

# BOARD AGENDA

## INDEPENDENT SCHOOL DISTRICT 191

Burnsville High School Senior Campus  
Diamondhead Education Center  
Regular Meeting  
December 3, 2015  
6:30 PM

(6:00 PM Board Listening Session with Directors Jim Schmid and Dr. DeeDee Currier)

- I. Call to Order
  - A. Welcome Public
  - B. Pledge of Allegiance
- II. Truth in Taxation Hearing
  - A. Introduction and Public Comment Protocol  
Presenter: Chair VandenBoom
  - B. Budget and Property Tax Presentation 3  
Presenter: Lisa Rider, Executive Director of Business Services
  - C. Public Comment
  - D. Conclude the Truth in Taxation Portion of the Meeting  
Presenter: Chair VandenBoom
- III. Business Meeting
  - A. Approval of Agenda
  - B. Consent Agenda  
Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.
    - 1. Approve Minutes 29
    - 2. Approve Personnel Recommendations 32
    - 3. Adopt a Resolution to Accept Donations 33
    - 4. Approve, on a Second Reading Basis, Board Policies 104: *School District Mission and Vision*, 206: *Public Participation in School Board Deliberations*, 421: *Gifts to Employees and School Board Members* (rescind GBI-R), 427: *Workload Limits for Certain Special Education Teachers*, 499: *Nepotism Prohibition* (rescind GBCAA), 505: *Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees*, 507: *Corporal Punishment*, 508: *Extended School Year for Certain Students with Individualized Education Programs*, 533: *Wellness* (rescind JFCI & JFCI-E), 608: *Instructional Services-Special Education* (rescind IHBHA), and 904: *Distribution of Materials on School District Property by Nonschool Persons* (rescind KJA & KJA-R and KI) and rescind GBEC: *Staff Health and Safety Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions* 35
    - 5. Approve Change Orders #031, and #036 for the 2015 Additions and 70

Alterations  
to Burnsville High School Bid Package #1

- 6. Approve Change Order #1R for the 2015 Nicollet Locker Room Alterations Project 75
- 7. Approve the Removal of the "Contact" Section from Board Policies 78
- 8. Approve a Preliminary Request for an Extended Field Trip to Ecuador from March 24-April 2, 2017 79

IV. New Business

- A. Approve Final Certification of Property Tax Levy Payable in 2016 80  
Presenter: Lisa Rider, Executive Director of Business Services
- B. Approve, on a First Reading Basis, Board Policies 401: *Equal Employment Opportunity*, 402: *Disability Nondiscrimination Policy*, 510: *School Activities* (rescind IGD, IGDD, IGDH, IGDJ), 602: *Organization of School Calendar and School Day* (rescind IC), 604: *Instructional Curriculum*, 605: *Alternative Programs*, 607: *Organization of Grade Levels*, 611: *Home Schooling*, 621: *Educational Research*, 699: *Teaching About Controversial Issues* (rescind INB), 899: *Naming School Buildings or Facilities* (rescind FFB), 901: *Community Education*, 903: *Visitors to School District Buildings and Sites* (rescind KK) and Rescind IGCA: *Summer Schools*  
Presenter: Dr. Joe Gothard, Superintendent 88
- C. Receive a Report on Vision One91 Renovation Guide 136  
Presenter: Dr. Joe Gothard, Superintendent

V. Reports

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

VI. Adjourn



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# INDEPENDENT SCHOOL DISTRICT 191 PUBLIC HEARING FOR TAXES PAYABLE IN 2016

# Tax Hearing Presentation

- State law requires that we present:
  - Information on the current year budget and actual revenue and expense for the prior year
  - Information on the proposed property tax levy
  - The percentage change over the prior year
  - Specific purposes and reasons for which taxes are being increased
  - Invite public to speak and ask questions

# Agenda for Hearing

- A. Background on School Funding, Property Tax Levies, and Budgets
- B. Information on the District Budget
- C. Information on the District's Proposed Tax Levy for Taxes Payable in 2016
- D. Public Comments and Questions

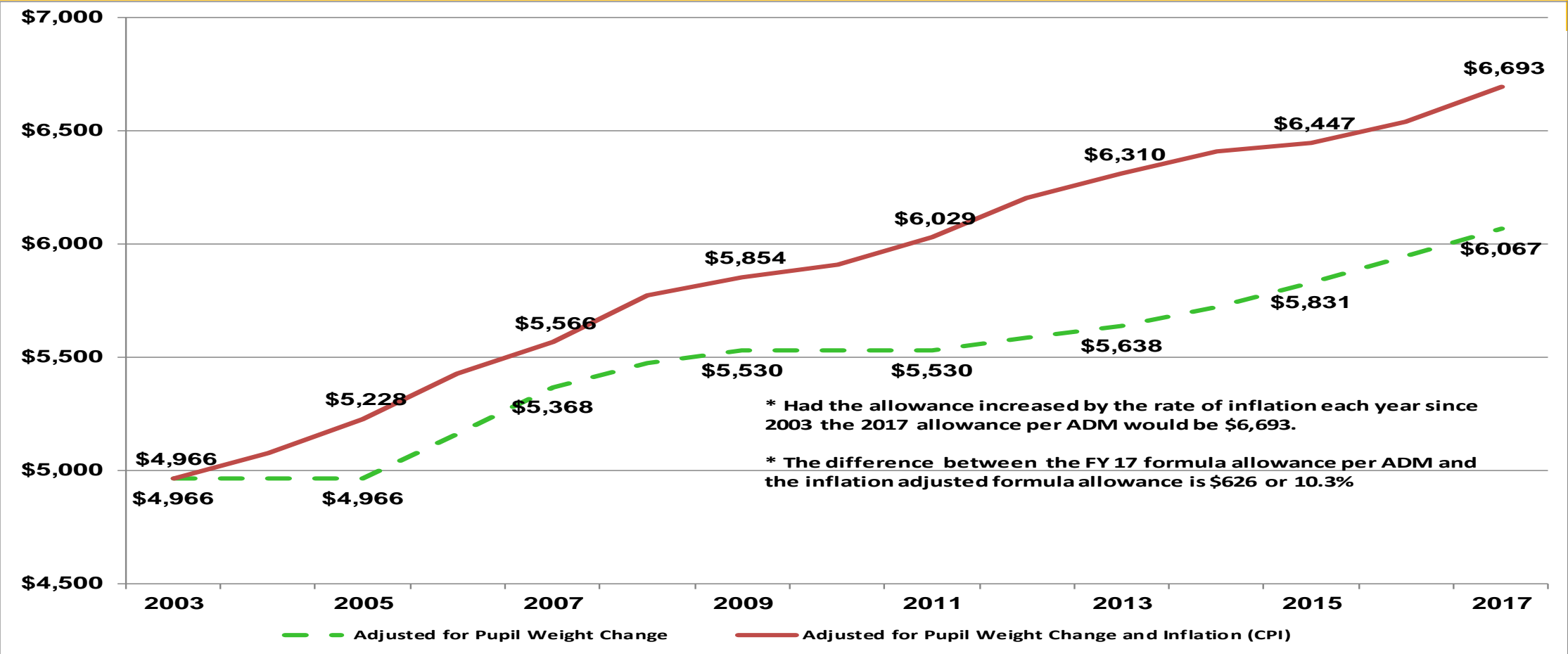
# School funding is highly regulated by the state

- ❑ **State sets** formulas which determine revenue; most revenue is based on specified amounts per pupil
- ❑ **State sets** tax policy for local schools
- ❑ **State sets** maximum authorized property tax levy (districts can levy less but not more than amount authorized by state, unless approved by the voters)
- ❑ **State authorizes** school board to submit referendums for operating and capital needs to voters for approval

# General Education Formula Allowance, 2003-2017


## Adjusted for Pupil Weight Change and Inflation (CPI)

### 2015 End of Session



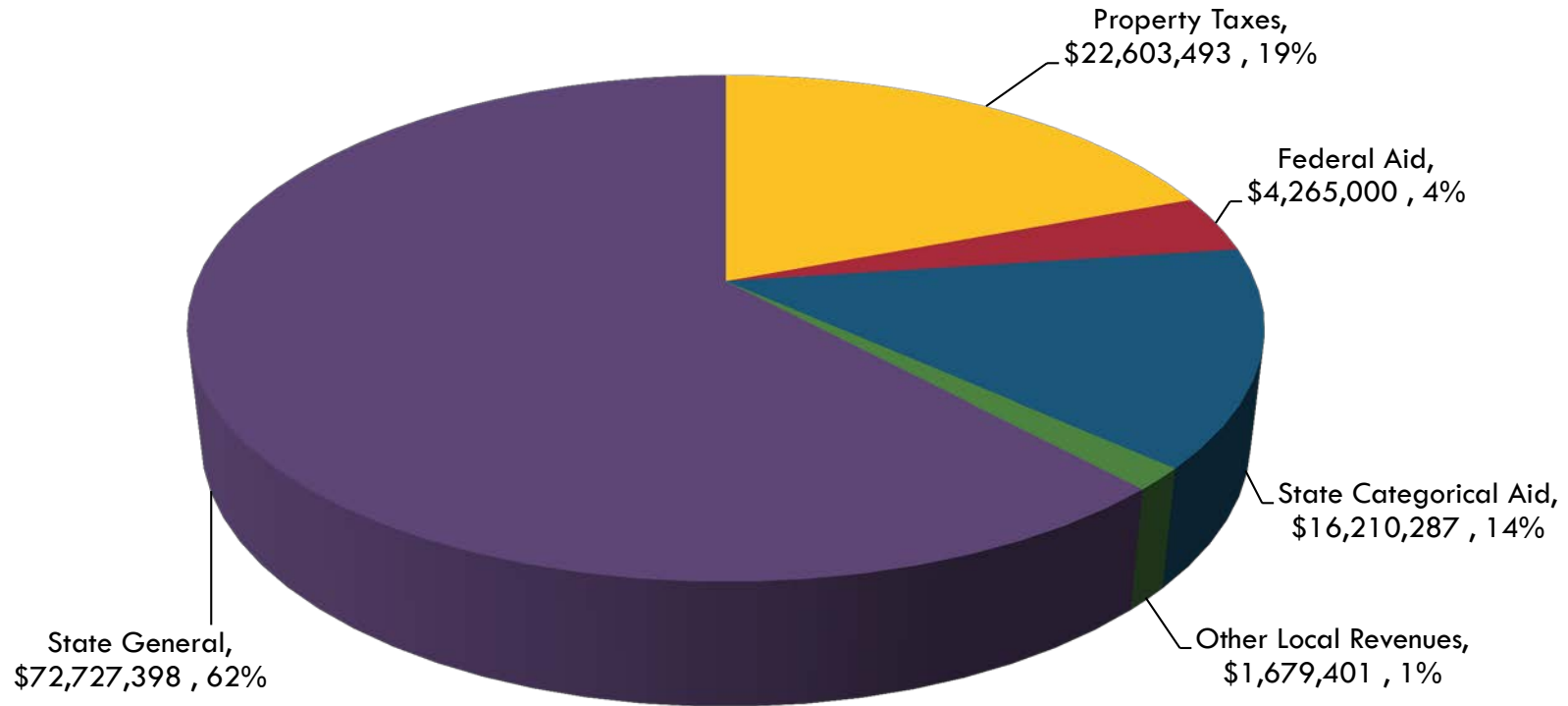
Source: MDE General Education Formula Allowance, 2003 - 2017

# Current 2015-2016 Adopted Budget and Prior 2014-2015 Actual Revenues and Expenses

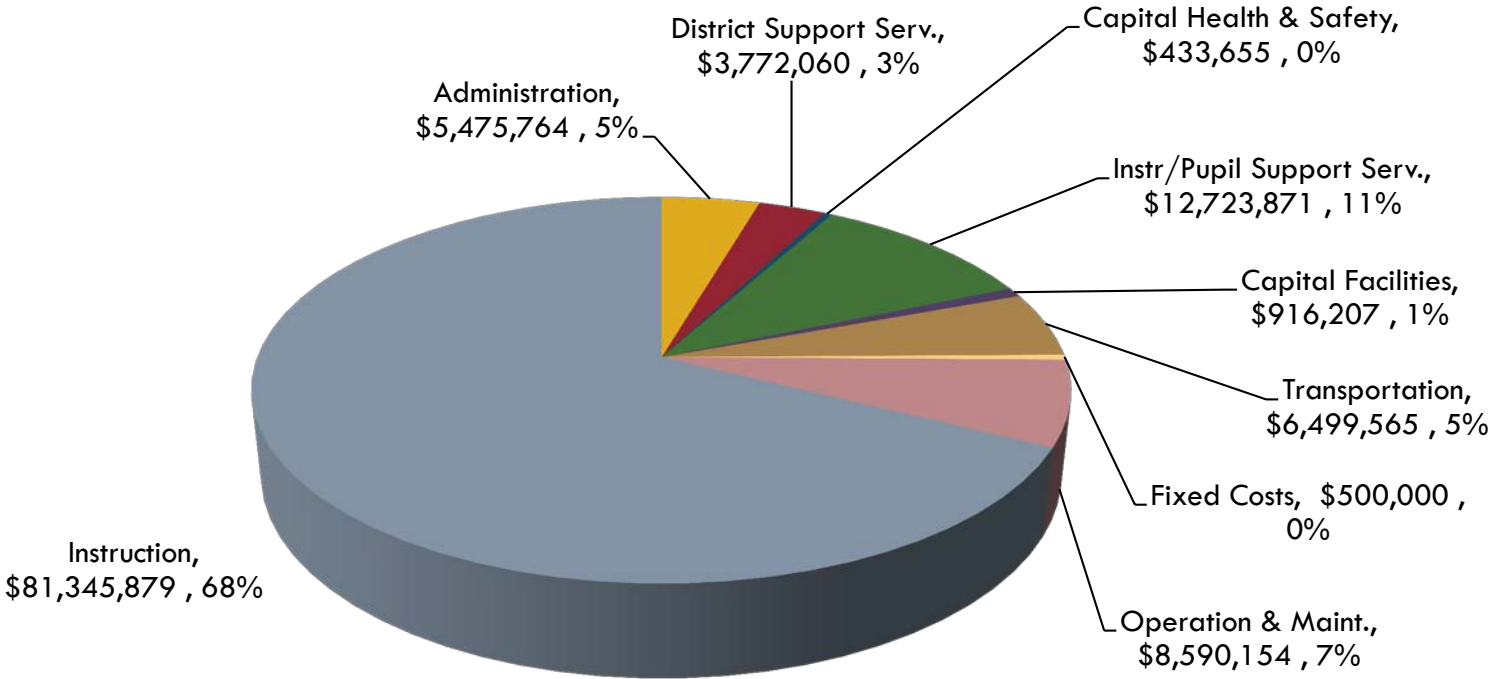
		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		<b>DISTRICT REVENUES AND EXPENDITURES                      BUDGET FOR FY 2015 AND FY 2016</b>			ED-00110-38
<b>GENERAL INFORMATION:</b> Minnesota Statutes, section 123B.10, requires that every school board shall publish the subject data of this report.							
District Name:						District Number:	
FUND	FY 2015 BEGINNING FUND BALANCES	FY 2015 ACTUAL REVENUES AND TRANSFERS IN	FY 2015 ACTUAL EXPENDITURES AND TRANSFERS OUT	JUNE 30, 2015 ACTUAL FUND BALANCES	FY 2016 BUDGET REVENUES AND TRANSFERS IN	FY 2016 BUDGET EXPENDITURES AND TRANSFERS OUT	JUNE 30, 2016 PROJECTED FUND BALANCES
General Fund/Restricted	\$ 3,633,869	\$ 23,489,223	\$ 23,335,625	\$ 3,787,467	\$ 22,099,216	\$ 21,993,528	\$ 3,893,155
General Fund/Other	\$ 18,326,722	\$ 95,614,683	\$ 97,051,006	\$ 16,890,399	\$ 95,386,363	\$ 98,263,627	\$ 14,013,135
Food Service Fund	\$ 1,395,770	\$ 5,376,368	\$ 5,016,679	\$ 1,755,459	\$ 5,259,059	\$ 5,247,776	\$ 1,766,742
Community Service Fund	\$ 705,870	\$ 6,182,524	\$ 6,069,954	\$ 818,440	\$ 5,957,102	\$ 5,951,064	\$ 824,478
Building Construction Fund	\$ 12,290,106	\$ 66,051,096	\$ 6,803,463	\$ 71,537,739	\$ 1,218,000	\$ 65,433,528	\$ 7,322,211
Debt Service Fund	\$ 1,252,357	\$ 13,803,790	\$ 12,192,993	\$ 2,863,154	\$ 8,400,657	\$ 9,658,068	\$ 1,605,743
Trust Fund	\$ 186,633	\$ 821,417	\$ 846,945	\$ 161,105	\$ 682,150	\$ 680,000	\$ 163,255
Internal Service Fund	\$ 5,942,167	\$ 20,279,581	\$ 19,133,507	\$ 7,088,241	\$ 20,066,000	\$ 20,701,300	\$ 6,452,941
* OPEB Revocable Trust Fund	\$ 14,295,520	\$ 644,387	\$ 1,513,038	\$ 13,426,869	\$ 846,307	\$ 1,150,434	\$ 13,122,742
OPEB Irrevocable Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OPEB Debt Service Fund	\$ 272,128	\$ 1,618,336	\$ 1,585,150	\$ 305,314	\$ 1,612,349	\$ 1,584,900	\$ 332,763
<b>TOTAL - ALL FUNDS</b>	<b>\$ 58,301,142</b>	<b>\$ 233,881,405</b>	<b>\$ 173,548,360</b>	<b>\$ 118,634,187</b>	<b>\$ 161,527,203</b>	<b>\$ 230,664,225</b>	<b>\$ 49,497,165</b>

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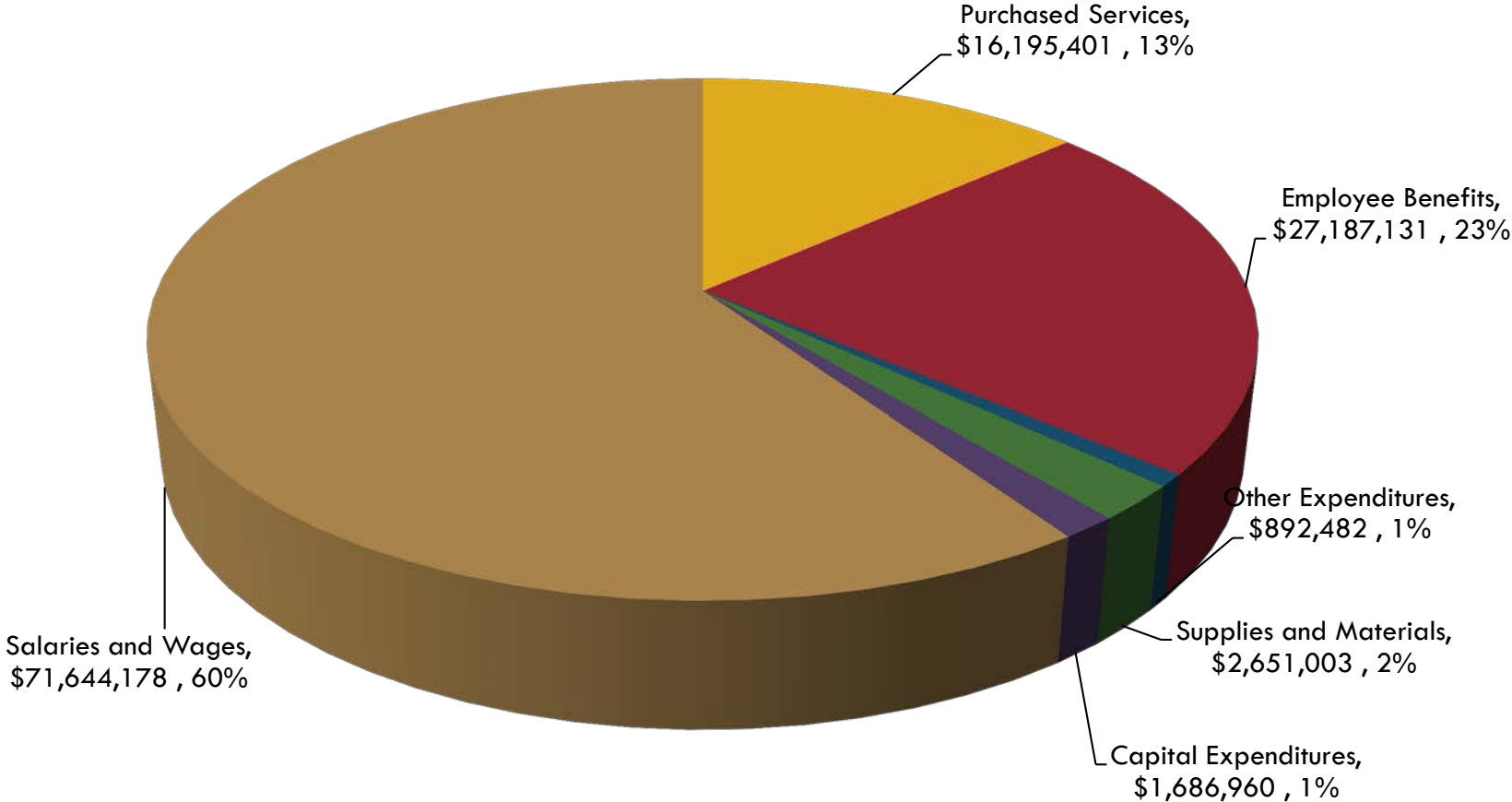
**INDEPENDENT SCHOOL DISTRICT 191  
GENERAL FUND REVENUE  
2015-2016 ADOPTED BUDGET  
\$117,485,579**



**INDEPENDENT SCHOOL DISTRICT 191  
GENERAL FUND EXPENDITURES BY PROGRAM  
2015-2016 ADOPTED BUDGET  
\$120,257,155**



**INDEPENDENT SCHOOL DISTRICT 191  
GENERAL FUND EXPENDITURES BY OBJECT  
2015-2016 ADOPTED BUDGET  
\$120,257,155**



# ISD 191 Comparison of Payable 2015 vs. Payable 2016 Certified Levies

Fund	2014 Pay 2015 Limitation	2015 Pay 2016 Limitation	Increase (Decrease)	Percent Change
General	\$23,803,493	\$25,435,549	\$1,632,056	6.86%
Community Service	1,246,573	1,553,397	306,824	24.61%
General Debt Service	8,202,752	10,364,753	2,162,001	26.36%
OPEB Trust Service	1,612,349	1,616,959	4,610	0.29%
Total	\$34,865,167	\$38,970,658	\$4,105,491	11.78%

# District's Proposed Tax Levy for Taxes Payable in 2016

	2014 Payable 2015	2015 Payable 2016	Increase/ (Decrease)
<b>General Levies:</b>			
Referendum Levy	\$11,707,379	\$11,797,357	\$89,978
Location Equity Levy	4,301,024	4,296,477	(4,547)
Equity Revenue Levy	939,327	1,078,426	139,099
Operating Capital Levy	1,075,158	1,141,525	66,367
Student Achievement Levy	220,561	215,615	(4,946)
Safe Schools	370,807	364,795	(6,012)
Safe Schools - District 917	59,226	111,465	52,239
Career & Technical Levy	159,518	180,304	20,786
Health & Safety Levy	479,456	0	(479,456)
Alternative Facilities Levy	1,200,000	0	(1,200,000)
<b>LT Facilities Levy - Formerly Health &amp; Safety Levy and Alternative Facilities Levy</b>	<b>0</b>	<b>894,720</b>	<b>894,720</b>
Economic Development Abatement	0	33,092	33,092
Transition Revenue Levy	340,024	339,564	(460)
Achievement & Integration Levy	548,597	567,629	19,032
Reemployment Insurance Levy	250,000	250,000	0
Lease Levy	798,157	682,060	(116,097)
Capital Project Referendum Levy	0	2,500,983	2,500,983
Alternative Compensation Levy	<u>867,482</u>	<u>845,329</u>	<u>(22,153)</u>
<b>Total General Levies</b>	<b>23,316,716</b>	<b>25,299,341</b>	<b>1,982,625</b>
<b>Levy Adjustments</b>	<b><u>486,777</u></b>	<b><u>136,208</u></b>	<b><u>(350,569)</u></b>
<b>Net General Levies</b>	<b><u><u>\$23,803,493</u></u></b>	<b><u><u>\$25,435,549</u></u></b>	<b><u><u>\$1,632,056</u></u></b>

# District's Proposed Tax Levy for Taxes Payable in 2016

	<b>2014 Payable 2015</b>	<b>2015 Payable 2016</b>	<b>Increase/ (Decrease)</b>
<b>Community Service Fund:</b>			
<i>General Community Education</i>	\$475,684	\$475,684	\$0
<i>Early Childhood Family Education</i>	251,884	244,314	(7,570)
<i>Disabled Adults</i>	3,062	3,062	0
<b>School Age Care</b>	<b>450,000</b>	<b>600,000</b>	<b>150,000</b>
<i>Home Visiting</i>	<u>6,224</u>	<u>6,234</u>	<u>10</u>
 <i>Total Levies</i>	 1,186,854	 1,329,294	 142,440
 <i>Levy Adjustments</i>	 <u>59,719</u>	 <u>224,103</u>	 <u>164,384</u>
 <b>Community Service Levies</b>	 <u><u>\$1,246,573</u></u>	 <u><u>\$1,553,397</u></u>	 <u><u>\$306,824</u></u>

# District's Proposed Tax Levy for Taxes Payable in 2016

	<u>2014 Payable 2015</u>	<u>2015 Payable 2016</u>	<u>Increase/ (Decrease)</u>
<i>General Debt Service Fund:</i>			
<b>Voter Approved Levy</b>	<b>\$4,417,641</b>	<b>\$6,923,614</b>	<b>\$2,505,973</b>
<i>LT Facilities Debt Service formerly Alternative Facilities</i>	<u>\$3,683,314</u>	<u>\$3,388,931</u>	<u>(\$294,383)</u>
<b>Total Levies</b>	<b>8,100,955</b>	<b>10,312,545</b>	<b>2,211,590</b>
<b>Levy Adjustments</b>	<u>101,797</u>	<u>52,208</u>	<u>(49,589)</u>
<b>Debt Service Levy</b>	<u><u>\$8,202,752</u></u>	<u><u>\$10,364,753</u></u>	<u><u>\$2,162,001</u></u>

# District's Proposed Tax Levy for Taxes Payable in 2016

	<i>2015 Payable 2015</i>	<i>2015 Payable 2016</i>	<i>Increase/ (Decrease)</i>
<i>OPEB Levy - Non-Voter Approved</i>	<i>1,589,354</i>	<i>1,606,770</i>	<i>17,416</i>
<i>Levy Adjustments</i>	<u><i>22,995</i></u>	<u><i>10,189</i></u>	<u><i>(12,806)</i></u>
<i>OPEB Levy</i>	<u><u><i>1,612,349</i></u></u>	<u><u><i>1,616,959</i></u></u>	<u><u><i>4,610</i></u></u>

# ISD 191 Payable 2016 Increase from Payable 2015

- An annual Capital Project levy for technology of \$2,500,000 was voter approved to begin in the 2016-17 school year and will continue for 10 years.
- Reduced the LT Facilities Levy (formerly Health & Safety, Alt Facilities Levy) by \$784,000 to aid property taxpayers
- Calculations of levy vs. state aid proportion shows greater levy in Payable 2016 than state aid for referendum, equity and operating capital categories

# ISD 191 Payable 2016 Increase from Payable 2015

- Community Education levy has been increased by \$150,000 to serve students within our school-age care program
- General Debt levy has increased as expected due to the issuance of the \$65 million 2015A Series Building Bonds approved by the voters in February, 2015

# Impact on ISD 191 School Property Taxes Only (within the City of Burnsville) Payable 2016 Compared to Past Three Years

## Burnsville School District No 191

Estimated Changes in School Property Taxes, 2013 to 2016

Based on 14.9% Cumulative Changes in Property Value from 2013 to 2016 Taxes

Type of Property	Taxable Market Value for 2013 Taxes	Actual Taxes Payable in 2013	Taxable Market Value for 2014 Taxes	Actual Taxes Payable 2014 Taxes	Estimated Market Value for 2015 Taxes	Actual Taxes Payable in 2015	Estimated Market Value for 2016 Taxes	Estimated Taxes Payable in 2016	Change in Taxes 2013 to 2016	Change in Taxes 2015 to 2016
Residential Homestead	\$108,795	\$535	\$111,123	\$508	\$120,199	\$543	\$125,000	\$616	\$81	\$73
	130,554	661	133,347	628	144,239	670	150,000	763	102	93
	174,072	914	177,796	869	192,319	924	200,000	1,055	141	131
	239,349	1,294	244,470	1,231	264,438	1,304	275,000	1,494	200	190
	304,625	1,673	311,144	1,593	336,557	1,685	350,000	1,934	261	249
	369,902	2,052	377,817	1,955	408,677	2,066	425,000	2,370	318	304
	435,179	2,427	444,491	2,310	480,796	2,431	500,000	2,788	361	357
	522,215	2,927	533,389	2,793	576,956	2,965	600,000	3,423	496	458
652,769	3,740	666,736	3,572	721,195	3,783	750,000	4,376	636	593	
870,358	5,095	888,982	4,869	961,593	5,146	1,000,000	5,964	869	818	
Commercial/ Industrial #	\$870,358	\$5,451	\$888,982	\$5,174	\$961,593	\$5,275	\$1,000,000	\$6,216	\$765	\$941
	1,740,717	11,031	1,777,963	10,472	1,923,185	10,663	2,000,000	12,577	1,546	1,914
	2,611,075	16,611	2,666,945	15,771	2,884,778	16,051	3,000,000	18,939	2,328	2,888
	3,481,434	22,191	3,555,926	21,070	3,846,371	21,439	4,000,000	25,300	3,109	3,861
4,351,792	27,771	4,444,908	26,368	4,807,964	26,826	5,000,000	31,662	3,891	4,836	
Apartments (4 or more units)	\$435,179	\$2,711	\$444,491	\$2,595	\$480,796	\$2,726	\$500,000	\$3,176	\$465	\$450
	652,769	4,067	666,736	3,893	721,195	4,090	750,000	4,764	697	674
	870,358	5,422	888,982	5,190	961,593	5,453	1,000,000	6,352	930	899
<b>Tax Rates</b>										
<b>Tax Capacity Rate</b>		26.136		25.661		24.554		31.064		
<b>Referendum Market Value Rate</b>		0.29627		0.26308		0.26015		0.24689		

# For commercial-industrial property, school taxes may be slightly different in other municipalities in the district, due to the varying impact of the Fiscal Disparities Program.

### General Notes

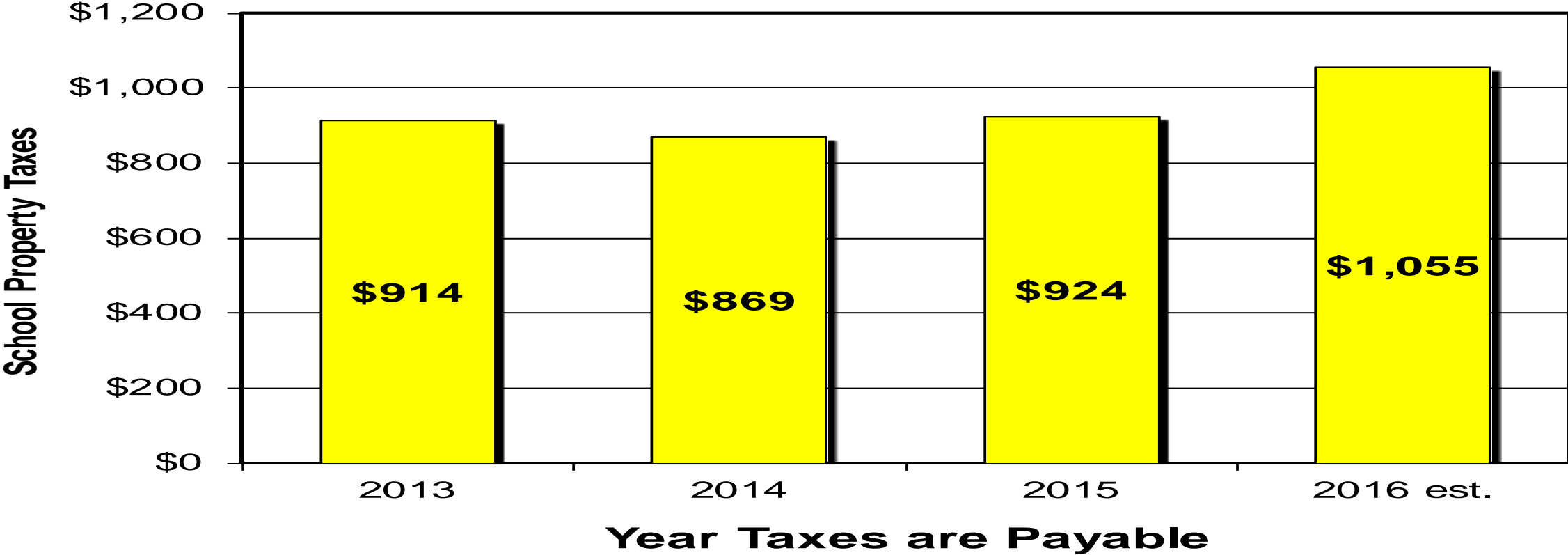
- The figures in the table are based on school district taxes only, and do not include taxes for the city or township, county, state, or other taxing jurisdictions.
- All estimates for 2016 taxes are preliminary estimates, based on the best data available as of the date above.
- For all examples of properties, taxes are based on changes in taxable market value of 2.1% from 2013 to 2014 taxes, 8.2% from 2014 to 2015, and 4.0% from 2015 to 2016.

# Estimated Changes in School Property Taxes 2013 to 2016

- Based on 14.9% Cumulative Changes in Property Value from 2013 to 2016 Taxes
- For all the following four examples of properties, the value shown in the series of the chart is the estimated market value for the taxes payable in 2016. Taxes are calculated based on changes in market value of 2.1% from 2013 to 2014 and 8.2% from 2014 to 2015 and 4.0% from 2015 to 2016
- Charts and estimates provided by Ehlers

# Example 1: \$200,000 Residential Homestead Property

**Example 1: \$200,000\* Residential Homestead Property**

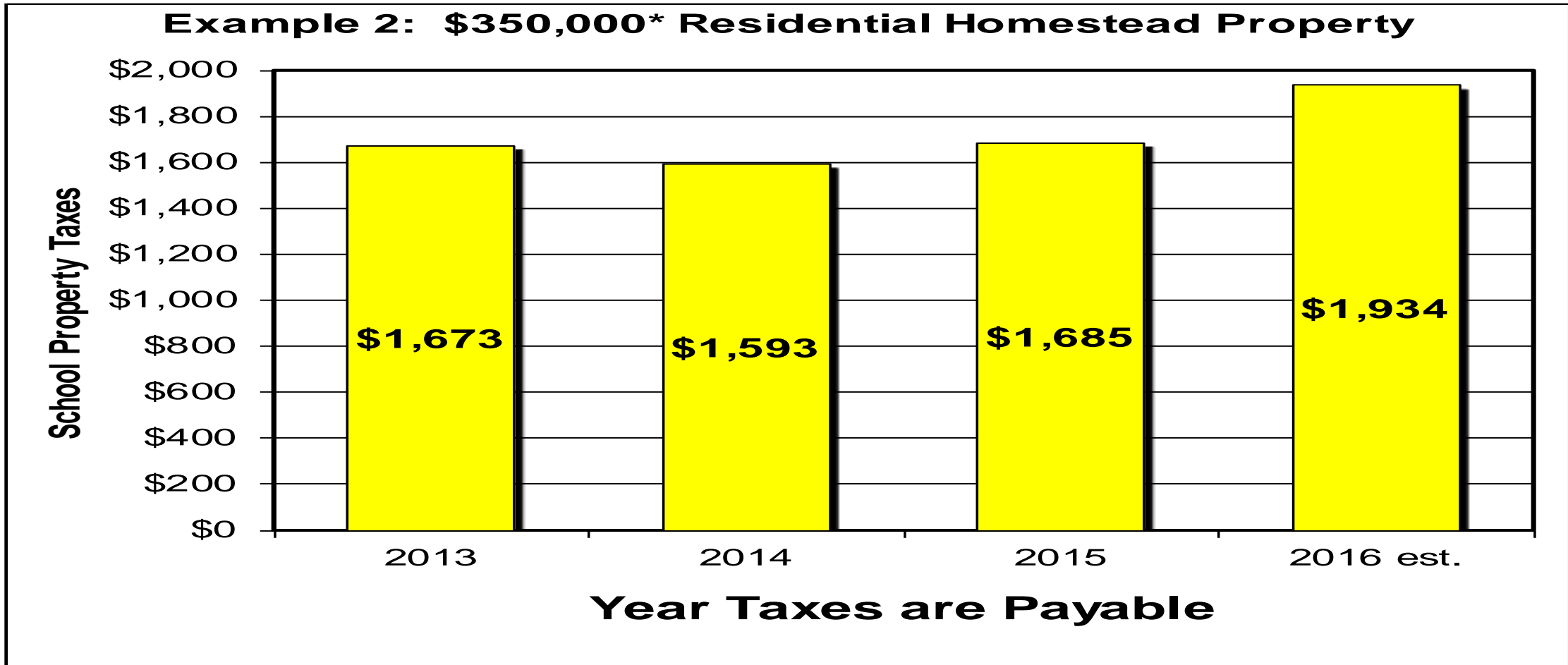


# Estimated Tax Impact on a \$200,000 home

□ \*Estimated impacts are based on a \$200,000 home, the District average.

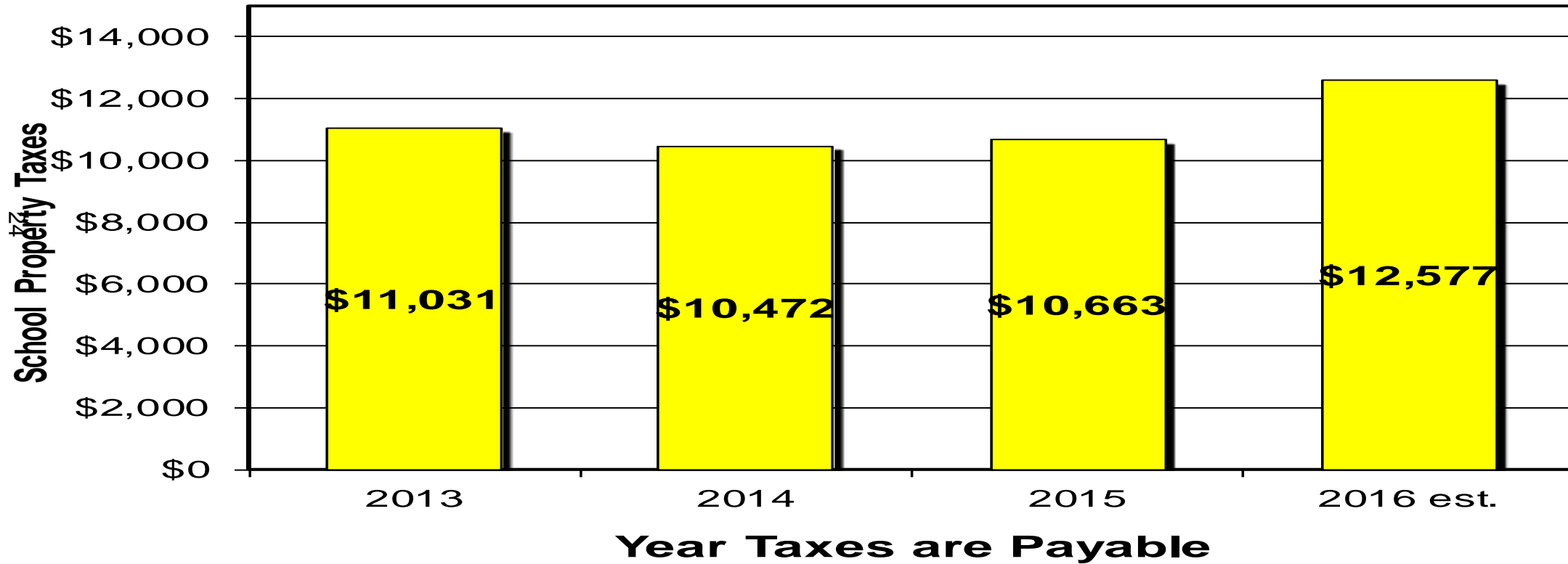
Question	Monthly Tax Impact*	Annual Tax Impact*
Q1: Buildings for Learning	\$6	\$73
Q2: Technology for Classrooms	\$6	\$71
<b>Total</b>	<b>\$12</b>	<b>\$144</b>

# Example 2: \$350,000 Residential Homestead Property



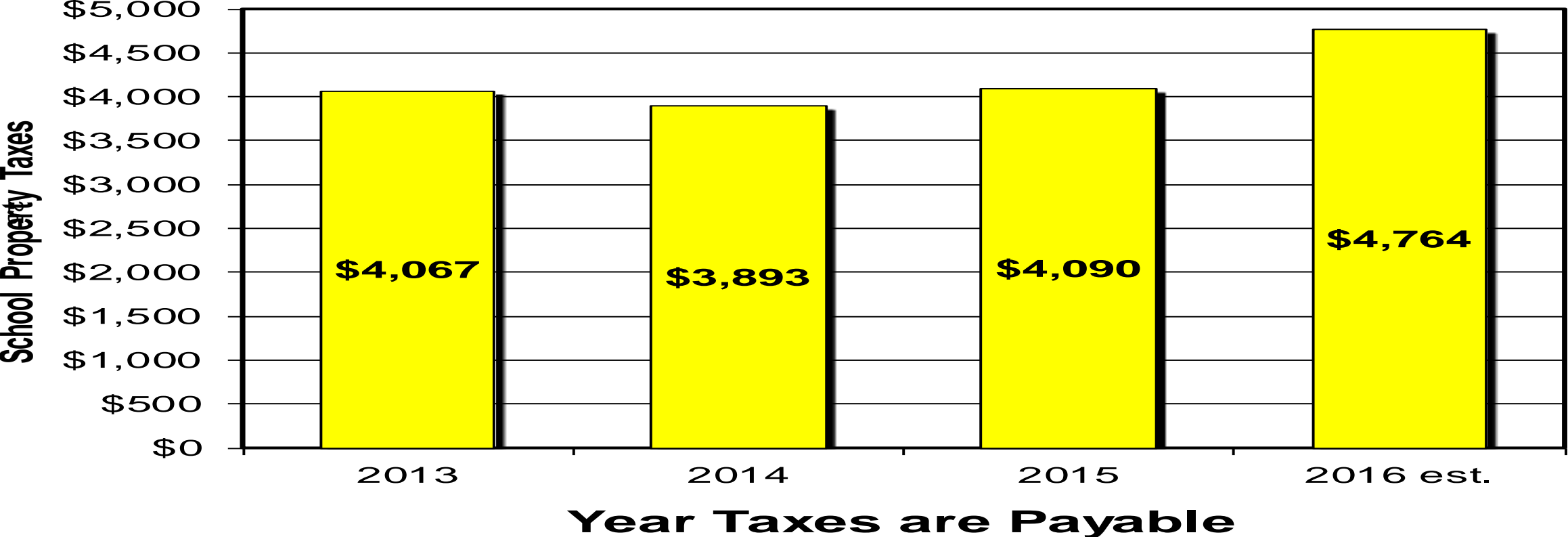
# Example 3: \$2,000,000 Commercial-Industrial Property

**Example 3: \$2,000,000\* Commercial-Industrial Property**




# Example 4: \$750,000 Apartment Property

**Example 4: \$750,000\* Apartment Property**



# Possible Property Tax Refund

- Resident taxpayers on a fixed income, or with significant increases to their property taxes, should inquire of a tax professional regarding eligibility for property tax refunds



Later in this meeting, agenda action item requesting Board of Education Certification of the Final Levy for Payable 2016, funding School Year 2016-2017



# Invitation for Public to Comment

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 November 19, 2015

The meeting of the Board of Education was called to order by Chair VandenBoom at 6:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Directors Currier, Alt, Luth, Hill, Schmid and Chair VandenBoom were present. Sweep was absent. Others in attendance were Superintendent Gothard, Student Representative Abegaz, administrators, staff and members of the public.

Attendance

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

Pledge of Allegiance

Moved by Schmid, seconded by Luth, to approve the agenda. Motion carried unanimously (6, 0).

Agenda

Moved by Hill, seconded by Currier, to approve the consent agenda with the removal of agenda item 6:

Consent Agenda

- Minutes of the November 5, 2015 regular board meeting and closed session.
- Approve personnel recommendations for D. Dorle, E. Khoury, K. Kramer, K. Reagan, A. Tofte, J. Jaeger, H. Barsug, M. Gavnik, B. Jensen, S. Swain, S. Berge, A. Brambila, M. Christensen, R. Martinez, W Ruiz, D. Schwarz, P. Milhaupt, L. Wade, M. Schunk, A. Abiodun, D. Boeser, A. Dupre, R. Johnson, M. Ramirez, c. Rooney, N. Scott, A. Sellars and K. Taylor.
- Adopt a resolution to approve and accept donations.
- Approve October payroll checks numbered 718269-718296, and direct deposit notices numbered 587727-590698, in the net amount of \$3,778,656.11. October and November claims to date represented by checks numbered 442617-443263, 132-137, 1014077-1014290, and 101166-101198 and wire transfers and adjustments totaling \$7,543,002.65. Accept October receipts of \$14,954,356.58 and investments for the General Fund, 2012A Alt Facilities, 2015A School Building Bonds and OPEB of \$107,344,261 as of October 31, 2015.
- Approve out-of-state travel for Directors Abigail Alt, Ron Hill and Dan Luth who will be attending the NSBA Annual Conference in Boston, MA in April 2016.
- Approve change orders #027, and #029 for the 2015 Additions

Minutes

Personnel

Donations  
 Payroll,  
 deposits,  
 receipts and  
 investments

Out-of-State  
 Travel

Change Orders

and Alterations to Burnsville High School Bid Package #1.  
 - Approve change orders #028 and #030 for the 2015 Additions and Alterations to Burnsville High School Bid Package #3  
 Motion carried unanimously (6, 0).

Moved by Schmid, seconded by Alt, to approve change order #2 for the 2015 Sky Oaks Elementary School Alterations Project in the amount of \$33,596.00. Motioned carried after discussion (6, 0).

Moved by Currier, seconded by Hill, to award the Burnsville High School Bid Package #4 prime contracts, including the base bid and Alternates #1 through #7, and #9 through #11 and the owner direct purchase to the following contractors and authorize the signing of contracts with said contractors.

Bid Package #4

Contract#	Type	Contractor	Amount
0335	Polished Concrete Floors	Centimark d.b.a Questmark Flooring	\$ 15,969
0790	Caulking	The Caulkers Company, Inc.	86,900
1044	Signage	Walker Sign Holdings, Inc. d.b.a Lawrence Sign	32,425
1420	Elevators	TBD – Process in final stage	
	Total all Contracts		\$135,294

Motion carried unanimously after discussion (6, 0).

Receive a report from Dr. Kathy Funston, director of curriculum on Business Leader and Education Partnerships.

Partnerships

Moved by Alt, seconded by Luth, to allow Kelly Services to pay the following rates for substitute teachers and EA's effective November 23, 2015: Increase retired ISD 191 licensed teacher's daily flat rate from \$127 per day to a daily flat rate of \$135 for teaching as a short term substitute teacher for the first forty-five full-day assignments and a flat rate of \$145 per day thereafter. Increase licensed teacher's daily flat rate from \$117 per day to a daily flat rate of \$125 for teaching as a short term substitute teacher for the first forty-five full-day assignments and a flat rate of \$135 per day thereafter. Increase Education Assistants hourly rate from \$11.75 per hour to an hourly rate of \$13.00 per hour for support as a short term substitute EA.

Kelly Services

Increase Personal Care Assistants hourly rate from \$12.25 per hour to an hourly rate of \$14.00 per hour for support as a short term substitute PCA. Motion carried unanimously after discussion (6, 0).

Moved by Schmid, seconded by Currier, to approve on a first reading basis, Board Policies 104: *School District Mission and Vision*, 206: *Public Participation in School Board Deliberations*, 421: *Gifts to Employees and School Board Members* (rescind GBI-R), 427: *Workload Limits for Certain Special Education Teachers*, 499: *Nepotism Prohibition* (rescind GBCAA), 505: *Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees*, 507: *Corporal Punishment*, 508: *Extended School Year for Certain Students with Individualized Education Programs*, 533: *Wellness* (rescind JFCI & JFCI-E), 608: *Instructional Services-Special Education* (rescind IHBHA), and 904: *Distribution of Materials on School District Property by Nonschool Persons* (rescind KJA & KJA-R and KI) and rescind GBEC. Moved by Currier, seconded by Hill, to remove Policy 404: *Employment Background Checks* (not rescind GCDC) and 498: *Political Campaigns and Activities* (not rescind GBG). Amendment to motion carried (6, 0). Main motion carried unanimously (6, 0).

Oral reports given by Currier on behalf of the Policy Review Committee, Hill on behalf of the Legislative Committee and Student Performance and Achievement Committee; Luth on behalf of the Ad Hoc Technology Committee; Schmid on behalf of the Negotiating Committee; and Alt on behalf of Foundation 191.

Moved by Schmid, seconded by Alt, to adjourn at 8:12 p.m. Motion carried unanimously (6, 0).

Policies

Committee Reports

Adjourn

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	December 3, 2015
DeeDee Currier, clerk	Date Approved

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

TO: Members, Board of Education  
Joe Gothard, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: December 3, 2015

RE: Recommended Personnel Changes

**Certified**

**Appointment**

Ashly Mickelson -Replacement-Long Term Substitute, Teacher, ECSE, 1.0 FTE, VV, effective 11/10/15

**Classified**

**Appointment**

Guillermo Davila \*Replacement –Custodian Level I, 8 hrs/day, BHS, effective 11/30/15  
Michael A Johnson \*Replacement –Custodian Level I, 8 hrs/day, BHS effective 11/30/15  
Ruth Ann Twardoski -Replacement –EA Level IV, 6.5 hrs/day, 4 days/week, ECSE, effective 11/23/15

**Change in Assignment**

Sara Berge \*Assignment changes-Revised date-to Level II, 6 hrs/day, SO, effective 11/16/15

**Resignation**

Lindsey Mann \*Clerical Level II, BHS, effective 12/18/15

**Coaches/Co-Curricular Appointment**

Wyatt Anderson \*Replacement-Assistant JV Girls Hockey Coach, BHS, effective Winter Season

\*added to original report  
Burnsville-Eagan-Savage #191  
Board Meeting – 12/03/2015



**Agenda II.B.3  
December 3, 2015**

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

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

**Date:** November 25, 2015

**Re:** Donations

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

**RESOLUTION TO APPROVE AND ACCEPT DONATIONS**

**WHEREAS,**

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

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

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

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

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on Dec. 3, 2015.

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Dr. DeeDee Carrier  
Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
11/6/2015	Lowell Danner, Eagan Lions Club	ISD 191	children and adults in need	Coats for adults and children, hats and scarves
11/23/2015	Kathleen Volner	Eagle Ridge Junior High School	General	\$210.00
11/23/2015	Rotary of Savage	Harriet Bishop Elementary	Donation for towels for homeless students	\$100.00
11/17/2015	Carrie Webb	Vista View Elementary	Instrument Donation	Geminhardt Flute

Total monetary contributions to accept: **\$310.00**



**Agenda III.B.4.  
December 3, 2015**

**To:** Board of Education, Members  
**From:** Dr. Joe Gothard, Superintendent  
**Date:** November 25, 2015  
**Re:** Board Policies

**RECOMMENDATION:** Approve, on a second reading basis, Board Policies 104: *School District Mission and Vision*, 206: *Public Participation in School Board Deliberations*, 421: *Gifts to Employees and School Board Members* (rescind GBI-R), 427: *Workload Limits for Certain Special Education Teachers*, 499: *Nepotism Prohibition* (rescind GBCAA), 505: *Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees*, 507: *Corporal Punishment*, 508: *Extended School Year for Certain Students with Individualized Education Programs*, 533: *Wellness* (rescind JFCI & JFCI-E), 608: *Instructional Services-Special Education* (rescind IHBHA), and 904: *Distribution of Materials on School District Property by Nonschool Persons* (rescind KJA & KJA-R and KI) and rescind GBEC: *Staff Health and Safety Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions*.

The Policy Review Committee and administration have reviewed these policies and recommend approval on a second reading basis.

Attached are the policies for your review.

*Adopted:* 9/2012  
*Reviewed:* 11/19/2015  
*Revised:* 12/3/2015  
*Rescinds:* AD, AE/IA, and IA/EA

*Burnsville-Eagan-Savage School District Policy 104*

## **104 SCHOOL DISTRICT MISSION STATEMENT**

### **I. PURPOSE**

The purpose of this policy is to establish a clear statement of the purpose for which Independent School District 191 exists.

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

The mission statement adopted by the school board is based on the beliefs and values of the community, guides the actions and decision-making of the school district, and provides the context within which the school district's strategic directions are derived. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

### **III. MISSION STATEMENT**

Our schools will empower learning, energize achievement, embrace community, and each student will be real-world ready.

### **IV. STATEMENT OF CORE VALUES**

- A. Expectations: I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community.
- B. Respect: I will honor the uniqueness of myself and others.
- C. Integrity: I will do the right thing, even when no one is looking.
- D. Partnership: I will engage in relationships and action which empowers learning for ALL.

### **V. VISION STATEMENT**

Independent School District 191 will become the leading and preferred source of learning and education for its students and adult learners because we do the following well:

- A. Serve the unique needs of our students, families and communities first and foremost.

- B. Utilize technology for instruction to provide rigorous, personalized learning, and maximize operational systems.
- C. Provide relevant and engaging student learning and enrichment leading to college and career readiness for all.
- D. Develop innovative attractive and aligned academic programs, support services and opportunities.
- E. Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with District mission and core values.
- F. Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world ready learners and citizens.
- G. Attract, value, retain and develop the very best employees in education and operations to serve our students and families.

## **VI. RESPONSIBILITIES**

- A. The school board will develop a consensus among its members regarding the nature of the enterprise the school board governs, the purpose it serves, the constituencies it should consider, and the results it intends to produce.
- B. The superintendent will assist the school board in review of its strategic plan, including the school district's mission statement.

## **VII. REVIEW**

The school board will review the school district's mission every three years, as part of the school board's ongoing strategic plan. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

**Legal References:** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)  
Minn. Rule Parts 3501.0010-3501.0180  
Minn. Rule Parts 3501.0200-3501.0270

**Cross References:**

*Adopted: 11/2003*  
*Reviewed: 2/2010, 11/19/2015*  
*Revised: 9/2012, 12/3/2015*  
*Rescinds: BDDH*

*Burnsville-Eagan-Savage School District Policy 206*

## **206 PUBLIC PARTICIPATION IN BOARD DELIBERATIONS**

### **I. PURPOSE**

The school board recognizes the value of public input in the deliberations and decisions on school district matters and the importance of conducting orderly and efficient proceedings. The purpose of this policy is to provide the procedures through which the public may provide input.

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

Meetings of the Board are conducted for the purpose of carrying on the official business of the school district. The Board encourages discussion by the public of subjects related to the management of the school district and the public is welcome to attend all School Board meetings, workshops, public hearings and public forums.

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. THE PUBLIC'S OPPORTUNITY TO BE HEARD**

The school board provides three opportunities for public input:

#### **A. Board and/or Superintendent Listening Session**

The school board or superintendent 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.

1. A report summarizing the listening session will be given and distributed to board members.

#### **B. Public Hearings**

Periodically, the school board is required by state law to hold public hearings to obtain public testimony or comment. A public hearing may occur as part of a regular or special meeting, or it may be the sole purpose of a special meeting.

C. Public Forums

Occasionally 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.

**IV. RIGHTS TO PRIVACY**

School district employees and students have a legal right to privacy related to matters which may come before the school board as provided by Minnesota Law. During Board Listening Sessions, Public Hearings, and Public Forums speakers may offer objective criticism of school operations and programs, but no person may present orally or discuss personnel matters or complaints concerning specific employees or students, which should be addressed through established policies and procedures.

**V. RESPONSIBILITIES**

- A. Board Chair/Acting Chair – has the primary responsibility for monitoring compliance with this policy. The Board Chair may rule that a speaker is out of order and may require the speaker to end his or her presentation.
- B. Board Members – in the absence of a Board Chair, all members of the Board will be responsible for monitoring compliance with this policy.
- C. Public – members of the public attending a meeting of the Board will be expected to maintain appropriate and proper decorum at all times.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13D.05 (Open Meeting Law)

**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 515 (Protection and Privacy of Pupil Records)  
MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)

MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

*Adopted:* 07/01  
*Reviewed:* 11/19/2015  
*Revised:* 12/3/2015  
*Rescinds:* GBI-R

*Burnsville-Eagan-Savage School District Policy 421*

**421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS**

**I. PURPOSE**

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

**II. GENERAL STATEMENT OF POLICY**

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent or designee has discretion to determine what value is “insignificant.”
- D. Teachers may accept free samples of textbooks and related teaching materials from vendors.
- E. This policy applies only to gifts given to employees where the donor’s relationship with the employee arises out of the employee’s employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee’s employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

- G. This policy does not prohibit a school board candidate from accepting campaign donations in compliance with the election and campaign finance provisions of Minnesota law.

### **III. DEFINITIONS**

- A. “Gift” means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.
- B. “Interested person” means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

### **IV. PROCEDURES**

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

### **V. VIOLATIONS**

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

***Legal References:*** Minn. Stat. § 10A.07 (Conflicts of Interest)  
Minn. Stat. § 10A.071 (Prohibition of Gifts)  
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)  
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

***Cross References:*** MSBA/MASA Model Policy 209 (Code of Ethics)  
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)  
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

Adopted: 8/27/2015  
Reviewed: 8/13/2015, 11/19/2015  
Revised: 12/3/2015  
Rescinds:

*Burnsville-Eagan-Savage School District Policy 427*

**427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS**

**I. PURPOSE**

The purpose of this policy is for the Burnsville-Eagan-Savage School District to establish general parameters for determining the workload limits of special education staff who provide services to children and youth with disabilities receiving direct special education services 60 percent or less of the instructional day.

**II. DEFINITIONS**

A. Special Education Staff; Special Education Teacher

“Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Board of Teaching to instruct children and youth with specific disabling conditions.

B. Direct Services

"Direct services" means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

C. Indirect Services

"Indirect services" means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children and youth with disabilities to monitor and observe.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities including direct and indirect services, evaluation and reevaluation time, management of Individual Education Program (IEP) plans, travel time, parental contact, and other services required in the IEPs.

**III. GENERAL STATEMENT OF POLICY**

- A. Workload limits for Burnsville-Eagan-Savage School District 191 special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the Burnsville-Eagan-Savage School District shall take into consideration the following factors: student contact minutes; evaluation and reevaluation time; indirect services; management of IEPs; travel time; and other services required in the IEPs of eligible students.

#### **IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED**

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

- Legal References:*** Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)  
Minn. R. 3525.2340, Subp. 4.B.  
Minn. R. 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of “direct services,” “indirect services,” “teacher” and “workload”)
- Cross References:*** Burnsville-Eagan-Savage School District Policy 508 Extended School Year for Certain Students with Individualized Education Programs  
Burnsville-Eagan-Savage School District Policy 608 Instructional Services—Special Education

Adopted: 11/1983  
Reviewed: 11/19/2015  
Revised: 7/2001, 12/3/2015  
Rescinds: GBCAA

## **499 NEPOTISM PROHIBITION**

### **I. PURPOSE**

The purpose of this policy is to establish consistent employment guidelines and to prevent situations where an individual may have or be perceived to have unfair influence over the career development, work assignments, work direction, performance reviews, or compensation of a family member who is also employed by the school district.

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

The school district may employ family members of current employees. However, to be hired, transferred, or promoted, close family members may *not* be assigned to the following:

- A. Positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, termination, compensation, performance evaluation, discipline, promotional opportunities, and work assignments; or
- B. Positions where one reports to, directs the work of, or otherwise has direct or indirect supervision of another close family member.

### **III. DEFINITIONS**

#### **A. Close Family Member**

A close family member means the employee's parent, spouse, child (including adopted child), sibling, grandmother, grandfather, grandchildren, niece, nephew, aunt, uncle, first cousin, all step relatives including stepchild, stepmother, stepfather, stepsister and stepbrother, in-law relationships including father- and mother-in-law, daughter- and son-in-law, brother- and sister-in-law, ward of the employee or employee's spouse, domestic partner, or person cohabitating in the employee's household regardless of the degree of relationship.

#### **B. Direct or Indirect Supervision**

Direct or indirect supervision means the authority to make, participate in, or recommend employment- and/or compensation-related decisions involving a close family member, including, but not limited to, decisions concerning hiring,

promotion, transfer, discipline, termination, salary, evaluation, grievance resolution, or other similar personnel actions.

#### **IV. APPLICATION TO SCHOOL BOARD MEMBERS**

School board members are not considered to have direct or indirect supervision except in situations when they are called upon to act specifically on matters of employment status or compensation for an applicant or employee. In such cases, school board members shall abstain from the action when a close family member is involved.

#### **V. EXCEPTIONS; SPECIAL CIRCUMSTANCES**

In exceptional circumstances, a direct or indirect supervisory relationship may exist between employees who are close family members. Such circumstances may be necessitated by factors such as the unique qualifications or responsibilities of the individuals involved, the lack of other available appropriate supervisory personnel, or whether the position for which the close family member is being considered is temporary in nature. Any exception must be reviewed and approved in writing by the school district's superintendent. Any direct or indirect supervisory relationship approved by the superintendent shall be reported to the school board. All employment decisions affecting the subordinate employee, including, but not limited to, selection, hiring, discipline, performance review, compensation, or leave, must be assigned to other supervisory personnel or, if no other supervisory personnel exist, to the superintendent or designee. Exceptions involving the superintendent and his or her close family member shall be approved in writing by the school board.

#### **VI. ADDRESSING EXISTING CONFLICTS AND CHANGES IN RELATONSHIP BETWEEN EMPLOYEES**

Any school employee involved in a direct or indirect supervisory relationship with a close family member that existed *prior to* the original approval date of this policy or that arises *after* the adoption of this policy shall promptly notify the superintendent of such relationship. The superintendent shall make suitable arrangements for the transfer of one of the employees, assignment of a different supervisor, or a determination that an exception is necessary under Section V. of this policy. Any direct or indirect supervisory relationship approved by the chief administrator under Section V. shall be reported to the school board. The superintendent shall promptly notify the school board of any direct or indirect supervisory relationship which arises concerning his or her close family member. All such direct or indirect supervisory relationships involving the superintendent shall be resolved by the school board in accordance with this policy.

#### **VII. COMPLIANCE WITH EQUAL OPPORTUNITY AND DISCRIMINATION LAWS**

Nothing in this policy shall be construed as discouraging the employment of close family members for positions that do not involve direct or indirect supervision. Nothing in this policy shall be construed to otherwise limit the employment opportunities of any person employed by the school district.

***Legal References:*** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 210 (Conflict of Interest  
–School Board Members)  
Burnsville-Eagan-Savage School District Policy 401 (Equal Employment  
Opportunity)

*Adopted:* 12/3/2015  
*Reviewed:* 11/19/2015  
*Revised:*  
*Rescinds:*

## **505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES**

### **I. PURPOSE**

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

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

- A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

### **III. DEFINITIONS**

- A. "Distribute" or "Distribution" means circulation or dissemination of material by electronic means and/or means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.
- B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.
- C. "Obscene to minors" means:
  - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of

minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. “Minor” means any person under the age of eighteen (18).

E. “Material and substantial disruption” of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.

#### **IV. GUIDELINES**

A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.

- B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:
1. is obscene to minors;
  2. is libelous or slanderous;
  3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
  4. advertises or promotes any product or service not permitted to minors by law;
  5. advocates violence or other illegal conduct;
  6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);
  7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:
1. whether the material is educationally related;
  2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
  3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
  4. the quantity or size of materials to be distributed;
  5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

#### **V. TIME, PLACE, AND MANNER OF DISTRIBUTION**

- A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

#### **VI. PROCEDURES FOR APPEAL PROCESS**

- A. Administration will establish guidelines and procedures for distribution of materials.
- B. If the person is dissatisfied with the decision of the administrator, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.
- C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

#### **VII. DISCIPLINARY ACTION**

- A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.
- B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken,

in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.

- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

## VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

**Legal References:** U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)  
*Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*Bystrom v. Fridley High School*, 822 F.2d 747 (8<sup>th</sup> Cir. 1987)  
*Roark v. South Iron R-1 School Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist.*, 640 F.3d 329 (8<sup>th</sup> Cir. 2011), cert. denied \_\_\_U.S. \_\_\_, 132 S.Ct. 592 (2011)

**Cross References:** Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
Burnsville-Eagan-Savage School District Policy 512 (School-Sponsored Student Publications)  
Burnsville-Eagan-Savage School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

*Adopted:* 12/3/2015  
*Reviewed:* 11/19/2015  
*Revised:*  
*Rescinds:*

*Burnsville-Eagan-Savage School District Policy 507*

**507 CORPORAL PUNISHMENT**

**I. PURPOSE**

The purpose of this policy is to describe limitations on corporal punishment of students.

**II. GENERAL STATEMENT OF POLICY**

No employee or agent of the school district shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term “corporal punishment” means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

**III. EXCEPTIONS**

A teacher or school principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

**IV. VIOLATION**

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

***Legal References:*** Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)  
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)

Adopted: 12/3/2015  
Reviewed: 11/19/2015  
Revised:  
Rescinds:

## **508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS**

### **I. PURPOSE**

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

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

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

instruction during the school year; and

3. Experience with other students with similar instructional needs.

D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:

1. The student's progress and maintenance of skills during the regular school year.
2. The student's degree of impairment.
3. The student's rate of progress.
4. The student's behavioral or physical problems.
5. The availability of alternative resources.
6. The student's ability and need to interact with nondisabled peers.
7. The areas of the student's curriculum which need continuous attention.
8. The student's vocational needs.

E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.

F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

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

**Cross References:**

*Adopted: 6/2006*  
*Reviewed: 11/19/2015*  
*Revised: 5/2009, 12/3/2015*  
*Rescinds: JFCI and JFCI-E*

## **533 WELLNESS**

### **I. PURPOSE**

Independent School District 191 is committed to providing a school environment that promotes healthy behaviors and habits relating to nutrition and physical activity. These behaviors and habits will serve as a foundation for a healthy lifestyle during adulthood.

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

This policy will provide guidelines to create an optimal learning environment to support student health through education, healthy food choices, and physical activity so that students can develop skills and knowledge needed to maintain a healthy lifestyle. To achieve this purpose the Burnsville-Eagan-Savage School District will endeavor to:

- A. Establish nutrition guidelines for all food choices made available to students through the school district.
- B. Establish guidelines for students' physical activity.
- C. Ensure information is shared with staff, families, and the broader community to positively impact student health and to serve as role models for students.
- D. Ensure basic nutrition education and the importance of physical activity is incorporated into all levels of education.

### **III. NUTRITION EDUCATION AND PROMOTION**

Given that schools are well positioned to provide credible nutrition education, the Burnsville-Eagan-Savage School District will endeavor to:

- A. Provide evidence-based nutrition education through a well-articulated curriculum to promote and protect student health.
- B. Review the health curriculum, including nutrition education, to align with the established curriculum review cycle.
- C. Include nutrition education in all educational sites, including elementary grades and required secondary classes in health or other appropriate courses.

- D. Encourage staff and families to make healthy food choices at school and home.

#### **IV. PHYSICAL ACTIVITY**

Developing active, fit, and healthy students requires the integration of physical activity into school life. Quality Physical Education in conjunction with co-curricular activities and recess enables students to develop physical competence, health related fitness, personal responsibility, and enjoyment of movement so that they can be physically active for a lifetime. For purposes of this policy, physical activity is defined as any body movement produced by skeletal muscles which results in an expenditure of energy.

Recognizing the importance of physical activity to a learner's physical and emotional well-being and academic achievement, the Burnsville-Eagan-Savage School District will endeavor to:

- A. Provide evidence-based fitness information to students through a well-articulated curriculum.
- B. Promote a physically active lifestyle for students.
- C. Provide physical activity and/or physical educational opportunities for students in all grade levels.
- D. View physical activity as an educational support component for elementary students that should be provided on a regular basis and not withheld as a form of punishment or behavior management, i.e.: recess, physical education.
- E. Encourage staff to integrate physical activity into the curriculum whenever appropriate.
- F. Partner with nonprofit agencies, athletic clubs and organizations, city park, and recreation departments, and community education to more effectively articulate programs to families.
- G. Encourage families to be physically active with their children at home and in the community.
- H. Review the physical education curriculum regularly through the curriculum renewal cycle.

#### **V. FOOD AND NUTRITION SERVICES PROGRAM**

The Burnsville-Eagan-Savage School District recognizes that good nutrition during the school year is vitally important for helping children grow strong, succeed in school, and establish healthy habits for a lifetime. Studies suggest that healthy eating habits help students achieve their full academic potential and decrease discipline and emotional

problems. School meals offer a variety of healthy choices that are tasty, attractive and of excellent quality that meet and/or exceed the nutrition standards established by the United States Department of Agriculture (USDA). Recognizing the importance of the impact of healthy eating habits on student success, the Burnsville-Eagan-Savage School District will endeavor to:

- A. Utilize marketing strategies to promote healthy food choices. Education regarding USDA standards is encouraged in school-based marketing of foods and beverages.
- B. Minimize barriers to apply for free and reduced-priced meals.
- C. Strive to prevent the overt identification of students who receive free and reduced-price school meals and use best efforts to eliminate any social stigma attached to eating school meals.
- D. Provide nutritional information per USDA standards.
- E. Provide accommodations for students with special dietary needs due to a chronic health condition.
- F. Provide adequate time for students to eat meals.

## **VI. FOOD AND BEVERAGES**

Good nutrition is linked to better learning, and the environments in which we live affect the food choices we make. Realizing that some beverages and food of minimal nutritional value can jeopardize a student's health and nutrition, the Burnsville-Eagan-Savage School District will endeavor to:

- A. Assure that all future food and beverage vending contracts are negotiated to include the following provisions:
  - 1. Elementary students will not have access to food and beverage vending machines at school.
  - 2. Secondary students may have access to vending machines with healthy food/beverage options that comply with USDA standards.
- B. Assure all school district sponsored programs that sell or serve foods and/or beverages comply with the school district wellness policy and USDA standards.
- C. Assure individuals and organizations that bring food and/or beverages for student consumption follow the district wellness policy and USDA standards.
- D. Minimize the use of food and/or beverages as a reward. If food and/or beverages are used as a reward, they should follow the district wellness policy.

- E. Assure school district sanctioned organizations make healthy food choices when determining fundraisers involving food and beverages sold on school property.
- F. Discourage meetings or activities during mealtimes, unless students may eat during such activities.
- G. Promote hand washing or hand sanitizing before they eat meals or snacks.

**VII. IMPLEMENTATION AND MONITORING**

- A. The wellness policy will be implemented throughout the Burnsville-Eagan- Savage School District.
- B. The superintendent or designee will ensure compliance with this wellness policy and will provide a periodic assessment of compliance with the policy to the public.
- C. School food and nutrition services staff will ensure that the school food and nutrition services program complies with the wellness policy and will report to the School Food and Nutrition Services Director or designee.
- D. The school board will review and revise this policy as necessary or appropriate.
- E. The school district will post this wellness policy on its website.

**Legal References:** Minn. Stat. § 121A.215 (Local School District Wellness Policy)  
 42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
 42 U.S.C. § 1758b (Local School Wellness Policy)  
 42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)  
 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
 7 C.F.R. § 210.10 (School Lunch Program Regulations)  
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

**Local Resources:** Minnesota Department of Education, [www.education.state.mn.us](http://www.education.state.mn.us)  
 Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
 County Health Departments  
 Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)  
 United States Department of Agriculture, [www.fns.usda.gov](http://www.fns.usda.gov)

**Cross References:** Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)  
 Burnsville-Eagan-Savage School District Policy 418 (Drug-Free Workplace/Drug-Free School)  
 Burnsville-Eagan-Savage School District Policy 419 (Tobacco-Free Environment)

Burnsville-Eagan-Savage School District Policy 420 (Students with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)

Burnsville-Eagan-Savage School District Policy 530 (Immunization Requirements)

*Adopted:* 2/99  
*Reviewed:* 11/19/2015  
*Revised:* 12/3/2015  
*Rescinds:* IHBHA

*Burnsville-Eagan-Savage School District Policy 608*

## **608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION**

### **I. PURPOSE**

The purpose of this policy is to set forth the position of the Independent School District 191 School Board on the need to provide special education and related services to some students in the District.

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

Consistent with federal and Minnesota law, special education instruction and related services will be provided to all children with disabilities ages birth through 21 or graduation, who need and meet the eligibility criteria for special education instruction and related services. Special education instruction and related services included on a child's Individual Education Program (IEP) plan, Individual Interagency Intervention Plan (IIP) or Individual Family Service Plan (IFSP) will be provided at no cost to the parent or guardian of the child.

### **III. RESPONSIBILITIES**

- A. The school board accepts its responsibility to identify, evaluate, and provide special education instruction and related services to children with disabilities who are the responsibility of the District and who meet the eligibility criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The District shall ensure that all qualified children with disabilities are provided the special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the District shall participate in such interagency activities in compliance with applicable federal and state law.
- D. If parents or guardians object to the District's proposed action regarding identification, evaluation, placement or program of their child with a disability, they will have the opportunity to meet with appropriate District staff in at least one conciliation conference.
- E. If conflicts regarding the child's identification, evaluation, placement or program cannot be resolved in a conciliation conference or other alternative dispute

resolution process, the parent, guardian or the District will have the right to an impartial due process hearing. Procedures for dispute resolution set out in Minnesota and federal law will be followed.

***Legal References:*** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Definition of Child with a Disability)  
Minn. Rules Ch.3525 (Department of Education: Child with a Disability)  
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29  
(District Obligations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education  
Improvement Act of 2004)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 508 (Extended School  
Year for Certain Students with Individualized Education Programs)  
Burnsville-Eagan-Savage School District Policy 509 (Enrollment of  
Nonresident Students)  
Burnsville-Eagan-Savage School District Policy 521 (Student Disability  
Nondiscrimination)

*Adopted:* 6/1986, 11/1991  
*Reviewed:* 2/2011, 11/19/2015  
*Revised:* 8/2006, 3/2011, 12/3/2015  
*Rescinds:* KI, KJA

*Burnsville-Eagan-Savage School District Policy 904*

## **904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS**

### **I. PURPOSE**

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

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

- A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.
- B. To provide for orderly and non-disruptive distribution of materials, the school board adopts the following regulations and procedures.

### **III. DEFINITIONS**

- A. “Distribution” means circulation or dissemination of materials by electronic mean and/or means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.
- B. “Materials” includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.
- C. “Nonschool person” means any person who is not currently enrolled as a student in or employed by the school district.
- D. “Obscene to minors” means:
  - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
  3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. “Minor” means any person under the age of eighteen (18).
- F. “Material and substantial disruption” of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
  2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- G. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.
- H. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower him or her in the esteem of the community.

#### **IV. GUIDELINES**

- A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.
- B. Requests for distribution of materials will be reviewed by the administration on a

case-by-case basis. However, distribution of the following materials is always prohibited. Material is prohibited that:

1. violates any other ISD 191 policy;
2. is obscene to minors;
3. is libelous;
4. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
5. advertises any product or service not permitted to minors by law;
6. advocates violence or other illegal conduct;
7. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);
8. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
9. solicits donations, unless by an approved charitable organization.

C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

## **V. TIME, PLACE, AND MANNER OF DISTRIBUTION**

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

## **VI. PROCEDURES**

- A. Any nonschool person wishing to distribute materials must first submit for approval a copy of the materials to the administration at least five days in advance of desired distribution time, together with the following information:
  1. Name and phone number of the person submitting the request.
  2. Date(s) and time(s) of day of requested distribution.
  3. If material is intended for students, the grade(s) of students to whom the distribution is intended.
  4. The proposed method of distribution.
- B. The administration will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether nonschool persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.
- D. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

## **VII. VIOLATION OF POLICY**

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be

called.

**Legal References:** U. S. Const., amend. I  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)  
*Doe v. South Iron R-1 School District*, 498 F.3d 878 (8<sup>th</sup> Cir. 2007)  
*Bystrom v. Fridley High School*, 822 F.2d 747 (8<sup>th</sup> Cir. 1987)  
*Cornelius v. NAACP Legal Defense and Educational Fund, Inc.*, 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)  
*Perry Education Ass'n v. Perry Local Educators' Ass'n*, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)  
*Roark v. South Iron R-1 School Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)  
*Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist.*, 640 F.3d 329 (8<sup>th</sup> Cir. 2011), cert. denied \_\_\_U.S. \_\_\_, 132 S.Ct. 592 (2011)

**Cross References:** 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 512 (School-Sponsored Student Publications)

Descriptor Term: **Staff Health and Safety  
Employees with Sexually Transmitted Infections and  
Diseases and Certain Other Communicable Diseases and  
Infectious Conditions**

Descriptor Code: **GBEC**

Issued Date: **7/01**

Reviewed Date:

Revised Date:

Rescinds:

I. PURPOSE

Public concern that students and staff of Independent School District 191 be able to attend the schools of the district without being infected with serious communicable or infectious diseases, including but not limited to, HIV, Acquired Immune Deficiency Syndrome (AIDS), and Hepatitis B, requires that the School Board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Employees

It is the policy of the school board of Independent School District 191 that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a substantial risk of the transmission of illness to students, employees, or others in the school district.

B. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the

Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian of the student.

D. Precautions

Independent School District 191 will develop routine procedures for handling blood spills at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration guidelines of the Minnesota Department of Education and the Minnesota Department of Health (last revised 1988). (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

E. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational (including health and safety) need to know and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

F. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.

G. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis containment in keeping with current state and federal law.

Legal References:

- Minn. Stat. § 121.203 (Health-Related Programs)
- Minn. Stat. § Ch. 363 (Minnesota Human Rights Act)
- 20 U.S.C. § 401 et seq. (IDEA) (Individuals with Disabilities Employment Act)
- 29 U.S.C. § 794 et seq. (§ 504 of Rehabilitation Act of 1973)
- 42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)



**Agenda III.B.5.  
December 3, 2015**

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

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

**Date: December 3, 2015**

**Re: Change Orders #031 and #036 for the 2015 Additions and Alterations to Burnsville High School**

RECOMMENDATION: That the Board of Education approve change orders #031, and #036 for the 2015 Additions and Alterations to Burnsville High School Bid Package #1.

On May 28<sup>th</sup>, 2015 the School Board approved the bids for contracts #0600, #0240, #2600, #3100, and #3300 for the 2015 Additions and Alterations to Burnsville High School Bid Package #1.

Change order #031 for contract #0600 (Ebert Construction) is in the amount of \$1,990.00. Included in this change order is work to modify the floor transition between the woodshop and the metal shop in the Annex to be ADA compliant.

Change order #036 for contract #0600 (Ebert Construction) is in the amount of \$2,785.00. This change includes additional block at 4 windows with paint, additional insulation, and some metal flashing. Also included in this change is additional ACT ceiling in the classroom area.

Change to contract #0600 with change orders #031 and #036 is now about 9.94%.

Total change to the original bid package #1 contract amount of \$3,149,439.00 is 7.63%. New bid package #1 total contract amount with change orders to date is in the amount of \$3,389,762.00.

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

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa **OCT 29 2015**  
**NOV 11 2015**

OWNER	<input checked="" type="checkbox"/>	PCO #	031
CONSTRUCTION MANAGER	<input checked="" type="checkbox"/>		
ARCHITECT	<input checked="" type="checkbox"/>		
CONTRACTOR	<input checked="" type="checkbox"/>		
FIELD	<input type="checkbox"/>		
OTHER	<input type="checkbox"/>		

(Instructions on reverse side)

PROJECT: (Name and address)	2015 ADDITIONS & ALTERATIONS TO BURNSVILLE HIGH SCHOOL BP #1 600 EAST HIGHWAY 13 BURNSVILLE, MINNESOTA 55337	CHANGE ORDER NO.:	0600.010
TO CONTRACTOR: (Name and address)	EBERT, INC. D/B/A EBERT CONSTRUCTION 23350 COUNTY ROAD 10 CORCORAN, MINNESOTA 55357	INITIATION DATE:	10/22/15
		PROJECT NOS.:	301504.01
		CONTRACT FOR:	<u>Contract #0600</u> General Construction Shop Annex
		CONTRACT DATE:	5/28/2015

The Contract is changed as follows:

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

# RECEIVED

NOV - 4 2015

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

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

The original (Contract Sum) ( <del>XXXXXXXXXXXXXXXXXXXX</del> ) was .....	\$	671,900.00
Net change by previously authorized Change Orders .....	\$	62,033.00
The (Contract Sum) ( <del>XXXXXXXXXXXXXXXXXXXX</del> ) prior to this Change Order was .....	\$	733,933.00
The (Contract Sum) ( <del>XXXXXXXXXXXXXXXXXXXX</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	1,990.00
The new (Contract Sum) ( <del>XXXXXXXXXXXXXXXXXXXX</del> ) including this Change Order will be ...	\$	735,923.00
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

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

WENCK CONSTRUCTION INC.  
CONSTRUCTION MANAGER  
7500 Olson Memorial Hwy, Golden Valley, MN 55427  
ADDRESS  
*[Signature]* 10/21/15  
BY DATE

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
ARCHITECT  
8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
ADDRESS  
*[Signature]* 11/9/15  
BY DATE

EBERT, INC. D/B/A EBERT CONSTRUCTION  
CONTRACTOR  
23350 County Road 10, Corcoran, MN 55357  
ADDRESS  
*[Signature]* 10/28/15  
BY DATE

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



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# Change Order

**Burnsville High School**

**Project # 30150401**

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

**Date: 10/22/2015**

**Contractor:**

Ebert Inc.  
23350 County Road 10  
Corcoran, MN 55357

**Architect's Project No:**

**Contract Date:**

**Contract Number: 0600**

**Change Order Number: 010**

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

Floor Transition

PCO	Item #	Description	Amount
PR-025	001	Change in floor transition per PR 25.	1,990

The original Contract (s) Value was.....	671,900
Sum of changes by prior Change Orders.....	62,033
The Contract Value prior to this Change Order was.....	733,933
The Contract Value will be changed by this Change Order in the amount of.....	1,990
The new Contract Value including this Change Order will be.....	735,923
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

OCT 29 2015

NOV 11 2015

OWNER	<input checked="" type="checkbox"/>	PCO #	036
CONSTRUCTION MANAGER	<input checked="" type="checkbox"/>		
ARCHITECT	<input checked="" type="checkbox"/>		
CONTRACTOR	<input checked="" type="checkbox"/>		
FIELD	<input type="checkbox"/>		
OTHER	<input type="checkbox"/>		

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #1  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

TO CONTRACTOR: EBERT, INC. D/B/A EBERT CONSTRUCTION  
 (Name and address) 23350 COUNTY ROAD 10  
 CORCORAN, MINNESOTA 55357

CHANGE ORDER NO.: 0600.011  
 INITIATION DATE: 10/26/15  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #0600  
 General Construction  
 Shop Annex  
 CONTRACT DATE: 5/28/2015

The Contract is changed as follows:

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

# RECEIVED

NOV - 4 2015

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

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

The original (Contract Sum) ( <del>Contract Maximum Price</del> ) was .....	\$	671,900.00
Net change by previously authorized Change Orders .....	\$	64,023.00
The (Contract Sum) ( <del>Contract Maximum Price</del> ) prior to this Change Order was .....	\$	735,923.00
The (Contract Sum) ( <del>Contract Maximum Price</del> ) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	2,785.00
The new (Contract Sum) ( <del>Contract Maximum Price</del> ) including this Change Order will be .....	\$	738,708.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

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

WENCK CONSTRUCTION INC.

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

ADDRESS  
 BY *[Signature]* DATE 12/2/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS

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

ADDRESS  
 BY *[Signature]* DATE 11/9/15

EBERT, INC. D/B/A EBERT CONSTRUCTION

CONTRACTOR  
 23350 County Road 10, Corcoran, MN 55357

ADDRESS  
 BY *[Signature]* DATE 11/2/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS

OWNER  
 100 River Ridge Court, Burnsville, MN 55337

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



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# Change Order

Burnsville High School	Project # 30150401
	Tel: 952-707-2000 Fax: 952-707-2102

**Date:** 10/26/2015  
**Contractor:**  
 Ebert Inc.  
 23350 County Road 10  
 Corcoran, MN 55357

**Architect's Project No:**  
**Contract Date:**  
**Contract Number:** 0600  
**Change Order Number:** 011

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
PR-027	001	Additional ACT, masonry and painting per PR 27.	2,785

The original Contract (s) Value was.....	671,900
Sum of changes by prior Change Orders.....	64,023
The Contract Value prior to this Change Order was.....	735,923
The Contract Value will be changed by this Change Order in the amount of.....	2,785
The new Contract Value including this Change Order will be.....	738,708
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

*DM*



**Agenda III.B.6.  
December 3, 2015**

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

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

**Date: December 3, 2015**

**Re: Change Order #1R for the 2015 Nicollet Locker Room Alterations**

RECOMMENDATION: That the Board of Education approve change order #1R for the 2015 Nicollet Locker Room Alterations Project in the amount of \$31,538.00.

On April 9, 2015 the School Board approved the bid for the 2015 Nicollet Locker Room Alterations Project. Change Order #1R is an add of \$31,538.00 to the contract amount.

Items #2, #3, #4, #7, #10, #11, #13, #14 and #17 were needed to complete this project due to unforeseen conditions found during demolition.

Items #1, #5, #6, #9, and #12 were items missed in the construction documents but were needed to complete this project.

Item #8 was needed to patch the concrete floor where asbestos tile was removed.

Item #15 was to install owner supplied paper towel dispensers toilet paper dispensers and soap dispensers.

Items #16 and #18 were credits to the project for labor that was not needed by the general contractor for asbestos tile removal and for unused access doors.

The change to the original contract amount of \$429,400.00 is about 7.34%. The new contract amount is \$460,938.

The items on this change order have been reviewed and validated by ATS&R Architects and Engineers.



# Document G701™ – 2001

## Change Order

<b>PROJECT</b> <i>(Name and address):</i>	<b>CHANGE ORDER NUMBER:</b> 001R	<b>OWNER:</b> <input type="checkbox"/>
Nicollet Junior High School	<b>DATE:</b> September 21, 2015	<b>ARCHITECT:</b> <input type="checkbox"/>
Locker Room Alterations	<b>Revised Date:</b> November 10, 2015	<b>CONTRACTOR:</b> <input type="checkbox"/>
Burnsville Minnesota		<b>FIELD:</b> <input type="checkbox"/>
<b>TO CONTRACTOR</b> <i>(Name and address):</i>	<b>ARCHITECT'S PROJECT NUMBER:</b> 15002.2	<b>OTHER:</b> <input type="checkbox"/>
Derau Construction, LLC	<b>CONTRACT DATE:</b> April 09, 2015	
1407 East Cliff Road	<b>CONTRACT FOR:</b> General Construction	
Burnsville, MN 55337		

### THE CONTRACT IS CHANGED AS FOLLOWS:

*(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)*

1. GCPR 01: Remove existing lockers, bases, and steel columns.	ADD	\$2,247.00
2. GCPR 02: Repair existing plugged drain; relocate rain leader into wall.	ADD	\$1,693.00
3. GCPR 04: Install concrete masonry unit to finish wall at 413; add wall to North Shower.	ADD	\$2,588.00
4. GCPR 05: Add jog in masonry, Room 415, to maintain clearances.	ADD	\$1,294.00
5. GCPR 06: Add (4) occupancy sensors in locker rooms for lighting.	ADD	\$1,584.00
6. GCPR 07: Remove 3-way switches in Room 410C.	ADD	\$785.00
7. GCPR 08R: Repair floor at (2) ADA showers to eliminate ponding.	ADD	\$4,356.00
8. GCPR 09: Patch concrete substrate to receive ceramic tile flooring at areas of abatement.	ADD	\$2,892.00
9. GCPR 11: Remove (2) fin tube radiation cabinets for ADA access.	ADD	\$3,155.00
10. GCPR 13: Remove and replace plaster ceilings as required for plumbing installation.	ADD	\$4,264.00
11. GCPR 15: Relocate existing ceiling exhaust diffuser to eliminate conflict with wall.	ADD	\$2,903.00
12. GCPR 16: Install surface mount light fixtures in Rooms 410D and 413.	ADD	\$613.00
13. GCPR 17: Relocate and modify fire protection sprinkler heads to accommodate new walls.	ADD	\$2,245.00
14. GCPR 18: Provide gypsum board infill above Door 413.	ADD	\$629.00
15. GCPR 19: Install Owner-supplied paper towel dispensers, toilet paper dispensers, and soap dispensers.	ADD	\$1,486.00
16. GCPR 21: Per RFCOP #1, provide credit for ceramic tile floor removal to be provided by Owners abatement contractor.	DEDUCT	(\$2,925.00)
17. GCPR 22R: Provide steel lintel and steel angle at jambs due to unforeseen conditions at Door 410K.	ADD	\$2,219.00
18. GCPR 23: Per RFCOP #2 provide credit for unused access doors.	DEDUCT	(\$490.00)

TOTAL ADD THIS CHANGE ORDER: \$31,538.00

The original Contract Sum was	\$	429,400.00
The net change by previously authorized Change Orders	\$	0.00
The Contract Sum prior to this Change Order was	\$	429,400.00
The Contract Sum will be increased by this Change Order in the amount of	\$	31,538.00
The new Contract Sum including this Change Order will be	\$	460,938.00

The Contract Time will be increased by Zero (0) days.

The date of Substantial Completion as of the date of this Change Order therefore is UNCHANGED

**NOTE:** This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Armstrong, Torseth, Skold & Rydeen, Inc.  
ARCHITECT (Firm name)

8501 Golden Valley Road, Suite 300,  
Minneapolis, MN 55427

ADDRESS

BY (Signature)

Mark G. Hayes, AIA, Partner  
(Typed name)

DATE

NOV. 13, 2015

Derau Construction, LLC  
CONTRACTOR (Firm name)

1407 East Cliff Road, Burnsville, MN  
55337

ADDRESS

BY (Signature)

(Typed name)

DATE

11/16/15

Burnsville-Eagan-Savage Public Schools  
OWNER (Firm name)

Independent School District No. 191, 100  
River Ridge Court, Burnsville, MN  
55337-1613

ADDRESS

BY (Signature)

(Typed name)

DATE



**Agenda III.B.7.  
December 3, 2015**

**To:** Board of Education, Members  
**From:** Dr. Joe Gothard, Superintendent  
**Date:** November 25, 2015  
**Re:** **Removal of Contact Section from Board Policies**

**RECOMMENDATION:** that the Board of Education approves the removal of the “Contact” section from Board Policies 102: *Equal Educational Opportunity*, 202: *School Board Officers*, 203: *Operation of the School Board—Governing Rules*, 208: *Development, Adoption and Implementation of Policies*, 214: *Out-of-State Travel by School Board Members*, 414: *Mandated Reporting of Child Neglect or Physical or Sexual Abuse*, 415: *Mandated Reporting of Maltreatment of Vulnerable Adults*, and 423: *Employee-Student Relationships*.

The Policy Review Committee recommends the removal of the “Contact” section from Board Policies because it has not been consistent across all policies. The contact section has been removed from Policy 104: *School District Mission Statement* and 206: *Public Participation in Board Deliberations* which are being presented at this board meeting as a second reading.



**Agenda III.B.8  
December 3, 2015**

**To:** Members, Board of Education  
Joe Gothard, superintendent

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

**Date:** December 1, 2015

**Re:** Extended Field Trip to Ecuador

**RECOMMENDATION:** that the Board of Education approves a preliminary request for an extended field trip for Burnsville High School We Day and Youth Service students to travel to Ecuador from March 24-April 2, 2017.

Burnsville High School has submitted an application for preliminary approval of an extended field trip to Ecuador from March 24-April 2, 2017. This trip will be with Education First partnered with ME to We and Free the Children. Four days of the trip will be spent in a village in Ecuador doing a service project for Free the Children (part of We Day's global impact). An important part is that as staff advisors we provide volunteer opportunities for students where they can earn money to pay for whole trip. We want this to be an equitable opportunity.

The average cost of the trip is approximately \$3,575.00 per student with spending money additional and determined by the individual. Approximately 18 students will attend. There will be at least one adult chaperone for every ten students.

Board Policy IICA states travel outside the continental U.S. requires board approval.

LKR:jmk



**Agenda IV.A.  
December 03, 2015**

**To: Members, Board of Education**  
**From: Lisa K. Rider, Executive Director of Business Services**  
**Date: November 25, 2015**  
**Re: Certification of Final Property Tax Levy Payable 2016**

**RECOMMENDATION: that the Board of Education certify the final property tax levy for taxes payable in 2016 as follows:**

<b>General RMV Voter Approval</b>	<b>\$12,002,304.01</b>
<b>General RMV Other</b>	<b>5,704,338.27</b>
<b>General NTC Other</b>	<b>7,728,906.52</b>
<b>Community Service</b>	<b>1,553,396.88</b>
<b>General Debt Voter Approved</b>	<b>6,975,822.68</b>
<b>General Debt Other</b>	<b>3,388,930.70</b>
<b>OPEB/Pension Other</b>	<b><u>1,616,958.56</u></b>
<b>Total</b>	<b>\$38,970,657.62</b>

The final levy recommended for approval this evening is in the amount of \$38,970,657.62. This represents the District's maximum levy authority and reflects a 11.78% increase from the payable 2015 property tax levy.

I recommend approval of the final levy for taxes payable in 2016 of \$38,970,657.62.

Attachment: Final Levy Comparison Payable 2015 and 2016  
Levy Limitation and Certification 2015 Payable 2016, pg 29 and 30

Independent School District 191  
 Levy Certification Summary  
 2015 Payable 2016  
 For the Fiscal Year 2016/2017

	2014 Payable 2015	2015 Payable 2016	Increase/ (Decrease)
<b>General Levies:</b>			
Referendum Levy	\$11,707,379	\$11,797,357	\$89,978
Location Equity Levy	4,301,024	4,296,477	(4,547)
Equity Revenue Levy	939,327	1,078,426	139,099
Operating Capital Levy	1,075,158	1,141,525	66,367
Student Achievement Levy	220,561	215,615	(4,946)
Safe Schools	370,807	364,795	(6,012)
Safe Schools - District 917	59,226	111,465	52,239
Career & Technical Levy	159,518	180,304	20,786
Health & Safety Levy	479,456	0	(479,456)
Alternative Facilities Levy	1,200,000	0	(1,200,000)
LT Facilities Levy - Formerly Health & Safety Levy and Alternative Facilities Levy	0	894,720	894,720
Economic Development Abatement	0	33,092	33,092
Transition Revenue Levy	340,024	339,564	(460)
Achievement & Integration Levy	548,597	567,629	19,032
Reemployment Insurance Levy	250,000	250,000	0
Lease Levy	798,157	682,060	(116,097)
Capital Project Referendum Levy	0	2,500,983	2,500,983
Alternative Compensation Levy	867,482	845,329	(22,153)
<b>Total General Levies</b>	<b>23,316,716</b>	<b>25,299,341</b>	<b>1,982,625</b>
<b>Levy Adjustments</b>	<b>486,777</b>	<b>136,208</b>	<b>(350,569)</b>
<b>Net General Levies</b>	<b>\$23,803,493</b>	<b>\$25,435,549</b>	<b>\$1,632,056</b>

**Independent School District 191**  
**Levy Certification Summary**  
**2015 Payable 2016**  
**For the Fiscal Year 2016/2017**

	2014 Payable 2015	2015 Payable 2016	Increase/ (Decrease)
	<u>                    </u>	<u>                    </u>	<u>                    </u>
<b>Community Service Fund:</b>			
<i>General Community Education</i>	\$475,684	\$475,684	\$0
<i>Early Childhood Family Education</i>	251,884	244,314	(7,570)
<i>Disabled Adults</i>	3,062	3,062	0
<i>School Age Care</i>	450,000	600,000	150,000
<i>Home Visiting</i>	6,224	6,234	10
	<u>                    </u>	<u>                    </u>	<u>                    </u>
<b>Total Levies</b>	1,186,854	1,329,294	142,440
<b>Levy Adjustments</b>	59,719	224,103	164,384
	<u>                    </u>	<u>                    </u>	<u>                    </u>
<b>Community Service Levies</b>	<u><u>\$1,246,573</u></u>	<u><u>\$1,553,397</u></u>	<u><u>\$306,824</u></u>

**Independent School District 191  
 Levy Certification Summary  
 2015 Payable 2016  
 For the Fiscal Year 2016/2017**

	<b>2014 Payable 2015</b>	<b>2015 Payable 2016</b>	<b>Increase/ (Decrease)</b>
<b>General Debt Service Fund:</b>			
<b>Voter Approved Levy</b>	<b>\$4,417,641</b>	<b>\$6,923,614</b>	<b>\$2,505,973</b>
<b>LT Facilities Debt Service formerly Alternative Facilities</b>	<b>\$3,683,314</b>	<b>\$3,388,931</b>	<b>(\$294,383)</b>
<b>Total Levies</b>	<b>8,100,955</b>	<b>10,312,545</b>	<b>2,211,590</b>
<b>Levy Adjustments</b>	<b>101,797</b>	<b>52,208</b>	<b>(49,589)</b>
<b>Debt Service Levy</b>	<b>\$8,202,752</b>	<b>\$10,364,753</b>	<b>\$2,162,001</b>

**Independent School District 191  
 Levy Certification Summary  
 2015 Payable 2016  
 For the Fiscal Year 2016/2017**

	<b>2015 Payable 2015</b>	<b>2015 Payable 2016</b>	<b>Increase/ (Decrease)</b>
<b>OPEB Levy - Non-Voter Approved</b>	<b>1,589,354</b>	<b>1,606,770</b>	<b>17,416</b>
<b>Levy Adjustments</b>	<b>22,995</b>	<b>10,189</b>	<b>(12,806)</b>
<b>OPEB Levy</b>	<b>1,612,349</b>	<b>1,616,959</b>	<b>4,610</b>

**Independent School District 191  
 Levy Certification Summary  
 2015 Payable 2016  
 For the Fiscal Year 2016/2017**

	<b>2014 Payable 2015</b>	<b>2015 Payable 2016</b>	<b>Increase/ (Decrease)</b>
	<hr/>	<hr/>	<hr/>
<b>Summary of All Levies:</b>			
<b>General Levy</b>	<b>\$23,803,493</b>	<b>\$25,435,549</b>	<b>\$1,632,056</b>
<b>Community Service Levy</b>	<b>1,246,573</b>	<b>1,553,397</b>	<b>306,824</b>
<b>General Debt Service Levy</b>	<b>8,202,752</b>	<b>10,364,753</b>	<b>2,162,001</b>
<b>OPEB Levy</b>	<b>1,612,349</b>	<b>1,616,959</b>	<b>4,610</b>
	<hr/>	<hr/>	<hr/>
<b>Total - All Levies</b>	<b>\$34,865,167</b>	<b>\$38,970,658</b>	<b>\$4,105,491</b>
	<hr/>	<hr/>	<hr/>
<b>Percentage Increase</b>			<b>11.78%</b>

I. COMPUTATION OF 2015 PAYABLE 2016 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	11,797,357.16	204,946.85	N/A			12,002,304.01
GEN-RMV OTHER-EXEMP	5,714,466.14	10,127.87-	N/A			5,704,338.27
GEN-NTC VOTER-EXEMP	2,500,982.81		N/A			2,500,982.81
GEN-NTC OTHER-GENED	215,615.15	N/A	N/A	N/A	N/A	215,615.15
GEN-NTC OTHER-EXEMP	5,070,918.24	195,216.01-	136,606.33			5,012,308.56
TOTAL GENERAL	25,299,339.50	397.03-	136,606.33			25,435,548.80
COM SERV-EXEMP	1,329,293.62	221,787.05	2,316.21			1,553,396.88
DEBT-VOTER-NONEXEMP	6,994,273.13	70,659.29-	52,208.84			6,975,822.68
DEBT-OTHER-NONEXEMP	3,427,677.86	38,747.16-				3,388,930.70
TOTAL DEBT SERV	10,421,950.99	109,406.45-	52,208.84			10,364,753.38
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP	1,665,195.00	58,424.80-	10,188.36			1,616,958.56
TOTAL OPEB/PENSION	1,665,195.00	58,424.80-	10,188.36			1,616,958.56
TOTAL	38,715,779.11	53,558.77	201,319.74			38,970,657.62

II. COMPARISON OF 2014 PAYABLE 2015 LEVY LIMITATION WITH 2015 PAYABLE 2016 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2014 PAY 2015 LIMITATION	2015 PAY 2016 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	23,803,492.64	25,435,548.80	1,632,056.16	6.86
COMMUNITY SERVICE	1,246,573.23	1,553,396.88	306,823.65	24.61
GENERAL DEBT SERVICE	8,202,751.70	10,364,753.38	2,162,001.68	26.36
OPEB DEBT SERVICE	1,612,349.40	1,616,958.56	4,609.16	.29
TOTAL	34,865,166.97	38,970,657.62	4,105,490.65	11.78

III. COMPARISON OF 2014 PAYABLE 2015 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2015 PAYABLE 2016 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2014 PAY 2015 CERTIFIED LEVY + ADJUSTMENTS	2015 PAY 2016 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	23,803,492.64			
COMMUNITY SERVICE	1,246,573.23			
GENERAL DEBT SERVICE	8,202,751.70			
OPEB DEBT SERVICE	1,612,349.40			
TOTAL AFTER ADJUSTMENTS	34,865,166.97			

LINE #	LIMITATION COMPONENTS	2014 PAY 2015 LIMITATION	2014 PAY 2015 CERTIFIED LEVY	2015 PAY 2016 LIMITATION	2015 PAY 2016 PROPOSED LEVY	2015 PAY 2016 CERTIFIED LEVY NOTES
SUBTOTALS BY LEVY CATEGORY						
(5001)	GENERAL-RMV VOTER-JOBZ EXEMPT	11,973,789.69	11,973,789.69	12,002,304.01	12,002,304.01	
(5002)	GENERAL-RMV OTHER-JOBZ EXEMPT	5,902,963.79	5,902,963.79	5,704,338.27	5,704,338.27	
(5003)	GENERAL-NTC VOTER-JOBZ EXEMPT			2,500,982.81	2,500,982.81	
(5004)	GENERAL-NTC OTHER-GENED-EXEMPT	220,560.78	220,560.78	215,615.15	215,615.15	
(5005)	GENERAL-NTC OTHER-JOBZ EXEMPT	5,706,178.38	5,706,178.38	5,012,308.56	5,012,308.56	
(5010)	COMMUNITY SERV-NTC OTHER-EXEMPT	1,246,573.23	1,246,573.23	1,553,396.88	1,553,396.88	
(5014)	GENL DEBT-NTC VOTER-NONEXEMPT	4,519,438.13	4,519,438.13	6,975,822.68	6,975,822.68	
(5015)	GENL DEBT-NTC OTHER-NONEXEMPT	3,683,313.57	3,683,313.57	3,388,930.70	3,388,930.70	
(5020)	OPEB DEBT-NTC VOTER-NONEXEMPT					
(5021)	OPEB DEBT-NTC OTHER-NONEXEMPT	1,612,349.40	1,612,349.40	1,616,958.56	1,616,958.56	
SUBTOTALS BY FUND						
(5006)	GENERAL FUND	23,803,492.64	23,803,492.64	25,435,548.80	25,435,548.80	
(5010)	COMMUNITY SERVICES FUND	1,246,573.23	1,246,573.23	1,553,396.88	1,553,396.88	
(5016)	GENERAL DEBT SERVICE FUND	8,202,751.70	8,202,751.70	10,364,753.38	10,364,753.38	
(5022)	OPEB/PENSION DEBT SERVICE FUND	1,612,349.40	1,612,349.40	1,616,958.56	1,616,958.56	
SUBTOTALS BY TAX BASE						
	REFERENDUM MARKET VALUE	17,876,753.48	17,876,753.48	17,706,642.28	17,706,642.28	
	NET TAX CAPACITY	16,988,413.49	16,988,413.49	21,264,015.34	21,264,015.34	
SUBTOTALS BY TRUTH IN TAXATION CATEGORY						
	VOTER APPROVED	16,493,227.82	16,493,227.82	21,479,109.50	21,479,109.50	
	OTHER	18,371,939.15	18,371,939.15	17,491,548.12	17,491,548.12	
TOTAL LEVY						
	TOTAL LEVY	34,865,166.97	34,865,166.97	38,970,657.62	38,970,657.62	

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NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, HTTP://EDUCATION.STATE.MN.US.



**Agenda IV.B.  
December 3, 2015**

**To:** Board of Education, Members  
**From:** Dr. Joe Gothard, Superintendent  
**Date:** December 2, 2015  
**Re:** Board Policies

**RECOMMENDATION:** Approve, on a first reading basis, Board Policies 401: *Equal Employment Opportunity*, 402: *Disability Nondiscrimination Policy*, 510: *School Activities* (rescind IGD, IGDD, IGDH, IGDJ), 602: *Organization of School Calendar and School Day* (rescind IC), 604: *Instructional Curriculum*, 605: *Alternative Programs*, 607: *Organization of Grade Levels*, 611: *Home Schooling*, 621: *Educational Research*, 699: *Teaching About Controversial Issues* (rescind INB), 899: *Naming School Buildings or Facilities* (rescind FFB), 901: *Community Education*, 903: *Visitors to School District Buildings and Sites* (rescind KK) and Rescind IGCA: *Summer Schools*

The Policy Review Committee and administration have reviewed these policies and recommend approval on a first reading basis.

Attached are the policies for your review.

Adopted: 11/1983

Burnsville-Eagan-Savage School District Policy 401

Reviewed: \_\_\_\_\_

Revised: 04/2014

Rescinds: \_\_\_\_\_

## **401 EQUAL EMPLOYMENT OPPORTUNITY**

### **I. PURPOSE**

The purpose of this policy is to provide equal employment opportunity for all applicants for Independent Sschool Ddistrict 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, 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 school district employee is responsible for following this policy.
- E. Any person having a question regarding this policy should discuss it with the Executive Director of Human Resources.

**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.* (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)

Adopted: 05/2001  
Reviewed: 09/2009  
Revised: 04/2014  
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 the Executive Director of Human Resources. This individual is the school district's appointed ADA/Section 504 coordinator.

**Legal References:** 29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
42 U.S.C., Ch. 126 § 12112 (Americans with Disabilities Act)  
29 C.F.R. Part 32  
34 C.F.R. Part 104

***Cross References:*** Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)

Adopted: \_\_\_\_\_

Burnsville-Eagan-Savage School District Policy 510

Reviewed: \_\_\_\_\_

Revised: \_\_\_\_\_

Rescinds: \_\_\_\_\_: IGD, IGDD, IGDH and IGDJ & IGDJ-R

## 510 SCHOOL ACTIVITIES

### I. PURPOSE

The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

### II. GENERAL STATEMENT OF POLICY

School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental, social and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program in providing students with additional opportunities for growth and development.

### III. GOALS

Co-curricular activities have multiple purposes. The goals listed here serve as ideals in the development of specific procedures in each activity.

A. To provide students with opportunities to participate in varied activities as resources and facilities permit;

B. ————To provide both competitive and noncompetitive programs;

C. To develop competitive programs that maintain a balance between participation and making a winning effort;

D. To assist in developing good character and self-discipline in participants;

E. To teach a knowledge of one's own strengths and weaknesses and how to deal with them;

F. To teach respect for all people;

G. To develop an understanding and appreciation of the interpersonal skills required for team or community life;

H. To teach individual and team skills;

I. To teach safety and good physical and mental practices;

J. To take advantage of the opportunities available for students with special interests, talents and abilities;

K. To instill in students a desire for self-improvement and excellence;

L. To encourage the highest standards of conduct and scholastic achievement among all participants;

M. To develop integrity and leadership;

N. To encourage modesty in victory and graciousness in defeat;

O. To cooperate with related community programs;

A.P. To cooperate with ISD 191 programs at either higher or lower grade levels.

#### **IVH. RESPONSIBILITY**

- A. The school board expects all students who participate in school sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.
- B. The school board expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal or unsportsmanlike behavior at these activities or events.
- C. ~~It shall be the responsibility of the~~ superintendent or designee shall be responsible for disseminating information needed to inform students, parents, staff, and the community of the opportunities available within the school activity program and the rules of participation.
- D. Those students who participate in Minnesota State High School League (MSHSL) activities must also abide by the league rules. ~~It shall be the responsibility of the~~ Those employees who conduct MSHSL activities shall be responsible for familiarizing students and parents with all applicable rules, penalties, and opportunities.
- E. ~~The superintendent shall be responsible for conducting an annual evaluation of school activity programs and presenting the results and any recommendations to the school board.~~

**Legal References:** Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)

**Cross References:** Burnsville-Eagan-Savage School District Policy 503 (Student Attendance)  
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
MSBA Service Manual, Chapter 5, Various Educational Programs

Descriptor Term: **Co-Curricular, Extra Curricular  
and Non-Curricular Activities**

Descriptor Code: **IGD**

Issued Date: **9/99**

Reviewed Date:

Revised Date: **8/04**

Rescinds: **IGD-R**

## PURPOSE

The Board shall recognize co-curricular activities which are sponsored and directed by the school District. These activities are designated to provide opportunities for students to participate, on an individual basis or in groups, at school and public events.

## GENERAL STATEMENT OF POLICY

It shall be the policy of the Board to provide all secondary students with the opportunity to participate in a varied program insofar as resources permit, including interscholastic or intramural athletics.

The administration shall be responsible for all co-curricular activities held in the school building or on school grounds.

Whenever it shall appear to be beneficial and in the best interest of the District to carry on co-curricular activities outside the territorial limits of the District, the Board may authorize such activities to be conducted under such regulations as the Board deems sufficient.

## DEFINITIONS

### Co-curricular Activities

Co-curricular activities, including interscholastic activities shall have one or more of the following characteristics:

They are conducted at regular and uniform times during school hours or at times established by school authorities.

Although not offered for credit, they are directed or supervised by instructional staff, hired by the District, in a learning environment similar to that found in courses offered for credit.

They are funded all or in part by public monies for general instructional purposes under direction and control of the Board.

All participants shall be making satisfactory progress toward graduation as determined by the Burnsville High School administration.

The Board shall allow all resident pupils receiving instruction in a home school as defined in Section 123B.36, subdivision 1, paragraph A of Minnesota law to be eligible to fully participate in co-curricular, extra-curricular activities on the same basis as public school students. Home school students must meet all of the same eligibility requirements as the enrolled students in ISD #191.

The definition for co-curricular activities shall not include activities sponsored by community education.

Co-curricular activities, athletic and non-athletic, have multiple purposes. The goals listed here serve as ideals in the development of specific procedures in each activity.

to provide students with opportunities to participate in varied activities as resources and facilities permit.

to provide both competitive and noncompetitive programs.

to develop competitive programs that maintain a balance between participation and making a winning effort.

to assist in developing good character and self-discipline in participants.

to teach a knowledge of one's own strengths and weaknesses and how to deal with them.

to teach respect for all people.

to develop an understanding and appreciation of the interpersonal skills required for team or community life.

to teach individual and team skills.

to teach safety and good physical and mental practices.

to take advantage of the opportunities available for students with special interests, talents and abilities.

to instill in students a desire for self-improvement and excellence.

to encourage the highest standards of conduct and scholastic achievement among all participants.

to develop integrity and leadership.

to encourage modesty in victory and graciousness in defeat.

to cooperate with related community programs.

to cooperate with ISD 191 programs at either higher or lower grade levels.

Sports and activities differ in their competition structure, number of participants, budget, number of coaches, facility and safety needs. Therefore, specific philosophies and procedures will differ from activity to activity attain the ideals listed above. Each sport and activity at Burnsville High School will be accountable for its practices in the following ways:

#### Extra Curricular Activities

The Board recognizes extra curricular activities as those activities that include all direct and personal services for public school students for their enjoyment that are managed and generally operated under the guidance of an adult or staff member.

## Non-Curricular Activities

Non-curricular student activities shall be defined as those activities that are neither curricular, co-curricular, nor extra curricular in nature but are protected by the federal law known as the "Equal Access Act".

## PROGRAM ACCOUNTABILITY

1. Prior to the start of any season, a written ACTIVITY GUIDELINES form will be completed by the head coach/advisor. The review will be on record and will be shared with parents and participants. The head coach/advisor will submit the form to the Activities Coordinator who will assess, make suggestions for improvement based on the ACTIVITIES ASSESSMENT from the previous season, and approve it.
2. In interscholastic sports/activities, where tryouts are held, parent meetings will be conducted prior to team selections to review how teams will be chosen, how notification shall be made and ACTIVITIES GRIEVANCE PROCEDURE. All other rules and regulations, including those relating to drug and alcohol use, shall be explained at this time or at a second parent meeting in sports/activities where cuts are made.
3. A COACHES/ADVISORS ASSESSMENT of each head coach/assistant coach/advisor will be done yearly.

The head coach/advisor completes the assessment for assistants or supplementary staff. The activities coordinator reviews and signs. The activities coordinator or administrator in charge completes the assessment for each head coach/advisor.

4. An ACTIVITY ASSESSMENT form will be sent to all participants and their parents at the end of each season soliciting comments and suggestions. Those assessments will be sent by the Activities Coordinator and shared with the coaches/advisors.
5. A PROGRAM REVIEW will be conducted at least once every three years in which input is solicited from parents, players, administrators at all levels, the broader community, and coaches at the lower or higher grade levels.

## PLAYER/PARENT CONCERNS

An ACTIVITIES GRIEVANCE PROCEDURE has been developed to assure lines of communication between school and home. The procedure is included in the Activities Handbook and is handed out to parents prior to tryouts.

The coaches/advisors and the school meet to discuss and accept the procedures for every sport/activity prior to its start. (ACTIVITY GUIDELINES form) Therefore, the ACTIVITIES GRIEVANCE PROCEDURE makes the assumption that the duly hired coaches/advisors are responsible for carrying out all decisions about the following:

1. criteria/method for team/group selection
2. length and content of practice sessions
3. game/competition/performance strategies
4. individual playing/performing time

Concerns relating to these assumptions will be included in the year-end assessment (ACTIVITIES ASSESSMENT) but will not necessarily result in any change during the season in which the complaint is made.

## GOVERNANCE AND ELIGIBILITY

Co-curricular athletics is a district function whose activities offered at the senior high school are intended primarily for students in grades nine through twelve.

A major consideration of co-curricular athletics is to maintain a proper balance between participation and competition. Participation and opportunities are especially stressed at the developmental levels including B squad and junior varsity levels. At the varsity level, quality of performance (winning/competition) does become a primary consideration.

Minnesota State High School League regulations will govern all interscholastic programs.

Lake Conference regulations will govern all Lake Conference programs.

On rare occasions students below the 9<sup>th</sup> grade level may participate in high school varsity athletics under the following circumstances:

1. Gifted student-athlete concept: A gifted athlete is considered to be a 7<sup>th</sup> or 8<sup>th</sup> grade student-athlete whose needs cannot be adequately met by the junior high program and he/she has the ability to be a primary performer at the varsity high school level.

A request to participate in the senior high program may be initiated by student, a parent, the junior high principal, the junior high athletic director, or the junior or senior high coach. The request shall be presented by the BSH athletic director on the appropriate form.

All team candidates including the gifted student athlete applicant shall complete the normal team tryout.

Action on the request will involve the junior high principal and the junior high athletic director, along with the senior high principal and athletic director. Whereas the senior high coach may help identify the necessary gifted student qualities, the final decision will be made by the two principals and the two athletic directors. Careful consideration toward physical, emotional and psychological factors will be carefully considered in the decision.

2. Special consideration will be given to 7<sup>th</sup> or 8<sup>th</sup> grade students who wish to participate in a sport not offered at the junior high (i.e., golf, softball, etc.). This consideration will be affected by any limitations of staff and/or facilities.
3. In rare cases, 7<sup>th</sup> and 8<sup>th</sup> graders may be used to fill the senior high roster at any level. This presumes a concerted effort to solicit senior high school participation.

## 7-12 CO-CURRICULAR COORDINATION

### Sports

7-12 coaches in each sport are required to meet at least one time pre-season and again at the end of each season for the purpose of program coordination. Areas of coordination include but are not limited to program philosophy and goals, terminology, and strategy. The head coach at the high school will convene these

meetings and will submit a COORDINATION ASSESSMENT to the three secondary activities coordinators.

#### Activities

Advisors in all 7-12 activities are encouraged to meet at least once a year to share ideas and to coordinate program.

Descriptor Term: **Student Performances**

Descriptor Code: **IGDD**

Issued Date: **6/86**

Reviewed Date:

Revised Date:

Rescinds:

The Board recognizes that worthy and appropriate educational values accrue from pupil participation in civic and community affairs. As such, the Board encourages the involvement of students for public performances when such performances contribute to the educational processes and objectives of the school, and when it does not interfere with the school program.

All such performances shall be approved by the building principal.

The extended use of one particular individual or group shall be discouraged.

Whenever possible, performances during school hours should be limited to the class period during which the activity is usually taught to a particular student or group.

Descriptor Term: **Contests for Students**

Descriptor Code: **IGDH**

Issued Date: **6/86**

Reviewed Date:

Revised Date:

Rescinds:

Secondary school students may participate in a District, state, or national contest or related activity if such contest or related activity is approved by the Minnesota High School League.

Secondary students may participate in local contests or related activities, other than those approved by the Minnesota High School League, with permission granted through the Superintendent providing the contest or related activity:

Benefits the high school student in educational, civic, social or ethical development;

Is educationally sound, worthy and timely;

Emphasizes a potentiality for good citizenship, intellectual competence;

Is not inimical to wholesome community life or high moral standards;

Is not a commercial, controversial, or sectarian nature;

Is open to all students and does not place undue hardships on students, teachers, or school; and

Shall, in general detail, conform to the standard requirements of contests and related activities approved by the Minnesota High School League.

Contests on the elementary level shall be approved by the Superintendent or a designate.

Descriptor Term: **Addition and Deletion of Interscholastic Athletic Offerings**

Descriptor Code: **IGDJ**

Issued Date: **8/93**

Reviewed Date:

Revised Date:

Rescinds:

The School Board recognizes that student interest in interscholastic athletic activity participation changes over time and that offerings available to students must change in response. In addition, the School Board supports the goal of gender equity in athletic competition. Therefore, the School Board charges the Superintendent with the development and implementation of a process to regularly survey student interest regarding interscholastic offerings. In addition, the Superintendent is responsible for the implementation of a process for considering the addition and deletion of athletic activities based on student interest and participation.

Descriptor Term: **Addition and Deletion of Interscholastic Athletic Offerings**

Descriptor Code: **IGDJ-R**

Issued Date: **8/93**

Reviewed Date:

Revised Date:

Rescinds:

Secondary students will be surveyed at least every other year to determine interest in interscholastic offerings. The information collected through student surveys will be used to identify potential additions or deletions to interscholastic offerings. Students also may initiate consideration of interscholastic program changes through petitions directed to the school principal demonstrating substantial student interest in a particular activity.

Potential interscholastic activity offering additions will be judged on the following criteria:

- 1) demonstrated interest by a substantial number of students relative to the number of participation opportunities offered by the activity under consideration,
- 2) availability of appropriate competition,
- 3) availability of satisfactory facilities,
- 4) availability of qualified coaches,
- 5) cost to implement the activity, and
- 6) support for the goal of gender equity.

Interscholastic athletic activity programs may be considered for deletion when any of the above criteria no longer are satisfied. However, reduction in interscholastic athletic activities will take into consideration the impact of such reduction on the goal of gender equity.

Potential interscholastic program changes will be reviewed initially by the athletic director and appropriate school principal in light of the above criteria. The building principal is responsible for forwarding the requests to the superintendent with a recommendation. The superintendent, in turn, will review the request and forward it with a recommendation and supporting data to the School Board for action. Interscholastic activities considered for deletion also will be presented to the School Board with a recommendation and supporting rationale for Board consideration and action.

The addition and deletion of levels of competition within an athletic activity will be governed by the number of participants and budget considerations. In general, interscholastic athletic activities will be available on three levels; varsity, junior varsity and sophomore. Additional levels of competition at the junior highs will be determined by School Board action. Where the number of participants in a sport justifies two or three levels of competition, one assistant coach will be provided for each of the levels below varsity. Sports where specific coaching specialties are required may be allocated additional assistant coaches by Board action. Additional coaching assistance might be made available through the use of volunteers in keeping with the goal of providing gender equity in the interscholastic athletic program. Volunteer coaches will be selected using a similar process used to select paid coaches.



*Adopted: 4/1991*  
*Reviewed: 5/2010*  
*Revised: 3/2013*  
*Rescinds: IC, ICA & ID*

*Burnsville-Eagan-Savage School District Policy 602*

## **602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY**

### **I. PURPOSE**

The purpose of this policy is to establish a timely process for determination of the school calendar and school day.

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

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

### **III. CALENDAR RESPONSIBILITY**

A. The school calendar shall be adopted annually by the school board. The calendar shall meet all provisions of Minnesota statutes pertaining to minimum number of minutes and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

1. The superintendent or designee shall submit a calendar recommendation for the following school year to the school board no later than November of each year.
2. The school calendar will establish at least 170 student contact days and 184 work days for instructional staff.

B. The following dates are designated as non-classroom days: Labor Day, two days in October during the annual convention for Education Minnesota, Thanksgiving and the Friday after Thanksgiving, Martin Luther King, Jr., Day, and Memorial Day. A winter break of at least seven days (excluding weekends) will be scheduled.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

### **IV. SCHOOL DAY RESPONSIBILITY**

A. The superintendent or designee shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules

shall be met.

- B. In developing the student day schedule, the superintendent or designee shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. The superintendent or designee shall establish a schedule for the school day that exceeds the minimum number of hours established in Minnesota statute by at least two instructional days to provide for possible emergency closings.
- D. Proposed changes in the school day shall be subject to review and approval by the school board.

***Legal References:*** Minn. Stat. § 120A.40 (School Calendar)  
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120A.42 (Holidays)  
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123A.30 (Agreements for Secondary Education)  
Minn. Stat. § 123A.32 (Interdistrict Cooperation)  
Minn. Stat. § 123A.35 (Cooperation and Combination)  
Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)  
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)  
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 425 (Staff Development)

Descriptor Term: **School Year**

Descriptor Code: **IC**

Issued Date: **1/86**

Reviewed Date:

Revised Date:

Rescinds:

The normal school year when school is in session shall not be less than 176 days or their equivalent.

Not more than four of the 176 days may be devoted to parent-teacher conference or teachers' workshops except for kindergarten.

#### Non-instructional Days

A non-instructional day shall be defined as any day used in whole or part for parent-teacher conferences and/or workshops.

Not more than four of the 176 days in session shall be non-instructional days except for kindergarten.

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

## **604 INSTRUCTIONAL CURRICULUM**

### **I. PURPOSE**

The purpose of this policy is to provide for the development of course offerings for students.

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

- A. The basic instructional program shall meet all standards and other content requirements for each grade level by the Minnesota Department of Education. The instructional approach will be nondiscriminatory.
- B. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- C. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and to her relevant factors. Each program plan should contain alignment with required standards, goals and objectives, materials, and methods for student evaluation.
- D. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- E. The school district shall assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

**Cross References:** Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)  
Burnsville-Eagan-Savage School District Policy 605 (Alternative

Programs)

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

## **605 ALTERNATIVE PROGRAMS**

### **I. PURPOSE**

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

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

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

### **III. RESPONSIBILITY**

- A. It shall be the responsibility of the superintendent or designee to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational programs to the school board.
- B. The superintendent or designee shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

**Legal References:** Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)  
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)  
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)  
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)  
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)  
Minn. Stat. § 124D.68 (Graduation Incentives Programs)  
Minn. Stat. § 124D.74 (American Indian Language and Cultural

Educational Programs)

Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)  
Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)

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

## **607 ORGANIZATION OF GRADE LEVELS**

### **I. PURPOSE**

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

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

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

1. Through the 2015-16 school year:

*Elementary:                      Grades kindergarten through 6*

*Junior High:                      Grades 7-9*

*High School:                      Grades 10-12*

2. Effective 2016-17 school year and beyond:

*Elementary:                      Grades kindergarten through 5*

*Middle:                              Grades 6-8*

*High School:                      Grades 9-12*

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

### **III. DEFINITIONS**

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

B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences

that prepares students to enter kindergarten the following school year.

***Legal References:*** Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

***Cross References:***

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

## **611 HOME SCHOOLING**

### **I. PURPOSE**

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

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

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1)

### **III. CONDITIONS FOR HOME SCHOOLING**

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

### **IV. IMMUNIZATION**

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

### **V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS**

Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

### **VI. PUPIL SUPPORT SERVICES**

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.

## **VII. EXTRACURRICULAR ACTIVITIES**

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

## **VIII. SHARED TIME PROGRAMS**

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

## **IX. OPTIONAL COOPERATIVE ARRANGEMENTS**

### **A. Activities**

- 1. Minnesota State High School League sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.

- b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
  - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

- 1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
- 2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

***Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 123B.36 (School Boards May Require Fees)  
Minn. Stat. § 123B.41 (Definitions)  
Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material, Standard Tests)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)  
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 509 (Enrollment of Nonresident Students)  
Burnsville-Eagan-Savage School District Policy 510 (School Activities)

Adopted: 4/17/2014

*Burnsville-Eagan-Savage School District Policy 621*

Reviewed: \_\_\_\_\_

Revised: \_\_\_\_\_

Rescinds: \_\_\_\_\_

## **621 EDUCATIONAL RESEARCH**

### **I. PURPOSE**

The purpose of this policy is to establish the authority for the school district to work with other organizations on educational research.

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

A. The school board recognizes the value of educational research in developing, validating, and standardizing new programs and strategies in education. Our policy is to cooperate as much as possible with colleges, universities, and other responsible parties to promote potentially beneficial research. Such research shall not, however, unduly interfere with the normal operation of the schools, nor infringe upon the privacy of employees or students. Guidelines shall be developed by the administration to implement this policy.

#### **B. Research must meet the following:**

1. All research projects must have prior approval of ISD 191.
2. The study must have the potential for making a definite contribution to the educational profession in general and/or to the programs of ISD 191 in particular.
3. The study must be feasible to carry out in terms of the amount of time involved, the numbers of teachers and students participating, and the possible expense to the district. It must not impose undue burdens upon students or staff.
4. There must be a reasonable certainty that no child in ISD 191 will suffer educationally as a result of the research. The Protection and Privacy of Pupil Records details rules and regulations for collection and maintenance of school records. Persons wishing to conduct research in ISD 191 shall thoroughly review and abide by this policy.
5. The overall design of the study must be sound and have the potential for successful completion.

### **~~IV. CONTACTS~~**

~~Offices that can be contacted regarding this policy:~~

<del>Office/Department</del>	<del>Telephone Number</del>
<del>Assistant Superintendent</del>	<del>952 707 2080</del>

*Legal References:* Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. 1232h (Protection of Pupil Rights)  
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)  
*Gonzaga University v. Doe*, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)  
*C.N. v. Ridgewood Bd. of Educ.*, 430 F.3d. 159 (3<sup>rd</sup> Cir. 2005)  
*Fields v. Palmdale School Dist.*, 427 F.3d. 1197 (9<sup>th</sup> Cir. 2005)

*Cross References:* Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)  
Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)  
Burnsville-Eagan-Savage School District Policy 520 (Student Surveys)

Adopted: 6/1986  
Reviewed: \_\_\_\_\_  
Revised: \_\_\_\_\_  
Rescinds: INB

## **699 TEACHING ABOUT CONTROVERSIAL ISSUES**

### **I. PURPOSE**

The development of critical thinking and preparation for citizenship are among the educational goals of the school district. As a result, the school district has a responsibility to include content dealing with current critical issues in various curriculum areas at all grade levels. Some of these issues may be controversial. The purpose of this policy is to recognize the benefit to students of the appropriate study of controversial issues within reasonable parameters. The school board has the final authority to give or withhold consent for any school activity or program.

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

- A. The school district and the individual classroom teachers have a responsibility to give students an opportunity to study controversial issues which have political, economic, or social significance. The course of this study should include access to appropriate, relevant information, including materials that circulate freely in the community, and competent instruction balancing the various points of view in an atmosphere free from bias, prejudice, discrimination, and harassment.
- B. In fulfilling this responsibility, the teacher shall make a deliberate effort to achieve balance within a reasonable period of time in the viewpoints and information to which students are exposed.
- C. Students and parents may express opinions on controversial issues without jeopardizing relations with school staff.
- D. In selecting controversial issues to be included in the instructional program, the staff shall use the following guidelines:
  - 1. The issue should contribute toward helping students develop techniques for examining other controversial issues.
  - 2. The issue should be suitable for students of the maturity and background represented in the class.
  - 3. The issue should be related to the course content and help achieve course objectives.
  - 4. The issue should be of continuing significance.

- E. If a controversial issue that is neither directly related to the course content nor specified as a part of the curriculum unexpectedly arises during a class discussion, for example as the result of a student's questions or comments or in the coverage of current events, the teacher may deal with student interest in the issue by devoting sufficient time to the issue to assure balanced, impartial coverage.

### **III. COMPLAINTS**

- A. The administration shall establish procedures, subject to school board approval, for handling any complaints relative to the study of controversial issues.
- B. Recognizing the difficult position in which teachers will sometimes be placed in carrying out this policy and in giving students an opportunity to study a controversial issue, the school board places trust and confidence in its employees and will support their actions insofar as possible, from anonymous, unreasonable, or ill-considered complaints.

### **IV. TRAINING**

- A. Principals and secondary area leaders shall be responsible for informing all staff members of the policy on coverage of controversial issues in the curriculum. In doing so, they shall emphasize the basic assumption that the school is providing an opportunity for students to study controversial issues, not teaching a viewpoint on controversial issues.
- B. A teacher who is in doubt concerning the advisability of discussing certain issues and materials in the classroom shall confer with his/her principal as to the appropriateness of doing so. If the teacher and principal are unable to agree, the issue shall be referred to the superintendent or superintendent's designee.

#### ***Legal References:***

***Cross References:*** Burnsville-Eagan-Savage School District Policy 498 (Political Campaigns and Activities)



Descriptor Term: **Teaching About Controversial Issues**

Descriptor Code: **INB**

Issued Date: **6/86**

Reviewed Date:

Revised Date:

Rescinds:

A controversial issue involves a problem about which different individuals and groups urge conflicting courses of action. It is an issue for which society has not found a solution, and it is of sufficient significance that each proposed way of dealing with it is objectionable to some sector of the citizenry. The objection may result from a feeling that cherished belief, an economic interest, or a basic principle is threatened.

Because the development of critical thinking and preparation for citizenship are among the educational goals of the school system, the School District has a responsibility to include, in various curriculum areas at all grade levels, content dealing with current critical issues, some of which will be controversial.

The School District, as an educational institution, and the individual classroom teachers have a responsibility to give the student:

An opportunity to study controversial issues which have political, economic or social significance about which students will begin to have an opinion.

Access to all relevant information, including the materials that circulate freely in the community.

Competent instruction balancing the various points of view in an atmosphere free from bias and prejudice.

The student and parent have the right to express opinions on controversial issues without jeopardizing relations with school staff.

In fulfilling this responsibility, the teacher shall make a deliberate effort to achieve balance within a reasonable period of time in the viewpoints and information to which students are exposed.

In selecting certain controversial issues to be included in the instructional program the staff shall use the following guidelines:

The issue should contribute toward helping students develop techniques for examining other controversial issues.

The issue should be suitable for students of the maturity and background represented in the class.

The issue should be related to the course content and help achieve course objectives.

The issue should be of continuing significance.

In instances where a controversial issue arises on an unanticipated basis during the course of a class discussion, as the result of a student's questions, or in the coverage of current events, and where that issue is neither directly related to the course content nor specified as a part of the curriculum, the teacher may deal with the issue on a limited basis, recognizing the existence of legitimate student interest and devoting sufficient time to the question to assure balanced impartial coverage.

Recognizing the difficult position in which teachers will sometimes be placed in carrying out this policy and in giving students an opportunity to study a controversial issue, the Board places trust and confidence in its employees and will support their actions in such a manner that they are protected insofar as possible from anonymous, unreasonable, or ill-considered complaints.

The administration shall establish procedures for handling any complaints relative to the handling of controversial issues.

Descriptor Term: **Teaching About Controversial Issues**

Descriptor Code: **INB-R**

Issued Date: **6/86**

Reviewed Date:

Revised Date:

Rescinds:

The intent of Policy INB is to recognize the student's right to hear, discuss, and study controversial issues and the teacher's right to have an objective study of controversial issues within the appropriate course of study, with the Board having the final say assigned it under the law to give or withhold consent for any school activity or program.

Principals and secondary area leaders shall be responsible for informing all staff members of the policy on coverage of controversial issues in the curriculum. In doing so, they shall emphasize the basic assumption that the school is providing an opportunity for students to study controversial issues, not teaching controversial issues.

A teacher who is in doubt concerning the advisability of discussing certain issues and materials in the classroom shall confer with his/her principal as to the appropriateness of doing so. If the teacher and principal are unable to agree, the issue shall be referred to the Superintendent or Superintendent's designee.

A teacher may invite a speaker(s) or use audiovisual materials on controversial issue for the presentation to students. Prior to the invitation, the teacher shall secure written permission from the building principal.

Students not wishing to hear a speaker(s) or use audiovisual materials will be provided alternative learning activities.

Upon request, the parent will be provided with reasonable access to the course outline and media which are likely to be used in this course.

#### Student Political Participation

The Board reserves the right assigned it under the law to give or withhold consent for any school activity or program according to its judgment as to whether a given activity or program is beneficial and in the best interests of the District and the students of the District.

A teacher may invite a speaker(s) for a presentation to students. Prior to the invitation, the teacher shall secure written permission from the building principal.

An approved speaker(s) may distribute, or may have distributed, literature which identifies a position on issues. School District employees will not distribute literature at political rallies held in the school during school hours.

Students not wishing to hear a political speaker or candidate will be provided alternative learning activities.

Disagreement as to the manner in which this regulation is being implemented shall be handled in the following way:

Any resident or staff member of Independent School District 191 may initiate the review process, submitting in writing to the building principal a complaint regarding the handling of a controversial issue.

A "Complaint on the Handling of a Controversial Issue" form is available in each school building.

This form requires the complainant to supply the following information:

A summary of the nature of the issue.

Whether or not the issue involved is a part of the accepted and approved curriculum.

Whether or not opposing points of view were presented.

The specific objection regarding the matter under consideration.

A suggested alternative for achieving the same instructional objective.

The building principal shall serve as the arbiter, attempting to clarify the discussions of disagreement and help the parties concerned reach a consensus.

Should the aforementioned attempts be unsuccessful, the matter shall be brought to the Superintendent or the Superintendent's designee.

Those cases which cannot be resolved by the Superintendent shall be brought to the Board.

Adopted: 10/1992  
Reviewed: 3/2010  
Revised: 4/2010  
Rescinds: FFB

## **899 NAMING SCHOOL BUILDINGS OR FACILITIES**

### **I. PURPOSE**

The purpose of this policy is to provide guidance for naming school buildings or facilities.

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

The naming or renaming of school buildings or facilities is the responsibility of the school board. If a building or facility is to be named after an individual, that person shall have attained local or national prominence via significant contributions in a field of endeavor. The contributions or the significance of his or her place in history shall be clearly established beyond the generation of the contribution.

The policy of the school board is to name school buildings at the time of construction. Major components of school buildings (media centers, theaters, gymnasiums, fields, etc.) may be named at any time on recommendation from the building principal or by action of the school board.

Whether naming a building, facility, or building component, the aforementioned criteria shall apply. The school board ~~will~~may establish a committee including five to seven residents, which will receive suggestions from the community, staff, and students. This committee shall be representative of the entire school district and will propose a name or names to the school board. The school board reserves all rights in the naming or renaming of school buildings, facilities, or components of school buildings.

Collections of works or other major gifts to the school district may be acknowledged and named by individual schools, subject to the district's gift policy.

#### ***Legal References:***

#### ***Cross References:***

Descriptor Term: **Naming School Buildings or Facilities**  
Descriptor Code: **FFB**  
Issued Date: **10/92**  
Reviewed Date: **3/10**  
Revised Date: **4/10**  
Rescinds:

#### NAMING SCHOOL BUILDINGS OR FACILITIES

The naming or renaming of school buildings or facilities is the responsibility of the School Board. If a building or facility is to be named after an individual, that person shall have attained local or national prominence via significant contributions in any field of endeavor. Their contributions or the significance of their place in history shall be clearly established beyond the generation of their contribution.

It is the policy of the School Board to name school buildings at the time of construction. Major components of school buildings (media centers, theaters, gymnasiums, fields, etc.) may be named at any time upon recommendation from the Building Principal or action of the School Board.

Whether naming a building, facility or building component, the aforementioned criteria shall apply. The School Board will establish a committee of five to seven residents, which will receive suggestions from the community, staff and students. This committee shall be representative of the entire school district and will propose a name or names to the School Board. The School Board reserves all rights in the naming or renaming of school buildings, facilities or major components of school buildings.

Collections of works or other major gifts to the school district may be acknowledged and named by individual schools, subject to the District's gift policy.

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

## **901 COMMUNITY EDUCATION**

### **I. PURPOSE**

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

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

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the school district service area.
- B. Educational needs and interest of area residents should be determined periodically.
- C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- D. Area residents should be encouraged to actively participate in program opportunities.

### **III. COMMUNITY EDUCATION ADVISORY COUNCIL**

- A. The council shall assist in promoting the goals and objectives of the program.
- B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.
- C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties,

frequency and structure of meetings and such other matters as deemed necessary and appropriate.

- D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

***Legal References:*** Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)  
Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)  
Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 902 (Use of School District Facilities and Equipment)

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

## **903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES**

### **I. PURPOSE**

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

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

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

### **III. RESPONSIBILITY**

The school district administration will develop visitor procedures and requirements.

### **IV. VISITOR LIMITATIONS**

- A. An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
  - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
  - 2. if unattended, provide for the removal of the vehicle, at the expense of the

owner or operator, to the nearest convenient garage or other place of safety off of school property.

- C. An individual or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

**Legal References:** Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

**Cross References:**

Descriptor Term: **Visitors to Schools**  
Descriptor Code: **KK**  
Issued Date: **6/86**  
Reviewed Date:  
Revised Date:  
Rescinds:

Visitors are encouraged in the schools; however, they are to report to the principal's office to communicate the purpose of the visit.

Non-student visitors who cannot provide a logical or acceptable explanation for their presence in the building shall be asked to leave. The principal or a designee shall take the necessary action to assure the safety of the staff, students and property.

Descriptor Term: **Summer Schools**

Descriptor Code: **IGCA**

Issued Date: **6/86**

Reviewed Date:

Revised Date:

Rescinds:

The summer school program, if authorized by the Board of Education, will offer courses which are required for graduation, offered for credit and/or provide enrichment or remediation.

The regular summer school program shall provide for senior high school student participation in remedial opportunities for the purpose of compliance with the School District graduation requirements.

The School District recognizes the need and supports summer programming opportunities for handicapped students as defined by Minnesota Statute.

Descriptor Term: **Summer Schools**

Descriptor Code: **IGCA-R**

Issued Date: **6/86**

Reviewed Date:

Revised Date:

Rescinds:

The levy for summer school will be established and certified by the Board of Education prior to October 10 of each year.

The Board shall approve the summer school program prior to the conclusion of the regular school year.

#### Staffing

Administration shall determine staffing needs based on eligible student enrollment and level of funding.

#### Transportation

Transportation shall be provided for handicapped summer school programming.

#### Facilities

Administration shall determine appropriate facilities for the summer school program.



**Agenda IV.C.  
December 3, 2015**

**To:** Board of Education, Members  
**From:** Dr. Joe Gothard, Superintendent  
**Date:** December 1, 2015  
**Re:** **Report on Vision One91 Renovation Guide**

Receive a report from Dr. Joe Gothard, superintendent on Vision One91 Renovation Guide.



# Renovation Guide

## Burnsville High School Renovation Guide

For Questions Contact:  
Lisa Rider  
952.707.2050 / [lirider@isd191.org](mailto:lirider@isd191.org)

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

# Table of Contents



## Purpose of this Guide

This guide is meant to provide the public, students, parents, staff and visitors with important information regarding the design and construction process for the additions and renovations to the Burnsville High School. The following information is provided in the order presented:

Pages 2	Vision One91 Buildings for Learning
Page 3-5	Construction Safety
Page 6-9	Building Layouts
Page 10	BES Project Team



# Vision One91 Buildings for Learning



Learn more about Vision One91  
at [www.isd191.org/vision191](http://www.isd191.org/vision191).

## Vision One91 Overview

The goal of Vision One91 is to redesign Burnsville-Eagan-Savage School District 191 to meet the needs of today's learners and ensure the district's mission of "Each Student Real-World Ready." Voters approved a building bond referendum and a technology levy in February 2015 so that Vision One91 can become reality.

One major change taking place as a result of Vision One91 is the **realignment of grades** so elementary schools serve grades k-5, current junior highs transform to middle schools with grades 6-8, and Burnsville High School will have grades 9-12, beginning in September 2016. This change, along with security and other improvements at several schools, means several remodeling projects will take place throughout the district and especially at Burnsville High School.

In addition, new funding available starting with the 2016-17 school year will allow the district to significantly **increase student access to technology**, online resources, collaborative problem-solving experiences and different approaches to learning. Teachers will receive ongoing training and support to embed technology into everyday learning and individualize instruction.

Though not as visible from the outside, **new models of instruction and expanded programming** will be the primary and most impactful changes related to Vision One91. Having a comprehensive high school serving grades 9-12 will give students more opportunities and better prepare them for college and career; converting to a middle school model will better support students in grades 6-8 and transition them from elementary to high school; and elementary schools will have more space for expanded learning opportunities.

## Burnsville High School

Perhaps the most dramatic and visible changes will take place at Burnsville High School. Starting in 2016-17, the school will host all students in grades 9-12. To accommodate these students and provide the education that will prepare them to be real-world ready, new classrooms, flexible learning spaces, science rooms, activities space and more are being added to the school.

Changes will also include parking lot and traffic flow improvements.

Site demolition and other construction activities began in mid-June 2015 and will continue throughout the 2015-16 school year. Walls are expected to start rising by December, with interior work beginning shortly after and being substantially complete by August 2016.

# Construction Safety

## Safety Considerations

Due to the considerable coordination required to allow the construction of the project to proceed during the operation of the school, Burnsville-Eagan-Savage School District 191 has taken several precautions to both facilitate the ongoing operations and, most importantly, to provide for the safety of the students, staff and visitors to the school during the construction period.

The following actions have been taken and are ongoing to provide for the safety of the students, staff and visitors during the construction period:

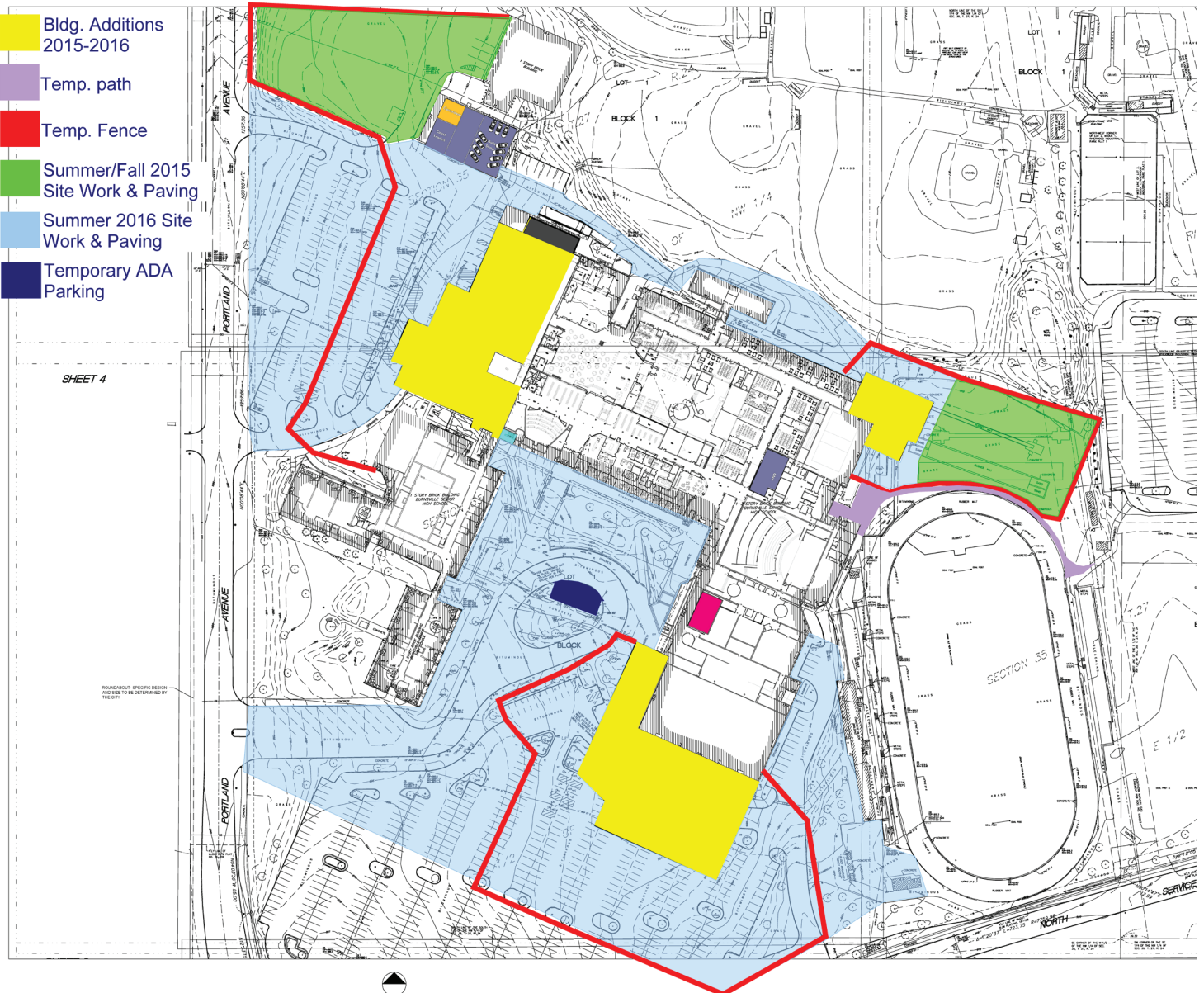
- The construction manager and the architect have worked with the State of Minnesota Construction Codes and Licensing Department to develop a construction plan that takes into account the safety of students and staff for the duration of the project. The plan is continually monitored and enforced by State of MN code officials and has been reviewed by the local Burnsville Fire Marshall for compliance with local codes and ordinances.
- Temporary construction fencing is in place to provide physical separation between students and construction activities. As conditions change on site fencing is adjusted accordingly.
- Temporary walls and barricades are placed within the existing school to provide physical separation between students and construction activities. As conditions change on site barricades/temporary walls are adjusted accordingly.
- All workers are required to sign in with the Construction Manager prior to working within the building. Workers are identified with badges identifying them as authorized workers to enter the building.
- During the 2015-2016 school year, the majority of interior work will be limited to mechanical/electrical spaces off limits to students.
- Beginning the summer of 2016, the school will be off limits to students staff with the exception of BHS maintenance staff. This will allow construction activities both within the existing school and at the exterior to commence without the students and staff being exposed to the construction activities.



# Construction Safety

## Construction Safety Plan

The construction safety plan below identifies the building additions planned for 2015-2016, temporary paths, temporary fencing, site work, paving, and temporary ADA parking.



# Construction Safety



## Operational Impacts

The following actions have been taken and are ongoing to facilitate coordination of the daily operations of the school during the construction period:

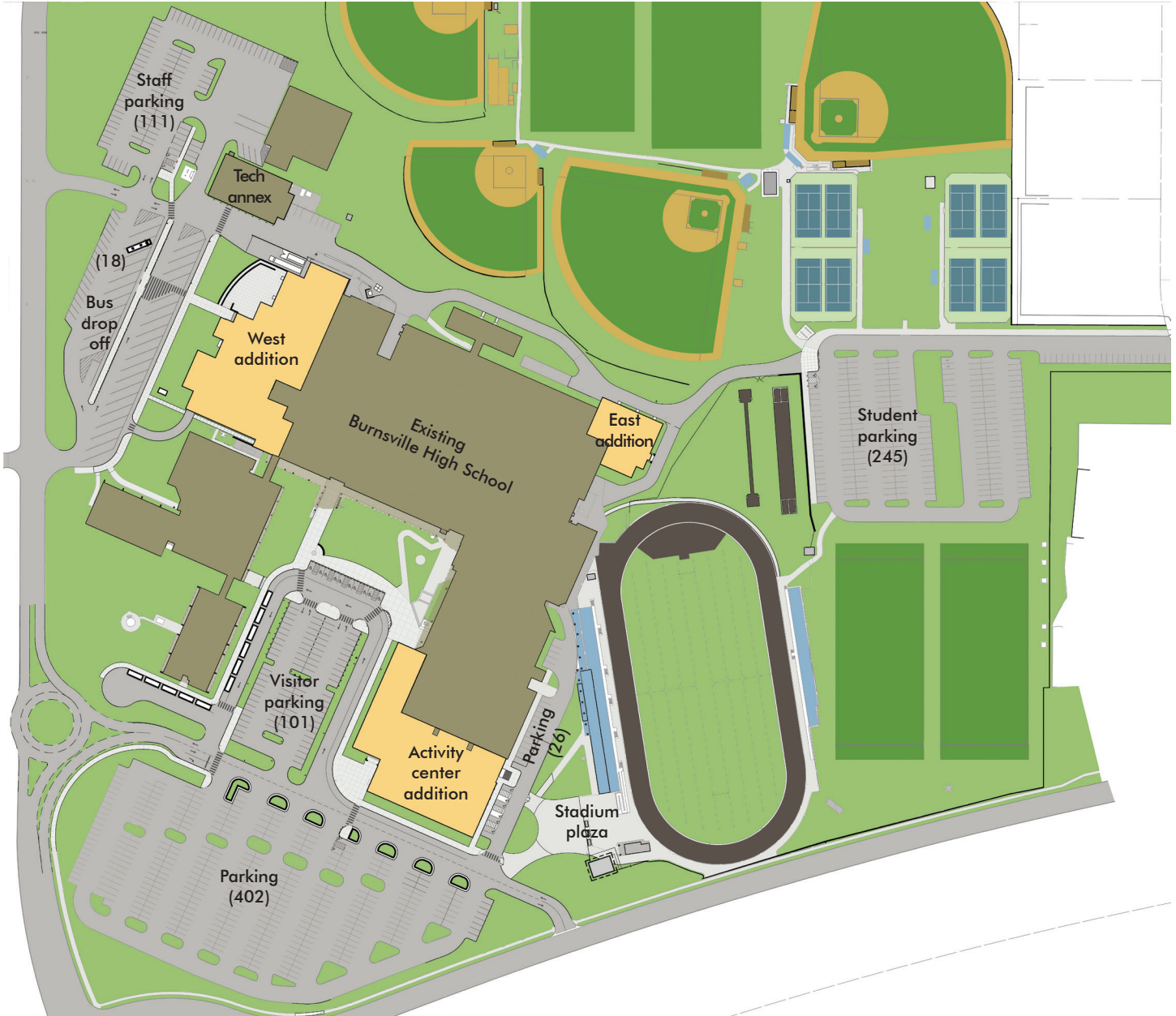
- The district has assigned a project liaison to coordinate between the construction team and the district staff and students. To date, this approach has been very effective in allowing for communication of planned construction and school operations.
- The district has held meetings with teachers/staff and the project team as needed to provide information required to allow the building occupants to understand the construction plan, to be appropriately prepared for planned activities and to answer questions and concerns.
- The district has provided visual screening at select areas of the work site to minimize the temptation for students to watch the construction from the classroom. Some locations have been provided for the students and staff to view the ongoing construction progress – without impacting the learning process.
- The district is continually coordinating with the construction team to minimize the impact of construction work on important district events, such as standardized testing and other activities.

## Contact for Questions

Please e-mail or call Lisa Rider at [lrider@isd191.org](mailto:lrider@isd191.org) or 952.707.2050 with questions regarding the process or with your concerns. The district is committed to the safety of everyone that works and learns on the site at the Burnsville High School during the construction period and to providing a learning environment that is not adversely impacted by the construction process.

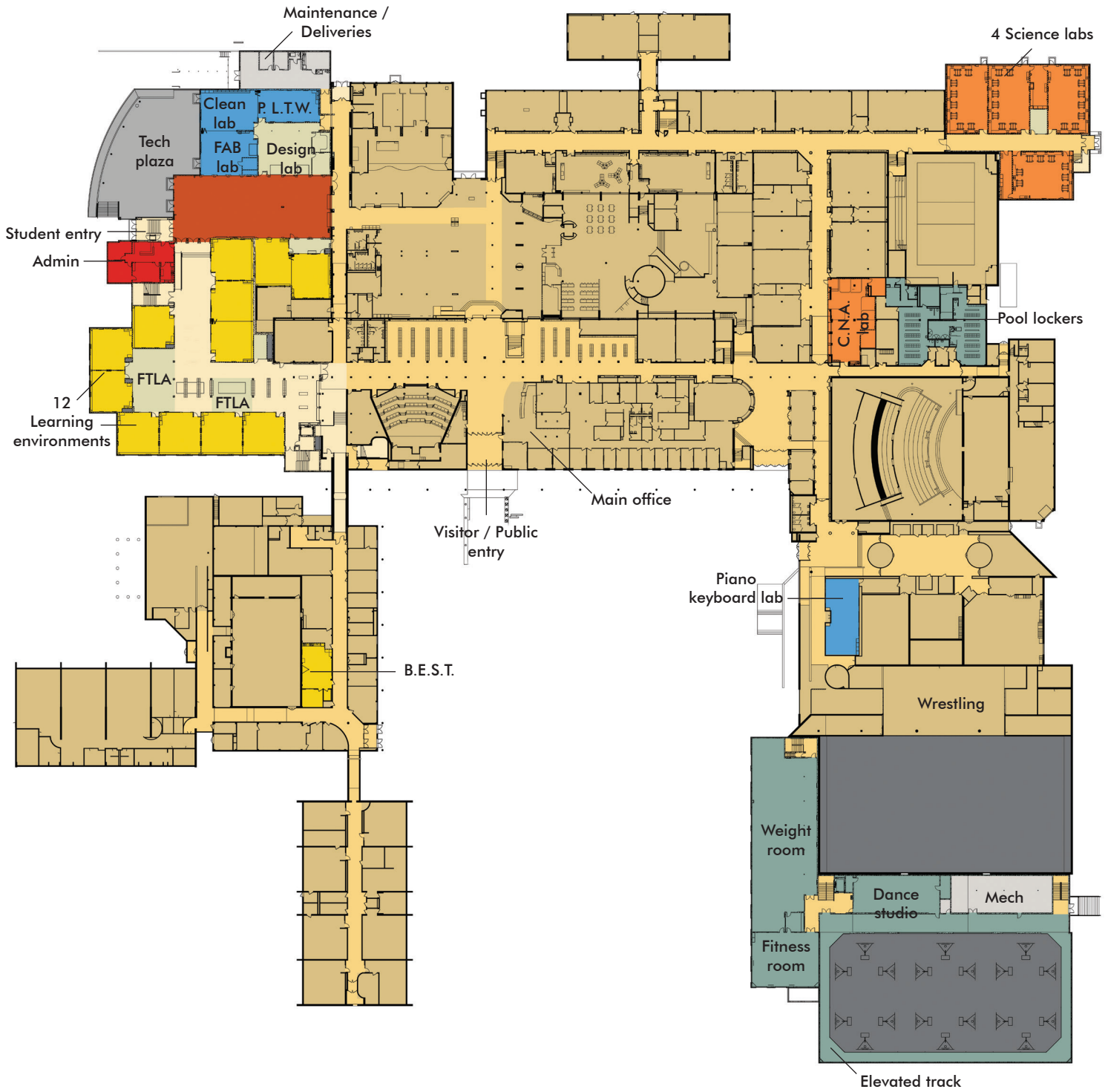
# Building Layouts

## Building Site



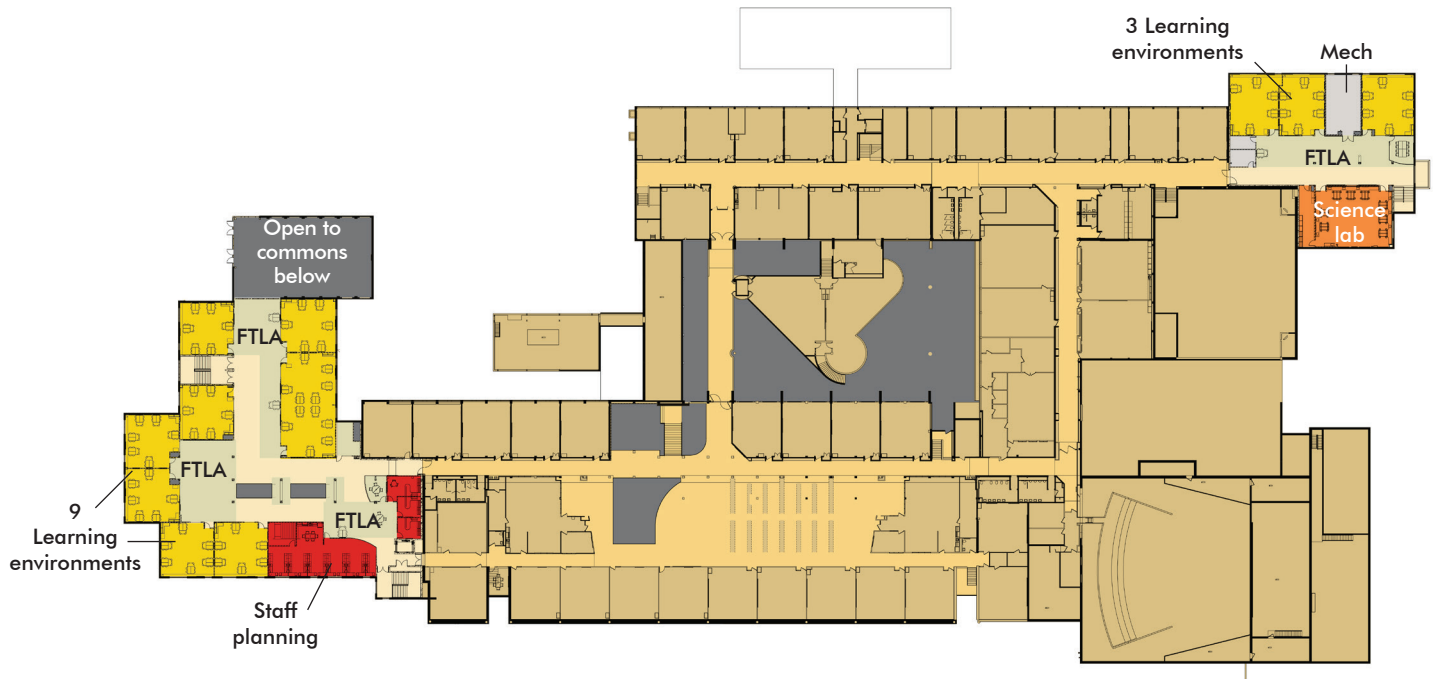
# Building Layouts

## Main Floor



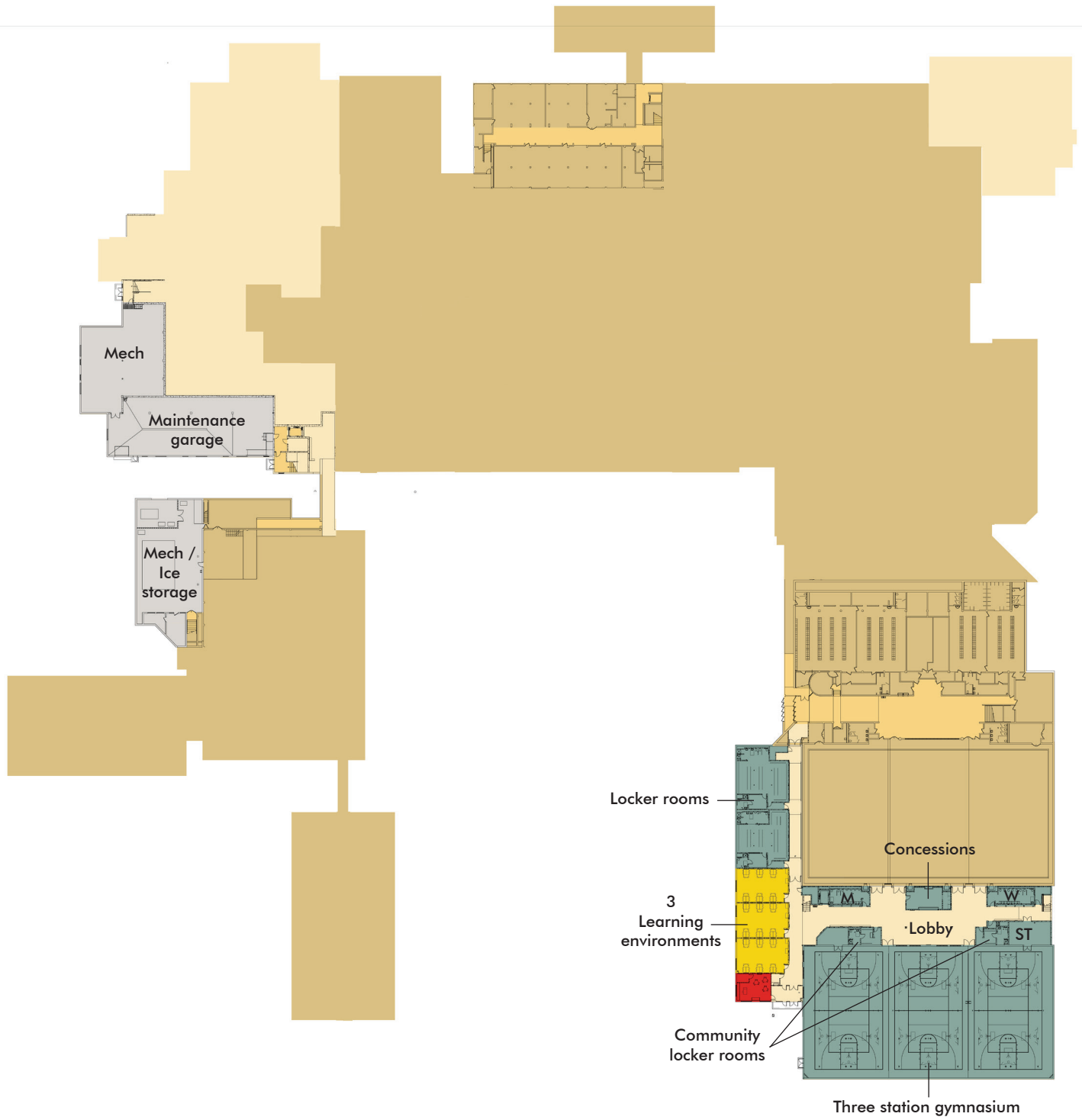
# Building Layouts

## Upper Floor



# Building Layouts

## Lower Floor



# BES Project Team

## **BES Independent School District 191 School Board**

Bob VandenBoom, Chair  
Daniel W. Luth, Vice Chair  
Dr. DeeDee Currier, Clerk  
Abigail Alt, Treasurer  
Ron Hill, Director  
Jim Schmid, Director  
Sandra Sweep, Director  
Maedin Abegaz, Student Representative



## **BES Independent School District 191 Administration**

Dr. Joseph M Gothard, Superintendent  
Lisa Rider, Executive Director of Business Services  
Glenn Simon, Director of Operations and Transportation

## **Burnsville High School Administration**

Dave Helke, Principal  
Gene Rocznik, Associate Principal Grade 12  
Bill Derden, Associate Principal Grade 11  
Bruce Morrisette, Associate Principal Grade 10  
Jeff Marshall, Athletics and Activities Director  
Cindy Mullins, Dean of Students  
Libby Duethman, Dean of Students



## **Architect/Engineer**

ATS&R Planners/Architects/Engineers

## **Construction Manager**

Wenck Construction

## **Consultants**

VAA - Civil Engineering  
Clark Engineering- Structural Engineering

