

Board Members' Questions and Staff Responses for 3-11-21 Boardbook materials

ALC partnership

Question	Response
<p>1. P. 2 - Each partner district is a fiscal agent in this agreement, yes?</p>	<p>Correct.</p> <p>Lisa Rider and our business office continue with current ALC reporting practices as the fiscal host for ISD 191.</p> <p>Please note that this is an Area Learning Center partnership application, not merely an ALC high school partnership application. Without this partnership, we would fall out of compliance with current statute and no longer have the ability to offer Extended Day and Extended Year Targeted Services next year. Effectively this would mean we could not offer PALS / BYC during the school year or our six-week K-7 summer programming.</p> <p>An Area Learning Center has four components:</p> <ol style="list-style-type: none"> 1- ALC high school (BAHS) 2- ALC middle level program (SWAS) 3- 9-12 Credit Recovery (extended day and extended year) 4- Targeted Services (extended day - PALS / BYC and extended year - K-7 summer programming)
<p>2. P. 3 "Each program acts as its own program fiscal host." In other words, funding per student is kept by the district in which that student is educated, correct?</p>	<p>Correct.</p> <p>Each partner district reports, receives, and disburses Area Learning Center revenues exactly the same as the status quo.</p>

<p>3. P. 3 - "... professional development is shared amongst partner districts." How will this be calculated and allocated?</p>	<p>There is no "budget" for PD amongst partner districts. Partner districts control all revenues generated by their students.</p> <p>As with any PD opportunity for staff, the principals would share costs based upon agreed upon, equitable terms.</p>
<p>4. P. 3 - Advisory Committee - What expectation is there for family representation on this committee? If no statutory requirement exists, do we have plans to do so anyway? - As at BHS, how will student input be solicited?</p>	<p>As MDE describes the Advisory Committee, it would be district staff only. MDE articulated that the main goal of the Advisory Committee is for partner districts to meet and confer around programming, emerging regional needs, student needs, budgets, and better integration of Area Learning Center best practices. Each partner district would meet with parents from their own district as currently constituted.</p> <p>An example of something the Advisory Committee may choose to confer would be survey data.</p> <p>Of course, this is not to say that we couldn't elect to bring parents together from each district at an Advisory Meeting.</p> <p>I think this question is referring only to BAHS in the above question.</p> <p>Specifically in terms of BAHS, it would be up to each district high school program to consult and collaborate with students on areas that make sense to do so.</p>
<p>5. P 6 - Site #3 labelled "Burnsville." Should be either ISD191 or Burnsville-Eagan-Savage.</p>	<p>The change will be made.</p>

<p>6. P. 7 - typo? "advisor" should be advisory?</p>	<p>The change will be made.</p>
<p>7. P. 8 Item #4 - Knowing contact information only goes so far in engaging students, what actions will/do counselors take to proactively welcome new and returning students? Beyond a general response on practices, I am particularly interested in learning how we will accomplish this for non-resident students coming into a partner district, whether it's One91, PLS, or Shakopee.</p>	<p>We vetted this entire application with MDE, and the language here was kept purposefully vague as each partner district has different processes and protocols related to new and returning student orientation, communication, as well as communication to parents. All language in the responses section is aligned to and meets statutory obligations of Area Learning Centers and kept purposefully vague to allow maximization of options moving forward aligned to best practice in ALC.</p>
<p>Item #7 - How and at which sites do/will ALC students access AP and CIS courses? - How many AP and CIS courses are available? By district?</p>	<p>There is no change from the status quo. However, ALC students access AP and CIS courses now will stay the same. Neither Tokato ALC nor Bridges ALC offer AP or CIS classes on their school site, and students in those programs really don't access these classes.</p>
<p>8. P. 9- K-4 Brochure - Is there a version updated with 2021 info?</p>	<p>Updated K-4 and 6-7 flyers for this upcoming summer are embedded below. <u>Documents linked in the Application</u> This information is not to be made public currently. We are currently in our one-month recruitment window for K-7 summer students in Tier 3 and Tier 2. After this recruitment period ends on March 22nd, we will open up K-7 summer programming to all families and enroll based upon space remaining.</p>

9. Is there information or data on how many families are set up with social workers or follow through on utilizing services and resources that are offered?

Also wondering about successful completion/graduations after enrollment at ALC, do we have data that shows how we measure the success of our ALC?

Typically, a student, parent, counselor, or teacher comes forward with a need or a concern. Students and families are then referred to the appropriate personnel to meet their needs. It is unclear how this is tracked at BAHS or other secondary ALC high schools. BAHS does not have a Social Worker on staff, however they have .7FTE for counseling, and .8 FTE student success Coach, as well as access to therapy provided by Headway.

Current graduation rate criteria at MDE does not take this into account how many credits students need to graduate upon entry (could be only a few or a full 26 credits for example). MDE only looks at GSY (Graduation School Year) to determine if students have graduated "on time". A large percentage of students enrolled in any given ALC high school will likely miss graduating on time for their GSY because they simply have so many credits to make up.

Another measure to calculate how an ALC high school is performing with regard to graduation rates is to track all students at the start of the year that require 20 or less credits to graduate. Attending a normal schedule at BAHS while passing all of their classes would allow a student to graduate within one year. For students requiring more than 20 credits to graduate, it may or may not be reasonable to judge graduation rates on those students relative to BAHS programming performance.

ALC high school students have varied and changing support needs, much of which is not within the locus of control for the BAHS staff.

AVID

<p><u>1.</u>What ways are being identified to get more students interested in AVID?</p>	<p>This will be a key point in the presentation. There is agreement among principals to expand AVID both schoolwide and elective at secondary. Frannie Becquer will share some specific activities that are occurring and planned.</p>
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Report and Regulation 602

<p>1. Regarding E-learning days - is the assumption and inclusion in the beginning school year e-learning plan that all students are issued an electronic device (ex. chrome book) and will be required to have it at home for possible e-learning days?</p> <p>Does the e-learning days replace any need for "inclement weather" days where students would have no school at all?</p>	<p>The presentation of 602R is specific to the process to develop the academic calendar. For this particular board meeting, we will not be going into possible adjustments of eLearning days.</p> <p>That said, the inception of eLearning days were indeed implemented to replace school closures for inclement weather. ISD 191 was planning to close as normal on the first "weather event" day and then declare eLearning days thereafter for up to 5 days. The original design was both online instruction and some paper/pencil learning work. Since eLearning days were approved in 2019 however, we have learned a lot about remote instruction. Therefore we will be reviewing this section of policy and procedures in the near future to update with our new understanding of remote learning on weather days and also potential impact from Virtual Academy. In short, while not 100% of the time, we generally tend to see potential weather events coming in the forecast so can be prepared for "bring your device home" reminders as needed.</p>
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Achievement and Integration Budget

Question	Response
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<p>1. Page 2 - Please rerun or repost this report so that financial data displays and can be understood.</p> <p>2. The approximately \$114,000 lost year over year is the result of declining enrollment, correct?</p> <p>- Recognizing that this adjustment appears to have been made in contracted services (interpretation and other non-specified.), what was your approach in identifying areas of reduction? Same question for areas for investment (as best we can.)</p> <p>3. 3. P. 3- Social workers are at .65 FTE at a cost of \$699,190.60. If I am understanding this shorthand correctly, we have .65 FTE calculated for each of our family liaisons, correct? How many total social workers?</p> <p>- Same question for family liaisons.</p> <p>- Family Engagement Facilitator salary - If enrollment is declining, I am curious to understand the increase over last year.</p> <p>- Family Engagement Interpretation - Not knowing the response to the previous question, it is interesting that there is no increase in this item.</p> <p>- Family Engagement Interpretation and Translation Services - I would like to</p>	<p>As a clarifying point, the budget is required to be updated each year by March 15. <u>The Plan is a 3-year plan.</u> The goals and strategies are not different.</p> <ol style="list-style-type: none">1. This was an error in the conversion from Excel to the PDF. The information has been updated and Jami will need to post the corrected version.2. Yes, the allocation is based on enrollment. <p>-The priorities were to maintain the staffing for direct services for students (social workers, liaisons, AVID, etc). Once those were in place, the remaining funds were in professional development. Because we have other funding sources for professional development, reductions will have less of an impact.</p> <ol style="list-style-type: none">3. Social workers are paid 65% from A&I with the remaining paid from special education. There are currently 14 social workers. A&I pays the full cost for cultural liaisons. There are currently 13 liaisons. <p>-These funds are extended time for Liaisons to facilitate the parent academy (FIRE) program in Spanish and Somali. The increase reflects a focus on expanding the number of parents/guardians participating as part of the support for multilingual families.</p> <p>-These funds were not used for this purpose this year because of some shifts in parent/teacher conferences online and the less expensive services</p>
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<p>understand the background on the decrease from \$55,000 FY21 to proposed \$3,000 FY22.</p> <p>- MS AVID teacher salaries - I am assuming the decrease from \$180,000 FY21 to proposed \$104,000 FY22 is the result of MS closure and staff reductions, yes? Also, how do our MS teachers serve BHS/BAHS students, as we indicate 6-12 served at MS sites? Summer programming?</p> <p>4. I appreciate that the Director's benefits were reduced in this budget and assigned to the General Fund.</p>	<p>used. These funds are being reserved for specific events such as the Multilingual Family meetings initiated this year.</p> <p>-There are 2 AVID elective teacher FTEs needed to support AVID in the MS schedule which this year, and moving forward, is very different from the prior years. In the Admin Indirect, there is a .10 FTE for each building to have AVID non-teaching support. BHS and BAHS each have their own staff member who coordinates the activities in their buildings.</p>
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FY22 Budget

Question	Response
<p>1. Slide 9 - If we are focused on the General Fund, I am unsure why we mention cultural liaisons and social workers, as these are funded and kept whole once A&I Budget is approved. It is true that equity and cultural proficiency is very much a priority for us, and the A&I funding stream is separate and unique. I am only calling this out to make sure we are clear with our community.</p> <p>By nature of the A&I budget, the FY22 budget discussion will exclude cutting cultural liaisons and social workers, as well as related expenses detailed in the proposed the A&I budget, because that action of course will happen as a separate budget no later than</p>	<p>A&I is a portion of the General Fund for ISD 191. The deadline of submission to MDE to allow MDE time for them to review budget applications prior to budgets being approved by the board by June 30, 2021.</p> <p>A decision to adjust the Cultural Liaisons and Social Workers could still be made as they are a part of the full General Fund Budget. If necessary, the budget submission to MDE would need to be resubmitted. MDE has every A&I district to review and approve, it does take them time to do so. The work done by Director Oftedahl on the line item is used to generate our line item budget for year end.</p>

<p>March 15th. Per the A&I budget document, FTE and expenses included in the A&I budget will be clearly established in our report to MDE.</p> <p>Perhaps a more accurate and less confusing way of capturing our reality is by having a separate slide for A&I, much like we do for Federal funds, which identifies A&I funding and related investments towards equity. Including this staff in a General Fund discussion might be inadvertently misleading, or could be confusing to some. AND, outlining how we use A&I investments might be helpful in delineating our deliberate actions to support equity and cultural proficiency. With A&I budget approval, any staff and related expenses included in A&I is excluded from the General Fund adjustment process.</p>	<p>A&I and Federal Funds are all a part of the overall budget. If the board were to choose to make adjustments with positions funded by the federal or A&I, we would need to utilize the funds however best we could with the plan in place for A&I and the federal guidelines.</p>
<p>2. Slide 13 and 14</p> <p>- Please forward or share the adjustments document as a pdf or google doc. The font is really small.</p>	<p>Jami added the attachment to BoardBook. Using the + button in BoardBook enlarges the font.</p>
<p>3. Slide 13- Item 1</p> <p>A. Please detail teacher FTE v Tech FTE</p> <p>B. Please detail School Staffing: teacher FTE v EA FTE.</p> <p>C. Slides 13 & 14: Are all of these negative adjustments? If I am understanding this document correctly, I believe we have cuts mixed together in this document with revenue (Federal), which is confusing to me.</p>	<p>Unknown FTEs as much of this will be determined at building level with principal discretion.</p> <p>Not all of the dollar amounts represent negative adjustments. They represent negative adjustments, maximizing different funding sources) and efficiencies that are aligned to strategies we shared with the board.</p> <p>We will review and revise to make it clearer.</p>

<p>If this is the case, it would be helpful to have negative adjustments (or cuts) identified per usual using parentheses to identify a cut, and with revenue identified as a number with no parentheses.</p>	
<p>4. Slide 14- 3. Carryover. Contingency: What does this represent?</p> <ul style="list-style-type: none"> - Misc. - Please elaborate on what is meant by "SpEd staff centrally funded." - It would be helpful, since there is a clear distinction between the role of "Principal" and "SpEd Staff," to have two Misc items: one for each. Use each item to spell out the implications, rather than condensing both into a single line item. As it is currently written, I am not clear which statement applies to which staff under "Misc." 	<p>One example of contingency is the funds set aside for the move of BEST. It is now a carryover for FY22 budget.</p> <p>Special education is centrally allocated by Student Support Services to sites. This term is subject to different interpretations, so we will revise.</p> <p>Thank you for the feedback to make the distinction clearer. It will be revised.</p>
<p>5. Slide 17 - Hindsight being 20/20 - we may want to reconsider community input timelines for our next budget process. I can't interpret why we've only received 8 responses. There are likely many reasons why, and I imagine living among them is the recognition that the board began budget discussions in December, and input was only requested in February. Knowing that in the past, staff has opened the input process as early as December, we may want to consider this option.</p>	<p>Last year, the first entry on the public input form was Feb. 26.</p> <p>The previous year, we started earlier, but many of the responses may have been irrelevant in part because we hadn't shared any basic information about the budget yet.</p> <p>Public input timeline on budget may vary from year to year depending on the overall timeline for the budget and how it fits into all the work the district is doing. A likely reason why responses are fewer this year is that focus for staff and families is elsewhere.</p>

<p>6. Insurance savings indicates \$30,000. What is this related to? Health insurance? What is this savings from specifically?</p>	<p>Property Liability Insurance that will likely not be used if no claims arise that require a paid deductible. We are late enough into the year, it is likely the amount of budget we will not be spending this year. We have a \$25,000 deductible on Property Liability Insurance.</p>
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Auditor

<p>1. Staff</p> <ul style="list-style-type: none"> - Which staff reviewed proposals? - Which staff developed the rubric for the selection process? - Which staff made up the interview team? 	<p>Auditor Proposals were reviewed by a team of Finance Team Members and the Executive Director of Business Services after the process was described to Board Officers and Superintendent.</p> <p>The rubric follows the RFP and the weighting of the rubric was determined by the previous Finance Director with assistance from the team, prior to her leaving. All reviews and interviews were conducted after the previous Finance Director left the district.</p> <p>Interview team consisted of 3 team members from Finance, Executive Director of Business, and Food and Nutrition Director. Special Education was invited, but did not participate.</p>
<p>2. Please provide a copy of the current contract with our current auditor.</p>	<p>Engagement Letter from FY20 Audit.</p>
<p>3. Going forward, what would be the contracted cost for services with the recommended auditor, Clifton Larsen Allen? This should likely be made clear in the recommendation itself for clarity's sake.</p> <p>What are Clifton Larson Allen's total annual bill to One91 for the last three years?</p>	<p>Firm 1 represents the proposed costs for the recommended firm, CliftonLarsenAllen- Total \$225,654.</p> <p>Firm 2 is representative of the next ranked firm and Firm 3 the last of the top 3 ranked firms.</p> <p>Fees paid for FY19 Audit = \$44,940.00 and FY20 Audit = \$47,022.79. To go back to FY18 will require more staff time since this was under the former TIES system.</p>

Calendar Change

<p>1. Provide background behind this proposed change.</p>	<p>Districts throughout the metro were contacted with a request to change the first day of school as it falls on Rosh Hashanah, a major holiday in the Jewish faith. Rosh Hashanah, similar to Eide, moves year to year so is not as predictable compared to some calendar holidays. Unless something has changed, every district that borders ISD 191 has already agreed to make this change in the school calendar. I think the major push this year is because it's not just an academic school day but the first day of school.</p> <p>It's not going to be possible to adjust our schedule for all cultural and religious observances but we will do what we can where we can. We have an ongoing process to further build out an internal planning calendar so we can at least plan instruction and activities with purpose when it's not possible to adjust the actual calendar.</p>
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Cooperative Agreement for Girls' Lacrosse

<p>1. Where will practice and games take place?</p>	<p>We will be practicing and playing home games at Burnsville HS. There will be one game that will be played at Apple Valley in May for their Senior Night. We can provide transportation to this game if need be.</p>
<p>2. What will transportation look like for One91 athletes? While this proposal maintains access overall, my concern is about logistical access, and the likelihood that all student athletes will be able to participate, regardless of any barriers potentially created by a new location and transportation to get there.</p> <p>- If we are busing them to and from practice, as well</p>	<p>Since we are practicing at Burnsville HS, There should not be any additional barriers for practice. Game transportation will be the same (to and from competitions) as it has been historically.</p>

as games, where does cost factor in?	
3. The combined team does not practice together? That is interesting. How will that work, in terms of building camaraderie among team members?	We are practicing together. Apple Valley will be transporting their students over to BHS everyday for practice and competitions.

Contract for Switches

1. Who is our team lead for this project?	Rachel Gorton is the project lead. Bob Weiler is the technical lead.
2. I am interested in understanding why we opted to reuse patch cables.	Patch cables are simple wiring with no electronics involved. They do not generally wear out or change so if we put in new ones, they would be the same as what we have in place already. They are also cheap and easy to replace if ever needed.
3. Curious also to understand why we did not opt to use fiber. If you hadn't already planned to do so, I would be interested in also understanding cost differential, as I imagine this might have been the primary reason for NOT going with fiber.	The exclusion for cabling/fiber in the bid is just a clarification that no additional fiber/cabling is part of this project. If we were moving networking closets in one or more buildings, then we would have needed to include fiber to accommodate those changes. We do not anticipate the need for any additional fiber to be run as we are replacing existing equipment in the same location.
4. Will this update impact Internet outages like the ones we experienced this past week?	The issues we have seen recently are related to our firewall, not our switches so are not directly related. Upgrading the switches is part of our overall plan to update and maintain the health of our network to prevent and quickly resolve any issues that arise.
5. Page 22 - If we experience an outage of one day, I would like to voice my support for ELT and Tech team identifying areas in need of update to address	Snow days/eLearning days outside of the pandemic are determined by the Superintendent. This has looked differently this year. Yet we need to remember snow days can also be needed if we

<p>student learning, for example policy, as it relates to snow days, eLearning days, etc.</p>	<p>are unable to staff the buildings due to weather issues.</p>
<p>6. I am guessing the work will begin this summer? Project will be completed for all schools by September?</p>	<p>Work will begin this summer with the majority of the work in July and August. The detailed timeline (which will take into account summer programming) will be created this spring. Our goal is to complete the work by early September. If work is needed beyond the beginning of school in September, it would occur during off hours and/or fall break.</p>