PURPOSE**

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, out-of-country, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

**III. DEFINITIONS**

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central

Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

#### **IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS**

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or country or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state or country does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district’s high school graduation requirements will not be used to compute honor roll and/or class rank.

- c. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
- 2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
  - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements, but the grade shall be a "P" (pass).
  - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
  - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

**V. POST-SECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
  3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
  6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

## **VI. CREDIT FROM ONLINE LEARNING COURSES**

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school

district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

## **VIII. WEIGHTED GRADES**

- A. The school district does not offer weighted grades.
- B. The district will use a dual-ranking system at the high school level, which allows students to be ranked separately by taking honors courses. All students can access honors classes at the high school level.

## **IX. PROCESS FOR AWARDING CREDIT**

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the

decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
Minn. Stat. § 124D.095 (Online Learning Option)  
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 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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

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

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

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

Burnsville-Eagan-Savage School District Policy 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)

Burnsville-Eagan-Savage School District Policy 618 (Assessment of Student Achievement)

Burnsville-Eagan-Savage School District Policy 624 (Online Learning Options)



**Agenda IV.A.7.  
June 13, 2019**

**To:** Board of Education  
Superintendent Cindy Amoroso

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

**Date:** June 4, 2019

**Re:** Policy 806: *Emergency Operations Policy*

**Recommendation:** Approve non-substantive changes to Policies 806: Emergency Operations Policy.

Policy 806 was reviewed by administration and the Policy Review Committee on May 14, 2019.

Adopted: 6/2000  
Reviewed: ~~5/24/2018~~6/13/2019  
Revised: 6/14/2018  
Rescinds: KDE

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/hsem/mn-school-safety-center/Documents/2011%20Comprehensive%20School%20Safety%20Guide.pdf>



**Agenda IV.B.1.  
June 13, 2019**

**To: Members, Board of Education**

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

**Date: June 6, 2019**

**Re: Award the Contracts for Property, Casualty and Liability Insurance for 2019-2020**

RECOMMENDATION: That the Board of Education approves the contracts for property, casualty and liability insurance for the 2019-2020 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	\$200,497	Affiliated FM Ins. Co.
Real, Personal Property & Extra Expense, Inland Marine Property Deductible \$25,000		
General Liability - \$1,000,000	61,373	American Altern. Ins. Co.
Automobile - \$1,000,000	13,494	American Altern. Ins. Co.
Umbrella - \$4,000,000	20,255	American Altern. Ins. Co.
Crime	6,715	National Union Fire Ins. Co.
School Leaders Legal Liability	33,838	American Altern. Ins. Co.
International Package	7,302	Ins. Co of State of PA
Environmental Impairment	5,923	Admiral Ins.
Flood	1,417	Auto Owners
Cyber Risk	11,310	Beazley Ins. Co.
<b>Total</b>	<b>\$362,124</b>	

The agent of record remains Kraus-Anderson Insurance. The premiums listed above are approximately \$23,500 higher than the 2018-2019 school year. This increase equates to 6.9% increase in premiums as compared to 2018-2019.

I recommend approval of the contracts for property, casualty and liability insurance for the 2019-2020 year.

BUSINESS OFFICE • 200 West Burnsville Parkway • Burnsville, MN 55337

[www.isd191.org](http://www.isd191.org)



**Agenda IV.B.3.  
June 13, 2019**

**To:** Board of Education  
Superintendent Cindy Amoroso

**From:** Brian Gersich, Assistant Superintendent, Dr. Jenna Mitchler, Director of Curriculum, Instruction and Assessment, and Rachel Gorton, Instructional Technology Coordinator

**Date:** June 4, 2019

**Re:** Approve One91 Flexible Learning Plan

**Recommendation:** Approve the One91 Flexible Learning Plan.

An executive summary is attached.

## Why Flexible Learning Days?

Flexible Learning Days are intended to counter the loss of curriculum momentum resulting from school cancellations due to Minnesota's winter weather. These days ensure students continue to engage in learning activities connected to their curriculum. Flexible Learning Days also alleviate the need for makeup school days in June, helping families more effectively plan summer activities. 2019-2020 will be the first year for ISD191 to implement Flexible Learning Days.

## Important Parameters for the 2019-2020 School Year

The first cancellation due to winter weather will remain a traditional cancellation. The second and subsequent cancellations up to 5 total could be replaced with Flexible Learning Days.

## Staff Availability

Teachers, administrators, and other licensed professionals will be available by email from 9:00 am - 11:00 am and also from 1:00 pm until 3:00 pm. Secondary will also be available via Schoology. The [staff directory](#) includes all district emails.

## How Flexible Learning Days work

- Messages will be communicated through typical means for weather impacted school days including the district website, social media, and local television stations.
- In most cases, K-5th grade students will complete portions of a pre-assigned selection of learning activities created by their teacher. 6th-12th grade students will log on to their courses in Schoology to work on their assignments and connect with their teachers.
- As noted in the Staff Availability section, Teachers will be available during the school day to answer questions and provide guidance.
- Students with special needs may face unique challenges while performing academic tasks independently. Provisions will be made for the particular needs of these students by their teachers.

## Communication

The district website and traditional means to communicate will be used when a Flexible Learning Day is called.

## Feedback

Students, staff, and parents will be asked for feedback should a Flexible Learning Day be called during the 2019-2020 school year, including through a survey to be developed and administered. Similar to standard practice, individuals with initial questions, feedback or concerns should contact the building principal.

## References

The plan as presented follows the parameters of ISD 191 Policy 602 Organization of School Calendar and School Day and Minnesota Statute 120A.414 e-Learning Days.

# **Burnsville-Eagan-Savage Schools**

2019 Residential Study

# Survey Methodology

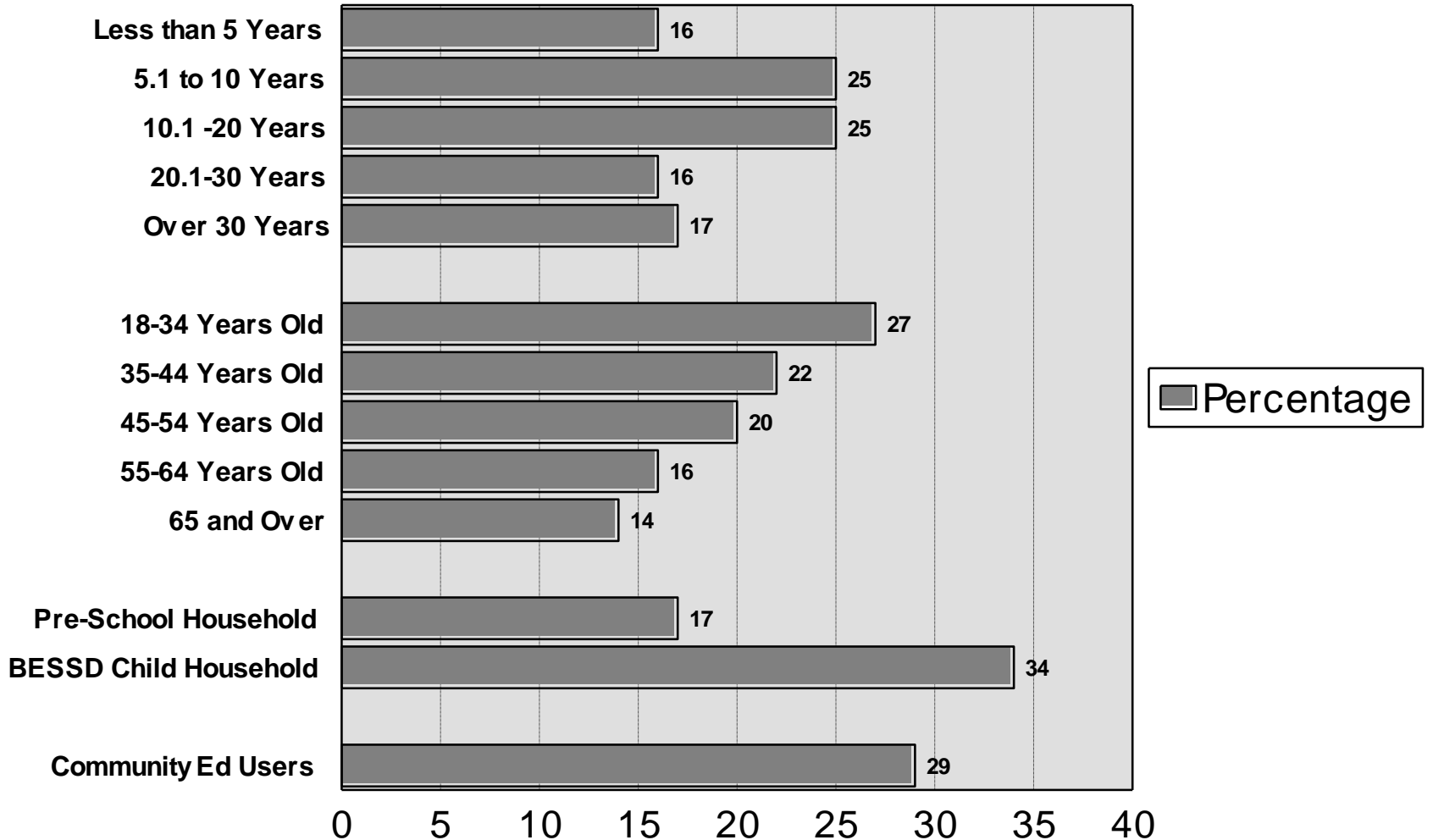
2019 Burnsville-Eagan-Savage Schools

- ① 625 random household sample of Burnsville-Eagan-Savage School District residents
- ① Telephone interviews conducted between May 23rd and June 4th, 2019
- ① Average interview time of 18 minutes
- ① Non-response level of 5.0%
- ① Projectable within +/- 5.0% in 95 out of 100 cases
- ① Cellphone Only Households: 45%
- ① Landline Only Households: 12%
- ① Both Landline and Cellphone Households: 43%

63

# Demographics I

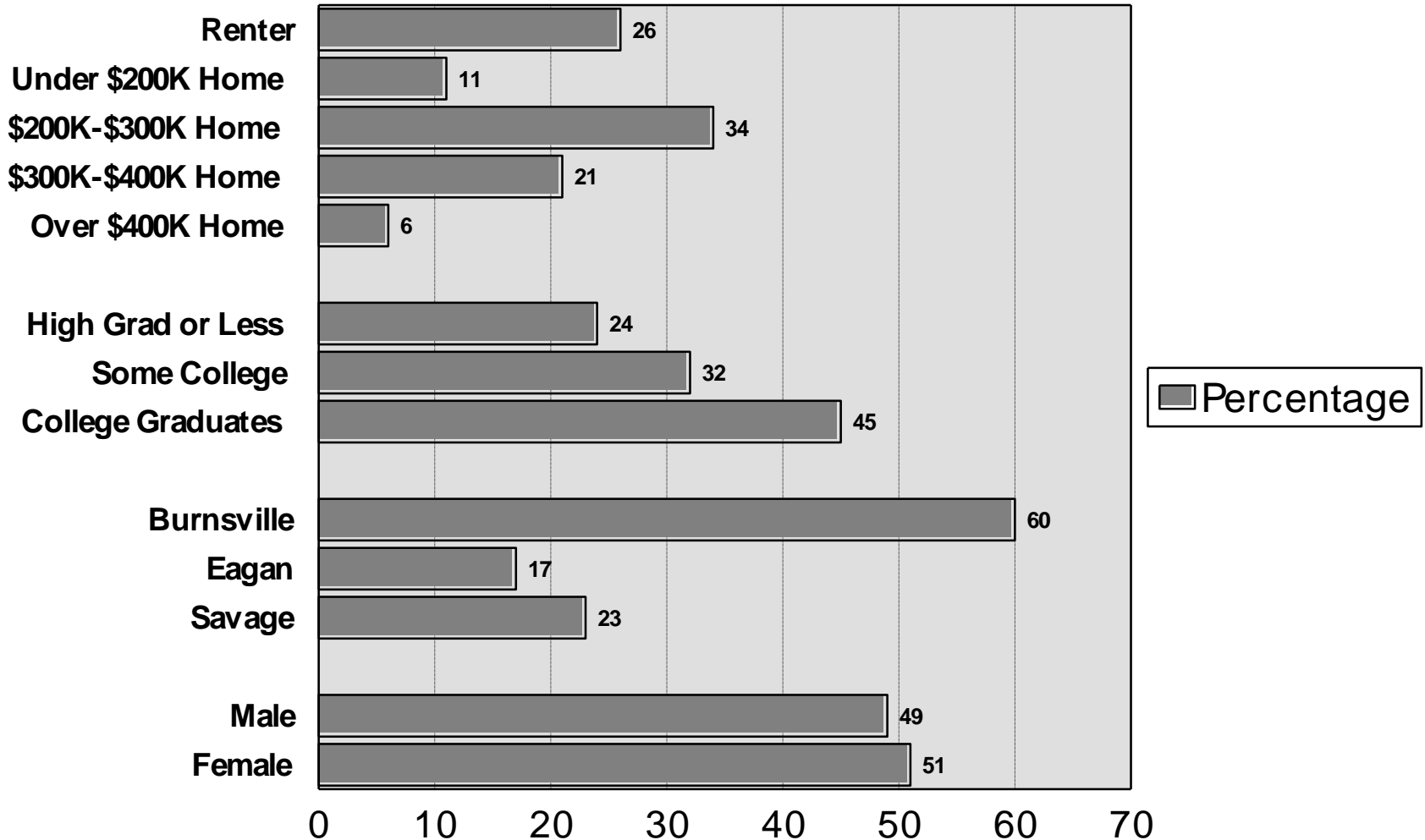
2019 Burnsville-Eagan-Savage Schools



# Demographics II

2019 Burnsville-Eagan-Savage Schools

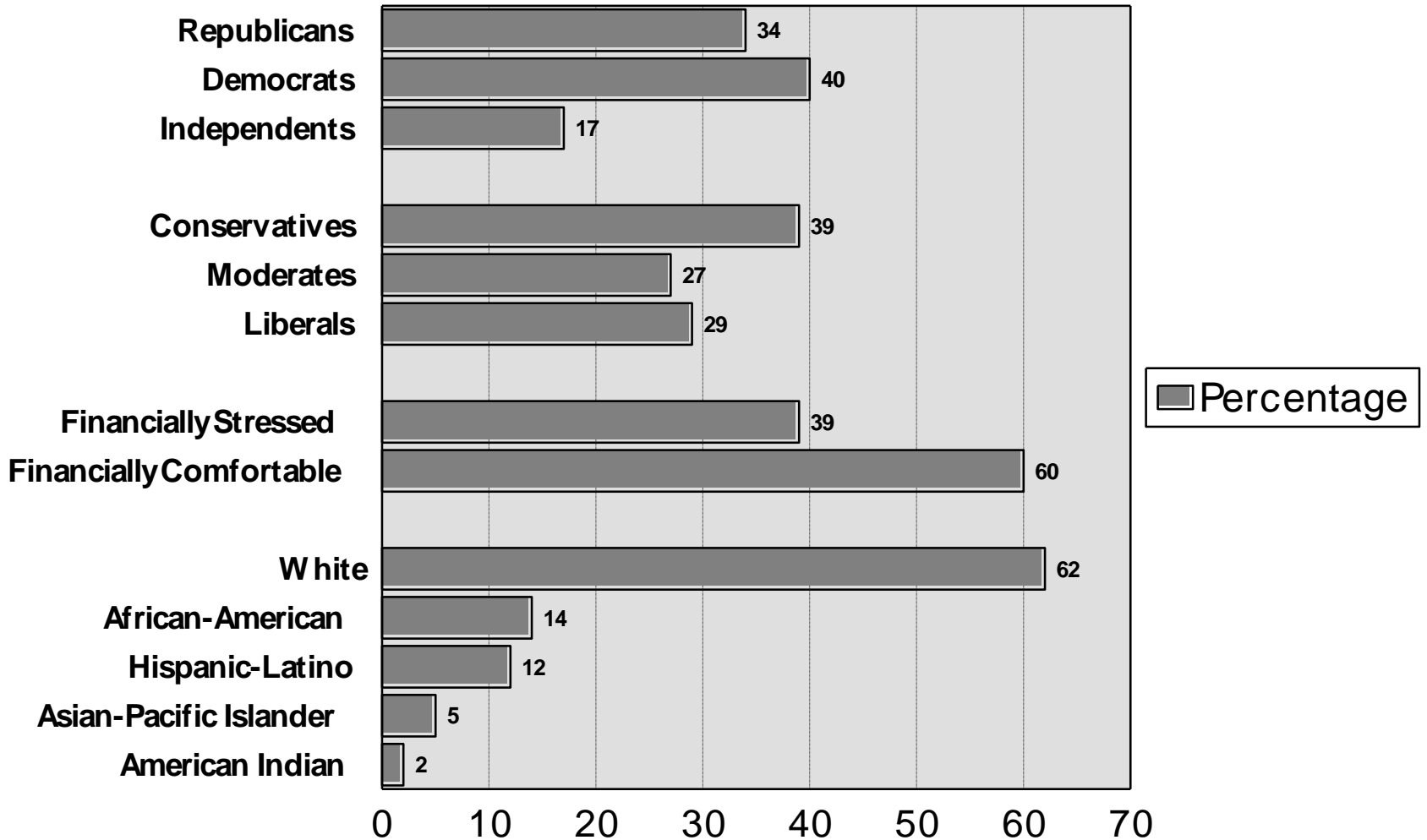
65



# Demographics III

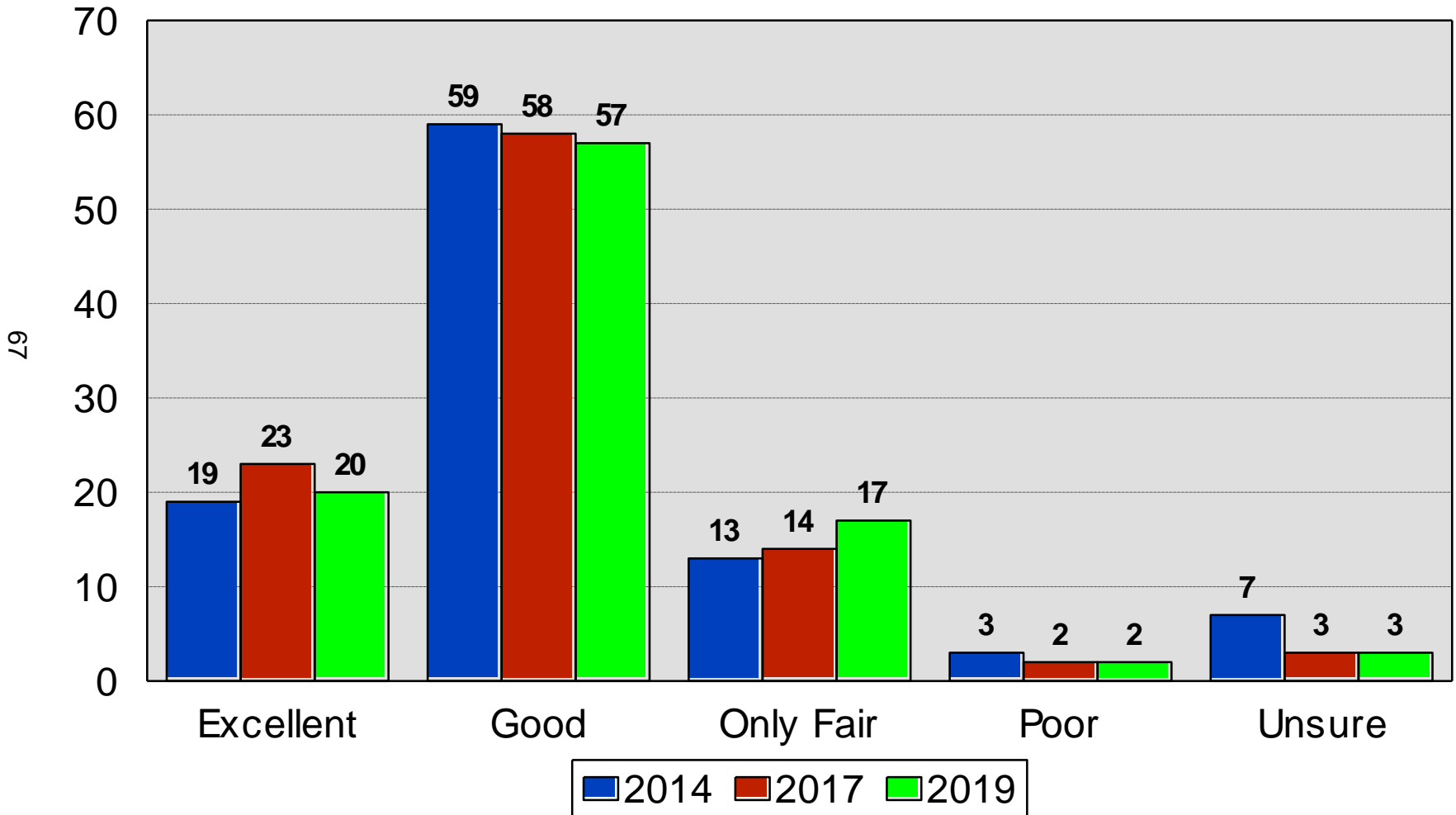
2019 Burnsville-Eagan-Savage Schools

69



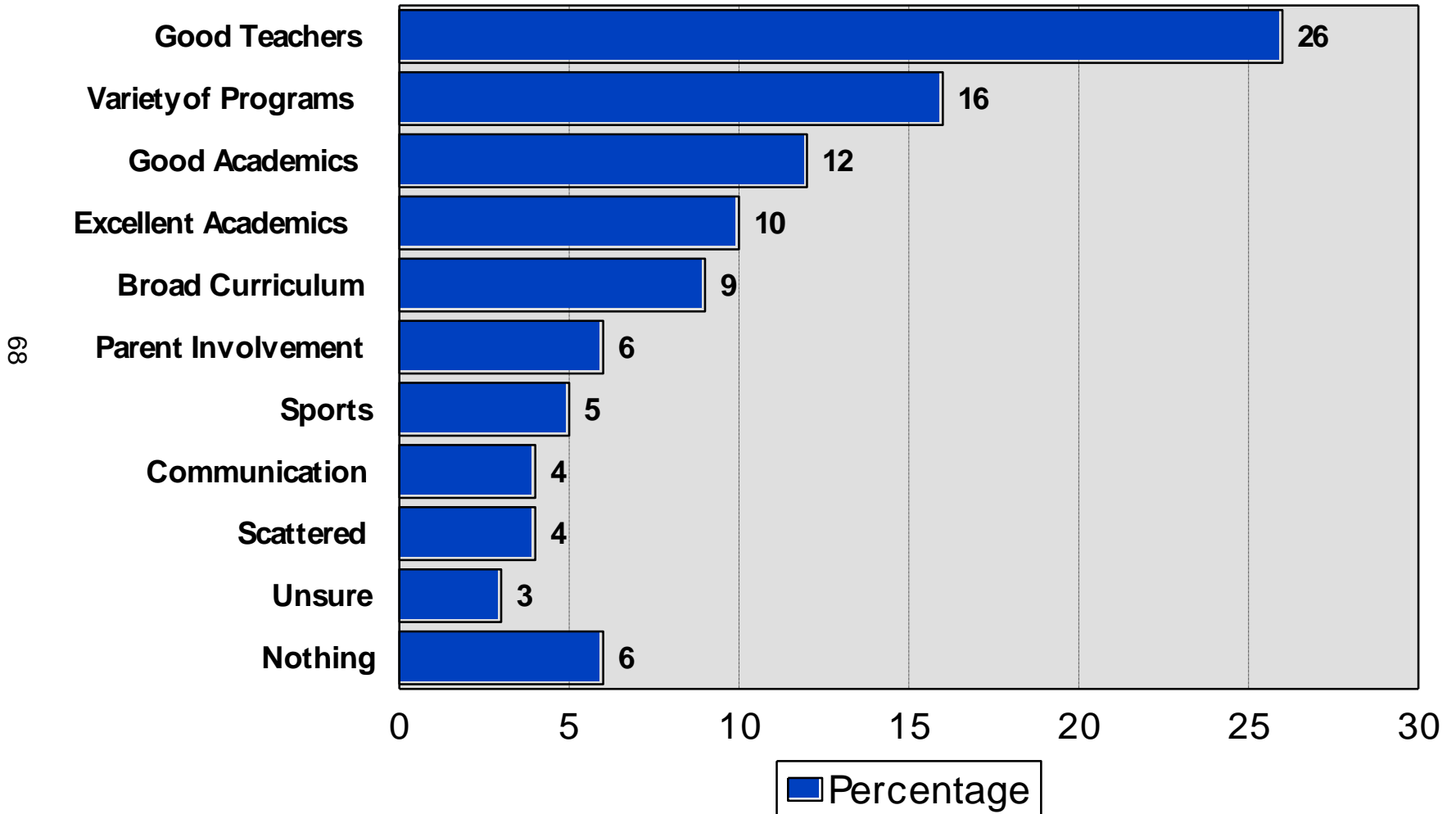
# Quality of Education

2019 Burnsville-Eagan-Savage Schools



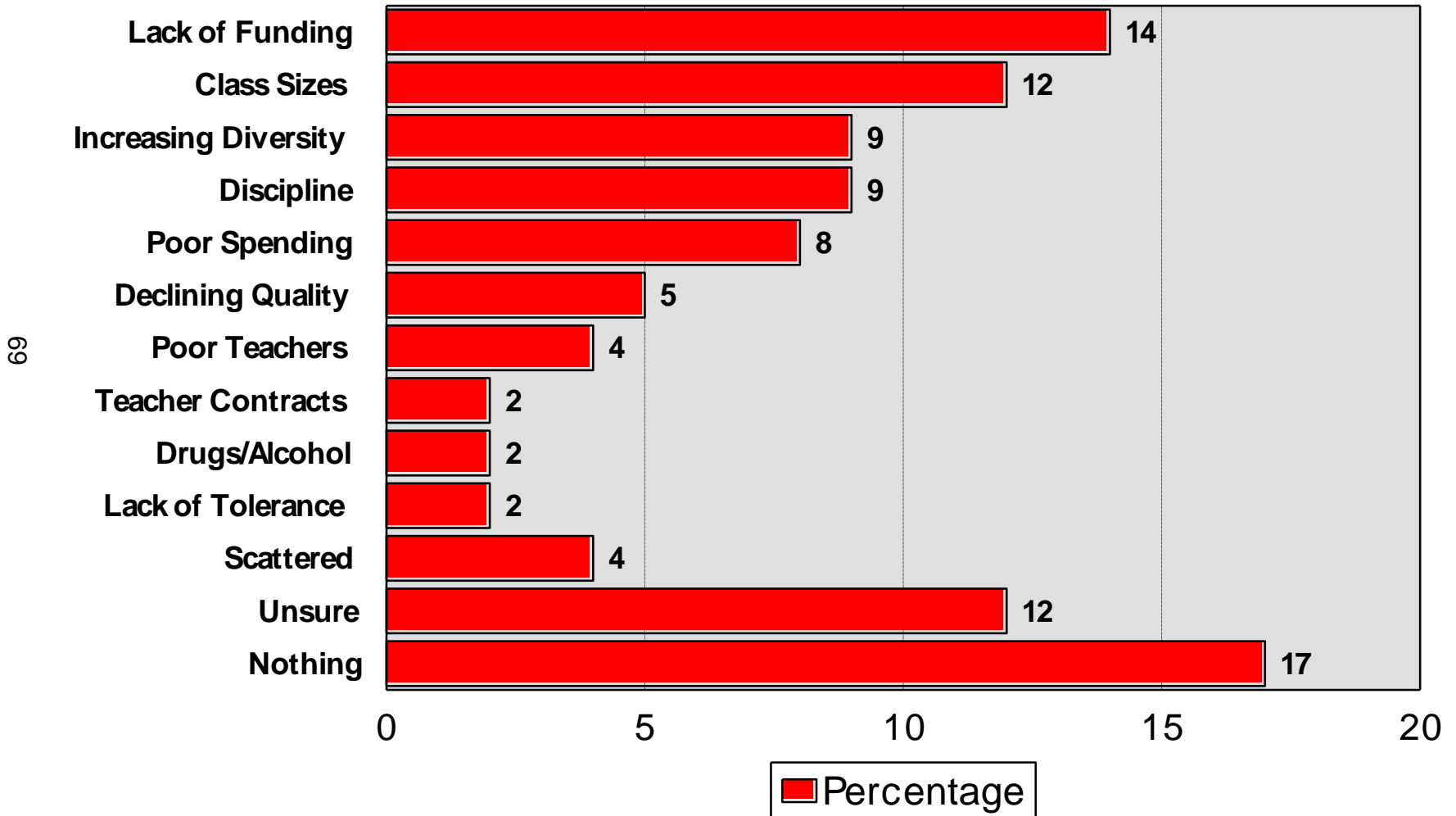
# Like Most

2019 Burnsville-Eagan-Savage Schools



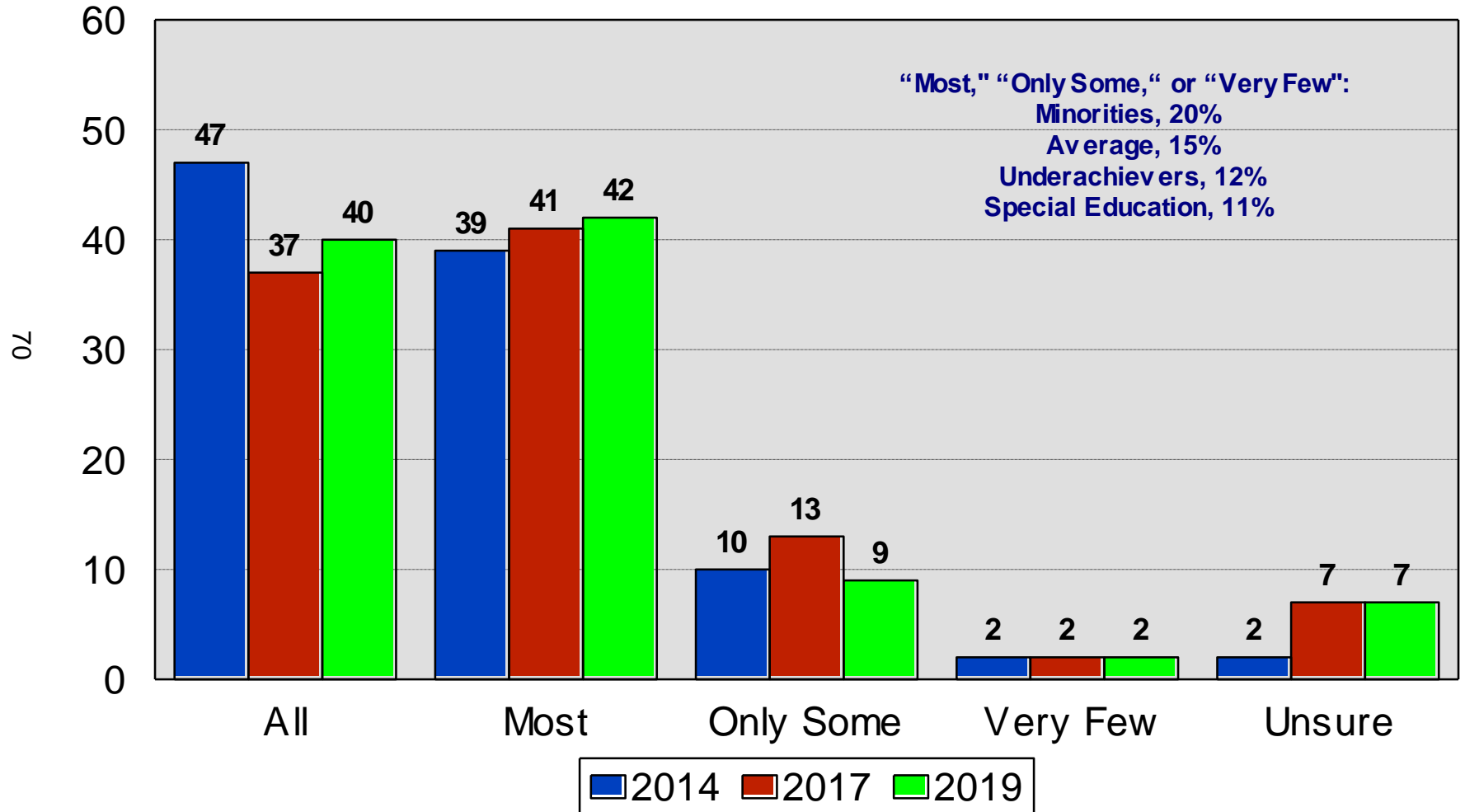
# Most Serious Issue

2019 Burnsville-Eagan-Savage Schools



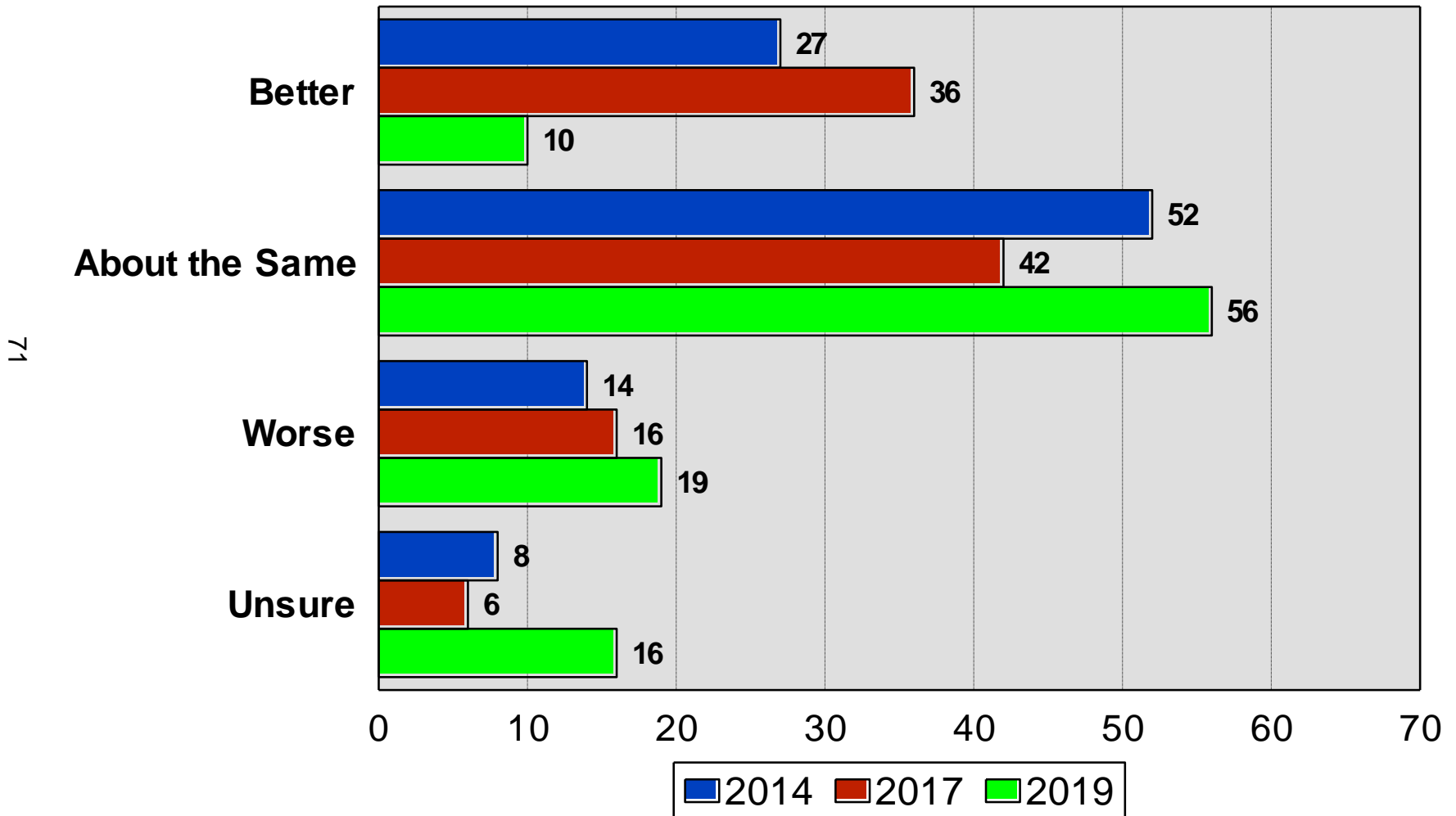
# Meeting Learning Needs

2019 Burnsville-Eagan-Savage Schools



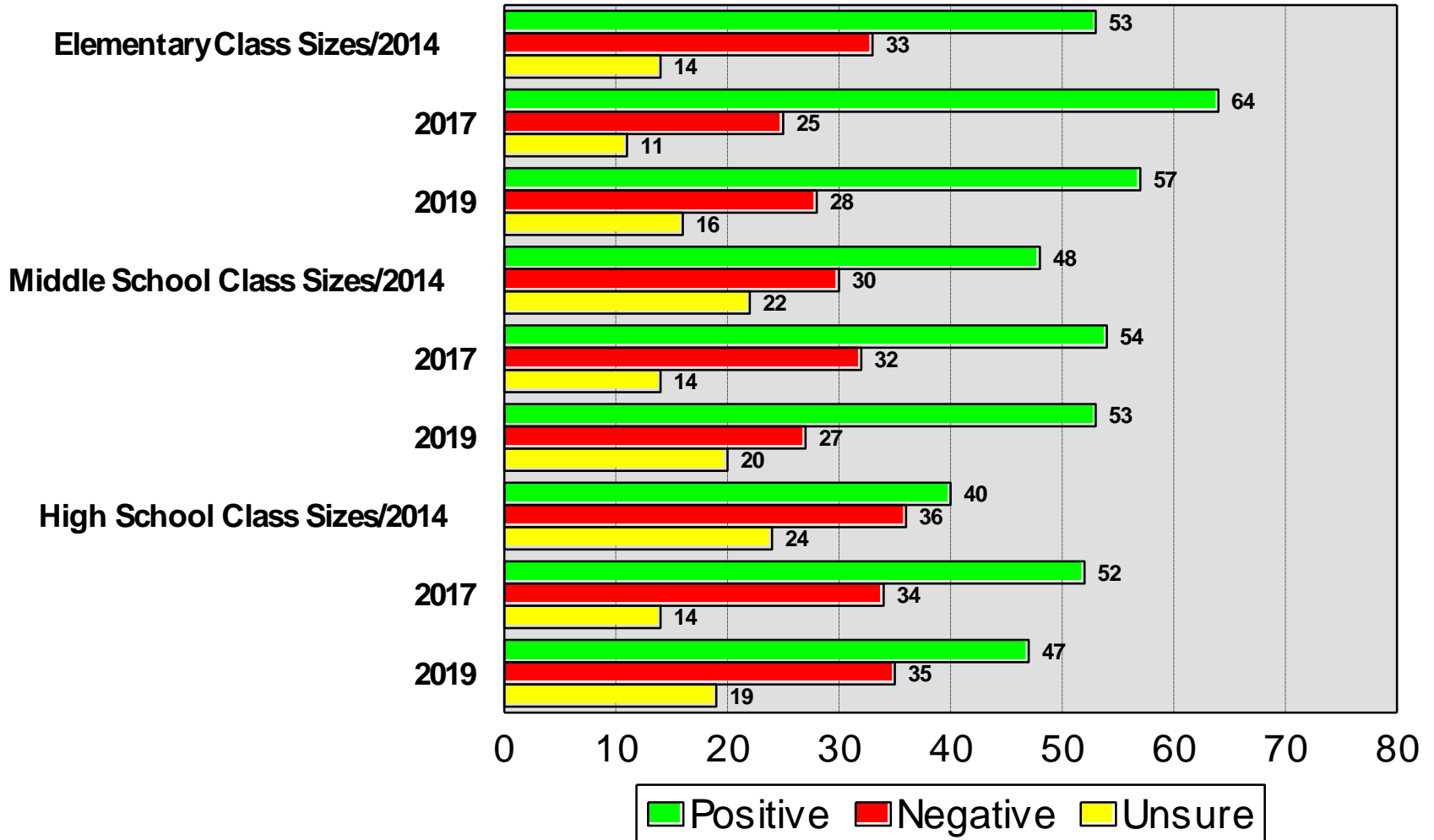
# Compared with Four Years Ago

2019 Burnsville-Eagan-Savage Schools



# District Characteristics I

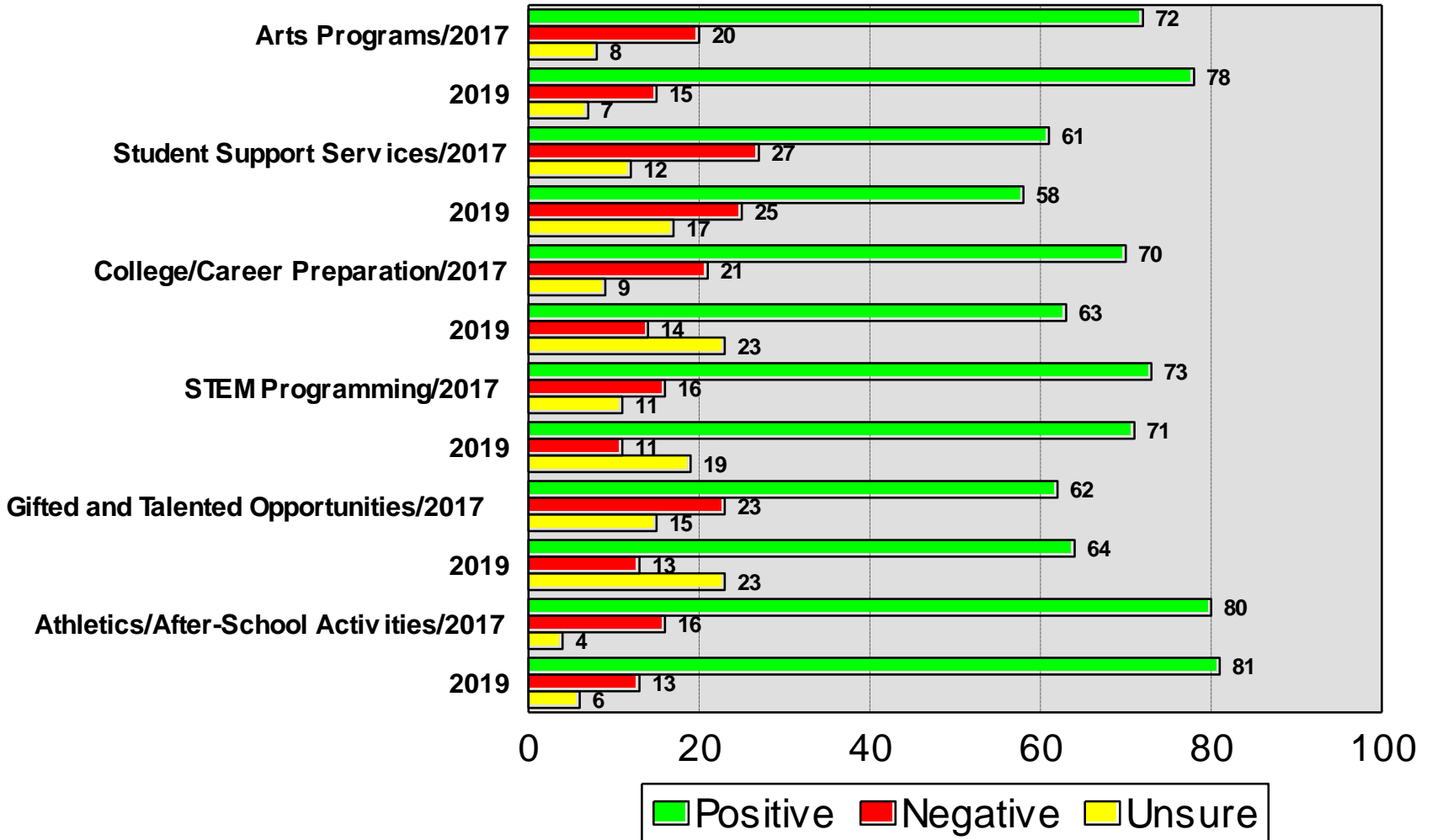
2019 Burnsville-Eagan-Savage Schools



72

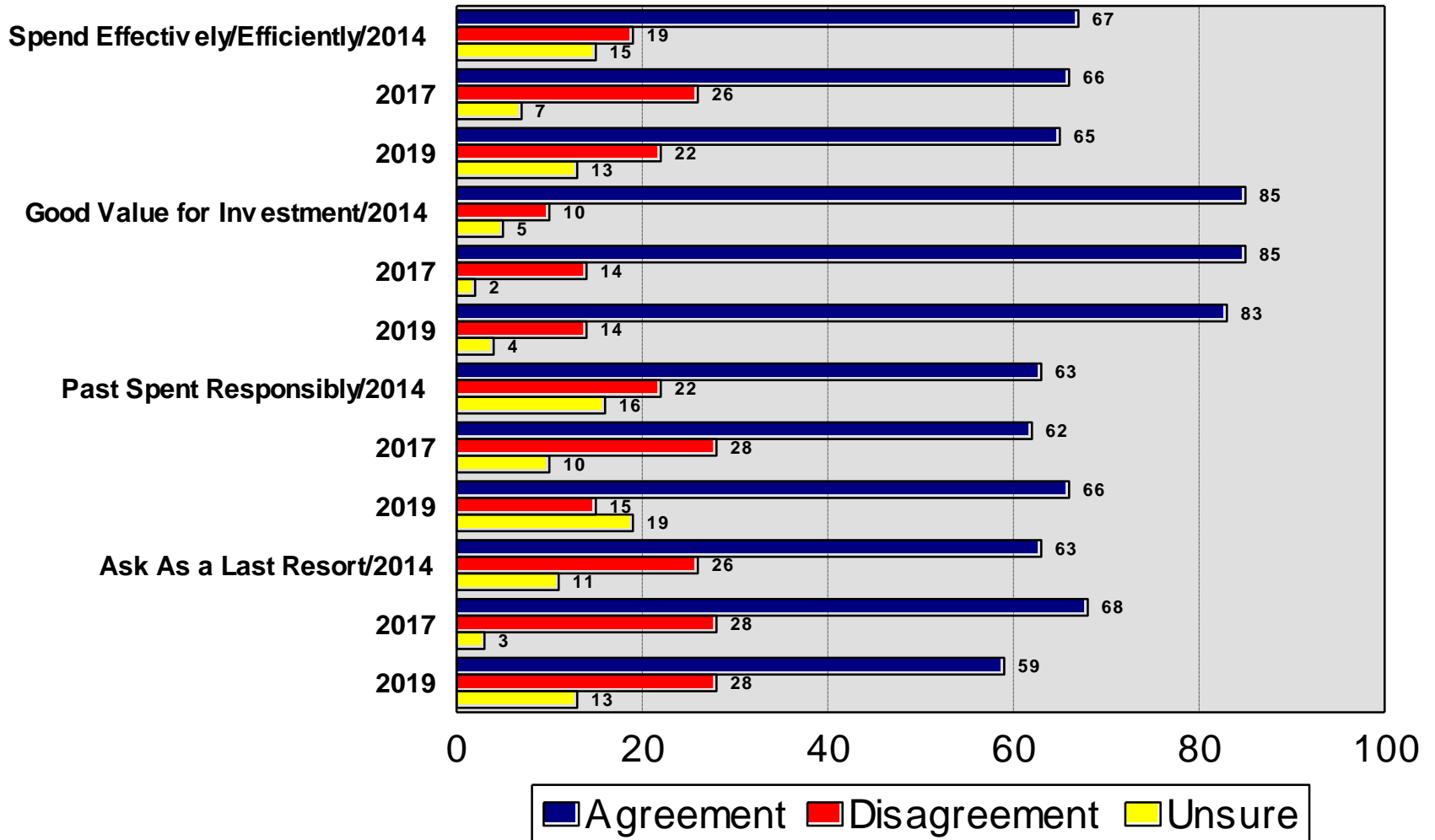
# District Characteristics II

2019 Burnsville-Eagan-Savage Schools



# Specific Perceptions I

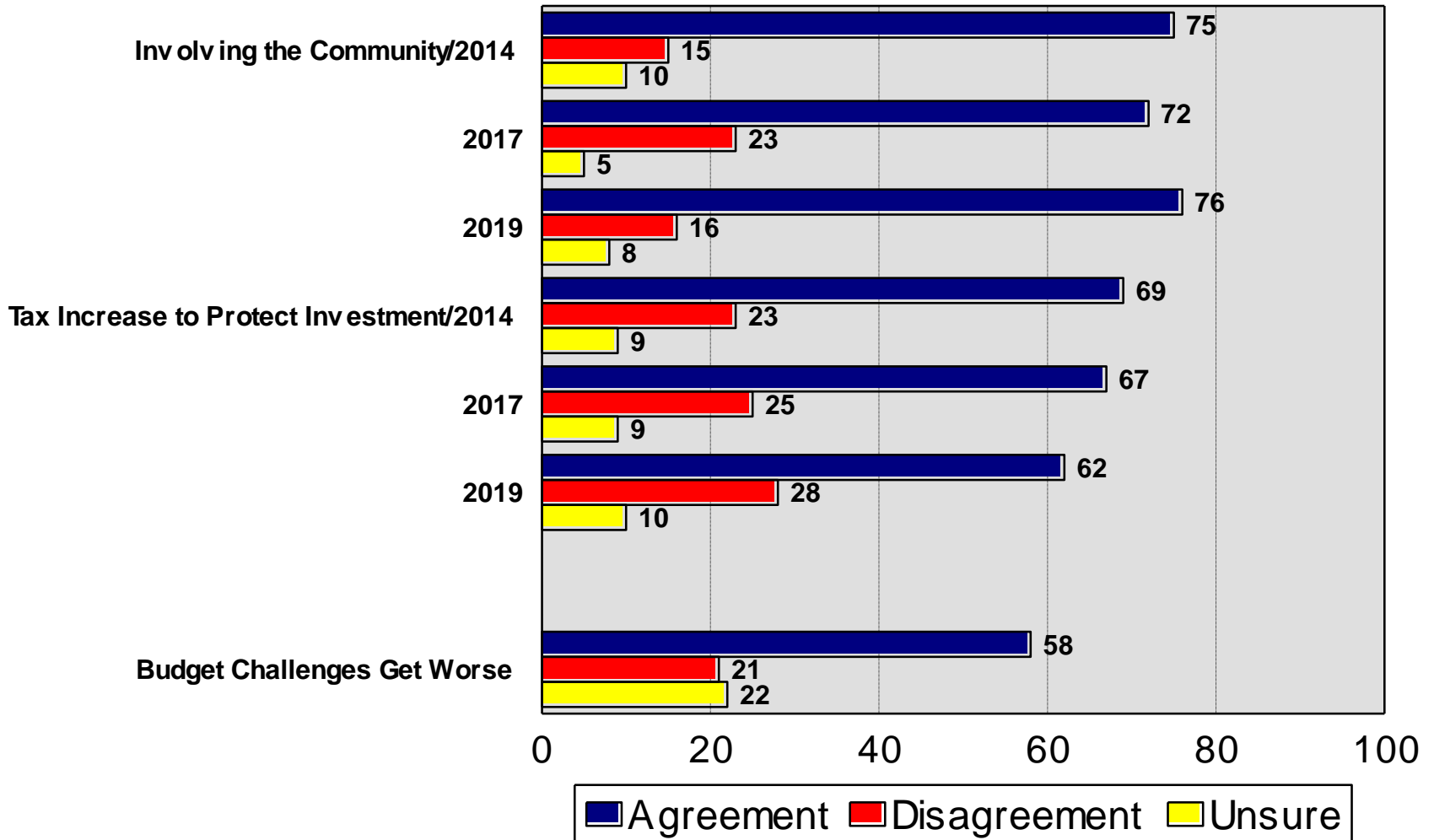
2019 Burnsville-Eagan-Savage Schools



74

# Specific Perceptions II

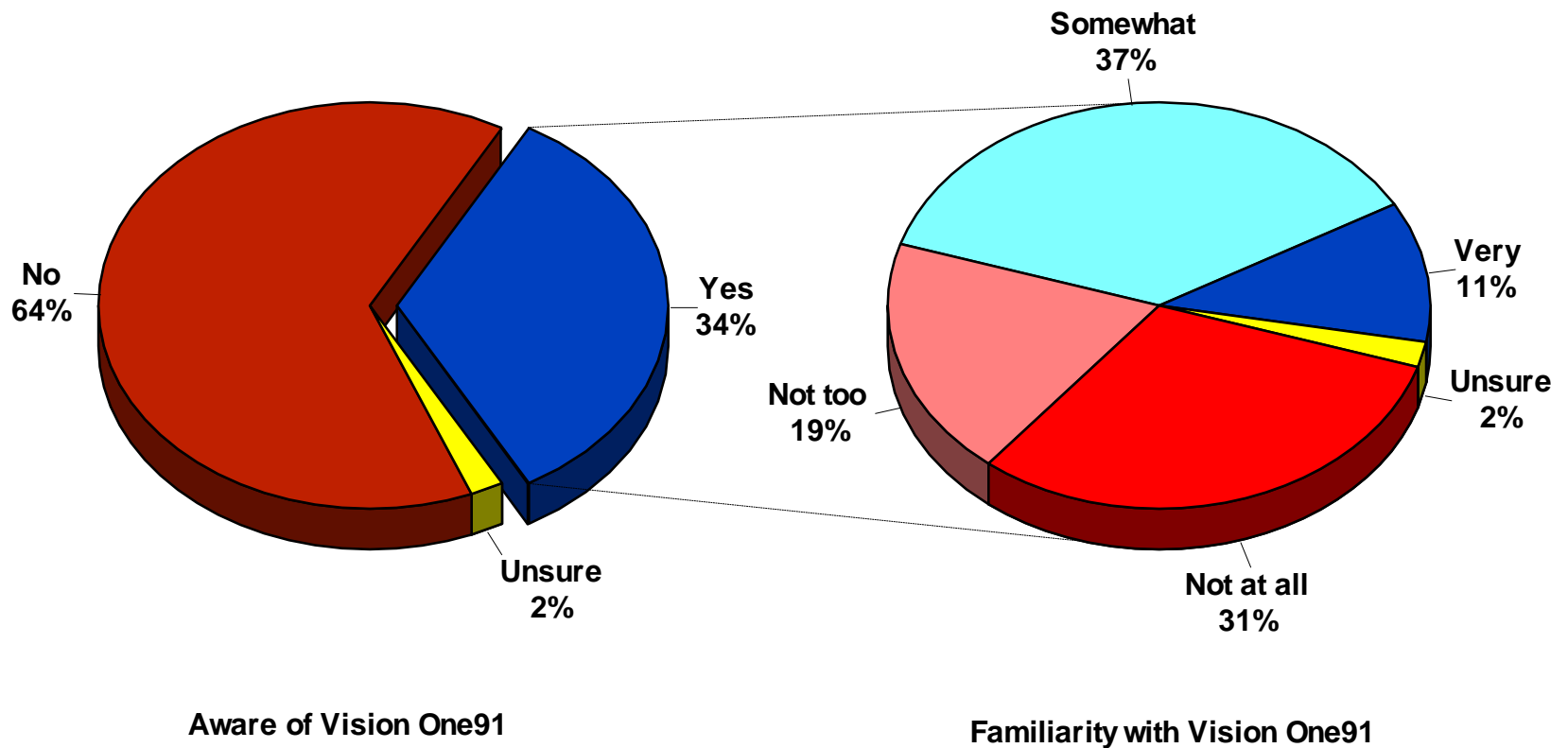
2019 Burnsville-Eagan-Savage Schools



# Vision One91

2019 Burnsville-Eagan-Savage Schools

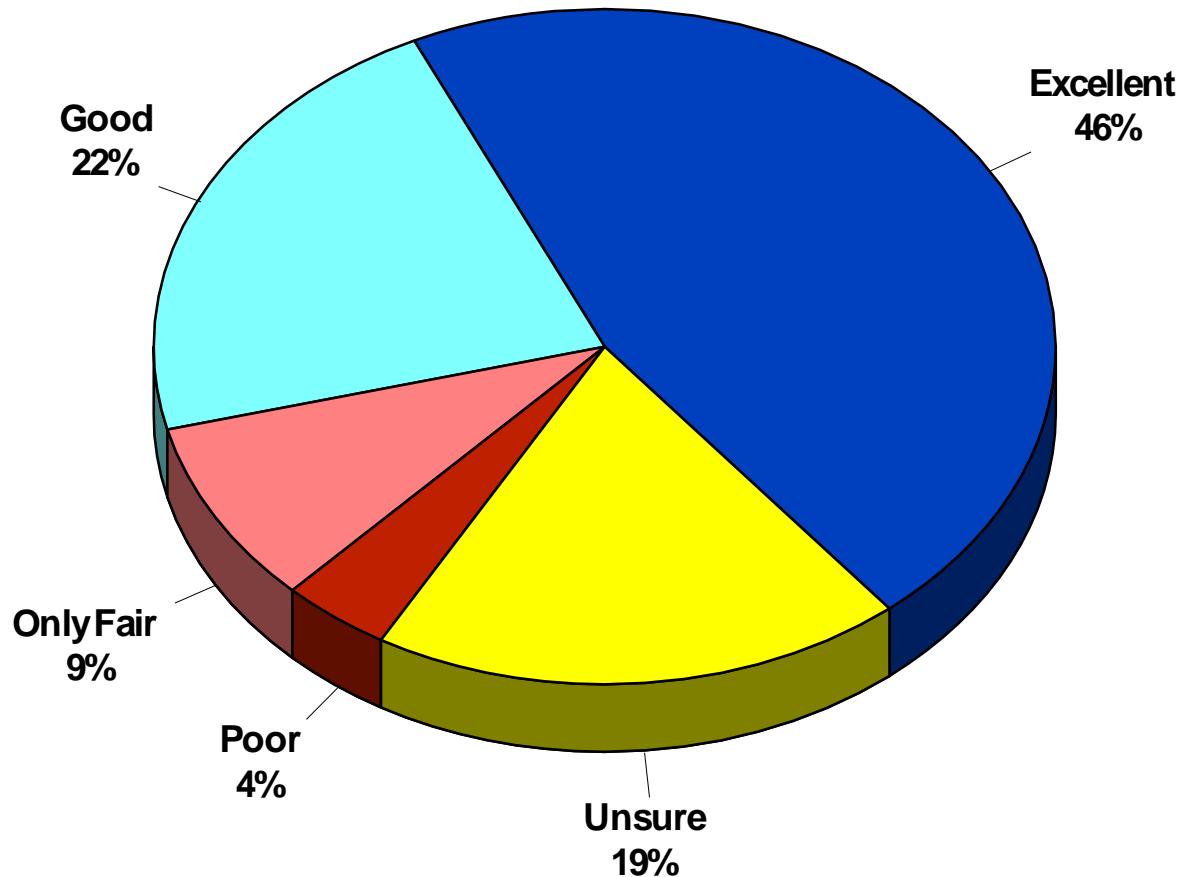
76



# Satisfaction with Vision One91

(Those Familiar with Vision One91)

2019 Burnsville-Eagan-Savage Schools



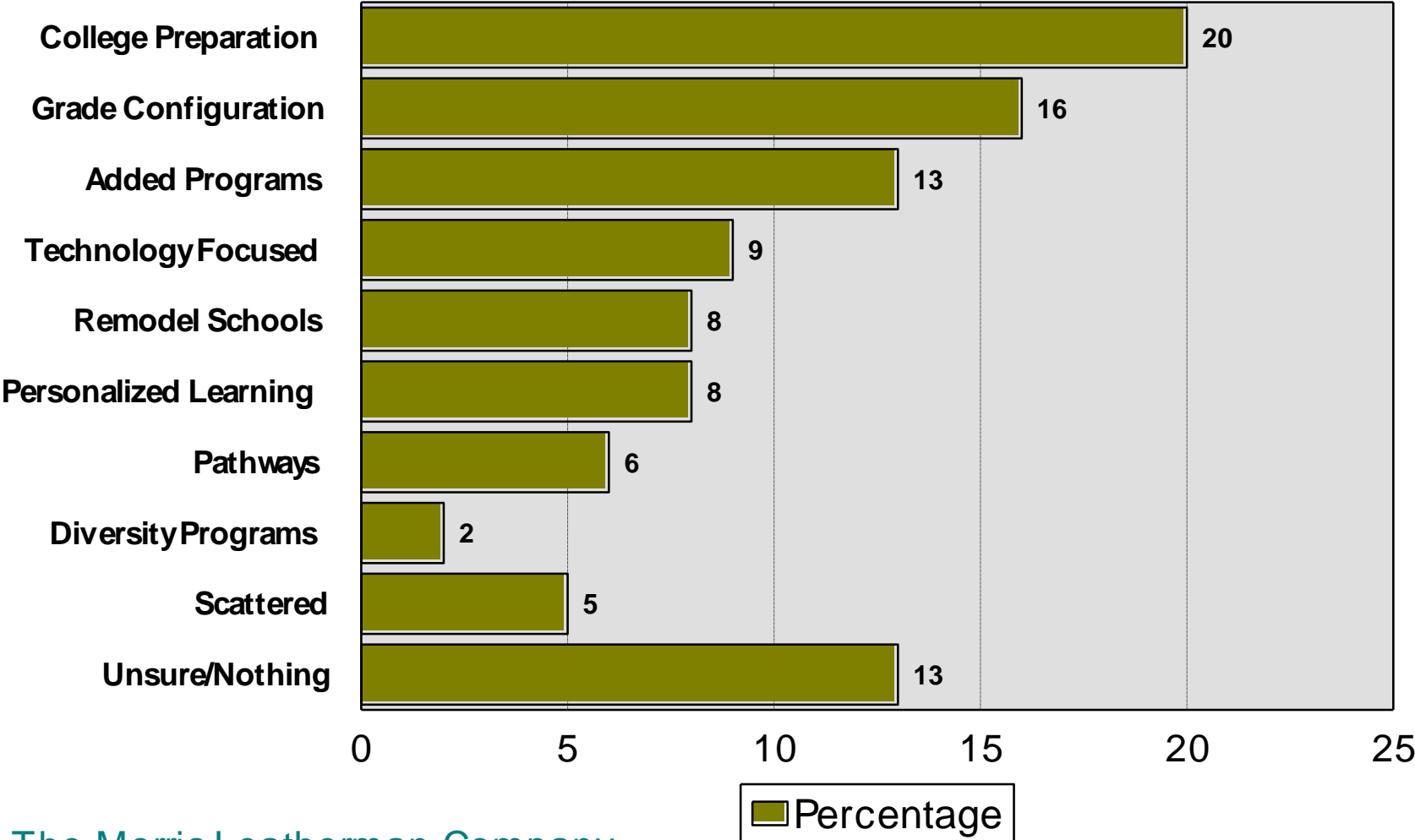
77

# Like Most About Vision One91

(Those Familiar with Vision One91)

2019 Burnsville-Eagan-Savage Schools

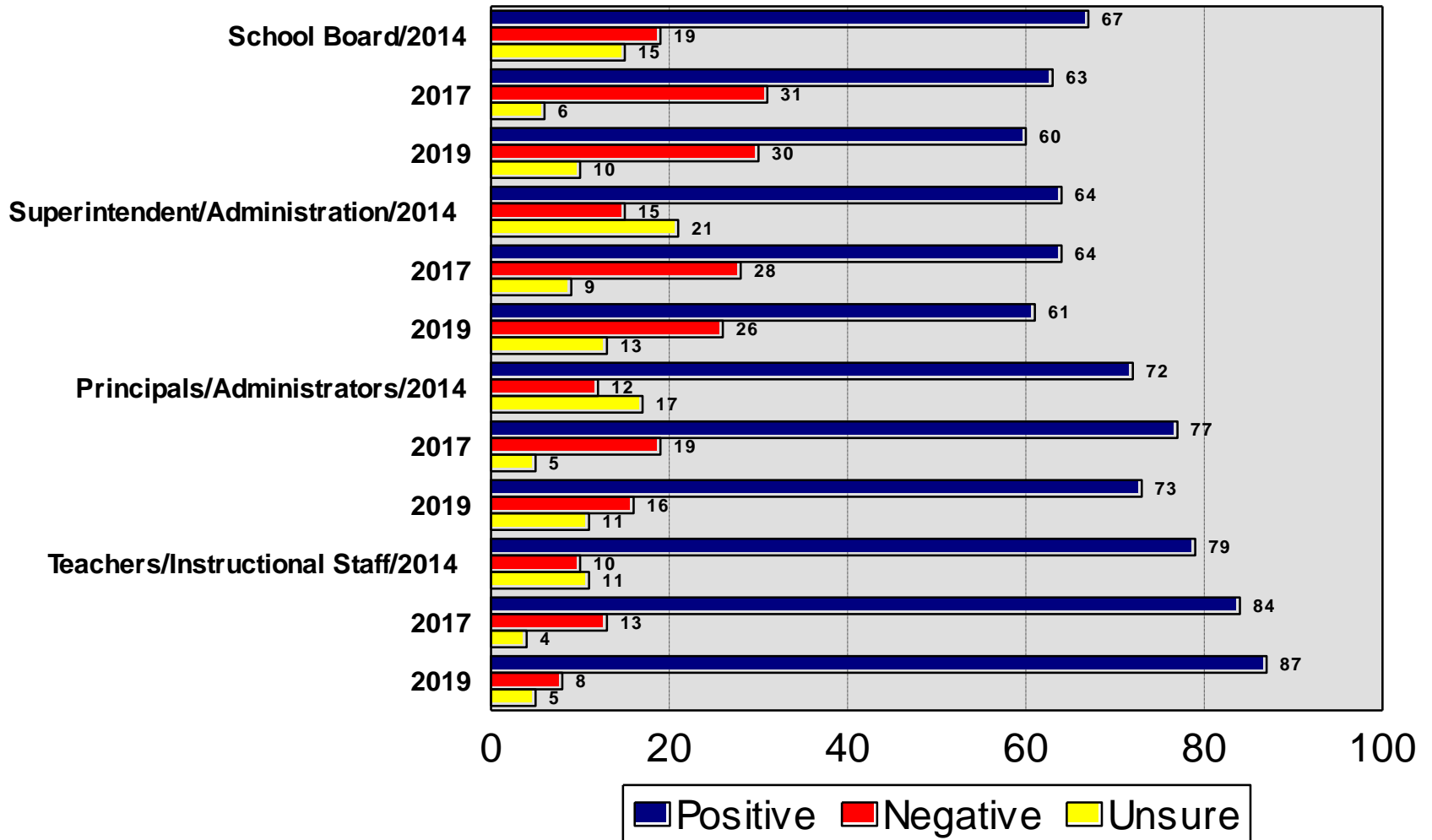
78



# Job Performance Ratings

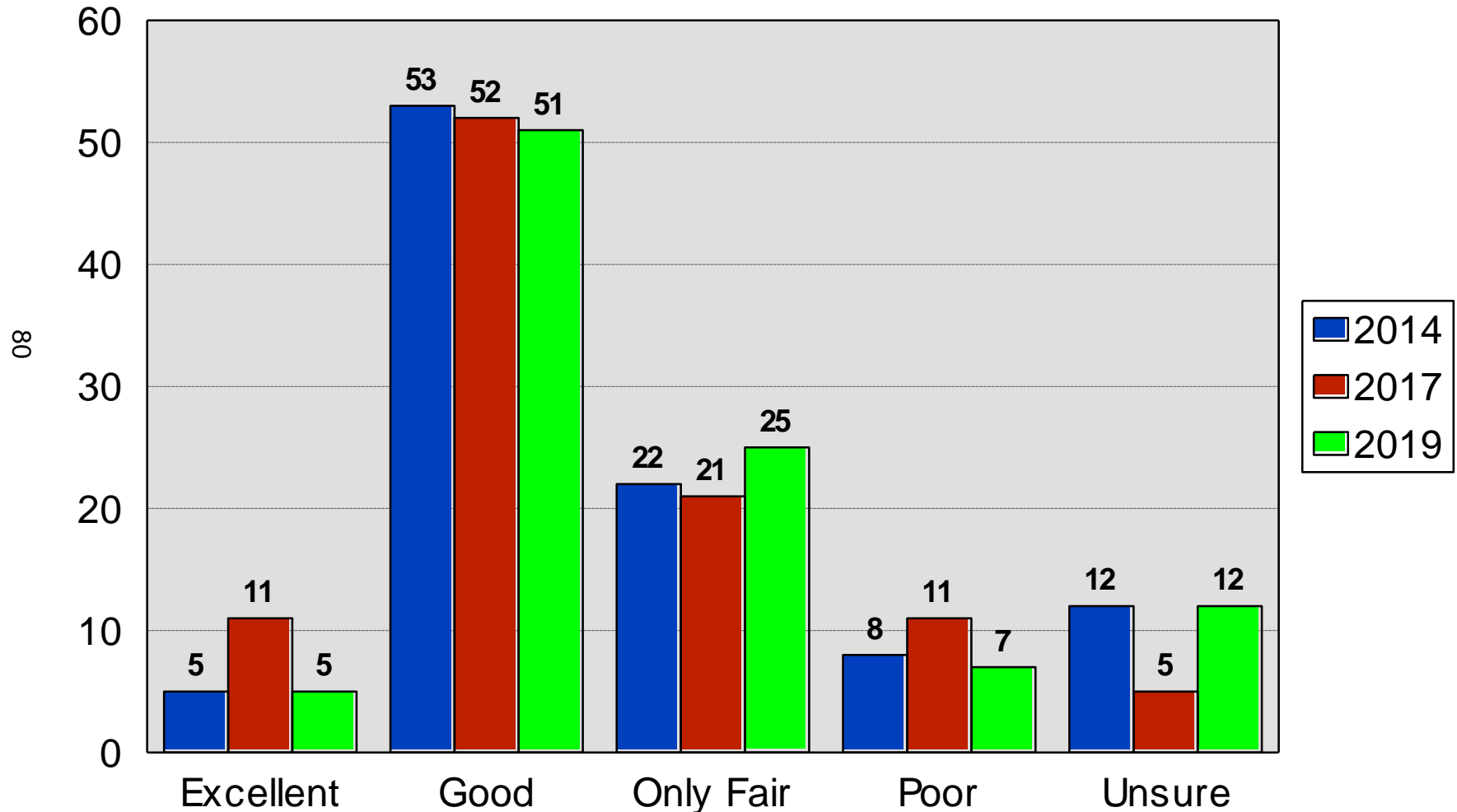
2019 Burnsville-Eagan-Savage Schools

67



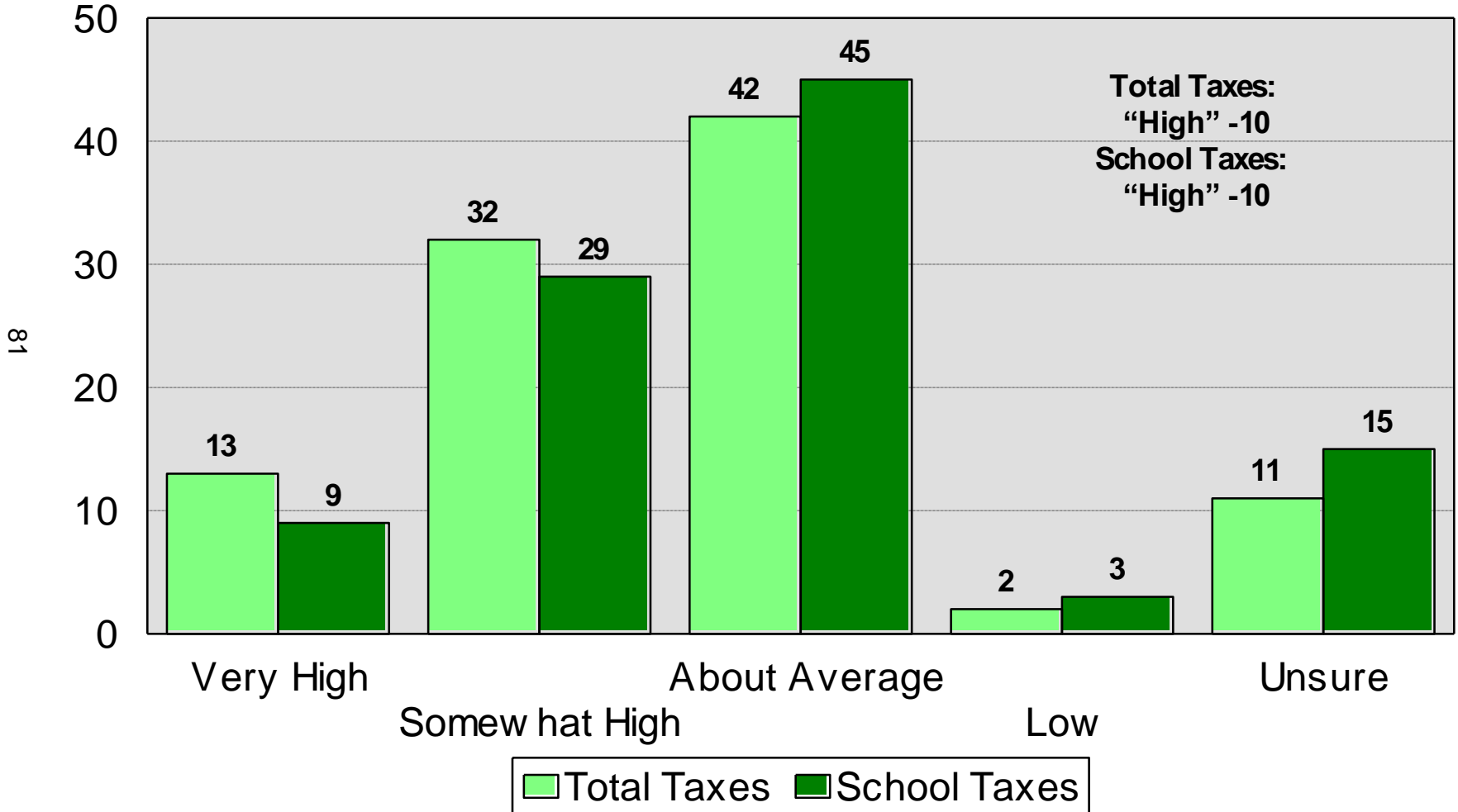
# Financial Management

2019 Burnsville-Eagan-Savage Schools



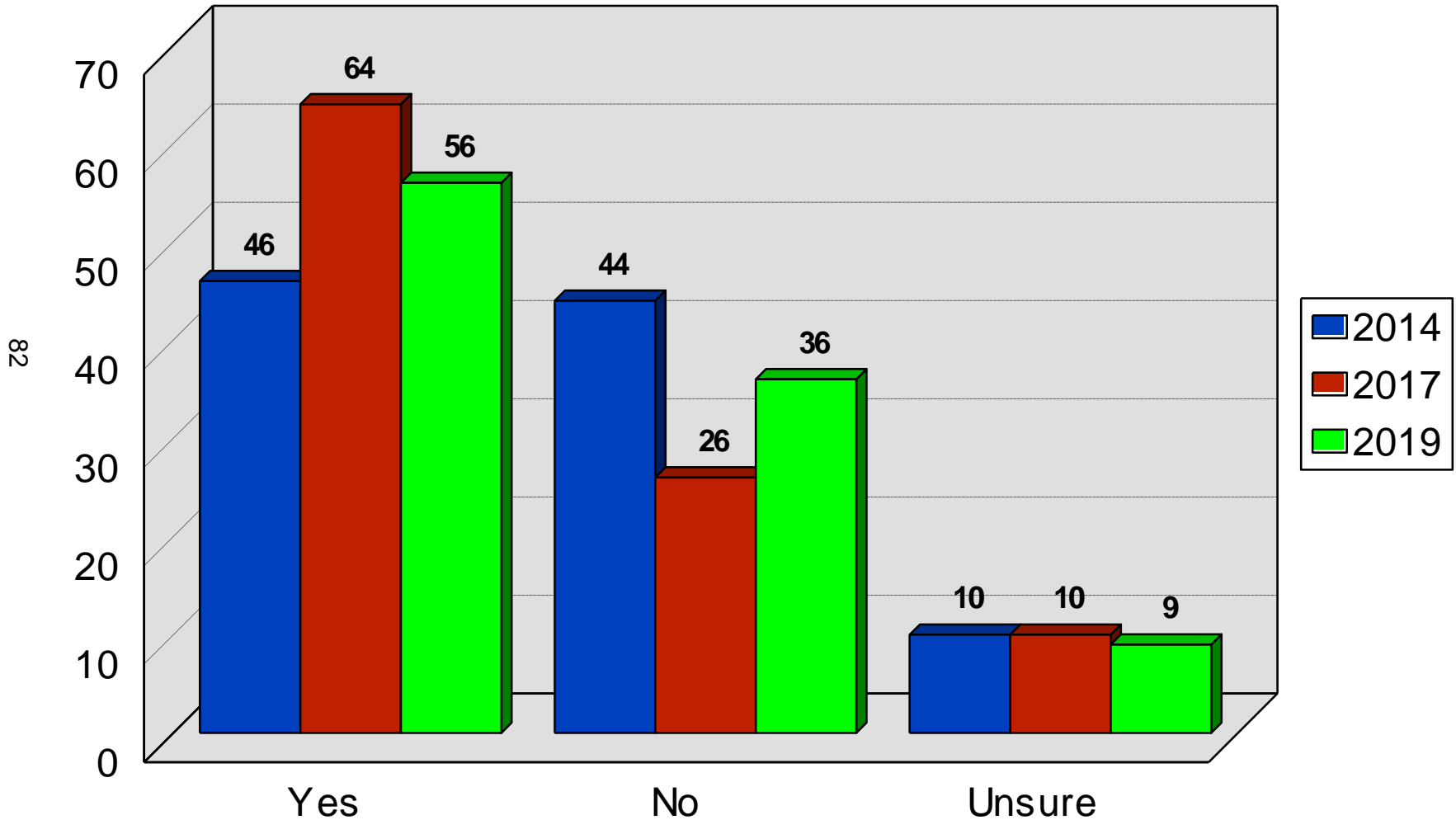
# Property Tax Climate

2019 Burnsville-Eagan-Savage Schools



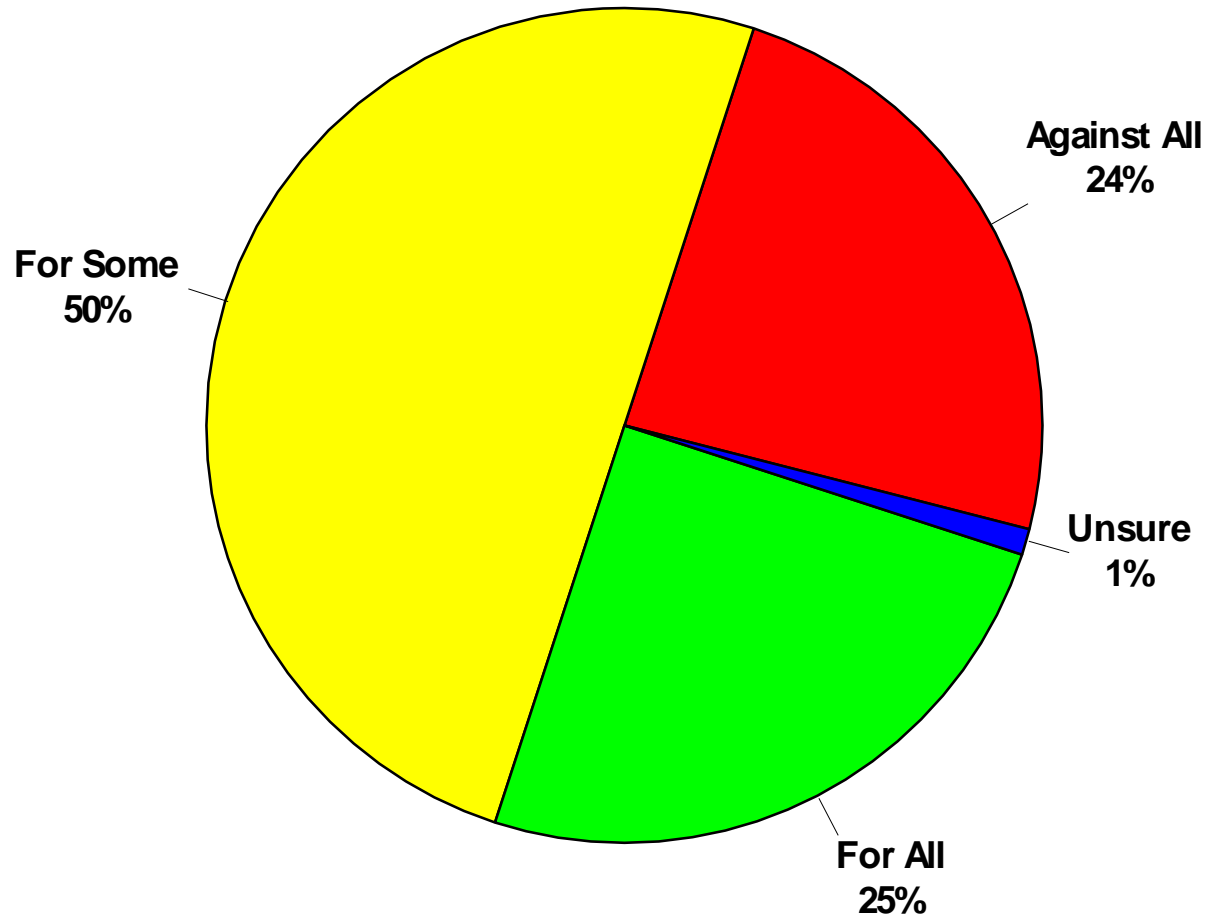
# Adequately Funded

2019 Burnsville-Eagan-Savage Schools



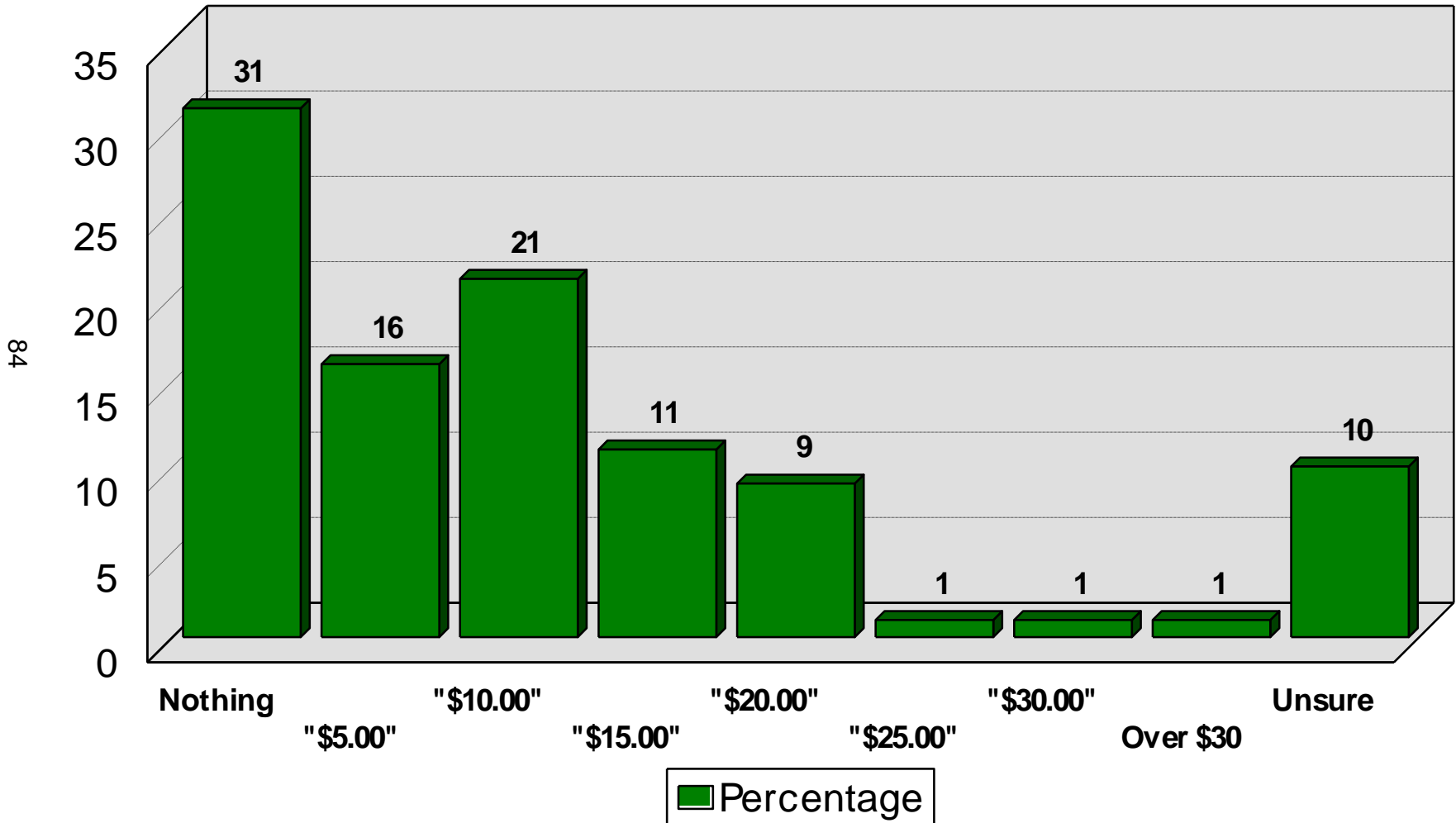
# Tax Increase Predisposition

2019 Burnsville-Eagan-Savage Schools



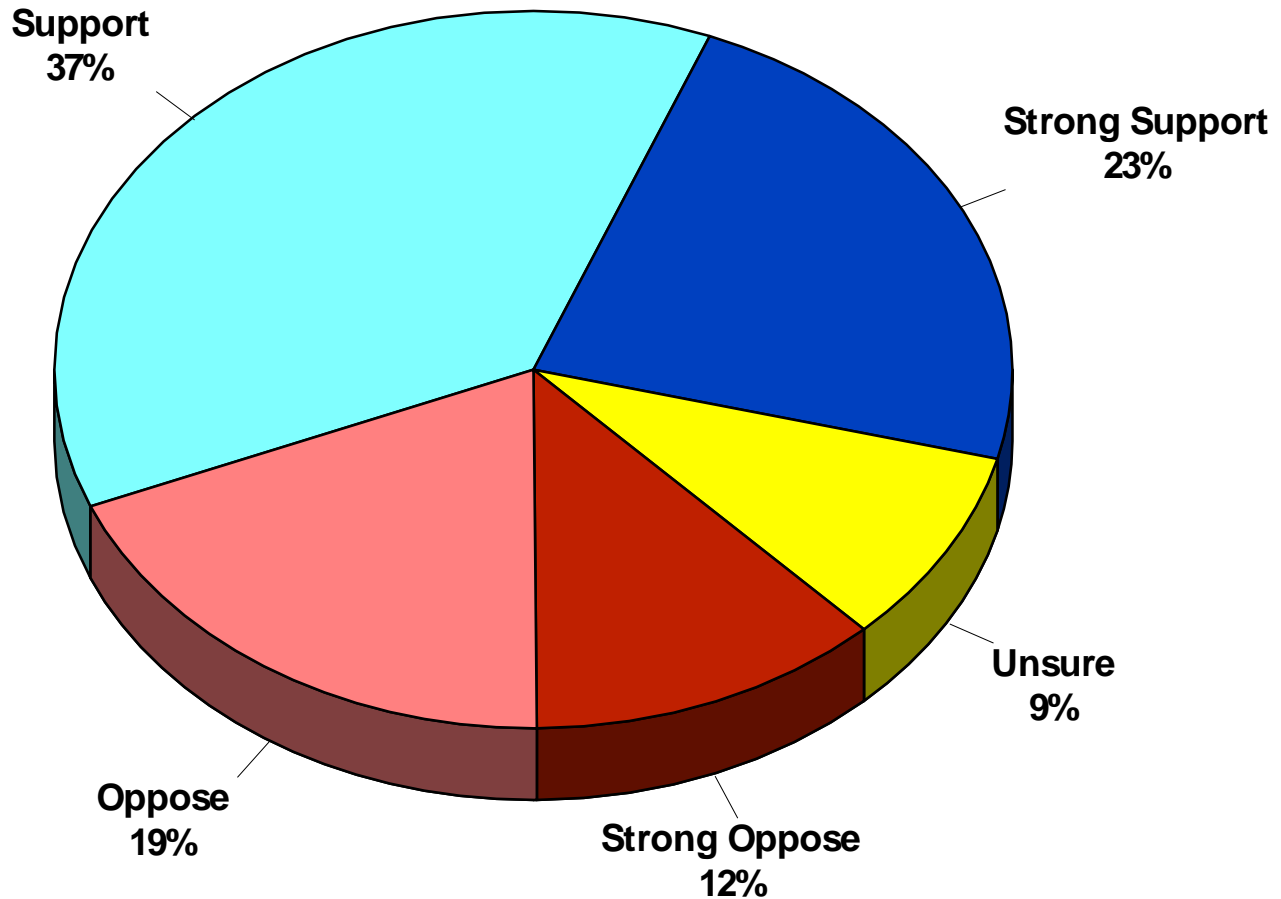
# Tax Increase for Operating Levy

2019 Burnsville-Eagan-Savage Schools



# \$800 PPU Operating Levy

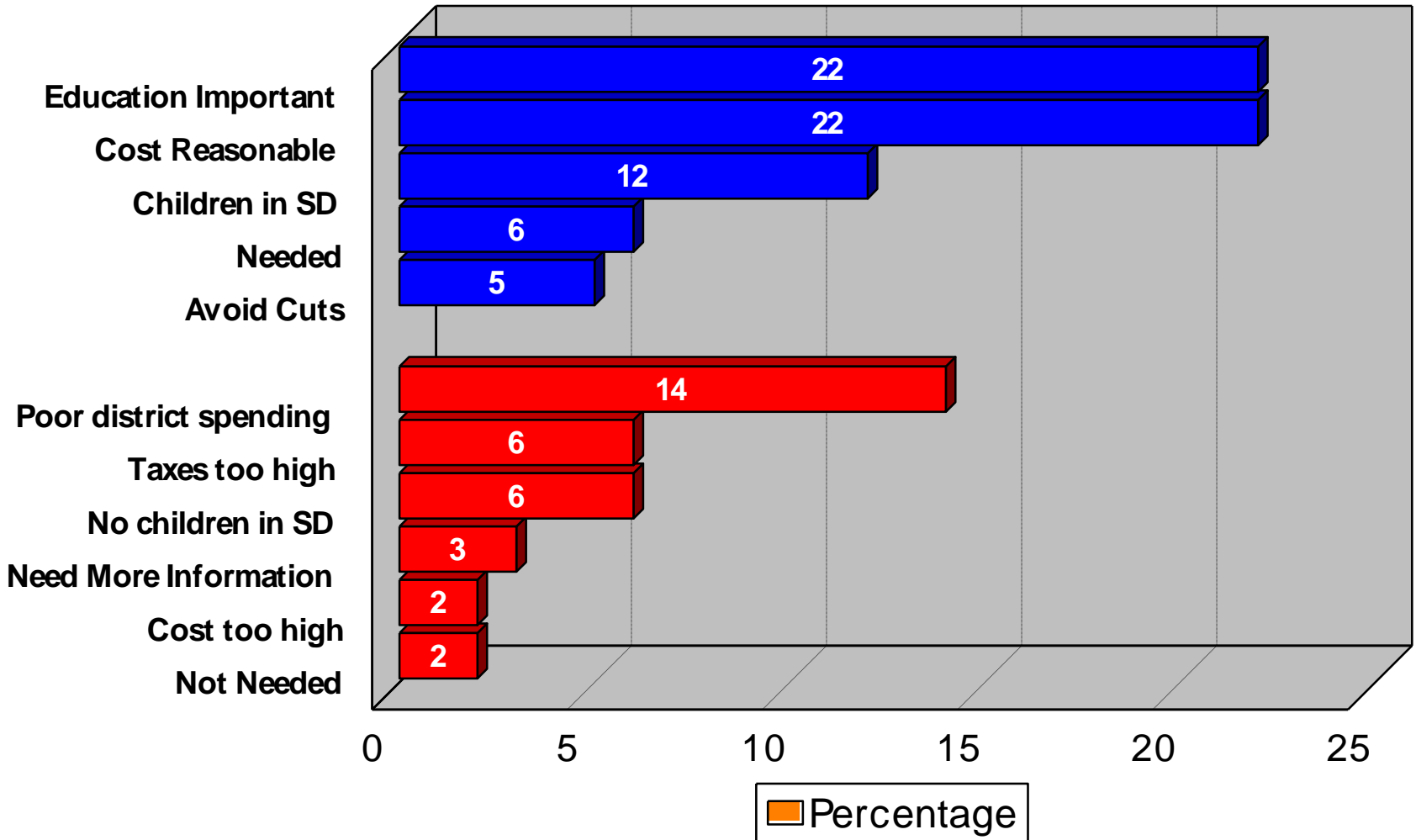
2019 Burnsville-Eagan-Savage Schools



85

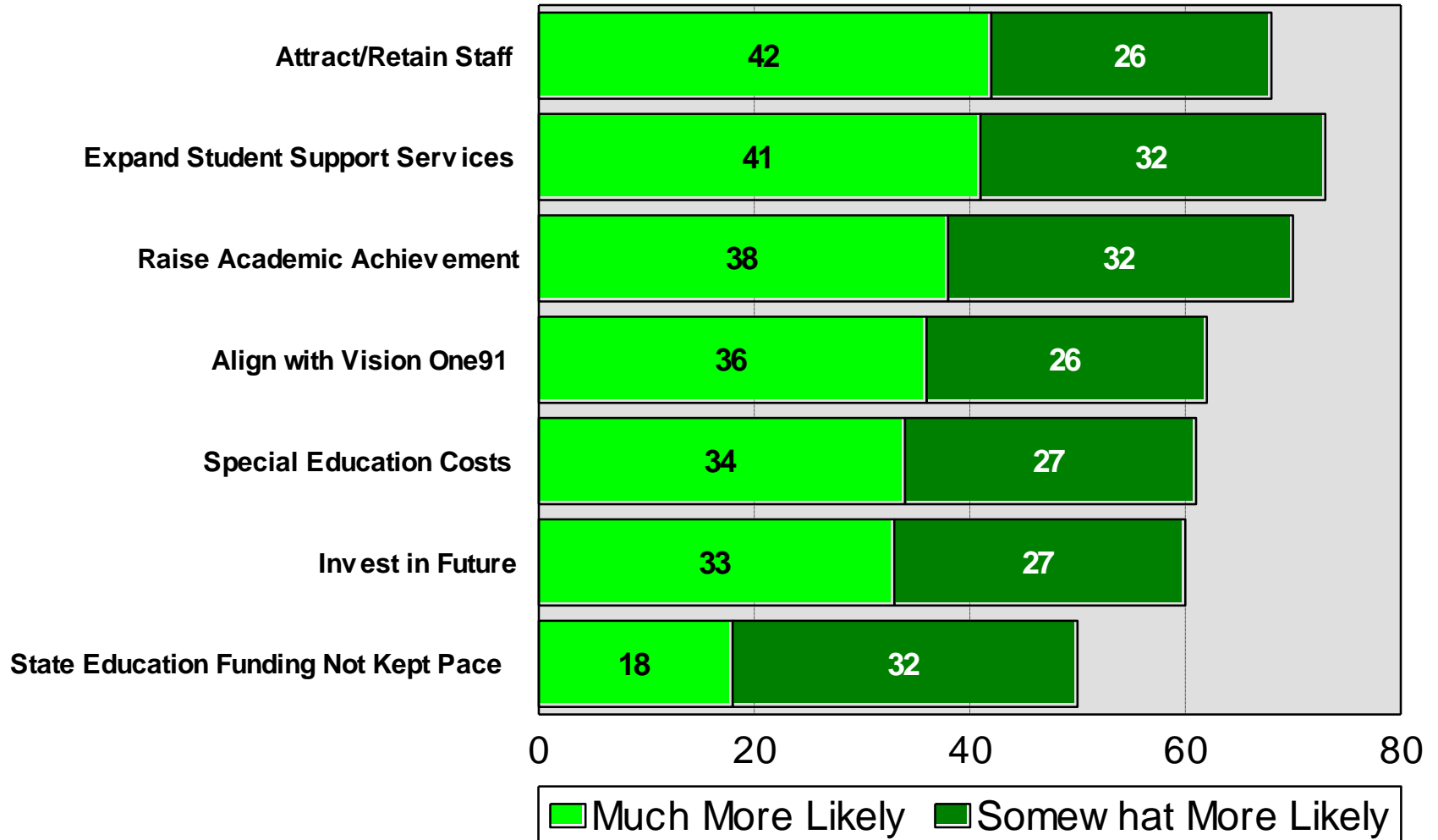
# Reason for Levy Position

2019 Burnsville-Eagan-Savage Schools



# In Favor of the Operating Levy

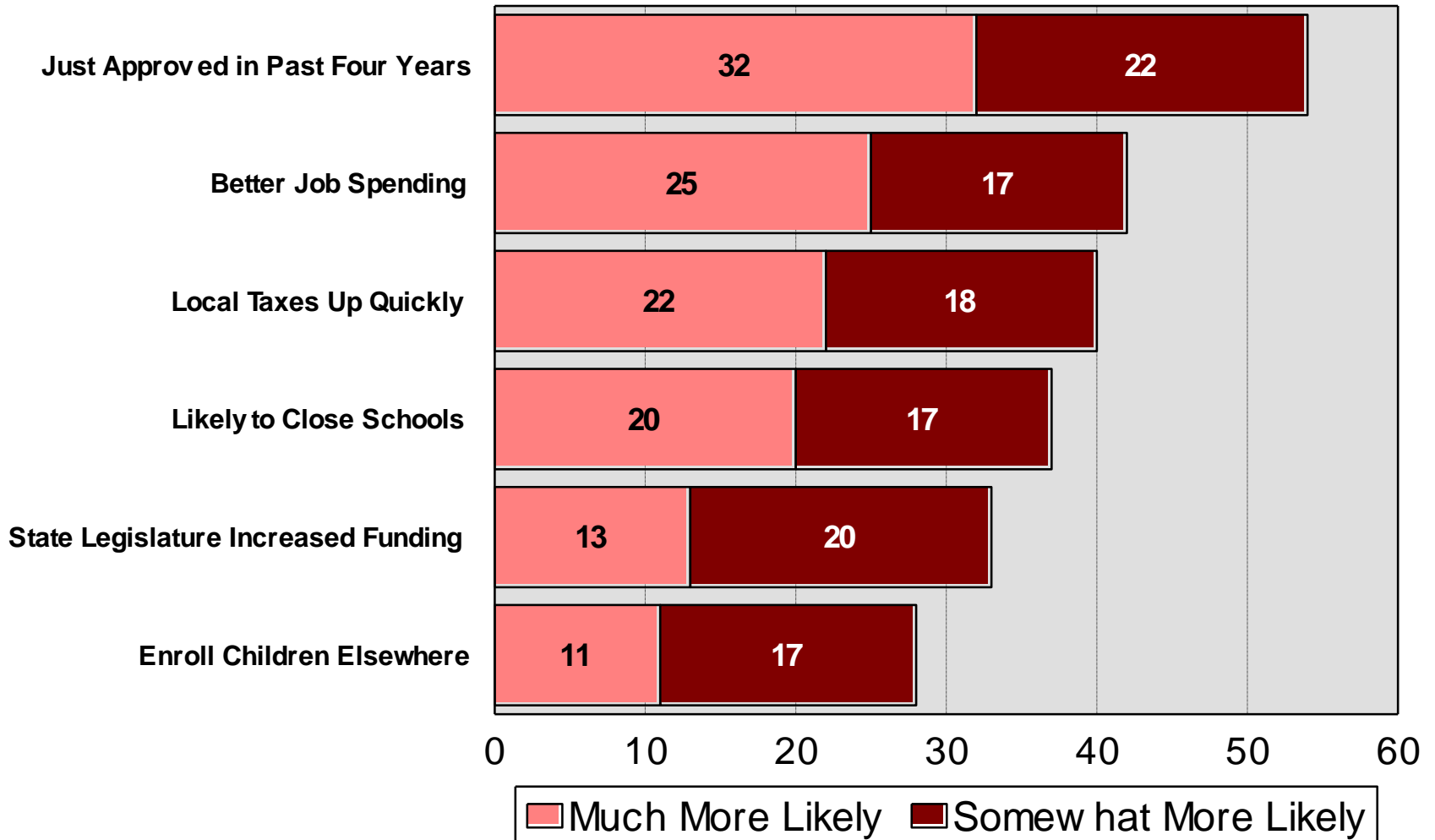
2019 Burnsville-Eagan-Savage Schools



# Against the Operating Levy

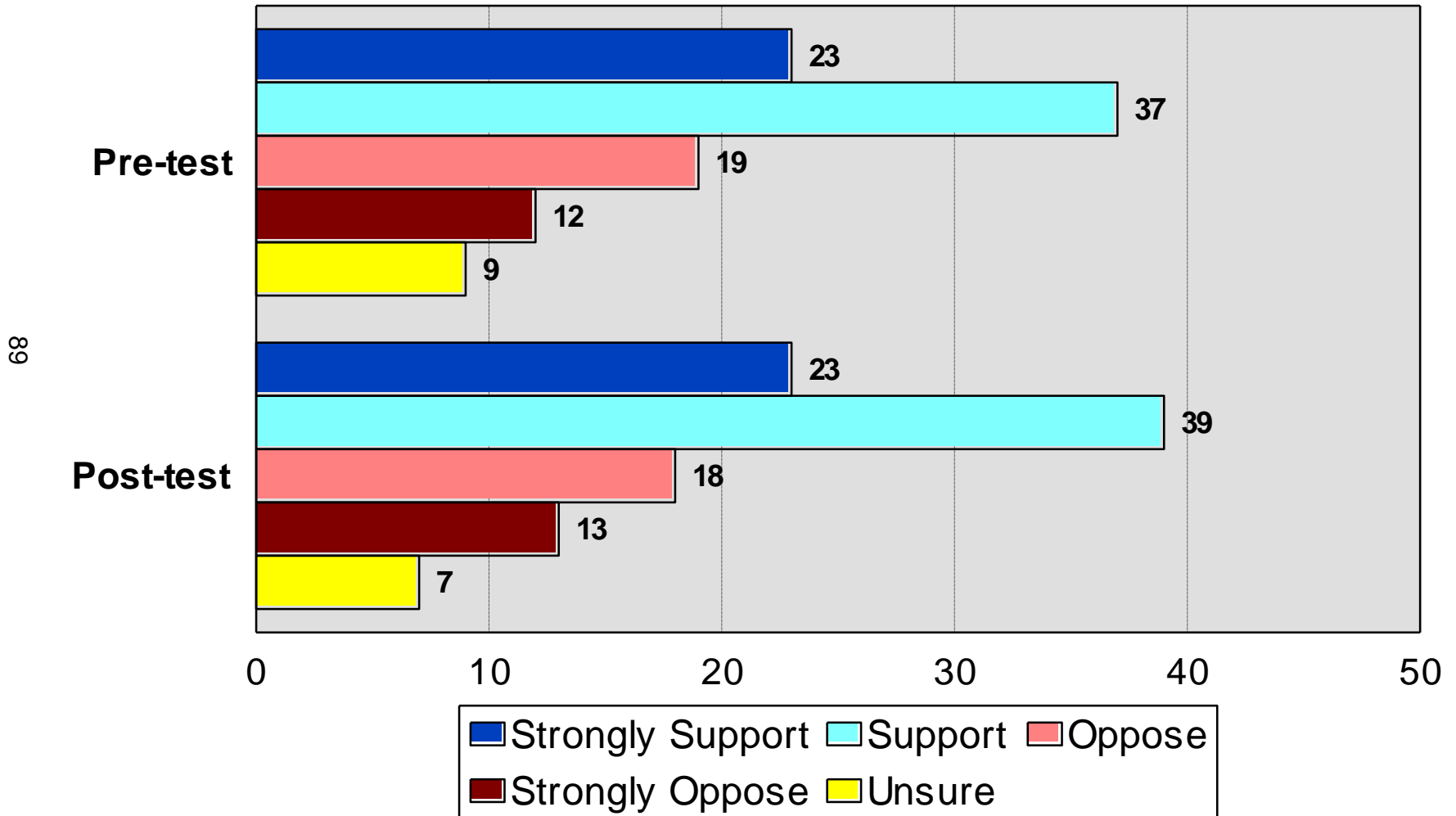
2019 Burnsville-Eagan-Savage Schools

88



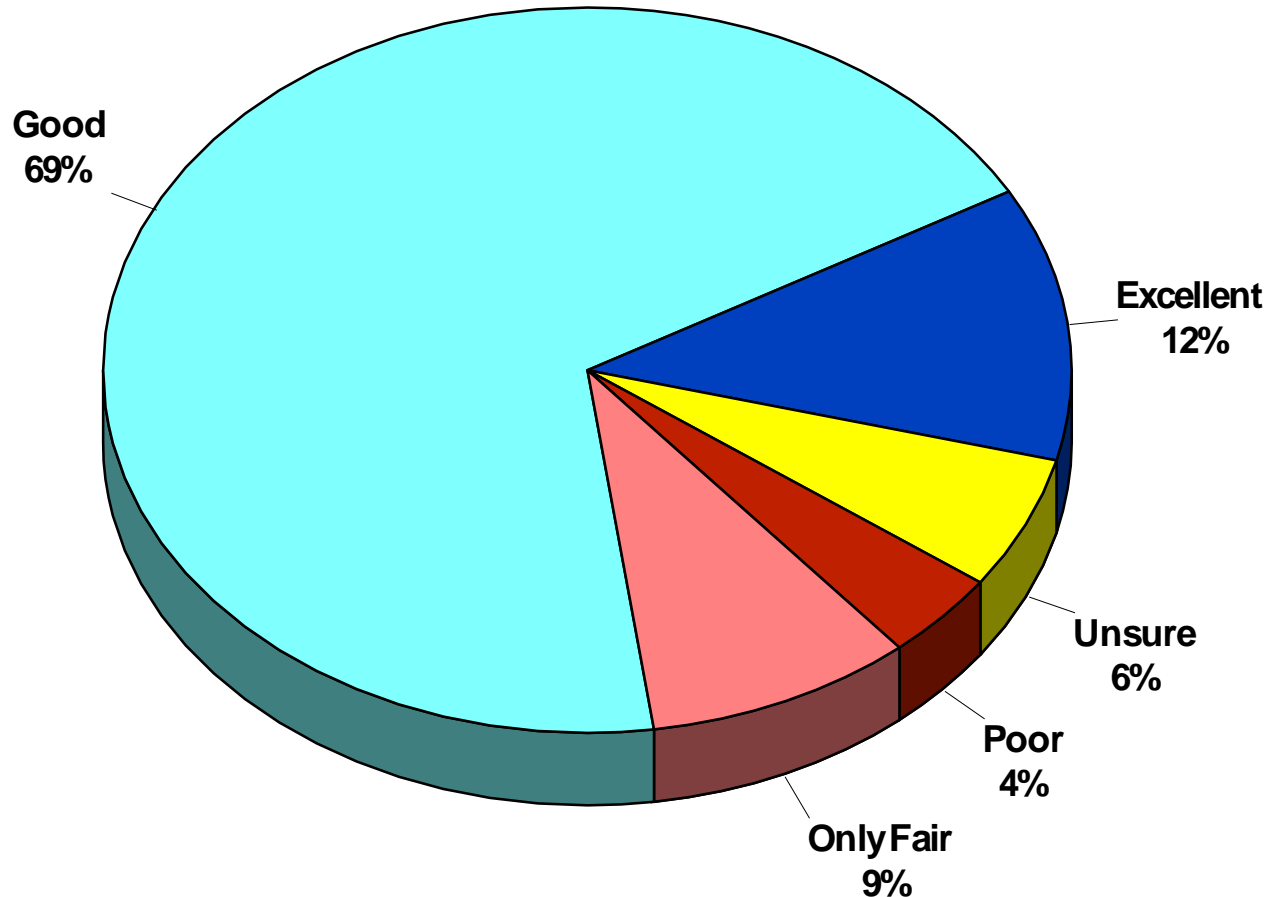
# \$800 PPU Operating Levy

2019 Burnsville-Eagan-Savage Schools



# District Job in Communicating with Residents

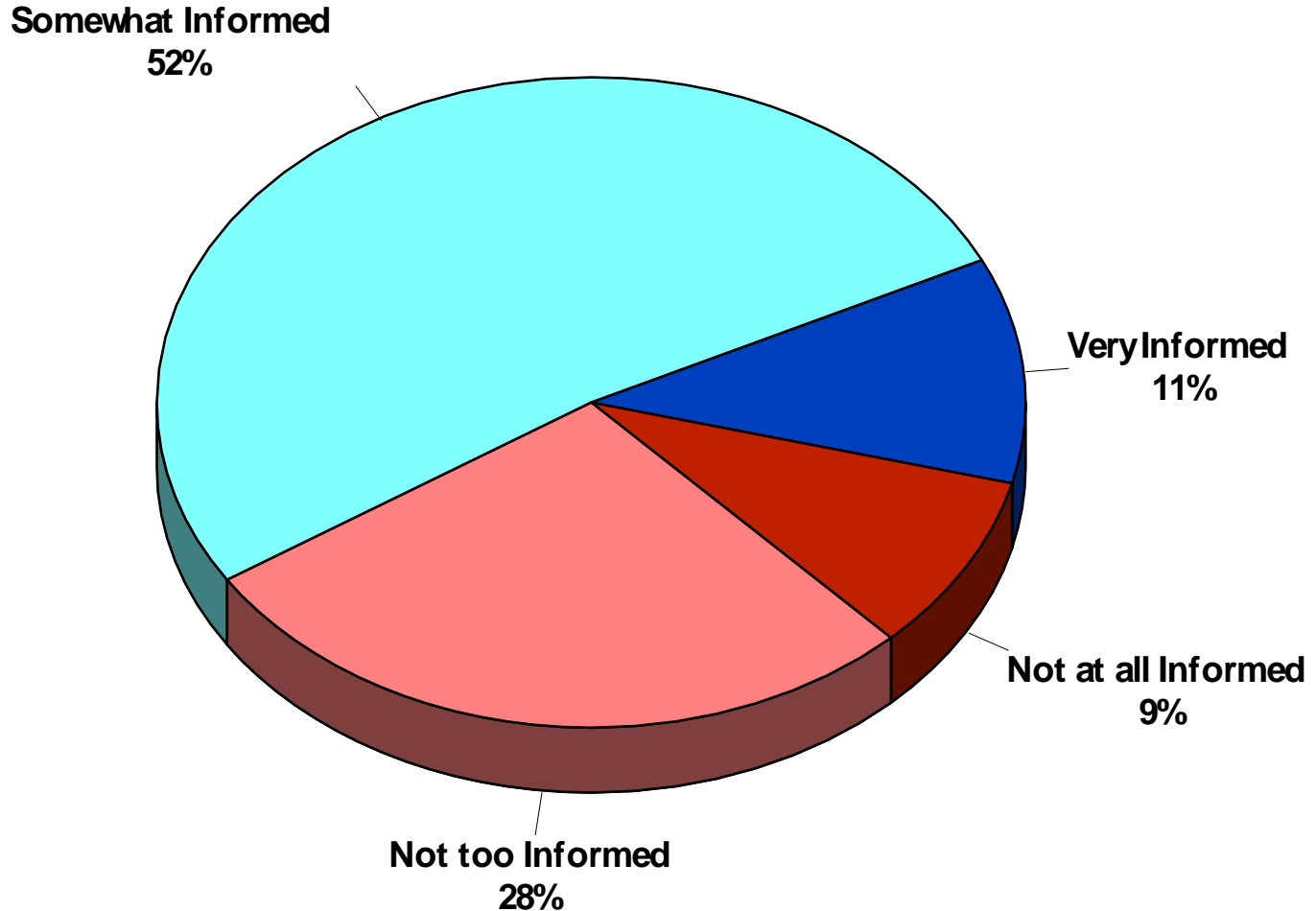
2019 Burnsville-Eagan-Savage Schools



06

# Informed about Board/Administration Decisions

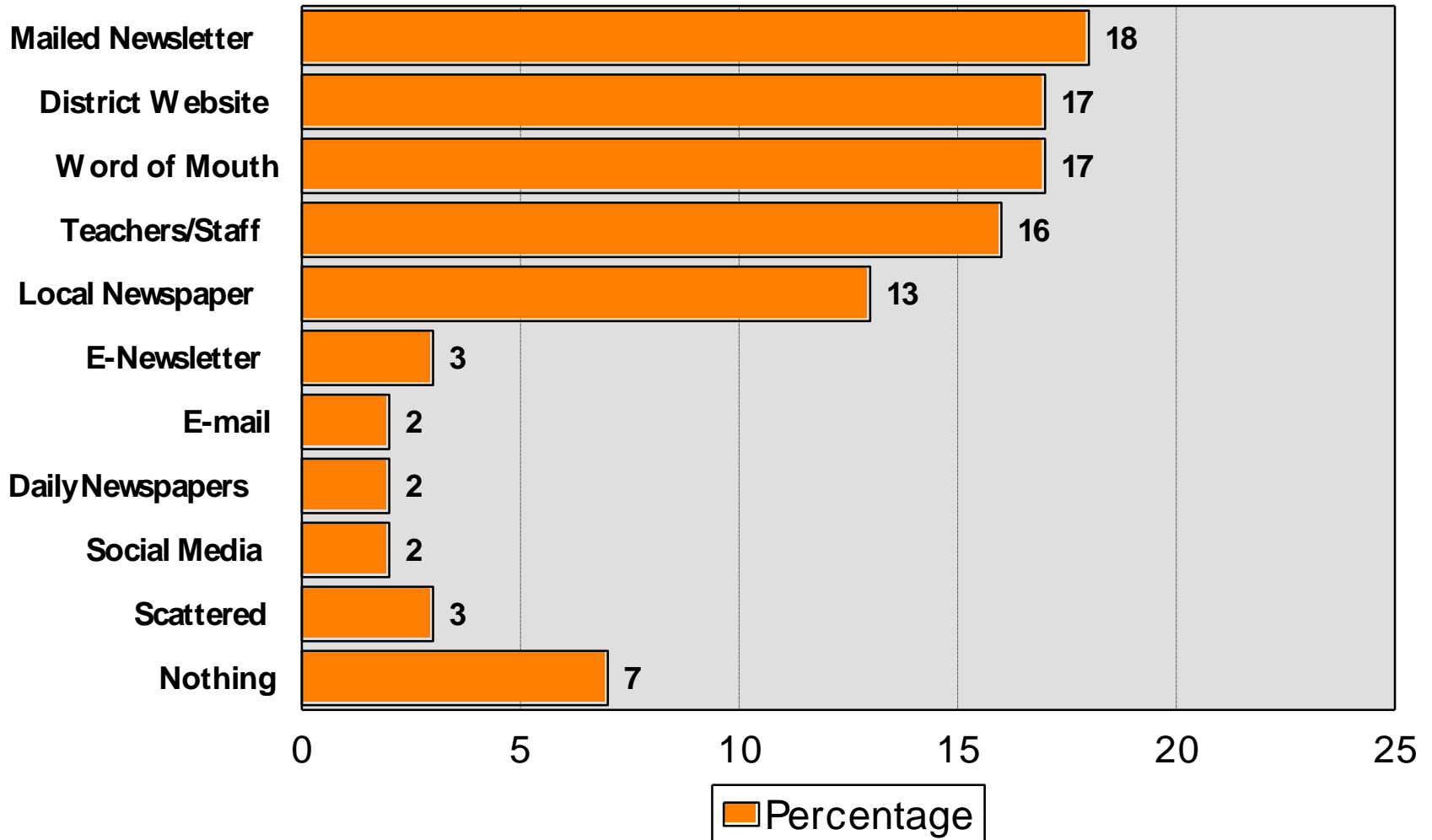
2019 Burnsville-Eagan-Savage Schools



91

# Principal Source of Information

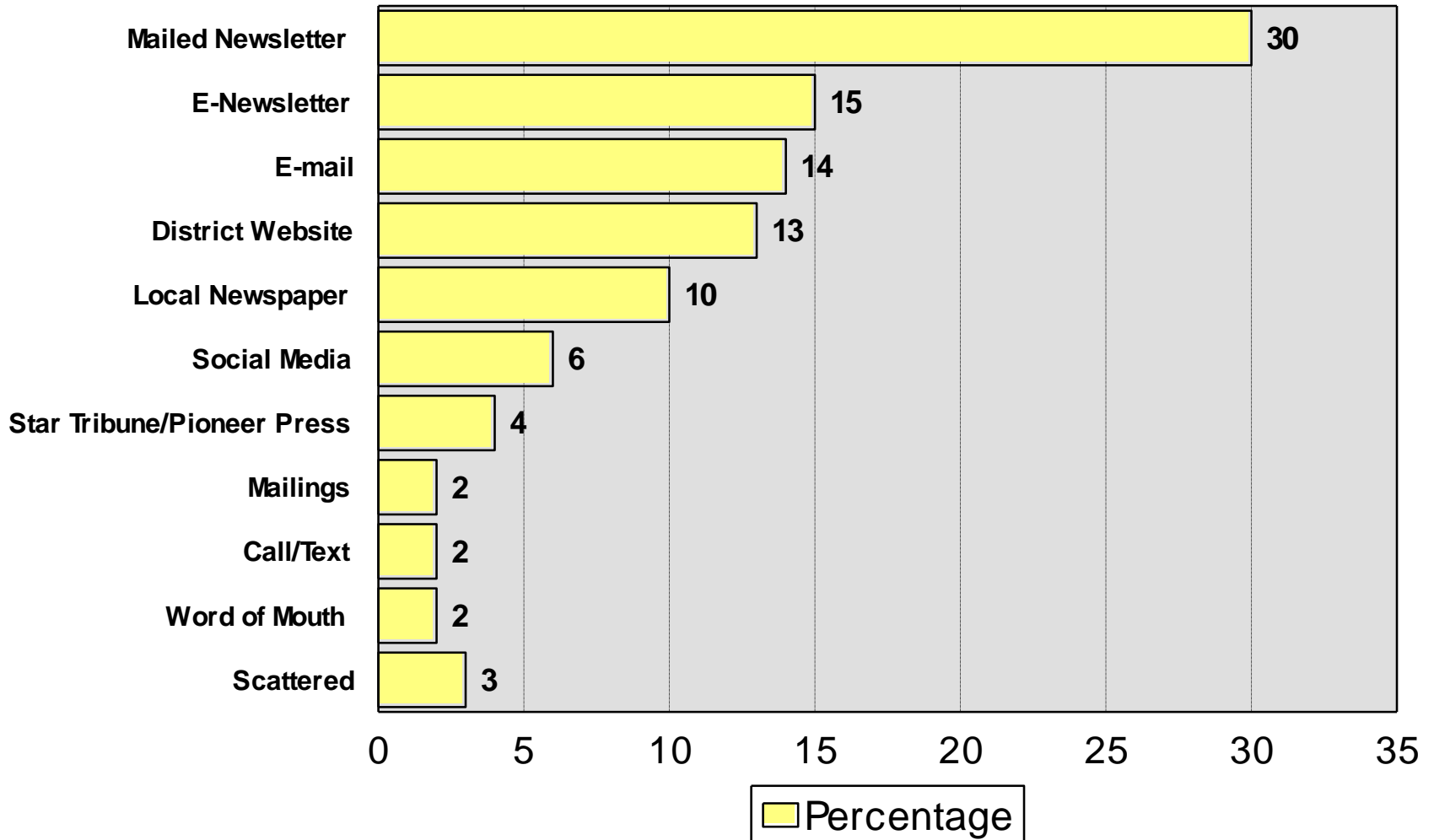
2019 Burnsville-Eagan-Savage Schools



92

# Effective Information Source

2019 Burnsville-Eagan-Savage Schools



03