



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
August 14, 2025
6:30 PM

Strategic Directions:

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

5:45 PM Listening Session with Directors Hume and Sachse

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

I. Call to Order

A. Welcome

B. Pledge of Allegiance

II. Approval of Agenda

III. Information

A. Student Performance and Achievement Committee: Literacy and READ

Act Report

2

Speaker(s): Imina Oftedahl, Director of Curriculum, Instruction, and Assessment

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



Agenda III.A
August 14, 2025

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Imina Oftedahl, director of curriculum, instruction, and assessment

Date: August 14, 2025

Re: Student Performance and Achievement Committee: Literacy and READ Act Report

Student Performance and Achievement Committee: Literacy Update

August 14, 2025

Imina Oftedahl, Director of Curriculum, Instruction and Assessment

Overview

Elementary and Secondary Literacy

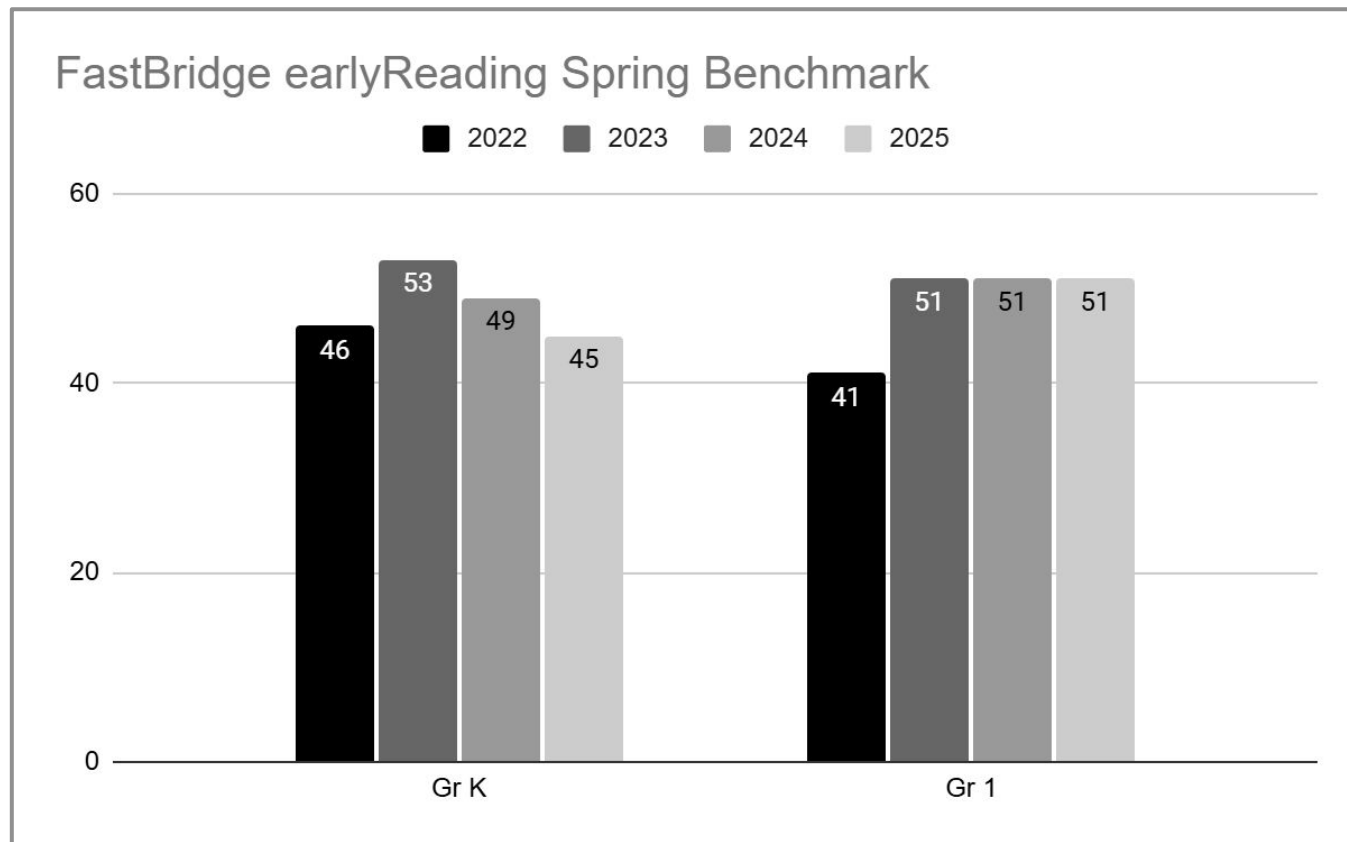
- Proficiency Benchmarks
- Growth Trends
- Action Plans
- READ Act Update

District Grade Level Benchmark

Elementary: Grades K-1

	2022	2023	2024	2025
Gr K	46	53	49	45
Gr 1	41	51	51	51

Percent Meeting Reading Grade Level Benchmark

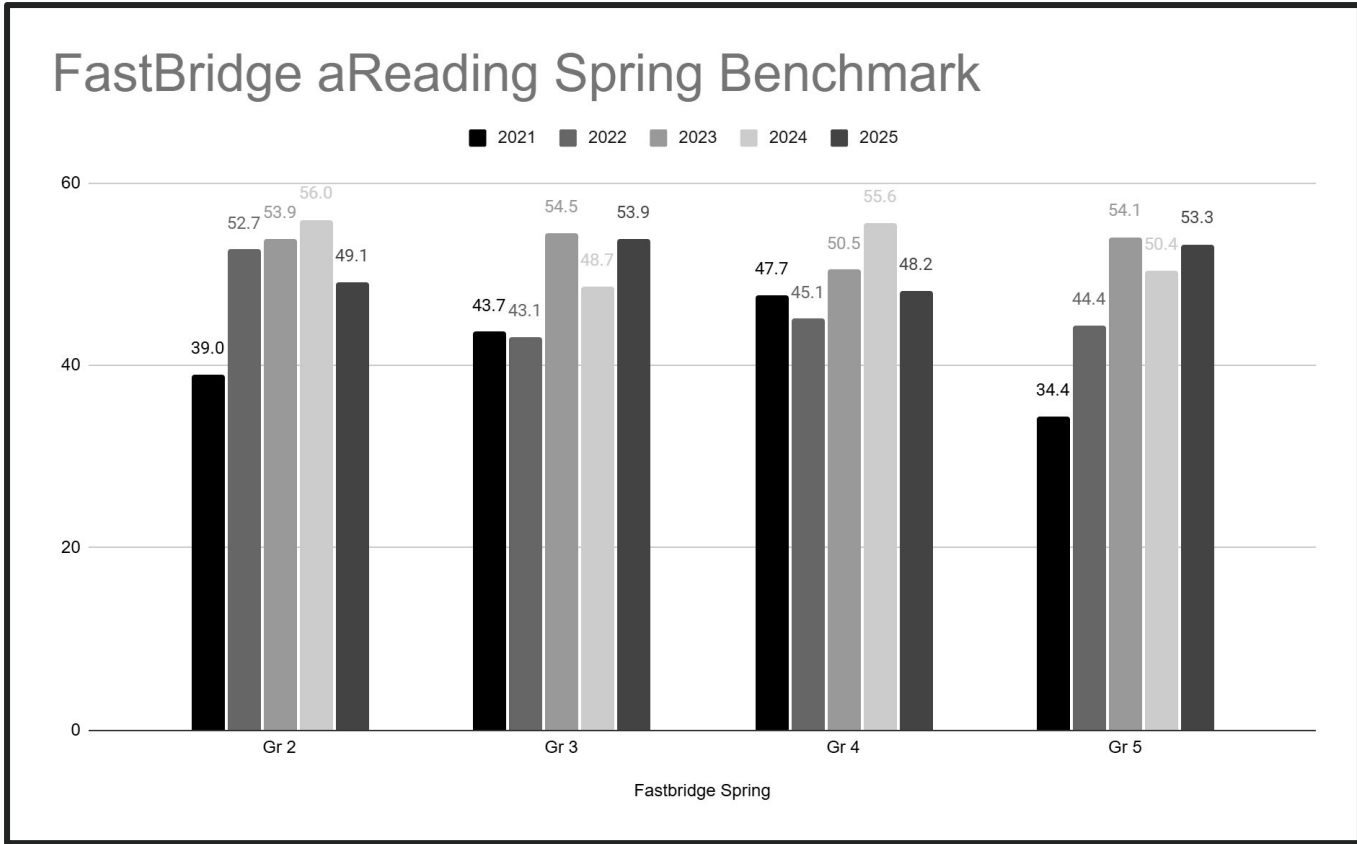


District Grade Level Benchmark

Elementary: Grades 2-5

	2021	2022	2023	2024	2025
Gr 2	39.0	52.7	53.9	56.0	49.1
Gr 3	43.7	43.1	54.5	48.7	53.9
Gr 4	47.7	45.1	50.5	55.6	48.2
Gr 5	34.4	44.4	54.1	50.4	53.3

Percent Meeting Reading Grade Level Benchmark

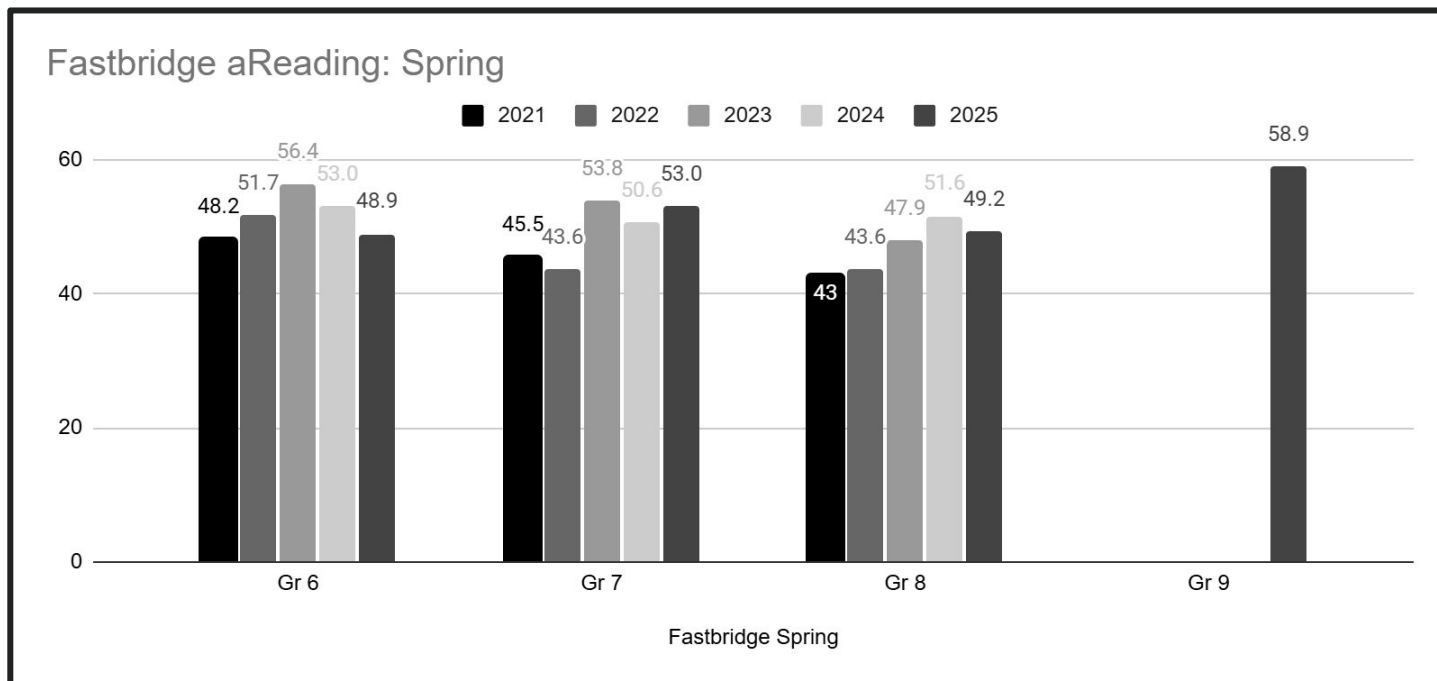


District Grade Level Benchmark

Secondary: Grades 6-9

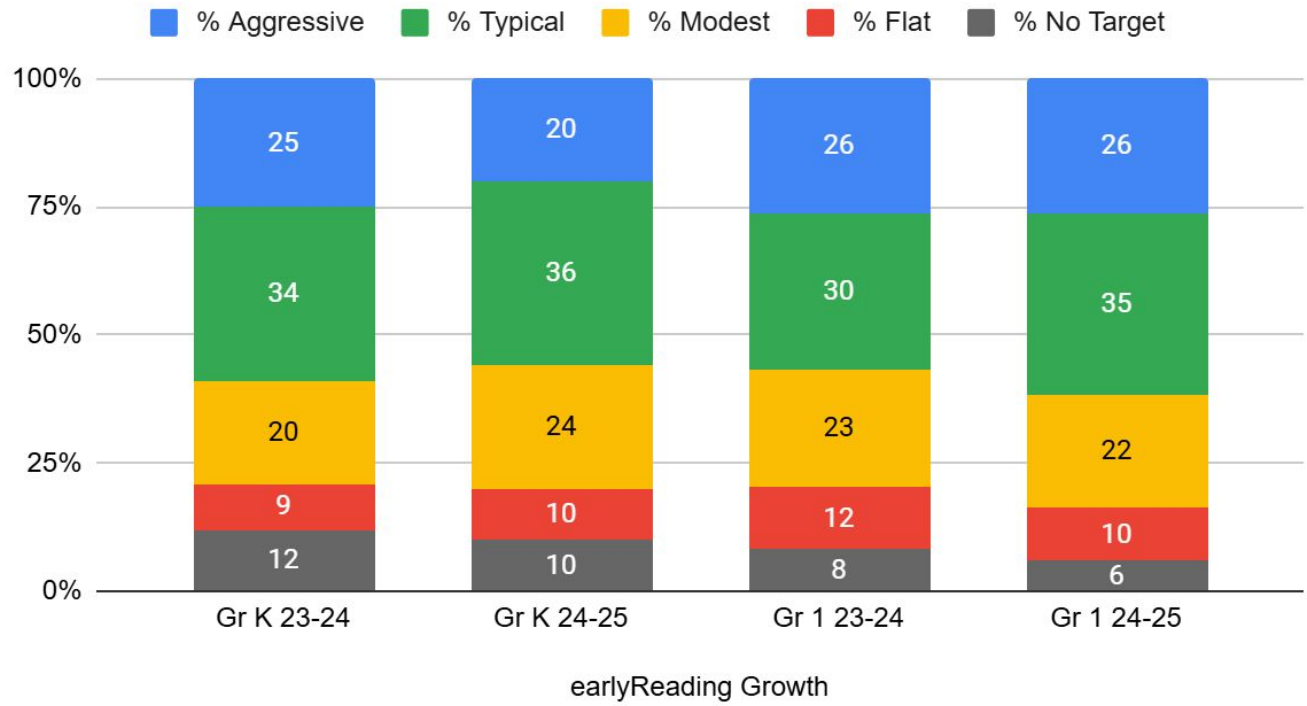
	2021	2022	2023	2024	2025
Gr 6	48.2	51.7	56.4	53.0	48.9
Gr 7	45.5	43.6	53.8	50.6	53.0
Gr 8	43.0	43.6	47.9	51.6	49.2
Gr 9					58.9

Percent Meeting Reading Grade Level Benchmark



Grade Level Growth

earlyReading Growth: Fall-Spring

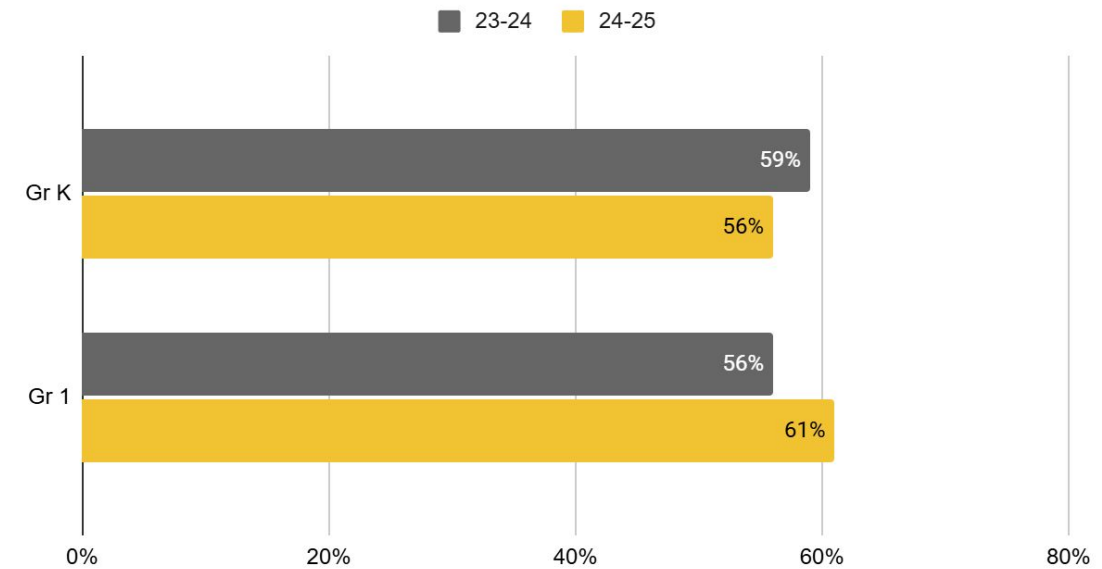


Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

Growth Highlights

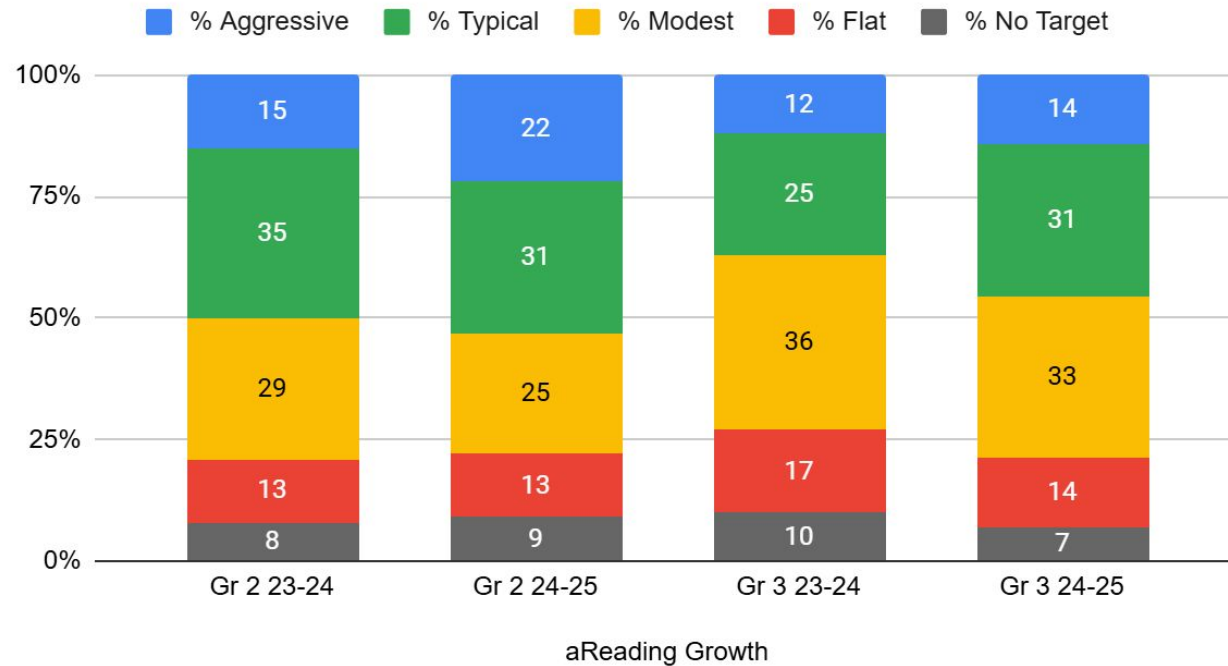
- Grade 1 student growth increase from 56% to 61% (+5%)
- Two or More Race student growth increase from 54% to 64% (+10%)

earlyReading: Growth Fall-Spring



Grade Level Growth

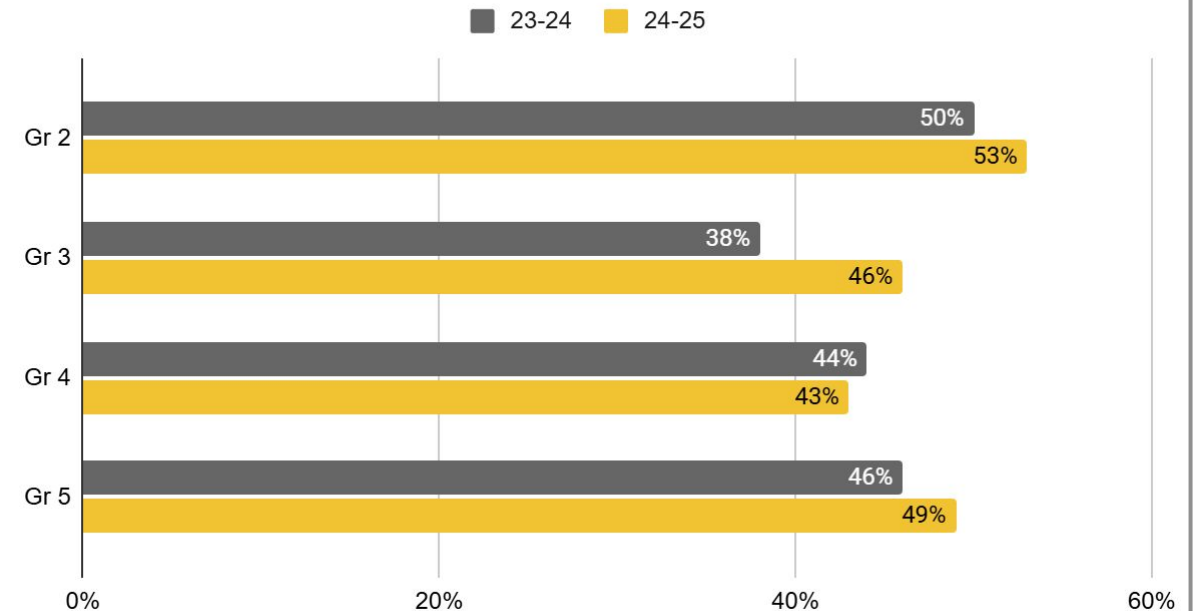
aReading Growth: Fall-Spring



Growth Highlights

- Grade 3 student growth increase from 38% to 46% (+8%)
- Grade 2 student increase from 15% to 22% (+7%) making accelerated growth

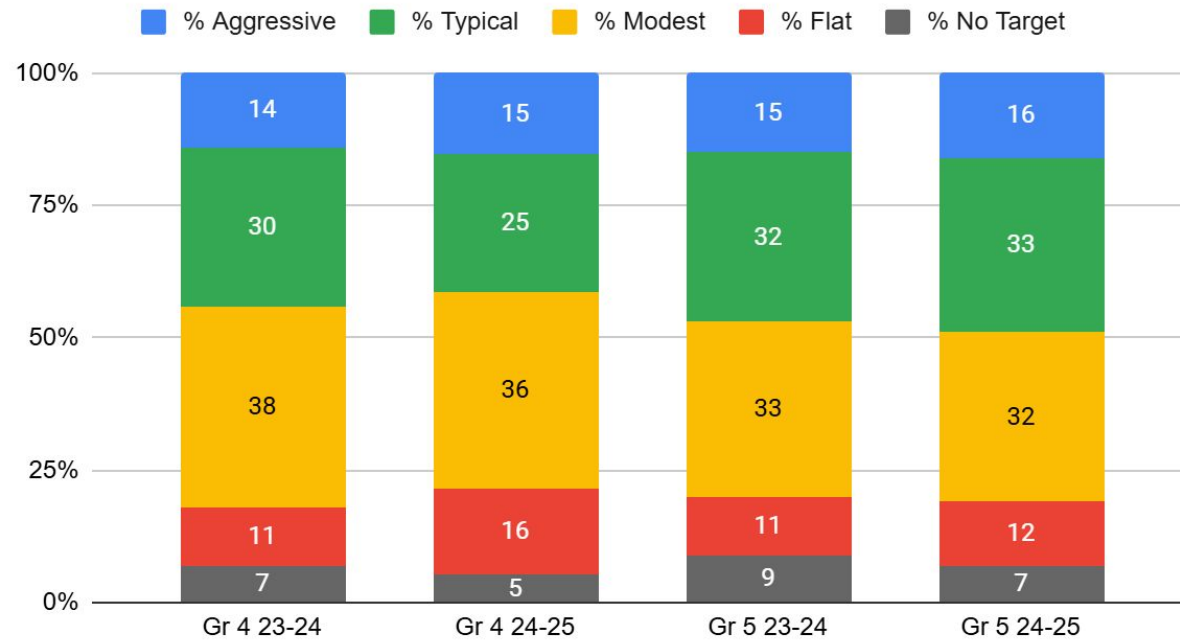
aReading: Growth Fall-Spring



Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

Grade Level Growth

aReading Growth: Gr 4-5 Fall-Spring Growth

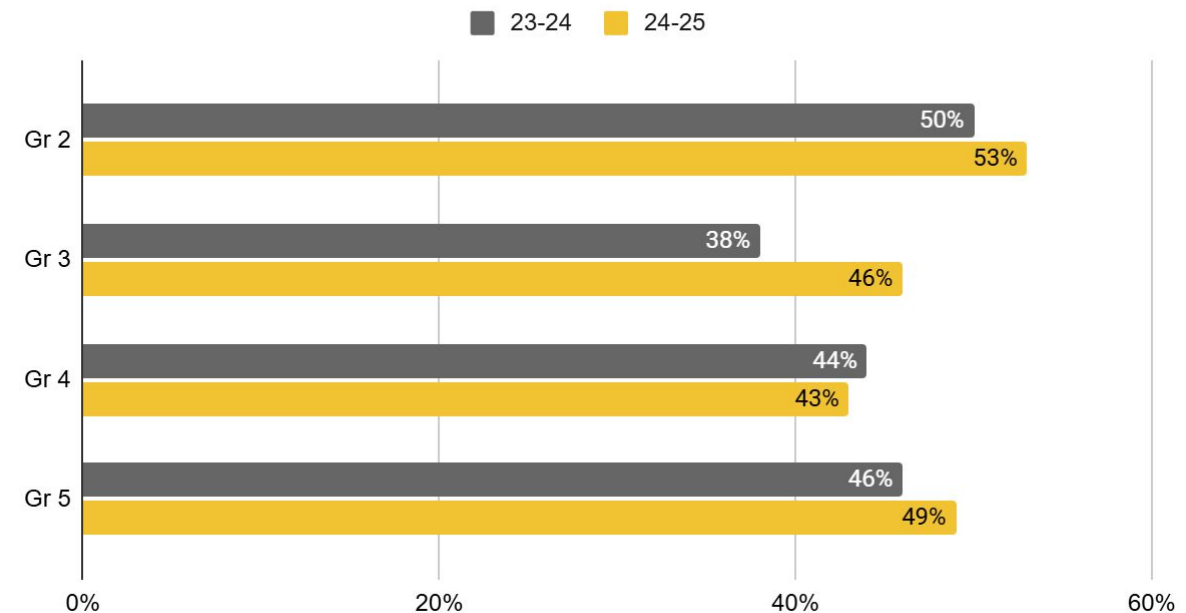


Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

Growth Highlights

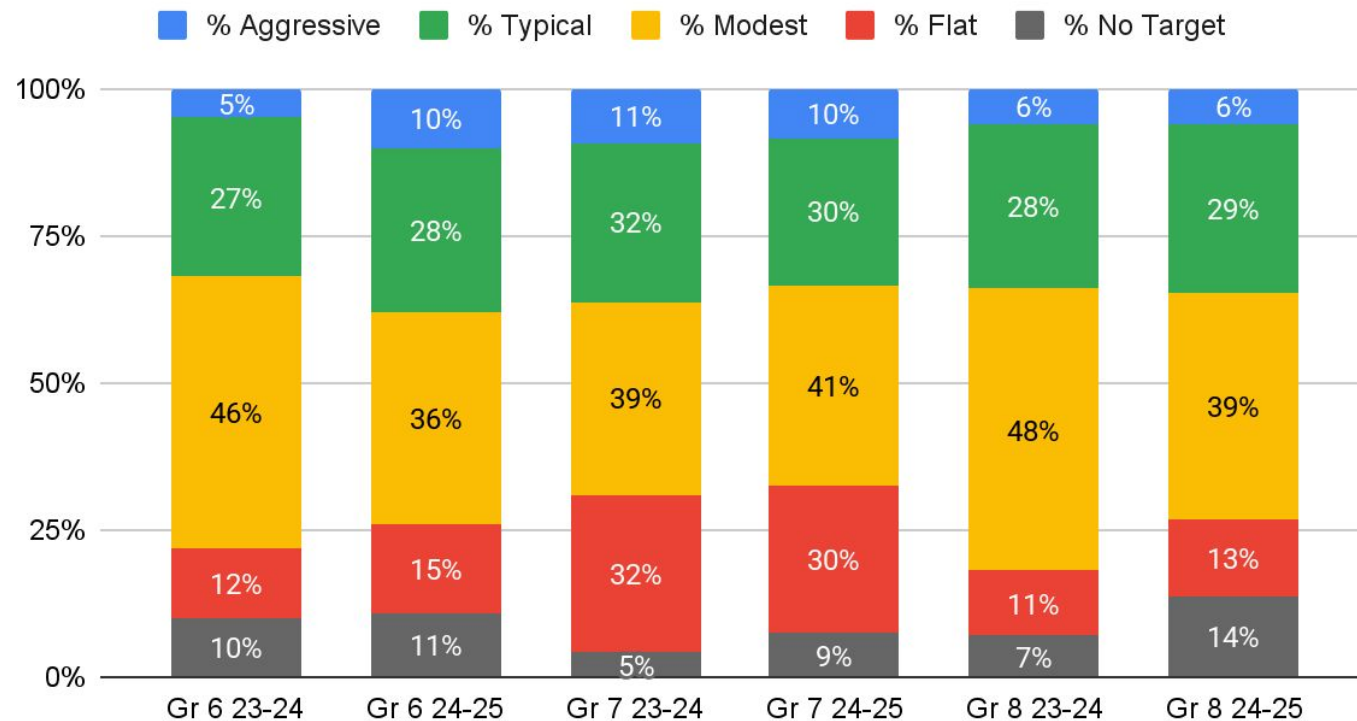
- Hispanic student growth increase from 38% to 43% (+5%)
- White student growth increase from 51% to 57% (+6%)

aReading: Growth Fall-Spring



Grade Level Growth

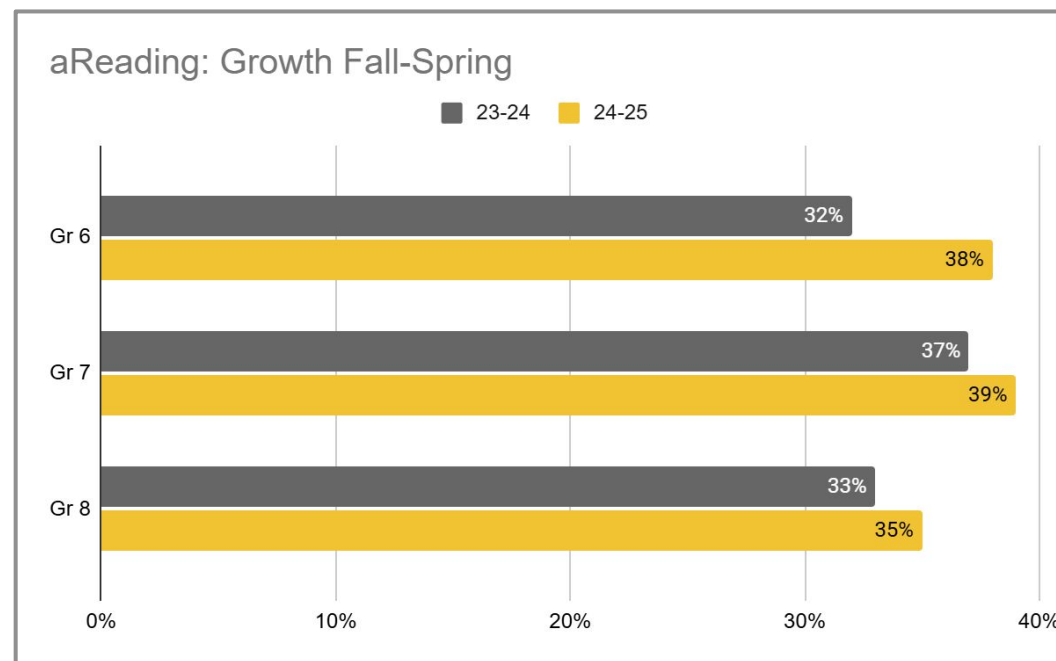
aReading Growth: Gr 6-8 Fall-Spring



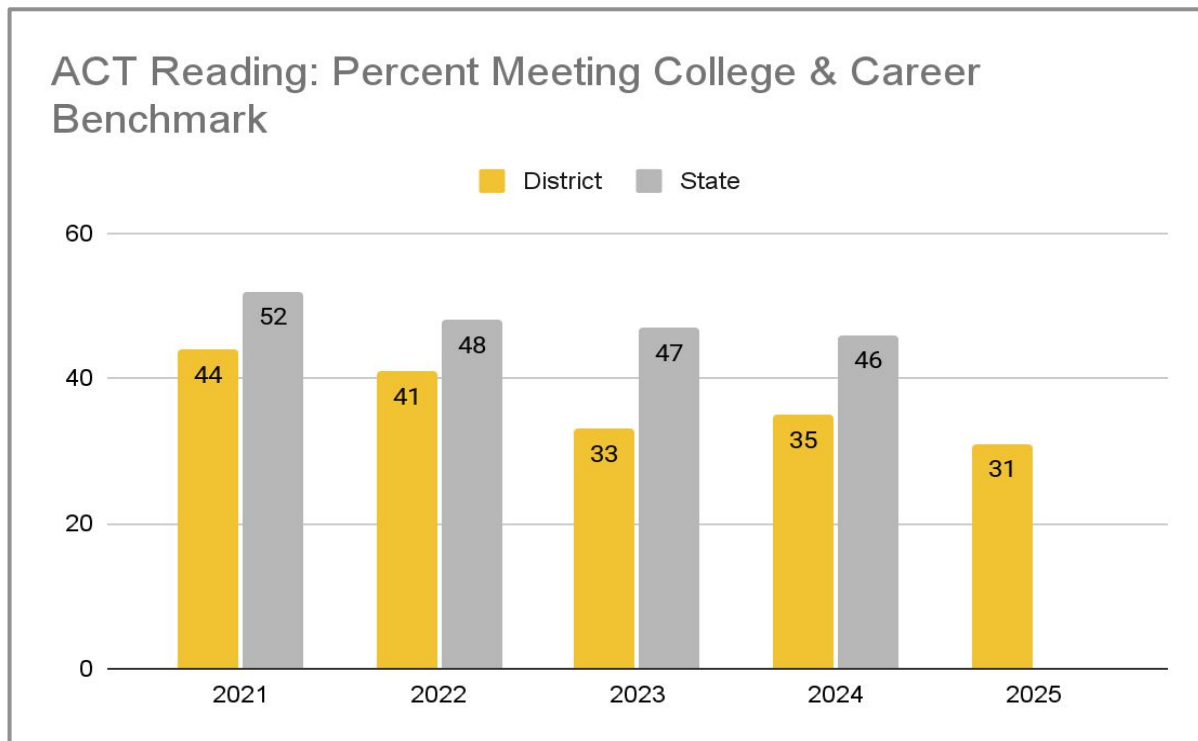
Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

Growth Highlights

- Increase in percentage of students making adequate growth at all grades
- Native / Indigenous student growth increase from 33% to 47% (+14%)

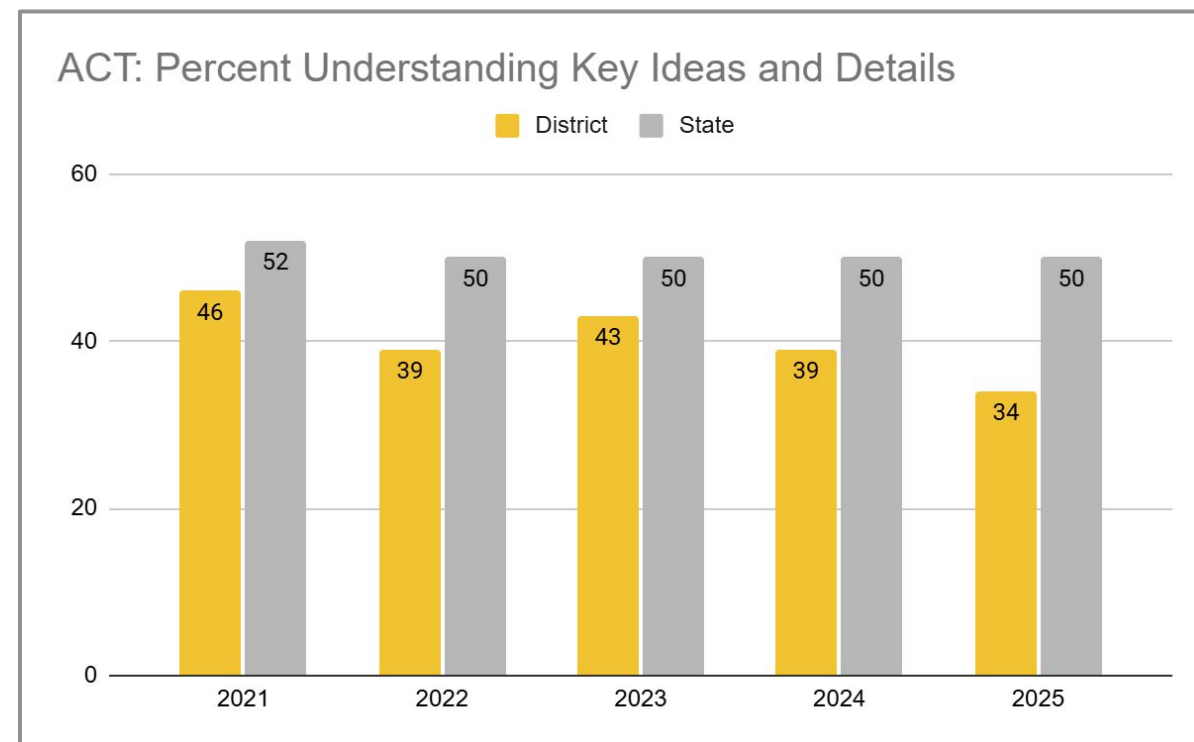


College & Career Readiness Benchmarks



State 2025 results not yet available

The text complexity indicator represents students' progress toward understanding complex written material often encountered in college and careers.



2025-26 Action Items

- Responses
 - Comprehensive Curriculum Pilot and Review - Intermediate Grades
 - Foundational Literacy for Students New to Country
 - Foundational Literacy: Fidelity Focus-Observation & Walkthroughs
 - Foundational Literacy: Year 2 of Vocabulary/Morphology
 - Foundational Literacy: READ Act Training Continuation
 - MCA IV - English Language Arts Standards Alignment
 - High School English Language Arts/Multilingual Integration
 - Middle School FLEX/WIN Time Intervention Structure-Grades 6 and 7

READ Act Update

Screening

- Grades 4-12-Two-Step Screening Process
 - determine students not reading at grade level
 - dyslexia screening-Capti ReadBasix
- Screening Costs: \$102,300

Curriculum

- Curriculum Review
 - 2025-26: explore curriculum options and alignment to new English / Language Arts Standards
 - 2026-27: review and adoption of new core curriculum
 - 2027-28: full implementation of new core curriculum
 - Comprehensive Curriculum Costs: estimated for full implementation \$ 500,000
- Foundational Literacy Implementation
 - \$99,757 estimated annual renewal costs

Professional Development

- 90% (300) enrolled staff completed READ Act Phase 1 training
- Estimated 60 additional Phase 1 staff enrolled for 2025-26
- Literacy training for 125 educational assistants in August

Thank you

B. Report about District Assessment Plan

Speaker(s): Dr. Brandon Lowe, Assessment, Data and Research Coordinator



**Agenda III.B.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Brandon Lowe, assessment, data, and research coordinator

Date: August 14, 2025

Re: Report about District Assessment Program

In alignment with District Policy 614: *School District Assessment Program* and District Policy 613: *Graduation Requirements* the District Assessment, Data, and Research Coordinator will bring recommendations for a comprehensive standardized assessment program to the school board for approval. The One91 Assessment Overview 2025-2026 provides information about the district comprehensive plan, with the formal request for approval coming to the Board of Education on August 28, 2025.

Attachment: One91 Assessment Overview for 2025-2026



Comprehensive Assessment Plan 2025-2026

CONTENTS

CONTENTS..... 1

RESOURCES.....2

ASSESSMENT COMMITTEE.....3

ASSESSMENT OVERVIEW..... 5

 Role of Assessment..... 5

 Assessment Types..... 5

 Intended Uses..... 8

 Unintended Consequences..... 8

ASSESSMENTS.....9

 ACCESS for ELLs/Alternate ACCESS for ELLs..... 9

 ACT..... 10

 CogAT..... 11

 FastBridge aMath..... 12

 FastBridge aReading..... 13

 FastBridge CBM Reading..... 14

 FastBridge earlyMath..... 15

 FastBridge earlyReading..... 16

 FastBridge mySAEBRS..... 17

 FastBridge SAEBRS..... 18

 MCA/MTAS Math..... 19

 MCA/MTAS Reading..... 20

 MCA/Alt MCA Science..... 21

 PreACT..... 22

 PSAT/NMSQT..... 23

 SAT..... 24

DISTRICT ASSESSMENT WINDOWS.....25

SCHEDULE BY GRADE.....26

HOURS TESTING BY GRADE.....32

RESOURCES

- District Assessment Coordinator (DAC) contact information:
 - Brandon Lowe, Assessment, Data, and Research Coordinator
 - Email: blowe@isd191.org
 - Phone: 952-707-6283
 - Tausha Chamberland, Administrative Assistant
 - Email: tchamberland@isd191.org
 - Phone: 952-707-6279
- Links and resources:
 - [MDE Statewide Testing](#)
 - [MDE Family Statewide Testing](#)
 - [One91 Assessment Overview Site](#)

ASSESSMENT COMMITTEE

Purpose

The purpose of the assessment committee is to evaluate the comprehensive assessment program of the school district and provide recommendations for approval or revisions to the superintendent.

Authority

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

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

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

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

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

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

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

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

Organization

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

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

Membership Responsibilities

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

Members

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

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

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

Jon Bonneville, Principal, William Byrne Elementary School

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

Casey Ewert, Board Certified Behavior Analyst, District 191

Jessie Bakeberg, Math Coach, Nicollet Middle School

Lyle Bomsta, Principal, Edward Neill Elementary School

Katie Salmela, District Media and Technology Specialist, District 191

Billie Retzlaff, Board Certified Behavior Analyst, District 191

ASSESSMENT OVERVIEW

Role of Assessment

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

Assessment Types

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

Classroom Formative

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

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

Universal Screening

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

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

Diagnostic

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

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

Progress Monitoring

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

Key Questions for Educators	Is the intervention working?
-----------------------------	------------------------------

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

Benchmark/Common Formative

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

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

Summative

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

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

Intended Uses

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

Unintended Consequences

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

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

Literacy Screening

Minnesota READ Act Screening Requirements Summary

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

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

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

MDE Approved Literacy Screening Tools for Grades K-3

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

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

English Language Arts Assessments

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

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

ASSESSMENTS

ACCESS for ELLs/Alternate ACCESS for ELLs

Purpose

The ACCESS for ELLs and Alternate ACCESS for ELLs are administered to English learners in order to measure progress toward meeting the WIDA English Language Development Standards adopted by Minnesota. Results help inform the support provided to students including eligibility for multilingual programming and services.

Description

There are four language domains assessed by the ACCESS: listening, reading, speaking, and writing. The test is available in six grade-level clusters: K, 1, 2-3, 4-5, 6-8, and 9-12. While the Kindergarten ACCESS is paper-based, the ACCESS is primarily administered online, with paper test materials available for eligible students.

With ACCESS for grades 1-12 administered online, the Listening and Reading domains are adaptive; students must answer each item to continue and may not go back to review previous responses. For the Speaking domain, once students record a response, they cannot go back. For the Writing domain, students must enter a keystroke to continue but can go back to previous questions during the administration.

The Alternate ACCESS is an individually administered English language proficiency accountability assessment developed specifically for English learners who have significant cognitive disabilities.

Key Information

Purpose	Summative, Screener
Required by	State
Students Assessed	All students grades kindergarten through grade 12 eligible to receive EL services
Expected Duration	4-5 hours over multiple days
Format	Kindergarten: one-on-one Grades 1-12: Online
Test Window	Jan. 26 - March 20

ACT

Purpose

The ACT is a standardized test designed to measure a high school student's general educational development and ability to complete college-level work. The purpose of the ACT is to measure a high school student's readiness for post-secondary education and provide post-secondary institutions with one common data point that can be used to compare all applicants. College admissions officers will review standardized test scores alongside high school GPA, the classes taken in high school, and other application requirements. How important ACT scores are in the college application process varies from school to school.

ACT is also used to gather information about the alignment of curriculum and instruction with college readiness standards. High schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The ACT measures progress in the core subjects students typically study through their third year of high school (English, Math, Reading, and Science). ACT with writing is not offered during the school day. Each section of the ACT is scored on a 1 to 36 point scale. A composite ACT score is the average of the four section scores, also on a scale from 1 to 36. Most colleges and universities in the U.S. accept the test as part of the application process, and in some cases for course placement.

Key Information

Purpose	Summative
Required by	District to meet state requirement
Students Assessed	All students in grade 11
Expected Duration	3 hours
Format	Online
Test Window	April 21

Capti ReadBasix

Purpose

The use of an MDE approved screening tool for students in grades 4-12 who are not reading at or above grade level is required in the 2025-26 school year, as required in Minnesota Statutes 2023, section 120B.12. Capti Assess with ReadBasix is designed to identify characteristics of dyslexia.

Description

ReadBasix (RISE/SARA) assesses 5 foundational reading skills and basic reading comprehension. Each skill can be assessed together or individually; the entire battery of 6 subtests takes students 45-60 minutes on average and up to 84 minutes if timed. The assessment time is reduced by focusing on specific skills, most of which can be assessed in 5-10 minutes each. Each subtest has 3 levels of difficulty that are automatically personalized to students' levels based on the results of the previous administration of the ReadBasix diagnostic assessment.

Key Information

Purpose	Diagnostic
Required by	State
Students Assessed	Students grades 4-12 who do not meet proficiency on FastBridge aReading
Expected Duration	Dependent on assessment need as demonstrated by FastBridge aReading
Format	Online
Test Window	To be determined by MDE guidance

CogAT

Purpose

The CogAT is used as a screener to provide schools with data when determining a student's eligibility for advanced learning and accelerated programming and services. The CogAT will be provided to all One91 students in grades 2 and 4. Students in grades 3 and 5 may take the CogAT if no score from the previous school year is available.

Description

Form 7 of the Cognitive Abilities Test (CogAT) evaluates the level and pattern of verbal, quantitative, and spatial (nonverbal) reasoning abilities for students. These abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems. CogAT 7 has three batteries: Verbal, Quantitative, and Nonverbal. Each battery contains three subtests. The abilities evaluated are those that enable students to acquire, organize, store in memory, and recall information; to make inferences; to detect relationships; to comprehend and analyze problem situations; to form concepts; to discover and remember sequences; to recognize patterns; to classify or categorize objects, events, and concepts; to infer rules and principles; and to relate and use previous experience to accomplish new learning tasks or solve novel problems.

Key Information

Purpose	Screenener
Required by	District
Students Assessed	All students grades 2 and 4
Expected Duration	2-3 hours over 3 days
Format	Online
Test Window	Grade 2: Dec. 8-17 Grade 4: Sept. 15-26

FastBridge aMath

Purpose

FastBridge aMath is administered three times each year to evaluate student growth and proficiency in math. FastBridge aMath is designed to identify student needs associated with accelerated learning and predict performance on state accountability measures.

Description

FastBridge aMath is a computer-adaptive measure of both broad and component math skills. FastBridge aMath includes fully automated administration and scoring of individualized assessments for purposes of universal screening and instructional leveling.

Key Information

Purpose	Screener
Required by	District
Students Assessed	All students grades 2-10
Expected Duration	15-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-15 Spring: May 4-15

FastBridge aReading

Purpose

FastBridge aReading is administered three times each year to evaluate student growth and proficiency in reading. FastBridge aReading is designed to identify student needs associated with accelerated learning and predict performance on state accountability measures.

Description

FastBridge aReading is a computer-adaptive measure of broad reading ability that is individualized for each student. It provides a useful estimate of broad reading achievement. The question-and-response format used in FastBridge aReading is multiple-choice, like many statewide, standardized assessments.

Key Information

Purpose	Screeners
Required by	District to meet state requirement
Students Assessed	All students grades 2-10
Expected Duration	15-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-15 Spring: May 4-15

FastBridge CBM Reading

Purpose

FastBridge CBM (Curriculum Based Measurement) Reading is administered multiple times each year to collect accurate and actionable progress monitoring data to provide the targeted support students may need. FastBridge CBM Reading data help teachers evaluate instructional effects and determine if differentiated instruction or interventions are effective.

Description

FastBridge CBM Reading assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet state requirement
Students Assessed	Grade 1 in Winter and Spring Grades 2-3 in all three windows
Expected Duration	5 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-30 Spring: May 4-29

FastBridge earlyMath

Purpose

FastBridge earlyMath is administered three times per year to extend and improve on the development of curriculum-based measures for early numeracy. FastBridge earlyMath subtests are used to screen and monitor a student's progress in foundational math skills and provide guidance for instructional and intervention development.

Description

FastBridge earlyMath assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment. Paper-and-pencil versions are also available. Student scores are reported instantly and stored in the database for longitudinal analysis.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District
Students Assessed	All students kindergarten and grade 1
Expected Duration	5-30 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-30 Spring: May 4-29

FastBridge earlyReading

Purpose

FastBridge earlyReading is administered three times each year to evaluate essential foundational reading skills such as concepts of print, phonemic awareness, phonics, and fluency. FastBridge earlyReading data help teachers evaluate instructional effects and determine if differentiated instruction or interventions are effective.

Description

FastBridge earlyReading assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment. Performance data are reported instantly and stored in the database for longitudinal analysis.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet state requirement
Students Assessed	All students kindergarten and grade 1 Note: All students in grades 2 and 3 are also required to take the nonsense words subtest of earlyReading.
Expected Duration	5-10 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-30 Spring: May 4-29

FastBridge mySAEBRS

Purpose

mySAEBRS is used to screen students' total, social, academic effort, and emotional behaviors. Data is also useful in program evaluation and in determining how students may be best supported across multiple tiers of social-emotional learning (SEL) needs.

Description

The mySAEBRS screener is comprised of 20 items, each of which relates to a broad scale (Total Behavior) and three subscales: Social Behavior (7 items), Academic Behavior (6 items), and Emotional Behavior (7 items). Each scale corresponds to various risk and protective factors suggested by developmental psychology research to predict the development of social emotional and behavioral disorders. Ratings correspond to the frequency of various behaviors in the previous month (Never, Sometimes, Often, Almost Always). Students may complete mySAEBRS in either English or Spanish.

Who completes mySAEBRS?

- Students in grades 2-12

How will data be used?

- MTSS data triangulation to have a better understanding of the whole child
- As a data point on our strategic roadmap dashboard about overall student wellbeing
- For evaluation of programs such as AVID, PBIS, and Second Step
- For Student Success Teams as one of multiple data points to determine behavior intervention

Key Information

Purpose	Screenener
Required by	District
Students Assessed	All students grades 2-12
Expected Duration	5-10 minutes
Format	Student completes online in class
Test Window	Fall: Oct. 6-10 Winter: Jan 26-30 Spring: May 26 - June 4

FastBridge SAEBRS

Purpose

SAEBRS data can be used to assess students’ general social, academic, and emotional behaviors. Data can also be useful in program evaluation and in determining how students may be best supported at Tier 1. For instance, the data can be used to indicate whether a school should invest in a specific program, given the prevalence of social behavioral concerns, or in the instruction of academic enabling skills given the noted extent of academic behavioral difficulties.

Description

The SAEBRS screener is comprised of 19 items, each of which relates to a broad factor (General Behavior) and three narrow factors: Social Behavior (6 items), Academic Behavior (6 items), and Emotional Behavior (7 items). Following the principles of prevention science, each factor corresponds to various risk and protective factors suggested by developmental psychological research to predict the development of emotional/behavioral disorders. A teacher completes the SAEBRS for an individual student with whom the teacher has a history of interactions.

Who completes my SAEBRS?

- K-5 classroom teachers

How will data be used?

- MTSS data triangulation to have a better understanding of the whole child
- As a data point on our strategic roadmap dashboard about overall student wellbeing
- For evaluation of programs such as AVID, PBIS, and Second Step
- For Student Success Teams as one of multiple data points to determine behavior intervention

Key Information

Purpose	Screener
Required by	District
Students Assessed	All students K-5
Expected Duration	1-3 minutes per student / <40-60 minutes total
Format	Teacher completes online (this is done without students present)
Test Window	Fall: Oct. 6-10 Winter: Jan 26-30 Spring: May 26 - June 4

MCA/MTAS Math

Purpose

The Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Math is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Math is administered in grades 3 – 8 and high school in grade 11. Students take the MCA Math online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The MTAS Math is an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. It is part of the Minnesota assessment program. The MTAS measures mathematics skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are modified from the standard items on the MCA.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 3-8 and grade 11
Expected Duration	2 hours
Format	Online
Test Window	April 1-29

MCA/MTAS Reading

Purpose

The Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Reading is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Reading is administered in grades 3 – 8 and high school in grade 10. Students take the MCA Reading online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The MTAS Reading is an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. It is part of the Minnesota assessment program. The MTAS measures reading skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are modified from the items on the MCA.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 3-8 and grade 10
Expected Duration	2 hours
Format	Online
Test Window	April 1-29

MCA/Alt MCA Science

Purpose

The Minnesota Comprehensive Assessment (MCA) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Science is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Science is administered in grades 5, 8, and 10. Students take the MCA Science online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The Science Alt MCA is a set of assessment tools designed at the state level to measure the effective implementation of the 2019 Minnesota K–12 Science Standards. As new standards are implemented, this assessment replaces the previous science alternate assessment, the Science Minnesota Test of Academic Skills (MTAS). The Alt MCA is for students who are unable to achieve grade-level proficiency due to a disability. The Alt MCA helps ensure that schools provide access to science instruction that is linked to the Minnesota Academic Standards at the student’s grade level to the extent appropriate.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 5, 8, and 10
Expected Duration	1.5 hours
Format	Online
Test Window	MCA Science: April 1-May 6 Alt MCA Science: April 1-29

PreACT

Purpose

The PreACT is a standardized test designed to measure a high school student's general educational development and predict performance on the ACT. The purpose of the PreACT test is to measure a high school student's readiness for the ACT.

PreACT is also used to gather information about the alignment of curriculum and instruction with college readiness standards. High schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The PreACT tests the core subjects that students typically study through their first and second year of high school (English, Math, Reading, and Science). The PreACT is a low-stakes pre-exam for the ACT. The PreACT is a slightly shorter exam designed to help students prepare for the official ACT exam by simulating the test and testing experience.

Key Information

Purpose	Formative
Required by	District
Students Assessed	All students in grades 9-11
Expected Duration	2.5 hours
Format	Online
Test Window	Sept. 18

PSAT/NMSQT

Purpose

Taking the PSAT/NMSQT provides the opportunity for students to access many scholarship opportunities. Students who take the PSAT/NMSQT and meet other program entry requirements specified in the PSAT/NMSQT Student Guide will enter the National Merit Scholarship Program, an academic competition for recognition and scholarships conducted by the National Merit Scholarship Corporation (NMSC). Students who take the PSAT 8/9 or PSAT 10 can also see their progress from one test to the next.

Description

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is structured similarly to the SAT, has the same sections and timing, and measures the same Reading and Writing, and Math skills students learn in the classroom—the knowledge and skills needed to succeed in college and career. Results from the PSAT/NMSQT provide insights into a student’s academic strengths, along with areas they can work on while still in high school.

Key Information

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

SAT

Purpose

The purpose of the SAT is to measure a high school student's readiness for college. Most colleges, including those that are test-optional, still accept SAT test scores. Together with high school grades, the SAT can show your potential to succeed in college or career. The SAT provides colleges with a common data point that can be used with students' applications. How important SAT scores are in the college application process varies from college to college.

Description

The SAT takes three hours and consists of three tests: (1) the Reading Test, (2) the Writing and Language Test, and (3) the Math Test. Most of the questions are multiple-choice, though some of the math questions ask you to write in the answer rather than select it.

Key Information

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

DISTRICT ASSESSMENT WINDOWS

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

FALL

Sept. 2-26	FastBridge earlyReading and earlyMath, grades K-1
Sept. 2-26	FastBridge aReading and aMath, grades 2-10
Sept. 2-26	FastBridge CBM Reading, grades 2-3
Sept. 15-26	CogAT, grade 4
Sept. 18	Pre-ACT, grades 9-11
Oct. 6-10	FastBridge SAEBRS and mySAEBRS, grades 2-12
Oct. 28	PSAT/NMSQT, grade 11 (opt-in)
Dec. 8-17	CogAT, grade 2

WINTER

Jan. 5-30	FastBridge earlyReading and earlyMath, grades K-1
Jan. 5-15	FastBridge aReading and aMath, grades 2-10
Jan. 5-30	FastBridge CBM Reading, grades 1-3
Jan. 26-30	FastBridge SAEBRS and mySAEBRS, grades 2-12

SPRING

Jan. 26-March 20	ACCESS/Alternate ACCESS for ELLs, grades K-12
April 1-29	MCA/MTAS Reading & Math, grades 3-8, 10, 11
April 1-May 6	MCA Science, grades 5, 8, 10
April 21	ACT, grade 11
April 28	SAT, grades 11 (opt-in)
May 4-15	AP Exams
May 4-29	FastBridge earlyReading and earlyMath, grades K-1
May 4-15	FastBridge aReading and aMath, grades 2-10
May 4-29	FastBridge CBM Reading, grades 1-3
May 26 - June 4	FastBridge SAEBRS and mySAEBRS, grades 2-12

SCHEDULE BY GRADE

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
K	FastBridge earlyReading	9/2/25	9/26/25	5-10 minutes
	FastBridge earlyMath	9/2/25	9/26/25	5-7 minutes
	FastBridge earlyReading	1/5/26	1/30/26	5-10 minutes
	FastBridge earlyMath	1/5/26	1/30/26	5-7 minutes
	ACCESS for ELLs	1/26/26	3/20/26	45 minutes
	FastBridge earlyReading	5/4/26	5/29/26	5-10 minutes
	FastBridge earlyMath	5/4/26	5/29/26	5-7 minutes
1	FastBridge earlyMath	9/2/25	9/26/25	15-30 minutes
	FastBridge earlyReading	9/2/25	9/26/25	5-10 minutes
	FastBridge earlyMath	1/5/26	1/30/26	15-30 minutes
	FastBridge earlyReading	1/5/26	1/30/26	5-10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	FastBridge CBM Reading	1/5/26	1/30/26	5 minutes
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	FastBridge earlyMath	5/4/26	5/29/26	15-30 minutes
	FastBridge earlyReading	5/4/26	5/29/26	5-10 minutes
	FastBridge CBM Reading	5/4/26	5/29/26	5 minutes
2	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	15 minutes
	FastBridge CBM Reading	9/2/25	9/26/25	5 minutes
	FastBridge Nonsense Words	9/2/25	9/26/25	
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	CogAT	12/8/25	12/17/25	2-3 hours over 3 days
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	15 minutes
	FastBridge CBM Reading	1/5/26	1/30/26	5 minutes
	FastBridge Nonsense Words	1/5/26	1/30/26	
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	15 minutes
	FastBridge CBM Reading	5/4/26	5/29/26	5 minutes
	FastBridge Nonsense Words	5/4/26	5/29/26	5 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
3	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	15 minutes
	FastBridge CBM Reading	9/2/25	9/26/25	5 minutes
	FastBridge Nonsense Words	9/2/25	9/26/25	5 minutes
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	15 minutes
	FastBridge CBM Reading	1/5/26	1/30/26	5 minutes
	FastBridge Nonsense Words	1/5/26	1/30/26	5 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	5 minutes
	FastBridge aReading	5/4/26	5/15/26	15-30 minutes
	FastBridge CBM Reading	5/4/26	5/29/26	5 minutes
	FastBridge Nonsense Words	5/4/26	5/29/26	5 minutes
FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes	
4	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	15 minutes
	CogAT	9/15/25	9/26/25	2-3 hours over 3 days

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	15 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	15 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
5	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	15 minutes
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	15 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	MCA Science	4/1/26	5/6/26	1-1.5 hours
	Alt MCA Science	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
FastBridge aReading	5/4/26	5/15/26	15 minutes	
FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes	
6	FastBridge aMath	9/2/25	9/26/25	15-30 minutes

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	FastBridge aReading	9/2/25	9/26/25	30 minutes
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
7	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	30 minutes
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes	
8	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	30 minutes

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	MCA Science	4/1/26	5/6/26	1-1.5 hours
	Alt MCA Science	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
9	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	30 minutes
	PreACT	9/18/25	9/18/25	2.5 hours
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
10	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	30 minutes
	PreACT	9/18/25	9/18/25	2.5 hours
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	MCA Science	4/1/26	5/6/26	1-1.5 hours
	Alt MCA Science	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
	11	PreACT	9/18/25	9/18/25
FastBridge mySAEBRS		10/6/25	10/10/25	10 minutes
PSAT/NMSQT (optional)		10/28/25	10/28/25	2.5 hours
FastBridge mySAEBRS		1/26/26	1/30/26	10 minutes
ACCESS for ELLs		1/26/26	3/20/26	4-4.5 hours over 4 days
Alternate ACCESS for ELLs		1/26/26	3/20/26	80 minutes
MCA Math		4/1/26	4/29/26	1.5 hours
MTAS Math		4/1/26	4/29/26	20-40 minutes
ACT		4/21/26	4/21/26	3 hours
SAT (optional)		4/28/26	4/28/26	2.5 hours
FastBridge mySAEBRS		5/26/26	6/4/26	10 minutes
12	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes

HOURS TESTING BY GRADE

The following table represents the hours students at each grade level will spend testing. Most tests are not timed. This number represents the sum of the largest amount of time students usually spend on each test. Hours will vary for students with individual education plans, 504 plans, and multilingual students. The hours of testing at each grade level align with the limits on local testing defined in [MN Statute 120B.306 Limits on Local Testing](#).

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

C. Student Handbook Updates Report

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent

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



**Agenda III.C.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: August 14, 2025

Re: Student Handbook Updates Report

Attachment: Draft of 2025-2026 Student Handbook

2025-2026 Student Handbook

August 14, 2025

Dr. Chris Bellmont, Assistant Superintendent

Community Investment

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



Significant Changes

- Superintendent Letter
 - New letter and photo from Dr. Daniels - page 2
- Policy 503 - Student Attendance
 - Updated information under District Policies to know - page 5
 - Updated Types of Attendance under General District Information - page 7
- Policy 524 - Personal Communication Devices
 - Added Policy 524 to District Policies to know - page 5
 - Updated cell phone information under General District Information - page 8



Incremental Changes

- Human Growth and Development - page 9
 - Removed grade 6
- Student Data Privacy - page 12
 - Remove the word “gender” as part of directory information - it is not listed as such in Policy 515
- Level 4 - Support, Administrative Response - page 19
 - Added “or Law Enforcement”
- Dress Code - Policies 504, 506 - page 22
 - Added new language to dress code section



Incremental Changes

- Behavior Level Response Matrix
 - Removed level 2 from Bullying - Policy 514 - page 21
 - Removed level 2 from Harassment - Policies 413, 506 - page 23
 - Removed level 2 from Threat/Intimidation - Policy 506 - page 24
 - Removed level 3 from Weapons - Policy 501 - page 25
 - Added examples of weapons - Policy 502 - page 25



Next Steps

- Ensure each site has an effective communication plan for:
 - Staff
 - Students
 - Families
- Keep the handbook accessible online and at the sites
- Ongoing collaboration and training for administration and teaching staff
 - Data collection, reflection and impact analysis
- Continue to analyze and refine policy
- Bring team together again for 26-27 development



[Thank you]



Student Handbook

~~2024~~2025-~~2025~~2026

Board approved: August ~~2024~~2025



Letter from the Superintendent

63



~~Welcome to the 2024-2025 school year in Burnsville-Eagan-Savage School District 191!~~

~~I am so excited for this school year, as I hope you are, too. This will be my sixth year as the proud superintendent of District 191. It's amazing to think of how much our community has grown and changed over those years, and also how much all of you have grown and changed, too! That mutual growth reminds me that we are all connected with the people and community around us. It's the reason one of our core values in District 191 is "Inclusive Partnership." That means that we're at our best when everyone can and does contribute to the whole.~~

~~We offer the best learning opportunities when we partner with local businesses and organizations. We grow and learn the most when we open ourselves to the different ideas, talents and experiences of our neighbors. We make our best decisions when we hear the voices of our students, families and staff.~~

~~Our capacity for and commitment to working in partnership is truly special in District 191, and it makes me incredibly proud. The foundation to partnership is building positive relationships, and in this student handbook, you'll see expectations for how we work and interact with each other, as well as responses when we do not act in positive ways.~~

~~I encourage you to commit to establishing and building partnerships, too. Working with your classmates and teachers on projects, contributing your voice to student leadership, or maybe by creating a new club or group with your fellow students. You'll be amazed at what's possible when you work with others.~~

~~Thank you for all you do and for being part of the One91 community. I wish you all the best this school year.~~

Dear Students of One91 -

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



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

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

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

Educationally yours,



Dr. Latanya Daniels

Table of Contents

Letter from the Superintendent	2
Important District Policies to Know	4
General District Information	7
District 191 Beliefs about Behavior in School	11
Explanation of PBIS	11
Explanation of Roles	12
All students:	12
All parents and legal guardians:	12
All teachers:	12
Building principals:	13
Other school district personnel:	13
Superintendent:	13
School Board:	13
Procedural Requirements	14
■ Application of the Code of Conduct	14
■ Factors Impacting Discipline Decisions	14
■ Disciplinary Responses	14
■ Rights to Continued Access to Instruction	14
Disciplinary Action Items	15
Levels of Intervention for Behavior	17
Behavior Response Matrix	19

Important District Policies to Know

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

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

POLICY 404: EMPLOYEE BACKGROUND CHECKS

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

POLICY 413: HARASSMENT AND VIOLENCE

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

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

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

POLICY 419: TOBACCO- AND SMOKE-FREE ENVIRONMENT

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

POLICY 501: SCHOOL WEAPONS POLICY

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

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

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

POLICY 503: STUDENT ATTENDANCE

66

~~Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student.~~

~~Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.~~

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

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

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

POLICY 506: STUDENT DISCIPLINE

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

POLICY 514: BULLYING PROHIBITION POLICY

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

POLICY 520: STUDENT SURVEYS

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

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

The school district prohibits sexual harassment that occurs within its education programs and activities. ~~Unlawful sex discrimination towards a~~ Anyone with actual knowledge of, or who has witnessed unlawful sex discrimination, including sexual harassment, must report the allegations to the Title IX coordinator. Information about reporting can be found on our district website ~~student report forms can be found in the online policy manual.~~

POLICY 524: PERSONAL ELECTRONIC COMMUNICATION DEVICES INCLUDING CELL PHONES

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

POLICY 526: HAZING PROHIBITION

Hazing activities of any type are prohibited at all times whether they happen on or off school property, during, or after school hours. Hazing activities can mean doing something to a student or coercing a student to do something that could cause harm in order for

that student join or be part of a group or organization. More details about what constitutes hazing can be found in the online policy manual.

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

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

POLICY 529: STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

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

POLICY 530: IMMUNIZATION REQUIREMENTS

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

POLICY 531: THE PLEDGE OF ALLEGIANCE

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

POLICY 610: FIELD TRIPS

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

POLICY 613: GRADUATION REQUIREMENTS

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

POLICY 634: ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

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

POLICY 806: EMERGENCY OPERATIONS POLICY

Each district site has its own emergency operations plan. In the event of an emergency, relevant information of reunification instructions will be sent through the district messaging system and available on the [ISD-District 191](https://www.isd191.org) website.

ARTIFICIAL INTELLIGENCE (AI)

District 191 embraces AI technologies to enhance educational experiences and support diverse learning needs. AI tools may be incorporated into classes to assist in personalizing learning and offering various ways for students to express their knowledge and engagement. AI tools will be taught as part of curriculum so that students have the knowledge and skills to leverage AI.

Guidelines for AI Use:

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

ATTENDANCE

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

Types of Attendance:

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

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

Make-Up Work for Excused Absences:

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

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

- Skipping school (truancy)
- Not following attendance reporting procedures

- Staying home to do chores or work
- Working at a job (unless part of a school program)
- Accumulated tardies (7 unexcused tardies = 1 unexcused absence)

- Any other absence not listed as excused

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

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

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

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

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

Attendance and Participation in Extracurricular Activities & School-Sponsored Work Programs

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

Resolving Absences and Tardies

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

CELL PHONES AND/OR PERSONAL ELECTRONIC DEVICES

In response to recent state legislation, One91 is in the process of adopting formal policy around cell phone usage in schools. Site level administrative teams continue to have the authority to implement cell phone practices at the site level in alignment with existing discipline policies. Administrators will continue to partner with students, families, and staff to ensure effective implementation.

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

For elementary and middle school (K-8), all personal electronic devices—like cell phones, smartwatches, and headphones—must be put away, silent, and out of sight from the first bell to the last bell, including during class, lunch, and recess. For high school (9-12), devices must be put away, silent, and out of sight during all instructional time; while quiet use is allowed during passing times and lunch, it's strongly discouraged to minimize distraction. Devices should always be stored securely in your locker, backpack, or a designated classroom spot. Exceptions apply for documented medical needs, genuine emergencies, or if a staff member explicitly allows use for learning. If you need to make a call, you can always ask to use a school phone in the office. Violations will result in disciplinary action, ranging from a reminder to device confiscation or even a temporary ban from school, and please remember, the district is not responsible for lost, stolen, or damaged devices.

CHROMEBOOKS

All Chromebooks, other student devices, and issued accessories are the property of ~~ISD191~~[District 191](#). Students will take care of the equipment, use the equipment in accordance with our Acceptable Use Policy [634](#), and return the equipment when requested or when the student leaves ~~ISD191~~[District 191](#). More Information and the One91 Chromebook Loan Expectations can be found at isd191.org/chromebook.

COMPLAINTS

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

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

EMERGENCY DRILLS

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

FOOD POLICY

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

HUMAN GROWTH AND DEVELOPMENT

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

ILLNESS AND INJURY

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

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

LATEX-SAFE SCHOOLS

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

LOCKERS (SECONDARY SCHOOLS)

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

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

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

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

MEDICATIONS

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

PERMITTED ACTIONS

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

PESTICIDES

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

RECESS AND OTHER BREAKS

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

REMOTE LEARNING DAYS

Remote Learning Days can occur when students spend part of their time learning off our campuses through digital delivery of instruction. Remote Learning Days are different from our Virtual Academy online learning school. The primary cause for a Remote Learning Day can vary. One reason is due to an unplanned (typically weather) event. The first weather event, resulting in an entire

day of school being canceled, does not lead to a Remote Learning Day, however, all subsequent days will be Remote Learning Days, per One91 policy. Remote Learning Days can also be planned out in advance for various reasons. This may just be a single school site or it may be all sites in the district. These are defined by policy as Blended Learning Days. Both causes for Remote Learning Days are supported by One91 policy and state statute. The district is expected to communicate, well in advance, for the planned Remote Learning Days and as soon as possible (at least 2 hours before the school day is supposed to start) for the unplanned Remote Learning Days.

REPORTING CHILD ABUSE/NEGLECT

District 191 will seek to protect children whose health and welfare may be jeopardized through physical abuse, neglect, truancy 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. For more information, please see District Policy 414.

SCHOOL MEALS AND EDUCATIONAL BENEFITS

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

SCREENING

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

SECTION 504

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

SPECIAL EDUCATION

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

STUDENT DATA PRIVACY NOTIFICATION

~~ISD191~~ District 191 uses a variety of digital tools to support student learning. Technology vendors and software are utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world. We have an inventory of our curriculum, testing, and assessment tools posted on our website at isd191.org and include an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year. Individual teachers may also communicate additional digital tools that are used in their classroom.

STUDENT DATA PRIVACY POLICY

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

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

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

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

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

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

- Honor rolls
- Programs for concerts and theater performances
- Athletic programs
- Yearbooks
- Press releases, etc.

District 191 Beliefs About Behavior in School

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

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

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

Explanation of PBIS

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

Outcomes from a fully implemented PBIS school system include:

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

- Reduced office discipline referrals, and exclusionary practices

Schools that implement PBIS have teaching and learning environments that:

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

The following are components of the PBIS school system:

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



Explanation of Roles

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

All students:

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

Students should...

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

All parents and legal guardians:

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

Parents and guardians should...

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

All teachers:

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

Teachers should...

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

Building principals:

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

Building principals should...

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

Other school district personnel:

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

Other school district personnel should...

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

Superintendent:

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

The superintendent should...

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

School Board:

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

School Board members should...

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

Procedural Requirements

Application of the Code of Conduct

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

Factors Impacting Discipline Decisions

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

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

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

Disciplinary Responses

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

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

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

Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences.

Each student suspended in excess of five consecutive 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.

Disciplinary Action Items

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

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

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

Levels of Intervention for Behavior

LEVEL 1 – Teacher Initiated Response

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

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

LEVEL 2 – Teacher Initiated Response with Office Support

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

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

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

LEVEL 3 – Support and Administrative Responses

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

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

LEVEL 4 – Support, Administrative and Removal Responses

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

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

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

- Referral to an alternative education setting
- Restitution;
- -School-based or outside facilitated conflict resolution
- Suspension

Behavior Response Matrix

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

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

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

The full Behavior Level Response Matrix can be found on pages 21-25 of this handbook.

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

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)			
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)			
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)			
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)			
Levels:				
	1	2	3	4
Computer-Related Offense				
Inappropriate use of school provided electronic device or school owned or managed software, hardware or network.	x	x	x	x
Tampering with, or assisting another to tamper with student information or assessment systems	x	x	x	x
Filming, recording or distributing in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public.	x	x	x	x
Cyberbullying – Policy 514				
Using electronic communication (e.g. , social media, emails, etc.) to inappropriately target another student over a pattern of events where a perceived imbalance of power exists.		x	x	x
Physical Contact				
Intentional or unintentional physical contact between a student and another individual(s) that is not age appropriate and may or may not involve harm (for example, non-age-appropriate pushing/shoving, hitting, knocking other individuals over, play fighting). This is distinct from actual fighting.	x	x	x	x
Disruption – Policy 506				
Engaging in minor behavior that distracts from the learning environment.	x			
Persistent or continual interference with the educational setting that creates physical disorder.		x	x	x
Dress Code – Policies 504, 506				
Displaying dress 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.	x	x	x	
Driving – Policy 506				
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.		x	x	x
Fighting – Policies 501, 506				
Two or more people engaged in intentional bodily harm toward each other.		x	x	x

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)					
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)					
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)					
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)					
		Levels:	1	2	3	4
Harassment – Policies 413, 506						
Consideration would need to be particularly given to the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and responses.						
Nonsexual: Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender and gender identity, disability, sexual orientation, religion, creed, sex, age, marital status, familial status, status with regard to public assistance or other characteristics that interfere with a student’s ability to participate in or benefit from the school’s educational programs				*	x	x
Sexual; Unwelcome sexual advances, requests for sexual favors; and/or other inappropriate verbal, written or physical conduct of a sexual nature directed toward others				*	x	x
Hazing – Policy 526						
Committing an act against another student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.				x	x	x
Illegal Drugs/Controlled Substances (Prescription) – Polices 417, 418						
Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician, including marijuana and cannabis products.				x	x	x
Using, possessing (including paraphernalia) or being under the influence of illegal drugs.					x	x
Distributing or selling non-illegal drugs or look-alike substances including medical marijuana or medical cannabis.					x	x
Any activity involving the consumption of any drug, illegal substance that subjects the student to a risk of harm.						x
Insubordination – Policy 506						
Repeatedly or persistently defying or refusing to follow the directives of teachers, staff or administrators. Behavior of individual student has to differ significantly from their peer group.		x		x	x	
Over the Counter Medications						
Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.				x	x	x
Robbery (using force)						
Taking or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force and/or by putting the victim in fear				x	x	x

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)					
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)					
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)					
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)					
		Levels:	1	2	3	4
Tardiness – Policies 503, 506						
Arriving late to the assigned school locations (class).			x			
Persistently (more than three times) arriving late to class or school without an excuse.			x	x		
Terroristic Threats						
A threat of violence with the intent to terrorize; Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience (MN Statute Sec. 609.713						x
Theft – Policy 506						
Taking or obtaining property of another without permission and/or knowledge of the owner.			x	x	x	
Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.				x	x	x
Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement				x	x	x
Tobacco Policies 419, 506						
Any activity involving the consumption of tobacco products.					x	x
Threat/Intimidation – Policy 506						
Engaging in verbal or written behavior or posturing that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment or participating in school sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm.				x	x	x
Possessing, using or threatening to use a look alike or facsimile (e.g., water gun) weapon that is not dangerous.				x	x	x
Truancy – Policy 503, 506						
Being willfully absent from class without lawful excuse for one or more class periods on seven different school days.			x	x	x	
Vandalism/Destruction of Property – Policy 506						
Causing accidental damage of property.			x			
Causing intentional damage to property.				x	x	x

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Verbal Abuse – Policy 506					
Use of profane or obscene language towards a particular person.		x	x	x	x
Weapons – Policy 501					
Possessing, using, or threatening to use a non-firearm gun. <u>Examples: (e.g., Airsoft, BB or similar)</u>				✖	x
Possessing a fire-arm.				✖	x
Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.				✖	x
Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.					x
Using or threatening to use, a knife or other implement as a weapon with intent to cause serious bodily harm.					x
Distributing or selling weapons.					x

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



Future Ready. Community Strong.

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

D. Superintendent Report

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



**Agenda III.D.
August 14, 2025**

To: Board of Education
From: Dr. Latanya Daniels, superintendent
Date: August 14, 2025
Re: Superintendent Report

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

E. Board Member Reports

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



**Agenda III.E.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Anna Werb, board chair

Date: August 14, 2025

Re: Board Member Reports

Receive reports from board members.

IV. Business Meeting

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

August 14, 2025 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(SPA Report - Literacy and READ Act)

Board Member Question	Staff Response
<p>Slides 6 - 8 - We seem not to be making progress with students who find themselves in the "Flat" to "Modest" growth level. Please elaborate.</p>	<p>Slides 6-8 - We are seeing ongoing reduction in the percentage of students in the Modest/Flat growth categories from last year with exceptions in kindergarten and grade 7. It may be a cohort effect. However, one of the action steps for next year is to focus on intervention effectiveness with foundational literacy in elementary with learning specialists and multilingual students. We are also looking for the intervention recommendations from MDE to be released in November. This list will have the approved interventions that have been reviewed by MDE for the highest alignment to the science of reading and highest level of effectiveness.</p>
<p>Slide 8 - Please provide the growth data for BIPOC students, beyond our Spanish-speaking students.</p>	<p>Slide 8 - Here is the additional data for each grade band by ethnicity. Because of the complexity of the charts, I did not create slides for them, but am happy to include the document as an additional piece of information with the report.</p> <p>Link: aReading Growth by Ethnicity</p>
<p>Slide 9 9.1 What is the sample size for the Indigenous student data? 9.2 Please provide the growth data for BIPOC students, beyond our Indigenous students.</p>	<p>9.1 The "n" for each group is included on the supplemental chart I've included. For the Grade 4-5 Native/American Indian students it was 10 for 2023-24 and 12 for 2024-25.</p> <p>9.2 Link: aReading Growth by Ethnicity</p>

(Student Handbook)

Board Member Question	Staff Response
-----------------------	----------------

<p>1. Please review policy references in the handbook and slide deck. For example, on slide 5, we have reference to Bullying Policy 314. Our Bullying Policy is 514.</p>	<p>1. Thank you for noticing this. We took another look through the slide deck and handbook and corrected the incorrect policy number that appears on the slide deck.</p>
<p>2. P. 8 - In the verbiage highlighted in purple (Attendance #3), exactly <i>who</i> determines if reasons provided for the tardy/absence are valid - is vague. Partial Day Attendance (Tardy) - Students are expected to be in their assigned classroom or learning space (in-person or virtual) on time and for the full day. Students missing a portion of the day or period will be marked as tardy. <i>These may be excused if valid reasons are provided, or unexcused without a valid reason or without following reporting procedures.</i></p> <p>2.1 - Am I correct in understanding that (per Section Attendance #2), both parent/guardian and school principal/designee must agree for a tardy to be excused? Clear, equitable attendance practices are top-of-mind.</p> <p>2.2 - Under #3 Resolving Absences, this mentions the family having up to two days after the student returns to school to resolve an absence. Knowing we have both tardies and full day absences, do we believe this language is clear enough to be easily followed by students, staff, and families?</p>	<p>2 Parents/Guardians are expected to excuse tardies through the main office. Office attendance clerks will have the authority and primary responsibility to grant excusals based on the policy driven guidance below. Administration will oversee this process to ensure consistency and problem solve as needed. Administration led attendance teams will also intervene with students who have excessive tardies (excused or unexcused). Per policy, seven unexcused tardies equals one unexcused absence. Language from Policy 503:</p> <p>3. Excused Tardiness</p> <p>Valid excuses for tardiness are:</p> <ul style="list-style-type: none"> a. Illness. b. Serious illness in the student's immediate family. c. A death or funeral in the student's immediate family or of a close friend or relative. d. Medical treatment or appointment. e. Court appearances occasioned by family or personal action. f. Physical emergency conditions such as fire, flood, storm, etc. g. Any tardiness for which the student has been excused in writing by an administrator or faculty member. <p>Note – We will add some additional guidance to the handbook based on this question</p> <p>2.1 Yes. This is correct. Attendance clerks and other administrative designees will excuse tardiness per the excusal reasons outlined in policy 503. Administration will oversee the excusal process, intervene, and problem solve as needed. If there is disagreement between the school and the parent/guardian, they will meet (principal/designee and parent/guardian) to resolve the disagreement. The Assistant Superintendent can be brought in to assist as needed through the standard complaint process.</p> <p>2.2 The two days of resolution applies to absences and tardies. We will clarify this in the handbook.</p>

Board Member Question	Staff Response
<p>What is the rationale for requiring speakers to register by noon on Mondays, three full days before our meetings?</p>	<p>The rationale for this request comes down to three main reasons:</p> <p>Efficiency: To create a more streamlined sign-up process</p> <p>Preparedness: Advanced notice allows the Board and staff to be more planned and prepared in gathering information from speakers/stakeholders and it allows time for staff to provide proper support if needed (interpreters, change in room configuration, etc.)</p> <p>Positive Culture: To improve the overall atmosphere and engagement involved with listening sessions</p> <p>Overall, this change is intended to make the process more organized and proactive -- not to limit public input as listening sessions are still held before all school board meetings. I am open to adjusting the sign-up day deadline as long as the core goals of efficiency, preparedness and a positive district culture are met.</p>

A. Consent Agenda

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

1. Approve Minutes

97

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 June 26, 2025

The regular meeting of the Board of Education was called to order by Chair Werb at 6:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55333.

Call to Order

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

Attendance

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

Welcome and
 Pledge of Allegiance

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

Agenda

Received a report about Community Voices: Students, Families and Staff from Aaron Tinklenberg, director of communications and Amy Piotrowski, director of student support services.

Reports
 Community Voices

Received an Attendance Pilot Update report from Amy Piotrowski, director of student support services and Sarah Parker, school social worker.

Attendance Pilot

Received Board Reports from Director Hume about the Policy Review and Negotiation Committees and Director Chester about District 917.

Board Member

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

Consent Agenda

-Approve minutes of the regular board meeting on June 12, 2025.
 -Approve personnel recommendations for Andrea Bauer, Oscar Gomez, Katie Ness, Michael Heine, Susan Salter, Sara Bee, Annie Arnold, Carolyn Potter-Merriman, Saikou Jawla, Noel Plazo, Lisa Ongondi, Sarah Stout, Michelle Pokodner, Kara Schwenn, Jessica Thomas, Daniel O'Brien, Abra Christianson, Angela Tusa, Kamilah Gobran, Gina Lalbay, Ignacio Mata Hernandez, Erika Granda, Loralie Van Der Woude, Kristy Berge, Kaylin Payette, Katie Burke, Hafsa Hussein Ali, Grant Baker, Allison Wendorf, Eric Wendorf, Debra Scherer, Joan Rockett.

Minutes
 Personnel Recommendations
 Checks, Receipt, Claims
 and Investments
 Budget Analysis
 Listening Session
 IOWA for MDE
 Polices 524 and 206
 Regulation 902

- Board approves April payroll checks in the net amount of \$4,563,938.62. April claims to date, wire transfers and adjustments totaling \$12,485,291.56. Also, that the Board accepts April receipts of \$20,351,477.80 and investments for the General Fund and OPEB of \$94,877,266.94 as of April 30, 2025.

-Accepts the Budget Analysis for the month ending April 30, 2025.

-Receive a report about the Listening Session on June 12, 2025.

-Designation of Identified Official with Authority for Minnesota Department of Education (MDE) Secure Website Access.

- Approve, on a second reading basis, new policy 524: *Personal Electronic*

Communication Devices and Cell Phone.

-Approve, on a second reading basis, changes to policy 206: *Public Participation in School board Meetings, Complaints about Persons at School Board Meetings and Data Privacy Considerations.*

-Approve, on a second reading basis, changes to policy 902 Regulation: *Fee Schedule.*

The motion carried unanimously (6,0).

FY26 Adopted Budget

Moved by Hume, seconded by Chester, to Approve the FY26 Adopted Budget. The motion carried unanimously (6,0).

Moved by Anderson, seconded by Mikkelsen, to adopt the Propay Resolution. The motion carried unanimously (6,0).

Propay Resolution

Moved by Sachse, seconded by Chester, to approve the FY25 Committed Fund Balance. The motion carried unanimously (6,0).

FY25 Committed Fund Balance

Moved by Chester, seconded by Anderson, to adopt the Resolution Certifying the Population Estimate for the 2025 Payable 2026 Levy. The motion carried unanimously (6,0).

Certifying the Population Estimate

Moved by Hume, seconded by Chester, to approve the Coverage for Property, Casualty, and Liability Insurance for 2025-2026. The motion carried unanimously (6,0).

Property, Casualty and Liability Insurance

Moved by Chester, seconded by Mikkelsen, to approve the Washburn Center for Children Contract. The motion carried unanimously (6,0).

Washburn Contract

Closing Remarks were made by Chair Werb recognizing Superintendent Battle's retirement and last school board meeting.

Closing Remarks

Having no further agenda items, Chair Werb adjourned the meeting at 7.38 p.m.

Adjourn

/s/
Scott Hume, Board Clerk

August 14, 2025
Date Approved

2. Approve Personnel Recommendations

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

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

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

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: August 14, 2025

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Ryan Mokandu		Eagle Ridge Middle School	Teacher- Long-Term Substitute	08/25/2025	1.0 FTE
Certified	Appointment	Amethyst Stegbauer		Diamondhead Education Center	Special Education Lead Facilitator (TOSA)	08/25/2025	1.0 FTE
Certified	Appointment	Jennifer Demetriades		Burnsville High School	Teacher	08/25/2025	80 FTE
Certified	Appointment	Kristin Nelson		Gideon Pond Elementary	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Courtney Landgrebe		Burnsville High School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Amanda Zakrzewski		Eagle Ridge Middle School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Joanna Accola		Community Education	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Stefanie Snyder		Edward Neill Elementary	Nurse	08/25/2025	1.0 FTE
Certified	Appointment	Eva Grutzner		Burnsville High School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Noah Hillman		Nicollet Middle School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Maria Versagus		Burnsville High School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Frank Toft		Burnsville High School	Counselor	08/25/2025	1.0 FTE
Certified	Appointment	Mariana Pliego Cuautle		Community Education	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Julia DeMain		District-wide	Occupational Therapist	08/25/2025	1.0 FTE
Certified	Appointment	MaKayla Manning		Virtual Academy	Teacher	08/25/2025	54 FTE
Certified	Appointment	Mickaylah Formanek		Nicollet Middle School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Amanda Cummings		Burnsville High School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Taylor McNulty		Gideon Pond Elementary	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Devyn Pittorf		Gideon Pond Elementary	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Jackson Robelia		Eagle Ridge Middle School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Nichole Symons		Edward Neill Elementary	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Sara Bartholomew		Burnsville High School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Mauricio Zepeda		Nicollet Middle School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Abigail York		Eagle Ridge Middle School	Teacher	08/25/2025	83 FTE
Certified	Appointment	Hailey Sickler		Sky Oaks Elementary School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Gretchen Hohrman		Hidden Valley Elementary	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Brianna Inamagua		Burnsville High School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Lucy Yeliseyeva		Nicollet Middle School	School Psychologist	08/25/2025	1.0 FTE
Certified	Appointment	Victoria Milos		Nicollet Middle School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Lucienne Goetsch		Virtual Academy	Teacher	08/25/2025	20 FTE
Certified	Appointment	Kaitlyn Cook		Harriet Bishop Elementary	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Caden Skinner		Nicollet Middle School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Anna Dibley		Gideon Pond Elementary	Learning Specialist	08/25/2025	1.0 FTE
Certified	Appointment	Kem Wilson		Nicollet Middle School	Dean	08/25/2025	1.0 FTE
Certified	Appointment	Laura Solbrack		Hidden Valley Elementary	Learning Specialist	08/25/2025	1.0 FTE
Certified	Appointment	Maria Houck		Virtual Academy	Teacher	08/25/2025	20 FTE
Certified	Appointment	Jennifer Anderson		ECSE Center	Early Childhood Special Education Service Provider	08/12/2025	1.0 FTE
Certified	Appointment	Mercy Edmondson		Sky Oaks Elementary School	Teacher	08/25/2025	1.0 FTE
Certified	Appointment	Michaela Gallagher		Hidden Valley Elementary	Licensed School Nurse	08/25/2025	1.0 FTE
Certified	Appointment	Olivia Reitmeier		Hidden Valley Elementary	VPK Teacher	08/25/2025	1.0 FTE
Certified	Change of Assignment	Donna Pfeiffer		St. John's	Teacher	08/25/2025	40 FTE
Certified	Resignation	Michelle Henderson		Nicollet Middle School	Dean	06/30/2025	1.0 FTE
Certified	Resignation	Margaret Chalgren		Nicollet Middle School	Teacher	11/30/2025	1.0 FTE
Certified	Resignation	Kristin Mains		Nicollet Middle School	Social Worker	07/02/2025	1.0 FTE
Certified	Resignation	Jennifer King		Gideon Pond Elementary	Social Worker	06/30/2025	1.0 FTE
Certified	Resignation	Holly Bueno		Sky Oaks Elementary School	Teacher	07/11/2025	1.0 FTE
Certified	Resignation	Amy Hansen		Sky Oaks Elementary School	Teacher	07/22/2025	1.0 FTE
Certified	Resignation	Kerry Hoeschen		Burnsville High School	Teacher	07/27/2025	1.0 FTE
Certified	Retirement	Roger Oie		Burnsville High School	Teacher	08/01/2025	1.0 FTE
Certified	Retirement	Carolyn Potter-Merriman		Community Education	Teacher	07/30/2025	52 FTE
Certified	Retirement	Stephen Kraft		Eagle Ridge Middle School	Teacher	08/15/2025	1.0 FTE
Classified	Appointment	Tyrese Levery		Burnsville High School	Drumline- Assistant Coach	08/30/2025	25 FTE Stipend
Classified	Appointment	Nathaniel Grenke		Burnsville High School	Drumline- Assistant Coach	08/30/2025	25 FTE Stipend
Classified	Appointment	Marielle Jenquin		Burnsville High School	Girls Tennis- Assistant Coach	08/11/2025	1.0 FTE Stipend
Classified	Appointment	Kathryn Nelson		Hidden Valley Elementary	Student Safety Patrols	09/01/2024	1.0 FTE Stipend
Classified	Appointment	Elsa Robles		District-wide	Custodian	07/08/2025	8 hours/day
Classified	Appointment	Jeremy Lemus		Burnsville High School	Educational Assistant	08/25/2025	8 hours/day
Classified	Appointment	Ryan Dugan		Burnsville High School	Musical Instrumental Assistant	Spring Stipend	625 FTE Stipend
Classified	Appointment	Brooke Robinson		Burnsville High School	Girls Volleyball- Assistant Coach	08/11/2025	Fall Stipend
Classified	Appointment	Gina Marco		Diamondhead Education Center	Board Certified Behavior Analyst	08/25/2025	8 hours/day
Classified	Appointment	Andrei Santamaria		Burnsville High School	Cultural Liaison	08/25/2025	8 hours/day
Classified	Appointment	Marlene Bad Warrior		District-wide	Cultural Liaison	08/25/2025	8 hours/day
Classified	Appointment	Mikaela Ruzicka		Diamondhead Education Center	Custodian	07/10/2025	8 hours/day
Classified	Appointment	Lillian Carrick		Community Education	Community Service Associate	07/01/2025	8 hours/day
Classified	Appointment	Margarita Placencia Alvarez		District-wide	Custodian	07/08/2025	8 hours/day
Classified	Appointment	Luis Encalada		Burnsville High School	Custodian	07/14/2025	8 hours/day
Classified	Appointment	Sanbonita West		BEST	Educational Assistant	08/25/2025	7 hours/day
Classified	Appointment	Jeffrey Kunze-Hoeg		Burnsville High School	Girls Volleyball- Assistant Coach	08/11/2025	760487 FTE Stipend
Classified	Appointment	Cruz Barillas		Burnsville High School	Custodian	08/04/2025	8 hours/day
Classified	Appointment	Sarah Raichert		Burnsville High School	Clerical	08/04/2025	8 hours/day
Classified	Appointment	Andrea Torres Lara		Burnsville High School	Custodian	08/04/2025	8 hours/day
Classified	Change of Assignment	Tracy Morales		ECSE Center	Educational Assistant	08/25/2025	4 days/week
Classified	Change of Assignment	Stephanie Kerber		ECSE Center	Educational Assistant	08/25/2025	6.5 hours/day
Classified	Change of Assignment	Polyanna Burns		WM. Byrne Elementary School	Food Service Associate	09/02/2025	7.5 hours/day
Classified	Change of Assignment	Leah Lopez		Harriet Bishop Elementary	Community Service Associate	08/25/2025	184 days
Classified	Change of Assignment	Kristy Berge		Sky Oaks Elementary School	Educational Assistant	08/25/2025	4 hours/day
Classified	Change of Assignment	Julia Krube		ECSE Center	Educational Assistant	08/25/2025	4 days/week
Classified	Change of Assignment	Conner Oilhauser		Burnsville High School	Custodian	07/22/2025	8 hours/day
Classified	Resignation	Reese Moore		Burnsville High School	Football- Assistant Coach	06/10/2025	44270 FTE Stipend
Classified	Resignation	Paul McDevitt		Burnsville High School	Football- Assistant Coach	07/15/2025	79166 FTE Stipend
Classified	Resignation	Michelle Henderson		Nicollet Middle School	Athletic Coordinator	06/30/2025	50 FTE Stipend
Classified	Resignation	Matthew Schmeichel		Burnsville High School	Drumline- Assistant Coach	07/14/2025	50 FTE Stipend
Classified	Resignation	Leah Lopez		Burnsville High School	Girls Soccer- Assistant Coach	07/30/2025	3197 FTE Stipend
Classified	Resignation	Elizabeth Wellandgruber		Eagle Ridge Middle School	Quiz Bowl	07/22/2025	1.0 FTE Stipend

Classified	Resignation	Darllys Kientz	Hidden Valley Elementary	Educational Assistant	08/22/2025	7.25 hours/day
Classified	Resignation	Casey Powell	Burnsville High School	Soccer- Assistant Coach	06/14/2025	1.0 FTE Stipend
Classified	Resignation	Burke Henderson	Sky Oaks Elementary School	CE Site Lead	08/29/2025	8 hours/day
Classified	Resignation	Brooke Reinhardt	Burnsville High School	Boys Volleyball- Head Coach	07/12/2025	.917379 FTE Stipend
Classified	Resignation	Bahja Maye	Gideon Pond Elementary	Educational Assistant	06/30/2025	7.25 hours/day
Classified	Resignation	Safa Ahmed	Burnsville High School	Clerical	08/06/2025	8 hours/day
Classified	Resignation	Mustafa Mohamed	Gideon Pond Elementary	Educational Assistant	08/04/2025	6 hours/day
Classified	Resignation	Gina Lalbay	District-wide	Custodian	07/21/2025	8 hours/day
Classified	Resignation	Harrison Easton	Burnsville High School	Boys Soccer- Assistant Coach	11/07/2024	.90 FTE Stipend
Classified	Resignation	Luke Haddorf	Burnsville High School	Girls Tennis- Assistant Coach	07/29/2025	1.0 FTE Stipend
Classified	Resignation	Sarah Raichert	Rahn Elementary School	Educational Assistant	07/23/2025	7.25 hours/day
Classified	Resignation	Katie Woodcock	Hidden Valley Elementary	Elementary Administrative Assistant	07/24/2025	1.0 FTE Stipend

3. Receive a Report about the Listening Session

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



**Agenda IV.A.3.
August 14, 2025**

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: August 14, 2025

Re: Report about the Listening Session

Recommendation: Receive a report about the listening session scheduled on June 26, 2025.

There were no speakers who spoke at the listening session on June 26, 2025.

4. Approve, on First and Final Reading, Non-substantive Changes to Policies 422: *Policies incorporated by Reference* and 402: *Disability Nondiscrimination Policy*

105

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



**Agenda IV.A.4.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 14, 2025

Re: Approve, on First and Final Reading, Non-substantive Changes to Policies
422: Policies Incorporated by Reference and 402: Disability Nondiscrimination Policy

Recommendation: That the Board of Education approve, on a first and final reading, non-substantive changes to policies: *422: Policies Incorporated by Reference* and *402: Disability Nondiscrimination Policy*.

Notes:

These policies were reviewed by the Policy Review Committee on June 17, 2025 and were approved to move forward with a formal recommendation to the Board for a first and final reading.

Changes include adding the following:

- 402 – Updates to district contact information
- 422 – Policy number Correction

Adopted: 9/10/2015

Burnsville-Eagan-Savage School District Policy 422

Reviewed: ~~9/8/2022~~ PRC 6/17/25

Revised: 9/29/2022

Rescinds:

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees, contractors, volunteers as well as to students. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to employees:

Policy 105	Equity, Access and Excellence in Education
Policy 505	Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees
Policy 507	Corporal Punishment
Policy 510	Student Activities
Policy 511	Fundraising
Policy 514	Bullying Prohibition Policy
Policy 517	Student Recruiting
Policy 518	DNR-DNI Orders
Policy 519	Interviews of Students by Outside Agencies
Policy 522	Title IX Sex Nondiscrimination Policy and Grievance Procedure
Policy 524 <u>634</u>	Internet Acceptable Use and Safety Policy
Policy 525	Violence Prevention
Policy 526	Hazing Prohibition
Policy 610	Field Trips

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References:

Cross References:

Adopted: 05/2001

Burnsville-Eagan-Savage School District Policy 402

Reviewed: ~~10/13/2022~~ PRC 6/17/25

Revised: 10/27/2022

Rescinds:

402 DISABILITY NONDISCRIMINATION POLICY

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons in Independent School District 191 and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. Independent School District 191 shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. Independent School District 191 shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. Independent School District 191 shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. Independent School District 191 shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact ~~Hailey Busker~~ Ariel Olson, of Human Resources Coordinator, 200 West Burnsville Parkway, Burnsville, MN, 55337, 952-707-2011~~0~~, aolsonhbusker@isd191.org. This individual is the school district's appointed ADA coordinator.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 29 U.S.C. 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
 42 U.S.C.,§ 12101 (Americans with Disabilities Act)
 29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)

5. Approve, on a First and Final Reading, No Changes to Policies 401:
Equal Employment Opportunity, 403: *Discipline, Suspension and
Dismissal of School District Employees*, 408: *Subpoena of a School
District Employee* and 805: *Waste Reduction and Recycling*

110



**Agenda IV.A.5.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 14, 2025

Re: Approve, on a First and Final Reading, No Changes to Policies: 401: *Equal Employment Opportunity*, 403: *Discipline, Suspension and Dismissal of School district Employees*, 408: *Subpoena of a School District Employee* and 805: *Waste Reduction and Recycling*

Recommendation: That the Board of Education approve, on a first and final reading, no changes to Policies: 401: *Equal Employment Opportunity*, 403: *Discipline, Suspension and Dismissal of School district Employees*, 408: *Subpoena of a School District Employee* and 805: *Waste Reduction and Recycling*

The policies listed below were part of a regular review rotation at the June 17, 2025 Policy Review Committee Meeting. Upon completion of the review, no changes were recommended at this time.

- **401**- regular review rotation
- **403** - regular review rotation
- **408** - regular review rotation
- **805** - regular review rotation

Adopted: 11/1983 *Burnsville-Eagan-Savage School District Policy 401*
 Reviewed: ~~10/13/2022~~ PRC 6/17/25
 Revised: 10/27/2022
 Rescinds:

401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for Independent School District 191 employment and school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The school district's policy is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. Every teacher, administrator, volunteer, contractor, or other employee of the school district shall be responsible for following this policy.
- E. Any person having a question regarding this policy should discuss it with the superintendent or designee.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
 29 U.S.C. § 2615 (Family and Medical Leave Act)
 38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
 38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
 42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities; Title VII of the Civil Rights Act)
 42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with

Disabilities)

Cross References: Burnsville-Eagan-Savage School District Policy 402 (Disability Nondiscrimination)
 Burnsville-Eagan-Savage School District Policy 405 (Veteran's Preference)
 Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
 Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)

Adopted: 4/1987

Burnsville-Eagan-Savage School District Policy 403

Reviewed: ~~10/27/2022~~ PRC 6/17/25

Revised: 11/10/2022

Rescinds: GCPAB

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve 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 may be preceded by non-disciplinary corrective actions such as: Verbal Warnings, Written Warnings, and Improvement Plans to provide expectations, help, and encouragement to improve from the employee's supervisor. 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 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 that may be imposed by Independent School District 191 include, 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. When any form of discipline is imposed, the employee's supervisor will:
 1. Consult with the superintendent or designee 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.
 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 superintendent or designee 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 when applicable.

Legal References: Minn. Stat. § 122A.40 (Employment; Contracts; Termination) Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class) Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers) Minn. Stat. § 122A.58 (Coaches; Termination of Duties) Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School

403-3

Districts Employees)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: None

Adopted: 8/2006 *Burnsville-Eagan-Savage School District Policy 408*
 Reviewed: ~~10/13/2022~~ PRC 6/17/25
 Revised: 10/27/2022
 Rescinds: GBLAC

408 SUBPOENA OF A SCHOOL DISTRICT EMPLOYEE

I. PURPOSE

The purpose of this policy is to protect the privacy rights of school district employees and students under both state and federal law when requested to testify or provide educational records for a judicial or administrative proceeding.

II. GENERAL STATEMENT OF POLICY

This policy is to provide guidance and direction for school district employees who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

III. DATA CLASSIFICATION

A. Educational Data

1. State Law

The Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes Chapter 13, classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data or a parent if the subject of the data is a minor. A subpoena issued by an attorney is not a court order.

2. Federal Law

The Family Educational Rights and Privacy Act (FERPA), 20 United States Code section. section 1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the school district must first make a reasonable effort to notify the parent of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

B. Personnel Data

The MGDPA, also classifies all personnel data, except for certain data specifically classified as public, as private data on individuals. The state statute provides that private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data.

IV. APPLICATION AND PROCEDURES

- A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent or designee that the employee has received a subpoena.
- B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the school district official who is designated as the authority responsible for the collection, use and dissemination of data.
- C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable school board policies and collective bargaining agreements.
- D. The administration shall not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the school district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Rules 1205.0100, Subp. 5 (How These Rules Apply)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: 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 515 (Protection and Privacy of Pupil Records)
 MSBA Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: 7/1993

Burnsville-Eagan-Savage School District Policy 805

Reviewed: ~~11/10/2022~~ PRC 6/17/25

Revised: 11/17/2022

Rescinds: ECR-R

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.

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.
- 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.
- 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.
- 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.
- 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 Minnesota Pollution Control Agency (PCA) (Commissioner).

- F. “Recyclable commodities” means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources.
- 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.
- 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.
- I. “Resource conservation” means the reduction in the use of water, energy, and raw materials.
- J. “Reusable commodities” means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition.
- 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.
- 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.

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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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 Minnesota Statutes section 216B.241, subdivision 2.

- 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.
- 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 composting; or
 - 4. in a plastic bag unless exempt as specified in Minnesota Statutes section 115A.931(c), (d), or (e).
- 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.
- 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.
- M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube.
- 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.

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.
- 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.
- 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 Minnesota Statutes section 115A.03, subdivision 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.
- D. The school district may not use a specified product included on the prohibited products list published in the State Register.
- 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.

- 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.

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 (Recycling Requirements; Public Entities; Commercial Buildings; Sports Facilities)
- Minn. Stat. § 115A.46 Regional and Local Solid Waste Management Plan; Requirements
 Minn. Stat. § 115A.471 (Public Entities; Managing Solid Waste)
 Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
 Minn. Stat. § 115A.9155 (Disposing 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 (Public Utilities; Energy Conservation)
 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:

6. Approve, on a Second Reading Basis, Regulations for Policy 601:
School District Curriculum and Instruction Goals

127

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

**Agenda IV.A.6.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Abigail Alt, policy review committee chair

Date: August 14, 2025

Re: Approve, on a Second Reading Basis, Regulations for Policy 601: *School District Curriculum and Instruction Goals*

Recommendation: That the Board of Education approve, on a second reading basis, regulations for Policy 601: *School District Curriculum and Instruction Goals*

These regulations were reviewed by the Policy Review Committee on April 15, 2025 and approved on a first reading basis during the regular Board of Education meeting on April 24, 2025.

Summary of Changes:

- **601** – Adding a regulation around grading changes

Policy 601 Graduation Regulation – Grading Changes after the Submission Deadline Roles & Responsibilities

Grade Changes

The teacher of record has total authority over final grade submissions. Any grade changes that occur after the final submission deadline *must include the participation of the teacher of record*, a licensed administrator and a written record. The written record of the change will be required. School counselors, students, caregivers, and other staff are part of the process of advocacy and conversation. Once a written record has been completed the teacher of record and the registrar will be the only ones who have system access for grade change entry. In the event that a teacher of record is unavailable for consultation, the BLT member representing the department will take over the role of a teacher of record. Administration will have oversight of this process and may overturn any grade change that does not follow the correct process or is not an appropriate reason to change a grade, with all details being documented in writing.

	Administrator	Parent/Student	Registrar	School Counseling Department	Teacher of Record
Grade changes after the submission deadline	Oversees and approves all changes, in writing. Ensures there is consistency and systemic coherence.	Provides input and advocacy.	Secondary access to making changes.	Provides input and advocacy. No access to changes.	Primary access to making changes. Provides written documentation, in partnership with the administrator.

7. Approve, on a Second Reading Basis, Changes to Policy 413:
Harassment and Violence

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



**Agenda IV.A.7.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 14, 2025

Re: Approve, on a Second Reading Basis, Changes to Policy 413: *Harassment and Violence*

Recommendation: That the Board of Education approve, on a second reading basis, changes to Policy 413: *Harassment and Violence*.

This policy was reviewed by the Policy Review Committee on April 15, 2025 and was approved on a first reading basis during the regular Board of Education meeting on April 24, 2025.

Summary of Changes:

- **413** – MSBA Legislative Update – changes made to the definition of “disability” to reflect amended MN Law

Adopted: 03/94 *Burnsville-Eagan-Savage School District Policy 413*
 Reviewed: ~~11/19/2024~~ *PRC April 2025*
 Revised: 01/09/2025
 Rescinds: JBA-ACA, ACA & ACA-R

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected class, and to discipline or take appropriate action against any student, teacher, administrator, or other school personnel found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm

- or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. “Disability” means, with respect to an individual who:
 - a. has a physical, sensory, or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; ~~or~~
 - c. is regarded as having such an impairment; or
 - d. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
 2. “Familial status” means the condition of one or more minors having legal status or custody with:
 - a. the minor’s parent or parents or the minor’s legal guardian or guardians; or
 - b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or

guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.
 7. “Gender identity or expression” means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity. The manner in which persons represent or express gender to others, often through behavior, clothing, hair style, activities, voice, or mannerisms. Or a person’s deeply held sense of knowledge of their own sex.
 8. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or

physical conduct or communication of a sexual nature when:

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of students(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:

- a. touching, patting, grabbing, or pinching another person's intimate parts;
- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes they have been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence 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 supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to 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.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall

inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with 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 a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates the executive director of administrative services as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. 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 legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation

of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy 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 behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulation.
- B. 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 targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) 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 acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. 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 harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes chapter. 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and 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, resourcefulness and/or sexual abuse prevention.

- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
 Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. § 609.341 (Definitions)
 Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
 42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
 42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Burnsville-Eagan-Savage Policy 102 (Equal Educational Opportunity)
 Burnsville-Eagan-Savage Policy 401 (Equal Employment Opportunity)
 Burnsville-Eagan-Savage Policy 402 (Disability Nondiscrimination Policy)
 Burnsville-Eagan-Savage Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Burnsville-Eagan-Savage Policy 406 (Public and Private Personnel Data)
 Burnsville-Eagan-Savage Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 Burnsville-Eagan-Savage Regulation 413 (Gender Inclusion)
 Burnsville-Eagan-Savage Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 Burnsville-Eagan-Savage Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage Policy 514 (Bullying Prohibition Policy)
 Burnsville-Eagan-Savage Policy 515 (Protection and Privacy of Pupil Records)
 Burnsville-Eagan-Savage Policy 521 (Student Disability Nondiscrimination)
 Burnsville-Eagan-Savage Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
 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 528 (Student Parental, Family, and Marital Status Nondiscrimination)
 Culturally Proficient School System (CPSS) Training

8. Approve, on a First and Final Reading, Non-substantive Changes to Policies 416: *Drug and Alcohol Testing*, 425: *Professional Development*; 613: *Graduation Requirements*, 620: *Credit for Learning*, and 624: *On-line Instruction*

142

**Agenda IV.A.8.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Abigail Alt, policy review committee chair

Date: August 14, 2025

Re: Approve, on a First and Final Reading, Non-substantive Changes to Policies 416: *Drug and Alcohol Testing*, 425: *Professional Development*; 613: *Graduation Requirements*, 620: *Credit for Learning*, and 624: *On-line Instruction*

Recommendation: That the Board of Education approve, on a first and final reading, non substantive Changes to Policies 416: *Drug and Alcohol Testing*, 425: *Professional Development*; 613: *Graduation Requirements*, 620: *Credit for Learning*, and 624: *On-line Instruction*

The policies listed below were part of a series of technical updates put out by the Minnesota School Board Association in their June 2025 newsletter. The changes made were purely technical updates and included no substantive revisions:

- **416** – Statutory reference change
- **425** – Remove 2024-25 only paragraph
- **613** – Statutory reference change
- **620** - Statutory reference change
- **624** – Statutory reference change

Adopted: 9/2006
 Reviewed: 09/24/24
 Revised: ~~10/24/24~~08/14/25
 Rescinds: BAB

Burnsville-Eagan-Savage School District Policy 416

416 DRUG, ALCOHOL, AND CANNABIS TESTING

I. PURPOSE

- A. The school board recognizes the significant problems created by drug, alcohol, and cannabis use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug, alcohol, and cannabis use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. If the school district contracts for transportation services, it will require the transportation contractor to comply with the provisions of this policy applicable to school bus drivers.
- C. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- D. The use, possession, sale, purchase, transfer, or dispensing of any drugs or cannabis not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of

drugs or cannabis which are not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.

- E. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.
- F. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.
- G. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or
 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL

BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receive test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.
7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers,

and independent owner-operator contractors.

9. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. “Licensed Medical Practitioner” means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
12. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer’s instructions, in an observed collection, to raise the driver’s clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because they have left before it commences is not deemed to have refused to submit to testing.

13. “Safety-sensitive functions” are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. “Screening Test Technician” (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. “Stand Down” means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory reports to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated, or a substituted test result but before the MRO completes the verification process.
16. “Substance Abuse Professional” (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual’s health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver’s or a coworker’s); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until they undergo a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis, MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

- c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.
- d. The applicant also must be asked whether they have tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.

- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is

performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other

legal requirements.

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
7. Refusal to Submit and Attendant Consequences
 - a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
 - b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code, section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
 - c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
 - d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
 - e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing
 - a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory

for analysis. The specimen preparation shall be conducted in sight of the donor.

- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must

contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the

driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
 - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.
2. The required records shall be retained for the following minimum periods:

Basic records	5 years
---------------	---------

“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Alcohol and controlled substance collection procedures	
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse (“Clearinghouse”) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
 - i. Any on-duty alcohol use;
 - ii. Any pre-duty alcohol use;
 - iii. Any alcohol use following an accident; and
 - iv. Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and

h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

Q. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.

2 The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent

to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.

4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing or cannabis testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Definitions

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.
2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. "Drug" means a controlled substance as defined in Minnesota Statutes,

section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.

4. “Drug and Alcohol Testing,” “Drug or Alcohol Testing,” and “Drug or Alcohol Test” mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. “Drug and alcohol testing,” “drug or alcohol testing,” and “drug or alcohol test” do not include cannabis or cannabis testing, unless stated otherwise.
5. “Employee” means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. “Initial screening test” means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
7. “Job Applicant” means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the charter school in a position that does not require a commercial driver’s license, and includes a person who has received a job offer made contingent on the person’s passing drug or alcohol testing. Job applicants for positions requiring a commercial driver’s license are governed by the provisions of the charter school’s drug and alcohol testing policy relating to school bus drivers (Section III.).
8. “Oral fluid test” means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:
 - a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and
 - b. does not require the services of a testing laboratory under section 181.953, subdivision 1.
9. “Other Employees” means any persons, independent contractors, or persons working for an independent contractor who perform services for the charter school for compensation, either full time or part time, in

whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the charter school's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

10. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
11. "Random Selection Basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the charter school discretion to waive the selection of any employee selected under the mechanism.
12. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
13. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

B. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations
 - a. The school district may not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes section 181.953, Subdivision 1 ; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.
 - b. The school district will not request or require an employee or job

applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

- a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.
- b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the

job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.

- c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
- d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Oral fluid testing

- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
- b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
- c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.
- d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 181.957, unless stated otherwise.

5. Random Testing

The school district may request or require “other employees” to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

6. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of cannabis, drugs or alcohol;
- b. has violated the school district’s written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district’s premises or operating the school district’s vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

7. Treatment Program Testing

The school district may request or require any employee to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

8. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks’ written notice that a

drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing or cannabis testing

policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.
- d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.
- e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments F and G to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing

process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant

tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment H to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. Ch. 43A (State Personnel Management)
 Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
 Minn. Stat. § 152.01 (Definitions)
 Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
 Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
 Minn. Stat. § 152.32 (Protections for Registry Program Participation)
 Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
 Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the

Workplace)

Minn. Stat. § 221.031 (Motor Carrier Rules)

49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)

49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)

49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

Cross-References: 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 417 (Chemical Use and Abuse)
 Burnsville-Eagan-Savage School District Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: 1/1984
 Reviewed: 09/12/24
 Revised: ~~09/26/2024~~ 08/14/25
 Rescinds: GCL

Burnsville-Eagan-Savage School District Policy 425

425 PROFESSIONAL DEVELOPMENT

I. PURPOSE

The purpose of this policy is to establish a professional development program and structure to carry out planning and reporting on professional development that supports improved student learning.

II. PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

- A. The School Board directs the superintendent or designee to establish a Professional Development Advisory Committee to develop a professional development plan, assist site professional development teams in developing a site plan consistent with the goals of the professional development plan, and evaluate professional development efforts at the site level.
1. The majority of the membership of the Professional Development Advisory Committee shall consist of teachers representing various grade levels, subject areas, and special education. Membership shall consist of members of each school Buildings Leadership Team. The Committee also will include nonteaching staff, parents, and administrators.
- B. The School Board directs the superintendent or designee to establish the site professional development teams.
1. Members of the site teams will be selected by a process to have involvement at the site level.
 2. The Professional Development Advisory Committee will work with the site professional development teams to develop a site plan consistent with the goals of the professional development plan.
 3. The majority of the site professional development teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

- A. The Professional Development Advisory Committee will develop a professional development plan that will be reviewed and subject to approval by the School

Board once a year.

- B. The professional development plan must contain the following elements:
1. Professional development outcomes that are consistent with the education outcomes as may be determined periodically by the School Board;
 2. The means to achieve the professional development outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes Section 122A.18;
 4. Ongoing professional development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of building leadership teams with appropriate management and financial management skills.
 5. The professional development plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals;
 - d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Professional development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.
7. Professional development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other professional development activities required by law and activities associated with professional teacher compensation models.
- C. The Professional Development Advisory Committee will assist site professional development teams in developing a site plan consistent with the goals and outcomes of the district professional development plan.

- D. The Professional Development Advisory Committee will evaluate professional development efforts at the site level and will report to the School Board on an annual basis the extent to which staff at the site has met the outcomes of the professional development plan.
- E. In addition to developing a Professional Development Plan, the Professional Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Professional Development Advisory Committee shall assist the School District in preparing any reports required by the Department of Education relating to professional development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each site professional development team shall develop a site plan, consistent with the goals of the professional development plan.
- B. The site professional development team must demonstrate the extent to which staff at the site have met the outcomes of the professional development plan.

V. PROFESSIONAL DEVELOPMENT FUNDING

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for professional development, the School District will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; professional development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for professional development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for professional development efforts. The school district also may use the revenue reserved for professional development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for professional development based on its needs. The additional expenditure does not need to follow the allocation described in V.A.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as professional development time that is financed with professional development reserved revenue under Minnesota Statutes section 122A.61.

VI. PROCEDURE FOR USE OF PROFESSIONAL DEVELOPMENT FUNDS

- A. On a yearly basis, the Professional Development Advisory Committee, with the assistance of the site professional development teams, shall prepare a projected budget setting forth proposals for allocating professional development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual professional seminars, and cost of substitutes.
- B. Individual requests from staff for leave to attend professional development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements to the MDE Commissioner.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

- E. ~~For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.~~

~~**{NOTE: The 2024 Minnesota legislature added these provisions. Paragraph E is in effect for the 2024-25 school year only.}**~~

VIII. REPORTING

- A. The School District shall prepare an annual report per Minnesota Department of Education requirements.
- B. The School Board will receive an annual report from the School Improvement and Student Achievement department (SISA) regarding the prior year's professional development program.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
 Minn. Stat. § 120A.415 (Extended School Calendar)
 Minn. Stat. § 120B.22, subd. 2 (Violence Prevention Education)
 Minn. Stat. § 121A.642 (Paraprofessional Training)
 Minn. Stat. § 122A.187 (Expiration and Renewal)
 Minn. Stat. § 122A.40, subds. 7,7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
 Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
 Minn. Stat. § 122A.60 (Staff Development Program)
 Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
 Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
 Minn. Stat. § 123B.147, subd. 3 (Principals)
 Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
 Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
 Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
 Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

Adopted: 4/1997

Burnsville-Eagan-Savage School District Policy 613

Reviewed: 02/27/2025

Revised: ~~03/13/2025~~ 08/14/2025

Rescinds: IKF

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 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. “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.
- B. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- C. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- D. “Required standard” means: a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.
- E. “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.

IV. DISTRICT ASSESSMENT ADMINISTRATOR

The Assessment, Data and Research Coordinator shall serve as District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
2. Consistent with this paragraph and Minnesota Statutes section 120B.125 beginning in grade 6 and no later than grade 9, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124F.08~~D.49~~, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to

high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
4. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students who first enrolled in grade 9 in the 2024-2025 school year or later must successfully complete 46 high school level credits for graduation:

A. Credit Requirements

1. Eight credits of language arts;
2. Six credits of mathematics sufficient to satisfy all academic standards in mathematics;
3. Six credits of science, including two credits to satisfy all the earth and space science standards for grades 9 through 12, two credits to satisfy all the life science standards for grades 9 through 12, and two credits to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Seven credits of social studies, including one credit of geography, two credits of world history, two credits of American history, one credit of government & citizenship in 11th or 12th grade, and one credit of economics;
5. Two credits in the arts sufficient to satisfy the academic standards;
6. One credit of health;
7. One credit of physical education sufficient to satisfy the state standards;
8. One credit of personal finance in grade 11 or 12;
9. Incoming 9th graders must complete one credit of College and Career Planning, required during the 9th grade year. This requirement may be met by:
 1. Success 191, AVID Elective 9, college and career planning content-based English language development course, or coursework aligned to IEP transition goals.
 2. Students enrolling in subsequent years will be required to complete an

additional elective to meet the total number required for graduation; and

10. Thirteen credits of electives.

B Credit Equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph A.4., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 1. District determined standards, Health (K-12)

2. District determined standards, Career and Technical Education (K-12) and
 3. District determined standards, World Language (K-12)
- B. Academic standards in health, world languages, and career and technical education will be reviewed as part of the curriculum review process. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- C. 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. Minnesota Academic 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 Minnesota Statutes, section 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.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation
 613-5

Requirements for Minnesota's Students)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.023 (Benchmarks)
 Minn. Stat. § 120B.024 (for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness))
 Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process) for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness))
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
 Minn. Stat. § 120B.307 (College and Career Readiness)
 Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0820 (Academic Art Standards for Kindergarten through Grade 12)
 Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
 Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 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: 4/1997
 Reviewed: 09/12/2024
 Revised: ~~09/26/2024~~08/14/25
 Rescinds: IKF

Burnsville-Eagan-Savage School District Policy 620

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy recognizes student achievement that 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. This policy address 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, postsecondary 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 Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. “Course” means a course or program.
- D. “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.

- E. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. “Weighted grades” is the upward adjustment of numerical value of student grades in the calculation of grade point averages.

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 a 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.

~~c.~~ 3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation and credit requirements and subject area requirements of the district.
 - 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 postsecondary credits shall equal at least one

- full year of high school credit. Fewer postsecondary credits may be prorated.
3. When a determination is made that the content of the postsecondary 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 postsecondary 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 postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.
- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (87), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

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. CREDIT BY ASSESSMENT

- A. The school district will develop and provide processes and procedures by which students may meet a graduation requirement for knowledge acquired in another learning environment for which no transcript or official documentation exists. There are two methods by which a student may demonstrate learning that aligns

with district graduation requirements and complete other requirements of the Minnesota Academic Standards which may allow credit in lieu of standard curriculum offered by the district. This can occur through demonstration of previous learning by submitting a portfolio of evidence or by demonstrating knowledge through an exam process administered by school district staff.

IX. 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 identified rigorous courses. All students can access identified rigorous classes at the high school level.

X. 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 postsecondary enrollment 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 and Graduation Requirements for Minnesota's Students) Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.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 (Postsecondary Enrollment Options Act) Minn. Stat. § 124D.094 (Online Instruction Act) Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800. (Academic Standards for the Arts) Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science) 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)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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 624 (Online Instruction)

Adopted: 1/28/2016
 Reviewed: 09/12/2024
 Revised: ~~09/26/2024~~08/14/2025
 Rescinds:

Burnsville-Eagan-Savage School District Policy 624

624 ONLINE INSTRUCTION

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.05, subdivision 8, or chapter 124E. ~~120A.22, subdivision 4.~~
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, [a state-operated school](#), an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire

computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
1. use an application form specified by MDE;

2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
1. provides information to students and families about supplemental online courses;
 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Legal References:

Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in
Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Ch. 8710 (Teacher and Other School Professional
Licensing)

Cross References:

Burnsville-Eagan-Savage School District Policy 613 (Graduation
Requirements)
Burnsville-Eagan-Savage School District Policy 620 (Credit for
Learning)

B. New Business**1. Approve 2025-2026 Athletics & Activities Handbook**

199

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Kevin Kleiner,
Director of Athletics

**Agenda IV.B.1.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent and Kevin Kleiner, director of athletics

Date: August 14, 2025

Re: Approve 2025-2026 Athletics & Activities Handbook

Recommendation: That the Board of Education approve the 2025-2026 Burnsville High School Student Athletics & Activities Handbook as presented.

Notes:

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

- Updates to costs, advisors, coordinators and coaching staff
- Removal of the Bowling Team, Burnsville Bruisers Rugby Team, Burnsville Hockey Club, Minnesota Valley Figure Skating Club, Sparks Wrestling Club and Various gymnastic gyms throughout the district
- Addition of following clubs and sports: Polygot Club and Neurodivergent Disabled Coalition
- Combining Affinity Groups with all student extracurricular groups into the same general section

Board approval copy

2024-2025 2025-2026 STUDENT ATHLETICS & ACTIVITIES
BURNSVILLE HIGH SCHOOL

Discover Opportunities

Dear Parents/Guardians and Students,

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

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

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

Have a great school year,

[Eddie Blaylark, Associate Principal and Affinity Groups Coordinator](#)

Bill Heim, Associate Principal and Director of Activities

Kevin Kleiner, Director of Athletics

Purpose Statement

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

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

Department Mission Statement

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

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

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

Burnsville-Eagan-Savage School District 191

TABLE OF CONTENTS

- Enrichment Opportunities: School Sponsored Clubs and Activities
- Student Interest Clubs and Activities
- Outside Clubs and Organizations that are partners with BHS
- Enrichment Opportunities: Athletics
- Athletics–Contact Information
- Student Co-Curricular Eligibility

www.isd191.org/bhs
(952) 707-2100

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

Enrichment Opportunities:

School-Sponsored Clubs and Activities

Academic Quiz Bowl Fee: \$40 50
 Open to all students, this activity competes against other metro area teams. Students quickly answer general knowledge questions at South Suburban and Quiz Bowl League tournaments from November to March.
 Contact: [Andy GehrkeTBD](mailto:Andy.GehrkeTBD)TBDagehrke@isd191.org

~~Art Club~~
~~The purpose of this club is it gives students the opportunity to use their voice through art, develop leadership and collaboration opportunities, and build community around students who share a passion for art.~~
~~Contact: Helen Dolan.....hdolan@isd191.org~~

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

want to be.

Contact: Jen Waller.....jwaller@isd191.org

Bowls for BrainPower

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

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

BrainPower in a Backpack

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

Contact: Pam Voigtpvoigt@isd191.org

Burnsville Swing

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

Contact: Community Education/Advisor Bekah Gudim.....rgudim@isd191.org

Chess Team

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

Contact: Community Education Coach Dane Zagar dzagar@isd191.org

Competitive Speech

Team Fee: \$4550

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

Contact: Brendan Klein..... bklein@isd191.org

Debate

Team Fee: \$3550

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

Contact: Brendan Klein..... bklein@isd191.org

DECA

Fee: \$150

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

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

Drumline (Winter)

Fee: \$5565

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

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

~~Eighteens K-Pop Dance~~

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

Contact: ~~TBA~~Jen Waller..... jwaller@isd191.org ~~TBD~~

FIRST Robotics Competition (FRC)

Fee: \$5065

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

Contact: Blaze Robotics - ~~Crystal Huynh~~..... team3184@isd191.org

FIRST Tech Challenge (FTC)

Fee: \$5065

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

The season runs from early September through February, with regional competitions in the Midwest, and the FTC World Championship in late April in Detroit, Michigan. See <https://www.firstinspires.org/robotics/ftc> for program and game description.

Contact: ~~Tonya David~~ Peters..... ftcburnsville@isd191.org

~~Flow~~

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

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

Future Teachers of America (FTA)

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

Contact: Matt Deutsch..... mdeutsch@isd191.org

Andrea Parent..... arent@isd191.org

Gaming Club/E Sports Team

Fee: \$4050

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

Contact: TBD.....TBD

Marching Band

Fee: \$5565

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

Contact: Keith French kfrench@isd191.org

Math League

Fee: \$4550

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

First semester:

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

Second semester:

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

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

Contact: [Chuck Croatt](#) [Jean Noss](#)@isd191.orgjnoss@isd191.org

National Honor Society (NHS)

The National Honor Society is an organization for top-ranking juniors and seniors. BHS students are considered for entry into NHS if they have earned enough credits to be a junior or senior and have at least a 3.6 cumulative Grade Point Average (GPA) for those students who qualify for dual ranking. For those students

who do not qualify for dual ranking, the minimum GPA is 3.8. Students who are eligible academically are contacted prior to the start of the fall semester. NHS membership is also based on character, leadership, and service. Students must complete and return an informational sheet demonstrating those qualities for review. The faculty council then determines membership. Once students are part of NHS, they must continue to meet the academic, leadership, character, and service standards. Students who take courses under the Pass/Fail option are not eligible for National Honor Society membership. Transfer students must meet all requirements and have attended BHS for at least one full semester to qualify for NHS.

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

Pep Band

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

Contact: Keith Frenchkfrench@isd191.org

Physics Club

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

Contact: Jon Huberjahuber@isd191.org

GSA

[An inclusive group for students of all gender identities and sexual orientations to find support, advocate for LGBTQ+ rights, and promote a safe and accepting school climate. The GSA hosts educational workshops, social events, and advocacy campaigns to advance equality and awareness. GSA is the gay/straight alliance at BHS. GSA's mission is to create a safe and welcoming environment for all staff and students at BHS through education and raising awareness of LGBT issues \(Lesbian, Gay, Bisexual, and Transgender\) that affect students and their families. All students are welcome at GSA.](#)

Contact: Allison MilleaTBDamillea@isd191.orgTBD

Science Club

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

Contact: Mike Huemoellermhuemoeller@isd191.org

Science Fair

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

Contact: Mike Huemoellermhuemoeller@isd191.org

Science Quiz Bowl

Fee: \$4550

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

Contact: [Harrison Owings TBD](#)howings@isd191.org [TBD](#)

Student Council

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

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

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

Theatre Guild

Fee: Varies

This organization is open to all students at the high school level who have an interest in the entire theatrical experience from ushering to acting, designing to directing and lights to sound. Student managers are selected each year to oversee areas of production and performance. The guild is involved in musicals, full-length plays, one-act competitions, student-directed plays, Class Acts, and many other activities. Points are earned and applied toward lettering in drama. Each production has an activity fee associated with it. Musical, full-length plays, and SHOWcase are \$75100 while competition one-act is \$5565. There is no maximum fee associated with the Theatre Guild productions.

Productions for the 2025-26 4-25 school year will be:

- Fall musical ([TBD directed by Erika Sasseville](#))easasseville@isd191.org [TBA](#)
- One-act competition ([TBD directed by Mark Hubbard](#))mhubbard@isd191.org [TBA](#)
- Winter play ([TBD directed by Erika Sasseville](#))easasseville@isd191.org [TBA](#)
- Spring musical ([TBD directed by Erika Sasseville](#)).....easasseville@isd191.org

Yearbook

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

Contact: Lori Maidmentlmaidment@isd191.org

Youth in Government

Fee: \$100

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

Contact: [Michael Skinner Brett Alt](#)balt@isd191.org miskinner@isd191.org

Youth Services

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

*A Youth Service elective credit is also available.

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

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

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

Enrichment Opportunities:

Student-Interest Clubs and Activities

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

The guidelines are as follows:

- *A student-interest club or activity may have access to school facilities for meetings during non-instructional time, subject to available space and the availability of staff supervision.
- *A student-interest club or activity must complete an application for use of school district facilities and comply with other requirements under the Equal Access to School Facilities Policy.
- *The student-interest club or activity will be listed in the handbook and on the website as a student-initiated club, which is not sponsored by the School District.

Announcements and Postings:

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

Current Student-Interest Clubs and Activities

• Art Club

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

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

• Asian Student Association

Dedicated to celebrating Asian cultures, histories, and contributions, this group provides a space for Asian students and allies to connect, share experiences, and foster cultural awareness. It aims to combat stereotypes and promote appreciation for Asian diversity through events, discussions, and community service. Open to all students, the group encourages cross-cultural understanding and collaboration. The Asian Student Association is a student-driven club that strives to promote cultural unity and creates a safe place for Asian-American students, as well as spreading unity among students of other cultures at Burnsville High School.

Contact: Landon Parkinlparkin@isd191.org

• Black Student Union (BSU)

This organization offers a supportive environment for Black students to express their experiences, celebrate their heritage, and advocate for social justice. It promotes awareness of issues affecting Black communities and encourages leadership, empowerment, and unity among members. Open to all students, the Black Student Union seeks to foster allyship and understanding across campus. The Black Student Union is a student-driven club that strives to promote cultural unity and creates a safe place for African-American students, as well as spreading unity among students of other cultures at Burnsville High School.

Contact: Kianna HamptonTBDkhampton@isd191.orgTBD

• Bloom

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

Contact: Jen Wallerjwaller@isd191.org

• Book Club

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

Contact: Gloria Webbergwebber@isd191.org

• Boxing Club

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

Contact: Emma GanionEmily Emeryeganioneemery.@isd191.org@isd191.org

• #BurnsvilleStrong

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

Contact: Jen Waller jwaller@isd191.org

Marie Hansenmchansen@isd191.org

•Culinary Club

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

Contact: Matt Deutschmdeutsch@isd191.org

• Dungeons and Dragons

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

Contact: Ryan Walkerrwalker@isd191.org

• Eighteens K-Pop Dance

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

Contact: TBA.....TBD

• Environmental Club

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

Contact: Lori Douglasldouglas@isd191.org

• Fellowship of Christian Athletes and Friends (FCAF)

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

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

• Flow

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

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

• *Futsal

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

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

• Giving Garden Club

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

Contact: Matt Deutsch.....mdeutsch@isd191.org

Lori Douglasldouglas@isd191.org

• HOSA - Future Health Professionals Club

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

Contact: Anne Werner-Dempseyawernerdempsey@isd191.org

• Indigenous Student Council

This group focuses on honoring Indigenous cultures, histories, and perspectives. It provides a platform for Indigenous students to share their stories, educate others, and promote respect for Indigenous rights and traditions. The group aims to build awareness and solidarity within the school community. Open to all students, it encourages learning about Indigenous peoples and fostering inclusivity. Affinity club open to all eligible Indigenous Students, grades 7-12. The club strives to promote cultural unity and a safe place for Indigenous students.

Contact: Marlene Bad Warrior Rebecca Mousseaumbadwarrior@isd191.orgrmousseau@isd191.org

- Job Shadowing Club

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

Contact: Marcia Sextonmsexton@isd191.org

- Knitting Club

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

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

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

- Latinos Unidos - Latino Student Association

This organization celebrates Latino heritage, culture, and contributions, offering a space for Latino students and allies to connect and share their experiences. It promotes cultural pride, awareness, and advocacy around issues affecting Latino communities. Open to all students, the group seeks to build understanding, foster diversity, and encourage community involvement. LSA students meet regularly to create community among our students. The group is divided into Latino and Latina student groups.

Contact: Marsha Santiago-Toledana Andrea.Bauersantiagotoledano@isd191.org organbauer@isd191.org

- Link Crew

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

Contact: Kim Harrodkharrod@isd191.org

- Muslim Student Association

This group brings together Muslim students and allies to share cultural experiences and promote understanding within the school community. It seeks to create a welcoming environment that respects religious diversity and encourages dialogue about faith, traditions, and identity. Open to all students, the group supports learning and solidarity across different backgrounds. This is a student organization devoted to strengthening the Muslim community through service and activism. The goal of this group is to educate both Muslims and people of other faiths about the religion of Islam and facilitate a better environment for students on campus.

Contact: Maryan AliMorgan Elmi.....mali@isd191.org melmi@isd191.org

- Neurodivergent Disabled Coalition

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

Contact: Christian Kibler.....ckibler@isd191.org

- Philosophy Club

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

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

- Polyglot Club

This is a cultural club for students who want to learn about other languages, speak other languages, and simply learn about other cultures. We play language games, teach each other slang and common words, celebrate other cultural holidays, watch foreign films, and even sing karaoke in other languages.
Contact: Rebecca Akersonrakerson@isd191.org

• Women in Engineering

This organization’s purpose is to inform high school females about engineering opportunities and to spark an interest in female engineers.
Contact: Liz Davidson.....edavidson@isd191.org

• Young Life

Young Life provides a fun and safe place for students to be together and talk about their lives and faith. Everyone is invited to Young Life.
Contact: Sue Stachowski/~~Kelsey Christensen~~.....sstachowski@isd191.org

Affinity Groups

~~Definition of Affinity Space: an adult-supported, safe space around shared, lived experiences that empower voice and choice, counter to the previous practices formed and maintained by the dominant culture.~~

~~• Asian Student Association~~

~~The Asian Student Association is a student-driven club that strives to promote cultural unity and creates a safe place for Asian-American students, as well as spreading unity among students of other cultures at Burnsville High School.~~
Contact: ~~Landon Parkin~~.....~~lparkin@isd191.org~~

~~• Black Student Union (BSU)~~

~~The Black Student Union is a student-driven club that strives to promote cultural unity and creates a safe place for African-American students, as well as spreading unity among students of other cultures at Burnsville High School.~~
Contact:~~TBD~~.....~~TBD~~

~~• GSA~~

~~GSA is the gay/straight alliance at BHS. GSA’s mission is to create a safe and welcoming environment for all staff and students at BHS through education and raising awareness of LGBT issues (Lesbian, Gay, Bisexual, and Transgender) that affect students and their families. All students are welcome at GSA.~~
Contact: ~~TBD~~Allison Millea~~amillea@isd191.org~~ ~~TBD~~

~~• Indigenous Student Council~~

~~Affinity club open to all eligible Indigenous Students, grades 7-12. The club strives to promote cultural unity and a safe place for Indigenous students.~~
Contact: ~~Madison McKinney~~ ~~TBD~~.....~~mmckinney@isd191.org~~ ~~TBD~~

~~• Latinos Unidos – Latino Student Association~~

~~LSA students meet regularly to create community among our students. The group is divided into Latino and Latina student groups.~~
Contact: ~~Andrea Bauer~~~~anbauer@isd191.org~~

~~• Muslim Student Association~~

This is a student organization devoted to strengthening the Muslim community through service and activism. The goal of this group is to educate both Muslims and people of other faiths about the religion of Islam and facilitate a better environment for students on campus.
 Contact: Morgan Elmi [TBD](mailto:melmie@isd91.org) melmie@isd91.org [TBD](#)

Enrichment Opportunities:

Outside Clubs and Organizations that are partners with BHS

The following clubs and organizations are not sponsored by District 191 but have worked closely to form partnerships with the Burnsville High School Athletics Department. Contact these clubs and organizations directly if interested in joining any of their programs. The following clubs and organizations are not sponsored by ISD 191 but have worked closely to form partnerships with the Burnsville High School Activities Department. A Burnsville High School varsity letter can be earned through some of these clubs and activities. Please see Mr. Kleiner, Athletic Director, or Mrs. Riggs, Athletic, and Activity Secretary, if interested in joining any of these clubs or organizations.

- Blackdog Swim Club
- ~~Bowling Team~~
- Burnsville Athletic Club
- ~~Burnsville Bruisers Rugby Team~~
- BV United Soccer Club
- ~~Burnsville Hockey Club~~
- Burnsville Trapshooting Team
- ~~Minnesota Valley Figure Skating Club~~
- ~~Burnsville Mountain Biking Team~~ ~~Club~~
- ~~Sparks Wrestling Club~~
- ~~Various gymnastics gyms throughout the district~~

Enrichment Opportunities: Athletics

Season	Boys	Fee	Girls	Fee
Fall	Cross Country Running (9th–12th)	\$ 200 175	Cross Country Running (9th–12th)	\$ 200 175
	Football (9th–12th)	\$ 250 15	Adapted Soccer (7th–12th)	\$ 200 175
	Adapted Soccer (7th–12th)	\$ 200 175	Soccer (9th– 12th)	\$ 220 5
	Soccer (9th–12th)	\$ 225 05	Swimming (7th–12th)	\$ 250 15
			Volleyball (9th–12th)	\$ 225 05
			Performance Dance (8th–12th)	\$ 200 175
			Cheerleaders (7th–12th)	\$ 200 140
			Tennis (9th–12th)	\$ 200 175
Winter	Basketball (9th–12th)	\$ 225 05	Basketball (9th–12th)	\$ 225 05
	Adapted Hockey (7th–12th)	\$ 200 175	Adapted Hockey (7th–12th)	\$ 200 175
	Hockey (9th–12th)	\$ 250 15	Hockey (7th–12th)	\$ 250 15
	Alpine Skiing (7th–12th)	\$ 225 0*	Alpine Skiing (7th–12th)	\$ 225 0*
	Nordic Skiing (7th–12th)	\$ 225 05	Nordic Skiing (7th–12th)	\$ 225 05
	Swimming (7th–12th)	\$ 250 15	Dance Team (7th–12th)	\$ 225 175
	Wrestling (9th–12th)	\$ 225 05	Olympic Weightlifting (7th–12th)	\$ 200 150
	Olympic Weightlifting (7th–12th)	\$ 200 150		

Spring	Baseball (9th–12th)	\$ 2505	Softball (7th–12th)	\$ 225205
	Golf (7th–12th)	\$ 2500**	Golf (7th–12th)	\$ 2500**
	Tennis (9th–12th)	\$ 200475	Badminton (7th–12th)	\$ 200450
	Track and Field (9th–12th)	\$ 22505	Track and Field (9th–12th)	\$ 22505
	Adapted Softball (7th–12th)	\$ 200475	Adapted Softball (9th–12th)	\$ 200475
	Lacrosse (7th–12th)	\$ 25045	Lacrosse (7th–12th)	\$ 25045

*Alpine Ski does not have a participation fee, however, athletes will cover cost of hill passes for the season and all other expenses.

**Golf does not have a participation fee, however, athletes will cover costs for greens fees and driving range and all other expenses.

Athletics Contact Information

SPORT	COACH NAME	PHONE COACH	E-MAIL
Adapted Floor Hockey, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Floor Hockey, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Adapted Soccer, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Soccer, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Adapted Softball, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Softball, PI	w/Dakota United	952-707-3523	rejohnson@isd191.org
Alpine Skiing Boys & Girls	TBD Tim Bocklund	952-303-3558TBD	tbocklund@isd191.orgTBD
Badminton, Girls	Anthony Nguyen	952-666-0812	anguyen@isd191.org
Baseball	Justin Banitt	952-707-2151	ibanitt@isd191.org
Basketball, Boys	Erik Leafblad	952-707-2151	eleafblad@isd191.org
Basketball, Girls	David Shaw	952-707-2151	dshaw@isd191.org
Cheerleading (competitive)	Alison Morris	952-707-2151	aamorris@isd191.org
Cross Country Run, Boys	Jeff Webber	952-707-2911	jwebber@isd191.org
Cross Country Run, Girls	Charlie Burnham	952-707-2151	cburnham@isd191.org
Dance Team, Girls J/F	Megan Thomas	952-707-2151	mthomas@isd191.org
Dance Team, Girls H/P	Megan Thomas	952-707-2151	mthomas@isd191.org
Dance Team, Girls Fall	Jessi Mosley	952-707-2439	jemosley@isd191.org
Football	Vince Varpness	952-707-2124	vvarpness@isd191.org
Golf, Boys	Dan Hartman	952-707-2151	dhartman@isd191.org
Golf, Girls	Roger Oie	952-707-2151	roie@isd191.org
Hockey, Boys(Co-Op w/AV)	Tate Erickson	952-220-3460	tate.erickson@district196.org
Hockey, Girls (Pending Co-op w/EV)	Herb Harvey	952-431-8905-	herb.harvey@district196.org-
Lacrosse, Boys (Co-Op w/ TBD Kennedy)	Ben KrugerTBD	952-681-5047-TBD	jranders@isd271.orgTBD
Lacrosse, Girls (Co-Op w/ Kennedy TBD)	Anna BoeserTBD	952-681-5047TBD	aboeser@isd271.org-TBD
Nordic Ski Racing, Boys	Gabbi Ayers	952-707-2151	gayers@isd191.org
Nordic Ski Racing, Girls	Gabbi Ayers	952-707-2151	gayers@isd191.org
Soccer, Boys	Brian Nacey	952-261-5927	bnacey@isd191.org
Soccer, Girls	Callie Athey Adam Voight	952-707-2151	avoight@isd191.org
cathey@isd191.org			
Softball, Girls	Eric Reuss	952-707-2151	ereuss@isd191.org
Swimming & Diving, Boys	Ben Mauser	952-707-2151	bmauser@isd191.org
Swimming & Diving, Girls	Kim Harrod	952-707-2258	kharrod@isd191.org
Tennis, Boys	Paul NessethTBD	952-707-2600-TBD	pnesseth@isd191.orgTBD-
Tennis, Girls	Paul Nesseth	952-707-2600	pnesseth@isd191.org Ryan
Haddorff	952-707-2151	rhaddorff@isd191.org	
Track & Field, Boys	Bounthavy Khamratthanome	952-707-2151	bkhamratthanome@isd191.org

Track & Field, Girls	Abigail Adkins	952-707-2151	aadkins@isd191.org
<u>Track & Field, Girls</u>	<u>Kevin Graham</u>	<u>952-707-2151</u>	<u>kgraham@isd191.org</u>
Volleyball, Boys	TBD	TBD	TBD
Volleyball, Girls	Josh Wastvedt	952-707-2151	jwastvedt@isd191.org
Olympic Weightlifting	Justin Lerfald	952-707-2151	jlerfald@isd191.org
Wrestling	<u>Bill Soderholm</u> <u>Andre Sellars</u>	<u>952-707-2151</u> <u>686</u>	<u>asellars@isd191.org</u>
	<u>bsoderholm@isd191.org</u>		

Student Co-Curricular Eligibility

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

ELIGIBILITY REQUIREMENTS

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

Academic Eligibility:

A 7-12 student-athlete or activity participant who receives mid-quarter or quarter grades of "F" in a class will be placed on academic probation. The student will remain on academic probation until the student attains a grade of at least a D- in all classes. A student on academic probation may be ineligible to participate in competitions/performances, but may continue to participate in practices, scrimmages and team/club meetings.

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

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

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

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

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.
6. Absences of one-half day or more, **even if excused**, prohibits students from participating that day in a Minnesota State High School League (MSHSL) competition. Certain exceptions, as outlined by MSHSL policy, are allowed at the school's discretion.

Student Code of Responsibilities:

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

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

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

Leadership Positions/Captains:

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

Accommodations:

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

Appeals Process:

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

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

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

– Student

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

-- Advisor

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

-- Coach

2. Approve Alpine Ski Cooperative Sponsorship Changes

218

Speaker(s): Kevin Kleiner, Athletics Director



**Agenda IV.B.2.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Kevin Kleiner, athletic director

Date: August 14, 2025

Re: Alpine Ski Cooperative Sponsorship Changes

Recommendation: That the Board of Education approves dissolution of our current Boys & Girls Alpine Ski cooperative sponsorships with Shakopee and approves new cooperative sponsorships in Boys & Girls Alpine Ski with Shakopee and Richfield.

Notes:

Adding Richfield to our Alpine Ski cooperative sponsorships with Shakopee will strengthen the viability of the program and help share expenses amongst the three schools.

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of

Alpine Ski, Boys beginning with the 2025 - 2026 school year.
 (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	Burnsville High School	Burnsville
High School #2:	Shakopee High School	Shakopee
High School #3:		
High School #4:		

1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

- Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, MUST be included with this application.
 No DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

	<u>Member School</u>			<u>Reason for the Dissolution</u>	
High School #1	A	B	<input checked="" type="radio"/> C	A.	Our school is dropping the activity.
High School #2	A	B	<input checked="" type="radio"/> C	B.	Our school will sponsor this activity without a cooperative sponsorship.
High School #3	A	B	C	C.	Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.
High School #4	A	B	C		

Signature of the person duly authorized by the member school to act on behalf of the member school.

High School #1:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #2:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #3:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #4:	_____	_____
	Designated School Representative	Title of the Designated School Representative

Official Action of the MSHSL Board of Directors

- Approved Not Approved

Signature: _____ Date: _____
 MSHSL Executive Director

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of **Alpine Ski, Boys**
 beginning with the **2025** - **2026** school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Burnsville High School	2370	Burnsville	3AA	6A
High School #2:	Shakopee High School	2354	Shakopee	2AA	6A
High School #3:	Richfield High School	927	Richfield	3AA	4A
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
 Yes This application must include a review and comments from the conference(s) of which the schools are members.
 No
- Do any of the above schools currently have a cooperative agreement in this activity?
 Yes An application for dissolution must be submitted for the existing agreement.
 No
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About_MSHSL/Membership_Information:_A_History_&_Model_Resolution_for_School_Boards))
 Adding Richfield to this Alpine Ski co-op for sustainability of both programs. Buck Hill, where we train, requires a minimum of 10 participants and this co-op will help achieve them requirement.

4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1		2	1		1	
High School #2	1					
High School #3	3		1		1	
High School #4						

- Team Identification: (Indicate how cooped schools should be identified in tournament programs): BSR Alpine
- Team Colors: Gold, Red, Cardinal Team Mascot: n/a
- Host School (school that will receive revenue share check): Burnsville High School

Board of Education (or designee)	School	Date
Signed _____	_____	_____
Signed _____	_____	_____
Signed _____	_____	_____

Official Action of the MSHSL Board of Directors

Approved
 Not Approved

Signature: _____ Date: _____
MSHSL Executive Director

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of

Alpine Ski, Girls beginning with the **2025** - **2026** school year.
 (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	Burnsville High School	Burnsville
High School #2:	Shakopee High School	Shakopee
High School #3:		
High School #4:		

1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

- Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, **MUST** be included with this application.
- No** DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

	<u>Member School</u>		<u>Reason for the Dissolution</u>
High School #1	A B	<input checked="" type="radio"/>	A. Our school is dropping the activity.
High School #2	A B	<input checked="" type="radio"/>	B. Our school will sponsor this activity without a cooperative sponsorship.
High School #3	A B	<input type="radio"/>	C. Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.
High School #4	A B	<input type="radio"/>	

Signature of the person duly authorized by the member school to act on behalf of the member school.

High School #1:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #2:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #3:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #4:	_____	_____
	Designated School Representative	Title of the Designated School Representative

Official Action of the MSHSL Board of Directors

- Approved Not Approved

Signature: _____ Date: _____
 MSHSL Executive Director

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Alpine Ski, Girls
 beginning with the 2025 - 2026 school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Burnsville High School	2370	Burnsville	3AA	6A
High School #2:	Shakopee High School	2354	Shakopee	2AA	6A
High School #3:	Richfield High School	927	Richfield	3AA	4A
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
 Yes This application must include a review and comments from the conference(s) of which the schools are members.
 No
- Do any of the above schools currently have a cooperative agreement in this activity?
 Yes An application for dissolution must be submitted for the existing agreement.
 No
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About/MSHSL/Membership%20Information%20-%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))
 Adding Richfield to this Alpine Ski co-op for sustainability of both programs. Buck Hill, where we train, requires a minimum of 10 participants and this co-op will help achieve them requirement.

4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1			1			1
High School #2	2	1			1	
High School #3					1	
High School #4						

- Team Identification: (Indicate how cooped schools should be identified in tournament programs): BSR Alpine
- Team Colors: Gold, Red, Cardinal Team Mascot: n/a
- Host School (school that will receive revenue share check): Burnsville High School

Board of Education (or designee)	School	Date
Signed _____	_____	_____
Signed _____	_____	_____
Signed _____	_____	_____

Official Action of the MSHSL Board of Directors

Approved
 Not Approved

Signature: _____ Date: _____
 MSHSL Executive Director

3. Approve 2025-2026 Student Handbook

224

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent



**Agenda IV.B.3.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: August 14, 2025

Re: Approve 2025-2026 Student Handbook

Recommendation: That the Board of Education approve the 2025-2026 Student Handbook.

Notes:

The student handbook is intended to provide guidance to students, families and staff regarding procedures for conducting safe and effective school experiences for all. The handbook is intended to support existing policy and law.

Updates to this year's handbook include:

- New Superintendent welcome letter
- Additional attendance information
- Inclusion of new policy 524: *Personal Electronic Devices Including Cell Phones*
- Minor changes to sections related to Human Growth and Development, student data privacy, dress code, District 191 naming conventions, Level 4 support resources and the Behavior Level Response Matrix



Student Handbook

20242025-20252026

Board approved: August ~~2024~~2025



Letter from the Superintendent

226



~~Welcome to the 2024-2025 school year in Burnsville-Eagan-Savage School District 191!~~

~~I am so excited for this school year, as I hope you are, too. This will be my sixth year as the proud superintendent of District 191. It's amazing to think of how much our community has grown and changed over those years, and also how much all of you have grown and changed, too! That mutual growth reminds me that we are all connected with the people and community around us. It's the reason one of our core values in District 191 is "Inclusive Partnership." That means that we're at our best when everyone can and does contribute to the whole.~~

~~We offer the best learning opportunities when we partner with local businesses and organizations. We grow and learn the most when we open ourselves to the different ideas, talents and experiences of our neighbors. We make our best decisions when we hear the voices of our students, families and staff.~~

~~Our capacity for and commitment to working in partnership is truly special in District 191, and it makes me incredibly proud. The foundation to partnership is building positive relationships, and in this student handbook, you'll see expectations for how we work and interact with each other, as well as responses when we do not act in positive ways.~~

~~I encourage you to commit to establishing and building partnerships, too. Working with your classmates and teachers on projects, contributing your voice to student leadership, or maybe by creating a new club or group with your fellow students. You'll be amazed at what's possible when you work with others.~~

~~Thank you for all you do and for being part of the One91 community. I wish you all the best this school year.~~

Dear Students of One91 -

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



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

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

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

Educationally yours,



Dr. Latanya Daniels

Table of Contents

Letter from the Superintendent	2
Important District Policies to Know	4
General District Information	7
District 191 Beliefs about Behavior in School	11
Explanation of PBIS	11
Explanation of Roles	12
All students:	12
All parents and legal guardians:	12
All teachers:	12
Building principals:	13
Other school district personnel:	13
Superintendent:	13
School Board:	13
Procedural Requirements	14
■ Application of the Code of Conduct	14
■ Factors Impacting Discipline Decisions	14
■ Disciplinary Responses	14
■ Rights to Continued Access to Instruction	14
Disciplinary Action Items	15
Levels of Intervention for Behavior	17
Behavior Response Matrix	19

Important District Policies to Know

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

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

POLICY 404: EMPLOYEE BACKGROUND CHECKS

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

POLICY 413: HARASSMENT AND VIOLENCE

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

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

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

POLICY 419: TOBACCO- AND SMOKE-FREE ENVIRONMENT

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

POLICY 501: SCHOOL WEAPONS POLICY

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

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

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

POLICY 503: STUDENT ATTENDANCE

229

~~Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student.~~

~~Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.~~

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

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

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

POLICY 506: STUDENT DISCIPLINE

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

POLICY 514: BULLYING PROHIBITION POLICY

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

POLICY 520: STUDENT SURVEYS

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

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

The school district prohibits sexual harassment that occurs within its education programs and activities. ~~Unlawful sex discrimination towards a~~ Anyone with actual knowledge of, or who has witnessed unlawful sex discrimination, including sexual harassment, must report the allegations to the Title IX coordinator. Information about reporting can be found on our district website ~~student report forms can be found in the online policy manual.~~

POLICY 524: PERSONAL ELECTRONIC COMMUNICATION DEVICES INCLUDING CELL PHONES

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

POLICY 526: HAZING PROHIBITION

Hazing activities of any type are prohibited at all times whether they happen on or off school property, during, or after school hours. Hazing activities can mean doing something to a student or coercing a student to do something that could cause harm in order for

that student join or be part of a group or organization. More details about what constitutes hazing can be found in the online po280 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.

POLICY 530: IMMUNIZATION REQUIREMENTS

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

POLICY 531: THE PLEDGE OF ALLEGIANCE

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

POLICY 610: FIELD TRIPS

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

POLICY 613: GRADUATION REQUIREMENTS

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

POLICY 634: ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

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

POLICY 806: EMERGENCY OPERATIONS POLICY

Each district site has its own emergency operations plan. In the event of an emergency, relevant information of reunification instructions will be sent through the district messaging system and available on the [ISD-District 191](https://www.isd191.org) website.

ARTIFICIAL INTELLIGENCE (AI)

District 191 embraces AI technologies to enhance educational experiences and support diverse learning needs. AI tools may be incorporated into classes to assist in personalizing learning and offering various ways for students to express their knowledge and engagement. AI tools will be taught as part of curriculum so that students have the knowledge and skills to leverage AI.

Guidelines for AI Use:

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

ATTENDANCE

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

Types of Attendance:

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

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

Make-Up Work for Excused Absences:

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

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

- Skipping school (truancy)
- Not following attendance reporting procedures

- Staying home to do chores or work
- Working at a job (unless part of a school program)
- Accumulated tardies (7 unexcused tardies = 1 unexcused absence)

- Any other absence not listed as excused

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

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

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

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

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

Attendance and Participation in Extracurricular Activities & School-Sponsored Work Programs

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

Resolving Absences and Tardies

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

CELL PHONES AND/OR PERSONAL ELECTRONIC DEVICES

In response to recent state legislation, One91 is in the process of adopting formal policy around cell phone usage in schools. Site level administrative teams continue to have the authority to implement cell phone practices at the site level in alignment with existing discipline policies. Administrators will continue to partner with students, families, and staff to ensure effective implementation.

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

For elementary and middle school (K-8), all personal electronic devices—like cell phones, smartwatches, and headphones—must be put away, silent, and out of sight from the first bell to the last bell, including during class, lunch, and recess. For high school (9-12), devices must be put away, silent, and out of sight during all instructional time; while quiet use is allowed during passing times and lunch, it's strongly discouraged to minimize distraction. Devices should always be stored securely in your locker, backpack, or a designated classroom spot. Exceptions apply for documented medical needs, genuine emergencies, or if a staff member explicitly allows use for learning. If you need to make a call, you can always ask to use a school phone in the office. Violations will result in disciplinary action, ranging from a reminder to device confiscation or even a temporary ban from school, and please remember, the district is not responsible for lost, stolen, or damaged devices.

CHROMEBOOKS

All Chromebooks, other student devices, and issued accessories are the property of ~~ISD191~~District 191. Students will take care of the equipment, use the equipment in accordance with our Acceptable Use Policy 634, and return the equipment when requested or when the student leaves ~~ISD191~~District 191. More Information and the One91 Chromebook Loan Expectations can be found at isd191.org/chromebook.

COMPLAINTS

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

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

EMERGENCY DRILLS

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

FOOD POLICY

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

HUMAN GROWTH AND DEVELOPMENT

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

ILLNESS AND INJURY

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

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

LATEX-SAFE SCHOOLS

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

LOCKERS (SECONDARY SCHOOLS)

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

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

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

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

MEDICATIONS

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

PERMITTED ACTIONS

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

PESTICIDES

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

RECESS AND OTHER BREAKS

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

REMOTE LEARNING DAYS

Remote Learning Days can occur when students spend part of their time learning off our campuses through digital delivery of instruction. Remote Learning Days are different from our Virtual Academy online learning school. The primary cause for a Remote Learning Day can vary. One reason is due to an unplanned (typically weather) event. The first weather event, resulting in an entire

day of school being canceled, does not lead to a Remote Learning Day, however, all subsequent days will be Remote Learning Days per One91 policy. Remote Learning Days can also be planned out in advance for various reasons. This may just be a single school site or it may be all sites in the district. These are defined by policy as Blended Learning Days. Both causes for Remote Learning Days are supported by One91 policy and state statute. The district is expected to communicate, well in advance, for the planned Remote Learning Days and as soon as possible (at least 2 hours before the school day is supposed to start) for the unplanned Remote Learning Days.

REPORTING CHILD ABUSE/NEGLECT

District 191 will seek to protect children whose health and welfare may be jeopardized through physical abuse, neglect, truancy 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. For more information, please see District Policy 414.

SCHOOL MEALS AND EDUCATIONAL BENEFITS

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

SCREENING

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

SECTION 504

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

SPECIAL EDUCATION

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

STUDENT DATA PRIVACY NOTIFICATION

~~ISD191~~ District 191 uses a variety of digital tools to support student learning. Technology vendors and software are utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world. We have an inventory of our curriculum, testing, and assessment tools posted on our website at isd191.org and include an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year. Individual teachers may also communicate additional digital tools that are used in their classroom.

STUDENT DATA PRIVACY POLICY

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

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

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

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

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

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

- Honor rolls
- Programs for concerts and theater performances
- Athletic programs
- Yearbooks
- Press releases, etc.

District 191 Beliefs About Behavior in School

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

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

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

Explanation of PBIS

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

Outcomes from a fully implemented PBIS school system include:

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

- Reduced office discipline referrals, and exclusionary practices

Schools that implement PBIS have teaching and learning environments that:

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

The following are components of the PBIS school system:

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



Explanation of Roles

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

All students:

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

Students should...

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

All parents and legal guardians:

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

Parents and guardians should...

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

All teachers:

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

Teachers should...

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

Building principals:

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

Building principals should...

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

Other school district personnel:

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

Other school district personnel should...

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

Superintendent:

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

The superintendent should...

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

School Board:

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

School Board members should...

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

Procedural Requirements

Application of the Code of Conduct

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

Factors Impacting Discipline Decisions

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

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

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

Disciplinary Responses

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

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

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

Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences.

Each student suspended in excess of five consecutive 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.

Disciplinary Action Items

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

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

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

LEVEL 1 – Teacher Initiated Response

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

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

LEVEL 2 – Teacher Initiated Response with Office Support

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

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

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

LEVEL 3 – Support and Administrative Responses

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

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

LEVEL 4 – Support, Administrative and Removal Responses

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

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

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

- Referral to an alternative education setting
- Restitution;
- -School-based or outside facilitated conflict resolution
- Suspension

Behavior Response Matrix

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

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

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

The full Behavior Level Response Matrix can be found on pages 21-25 of this handbook.

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

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)			
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)			
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)			
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)			
Levels:				
	1	2	3	4
Computer-Related Offense				
Inappropriate use of school provided electronic device or school owned or managed software, hardware or network.	x	x	x	x
Tampering with, or assisting another to tamper with student information or assessment systems	x	x	x	x
Filming, recording or distributing in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public.	x	x	x	x
Cyberbullying – Policy 514				
Using electronic communication (e.g. , social media, emails, etc.) to inappropriately target another student over a pattern of events where a perceived imbalance of power exists.		x	x	x
Physical Contact				
Intentional or unintentional physical contact between a student and another individual(s) that is not age appropriate and may or may not involve harm (for example, non-age-appropriate pushing/shoving, hitting, knocking other individuals over, play fighting). This is distinct from actual fighting.	x	x	x	x
Disruption – Policy 506				
Engaging in minor behavior that distracts from the learning environment.	x			
Persistent or continual interference with the educational setting that creates physical disorder.		x	x	x
Dress Code – Policies 504, 506				
Displaying dress 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.	x	x	x	
Driving – Policy 506				
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.		x	x	x
Fighting – Policies 501, 506				
Two or more people engaged in intentional bodily harm toward each other.		x	x	x

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)			
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)			
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)			
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)			
Levels:				
	1	2	3	4
Harassment – Policies 413, 506				
Consideration would need to be particularly given to the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and responses.				
Nonsexual: Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender and gender identity, disability, sexual orientation, religion, creed, sex, age, marital status, familial status, status with regard to public assistance or other characteristics that interfere with a student’s ability to participate in or benefit from the school’s educational programs		✖	x	x
Sexual; Unwelcome sexual advances, requests for sexual favors; and/or other inappropriate verbal, written or physical conduct of a sexual nature directed toward others		✖	x	x
Hazing – Policy 526				
Committing an act against another student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.		x	x	x
Illegal Drugs/Controlled Substances (Prescription) – Policies 417, 418				
Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician, including marijuana and cannabis products.		x	x	x
Using, possessing (including paraphernalia) or being under the influence of illegal drugs.			x	x
Distributing or selling non-illegal drugs or look-alike substances including medical marijuana or medical cannabis.			x	x
Any activity involving the consumption of any drug, illegal substance that subjects the student to a risk of harm.				x
Insubordination – Policy 506				
Repeatedly or persistently defying or refusing to follow the directives of teachers, staff or administrators. Behavior of individual student has to differ significantly from their peer group.	x	x	x	
Over the Counter Medications				
Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.		x	x	x
Robbery (using force)				
Taking or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force and/or by putting the victim in fear		x	x	x

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)					
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)					
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)					
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)					
		Levels:	1	2	3	4
Tardiness – Policies 503, 506						
Arriving late to the assigned school locations (class).			x			
Persistently (more than three times) arriving late to class or school without an excuse.			x	x		
Terroristic Threats						
A threat of violence with the intent to terrorize; Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience (MN Statute Sec. 609.713						x
Theft – Policy 506						
Taking or obtaining property of another without permission and/or knowledge of the owner.			x	x	x	
Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.				x	x	x
Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement				x	x	x
Tobacco Policies 419, 506						
Any activity involving the consumption of tobacco products.					x	x
Threat/Intimidation – Policy 506						
Engaging in verbal or written behavior or posturing that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment or participating in school sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm.				x	x	x
Possessing, using or threatening to use a look alike or facsimile (e.g., water gun) weapon that is not dangerous.				x	x	x
Truancy – Policy 503, 506						
Being willfully absent from class without lawful excuse for one or more class periods on seven different school days.			x	x	x	
Vandalism/Destruction of Property – Policy 506						
Causing accidental damage of property.			x			
Causing intentional damage to property.				x	x	x

Level 1	Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)				
Level 2	Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)				
Level 3	Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)				
Level 4	Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)				
Levels:		1	2	3	4
Verbal Abuse – Policy 506					
Use of profane or obscene language towards a particular person.		x	x	x	x
Weapons – Policy 501					
Possessing, using, or threatening to use a non-firearm gun. <u>Examples: (e.g., Airsoft, BB or similar)</u>				✖	x
Possessing a fire-arm.				✖	x
Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.				✖	x
Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.					x
Using or threatening to use, a knife or other implement as a weapon with intent to cause serious bodily harm.					x
Distributing or selling weapons.					x

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



Future Ready. Community Strong.

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

4. Approve, on First Reading Basis, changes to Policy 634: *Electronic Technologies Acceptable Use*

252

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent



**Agenda IV.B.4.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: August 14, 2025

Re: Approve, on a First Reading Basis, Changes to Policy 634: *Electronic Technologies Acceptable Use*

Recommendation: That the Board of Education approve, on a first reading basis, changes to Policy 634: *Electronic Technologies Acceptable Use*.

Summary of Changes:

This policy was reviewed by the Policy Review Committee on June 17, 2025.

- With the adoption of Policy 524, updates have been made to remove the cell phone section

Adopted: 9/23/2021

Burnsville-Eagan-Savage School District Policy 634

Reviewed: ~~02/27/2025~~ PRC 6/17/25

Revised: 03/13/2025

Rescinds: IIBG and IIBG-E, 524

634 INTERNET, ~~AND~~ TECHNOLOGY, ~~AND CELL PHONE~~ ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATION PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. DEFINITIONS

- A. The term "Electronic Technologies" includes, but is not limited to, computer hardware and software, operating systems, web-based information and applications, telephones and other telecommunications equipment, video and multimedia equipment, information kiosks, and office products such as copiers and printers.
- B. The term "District Network" includes any equipment or interconnected system or

subsystem that is used in the acquisition, storage, manipulation, management, movement, control, display, switching, transmission, or reception of data or information. The District Network is inclusive of all infrastructure necessary to provide and manage systems including but not limited to internet access, data, telecommunications, and wifi.

- C. The term “user” refers to any person using the District’s electronic technologies or network.

V. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

VI. SECURITY

- A. The District has a cybersecurity program which maintains appropriate levels of access to District information and resources. Security practices apply to all users and for all District operations and activities. Unauthorized access, use, transfer, distribution, compromise or change of District data by any employee, student, or any other individual, may result in disciplinary action, which may include a recommendation for termination and other legal action. In order to effectively implement this policy, the District will:
1. Implement standards and procedures to effectively manage and provide necessary access to District data, while at the same time ensuring, to the extent possible, the confidentiality, integrity, and security.
 2. Maintain an information security program based on risk assessment that follows relevant best practices in the field of information security.
 3. Provide processes for evaluating and vetting software that interfaces with District data, including processes for evaluating third parties and their security practices.

VII. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

- b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to engage in political campaigning.
5. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
6. Users will not use external proxy servers or other means of bypassing the district's internet content filter or security measures.
7. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
8. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.
- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” “TikTok,” “Reddit,” and similar websites or applications.

- 9. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
- 10. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the

person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

11. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 12. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
 - C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.
 - D. The District does not support personal equipment. Users will not attach any personal equipment or install software on any District-owned systems. Users may use personal devices on the District's guest WIFI.

VIII. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will use best efforts and industry standard approaches to block or filter Internet access to any visual depictions that are:
1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Access to chat rooms, discussion boards, school-issued email and other forms of direct electronic communications are limited to applications approved by the District and/or hosted within the District domain for the safety and security of minors. Access to communication tools may be adjusted based on student age.
- D. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- E. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- F. The District is obligated to monitor and/or review filtering activities.
- G. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

IX. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

X. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. It is recommended that electronic mail contain a confidentiality notice, similar to the following:

If the information in this email is related to an individual or student, it may be private data under state or federal privacy law. This individual private data should not be reviewed, distributed or copied by any person other than the intended recipient(s), unless otherwise permitted under law. If you are not the intended recipient, any further review, dissemination, distribution, or copying of this electronic communication or any attachment is strictly prohibited. If you have received an electronic communication in error, you should immediately delete it from your system.
- G. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

XI. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. By using the district's internet and technology resources, users accept the terms of this policy.

XII. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XIII. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification of password ownership and password protection procedures.
5. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
6. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
7. Notification that student email addresses may be provided to District-approved third-party providers for access to educational tools and content.
8. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
9. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
10. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XIV. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet.

XV. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. “Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student’s educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student’s educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider’s employees or contractors have access to educational data only if authorized; and
 2. the technology provider’s employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider’s property.

XVI. SCHOOL-ISSUED DEVICES

- A. “School-issued device” means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student’s dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XVII. PERSONAL DEVICE ACCESS

- A. Personal Devices may be used only on the district's guest WIFI and must abide by the district's Acceptable Use Policy.
- B. Personal devices may not be connected to other networks besides public WIFI and may not be connected to any district equipment.

- C. Though guests may use their personal devices and expect some aspects of privacy, use of our network and systems have the following expectations:
1. **Use at your own risk.** Use of the Burnsville-Eagan-Savage District 191 network is at the device owner's discretion and therefore Burnsville Public Schools is not responsible for any loss, damage or adverse effects that may occur to a device while on our network.
 2. **The District 191 network is filtered.** Known inappropriate and/or malicious sites, and many non-instructional sites, are blocked. Use of the district network and systems requires that owners of personal devices adhere to legal and ethical conduct, and refrain from attempting to access blocked content.
 3. **Expectation of privacy.** Access to the contents of a personal devices is governed by local and federal laws. However, while accessing The District 191 network, systems and buildings, there is not a right to privacy of any content, and as such, may be monitored for inappropriate or illegal activities.
 4. **District 191 reserves the right to maintain records of usage.** Burnsville-Eagan-Savage District 191 immediately terminates the privilege to use its network should it become aware that the network is being used for inappropriate or illegal activities. The district reserves the right to take appropriate action in the event inappropriate or illegal activities are discovered on our systems or network.

XVIII. CELL PHONE USE

~~— The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the negative impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for grades K-5, 6-8, 9-12 and special programs.~~

~~— If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.~~

~~— Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.~~

XVIII. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

~~XIX~~. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

~~XXI~~. LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the internet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 13.32 (Educational Data)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.73 (School Cell Phone Policy)
 Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
 Minn. Stat. § 125B. 15 (Internet Access for Students)
 Minn. Stat § 125B.26 (Telecommunications/Internet Access Equity Act)
 15 U.S.C § 6501 *et seq.* (Children's Online Privacy Protection Act)
 17 U.S.C § 101 *et seq.* (Copyrights)

47 U.S.C § 254 (Children’s Internet Protection Act of 2000 (CIPA))
 20 U.S.C § 6751 et se. (Enhancing Education Through Technology Act of 2001)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
States v. American Library Association, 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W. 2d 811 (Minn. App. 2011) aff’d on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
JS v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

Cross References:

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 422 (Policies Incorporated by Reference)
 Burnsville-Eagan-Savage School District Policy 498 (Political Campaign & Activities)
 Burnsville-Eagan-Savage School District Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage School District Policy 514 (Bullying Prohibition Policy)
 Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)
 Burnsville-Eagan-Savage School District Policy 519 (Interviews of Students by Outside Agencies)
 Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)
 Burnsville-Eagan-Savage School District Policy 522 (Student Sex Nondiscrimination)
 Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)
 Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)
 Burnsville-Eagan-Savage School District Policy 606 (Textbooks and Instructional Materials)
 Burnsville-Eagan-Savage School District Policy 622 (Copyright Policy)
 Burnsville-Eagan-Savage School District Policy 806 (Emergency Operations Policy)
 Burnsville-Eagan-Savage School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

5. Approve, on a First Reading Basis, Changes to Policy 524: *Personal Electronic Communication Devices Including Cell Phones*

270

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent



**Agenda IV.B.5.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: August 14, 2025

Re: Approve, on a First Reading Basis, Changes to Policy 524: *Personal Electronic Devices Including Cell Phones*

Recommendation: That the Board of Education approve, on a first reading basis, changes to Policy 524: *Personal Electronic Devices Including Cell Phones*

This policy was reviewed by the Policy Review Committee during a special meeting on July 29, 2025.

Summary of Changes:

- Updating the term “phone” to “personal electronic device”
- Striking in section III.E. the word “cell phone” in the first sentence

Adopted: 06/26/25

Burnsville-Eagan-Savage School District Policy 524

Reviewed: 07/29/25 PRC

Revised:

524 PERSONAL ELECTRONIC COMMUNICATION DEVICES INCLUDING CELL PHONES

I. PURPOSE

The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Bell-to-Bell" means from when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day. "Bell-to bell" includes lunch and time in between class periods.
- B. "Cell Phone" means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone includes a non-smart phone that is limited to making phone calls or text messages and a smart phone that encompasses the above features.
- C. "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.
- D. "Instructional Time" means any structured or unstructured learning experiences that occur from when the first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.
- E. "Personal Electronic Communication Device" means any personal device capable of connecting to ~~a cell phone~~, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include cell phones, wearable devices such as smart watches, personal headphones, earbuds or pods, laptops, tablets, virtual reality devices, and other personal electronic communication devices with the abovementioned characteristics.
- F. "Stored" means a cell phone or personal electronic communication device not being carried on the student's person, including not in the student's pocket. Storage options

may include, but are not limited to, in the student's backpack, in the student's locker, in a locked pouch, or in a designated place in the classroom, as determined by school administration.

IV. PERSONAL ELECTRONIC COMMUNICATION DEVICE USE AND STORAGE

A. Personal Electronic Communication Device Use

1. Elementary and Middle Schools (K-8)

- a. Students are prohibited from using personal electronic communication devices on school premises from bell-to-bell, which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the school day.
- b. All personal electronic communication devices shall be kept in designated areas and silenced.

2. High Schools (9-12)

- a. Students are prohibited from using personal electronic communication devices during instructional time, which includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity.
- b. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other personal electronic communication devices and all notifications must be silenced.
- c. All personal electronic communication devices shall be kept in designated areas and silenced during instructional time. Personal electronic communication devices may be used during passing times and their scheduled lunch periods; however, such use is discouraged.

B. School-Sponsored Activities (outside of bell-to-bell school day)

School administration may establish guidelines for personal electronic communication device possession and use during off-campus school-sponsored activities, such as extracurricular activities, outdoor and service trips, and school field trips. These guidelines will be provided at pre-activity meetings, activity-specific permission slips, and by other means as appropriate in the circumstances.

V. LIMITATIONS ON USE OF AND STORAGE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES

A. Limitations on Use of Personal Electronic Communication Devices

1. Personal electronic communication devices may not be used in any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.

2. Devices, including but not limited to personal electronic communication devices, with audio, video, or photo-taking capabilities shall not be used at any time in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others. Confiscation and search of such devices will occur if found in these areas.
3. The school district strongly discourages and disfavors using a device to record or photograph someone without their permission in general and it is specifically prohibited in bathrooms, locker rooms, school buses or during instructional time unless otherwise authorized by a school official.
4. Personal electronic communication devices may not be used to engage in bullying, cyberbullying, harassment, discrimination, or other activity prohibited under federal or state law or under school district policy.
5. Personal electronic communication devices shall not be used during a lockdown drill, a fire drill, or a similar safety drill.

B. Storage of Personal Electronic Communication Devices

Students shall keep their personal electronic communication devices in a secure place, such as the student's locker, a closed backpack, a storage device provided by the school, or an area designated by the classroom teacher at all times when personal electronic communication device use is prohibited.

VI. EXCEPTIONS

- A. Nothing in this policy prohibits a student from using a personal electronic communication device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.
- B. A student may use a personal electronic communication device to monitor or address a health concern or medical condition upon permission granted by school administration.
- C. Students may use a personal electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or substantial property damage.
- D. A student may use a personal electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the school district implements a curriculum that uses technology, students may be allowed to use their own personal electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.
- E. A personal electronic communication device may be stored in student vehicles parked on school district property provided that the device is not removed from the vehicle while on school district property.

- F. Students who need to make a call may request permission to use a telephone in the building office.

VII. RESPONSE TO VIOLATIONS

If a student violates this policy, a teacher or administrator shall take the following disciplinary measures:

- A. Level 1 - The staff member / teacher will restate the expectation and direct the student to place the ~~phone~~ personal electronic device in an appropriate location.
- B. Level 2 - The staff member will work with administration. The device may be placed in the office for a period of time and/or require parent pickup. If the incident occurs in the afternoon, pickup and/or notification may not occur until the following morning. Level 2 documentation is required and additional interventions may take place per the student handbook.
- C. Level 3 - Administration will coordinate the intervention. This can include, but is not limited to, a period of time (not to exceed 45 school days) where the device may not be allowed in the school. Frequent check-ins, and/or additional interventions with staff may be implemented. Level 3 documentation is required and additional interventions may take place per the student handbook.

VIII. SCHOOL DISTRICT RESPONSIBILITY

- A. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.
- B. The school board directs the superintendent and school district administration to establish additional rules and procedures regarding student possession and use of personal electronic communication devices in schools as the superintendent and school district administration find appropriate. These rules shall be consistent with this policy and other applicable school district policies. These rules and procedures should seek to minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific grade levels, or pursuant to similar criteria.
- C. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a personal electronic device, or that a device contains evidence of such a violation, a school administrator may search the device. The search will be reasonably related in scope to the circumstances justifying the search.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 13.32 (Educational Data)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.73 (School Cell Phone Policy)
 Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
 Minn. Stat. § 125B.15 (Internet Access for Students)
 Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

29 U.S.C. § 794 (Nondiscrimination under Federal Grants and Programs)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety Policy) Away for the Day (www.awayfortheday.org)
MASSP/MESPA, *The Cell Phone Toolkit* (July 2024)

6. Approve, on a First Reading Basis, Regulations for Policy 524:
Personal Electronic Communication Devices Including Cell Phones
Speaker(s): Dr. Chris Bellmont, Assistant Superintendent

**Agenda IV.B.6.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: August 14, 2025

Re: Approve, on a First Reading Basis, Regulations for Policy 524: *Personal Electronic Devices Including Cell Phones*

Recommendation: That the Board of Education approve, on a first reading basis, Regulations for Policy 524: *Personal Electronic Devices Including Cell Phones*

Summary:

These regulations were reviewed by the Policy Review Committee during a special policy review committee meeting on July 29, 2025 and recommended to come forward to the school board for consideration.

- Earlier this spring the school board adopted Policy 524 with the recommendation that a set of regulations be established to help teachers and administrators effectively implement the new policy.
- The regulations have been designed to give more detail and clarity to the policy, but allow for the variability that naturally occurs during a school day.
- Surveys and data collection will occur in the first few months of implementation to help determine that the policy and regulations are being implemented effectively and equitably.

524R - Implementation of Personal Electronic Devices During the School Day

I. Statement of Purpose

The purpose of this regulation is to establish clear guidelines for the use of personal electronic devices, including cell phones, by students during the bell-to-bell school day. Policy 524 calls on the school district to “focus on learning in alignment with the district’s mission to ignite students’ passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools.” To reach this goal, we must ensure a focused learning environment, minimize distractions, and promote responsible digital citizenship. This regulation aims to balance the educational benefits and convenience of technology with the need to maintain an orderly and effective instructional setting. Responses to behaviors are intended to inform, and not limit, information that appears in the annual student handbook.

II. Reminders for Students and Families

- 1. Student Responsibility:** Students are solely responsible for the security and care of their personal electronic communication devices. The school district is not responsible for lost, stolen, or damaged personal electronic communication devices.
- 2. Storage During Prohibited Times:** During times when personal electronic communication devices are prohibited, students are expected to keep their devices turned off or silenced and stored in a backpack/handbag, locker, or other secure location out of sight.
- 3. Policy 524 Information:** Students and families can find the full policy on our District’s website. Guidelines and reminders to students will be posted in newsletters, in classrooms and in the main office.
- 4. Expectation Reviews for Students:** A review of expectations related to Policy 524 will be shared with all homeroom, advisory, or similar classes at the start of the year and on the first day back to school after each extended break - Fall, Winter, and Spring.

III. Roles, Responsibilities, and Responses to Violations

Response Level	General description of behavior	Administrator	Caregiver	Student	Teacher
0 - Baseline	Student is observed consistently adhering to expectations as described by policy 524.	Lead schoolwide efforts to proactively inform all members of the community of Policy 524 and the student handbook.	Be aware of Policy 524 and the student handbook. Seek clarification as needed. Talk with student about expectations and support them with proactive planning.	Be aware of Policy 524 and the student handbook. Seek clarification as needed. Interact with expectations and plan to support them.	Partner with administration to communicate with students and families expectations including Policy 524 and student handbook.
1 - Warning	Student reasonably demonstrates that they are not adhering to expectations as described by policy 524.	Be available to teacher and student, as needed, through Tier 1 active supervision and teaming.	Be available to the teaching staff and student, as needed, through typical communication processes.	Immediately comply with the teacher's request. Reset back to baseline in the short and long term with the expectations being to fully function at a baseline regarding policy 524 and the student handbook.	Remind student of expectations and direct them to place device in an appropriate location. Instruct student that if there isn't compliance with the warning, the response level will escalate to a Level 2 Response. If this occurs more than one time, complete a Level 2 documentation in Educlimber for each instance.

2 - Additional Supports	Student demonstrates that, despite teacher warning, they are not adhering to expectations as described by policy 524.	Partner with the teacher on a response and help facilitate the intervention. The device may be placed in the office with a required parent pickup.	Respond to the administrator and/or teacher-initiated interventions. Be available, in partnership, with the school.	Work with staff and family to change behavior habits in the short and long term with the expectations being to fully function at a baseline regarding policy 524 and the student handbook.	Partner with school administration. Complete a Level 2 documentation in Educlimber or a Level 3 referral in Synergy.
3 - Intensive Intervention	Student demonstrates that, despite prior interventions, that they are not in compliance with expectations as described by policy 524.	Organize and facilitate the intervention. The device may be stored in a non-instructional space for an extended period of time (not to exceed 45 school days). Meetings with family will occur. Additional interventions may be implemented according to the student handbook.	Respond to the administrator and/or teacher-initiated interventions. Be available, in partnership, with the school. Work with additional family and school supports as necessary to help change the trajectory of the behaviors.	Work with staff and family to change behavior habits in the short and long term with the expectations being to fully function at a baseline regarding policy 524 and the student handbook.	Communicate with school administration. Complete a Level 3 or 4 referral in Synergy.

IV. Review and Revision

This regulation will be reviewed periodically by school administration and staff to ensure its effectiveness and relevance. Revisions will be made by the school board to adapt to changes in technology, educational practices, or community needs.

7. Joint Powers Agreement for Interagency Early Intervention Services

282

Speaker(s): Amy Piotrowski, Director of Student Support Services



**Agenda IV.B.7.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Amy Piotrowski, director of student support services

Date: August 14, 2025

Re: Joint Powers Agreement for Interagency Early Intervention Services

Recommendation: That the Board of Education approve, and authorizes Superintendent Daniels to sign, the Joint Powers of Agreement for Interagency Early Interventions Services between District 191 and Dakota County.

ISD 191 partners with Dakota County to provide Interagency Early Intervention Services (IEIS). These services support families with children from birth to age three who are enrolled in our Early Childhood Special Education (ECSE) program.

Key aspects of these services include:

- Offering nursing consultation on service coordination to school district personnel
- Facilitating meetings for the Dakota County Interagency Early Intervention Committee
- Coordinating the distribution of informational materials
- Attending and acting as a liaison to Region 11

These services are vital for assisting families with medically fragile children under the age of three and staying informed about changes in processes and available resources is essential to ensure families receive the necessary support.

**JOINT POWERS AGREEMENT BETWEEN
THE COUNTY OF DAKOTA AND
INDEPENDENT SCHOOL DISTRICT (ISD) 191
FOR INTERAGENCY EARLY INTERVENTION SERVICES**

This Joint Powers Agreement ("Agreement") is between the County of Dakota, by and through the Community Services Division, ("County") and Independent School District (ISD) No. 191, 200 West Burnsville Parkway, Burnsville, MN 55337 ("School District"). This Agreement uses the word "parties" for both County and School District.

WHEREAS, the County and School District are governmental units as that term is defined in Minn. Stat. § 471.59; and

WHEREAS, Minn. Stat. § 471.59 authorizes local governmental units to jointly or cooperatively exercise any power common to the contracting parties; and

WHEREAS, the School District desires to retain and compensate a qualified party to provide Interagency Early Intervention Services as more fully described herein; and

WHEREAS, the County desires and is qualified to provide Interagency Early Intervention Services as more fully described herein; and

WHEREAS, the County understands and agrees that:

1. The County is not an agent, servant, or employee of the School District and shall not make any such representations nor hold itself out as such; and
2. The County shall have no authority to bind the School District for the performance of any services or to otherwise obligate the School District, authority being specifically limited to the duties assigned under this Agreement; and
3. The County employees performing under this Agreement shall not accrue any continuing contract rights for the services performed pursuant to this Agreement, including but not limited to those afforded by Minn. Stat. § 122A.40, and the County specifically waives any and all rights thereto; and

WHEREAS, this Agreement is recommended by the Dakota County Special Education Directors Advisory Committee on behalf of the following local school districts in Dakota County: Special School District No. 6, and Independent School Districts Nos. 191, 192, 194, 195, 196, 197, 199 and 200; and

WHEREAS, the Dakota County Board of Commissioners by Resolution No. 25-248 authorized the County to enter into an agreement with the School District for the provision of Interagency Early Intervention Services by the County to the School District; and

WHEREAS, the School District is willing to retain the County to provide Interagency Early Intervention Services.

ACCORDINGLY, the parties agree:

Article 1
PURPOSE

The purpose of this Agreement is to set out the respective duties and responsibilities of the County and the School District for the provision of Interagency Early Intervention Services by the County to the School District, as more fully described herein and in the attached Exhibit 1.

Article 2
TERM

This Agreement is effective on the date that the last party executes this Agreement (“Effective Date”) through June 30, 2027, or until completion by the parties of their respective obligations under this Agreement, whichever occurs first, unless earlier terminated by law or according to the provisions of this Agreement (“Expiration Date”).

Article 3
COOPERATION

The County and the School District agree to cooperate and use their reasonable efforts to ensure prompt implementation of the various provisions of this Agreement and to, in good faith, undertake resolution of any dispute in an equitable and timely manner.

Article 4
PROVISION OF SERVICES

The County agrees to provide the services referenced below and in Exhibit 1 to the School Districts. All services are available to all districts, but individual districts will access varying levels of each service, dependent upon individual student and district need.

- 4.1. Service Coordination. Maternal Child Health Nurse service coordination will be provided to any child age birth to three (3) years old enrolled in an Early Childhood Special Education program. Maternal Child Health Nurses will provide consultation to school teams and home visiting as well as service coordination with particular emphasis on medically intensive children with multiple needs. A Maternal Child Health Nurse will assist families whose children are receiving early intervention services with resource and referral information. They will assist families in linking to community-based services to meet the needs of their child. They will serve as a liaison between the child’s physician, medical specialist, private providers and the birth-to-three team. Maternal Child Health Nurses will attend their clients Individual Family Support Plan team meeting. Dakota County Public Health will provide the Dakota County IEIC a listing of assigned nurses to each school district Birth to Three Team.
- 4.2. Interagency Coordination and Service Coordination Consultation. Interagency coordination will be provided for the Dakota County Interagency Early Intervention Committee. The Interagency Coordinator will provide project coordination for the Child Protection Early Childhood Screening program as it relates to the Keeping Children Safe Act. The Coordinator will work with the Dakota County IEIC on the referral process to school district Early Intervention and Early Childhood Special Education Teams. The Interagency Coordinator will serve as a liaison and representative to the Region 11 Interagency Early Intervention Committee and the local school districts. The Coordinator will develop and promote the goals for interagency early intervention services established by the Region 11 Interagency Early Intervention Committee, the local early intervention committee, and local school districts. This work is capped at a total of 455 hours for all interagency partners during the period of the Agreement.
- 4.3. Services Where No Funding Exists. Review of requests for Part C Services Where No Funding Exists grants will be managed for the school districts. Requests for funding received from designated Early Intervention Service Coordinators will be evaluated by the Interagency Coordinator to determine if Part C statutory requirements are met, and whether other services options exist. For those requests meeting criteria and budget, the Coordinator will issue the grants to the families and track use of the funds through assistance from school Service Coordinators to secure family expenditure reports and documentation.
- 4.4. Notification to County of termination of identified Services. County requires School District to notify the County regarding termination of identified Services one (1) year prior to the beginning of such services and no later than June 30 of the current school year.

If School District terminates this agreement after notifying County of identified services, as required in section 4.4, the School District will be liable for the coordination, use, and, if required, the paying back of any “Part C” funds, acquired through Minnesota State’s Statewide Health Interagency Early Intervention Committee funding.

Article 5
REPORTING

285

- 5.1 Dakota County's Public Health Department will report their child count for Calendar Year to the Interagency Coordinator by March 1.

Article 6
COMPENSATION

- 6.1 Total Compensation. The School District shall pay the County an amount not to exceed thirty-two thousand, one hundred thirty-nine dollars and thirty cents (\$32,139.30) ("Agreement Maximum") for the services described herein. In the event this Agreement is terminated by the parties prior to completion of the services, payment shall be made by the School District to the County on a prorated basis for the services furnished prior to termination of the Agreement.

Note: Should School District be notified that "Part C" funds, acquired through Minnesota State's Statewide Health Interagency Early Intervention Committee funding has been increased, School District shall pay the County the increased amount up to 10% of the Agreement Maximum with no amendment necessary to this Agreement. If the increased amount exceeds 10%, the parties will need to seek authorization to amend this Agreement.

- 6.2 Invoices. The County shall, within fifteen (15) working days following June 30, submit an invoice and request for payment on an invoice form acceptable to the School District, which provides an itemization of the services provided and the dates of the performance period covered by the invoice. The School District shall notify the County in writing within fifteen (15) working days of receipt of an invoice of any particular item that is disputed or alleged to be incorrect. The payment of any such disputed amount shall be withheld until such time as the disputed amount is resolved or the incorrect amount is corrected.

Article 7
PROPERTY

Upon termination of this Agreement, any property or surplus funds acquired as a result of the School District's compensation to the County shall be returned to the School District after the purpose of this Agreement has been completed.

Article 8
LIABLE FOR OWN ACTS

Each party to this Agreement shall be liable for the acts of their own officers, agents, volunteers, or employees and results thereof to the extent authorized by law and shall not be responsible for the acts of the other party, its officers, agents, volunteers, or employees.

It is understood and agreed that the provisions of the Minn. Stat. § 471.59, the Municipal Tort Claims Act, Minn. Stat. Ch. 466 and other applicable laws govern liability arising from the parties' acts or omissions. Each party warrants that they are able to comply with the aforementioned indemnity requirements through an insurance or self-insurance program and that each has minimum coverage consistent with the liability limits contained in Minn. Stat. Ch. 466. Nothing in this Agreement shall be construed to allow a claimant to obtain separate judgments or separate liability caps from the individual parties.

The provisions of Article 8 shall survive the expiration or termination of this Agreement.

Article 9
INDEPENDENT CONTRACTOR

The County is and shall remain an independent contractor with respect to any and all work performed under this Agreement. The County on behalf of its employees and agents shall at all times be free to exercise initiative, judgment and discretion as to how to best perform or provide services identified herein.

The County acknowledges and agrees that the County on behalf of its employees and agents is not entitled to receive any of the benefits received by School District employees and is not eligible for workers' or unemployment compensation benefits under the School District. The County also acknowledges and agrees that no withholding or deduction for state or federal

income taxes, FICA, FUTA, or otherwise, will be made from the payments due the County and that it is the County's sole obligation to comply with the applicable provisions of all federal and state tax laws. 286

Article 10
DATA PRACTICES AND PRIVACY

- 10.1 Minnesota Government Data Practices Act (MGDPA). The parties agree that any information and data received from the other party during the term of this Agreement shall be treated and maintained in accordance with all applicable federal, state, and local laws, rules and regulations governing same, including but not limited to the provisions of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13 and the Minnesota Rules implementing the Act now in force or hereafter adopted. The County and the School District agree to provide to each other data which is reasonably necessary to fulfill the purpose of this Agreement, provided such sharing of data is done in accordance with the Minnesota Government Data Practices Act and other state and federal law regulating the dissemination of data. If a party receives a request to release data referred to in this Clause that was received by the party receiving the request from another party, the party receiving the request to release the data must immediately notify the party from whom the data originated. The originating party will give the party receiving the request to release the data instructions concerning the release of the data to the data requester before the data is released.
- 10.2 Health Insurance Portability and Accountability Act (HIPAA). The parties agree to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA), including the HIPAA Privacy requirements, the HIPAA Standards for Electronic Transactions, the HIPAA security requirements, and any other HIPAA laws, standards and requirements now in effect or hereinafter adopted where applicable to the parties and to the duties under this Agreement, as determined by the County. Nothing in this Agreement will create obligations under HIPAA for the County or School District unless mandated by HIPAA.

Article 11
TERMINATION

- 11.1 With or Without Cause. This Agreement may be terminated with or without cause, by either party upon (30) calendar days' written notice of intent to terminate.
- 11.2 Non-Appropriation of Funds. Notwithstanding any provision of this Agreement to the contrary, this Agreement shall be terminated immediately by either party in the event sufficient funds from the County, State, or Federal sources are not appropriated at a level sufficient to allow payment of the amounts due for the performance of this Agreement, and the non-appropriation of funds did not result from any act of bad faith on the part of the terminating party.

Article 12
GENERAL

- 12.1 Notices. The School District or County may, by giving written notice to the other party, designate any address or addresses to which notices or other communications to them shall be sent when required by or related to this Agreement. Until otherwise provided by the respective parties, all notices or communications shall be addressed as follows:

To the School District:
Dr. Latanya Daniels, Superintendent of Schools
Independent School District (ISD) 191
200 West Burnsville Parkway
Burnsville, MN 55337
Phone: 952-707-2005
Email: superintendent191@isd191.org

To the County:
Marti Fischbach

Community Services Director
Dakota County Community Services
1 Mendota Road W, Suite 500
West St. Paul, MN 55118-4773
Phone: 651-554-5742
Email: Marti.Fischbach@co.dakota.mn.us

287

- 12.2 Amendments. No amendments or variations of the terms and conditions of this Agreement shall be valid unless in writing and signed by the parties' authorized representatives as named in Article 12.1.
- 12.3 Severability. All terms and covenants contained in this Agreement are severable. In the event any provision of this Agreement shall be held invalid by any court of competent jurisdiction, this Agreement shall be interpreted as if such invalid terms or covenants were not contained in the Agreement and that such holding shall not invalidate or render unenforceable any other provision.
- 12.4 Minnesota Law to Govern. The laws of Minnesota govern all matters related to this Agreement, without giving effect to the principles of conflict of law. Venue and jurisdiction for any litigation related to this Agreement must be in those courts located within the County of Dakota, State of Minnesota or U.S. District Court, District of Minnesota.
- 12.5 Captions and Headings. The captions and headings of the provisions under this Agreement are for convenience only and shall not be considered or referred to concerning questions of interpretation or construction.
- 12.6 Recitals. The recitals set forth in the whereas clauses above are incorporated by reference as if fully set forth herein.
- 12.7 State Audits. Under Minn. Stat. § 16C.05, subd. 5, each party's books, records, documents, and accounting procedures and practices relevant to this Agreement are subject to examination by the State and the State Auditor or Legislative Auditor, as appropriate, for a minimum of six (6) years from the Expiration Date of this Agreement.
- 12.8 Contract Interpretation and Construction. The parties acknowledge they have had a reasonable opportunity to consult with their attorneys prior to execution of this Agreement and have done so. This Agreement was fully reviewed and negotiated by the parties. Accordingly, the parties agree the "against the offeror" principle of contract interpretation and construction will not be applied to this Agreement. Any ambiguity, inconsistency, or question of interpretation or construction in this Agreement will not be resolved strictly against the party that drafted the Agreement. It is the intent of the parties that every provision in this Agreement shall be construed and construed so as to give its natural and ordinary meaning effect, regardless of any rule or law to the contrary.
- 12.9 Entire Agreement. Exhibit 1 is attached and incorporated into this Agreement. By signing this Agreement, the School District acknowledges receipt of Exhibit 1. If there is a conflict between any part of Exhibit 1 and the body of this Agreement, the body of this Agreement will prevail. To the extent reasonably possible, Exhibit 1 will be construed and constructed to supplement, rather than conflict with, this Agreement, unless such construing or construction results in ambiguity. This Agreement is the entire agreement for the provision of the Interagency Early Intervention Services between the School District and the County and it supersedes all prior written or oral agreements on this program. There are no covenants, promises, undertakings, or understandings outside of this Agreement other than those as specifically set forth. Any term, condition, prior course of dealing, course of performance, usage of trade, understanding, or agreement purporting to modify, vary, supplement, or explain any provision of this Agreement is null and void and of no effect unless in writing and signed by representatives of both parties authorized to amend this Agreement.

ELECTRONIC SIGNATURES

Each party agrees the electronic signatures of the parties included in this Contract are intended to authenticate this writing and to have the same force and effect as wet ink signatures.

IN WITNESS WHEREOF, this Agreement was entered into on the date(s) set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and fully agree to every provision, and hereby acknowledge receipt of a copy.

Approved by Dakota County Board
Resolution No. 25-248

COUNTY OF DAKOTA

School Board Resolution No.

By _____
Marti Fischbach
Title Community Services Director
Date of Signature _____

Approved as to form:

/s/G Paul Beaumaster 07/01/2025
Assistant County Attorney/Date

File No. _____ KS-2025-00346

FOR THE INDEPENDENT SCHOOL DISTRICT (ISD) 191
(I represent and warrant that I am authorized by law to execute this Agreement and legally bind the School District).

By _____
Dr. Latanya Daniels
(Please print name.)
Title Superintendent
Date of Signature _____

Exhibit 1**Contract Deliverables Interagency Coordination**

1. Facilitate meetings of the Dakota County Interagency Early Intervention Committee (IEIC).
 - Provide e-mail or written notification of meetings and agendas to IEIC members.
 - Facilitate and provide leadership at IEIC meetings.
 - Assist in identifying IEIC goals.
 - Record and distribute minutes to IEIC members.
 - Obtain and distribute issue-related background information to IEIC members as directed by the Committee or independently.
 - Develop an annual IEIC Performance Plan and overall Part C budget on behalf of the Dakota County IEIC.
 - Follow through with specific directives of the IEIC.
 - Assist in determining the needs of families and professionals within Dakota County for specialized technical assistance.
 - Coordinate in-services and resource development for professionals serving birth through five-year-olds with developmental and behavioral delays and their parents.
 - Survey members annually for needs and concerns.
 - Use group discussion or survey to identify issues to be addressed in the coming year.
 - Assist in determining priorities and assigning tasks to members.
 - Maintain current membership lists for all IEIC committees.
2. Coordinate the distribution of informational and outreach materials through the Dakota County Interagency Early Intervention Committee.
3. Attend and serve as a liaison to the Region 11 Interagency Early Intervention Committee.
 - Report information gathered from the Region 11 meetings and communications to the Dakota County IEIC.
 - Provide input to state early intervention interagency staff and to the Region 11 Interagency Early Intervention Committee regarding Dakota County IEIC issues, concerns, and recommendations.
4. Prepare an annual report for the Special Education Directors including:
 - Region 11 Interagency Early Intervention Committee compliance with Minn. Stat. § 125A.30 and PL 99-457, and
 - Summary of Region 11 and Dakota County Interagency Early Intervention Committee activities.
5. Provide Service Coordination Consultation Services to School District Staff and Public Health Staff, including community resource updates and service coordination training.
6. Review and process requests for Individuals Disabilities Education Act (IDEA) Part C grants.

Certificate Of Completion

Envelope Id: 0EFFE380-E8BB-436D-BA3D-AC55C8F0A01B
 Subject: ISD 191 - 322013 - IEIC JPA (corrected)
 Source Envelope:
 Document Pages: 7
 Certificate Pages: 4
 AutoNav: Enabled
 Envelopeld Stamping: Enabled
 Time Zone: (UTC-06:00) Central Time (US & Canada)

Status: Sent

Signatures: 0
 Initials: 0

Envelope Originator:
 Melissa Beissel
 1590 Highway 55
 Hastings, MN 55033
 melissa.beissel@co.dakota.mn.us
 IP Address: 207.171.99.1

Record Tracking

Status: Original 7/16/2025 10:19:39 AM	Holder: Melissa Beissel melissa.beissel@co.dakota.mn.us	Location: DocuSign
Security Appliance Status: Connected	Pool: StateLocal	
Storage Appliance Status: Connected	Pool: Dakota County	Location: Docusign

Signer Events

Dr. Latanya Daniels
 superintendent191@isd191.org
 Superintendent
 Security Level: Email, Account Authentication
 (None)

Signature

Timestamp

Sent: 7/16/2025 10:23:22 AM
 Viewed: 7/17/2025 10:31:43 AM

Electronic Record and Signature Disclosure:
 Accepted: 7/17/2025 10:31:43 AM
 ID: 206d0fca-8527-434d-bad4-7251dfb4a386

Marti Fischbach
 Marti.Fischbach@CO.DAKOTA.MN.US
 Security Level: Email, Account Authentication
 (None)

Electronic Record and Signature Disclosure:
 Accepted: 4/27/2018 8:30:01 AM
 ID: 67e2435c-688a-4485-8623-7f79f100a31d

In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	7/16/2025 10:23:22 AM
Payment Events	Status	Timestamps
Electronic Record and Signature Disclosure		

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Dakota County (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through your DocuSign, Inc. (DocuSign) Express user account. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the 'I agree' button at the bottom of this document.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. For such copies, as long as you are an authorized user of the DocuSign system you will have the ability to download and print any documents we send to you through your DocuSign user account for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign 'Withdraw Consent' form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Dakota County:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: bruce.peters@co.dakota.mn.us

To advise Dakota County of your new e-mail address

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at bruce.peters@co.dakota.mn.us and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

In addition, you must notify DocuSign, Inc to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.

To request paper copies from Dakota County

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to bruce.peters@co.dakota.mn.us and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Dakota County

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an e-mail to bruce.peters@co.dakota.mn.us and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

Operating Systems:	Windows2000? or WindowsXP?
Browsers (for SENDERS):	Internet Explorer 6.0? or above
Browsers (for SIGNERS):	Internet Explorer 6.0?, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	<ul style="list-style-type: none"> • Allow per session cookies

- | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

** These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

Acknowledging your access and consent to receive materials electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the 'I agree' button below.

By checking the 'I Agree' box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC RECORD AND SIGNATURE DISCLOSURES document; and
- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and
- Until or unless I notify Dakota County as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Dakota County during the course of my relationship with you.

V. Work Session

A. Review Board Planning Document

295

Speaker(s): Anna Werb, Board Chair



**Agenda V.A.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Anna Werb, board chair

Date: August 14, 2025

Re: Review Board Planning Document

Summary of Initial Change Requests:

- With the successful completion of the Read Act rollout, to reduce the number of Read Act updates as the district advances into its second year
- Suggested update to incorporate the January budget work session into the February work session

	July	August	September	October	November	December	January	February	March	April	May	June						
Board Development: Goal setting and self-eval		1) MSBA Summer Seminar (Twin Cities). 2) Placeholder: Retreat: board development. (e.g. CPSS, Strategic Plan review, ice breaking exercises, Teamworks, etc.) MSBA Phase I & II Training	In odd years: Contract with and schedule a date in Nov/December with MSBA to complete full BOE self-eval. In even years: contact MSBA to schedule completion of MSBA's simple online survey.		1) Review Board Goals 2) In odd years, complete full BOE self eval with MSBA. In even years, complete MSBA simple online survey and receive report back for review.	Odd years: retreat with MSBA to review BOE self eval. Even years: BOE retreat to review BOE self eval report generated by MSBA's simple online survey. MSBA Phase I & II Training (virtual)	MSBA Leadership Conference and Phase Trainings. Minneapolis.	1) MSBA Officer Training (Chair, Vice Chair, Clerk)	COSSBA Conference held in March for 2026		Work Session: set 3-4 goals for the coming year (prior to sup eval closed session). Goals aligned to Strategic Plan.	Board meeting: review and establish board goals.						
Sup evaluation		Retreat: Vice chair leads review sup eval tool and final sup goals in preparation for the upcoming eval cycle		Work Session: Finalize changes to sup eval tool.		Placeholder: Superintendent Mid-Year Evaluation Closed Session	Superintendent Mid-Year Evaluation Closed Session (if not held in December)		The superintendent's self-evaluation is sent to the vice chair by March 31.	BOE completes individual assessments. Facilitated by vice chair. BOE submits sup eval to vice chair for compilation. Individual board members compile short list of proposed goals for the coming year. Goals aligned to Strategic Plan.	Closed session: review eval together w sup and set sup goals for the coming year (might be two separate meetings). Sup goals set after board sets its own goals.	Board meeting: BOE presents public statement, and posts public statement in BoardBook. Proof of sup eval and topline results (signed by sup and Chair) are placed in sup's HR file. Then, board and sup create and share sup goals for next year.						
Budget	Annual audit work begins	Weekly enrollment management	Certify Local Levy		Fall Enrollment Report to board. Receive and approve audit FY245	Work Session Placeholder: Initial discussion around enrollment projections (December or January) 1) Truth in Taxation hearing. 2) Report on FY267 Preliminary Current Reality a) Present timeline, process, and overview publicly (including dates for site, staff, student, and community input.) b) Open online input form with clear end-date for submission and c) clear end-date identified for final BOE budget discussion.	Work Session Placeholder: (e.g. Budget planning Board workshop a) Initial FY26- budget workshop present current reality and parameters.) 1) Board Approval of Revised FY256 Budget (second mtg) Budget input form open to public	First Meeting of the month Placeholder: Work Session to review FY26 Budget: Present Current Reality and Parameters. Initial Feedback, Budget Scenarios and Timeline Second Meeting Placeholder: 1) Report on FY267 Budget Preliminary Investments 2) Achievement and Integration Budget and 3) Worksession to discuss FY267 Budget Preliminary Investments (Online input form is closed.)	Work Session Placeholder: Review FY267 Preliminary Budget. Placeholder: 2nd Meeting of Board: Board meeting to present final adjustments by department based on input. or have a report on the FY267 Preliminary Budget Recommendations e.g. (Mgmt): final planning sessions among leadership, dept heads, and principals based on staff, community, BOE feedback;	Placeholder: First Meeting: Final Budget Adjustments Work Session Placeholder: First Meeting: Work Session for FY267 Budget Discussion and Resolutions for Staff Adjustments and Second Meeting FY267 Budget Feedback Report During this month School and Community Feedback meetings held for staff and families. Report Internal: HR notifications of staffing adjustments	Work Session Placeholder (e.g. Legislative Impacts on budget)	First Meeting Placeholder: Report on FY267 Adopted Budget and Work Session to hold final discussion on FY267 Budget. Second Meeting: Deadline to Approve FY267 Budget and if needed, Establish FY266 Committed Fund Balance						
Board Priorities		Board meeting: Approve Board Priorities for the coming year									Placeholder: Work Session: Review HR research into board priorities. Discuss initial list of proposed board priorities	Work Session: review final list of priorities.						
Onboarding		MSBA Summer Seminar.	Superintendent meets with school board candidates, with option to add a panel of three board members who are not up for reelection		Assign mentor to new board members.	Mentor and sup begin onboarding process, once oath of office is signed. Monthly 1:1 meetings through the following December. Mentor and sup review Board Planning Document with new board members.	MSBA Leadership Conference. Phase I & II Trainings											
Policy		Monthly committee meetings to edit and review existing policy, as well as to add new policy.																
Legislative		Self Nominate for the MSBA Delegate Assembly			Legislative Committee develops BOE legislative platform and calendar of events based on State Bonding vs State Funding cycles. Identifies Federal advocacy goals. MSBA Pre-Delegate Assembly	Legislative Committee presents BOE legislative platform in retreat setting to full BOE for input. At regular meeting, the final legislative platform is presented as a report. Once final report is presented, staff schedules a forum with State Representatives and Senators. Legislative Forum MSBA Delegate Assembly	Advocacy calendar of events begins.		MSBA and AMSD Advocacy Days at the Capitol.		Advocacy efforts end.							

	July	August	September	October	November	December	January	February	March	April	May	June					
Election	Post Candidate Filing on website (even years)	Candidate Filing (even years)	Information Session for Board candidates (even years)		General Election (even years) Board meeting to canvass election (even years) Issue certificates of election. (even years)	Adopt a resolution combining precincts	Elected Board members start on the First Monday in January (odd years). Ceremonial Oath of Office in January (odd years) Transition Planning & Notifications to collaborative organizations (Chamber, 917, Foundation 191 etc)					Odd years or when needed: Adopt a resolution calling the election					
Student Performance and Achievement Committee			Strategic Roadmap Overview Report	Kindergarten Literacy			Literacy Updates		Addressing Disparities: Academic, Multilingual, Discipline/Exclusion	College and Career Readiness Graduation Rates	Annual Innovation Report	WBWF Read Well / READ Act Implementation Voices: Staff, Parent, Student					
Annual Events		Night to Unite Review the Board Planning Document in a Work Session	Burnsville Festival and Fire Muster Gate Greeters and Parade	Read for the Record Burnsville High School Hall of Fame			Reorganize the Board Board committee assignments Board Transition Details - emails, contact info, web updates etc	Committees commence Activities during "I Love to Read" month		Community of Excellence Awards	Employment Retirement Celebration Native American Feather Ceremony and SOTR Powwow Foundation 191 Scholarships AVID	Graduation Celebrations: BEST BAHS BHS ABE Dan Patch Days Parade					
READ Act Updates		Preliminary report to the board			Quarterly report to the board			Quarterly report to the board			Quarterly report to the board	Summary report to the board					
Negotiations State CBU Statutes, Guiding Values/Directions/Principles and sample proposal from most recent negotiations, District Negotiations, Site Link	Bargaining Units begin to contact the district to begin negotiations process.						Placeholder for odd years: Board Receives Report on FY26? Budget Assumptions and parameter options	Placeholder on Meetings for Odd Years: Negotiations Strategy		Antipated notification from Collective Bargaining Units to begin negotiations							
	Notes: Placeholder term means that the related item may have some flexibility in when they are addressed by the board.																

B. Review Policy 206: Listening Session Protocols and Guidelines

299

Speaker(s): Dr. Latanya Daniels, Superintendent

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



**Agenda V.B.
August 14, 2025**

To: Board of Education
From: Dr. Latanya Daniels, superintendent
Date: August 14, 2025
Re: Review Policy 206: Listening Session Protocols & Guidelines

Items to Address	Collaborators	Notes
Connect with officers and add to PRC Agenda	Dr. Daniels and Director Alt	Target August PRC to launch in alignment with the new school year -
Confirm online registration capability	Aaron, Lisa	7/30 Lisa Lake confirmed that our website can facilitate a similar process to the online registration in Richfield. (sample)
Review an update of Policy 206 along with guidelines/regulations during a work session with School Board	Board and Dr. Daniels	Outline of suggested edits to our policy 206 Section VI: Listening Session Protocol and suggested edits for the guidelines/regulations Richfield Policy 216 Richfield Public Comment Guidelines
Collaborate with MSBA and MSOPA for additional resources and input	MSBA, MSOPA	Investigate successful practices in other districts
Investigate options for folks who were unable to make a request in advance of the meeting		See Richfield's written comment option
Request review of plans at the Aug 19, 2025 PRC Meeting	PRC	
Target a first Reading Aug 28, 2025	Board	Tentative goal to roll out at start of the school year.
Target a Second Reading Sep 9, 2025	Board	
Post updated Policy to Website	Carrie	
Update Guidelines sheet and post	Sarah	
Update website under listening session guideline	Aaron, Lisa	
Add online registration form to website	Aaron, Lisa	
Develop Communications plan to share changes with the public	Aaron	

VI. LISTENING SESSION PROTOCOL

Agenda Items

1. Members of the public who wish to present on a subject discussed at a public school board listening session ~~must be encouraged to notify~~ sign up in advance by emailing or calling the superintendent's office, or filling out the form available on the District website. Advance sign-up may occur until noon the Monday before a board meeting. ~~in advance of the listening session.~~ Each speaker must provide their name, the name of group represented (if any), ~~relationship to the district,~~ and the subject to be covered or the issue to be addressed.

~~2. At the start, or in advance (by notifying the district office at 952-707-2005), of the listening session, any person wishing to speak will complete and submit a card with their name, name of group representing, if any, and topic.~~ Individuals should note if their public comment will address something directly related to an agenda item on an upcoming board meeting or a non-agenda related item.

3. The facilitating board member will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. ~~Only those speakers who have registered in advance as outlined in completed a card in section VI.A.2. of~~ this policy shall be recognized to speak by the facilitating board member. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave. ~~Speakers may be asked to submit a written copy of their prepared statement in advance of the meeting.~~

4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.

5. Matters proposed for presentation at a listening session which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.

6. The facilitating board member shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.

7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to

provide an orderly, efficient, and fair opportunity for those present to be heard. **If multiple individuals wish to address the same subject during the listening session, they may be asked to select a representative to speak for the group.**

9. The school board reserves the right to conclude the listening session in the event that audio or video recordings are being made and when such recordings may present a barrier to participation.

10. If an interpreter is needed for a listening session or public comment, please contact the school board administrative assistant at least 1 week in advance.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.

2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.

4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

Welcome to a listening session hosted by members of the Burnsville-Eagan-Savage School District 191 Board of Education. We appreciate you taking the time to be here tonight.

The purpose of the listening sessions is to gather ideas, concerns, feedback and questions from our One91 community (see Policy 206 for public comment participant definition). Board members and the Superintendent value public input in the deliberations and decisions of school district matters. (? - Include section about options if sign-up deadline is missed)

At listening sessions, Board members or the Superintendent may ask clarifying questions or seek additional information but they will not make decisions.

How this works:

1. ~~Please complete sign-in card and give to the superintendent or designee.~~ All listening session participants must have **pre-registered by noon on the Monday** prior to the listening session in which they are requesting to speak. Registration for the listening session can be done by emailing or calling the board administrative assistant, or by filling out the form available on the District website.
2. Two Board members and the Superintendent or designee will be present at the listening session location from 5:45 pm - 6:15 pm. If no speakers ~~submit a card by the beginning of the listening session,~~ **are pre-registered by noon on the Monday before the meeting,** the session will be ~~adjourned~~ **cancelled.**
3. Board members will call on speakers in the order that people signed up.
4. One person at a time will speak so everyone can hear.
5. Time is limited, so if you are coming as a group, please designate one spokesperson to speak on behalf of the group.
6. The facilitating Board member shall promptly rule out of order any discussion by any person, including School Board members, that would violate the provisions of state or federal law, Policy 206 or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board.
8. The Board can impose limitations and restrictions as necessary to provide an orderly, efficient and fair opportunity for those present to be heard.
9. The school board reserves the right to conclude the listening session in the event that audio or video recordings are being made and when such recordings may present a barrier to participation.
10. If an interpreter is needed, please contact the board administrative assistant 1-week prior to the meeting.

Please be aware that listening sessions must end at 6:15 p.m. so Board members and the Superintendent can be in place for the start of Board meetings.

Thank you for your participation.

Adopted: 11/2003
Reviewed: 6/12/2025
Revised: 6/26/2025
Rescinds: BDDH

Burnsville-Eagan-Savage School District Policy 206

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage input and feedback by the public of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.
- C. The Board may hold public meetings where the public will not be invited to address the school board including regular business meetings, work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not necessarily be allotted time during the meeting to address the board.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of

employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- D. "Educational data" means data maintained by the school district which relates to a student.
- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.
- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either

a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

- G. “Public Comment Participants” means individuals who meet one or more of the following categories will seek to address the school board during the public comment period:
1. District student
 2. Parent or guardian of a district student
 3. District resident
 4. District taxpayer
 5. District staff person

IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
 3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
 4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.
- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);

3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. Ch.260E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

A. The school board will strive to give all members of the public of the school district an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

B. The school board provides three opportunities for public input:

1. Board Listening Sessions

The school board may schedule a listening session prior to a regularly scheduled school board meeting during which time the public may make comments directly to the designated school board members or superintendent that deal with any topic related to the board's conduct of the schools. The school board, however, will not act at that day's/evening's regular meeting on any issue presented during the school board listening sessions if that issue was not previously published as an agenda item. A report summarizing the listening session will be given and distributed to board members via the consent agenda at a future meeting.

2. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), truth in taxation (Minn. Stat. § 375.065) education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the school board.

3. Public Forums

The school board may schedule an open forum to create a venue in which the public can gather to become informed about a specific issue, ask questions, offer input, and/or engage in a public conversation.

VI. LISTENING SESSION PROTOCOL

A. Agenda Items

1. Members of the public who wish to present on a subject discussed at a public school board listening session are encouraged to notify the

superintendent's office in advance of the listening session. Each speaker must provide their name, the name of group represented (if any), their city and state, and the subject to be covered or the issue to be addressed.

2. At the start, or in advance (by notifying the district office at 952-707-2005), of the listening session, any person wishing to speak will complete and submit a card with their name, name of group representing, if any, relationship to the school district, city and state of residence and topic.
3. The facilitating board member will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers who have completed a card in section VI.A.2. of this policy shall be recognized to speak by the facilitating board member. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for presentation at a listening session which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The facilitating board member shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.
9. The school board reserves the right to conclude the listening session in the event that audio or video recordings are being made and when such recordings may present a barrier to participation.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 ((Employment; Contracts; Termination; Hearing Procedures
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)

Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)
 Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: Burnsville-Eagan-Savage School District Policy 103 (Complaints-Students, Employees, Parents, Other Persons/
 Burnsville-Eagan-Savage School District Policy 205 (Open Meetings and Closed Meetings)
 Burnsville-Eagan-Savage School District Policy 207 (Public Hearings)
 Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)
 Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
 Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)
 MSBA School Law Bulletin “C” (Minnesota’s Open Meeting Law)
 MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)
 Board Listening Session Guidelines
 Registration Card



Future Ready. Community Strong.

Guidelines for Listening Sessions

Welcome to a listening session hosted by members of the Burnsville-Eagan-Savage School District 191 Board of Education. We appreciate you taking the time to be here tonight.

The purpose of the listening sessions is to gather ideas, concerns, feedback and questions from our One91 community (see Policy 206 for public comment participant definition). Board members and the Superintendent value public input in the deliberations and decisions of school district matters.

At listening sessions, Board members or the Superintendent may ask clarifying questions or seek additional information but they will not make decisions.

How this works:

1. Please complete sign-in card and give to the superintendent or designee.
2. Two Board members and the Superintendent or designee will be present at the listening session location from 5:45 pm - 6:15 pm. If no speakers submit a card by the beginning of the listening session, the session will be adjourned.
3. Board members will call on speakers in the order that people signed up.
4. One person at a time will speak so everyone can hear.
5. Time is limited, so if you are coming as a group, please designate one spokesperson to speak on behalf of the group.
6. The facilitating Board member shall promptly rule out of order any discussion by any person, including School Board members, that would violate the provisions of state or federal law, Policy 206 or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board.
8. The Board can impose limitations and restrictions as necessary to provide an orderly, efficient and fair opportunity for those present to be heard.
9. The school board reserves the right to conclude the listening session in the event that audio or video recordings are being made and when such recordings may present a barrier to participation.

Please be aware that listening sessions must end at 6:15 p.m. so Board members and the Superintendent can be in place for the start of Board meetings.

Thank you for your participation.

Listening Session Registration Card

Date: _____ Time: _____ Name: _____

City of Residence: _____ State: _____

Your relationship to ISD 191 (check all that apply):

- District Student
- Parent or guardian of a district student
- District resident
- District Taxpayer
- District staff person

Topic: _____

Give this card to the superintendent if you wish to address the Board during the listening session.

Listening Session Registration Card

Date: _____ Time: _____ Name: _____

City of Residence: _____ State: _____

Your relationship to ISD 191 (check all that apply):

- District Student
- Parent or guardian of a district student
- District resident
- District Taxpayer
- District staff person

Topic: _____

Give this card to the superintendent if you wish to address the Board during the listening session.

Listening Session Registration Card

Date: _____ Time: _____ Name: _____

City of Residence: _____ State: _____

Your relationship to ISD 191 (check all that apply):

- District Student
- Parent or guardian of a district student
- District resident
- District Taxpayer
- District staff person

Topic: _____

Give this card to the superintendent if you wish to address the Board during the listening session.

Listening Session Registration Card

Date: _____ Time: _____ Name: _____

City of Residence: _____ State: _____

Your relationship to ISD 191 (check all that apply):

- District Student
- Parent or guardian of a district student
- District resident
- District Taxpayer
- District staff person

Topic: _____

Give this card to the superintendent if you wish to address the Board during the listening session.

RICHFIELD PUBLIC SCHOOLS

PUBLIC COMMENT

**PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS
AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS**

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on Richfield Public Schools matters. At the same time, the school board recognizes the need to conduct orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage participation in subjects related to the management of the District at school board meetings. The school board may stipulate reasonable time, place, and manner restrictions on public participation within board meetings, but encourage participation with individual board members outside of the formal school board meeting time in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy and law, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:
 - Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last

1 employment; the existence and status of any complaints or charges against
2 the employee, regardless of whether the complaint or charge resulted in a
3 disciplinary action; the final disposition of any disciplinary action as defined in
4 Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the
5 action and data documenting the basis of the action, excluding data that
6 would identify confidential sources who are employees of the public body; the
7 complete terms of any agreement settling any dispute arising out of the
8 employment relationship, including a buyout agreement as defined in Minn.
9 Stat. § 123B.143, Subd. 2, except that the agreement must include specific
10 reasons for the agreement if it involves the payment of more than \$10,000 of
11 public money; work location; work telephone number; badge number; work-
12 related continuing education; honors and awards received; and payroll time
13 sheets or other comparable data that are only used to account for
14 employee's work time for payroll purposes, except to the extent that release
15 of time sheet data would reveal the employee's reasons for the use of sick or
16 other medical leave or other not public data.

17
18 C. Personnel data on current and former applicants for employment that is
19 "public" includes:

20
21 Veteran status; relevant test scores; rank on eligible list; job history;
22 education and training; and work availability. Names of applicants shall be
23 private data except when certified as eligible for appointment to a vacancy or
24 when applicants are considered by the appointing authority to be finalists for
25 a position in public employment. For purposes of this subdivision, "finalist"
26 means an individual who is selected to be interviewed by the appointing
27 authority prior to selection.

28
29 D. "Educational data" means data maintained by the District which relates to a
30 student.

31
32 E. "Student" means an individual currently or formerly enrolled or registered in
33 the District, or applicants for enrollment, or individuals who receive shared
34 time services.

35
36 F. Data about applicants for appointments to a public body, including a school
37 board, collected by the District as a result of the applicant's application for
38 appointment to the public body are private data on individuals, except that the
39 following are public: name; city of residence, except where the appointment
40 has a residency requirement that requires the entire address to be public;
41 education and training; employment history; volunteer work; awards and
42 honors; prior government service; any data required to be provided or that is
43 voluntarily provided in an application to a multimember agency pursuant to
44 Minn. Stat. § 15.0597; and veteran status. Once an individual has been
45 appointed to a public body, the following additional items of data are public:
46 residential address; either a telephone number or electronic mail address
47 where the appointee can be reached, or both at the request of the appointee;
48 the first and last dates of service on the public body; the existence and status
49 of any complaints or charges against an appointee; and, upon completion of
50 an investigation of a complaint or charge against an appointee, the final

1 investigative report unless access to the data would jeopardize an active
2 investigation. Any electronic mail address or telephone number provided by a
3 public body for use by an appointee shall be public. An appointee may use
4 an electronic mail address or telephone number provided by the public body
5 as the designated electronic mail address or telephone number at which the
6 appointee can be reached.
7
8

9 **IV. RIGHTS TO PRIVACY**

10
11 A. District employees have a legal right to privacy related to matters which may
12 come before the school board, including, but not limited to, the following:

- 13
14 1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40,
15 Subd. 14 (Teachers Discharge Hearing);
16
17 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43
18 (Personnel Data);
19
20 3. right to consideration by the school board of certain data treated as not
21 public as provided in Minn. Stat. § 13D.05 (Not Public Data);
22
23 4. right to a private hearing for licensed or nonlicensed head varsity coaches
24 to discuss reasons for nonrenewal of a coaching contract pursuant to
25 Minn. Stat. § 122A.33, Subd. 3.
26

27 B. Richfield Public Schools students have a legal right to privacy related to
28 matters which may come before the school board, including, but not limited
29 to, the following:

- 30
31 1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student
32 Dismissal Hearing);
33
34 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational
35 Data); 20 U.S.C. § 1232g (FERPA);
36
37 3. right to privacy of complaints as provided by child abuse reporting and
38 discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of
39 Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).
40
41

42 **V. THE PUBLIC'S OPPORTUNITY TO BE HEARD**

43
44 The school board will strive to give people related to the District an opportunity to
45 be heard and to have complaints considered and evaluated, within the limits of
46 the law and this policy and subject to reasonable time, place, and manner
47 restrictions. Among the rights available to the public is the right to access public
48 data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data). There will be two
49 mechanisms to participate in open meetings:
50

1 1. Requesting formal agenda items for board member consideration and
2 discussion and;

3
4 2. Making public comment during a regular board meeting. Public
5 comment will occur once monthly on the second regularly scheduled
6 meeting of the month. In a month with only one meeting, public comment
7 will occur at the lone meeting.
8
9

10 **VI. PROCEDURES**

11
12 **A. Requesting Formal Agenda Items**

13
14 1. People who wish to have a subject discussed as part of the agenda at a
15 public school board meeting must notify the superintendent's office and
16 send the request one week in advance of a school board meeting to the
17 school board secretary. The person should provide their name, address,
18 the name of group represented (if any), and the subject to be covered or
19 the issue to be addressed. The request will be considered for discussion
20 by the school board chair and superintendent, and brought to the board
21 for consideration as needed. This formal process is intended for items
22 requiring greater scrutiny and discussion from board members. Advance
23 notice is required to allow for administrative staff to gather necessary
24 supporting documents and information and to allow for adequate notice to
25 the general public of items that will be brought before the board for
26 discussion.
27

28 2. The school board retains the discretion to limit board discussion of any
29 agenda item to a reasonable period of time as determined by the school
30 board.
31

32 3. Matters proposed for placement on the agenda which may involve data
33 privacy concerns, which may involve preliminary allegations, or which may
34 be potentially libelous or slanderous in nature shall not be considered in
35 public, but shall be processed as determined by the school board in
36 accordance with governing law.
37

38 4. The school board chair shall promptly rule out of order any discussion or
39 agenda item by any person, including school board members, that would
40 violate the provisions of state or federal law, this policy or the statutory
41 rights of privacy of an individual.
42

43 **B. Open Public Comment**

44
45 The school board shall normally provide a specified period of time when
46 citizens may address the school board on any topic, subject to the limitations
47 of this policy. The school board reserves the right to allocate a specific
48 period of time for this purpose and limit time for speakers accordingly.
49

1 The school board may decide to hold certain types of public meetings where
2 the public will not be invited to address the school board. Possible examples
3 are study sessions and board retreats. The public will still be entitled to
4 notice of these meetings and will be allowed to attend these meetings, but
5 the public will not be allotted time during the meeting to address the board.
6

- 7 1. People who wish to address the school board on a particular agenda item
8 should identify the subject and identify agenda item(s) to which their
9 comments pertain.
- 10
- 11 2. The school board chair will recognize one speaker at a time, and will rule
12 out of order other speakers who are not recognized. Only those speakers
13 recognized by the chair will be allowed to speak. Each speaker will be
14 given up to three minutes, with time extended up to six minutes if
15 translation is necessary. Comments by others are out of order. Individuals
16 who interfere with or interrupt speakers, the school board, or the
17 proceedings may be directed to leave. These comments will occur during
18 the public comment section of the board agenda.
- 19
- 20 3. Personal attacks by anyone addressing the school board are
21 unacceptable. Persistence in such remarks by an individual shall
22 terminate that person's privilege to address the school board.
- 23
- 24 4. Depending upon the number of persons in attendance seeking to be
25 heard, the school board reserves the right to impose such other limitations
26 and restrictions as necessary in order to provide an orderly, efficient, and
27 fair opportunity for those present to be heard.
- 28

29 **C. Informal Complaints**

- 30
- 31 1. Routine complaints about a teacher or other employee should first be
32 directed to that teacher or employee or to the employee's immediate
33 supervisor.
- 34
- 35 2. If the complaint is against an employee relating to child abuse,
36 discrimination, racial, religious, or sexual harassment, or other activities
37 involving an intimidating atmosphere, the complaint should be directed to
38 the employee's supervisor or other official as designated in Policy 103:
39 Harassment Prohibition, Policy 115: Title IX, Policy 409: Mandated
40 Reporting of Child Neglect of Physical or Sexual Abuse, Policy 505:
41 Student Disability Nondiscrimination and/or Policy 506: Student Sex
42 Nondiscrimination. In the absence of a designated person, the matter
43 should be referred to the superintendent.
- 44
- 45 3. Unresolved complaints from Paragraph 1 of this section or problems
46 concerning the District should be directed to the superintendent's office.
- 47
- 48 4. Complaints which are unresolved at the superintendent's level may only
49 be brought before the school board by notifying the school board in
50 writing.

1
2 5. Personal attacks by anyone addressing the school board are
3 unacceptable. Persistence in such remarks by an individual shall
4 terminate that person's privilege to address the school board.
5
6

7 **VII. PENALTIES FOR VIOLATION OF DATA PRIVACY**

- 8
9 A. The District is liable for damages, costs and attorneys' fees, and, in the event
10 of a willful violation, punitive damages for violation of state data privacy laws.
11 (Minn. Stat. § 13.08, Subd. 1)
12
13 B. A person who willfully violates data privacy or whose conduct constitutes the
14 knowing unauthorized acquisition of not public data is guilty of a
15 misdemeanor. (Minn. Stat. § 13.09)
16
17 C. In the case of an employee, willful violation of the Minnesota data practices
18 law, Chapter 13, and any rules adopted thereunder, including any action
19 subject to a criminal penalty, constitutes just cause for suspension without
20 pay or dismissal. (Minn. Stat. § 13.09)
21
22

23 ***Legal References:***

24 Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
25 Minn. Stat. § 13.43 (Personnel Data)
26 Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
27 Minn. Stat. § 13D.05 (Open Meeting Law)
28 Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
29 Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
30 Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
31 Minn. Stat. § 122A.44 (Contracting with Teachers)
32 Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
33 Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts or Contract is Void)
34 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
35 Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
36 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
37 Minn. Op. Atty. Gen. 852 (July 14, 2006)
38

39 ***Cross References:***

40 Policy 103: Harassment Prohibition
41 Policy 115: Title IX
42 Policy 208: Open Meetings and Closed Meetings
43 Policy 409: Mandated Reporting of Child Neglect of Physical or Sexual Abuse
44 Policy 412: Public and Private Personnel Data
45 Policy 505: Student Disability Nondiscrimination
46 Policy 506: Student Sex Nondiscrimination
47 Policy 581: Protection and Privacy of Pupil Records
48
49

50 RATIFIED BY THE BOARD OF EDUCATION: October 16, 2017

- 1 REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION:
- 2 REVISED BY THE BOARD OF EDUCATION: April 4, 2023

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47

RICHFIELD PUBLIC SCHOOLS
GUIDELINES - PUBLIC COMMENT

I. RESPONSIBILITY FOR PUBLIC COMMENT

The Richfield Public Schools administration shall be responsible for the procedural implementation of the public comment portion of board meetings. This implementation shall include preparation, sign up, the comment session, communication during and communication processes related to public comment.

II. PREPARATION FOR PUBLIC COMMENT

The public comment portion of the meeting shall occur on the second meeting of the month, typically held on the 3rd Monday of the month. In months with only one meeting, that meeting shall include public comment.

Public comment will be available in person in the boardroom of the District Office, located at 401 70th St. West, Richfield, MN, 55423.

Public comment will be the first agenda item. The time period for public comment will be a maximum of 30 minutes.

III. SIGN UP FOR PUBLIC COMMENT

Individuals requesting to participate in public comment must sign up in advance by emailing or calling the board secretary or by filling out the form available on the District website. Advance sign up may occur until noon on the day of the board meeting.

Individuals must indicate their name, address, phone number or email and the subject they are addressing. Individuals should also note if their public comment will address something directly related to an agenda item or a non-agenda related item.

If multiple individuals wish to address the same subject during public comment, they may be asked to select a representative to speak for the group. Speakers may be asked to submit a written copy of their prepared statement in advance of the meeting.

If individuals are attending a board meeting without public comment on the agenda, they may write down comments and deliver them to the board secretary who will share them with all board members.

1 If an interpreter is needed for public comment or to view a board of
2 education meeting, please contact the board secretary at least 1 week in
3 advance.
4

5 **IV. PUBLIC COMMENT**

6
7 Speakers will be called in order as follows: students, speakers on a specific
8 agenda item, then others in order of sign up, with preference given to those
9 who have not spoken in the past six months. Time allotted will be three
10 minutes per speaker, with an additional three minutes allocated if
11 interpretation is utilized. The board secretary will monitor time. There will
12 be a “30 second warning” given when 30 seconds remain and a “times up”
13 warning given if three minutes have expired. Speakers are expected to end
14 comments at the “time’s up” warning.
15

16 District administration will be responsible for implementation of public
17 comment including sign up, documentation, and sharing of guidelines.
18

19 The school board takes into consideration comments made during public
20 comment, but will not hold a two-way dialogue or interactive discussion
21 during public comments. The board may provide a response at a later time
22 and/or may provide clarification of points of fact as appropriate during the
23 meeting.
24

25 **V. COMMUNICATION DURING PUBLIC COMMENT**

26
27 Speakers may not make allegations, charges, or complaints against any
28 student or employee during public comment. If a person wishes to make an
29 allegation or to file a charge or complaint against a student or employee, the
30 person should make the allegation, charge, or complaint in writing to the
31 superintendent or the human resources department.
32

33 Personal attacks by anyone addressing the school board are unacceptable.
34 Persistence in such remarks by an individual may terminate that person’s
35 privilege to address the school board. If the speaker persists in violating any
36 procedure or rule, the speaker may be directed to leave the premises and
37 not to return, a no trespass order may be issued, and a referral may be
38 made to law enforcement.
39

40 Members of the public may not engage in conduct that materially and
41 substantially disrupts any part of a school board meeting, or that otherwise
42 impedes the School Board’s ability to conduct its business in an orderly and
43 efficient fashion.
44

45 **VI. COMMUNICATION ABOUT PUBLIC COMMENT**

46
47 District administration will be responsible for broadly communicating the
48 guidelines for public comment at the board of education meetings. Methods

1 should include website, school handbooks, direct communication to families
2 and more.

3

4

5 Dated: November 20, 2017

6 Revised: September 17, 2021; April 3, 2023



RICHFIELD PUBLIC SCHOOLS

329

Welcome to a Regular Board Meeting at Richfield Public Schools

- The agenda and supporting board packet are available online at <https://www.richfieldschools.org/about/school-board>
- Paper copies of the agenda are available to all.
- Board meetings are livestreamed and videotaped for the official record.
- Procedures for the implementation of public comment are contained within board policy 216 and administrative guideline 216.1.

Individuals who wish to address the School Board during a regular School Board meeting may do so during the Public Comments portion of the agenda at the beginning of the meeting. To participate in the public comments, individuals must fill out the online form or make a request to the board secretary (cassandra.quam@rpsmn.org or 612-798-6012) up until 12:00 noon on the day of a board meeting. This grants speakers the opportunity to make a presentation of up to three minutes, with time extended up to three additional minutes if translation is needed. (We will have our board secretary indicate with both “30 seconds” and “time is up” warnings.)

- Speakers are asked to refrain from using this forum to criticize, complain, or make allegations about a specific employee by name due to privacy and legal concerns for the employee and the speaker.
- The School Board takes into consideration comments made during public comment, but will not hold a two-way dialogue or interactive discussion during public comments. The board may provide a response at a later time and/or may provide clarification of points of fact as appropriate during the meeting.
- Questions, concerns and requests may be directed to the appropriate administrator for review. Speakers who desire a written response to a specific question may request it.
- If a speaker violates a procedure or rule, they will be given a warning. If they persist in violating any procedure or rule, the speaker will be directed to leave the premises and not to return, a no trespass order may be issued, and a referral may be made to law enforcement.

If you were unable to make a request in advance of tonight's meeting, we have two ways for you to share your thoughts with us:

- One is for you to complete the Board Comment Sheet on the back of this page so that you can write out your thoughts and give them to us tonight. We will review your comments before our next meeting.
- The other is for you to request to participate in public comment for a future board meeting, typically the second meeting of the month, or at any meeting when it is the sole meeting of the month.

Thank you for your attention and your respect for this process.



Board Comment Sign Up

If you wish to share a public comment at a school board meeting, please complete this form with your name and comment information. Comment will occur in the order of sign up, with students speaking first, then individuals who are addressing a specific agenda item, then all other speakers.

Board Meeting Date	Phone/Email Contact
Name	Address
What is your relationship to Richfield Public Schools?	
<input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff Member <input type="checkbox"/> Richfield Resident	
Is your comment related to a specific agenda item listed for this board meeting?	What subject would you like to comment on?
<input type="checkbox"/> Yes <input type="checkbox"/> No	

By appearing in person to share a public comment with the school board, you agree to the following procedures and requirements outlined in Policy 216: Public Comment and Administrative Guideline 216.1:

- Your time allotted is three minutes, with time extended up to three additional minutes if translation is needed. (The board secretary will indicate with both “30 seconds” and “time is up” warnings.)
- Speakers are asked to refrain from using this forum to criticize, complain, or make allegations about a specific employee by name due to privacy and legal concerns for the employee and the speaker.
- The School Board takes into consideration comments made during public comment, but will not hold a two-way dialogue or interactive discussion during public comments. The board may provide a response at a later time and/or may provide clarification of points of fact as appropriate during the meeting.
- Questions, concerns and requests may be directed to the appropriate administrator for review. Speakers who desire a written response to a specific question may request it.
- If a speaker violates a procedure or rule, they will be given a warning. If they persist in violating any procedure or rule, the speaker will be directed to leave the premises and not to return, a no trespass order may be issued, and a referral may be made to law enforcement.

C. Review Superintendent Goals for 2025-2026 School Year

334

Speaker(s): Dr. Latanya Daniels, Superintendent

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



**Agenda V.C.
August 14, 2025**

To: Board of Education
From: Dr. Latanya Daniels, superintendent
Date: August 14, 2025
Re: Review Superintendent Goals for 2025-2026 School Year

Attachment: Draft of Superintendent Goals for 2025-2026 School Year

Proposed Superintendent Goals for 2025-26

Communication and Community Engagement Goal (Community Partnerships and Engagement)

Goal: Foster a culture of transparency, trust and collaboration by establishing consistent channels of communication with stakeholders and engaging the broader school community through meaningful dialogue and outreach initiatives

Key Objectives:

- Conduct listening sessions with families and community partners to understand perspectives and establish accessibility
- Launch a communications mechanism (newsletter, district website updates, etc.) to share updates, decisions and achievements regularly
- Implement structured opportunities for stakeholders to provide input on district initiatives and priorities
- Continue to highlight stories, voices and accomplishments of students, teachers and families to build a shared sense of community and pride in One91
- Develop relationships with Burnsville-Eagan-Savage city officials to underscore support and willingness to partner
- Continue partnerships with community partners and organizations

School District Operations Goal (Operations and Management)

Goal: Establish a facilities management plan that ensures safe, functional, and future-ready learning environments through proactive planning, transparent budgeting and stakeholder engagement and collaboration

Key Objectives:

- Review the current LTFM plan to determine the needs of buildings
- Work with the Administrative Services Director to identify a consultant and team to plan and prioritize the work over the next 3 to 5 years
- Align budgetary and personnel resources to the execution of the plan
- Determine the next School name-change process, etc.

Teaching and Learning Goal

Goal: Establish a district-wide culture of collaborative leadership and instructional excellence by building trusting relationships, aligning strategic priorities and fostering continuous improvement across all levels of District One91 in the first 12 months

Key Objectives:

- Conduct listening sessions with directors, principals, staff, students, families and community partners to identify strengths and opportunities
- Analyze academic and demographic data to inform strategic planning and resource allocation
- Facilitate monthly leadership professional development focused on effective communication, instructional leadership and equity-driven practices
- Work with the school board and leadership team to update or create a district strategic plan that reflects current needs and vision
- Assess and launch initiatives aimed at ensuring equitable access to learning opportunities and culturally responsive practices district-wide

Climate and Culture Goal

Goal: Foster a culture of transparency, trust and collaboration by establishing consistent channels of communication with stakeholders and engaging the broader school community through meaningful dialogue and outreach initiatives

Key Objectives:

- Conduct listening sessions with directors, principals, staff, students, families and community partners to understand perspectives and establish accessibility
- Meet with the BEA President frequently to build a collaborative relationship
- Implement structured opportunities for stakeholders to provide input on district initiatives and priorities
- Continue to highlight stories, voices and accomplishments of students, teachers and families to build a shared sense of community, trust and pride in One91

VI. Closed Session, as permitted by Minnesota Statutes Section 13D.03, to
Discuss Labor Negotiations Strategy

338

Speaker(s): Stacey Sovine, Executive Director of Administrative Services



**Agenda VI.
August 14, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: August 14, 2025

Re: Discuss Labor Negotiations Strategy

Closed session, as permitted by MN State Statute 13D. 03 to discuss labor negotiation strategy.

VII. Adjourn

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