



Future Ready. Community Strong.

Regular Meeting Agenda

Diamondhead Education Center

January 28, 2021

6:30 PM

The meeting will take place via teleconference or other electronic means pursuant to Minnesota Statute 13.D.021. Please visit our website at www.isd191.org for viewing details.

Strategic Directions.

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

II. Approval of Agenda

III. Information

- A. Report about the Revised Budget for FY21 and Preliminary Budget Process, Projected Enrollment, and Revenue and Expenditures (Maximize resources for optimal student learning) 3
Dr. Theresa Battle, Superintendent, and Lisa Rider, Executive Director of Business Services
- B. Receive an Update about District 191's Efforts to Implement COVID-19 Related Educational and Public Health Guidance Issued by the MDE and the MDH, Respectively (Maximize resources for optimal student learning) 26
Dr. Theresa Battle, Superintendent

IV. Business Meeting 37

- A. Consent Agenda (Maximize Resources for Optimal Student Learning)
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 46
 - 2. Approve Personnel Recommendations 48
 - 3. Approve, on a Second Reading Basis, *Changes to Policies 613: Graduation Requirements and 616: School District System Accountability* 49
 - 4. Approve Payroll, Receipts, Expenses and Investments 60
 - 5. Accept the Budget Analysis 93
 - 6. Approve Committee, Board Appointment and School Assignment Reports 98
- B. New Business
 - 1. Approve the Online School Application (Close gaps and raise achievement for all students) 100
Rachel Gorton, Director of Technology

2. Approve the 2021 Chromebook Order (Maximize resources for optimal student learning)	134
Lisa Rider, Executive Director of Business Services	
3. Approve FY21 Revised Budget (Maximize resources for optimal student learning)	134
Lisa Rider, Executive Director of Business Services	
V. Adjourn to a Workshop	
A. ISD 191 and Burnsville Police Department Collaboration (Increase the capacity for partnership with community)	146
Brian Gersich, Assistant Superintendent, Dave Helke, Principal Burnsville High School Chris Belmont, Principal of Student Support and Family Engagement, BHS Captain Don Stenger, and Burnsville Police Department Officer Javier Jimenez	
B. Initial Thoughts for FY22 Budget (Maximize resources for optimal student learning)	156
Dr. Theresa Battle, Superintendent, and Lisa Rider, Executive Director of Business Services	
VI. Adjourn to a Closed Session, as permitted by Minnesota Statute §13D.03, to discuss Pro-Pay (Maximize resources for optimal student learning)	168
Stacey Sovine, Executive Director of Human Resources	



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**Agenda III.A.
January 28, 2021**

To: Board of Education

From: Dr. Theresa Battle, superintendent, and Lisa Rider, executive director of business services

Date: January 21, 2021

Re: Report about the Revised Budget for FY21 and Preliminary Budget Process, Projected Enrollment, and Revenue and Expenditures

Receive a report about the Revised Budget for FY21 and Preliminary Budget Process, Projected Enrollment, and Revenue and Expenditures.



ONE91
Burnsville · Eagan · Savage



2020-21 Revised Budget

January 28, 2021

Presenter: Lisa Rider, Executive Director of Business Services

Future Ready. Community Strong.

Overview

- Provide the Board and Community with school finance information and resources for COVID-19 relief
- Recommendation to the Board for approval of Fiscal Year (FY) 21 Revised Budget

School Finances 101: Agenda

- Where does district funding come from?
- What restrictions are there on district spending?
- How does the district spend its money?
- Why is there a shortfall now?
 - State aid is falling behind
 - Declining Enrollment
- What's the current situation

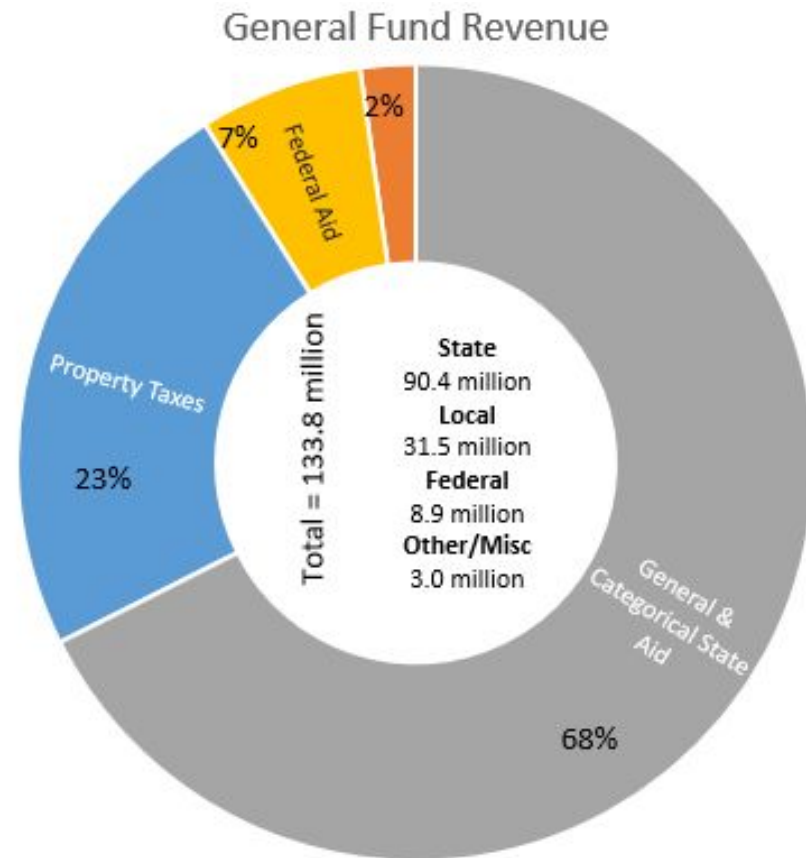
All Funds Revised Budget 2020-2021

ISD 191 BURNSVILLE - EAGAN - SAVAGE 2020-2021 REVISED BUDGET CHANGES IN FUND BALANCE

FUND	AUDITED FUND BALANCE 6/30/20	REVENUE BUDGET	EXPENDITURE BUDGET	PROJECTED FUND BALANCE 6/30/21
GENERAL	\$ 20,326,027	\$ 133,743,861	\$ 134,280,355	\$ 19,789,533
FOOD SERVICE	1,025,204	5,549,155	5,458,936	1,115,422
COMMUNITY SERVICE	1,143,250	5,949,005	5,680,596	1,411,659
CAPITAL PROJECTS	2,091,263	30,000	350,000	1,771,263
DEBT SERVICE	4,297,210	24,764,645	23,340,380	5,721,475
CUSTODIAL FUNDS	64,072	2,000	66,072	-
INTERNAL SERVICE FUND	24,158,089	23,537,000	22,889,853	24,805,236
TOTAL ALL FUNDS	\$ 53,105,114	\$ 193,575,666	\$ 192,066,192	\$ 54,614,588

Revenue: Where does it come from?

- Greatest share from state aid
- Less than ¼ from local taxes
- Different sources mean some restrictions



What restrictions are there?

Capital Funds: Can only be used for facilities projects

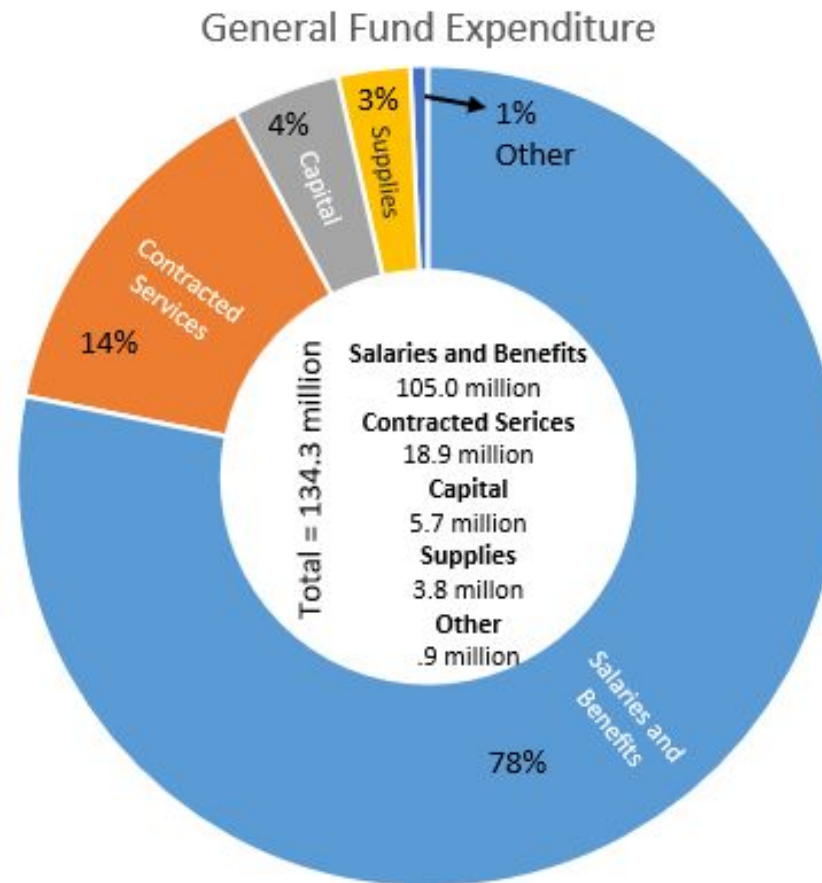
Title Funds: Federal money designated for specific purposes such as needs associated with high poverty rates

Technology Levy: Specifically for technology, personnel and equipment

Community Education - Food & Nutrition Services

Spending: By Type of Expense

- 78% on people
- 22% on supplies, facilities, contracted services, etc.

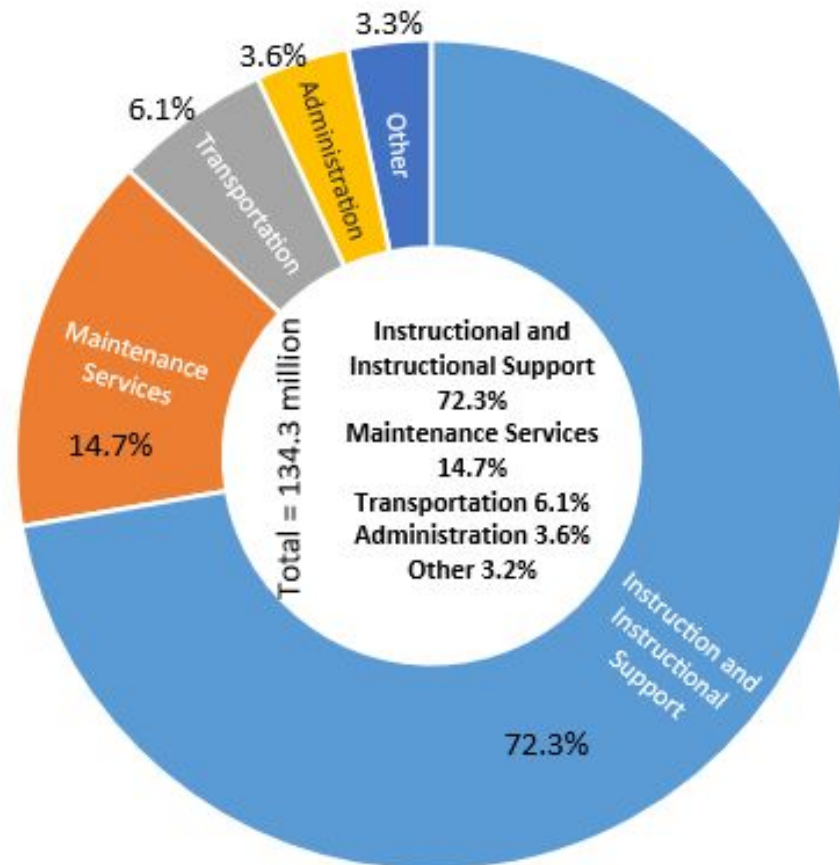


People: By Bargaining Group All Funds

General Fund Bargaining Group	Sum of FTE (Full-Time Equivalent)	Sum of Salary	Sum of Benefits	Total Salary + Benefits	% of Total
Teachers	614.86	\$ 48,023,918.59	\$ 19,198,714.68	\$ 67,222,633.27	70.89%
Educational Asst	160.47	\$ 4,524,058.13	\$ 2,670,810.91	\$ 7,194,869.04	7.59%
Custodial	72	\$ 3,674,879.20	\$ 989,935.37	\$ 4,664,814.57	4.92%
Principals	21	\$ 2,949,550.00	\$ 965,947.79	\$ 3,915,497.79	4.13%
Unaffiliated	41.65	\$ 2,617,417.23	\$ 1,112,464.73	\$ 3,729,881.96	3.93%
Clerical	43	\$ 2,106,450.00	\$ 923,289.27	\$ 3,029,739.27	3.20%
District Wide	10.3	\$ 1,266,395.00	\$ 438,939.21	\$ 1,705,334.21	1.80%
VPK / CE	22.51	\$ 993,827.08	\$ 295,737.78	\$ 1,289,564.86	1.36%
Info Tech Specialists	12	\$ 691,194.06	\$ 234,046.15	\$ 925,240.21	0.98%
Confidential	6	\$ 417,630.00	\$ 175,520.68	\$ 593,150.68	0.63%
Superintendent	1	\$ 193,870.00	\$ 57,204.00	\$ 251,074.00	0.26%
Operations	3	\$ 228,910.00	\$ 75,769.10	\$ 304,679.10	0.32%
Grand Total	1007.79	\$ 67,688,099.29	\$ 27,138,379.67	\$ 94,826,478.96	100%

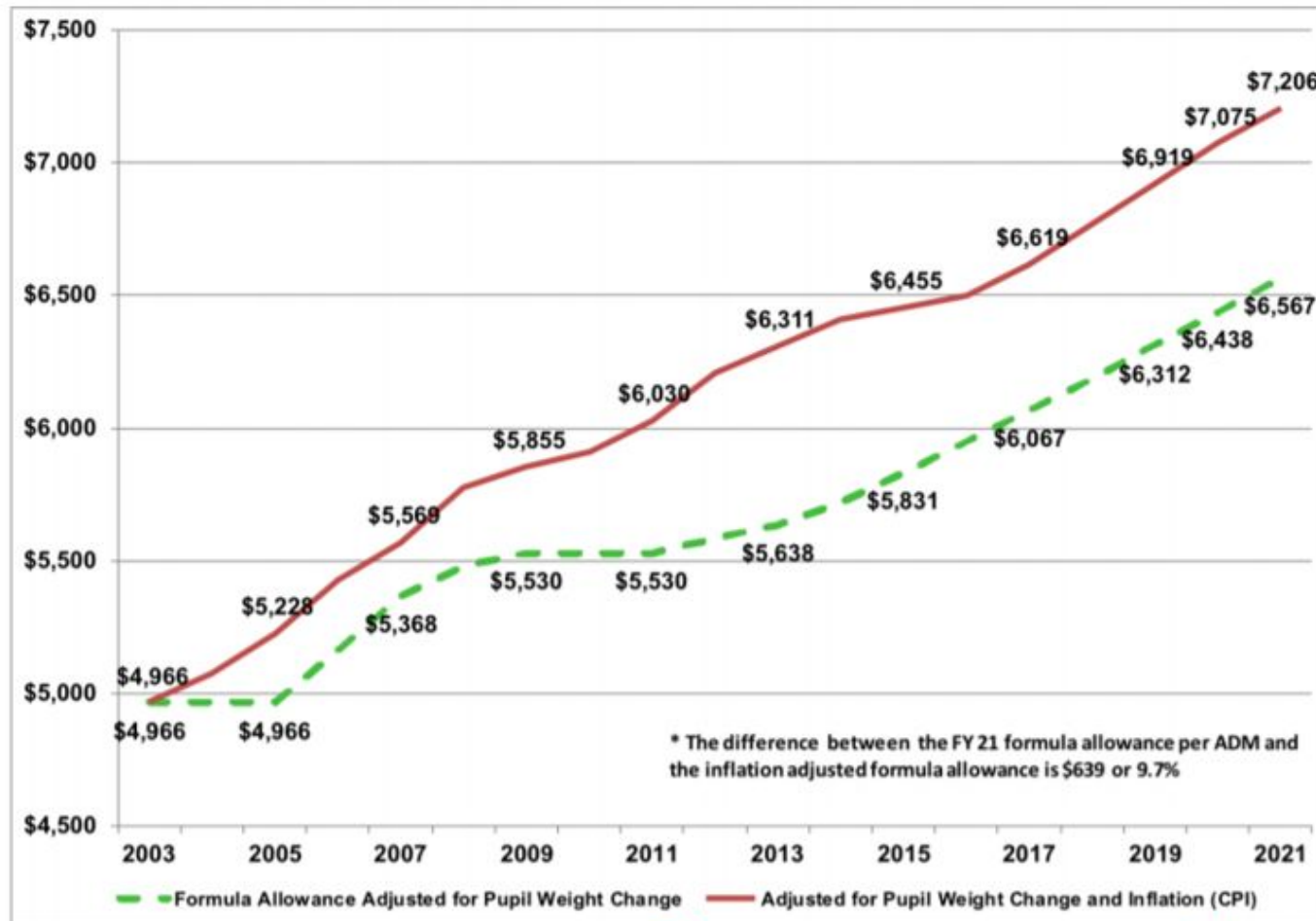
Spending: By Purpose

- 72.3% on instruction & instructional support
- 14.7% on maintenance services
- 6.1% on transportation
- 3.6% on administration
- 3.3% on other



State aid is falling behind

General Education Formula Allowance, 2003-2021
Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE August 2019 Inflation Estimates



Association of Metropolitan School Districts



Declining Enrollment

- Most funding is provided “per pupil”
- Fewer students means less money
- Causes difficulties: balancing class sizes
- Current enrollment
- PK-12 fewer than prior year equals \$5.49 million in reduced revenue
- Although the primary cause of our budget shortfall, it is not the only cause, even if our enrollment were stable, we would be looking at more than \$5 million in adjustments due to state funding

Federal Funds Included

- Coronavirus Relief Funds - Spent in FY21 \$2.7million
- ESSER I 90% Funds = Budget included \$1.3million
- ESSER I 9.5% Funds = Budget included \$244,299
- GEER Funds = Budget included \$295,665

Federal Funds Not Included

- ESSER II Funds more details to follow and therefore are not included in this revised budget

ESSR - Elementary and Secondary School Emergency Relief

GEER - Governor's Emergency Education Relief

Overview:

Federal/State COVID-19 Funding

- Coronavirus Aid, Relief, and Economic Security (CARES) Elementary and Secondary School Emergency Relief (ESSER) Rounds 1 and 2
- CARES Governor's Emergency Education Relief (GEER)
- CARES Dakota County
- CARES Scott County
- Coronavirus Relief Funds (CRF) Allocation
- Other: Dakota Electric Grant

2020-21 Revised Budget

	CARES - ESSER (90%/9.5%)	CARES - GEER	CRF
Amount	\$1,296,393/ \$244,399	\$295,665	\$2,729,665
Effective Dates	March 2020 thru Sept. 2022	March 2020 thru Sept. 2022	July 2020 thru Dec. 30, 2020; must be drawn by Dec. 30, 2020
Purpose	<ul style="list-style-type: none"> ● Provide resources as necessary to address needs ● Training on health measures ● Personal Protective Equipment (PPE), sanitizing supplies ● Mental Health ● Educational Technology ● Summer Learning ● Supplemental after school programming ● Operation and continuity of services ● Employ existing staff 	<ul style="list-style-type: none"> ● Technology hardware, connectivity, etc. ● Summer School programming needs 	<ul style="list-style-type: none"> ● Operational costs for cleaning supplies, screening, PPE ● Barrier installation at front offices and health offices ● Filter installation within HVAC systems ● Student, family, and educator needs for technology devices, connectivity ● Training ● Extra hours for support in instruction, health, tutoring, child care
Status	Yet to Submit	Yet to Submit	Submitted
How to be utilized	Fiscal Year (FY) 20 = \$339,020 FY21 or FY22 remainder	FY20 = \$0 FY21 or FY22 remainder	FY21 = \$2,729,665

CARES ESSER I

Fiscal Year 2020 = anticipate \$339,000 after entries are made to finalize with audit for FY20

- General Fund = \$196,729
 - \$100,019 - Hourly wages for planning; PPE supplies; Technology
 - \$96,710 - Transportation delivery routes
- Community Service Fund = \$142,436 Childcare hourly wages

Fiscal Year 2021 and Fiscal Year 2022 will show the remaining expenditures

CARES GEER

Fiscal Year 2020 = Zero spent

Fiscal Year 2021 = \$295,665

CARES Dakota County

ISD 191 award:

- Technology teacher laptop reimbursement
- \$236,479.46

CARES Scott County

ISD 191 award:

- Childcare Tier I reimbursement
- \$51,094

Current Reality

General Fund Budget Comparative Summary

	Actual Results 2019-20	Adopted Budget 2020-21	Revised Budget 2020-21
Total Beginning Fund Balance	\$ 15,379,015	\$ 14,498,325	\$ 20,326,027
Revenues	132,246,197	126,834,491	133,743,861
Expenditures	127,299,185	127,825,136	134,280,355
Variance (Revenues - Expenditures)	4,947,012	(990,645)	(536,494)
Total Ending Fund Balance	<u>\$ 20,326,027</u>	<u>\$ 13,507,680</u>	<u>\$ 19,789,533</u>
Breakdown of Fund Balance Categories			
Nonspendable	\$ 435,457	\$ 469,392	\$ 401,522
Restricted	7,878,828	3,170,301	7,348,102
Committed	1,735,209	1,096,765	1,818,986
Unassigned	10,276,533	8,771,222	10,220,923
Total Ending Fund Balance	<u>\$ 20,326,027</u>	<u>\$ 13,507,680</u>	<u>\$ 19,789,533</u>
Unassigned Fund Balance %	8.07%	6.86%	7.61%

Other Resources

- [FY21 Revised Budget - Budget Unit Summary Report with comparison column to Adopted Budget](#)
- [FY21 Revised Budget - Staffing by Bargaining Group](#)

Next Steps

Recommendation to approve the FY21 Revised Budget as presented.





**Agenda III.B.
January 28, 2021**

To: Board of Education

From: Dr. Theresa Battle, superintendent

Date: January 21, 2021

Re: Receive an Update about District 191's Efforts to Implement COVID-19 Related Educational and Public Health Guidance Issued by the MDE and the MDH, Respectively

Receive an update about District 191's efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively from Dr. Theresa Battle, superintendent.



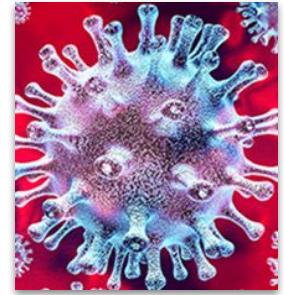
COVID-19 Update

January 28, 2021

COVID-19 Update

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- Learning Model Transition Preparations
 - Elementary
 - Secondary
- Updates on New Mitigations (MN Vaccine program)
- Project KIDS, PALS (Partners Achieving Learning Success) and BYC (Burnsville Youth Collaborative)
- Transportation



**Plan for
In-Person
Learning**



Elementary—Grades PreK-5

Learning Model Transition Preparations

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- Elementary
 - On track to return to in-person learning
 - February 1 for PK-2
 - February 15 for 3-5
 - Classrooms and spaces have been set and reviewed
 - Scheduling complete, classes seeing more balance
- Secondary
 - Still following guidelines for cases per 10,000 which suggest secondary should be below 30 to transition
 - Completing preflight checklists so we are ready to transition when COVID permits



Updates on New Mitigations

30

- Screening Tool for Families
- Decision Tree- Multiple Language
- Saliva Testing Ready for Elementary
 - Every other Monday beginning Feb 1, 2021
- One 91's Participation in MN's COVID-19 Vaccines
 - Dakota and Scott County Public Health
 - MN Pilot Sites and School District Allocations

Project KIDS / PALS / BYC

Project KIDS:

OPEN: Wednesday, January 27 Kindergarten-Grade 5 (K-5), at Marion W. Savage Elementary and Sioux Trail Elementary.

CLOSED: Thursday, January 28 & Friday, January 29.

Beginning February 1 until end of school year:

Project KIDS will provide care for K-2 grades and will be open at each elementary school for both before and after school care.

February 1-12

Project KIDS will provide care for grades 3-5 at either Marion W. Savage Elementary or Sioux Trail Elementary from 8:45 am - 3:15 pm.

February 15 until end of school year. All grades K-5 at the elementary buildings before and after school.

Summer Project KIDS program dates are June 16 - August 27

PALS and BYC

After-school Alternative Learning Center (ALC) programs are designed for students currently in grades K-8 and focus on reading, writing, and math development through scientific discovery.

K-5 PALS program runs January 5–May 5 on Tuesdays and Wednesdays from 4 - 6 PM. Grades 6-8 BYC program runs January 5–May 5 on Tuesdays and Wednesdays, time to be determined. Classes are virtual, with synchronous instruction delivered by licensed teachers through Google Meet.

Currently, 351 students are enrolled in PALS and BYC programming.

Transportation Update

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- Received great feedback from families
- Increased bus capacities:
 - Full size bus (25-45)
 - Type-A bus (6-12)
- Elementary Routes postcards sent:
 - 1/25/2021 to students
 - and updated in ParentVue
- Prioritizing health and safety
 - Face masks, ventilation, cleaning and disinfecting
 - Assigned seats and attendance taken





Board Meeting Date: January 28, 2021

COVID-19 Board Report

PURPOSE: Provide an Update about District 191's efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively (Maximize resources for optimal student learning).

Tonight I will share information related to COVID-19 Case rate by County and updates regarding

- Learning Model Transition Preparations
 - Elementary
 - Secondary
- Updates on New Mitigations (MN Vaccine program)

- Project KIDS, PALS (Partners Achieving Learning Success) and BYC (Burnsville Youth Collaborative)

- Transportation

Health and Safety (MDH):

County Updates: Represents 1/3/21 to 1/16/21. Dakota County has 45.00 confirmed cases for 10,000 residents and Scott County has 38.29 for 10,000 residents. We must use the county with the higher number of confirmed cases which is Dakota at 45.00. For middle school and high school still puts us in the distance learning model. I have consulted about a possible shift in learning model for middle and high school students with our Regional Support team and with our One91 COVID-19 Advisory. I asked the Regional Support Team about an early or mid- February shift to hybrid for secondary. They maintain their recommendation that we wait to see cases under 30 and they advised us to look at the numbers and our local data. Our advisory group recommended that we take it slow and make sure we bring students back when it is safely to do so. I plan to look at next Thursday's number for Dakota County in the hopes we will see another decrease in confirmed cases and hopefully we can shift learning models for secondary the last week in February or the first week in March.

Learning Model Parameters

Number of cases per 10,000 over 14 days, by county of residence	Learning Model
0-9	In-person learning for all students
10-19	In-person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; distance learning for secondary students
50+	Distance learning for all students

MN's Vaccine Program: On Monday, January 18 Governor Walz's announced that districts would receive a set amount of vaccines for pilot programs. Partnering with local public health and school districts, the state launched nine pilot sites that serve prekindergarten through grade 12 educators, school staff, and child care providers beginning at some of the pilot sites on Jan. 21.

Given the supply limitations, the state has asked us to prioritize which educators and staff receive these first doses. We followed [guidance from the state](#) - including maximizing benefit and promoting equity - to make these prioritizations for this first round of vaccine doses.

Of course, this is wonderful news. However, I want to be very clear about what this means for District 191. The number of vaccinations Minnesota has received is not enough to vaccinate all of Minnesota's educators, school staff and child care workers.

This past Monday, it was announced that the state is testing a new model for large-scale, community vaccination sites. Beginning today the state is hosting a large-scale vaccination event at the Xcel Center in Saint Paul for educators, school staff and child care workers only. The state has provided 15,000 vaccine doses for this event.

To adjust for the opening of this clinic, the two other pilot clinics in the metro area will serve only adults 65 years of age and older this week.

There are also changes this week to the way educators and school staff will sign up for appointments. All of the appointments allotted for educators and school staff this week

are first-come, first-served and no one will be guaranteed an appointment. Staff must have an appointment to be able to receive a vaccine. No walk-ups will be taken. In order not to overwhelm the system, each school district, charter or tribal school has been asked to send the sign-up link only to a proportional number staff.

As we receive notice that more vaccines are available we will continue to prioritize staff based on guidance from the state and counties we serve.

Board Questions RE: January 28, 2021 BoardBook materials

Virtual Academy Presentation

<p>1. Page 13 - I believe there is an error in dates (September 2021 - May 2021).</p>	<p>This has been corrected to May 2022</p>
<p>2. Page 15 - Recognizing that this is larger than the VA application, and also that it is appropriate as a call-out to the powers that be...</p> <p>As a district, we need to be clear on whether we are a Prek-12 Pathways district or a K-12 Pathways district. Here we talk about K-12. In other discussions, Prek-12. Wherever leadership decides to land, we need to be consistent.</p>	<p>MDE Online Learning applies only to K-12. There is no pre-K option.</p> <p>124D.095 ONLINE LEARNING OPTION. Subd. 2 (e) "Student" is a Minnesota resident enrolled in a school under section 120A.22, subdivision 4, in kindergarten through grade 12.</p>
<p>3. Page 24 - Call-out on equity... as VA continues to develop, we will need to continue to be cognizant of equity and access as it relates to support/counseling and guidance counseling supports, ensuring that have equitable access in both in-person and VA.</p>	
<p>4. How do you envision addressing increased tech costs with the introduction of VA? Funding stream could be General Fund, could be Tech Levy. How to balance? Where does Peter borrow from Paul in this scenario, if enrollment lags?</p>	<p>Online students will receive the same technology equipment as in-person students. Costs will be the same. We may have some shipping costs if students participate from areas of Minnesota outside the immediate area. These costs could be covered by multiple budget areas including the technology levy or the general fund. We would anticipate that students who are not bringing their devices back and forth to school each day will also have less repair needs and these costs may zero out.</p>
<p>5. In the board workshop earlier this month, there had been general consensus among board members about having board representation (in some form) on the One91</p>	<p>To provide for greater flexibility as we continue to develop the online school, language has been updated to read: Online Academy Advisory Committee</p>

<p>Virtual Academy Advisory Committee, and I see that this is not included in the changes detailed in the recommendation. Please elaborate.</p>	<ul style="list-style-type: none"> Members may include parents, students, staff, board members, and/or community members. The purpose of the advisory committee will be to provide feedback for continuous improvement.
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FY21 Revised Budget

<p>1. Slide #6 This isn't just technology, it is technology and technology staff, yes?</p>	<p>Yes, Technology expenditures both personnel and equipment.</p>
<p>2. Slide #8 - It might be helpful to call out the distinction on who is included in "admin" on slide #9, as this often creates confusion. Among community, and potentially among new board members. While it is noted in budget links later on, verbal call out might be informative.</p>	<p>Administration would be the same for the online school as it is for an in-person school. The VA is a stand alone school, but it is still a school that will be staffed as any of our other schools. Enrollment considerations will be used to make sure that the model is efficient as possible and meets the programming needs of our students.</p> <p>For the purposes of this slide, Admin refers to the Building Principal and offices, Board of Education, Superintendent office, and Assistant Superintendent offices.</p>
<p>3. Slide #11 The last two bullet points are confusing. e.g. if we are looking at \$5 mil due to declining enrollment now, why would we only be looking at \$5 mil in adjustments (if enrollment was stable) due to lack of State funding? It seems all said and done, this year, we are looking at \$10 mil in adjustments.</p>	<p>The second from the last bullet is providing an example of what the loss in enrollment can mean for revenues. The last bullet is referencing the impact to budget when expenditures trend at 3.5% and revenues do not keep pace even if the revenues. It is too soon to determine what our projections will show. These points are simply to inform that there are many factors dependent upon enrollment. They are not meant as predictors of our projections.</p>
<p>4. Slide #12 - If Federal funding is not included in this budget, then I am led to believe that this is</p>	<p>ESSER I funds that have been made available to us as well as the Coronavirus Relief Funds</p>

<p>not an accurate assessment of our budget reality. Why would these funds be excluded? - Why would we not include known and received Federal funds to date in this budget?</p>	<p>(CRF) funds which have been spent and reimbursed, are included in the budget. We have included. We have not included the ESSER II funds as they have not been made available to us yet with the guidelines of how the funds may be spent. This report is for the Revised Budget and not FY22. The expectation is that all of the ESSER I funds will be used in the FY21 year with the possible use of the ESSER II funds for needs in the summer and into next year as possible. Until it is communicated what the funds may be used for, we will not be able to say for certain if future cuts may be avoided through the use of federal funds.</p>
<p>5. Slide #4 should also include a comparative look-back at FY21 enrollment assumptions. FY22 enrollment assumptions can be contextualized to help them understand our reality. Slide 8 - Per board planning document, please clarify on bullet #4 that this is March 11, as this is noted elsewhere in documentation/links.</p> <p>6. What is current enrollment in comparison to the adopted budget? Is some of the revision based on this comparison?</p>	<p>Adding to the talking points. Added "March 11" to slide 8.</p> <p>Our K-12 enrollment as of Monday 1/25/21 was 7595 compared to 7606 budgeted. These numbers do not reflect the anticipated drop after the semester break. Adopted Budget FY21 used 7606 ADM K-12. Revised Budget FY21 is using 7642 ADM K-12.</p>

FY22 Budget

<p>FY 22 Budget - There is a slide that shows Fall Enrollment of 7,296. Is this based on a projected decline, how is it in comparison to current? Do we have more information on Kindergarten enrollment increasing due to</p>	<p>It does reflect a decline in enrollment of close to 300 students at the moment. It will be closer to 240-260 after 1st semester. Our trend for the last 4-6 years has been a steady decline of close to 320 students per year. We</p>
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<p>families delaying a year due to the pandemic?</p>	<p>have been increasing in the K class all year. We are up to 631 and our average is 650. The seat count may continue to increase throughout the year, but our ADM will be impacted by the less than a full year enrollment. Plan is to use the 7,296 ADM K-12 for the development of the FY22 Budget.</p>
<p>We speak a lot about our history of declining enrollment and we are not talking or sharing enough about our current tracking, especially as it relates to all the work we did in closing schools and redrawing boundaries, and the k-12 Pathways. Did all this work help our declining enrollment? I also realize it is difficult to really analyze because we have the pandemic factor too. Just wondering because I think our community would like to know the impact of past decisions as it relates to financial challenges.</p>	<p>This year it is very difficult to judge based on the pandemic. A year over year comparison for staffing (declining enrollment) is probably not "apples to apples" as we are not staffing just for our enrollment, we are staffing for the pandemic requirements.</p> <p>We have not seen an increase in any class cohort over the past 6 years. 12th grade is an exception, but ALC and students earning credits to graduate make up this difference.</p>

2021 Adopted Budget by Budget Unit

<p>1. 01010 General Elementary Instruction Personnel - Why did FTE increase from 136 to 141? Runs counter to budget efforts and open facilities last Spring.</p>	<p>Staffing adjustments are made based on enrollment and program needs. Adopted budget numbers are not final but merely targets because enrollment changes after the adopted budget (<u>Also, this response applies to questions #2, #6-8 and #10-14</u>).</p> <ul style="list-style-type: none"> ● Requirements for staffing the in-person learning for hybrid were increased due to the need to maintain 6 feet between students. Instead of having classrooms with the typical 25-30 kids, classes were closer to 14-17 in hybrid rooms. ● Note that we were also able to support 4 days of in-person learning
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	<p>per week while in hybrid for our youngest learners.</p> <ul style="list-style-type: none"> ● Due to the large populations and class sizes in VA, we tried to shift some sections of teachers from smaller groups into VA, but that wasn't entirely enough to keep class sizes. We know that continued to be a concern even after adding some help. This happened in late September/early October. ● A year over year comparison for staffing (declining enrollment) is probably not "apples to apples" as we are not staffing just for our enrollment, we are staffing for the pandemic requirements. <p>We are continuing to report the FTE's under the codes they were originally coded to, even though they may be covered in cost by the Federal Coronavirus Relief Funds or ESSER funds. The additional FTE's are reflective of the additional staff needed this year due to COVID and covered through December by Coronavirus Relief Funds (CRF) and anticipated to be covered the remainder of the year by ESSER I funds. The reduction efforts expected in the adopted budget carried forward as intended.</p>
<p>2. 02010 General Middle School Instruction - Why did FTE increase 45.92 to 48.62? What funding pays for this, if not standard State revenue streams. Runs counter to budget efforts and open facilities last Spring.</p>	<p>Same response as 1. Above- CARES funding.</p>

<p>3. 03010 General High School Instruction - Why did FTE increase from 56.47 to 57.28? What funding pays for this, if not standard State revenue stream?</p>	<p>Same response as 1. Above- CARES funding.</p>
<p>4. 09010 Special Ed Salaries/Benefits - Despite FTE increases in instruction it is notable that Special Ed cut FTE from 309.85 to 302.49. These are our students with typically the greatest need, and are reimbursed in theory by Feds. In this context the increase in FTE elsewhere is stark.</p>	<p>Child Count and the needs of students based on their disabilities impact the number of staff required to support students.</p>
<p>5. 10010 - ALC Same comment as in #4, but for ALC. FTE was reduced from 32.12 to 28.03. Was there decreased need at ALC?</p>	<p>Staffing adjustments are made based on enrollment and program needs. Adopted budget numbers are not final but merely targets because enrollment changes after the adopted budget.</p>
<p>6. 10030 - Nursing - This increase makes sense, given pandemic. Increase in FTE from 7.17 to 12.06. Where did Peter borrow from Paul to accomplish this?</p>	<p>ESSER funds will need to be used to cover these costs.</p>
<p>7. 11011 is new. With a concomitant increase in 11010 Co-Curricular activities, it is unclear where this additional \$200,000 is coming from.</p>	<p>This new budget unit is the student activities that under GASB 84 must now be part of the General Fund; but we wanted to keep separate. In a normal year the amount of Rev and Exp budget would be 600,000 but due to COVID the activities of the student activity funds have been very limited. Reduced to \$200,000.</p>
<p>8. 14010 Technology. FTE increased from 8 to 10. Where did Peter borrow from Paul to accomplish this?</p>	<p>Staffing adjustments are made based on enrollment and program needs. Adopted budget numbers are not final but merely targets because enrollment changes after the adopted budget. These staff included in the 14010 are DLS staff within our elementary buildings.</p>
<p>9. 16042 Flexible Savings - Guessing that this new item contains funds moved from another BU.</p>	<p>Moved from another Fund - Fund 08 previously under Trust and Agency. Another result of GASB 84.</p>

<p>10. 17013 EAs - FTE decreased from 12.16 to 10.25. How does this fit into the larger picture of FTE districtwide?</p>	<p>Staffing adjustments are made based on enrollment and program needs. Adopted budget numbers are not final but merely targets because enrollment changes after the adopted budget. We need more clarity about the question. The report reflects the known FTE positions of EAs.</p>
<p>11. 17011 Elem Admin - Where is the FTE increase of 1 coming from between adopted and revised? Funding stream?</p>	<p>We have 8 Elementary Schools. The adopted budget did not reflect the 8th position at the time the data was pulled. Revised Budget reflects all of the 8 positions. Funding stream is the General fund.</p>
<p>12. 17027 - DEC clerical. Please elaborate on what appears to be the reduction of 1 FTE between adopted and revised.</p>	<p>Staffing adjustments are made based on enrollment and program needs. Adopted budget numbers are not final but merely targets because enrollment changes after the adopted budget. 17027 did not show an FTE in Adopted yet the dollars were included. Revised does include the FTE as the individual is on leave and a sub is in the position in the meantime.</p>
<p>13. 19010 - Custodial - Why the FTE decrease from 70.40 to 68.4?</p>	<p>As Adopted was completed, the transition and domino effect was still occurring with the Custodial positions from the Director on down. The Revised Budget is reflective of the proper FTEs.</p>
<p>14. 19041 Facility Rental - Why during a pandemic did we add one FTE to this BU? It was 0 at Adopted. Where was this FTE previously coded?</p>	<p>The position was not added, it has existed since the current person was hired. However, it appears the HR report did not identify the account code under 19041 as it correctly does for the Revised Budget. In the 2020-21 Adopted budget book, on page 166 it was indicated, but on page 37 it was not. So, that is the correction.</p>
<p>15. 19060 - Utilities - Why during a pandemic are utilities flat?</p>	<p>The anticipated 3% increase in costs for utilities offset by a lesser use of utilities, the</p>

	budget needed is estimated to be fairly flat. FY20 audited expenditures were 1,859,494.
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School Resource Officer (SRO) presentation

1. Interview/selection process - includes One91 student, admin, and select staff	We don't have too many details other than to say BHS admin would be part of the hiring process once we do it. With COVID creating some different priorities, we mutually agreed with BPD to delay replacing the second SRO until spring so we will have more firm details about this process in the near future. New language in the contract will hit this by stating that school officials get to have "input" and will lay out some basic qualifications for an SRO. We have also advocated to include a student and that has been shared with the BPD team as well, so I anticipate that will also happen.
2. Negotiating contract language to address decreased need for SRO during pandemic or other disaster. Is this needed? If it is, is it in the works?	It is not expected we would have or necessarily need language specific to pandemic. BPD have been great partners in adjusting to what we need. The major shift in the contract language, which should help in future events too, is to be more deliberate about the purpose and goals for the SRO program. With a more formalized written version/vision of the program, it should help ensure that we flex how we partner based on how needs shift. I think once we have a contract version for you to see, it will make sense.
3. One91 decides salary increase on our half of this contract, based on our budget cycle.	So noted. Not sure what our half would mean or look like. Brian Gersich is currently working with Captain Stenger on the contract language and Lisa Rider will be coming in to work on the financial side of the contract.
4. Defining and quantifying PD and success for this position.	We will have language in the new contract about ensuring an SRO completes the basic SRO training offered through the state. Not entirely sure about our "measures of success" yet.

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 January 21, 2021

The special meeting of the Board of Education was called to order by Chair Miller at 5:30 p.m. The meeting took place via electronic means pursuant to Minnesota Statute 13.D.021.

Call to Order

Directors Alt, Chester, Conner, Hume, Werb and Chair Miller were present. Said was absent. Superintendent Battle, Lisa Rider, executive director of business services, and staff were also present.

Attendance

Miller asked Hume to lead the pledge of allegiance.

Pledge

Moved by Chester, seconded by Hume, to approve the agenda. A roll call vote was taken and the motion carried unanimously (6.0 with Werb, Alt, Chester, Conner, Hume, and Miller voting in favor and none voting against.)

Agenda

Miller called a recessed from 5:34 p.m. to 5:35 p.m. due to technical issues.

Recess

Moved by Alt, seconded by Werb, to approve the minutes of the January 14, 2021, regular board meeting. A roll call vote was taken and the motion carried unanimously (6. 0 with Alt, Chester, Conner, Hume, Miller and Werb voting in favor and none voting against.)

Minutes

Moved by Hume, seconded by Chester, to approve the Schmitty and Sons Addendum. A roll call vote was taken and the motion carried unanimously (6, 0 with Chester, Conner, Hume, Miller, Werb, and Alt voting in favor and none voting against.

Schmitty and Sons Addendum

The special meeting adjourned to a retreat at 5:40 p.m.

Adjourn

January 28, 2021

Scott Hume, clerk

Date approved

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
January 21, 2021

The retreat of the Board of Education was called to order by Chair Miller at 5:42 p.m. The meeting took place via electronic means pursuant to Minnesota Statute 13.D.021.

Call to Order

Directors Alt, Chester, Conner, Hume, Said, Werb, and Chair Miller were present. Superintendent Battle, Brian Gersich, assistant superintendent, Imina Oftedahl, director of curriculum, instruction & assessment, Dr. Kathy Funston, director of strategic partnerships and pathways, Jennifer Harmening, Burnsville Chamber, Jon Bonneville, principal on special assignment, Bethany Van Osdel, SISA coordinator, Frannie Becquer, SISA coordinator and staff were also present.

Attendance

The purpose of the retreat was Board Development and Pathways and Partnerships.

Purpose

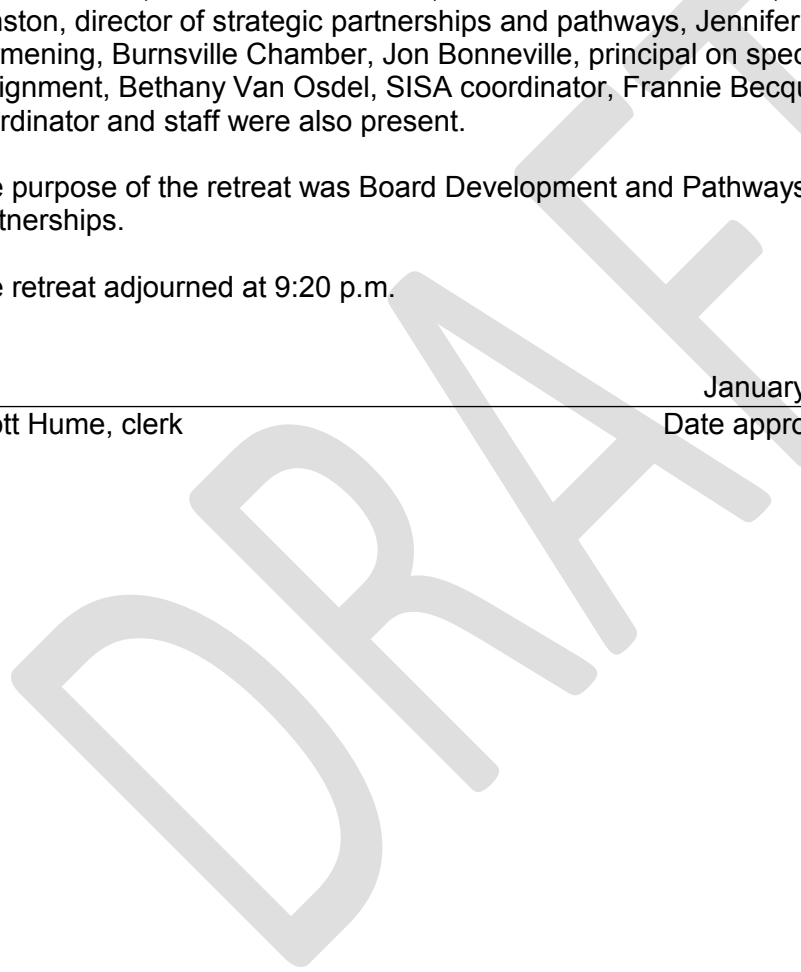
The retreat adjourned at 9:20 p.m.

Adjourn

January 28, 2021

Scott Hume, clerk

Date approved



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

TO: Members, Board of Education
Dr. Theresa Battle, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: January 28th, 2021 Final
RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Administrative	Resignation		Robin Pikal		Diamondhead Education Center	Director of Finance	2/2/2021
Certified	Appointment		Andrew Tofte		WM. Byrne Elementary School	Long Term Substitute Teacher	12/14/2021
Certified	Appointment		Brian Moorlach		WM. Byrne Elementary School	Teacher	2021-2022 School Year
Certified	Appointment		Geoffrey Cleveland		Burnsville High School	Teacher	2021-2022 School Year
Certified	Appointment		Jennifer Hutchinson		Burnsville High School	Teacher	2021-2022 School Year
Certified	Appointment		Kalene Rupp		ECSE Center	Educational Assistant Level IV	11/12/2020
Certified	Appointment		Nasir Awill		Hidden Valley Elementary	Educational Assistant Level III	11/19/2020
Certified	Appointment		Sydney Mohr		Burnsville High School	Teacher	1/14/2021
Certified	Appointment		Teresa Perez		Harriet Bishop Elementary	Teacher	1/19/2021
Certified	Leave of Absence		Amanda Lutz		District-wide	Teacher	2021-2022 School Year
Certified	Leave of Absence		Clarissa Clancy		ECSE Center	Teacher	02/12/2021-04/05/2021
Certified	Leave of Absence		Holly Petersen		ECSE Center	Teacher	2020-2021 School Year
Certified	Leave of Absence		Holly Petersen		ECSE Center	Teacher	2021-2022 School Year
Certified	Leave of Absence		Kelly Smith		District-wide	Teacher	2021-2022 School Year
Certified	Resignation		Amber Bunnell		Harriet Bishop Elementary	Teacher	1/11/2021
Certified	Retirement		Evyyenia Knudsen		Hidden Valley Elementary	Teacher	6/11/2021
Certified	Retirement		JoAnne Schlink		Hidden Valley Elementary	Teacher	6/11/2021
Classified	Appointment		Abby Hedquist		Rahn Elementary School	Educational Assistant Level IV	1/27/2021
Classified	Appointment		Arthur Shawback		District-wide	Operations Supervisor	12/21/2020
Classified	Appointment		Brieann Handahl		WM. Byrne Elementary School	Educational Assistant Level III	1/25/2021
Classified	Appointment		Elise Blom		Edward Neill Elementary	Educational Assistant Level IV	1/27/2021
Classified	Appointment		Hanad Mohamed		District-wide	Technology Level I	1/27/2021
Classified	Appointment		Hemat Samaha		Eagle Ridge Middle School	Educational Assistant Level IV	1/6/2021
Classified	Appointment		Michael Wolfram		District-wide	Operations Supervisor	2/1/2021
Classified	Appointment		Sarah Olsen-Dickhausen		Gideon Pond Elementary	Clerical Level IV	1/14/2021
Classified	Appointment		Susan Nixon		Eagle Ridge Middle School	Clerical Level III	1/4/2021
Classified	Resignation		Brieann Handahl		Sky Oaks Elementary School	Community Education Supervisor	1/24/2021
Classified	Resignation		Carol Yiu		Nicollet Middle School	Food Service Associate	5/28/2021
Classified	Resignation		Diane Nolte		WM. Byrne Elementary School	Educational Assistant Level IV	1/28/2021
Classified	Resignation		Matthew Porter		Burnsville High School	Educational Assistant Level IV	12/11/2020
Classified	Resignation		Michael Wolfram		Nicollet Middle School	Custodian Level III	1/31/2021
Classified	Resignation		Michelle Giddings		Eagle Ridge Middle School	Food Service Associate	1/15/2021
Classified	Retirement		Barbara Anderson		WM. Byrne Elementary School	Educational Assistant Level IV	1/28/2021
Classified	Retirement		Robbie Dimberio		ECSE Center	Custodian Level III	5/14/2021
Co-Curricular/Coach	Appointment		David Shaw		Burnsville High School	Assistant Coach- Boys Basketball	1/26/2021
Co-Curricular/Coach	Appointment		Erin Klang		Burnsville High School	Competitive Speech Coach	1/21/2021
Co-Curricular/Coach	Appointment		Gabrielle Brandt		Burnsville High School	Head Coach Nordic Ski	11/30/2020
Co-Curricular/Coach	Appointment		Thomas Ryan		Burnsville High School	Assistant Nordic Ski Coach	1/1/2021



Future Ready. Community Strong.

**Agenda IV.A.3.
January 28, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

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

Date: January 21, 2021

Re: Changes to Policies 613: *Graduation Requirements* and 616: *School District System Accountability*

Recommendation: Approve, on a second reading basis, changes to Policies 613: *Graduation Requirements* and 616: *School District System Accountability*.

The policies were reviewed by the Policy Review Committee on December 8, 2020. The first reading was approved by the Board on January 14, 2021.

Adopted: 05/1986
Reviewed: 1/14/2021
Revised: 1/28/2021
Rescinds: IE

Burnsville-Eagan-Savage School District Policy 616

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

The school district will establish a system to implement the Minnesota Academic Standards and review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of one semester of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students, between students living in poverty and students not living in poverty, between English language learners and non-English language learners, between students who receive or do not receive special education; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide

broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board.

2. The improvement goals should address recommendations identified through the district continuous improvement process. The school district's goal setting process will include consideration of individual site goals. School district goals will be developed through the district's continuous improvement process.
3. The district's continuous improvement process will ensure:
 - a. The evaluation of students' progress and the identification of the strengths and weaknesses of instruction and curriculum affecting students' progress;
 - b. A plan for improving instruction and curriculum; and
 - c. An instruction plan that includes educational effectiveness processes integrating instruction, curriculum, assessment, and technology.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

C. Advisory Committee (Student Achievement and Systems Improvement Advisory Committee - SASIAC)

1. By November 1 of each year, the advisory committee will meet to advise and assist the school district in the implementation of the school district system accountability and continuous improvement process.
2. The Student Achievement and Systems Improvement Advisory Committee (SASIAC), working in cooperation with other committees of the school district, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

- c. Making recommendations that will be used to measure school district progress toward its goals;
 - 3. The committee shall meet the following criteria:
 - a. SASIAC shall ensure active community participation in planning for instruction and curriculum affecting achievement.
 - b. SASIAC shall give input to the school board on school district-wide standards, assessments, and program evaluation.
 - 4. The committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
 - a. Director of Curriculum, Instruction, and Assessment
 - b. School Improvement and Student Achievement Coordinator
 - c. School Board Member
 - d. Student Representative
 - e. Teacher representative from elementary and secondary
 - f. One parent from each building or a minimum of one parent from each instructional level
 - 5. The committee shall meet four times annually.
 - 6. Committee members will be nominated by their building principal in consultation with the PTO (Parent Teacher Organization) or other equivalent parent organization.
 - 7. Term of Office
 - a. Committee representatives will serve up to two years.
 - b. Members may be reappointed to serve no more than one additional two-year term if there is difficulty recruiting a representative.
- D. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall

publish the World's Best Workforce report on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.35 (Student Achievement Levels)
 Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.04 (Site Decision Making Agreement)
 Minn. Stat. § 123B.147, Subd. 3 (Principals)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)
 Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)
 Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)
 Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)
 Burnsville-Eagan-Savage School District Policy 615 (Testing

Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Burnsville-Eagan-Savage School District Policy 617 (School District Insurance of Preparatory and High School Standards)

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

Burnsville-Eagan-Savage School District Policy 619 (Staff Development for Standards)

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

Adopted: 4/1997
Reviewed: 1/14/2021
Revised: 1/28/2021
Rescinds: IKF

Burnsville-Eagan-Savage School District Policy 613

613 GRADUATION REQUIREMENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

IV. DISTRICT ASSESSMENT ADMINISTRATOR

The Assessment, Data and Research Coordinator shall serve as the school district assessment administrator. Said person shall be in charge of all test procedures.

V. GRADUATION ASSESSMENT REQUIREMENTS

- A. Graduation assessment requirements for students first enrolled in grade 8 in 2011 12 or earlier are:
1. Meet or have met graduation assessment requirements through routes related to the Graduation-Required Assessments for Diploma (GRAD)*; OR
 2. Take or have taken The ACT + Writing, the WorkKeys, the Compass, or the Armed Services Vocational Aptitude Battery (ASVAB); OR
 3. Meet or have met district alternative, equivalent assessment to satisfy the graduation assessment requirements.
- B. Students first enrolled in grade 8 in 2012-13 or later are not required to take any graduation assessments. However, all students must:
1. Be provided the opportunity to participate in a district-provided college entrance exam in grade 11 or grade 12; AND
 2. Be provided assistance, no later than grade 9, in exploration and planning activities for career interests or post-secondary education.

VI. GRADUATION CREDIT REQUIREMENTS

- A. Students who first enrolled in grade 9 in the 2015-16 school year must successfully complete, as determined by the school district, 32 high school level credits for graduation. Requirements for graduation are as follows:
1. Successfully complete the following courses: Geography 9, English9, Math 9, Earth/Physical Science 9;
 2. Successfully complete 32 high school level credits in grades 10-12.
 - a. Six credits of social studies, including world history, American history, government, and economics;
 - b. Four credits of mathematics, including geometry and algebra II;

- c. Four credits of science, including biology and chemistry;
 - d. Two credits in the arts;
 - e. One credit of health;
 - f. One credit of physical education; and
 - g. Eight credits of electives.
- B. Students who first enrolled in grade 9 in the 2016-2017 school year or later must successfully complete 46 high school level credits for graduation.
- 1. Eight credits of language arts;
 - 2. Six credits of mathematics, including two credits of geometry, two credits of Algebra II, and two credits of statistics and probability;
 - 3. Six credits of science, including two credits of physical science, two credits of biology and two credits of chemistry;
 - 4. Seven credits of social studies, including one credit of geography, two credits of world history, two credits of American history, one credit of government and one credit of economics
 - 5. Two credits in the arts;
 - 6. One credit of health;
 - 7. One credit of physical education;
 - 8. Incoming freshman must complete one credit of College and Career Planning, required during freshman year. This requirement may be met by:
 - a. Success 191, AVID Elective 9, college and career planning content-based English language development course, or coursework aligned to IEP transition goals.
 - b. Students enrolling in subsequent years will be required to complete an additional elective credit to meet the number required.
 - 9. Fourteen credits of electives.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:

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

VIII. EARLY GRADUATION

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

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
 Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to
 Postsecondary Education and Employment; Involuntary Career Tracking
 Prohibited)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for
 Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for
 Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social
 Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical
 Education)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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



**Agenda IV.A.4
Jan 28, 2021**

To: Dr. Theresa Battle, superintendent and Board of Education

From: Lisa K. Rider, executive director of business services

Date: Jan 19, 2021

Re: November Payroll, Claims and Receipts

Recommendation: That the Board approves November payroll checks in the net amount of \$3,897,746.51. November claims to date, wire transfers and adjustments totaling \$6,792,475.58. Also, that the Board accepts November receipts of \$4,300,539.20 and investments for the General Fund & 2015A School Building Bonds and OPEB of \$61,364,355.36 as of November 30, 2020.

November payroll, wire transfers, claims and receipts have been prepared under the direction of Robin Pikal, Director of Finance, and are presented for approval by the School Board.

LKR/mw

INDEPENDENT SCHOOL DISTRICT 191
FINANCIAL REPORT
November 2020

Cash Receipts

Receipts	\$4,300,539.20
Miscellaneous Adjustments	

TOTAL NOVEMBER CASH RECEIVED\$4,300,539.20**CASH DISBURSEMENTS**

November	
Payroll	\$3,897,746.51

A/P

November Claims:			
	Checks	478890-479158	\$1,890,310.58
	Capital One	6000000300-6000000307	\$28,493.67
	ACH	9000001968-9000002012	\$7,921.63
	Fund 26		\$0.00

November A/P Wires- Wires+P-card+Fleet card	\$4,860,906.12
November Bank Fees	\$4,843.58

TOTAL NOVEMBER CASH DISBURSED\$10,690,222.09**TOTAL TO BE APPROVED**\$10,690,222.09

	<u>Money Market</u>	<u>(Original Cost)</u> <u>Investments</u>	<u>11/30/2020</u>
GENERAL FUND	\$18,695,928.49	\$27,822,255.33	\$46,518,183.82
OPEB	\$3,255,600.71	\$5,082,300.00	\$8,337,900.71
OPEB EQUITY INV THROUGH OCTOBER 31, 2020	\$22,537.67	\$4,600,446.91	\$4,622,984.58
2015A SCHOOL BUILDING BONDS	\$6,031.78	\$1,879,254.47	\$1,885,286.25
	\$21,980,098.65	\$39,384,256.71	\$61,364,355.36

Note: The attached investment reports are provided by our investment advisor, PMA Financial Network, Inc. These reports include our investment and money market balances.



Total Portfolio Report CAR

As of: 11/30/20

PMA Financial Network
 2135 CityGate Lane
 7th Floor
 Naperville, Illinois 60563
 Telephone . 630-657-6400
 Facsimile . 630-718-8701

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BURNSVILLE ISD 191 / GENERAL FUND

2960

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
LTD	0	1	11/30/20	11/30/20	PMA SECURITIES SYNDICATE (PMAS)	\$10,146,501.29	\$10,146,501.29	
MM					Investment Shares Portfolio	\$18,695,928.49	\$18,695,928.49	
SDA					Savings Deposit Account - BANK OF CHINA (ICS - DDA)	\$8,005,154.04	\$8,005,154.04	
TS	286605	1	11/25/20	12/28/20	MN TRUST TERM SERIES	\$4,000,253.16	\$4,000,000.00	0.070
CD	278094	1	10/23/19	01/25/21	PREMIER BANK	\$249,904.39	\$245,000.00	1.588
CD	278095	1	10/23/19	01/25/21	NORTHPOINTE BANK	\$249,935.06	\$245,200.00	1.540
CD	278096	1	10/23/19	01/25/21	COMMUNITY WEST BANK	\$249,916.39	\$245,200.00	1.526
CD	279795	1	01/24/20	01/25/21	WESTERN ALLIANCE BANK / TORREY PINES BANK	\$249,952.84	\$246,200.00	1.516
SEC	46630	1	03/25/20	03/25/21	BMW BANK NORTH AMERICA	\$247,000.00	\$247,000.00	0.700
SEC	46636	1	03/25/20	03/25/21	TRISTATE CAPITAL BANK	\$248,000.00	\$248,000.00	0.600
SEC	46628	1	03/27/20	03/26/21	PENN COMMUNITY BANK	\$247,000.00	\$247,000.00	0.651
SEC	46629	1	03/27/20	03/26/21	CATHAY BANK	\$247,000.00	\$247,000.00	0.651
SEC	46631	1	03/31/20	03/31/21	CRESCOM BANK	\$247,000.00	\$247,000.00	0.650
SEC	45876	1	01/29/20	07/29/21	WELLS FARGO BANK NA	\$249,000.00	\$249,000.00	1.602
SEC	45877	1	01/29/20	07/29/21	WELLS FARGO NATL BK WEST	\$249,000.00	\$249,000.00	1.602
SEC	45878	1	01/30/20	07/30/21	MORGAN STANLEY BANK NA	\$247,000.00	\$247,000.00	1.569
SEC	45879	1	01/30/20	07/30/21	MORGAN STANLEY PVT BANK	\$247,000.00	\$247,000.00	1.569
CD	276086	1	08/21/19	08/20/21	LATINO COMMUNITY CREDIT UNION	\$249,886.41	\$239,600.00	2.147
CD	276087	1	08/21/19	08/20/21	MIDLAND STATES BANK	\$249,961.78	\$242,000.00	1.643
SEC	44591	1	08/28/19	08/30/21	CAPITAL ONE BANK USA NA	\$247,000.00	\$247,000.00	1.653
SEC	44601	1	08/28/19	08/30/21	CAPITAL ONE NA	\$247,000.00	\$247,000.00	1.653
SEC	44604	1	08/28/19	08/30/21	GOLDMAN SACHS BANK USA	\$247,000.00	\$247,000.00	1.702
CD	285471	1	09/21/20	09/21/21	TEXAS CAPITAL BANK	\$249,999.00	\$249,500.00	0.200
SEC	46627	1	03/27/20	09/27/21	PINNACLE BANK TN	\$248,000.00	\$248,000.00	0.801
SEC	46626	1	04/02/20	10/01/21	BANK OF NEW ENGLAND NH	\$249,000.00	\$249,000.00	0.550
CD	279794	1	01/24/20	01/25/22	LANDMARK COMMUNITY BANK	\$249,990.16	\$242,500.00	1.540
CD	285470	1	09/21/20	01/26/22	SERVISFIRST BANK	\$249,904.27	\$249,400.00	0.150

BURNSVILLE ISD 191 / GENERAL FUND

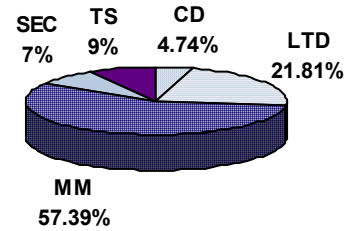
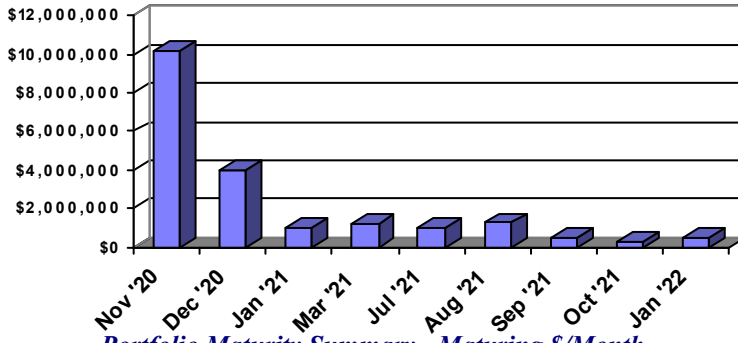
2960
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Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
<i>Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.</i>						Total Amount -->	\$46,563,287.28	\$46,518,183.82

Time and Dollar Weighted Portfolio Yield: 1.087 %

Weighted Average Portfolio Maturity: 28.36 Days

MM: 57.40%
CD's: 4.74%
CP: 0.00%
SEC: 7.45%



Portfolio Allocation by Transaction Type



Total Portfolio Report CAR

As of: 11/30/20

PMA Financial Network
 2135 CityGate Lane
 7th Floor
 Naperville, Illinois 60563
 Telephone . 630-657-6400
 Facsimile . 630-718-8701

BURNSVILLE ISD 191 / 2009 OPEB TRUST

3596

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
MM					Investment Shares Portfolio	\$3,255,600.71	\$3,255,600.71	
CD	248949	1	12/01/17	12/01/20	FIRST CAPITAL BANK	\$249,924.47	\$236,100.00	1.950
CD	248950	1	12/01/17	12/01/20	CITIZENS B&TC OF JACKSON	\$173,250.83	\$163,900.00	1.900
SEC	44749	1	09/06/19	12/01/20	HILLIARD SD-B-REF	\$100,000.00	\$100,000.00	1.751
SEC	40118	1	07/31/17	12/15/20	Kane County Forest Preserve District	\$1,450,000.00	\$1,450,000.00	1.820
CD	249934	1	01/09/18	01/11/21	THIRD COAST BANK, SSB	\$248,912.73	\$233,800.00	2.119
CD	249935	1	01/09/18	01/11/21	BANK OF WISCONSIN DELLS	\$249,105.23	\$234,700.00	2.040
CD	249936	1	01/09/18	01/11/21	PRIME ALLIANCE BANK	\$249,105.23	\$234,700.00	2.040
CD	275288	1	08/05/19	02/01/21	BARRINGTON B&TC - WINTRUST	\$245,448.71	\$239,200.00	1.746
SEC	38170	1	09/02/16	03/01/21	City of Rochester NH	\$365,000.00	\$365,000.00	1.340
CD	277189	1	09/23/19	03/24/21	AMERICAN PLUS BANK, N.A.	\$249,841.86	\$243,800.00	1.651
CD	275285	1	08/05/19	08/04/21	VERITEX COMMUNITY BANK	\$249,649.57	\$240,900.00	1.814
CD	275286	1	08/05/19	08/04/21	UINTA BANK	\$249,958.46	\$241,400.00	1.770
CD	275287	1	08/05/19	08/04/21	FIRST NATIONAL BANK	\$249,645.61	\$241,200.00	1.751
CD	276784	1	09/04/19	09/03/21	THREE RIVERS FEDERAL CREDIT UNION	\$249,689.23	\$241,600.00	1.674
CD	276785	1	09/04/19	09/03/21	T BANK, NA	\$249,684.64	\$241,600.00	1.672
CD	277188	1	09/23/19	09/22/21	BANK LEUMI USA	\$150,879.78	\$146,200.00	1.600
CD	279751	1	01/21/20	01/21/25	FARMERS AND MERCHANTS UNION BANK	\$248,078.24	\$228,200.00	1.740

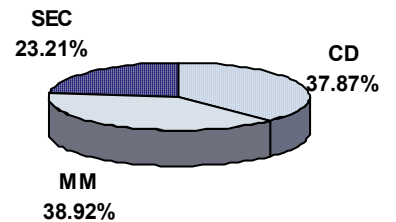
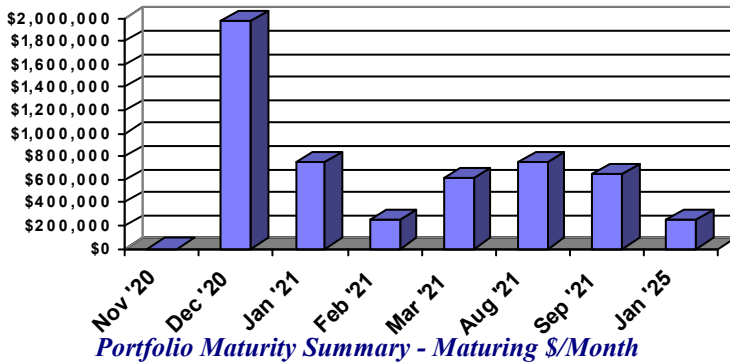
Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.

Total Amount --> \$8,483,775.30 \$8,337,900.71

Time and Dollar Weighted Portfolio Yield: 1.725 %

Weighted Average Portfolio Maturity: 99.42 Days

MM: 39.05%
CD's: 37.99%
CP: 0.00%
SEC: 22.97%



Portfolio Allocation by Transaction Type



Total Portfolio Report CAR

As of: 11/30/20

PMA Financial Network

2135 CityGate Lane
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Naperville, Illinois 60563
Telephone . 630-657-6400
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BURNSVILLE ISD 191 / 2015A BONDS

5762

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
MM					Investment Shares Portfolio	\$6,031.78	\$6,031.78	
SDA					Savings Deposit Account - ASSOCIATED BANK, NA	\$1,879,254.47	\$1,879,254.47	

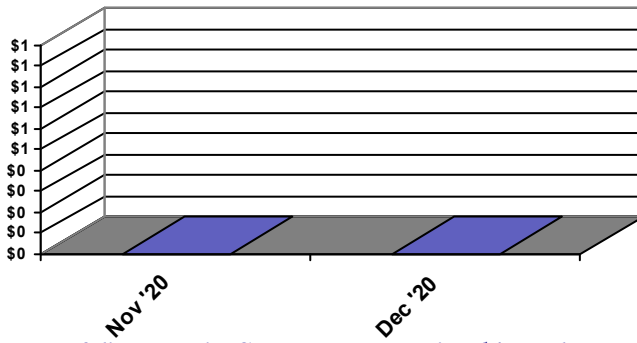
Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.

Total Amount --> **\$1,885,286.25** **\$1,885,286.25**

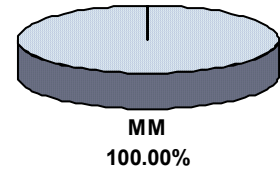
Time and Dollar Weighted Portfolio Yield: **0.010 %**

Weighted Average Portfolio Maturity: **1.00 Days**

MM: 100.00%
CD's: 0.00%
CP: 0.00%
SEC: 0.00%



Portfolio Maturity Summary - Maturing \$/Month



Portfolio Allocation by Transaction Type

November 2020

Wire Transfers

Date	From	To	Amount	For
11/02/2020	MSDLAF	Internal Revenue Service	700,905.01	10/31/20 Payroll - Federal Taxes
11/02/2020	MSDLAF	State of Minnesota	115,345.94	10/31/20 Payroll - State Taxes
11/02/2020	MSDLAF	PERA	111,924.77	10/31/20 Payroll - PERA
11/02/2020	MSDLAF	TRA	356,478.38	10/31/20 Payroll - TRA
11/03/2020	MSDLAF	Fairview	3,516.24	Clearscript
11/03/2020	MSDLAF	People's Bank	179,467.29	10/31/20 Payroll - TSA Wire
11/02/2020	MSDLAF	Teacher's Federal Credit Union	32,258.28	10/31/20 Payroll - Teacher's Dues
11/02/2020	MSDLAF	State of Minnesota	2,097.22	10/31/20 Payroll - Child Support
11/02/2020	MSDLAF	State of Minnesota	170.76	10/31/20 Garnishments
11/02/2020	MSDLAF	Delta Dental	15,654.18	Dental Insurance
11/02/2020	MSDLAF	Preferred One	222,482.12	Health Insurance
11/05/2020	MSDLAF	Further	23,413.94	Medical Claims
11/05/2020	MSDLAF	Further	17,898.53	Flex Claims
11/09/2020	MSDLAF	Healthy Savings	2,919.16	Healthy Savings Program
11/09/2020	MSDLAF	Delta Dental	12,618.48	Dental Insurance
11/09/2020	MSDLAF	Preferred One	209,314.57	Health Insurance
11/12/2020	MSDLAF	Preferred One	141,471.86	Health Insurance
11/12/2020	MSDLAF	Further	18,513.69	Flex Claims

11/12/2020	MSDLAF	Further	36,698.13	Medical Claims
		Teacher's Federal Credit		
11/13/2020	MSDLAF	Union	32,509.52	11/15/20 Payroll - Teacher's Dues
11/16/2020	MSDLAF	Internal Revenue Service	704,990.22	11/15/20 Payroll - Federal Taxes
11/16/2020	MSDLAF	State of Minnesota	116,171.92	11/15/20 Payroll - State Taxes
11/16/2020	MSDLAF	PERA	112,116.36	11/15/20 Payroll - PERA
11/16/2020	MSDLAF	TRA	360,196.23	11/15/20 Payroll - TRA
11/17/2020	MSDLAF	First Bank & Trust	181,156.30	11/15/20 Payroll - TSA Wire
11/16/2020	MSDLAF	State of Minnesota	1,943.30	11/15/20 Payroll - Child Support
11/16/2020	MSDLAF	Delta Dental	12,263.76	Dental Insurance
11/16/2020	MSDLAF	Preferred One	320,963.59	Health Insurance
11/18/2020	MSDLAF	Further	12,441.08	Flex Claims
11/18/2020	MSDLAF	Further	47,323.93	Medical Claims
11/20/2020	MSDLAF	MN Department of Revenue	116.00	November Sales Tax
11/23/2020	MSDLAF	Delta Dental	16,947.55	Dental Insurance
11/23/2020	MSDLAF	Wells Fargo	42,843.45	Wells Fargo Improvements to the Athletic Field at BHS
11/23/2020	MSDLAF	Preferred One	342,435.98	Health Insurance
11/24/2020	MSDLAF	Further	6,115.50	Medical Claims
11/25/2020	MSDLAF	Further	12,153.44	Flex Claims
11/25/2020	MSDLAF	Further	34,805.72	Medical Claims
11/30/2020	MSDLAF	Preferred One	222,265.98	Health Insurance

AP Check Register

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AP Run: 20201106 AP — Post Date: 2020-11-06 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/06/2020	478890	Check	A.J. Moore Electric Inc	928491	2 AP8845	4,061.92
11/06/2020	478891	Check	Advanced Imaging Solutions	928551-1	2 AP8845	13,428.15
11/06/2020	478892	Check	Advantage Collection Professionals, Inc	930288	2 AP8845	130.11
11/06/2020	478893	Check	Amazon Capital Services Inc	922956	2 AP8845	112.93
11/06/2020	478894	Check	Amplified IT LLC	929297	2 AP8845	249.00
11/06/2020	478895	Check	Apadana LLC	930273	2 AP8845	10,562.50
11/06/2020	478896	Check	Aqua Engineering Inc	900106	2 AP8845	580.00
11/06/2020	478897	Check	Bix Produce Company	900477	2 AP8845	2,053.77
11/06/2020	478898	Check	Boom Learning	930300	2 AP8845	735.00
11/06/2020	478899	Check	Boos, Mason T	018807	2 AP8845	1,258.36
11/06/2020	478900	Check	Bro-Tex Inc	900397	2 AP8845	4,633.20
11/06/2020	478901	Check	Carlson, Gerri	929243	2 AP8845	617.00
11/06/2020	478902	Check	CESO Transportation LLC	930220	2 AP8845	152.24
11/06/2020	478903	Check	Compsych Corporation	930323	2 AP8845	2,530.00
11/06/2020	478904	Check	Conquer Ninja Athletics	929462-2	2 AP8845	280.00
11/06/2020	478905	Check	CST MN - BIN# 170065	929862	2 AP8845	17,589.56
11/06/2020	478906	Check	Dakota Outdoors LLC	922059	2 AP8845	6,649.50
11/06/2020	478907	Check	Dalco	904186-1	2 AP8845	1,003.80
11/06/2020	478908	Check	Dewald, Rina C	920524	2 AP8845	240.00
11/06/2020	478909	Check	Ekon-O-Pac LLC	928982	2 AP8845	1,080.00

AP Check Register

AP Run: 20201106 AP — Post Date: 2020-11-06 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/06/2020	478910	Check	Elpis Enterprises	929377	2 AP8845	996.96
11/06/2020	478911	Check	Fagerness, Joyce	924275	2 AP8845	305.88
11/06/2020	478912	Check	Fear The Rodent Sports	928381	2 AP8845	201.28
11/06/2020	478913	Check	Headway Emotional Health Services	927811	2 AP8845	25,750.00
11/06/2020	478914	Check	Henry, Gina	922490	2 AP8845	30.00
11/06/2020	478915	Check	Heritage Embroidery And Design	926328	2 AP8845	394.00
11/06/2020	478916	Check	Houghton Mifflin Harcourt Publishing Co	928887	2 AP8845	12,960.42
11/06/2020	478917	Check	Hutsal, Oleksandra	929182	2 AP8845	60.00
11/06/2020	478918	Check	Identisys Inc	923654	2 AP8845	609.27
11/06/2020	478919	Check	Ind School Dist 15	901920	2 AP8845	2,614.92
11/06/2020	478920	Check	Intermediate District 287	901390	2 AP8845	913.90
11/06/2020	478921	Check	International Gymnastics of MN LLC	926911	2 AP8845	1,868.80
11/06/2020	478922	Check	Jones, Jeffrey A	924499	2 AP8845	54.00
11/06/2020	478923	Check	Lakeshore Learning Materials	902203	2 AP8845	374.90
11/06/2020	478924	Check	MAWSECO 938	906064	2 AP8845	2,509.20
11/06/2020	478925	Check	Metro ECSU - Minnesota DB Project	908865-20	2 AP8845	120.00
11/06/2020	478926	Check	MN DECA	927788-1	2 AP8845	30.00
11/06/2020	478927	Check	National Association of School Nurses (NASN)	906265	2 AP8845	150.00
11/06/2020	478928	Check	NCS Pearson Inc	925372	2 AP8845	15.00

AP Check Register

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AP Run: 20201106 AP — Post Date: 2020-11-06 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/06/2020	478929	Check	Oliver Packaging & Equipment Company	930272	2 AP8845	52.80
11/06/2020	478930	Check	Orkin Commercial Services	926086	2 AP8845	1,301.00
11/06/2020	478931	Check	PBBS Equipment Corporation	930000	2 AP8845	1,339.22
11/06/2020	478932	Check	Perez, Melissa M	924879	2 AP8845	360.00
11/06/2020	478933	Check	Pro-Ed Inc	903073	2 AP8845	321.20
11/06/2020	478934	Check	Professional Wireless Communications	924681	2 AP8845	186.74
11/06/2020	478935	Check	Project Lead The Way	925725	2 AP8845	5,100.00
11/06/2020	478936	Check	RAK Construction Inc	929749	2 AP8845	13,099.39
11/06/2020	478937	Check	Reach Media Network	924469	2 AP8845	1,260.00
11/06/2020	478938	Check	Region 1	929855	2 AP8845	150.00
11/06/2020	478939	Check	Reliastar Life Insurance Company	920099-4	2 AP8845	2,371.45
11/06/2020	478940	Check	Reliastar Life Insurance Company	920099-3	2 AP8845	3,894.05
11/06/2020	478941	Check	Reliastar Life Insurance Company	920099-2	2 AP8845	3,053.33
11/06/2020	478942	Check	Riverside Insights	931018	2 AP8845	1,204.31
11/06/2020	478943	Check	Saddleback Educational Inc	904605	2 AP8845	5,587.60
11/06/2020	478944	Check	Safe Food Training/Nilo Co	930322	2 AP8845	1,050.00
11/06/2020	478945	Check	Safeway Driving School	926796	2 AP8845	5,865.00
11/06/2020	478946	Check	School Nutrition Association (SNA)	926552	2 AP8845	1,078.00
11/06/2020	478947	Check	School Nutrition Association (SNA)	926552	2 AP8845	34.00

AP Check Register

AP Run: 20201106 AP — Post Date: 2020-11-06 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/06/2020	478948	Check	Schovanec, Sofia S	018383	2 AP8845	237.74
11/06/2020	478949	Check	St Paul Beverage Solutions, LLC	930156	2 AP8845	4,988.35
11/06/2020	478950	Check	Stamm, Amanda	930020	2 AP8845	97.50
11/06/2020	478951	Check	Teachers On Call	929847	2 AP8845	16,527.64
11/06/2020	478952	Check	The Food Group	928651	2 AP8845	983.83
11/06/2020	478953	Check	The Hartford	924486	2 AP8845	38,001.70
11/06/2020	478954	Check	Tierney Brothers Inc	900826	2 AP8845	12,130.80
11/06/2020	478955	Check	T-Mobile	929345	2 AP8845	6,351.31
11/06/2020	478956	Check	Tri-State Bobcat	924444	2 AP8845	124.50
11/06/2020	478957	Check	Tyson Foods, Inc	930205	2 AP8845	2,016.90
11/06/2020	478958	Check	Upper Lakes Food Inc	929826	2 AP8845	12,407.71
11/06/2020	478959	Check	Warsame, Kadra	925560	2 AP8845	180.00
11/06/2020	478960	Check	Wenzel Plumbing-Heating-Cooling	904563	2 AP8845	6,760.90
11/06/2020	478961	Check	Xcel Energy	902776	2 AP8845	25.73

Total: \$266,048.27

AP Check Register

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AP Run: 20201106 AP --- Post Date: 2020-11-06 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

<u>Check Date</u>	<u>Check Number</u>	<u>Payment Type</u>	<u>Name</u>	<u>Vendor Number</u>	<u>Bank Account Code</u>	<u>Check Amount</u>
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20201106 AP Summary

<u>Type</u>	<u>Count</u>	<u>Amount</u>
Regular	72	266,048.27
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	72	\$266,048.27

AP Check Register

AP Run: 20201113 AP — Post Date: 2020-11-13 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/13/2020	478962	Check	A.J. Moore Electric Inc	928491	2 AP8845	407.62
11/13/2020	478963	Check	Alemeny-Jones, Aurea	923909	2 AP8845	405.00
11/13/2020	478964	Check	American Time & Signal Co	903503	2 AP8845	596.97
11/13/2020	478965	Check	Apadana LLC	930273	2 AP8845	23,396.00
11/13/2020	478966	Check	Aramark	901365	2 AP8845	747.03
11/13/2020	478967	Check	Aramark Refreshment Services	900428	2 AP8845	163.42
11/13/2020	478968	Check	AST Sports, Inc.	930321	2 AP8845	2,020.51
11/13/2020	478969	Check	Automated Logic Contracting Services	925449	2 AP8845	3,418.75
11/13/2020	478970	Check	Beacon Athletics LLC	930319	2 AP8845	12,760.00
11/13/2020	478971	Check	Bimbo Bakeries USA	902333-1	2 AP8845	1,389.00
11/13/2020	478972	Check	Bix Produce Company	900477	2 AP8845	3,380.84
11/13/2020	478973	Check	Bock, Fred	928949	2 AP8845	168.00
11/13/2020	478974	Check	Carrier Corporation	900707-1	2 AP8845	94,950.00
11/13/2020	478975	Check	Centurylink	902781	2 AP8845	266.02
11/13/2020	478976	Check	CESO Transportation LLC	930220	2 AP8845	15,607.53
11/13/2020	478977	Check	Choy, Keren	928401	2 AP8845	300.00
11/13/2020	478978	Check	Choy, Sergio R	928260	2 AP8845	472.50
11/13/2020	478979	Check	City of Burnsville - Utilities	904226	2 AP8845	19,910.52
11/13/2020	478980	Check	City of Savage - Utilities	909588	2 AP8845	7,917.09
11/13/2020	478981	Check	Cottens Inc	929846	2 AP8845	55.59

AP Check Register

AP Run: 20201113 AP — Post Date: 2020-11-13 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/13/2020	478982	Check	CST MN - BIN# 170065	929862	2 AP8845	39,109.17
11/13/2020	478983	Check	Dalco	904186-1	2 AP8845	3,487.71
11/13/2020	478984	Check	Davis, Forster	908039	2 AP8845	54.00
11/13/2020	478985	Check	Durand Manufacturing Inc	924933	2 AP8845	261.50
11/13/2020	478986	Check	Eastview High School Debate	906734-6	2 AP8845	160.00
11/13/2020	478987	Check	ECM Publishers Inc	909272	2 AP8845	1,158.30
11/13/2020	478988	Check	Education Minnesota	928531	2 AP8845	105.00
11/13/2020	478989	Check	Esparza Hernandez, Jorge	930324	2 AP8845	70.00
11/13/2020	478990	Check	Foundation 191	928202	2 AP8845	44.92
11/13/2020	478991	Check	Hanushchak, Oksana	930258	2 AP8845	80.00
11/13/2020	478992	Check	Harris, Paul	922421	2 AP8845	89.00
11/13/2020	478993	Check	Hastings Bus Company	907139	2 AP8845	2,147.75
11/13/2020	478994	Check	Horizon Commercial Pool Supply	904818	2 AP8845	991.20
11/13/2020	478995	Check	Hutsal, Oleksandra	929182	2 AP8845	140.00
11/13/2020	478996	Check	Ibar, Amina	924867	2 AP8845	75.00
11/13/2020	478997	Check	Ideal Services Inc	927693	2 AP8845	340.00
11/13/2020	478998	Check	Innovational Water Solutions, Inc.	930169	2 AP8845	4,728.91
11/13/2020	478999	Check	iPearl Inc	930280	2 AP8845	17,231.75
11/13/2020	479000	Check	Johnson, Gabriela	930170	2 AP8845	180.00
11/13/2020	479001	Check	Kelleher Helmrich and Associates	908955	2 AP8845	523.75

AP Check Register

AP Run: 20201113 AP — Post Date: 2020-11-13 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/13/2020	479002	Check	Kennedy and Graven Chartered	908356	2 AP8845	3,451.50
11/13/2020	479003	Check	Kraus-Anderson Ins Agency Inc	902102	2 AP8845	10,649.00
11/13/2020	479004	Check	Kroonblawd, David	930313	2 AP8845	54.00
11/13/2020	479005	Check	Lafavor, Laura	500551	2 AP8845	50.20
11/13/2020	479006	Check	Lano Equipment	925133	2 AP8845	4.37
11/13/2020	479007	Check	Lindmeier, Thomas	930013	2 AP8845	18.00
11/13/2020	479008	Check	Lubow, Scott	928591	2 AP8845	89.00
11/13/2020	479009	Check	McDonough, Michael	500550	2 AP8845	28.65
11/13/2020	479010	Check	McDowall Comfort Management	930006	2 AP8845	2,395.08
11/13/2020	479011	Check	Medco Supply Company	904333-1	2 AP8845	27.29
11/13/2020	479012	Check	Mid City Services	930092	2 AP8845	128.50
11/13/2020	479013	Check	Midwest Language Banc Inc	924523	2 AP8845	1,418.40
11/13/2020	479014	Check	Minnesota Community Education Assoc (MCEA)	903814	2 AP8845	480.00
11/13/2020	479015	Check	Minnesota Energy Resources	903029	2 AP8845	4,275.09
11/13/2020	479016	Check	Minnesota Quiz Bowl Alliance (MQBA)	929160	2 AP8845	270.00
11/13/2020	479017	Check	Minnesota Valley Electric Cooperative	907448	2 AP8845	13,366.65
11/13/2020	479018	Check	MN Dept of Labor and Industry	907914-2	2 AP8845	100.00
11/13/2020	479019	Check	Mohamed, Fadumo Abdirazak	930253	2 AP8845	367.50
11/13/2020	479020	Check	Now Micro Inc	930106	2 AP8845	27,516.00

AP Check Register

AP Run: 20201113 AP — Post Date: 2020-11-13 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/13/2020	479021	Check	Occupational Health of MN, PC	929919	2 AP8845	344.00
11/13/2020	479022	Check	Office Depot Inc	902489	2 AP8845	803.57
11/13/2020	479023	Check	Pear Deck, Inc.	930318	2 AP8845	22,800.00
11/13/2020	479024	Check	Peralta Barrientos, German	926842	2 AP8845	240.00
11/13/2020	479025	Check	Perez, Melissa M	924879	2 AP8845	495.00
11/13/2020	479026	Check	Prior Lake - Savage Area Schools ISD #719	921458-1	2 AP8845	25.00
11/13/2020	479027	Check	Professional Wireless Communications	924681	2 AP8845	2,462.78
11/13/2020	479028	Check	Pump And Meter Service Inc	903101	2 AP8845	185.00
11/13/2020	479029	Check	Ramacher, Thuy	921343	2 AP8845	60.00
11/13/2020	479030	Check	Recon Auto Parts	929706	2 AP8845	11.54
11/13/2020	479031	Check	Riverside Insights	931018	2 AP8845	8,964.12
11/13/2020	479032	Check	Ryan Mechanical Inc	923241	2 AP8845	21,065.50
11/13/2020	479033	Check	Schmitt & Sons Inc	909331	2 AP8845	8,260.86
11/13/2020	479034	Check	Second Harvest Heartland	928183	2 AP8845	563.00
11/13/2020	479035	Check	SFM	923848	2 AP8845	13,461.70
11/13/2020	479036	Check	Sherwin-Williams	903745-2	2 AP8845	49.28
11/13/2020	479037	Check	Shred-it c/o Stericycle Inc	924465	2 AP8845	478.00
11/13/2020	479038	Check	Soto, Nestor David	926857	2 AP8845	465.00
11/13/2020	479039	Check	South Suburban Conference	926921	2 AP8845	10,882.00

AP Check Register

AP Run: 20201113 AP — Post Date: 2020-11-13 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/13/2020	479040	Check	St Paul Beverage Solutions, LLC	930156	2 AP8845	5,043.38
11/13/2020	479041	Check	Swank Motion Pictures Inc	926978	2 AP8845	3,300.00
11/13/2020	479042	Check	Teachers On Call	929847	2 AP8845	30,029.99
11/13/2020	479043	Check	Teamworks International Inc	924234	2 AP8845	390.63
11/13/2020	479044	Check	The Line Up	924957	2 AP8845	3,420.00
11/13/2020	479045	Check	Upper Lakes Food Inc	929826	2 AP8845	24,601.82
11/13/2020	479046	Check	Vanderveren, Bradley	926210	2 AP8845	79.00
11/13/2020	479047	Check	Ventura, Kenia	500539	2 AP8845	19.25
11/13/2020	479048	Check	Vizina, Paul	927963	2 AP8845	89.00
11/13/2020	479049	Check	White Bear Lake Debate	920875-1	2 AP8845	70.00
11/13/2020	479050	Check	Xcel Energy	902776	2 AP8845	9,930.76
11/13/2020	479051	Check	Yusuf, Kali	929925	2 AP8845	60.00
Total:						\$492,649.76

20201113 AP Summary		
Type	Count	Amount
Regular	90	492,649.76
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	90	\$492,649.76

AP Check Register

AP Run: 20201125 AP — Post Date: 2020-11-25 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/25/2020	479052	Check	Abdullahi, Ifrah	930329	2 AP8845	210.00
11/25/2020	479053	Check	AIM Electronics Inc	900017	2 AP8845	267.25
11/25/2020	479054	Check	Ali, Amaal	927129	2 AP8845	390.00
11/25/2020	479055	Check	Anchor Solar Investments LLC	929704	2 AP8845	1,988.73
11/25/2020	479056	Check	Armstrong Torseth Skold & Rydeen Inc	926500	2 AP8845	4,566.62
11/25/2020	479057	Check	Ayaquica, Sheri	922108	2 AP8845	60.00
11/25/2020	479058	Check	Bevan, Thomas	930326	2 AP8845	54.00
11/25/2020	479059	Check	Bix Produce Company	900477	2 AP8845	1,874.18
11/25/2020	479060	Check	Blaskowski, Peter	922244	2 AP8845	270.50
11/25/2020	479061	Check	Burnsville Association of Educational Assistants	909991	2 AP8845	1,240.00
11/25/2020	479062	Check	Carlevarino, Giovanna	929403	2 AP8845	330.00
11/25/2020	479063	Check	Centennial ISD12	901904	2 AP8845	957.53
11/25/2020	479064	Check	Centerpoint Energy	902519	2 AP8845	22,009.58
11/25/2020	479065	Check	Chavez, Isabella	930325	2 AP8845	75.00
11/25/2020	479066	Check	Comcast	926565-1	2 AP8845	5,478.20
11/25/2020	479067	Check	Consolidated Communications	906231	2 AP8845	3,886.18
11/25/2020	479068	Check	Crown Rental Inc	900647	2 AP8845	30.88
11/25/2020	479069	Check	Dakota Electric Association	900809	2 AP8845	64,948.63
11/25/2020	479070	Check	Dalco	904186-1	2 AP8845	1,501.85
11/25/2020	479071	Check	Demco Inc	900837-1	2 AP8845	43.71

AP Check Register

AP Run: 20201125 AP — Post Date: 2020-11-25 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/25/2020	479072	Check	Dewald, Rina C	920524	2 AP8845	840.00
11/25/2020	479073	Check	Dialog One LLC	927732	2 AP8845	315.50
11/25/2020	479074	Check	Dick's/Lakeville Sanitation Inc	900641	2 AP8845	9,816.67
11/25/2020	479075	Check	Digital Insurance, LLC	929385	2 AP8845	3,290.00
11/25/2020	479076	Check	Dirie, Bahjo	929432	2 AP8845	390.00
11/25/2020	479077	Check	Dore, Abdiwali Hashi	929581	2 AP8845	435.00
11/25/2020	479078	Check	Doyle Security Products	900605	2 AP8845	425.82
11/25/2020	479079	Check	Education Minnesota	928531	2 AP8845	105.00
11/25/2020	479080	Check	Educators Benefit Consultants LLC	926262-1	2 AP8845	692.43
11/25/2020	479081	Check	Ehlers	920802-1	2 AP8845	331.25
11/25/2020	479082	Check	Ekon-O-Pac LLC	928982	2 AP8845	7,125.00
11/25/2020	479083	Check	Flynn, Kelly	500170	2 AP8845	43.90
11/25/2020	479084	Check	Foundation 191	928202	2 AP8845	44.92
11/25/2020	479085	Check	FP Mailing Solutions	929857	2 AP8845	225.00
11/25/2020	479086	Check	Fuhrman, Robert	930327	2 AP8845	79.00
11/25/2020	479087	Check	Glatfelter Claims Management Inc	930256	2 AP8845	5,000.00
11/25/2020	479088	Check	GraceNotes LLC	930293	2 AP8845	1,487.67
11/25/2020	479089	Check	Hansen, Ed	500553	2 AP8845	21.00
11/25/2020	479090	Check	Hatfield Asper, Sara	500558	2 AP8845	333.80
11/25/2020	479091	Check	High Point Networks LLC	929536	2 AP8845	5,445.00

AP Check Register

AP Run: 20201125 AP — Post Date: 2020-11-25 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/25/2020	479092	Check	Horizon Commercial Pool Supply	904818	2 AP8845	1,276.13
11/25/2020	479093	Check	Ibar, Amina	924867	2 AP8845	90.00
11/25/2020	479094	Check	Ibrahim, Ramla	500560	2 AP8845	94.80
11/25/2020	479095	Check	Ihrke, Tamara	500562	2 AP8845	100.15
11/25/2020	479096	Check	IKI Inc	900052	2 AP8845	88.00
11/25/2020	479097	Check	Ind School Dist 283	908481	2 AP8845	740.32
11/25/2020	479098	Check	Interstate All Battery Center	928877	2 AP8845	62.80
11/25/2020	479099	Check	Johnson Controls Fire Protection LP	903587	2 AP8845	1,668.00
11/25/2020	479100	Check	Lamprecht, John	928748	2 AP8845	48.95
11/25/2020	479101	Check	Lewis, Tanika	500552	2 AP8845	8.00
11/25/2020	479102	Check	Lifetouch	908682	2 AP8845	1,906.17
11/25/2020	479103	Check	Lopez, George C	929401	2 AP8845	315.00
11/25/2020	479104	Check	Luong, Joe	925433	2 AP8845	120.00
11/25/2020	479105	Check	Master Automotive Tire & Quick Lube	928612	2 AP8845	168.71
11/25/2020	479106	Check	Mathison, Aaron	500554	2 AP8845	81.00
11/25/2020	479107	Check	McDowall Comfort Management	930006	2 AP8845	1,375.28
11/25/2020	479108	Check	Meca Sportswear	924921	2 AP8845	566.50
11/25/2020	479109	Check	Medco Supply Company	904333-1	2 AP8845	37.90
11/25/2020	479110	Check	Metro Dining Club	922948	2 AP8845	4,500.00

AP Check Register

AP Run: 20201125 AP — Post Date: 2020-11-25 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/25/2020	479111	Check	Metro Volleyball Officials Association	901927	2 AP8845	372.00
11/25/2020	479112	Check	Microbric, LLC	930306	2 AP8845	699.00
11/25/2020	479113	Check	Minnesota Energy Resources	903029	2 AP8845	513.17
11/25/2020	479114	Check	MN Dept of Health - Environmental Health Services Section	908543-9	2 AP8845	315.00
11/25/2020	479115	Check	MN Dept of Health-Certified Food Protection Manager	908543-7	2 AP8845	315.00
11/25/2020	479116	Check	MN Highway Safety & Research Center	926466	2 AP8845	752.00
11/25/2020	479117	Check	Mohamed, Amal	500559	2 AP8845	79.25
11/25/2020	479118	Check	Mohamed, Fadumo Abdirazak	930253	2 AP8845	60.00
11/25/2020	479119	Check	Mohammoud, Zahra	929402	2 AP8845	240.00
11/25/2020	479120	Check	Mohammoud, Zahra Ali	928322	2 AP8845	480.00
11/25/2020	479121	Check	Multilingual Word Inc	922324	2 AP8845	420.00
11/25/2020	479122	Check	NCPERS Group Life Ins	908769	2 AP8845	32.00
11/25/2020	479123	Check	NCS Pearson Inc	925372	2 AP8845	9.00
11/25/2020	479124	Check	Norcostco Inc	902765	2 AP8845	61.95
11/25/2020	479125	Check	Normandale Community College	902136	2 AP8845	270,675.00
11/25/2020	479126	Check	Nuvera	902483	2 AP8845	183.75
11/25/2020	479127	Check	Park Nicollet Foundation/Grow Through Grief	931037	2 AP8845	2,000.00
11/25/2020	479128	Check	Perez, Melissa M	924879	2 AP8845	720.00

AP Check Register

AP Run: 20201125 AP — Post Date: 2020-11-25 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/25/2020	479129	Check	Pioneer Power Inc	929549	2 AP8845	8,307.75
11/25/2020	479130	Check	Platt, Natalie	500561	2 AP8845	111.10
11/25/2020	479131	Check	Pond, Lori	500555	2 AP8845	12.40
11/25/2020	479132	Check	Portland HOA	500563	2 AP8845	120.00
11/25/2020	479133	Check	Quadient Inc	930262	2 AP8845	429.86
11/25/2020	479134	Check	Reading & Math Inc	928293	2 AP8845	6,000.00
11/25/2020	479135	Check	Rock Hard Landscape Supply	928528	2 AP8845	5,875.00
11/25/2020	479136	Check	Ronningen, Joel	929140	2 AP8845	14.50
11/25/2020	479137	Check	Schmitt Music	903532	2 AP8845	972.57
11/25/2020	479138	Check	Schmitt & Sons - Contract	909331-2	2 AP8845	553,530.57
11/25/2020	479139	Check	School Services Employees Local 284	907382	2 AP8845	6,462.79
11/25/2020	479140	Check	South Suburban Conference	926921	2 AP8845	1,003.00
11/25/2020	479141	Check	St Paul Beverage Solutions, LLC	930156	2 AP8845	7,222.97
11/25/2020	479142	Check	State Supply Co Inc	903689	2 AP8845	447.23
11/25/2020	479143	Check	Sunder, Kimberly	500556	2 AP8845	13.40
11/25/2020	479144	Check	Tapia, Francis	925781	2 AP8845	285.00
11/25/2020	479145	Check	Teachers On Call	929847	2 AP8845	35,330.19
11/25/2020	479146	Check	The Food Group	928651	2 AP8845	1,112.42
11/25/2020	479147	Check	T-Mobile	929345	2 AP8845	7,255.81
11/25/2020	479148	Check	T-Mobile	929345	2 AP8845	2,632.83

AP Check Register

AP Run: 20201125 AP — Post Date: 2020-11-25 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/25/2020	479149	Check	Tokuchi, Mihoko	500557	2 AP8845	198.20
11/25/2020	479150	Check	Transportation Plus, Inc.	906215	2 AP8845	785.50
11/25/2020	479151	Check	Tri-State Bobcat	924444	2 AP8845	9.34
11/25/2020	479152	Check	Ugas, Abdisamad	925958	2 AP8845	480.00
11/25/2020	479153	Check	University of Minnesota-Tuition Third Party Billing	908595	2 AP8845	35,380.00
11/25/2020	479154	Check	Upper Lakes Food Inc	929826	2 AP8845	18,745.80
11/25/2020	479155	Check	utilityenergy systems	928965	2 AP8845	7.74
11/25/2020	479156	Check	Warm Hands Green Heart	929298	2 AP8845	371.95
11/25/2020	479157	Check	Warsame, Kadra	925560	2 AP8845	480.00
11/25/2020	479158	Check	Yusuf, Kali	929925	2 AP8845	210.00

Total: \$1,131,612.55

20201125 AP Summary

Type	Count	Amount
Regular	107	1,131,612.55
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	107	\$1,131,612.55

AP Check Register

AP Run: 20201130 Voids --- Post Date: 2020-11-30 — AP Run Type: V

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/30/2020	478898	Check	Boom Learning	930300	2 AP8845	-735.00
11/30/2020	478968	Check	AST Sports, Inc.	930321	2 AP8845	-2,020.51
11/30/2020	479039	Check	South Suburban Conference	926921	2 AP8845	-10,882.00
Total:						-\$13,637.51

20201130 Voids Summary

Type	Count	Amount
Regular	3	-13,637.51
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	3	-\$13,637.51

AP Check Register

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Burnsville-Eagan-Savage SD 191, MN

<u>Fund</u>	<u>Total</u>
01 - GENERAL	1,123,446.94
02 - FOOD SERVICE	95,049.66
03 - TRANSPORTATION	628,183.50
04 - COMMUNITY SERVICE	26,460.72
16 - FACILITIES RENTAL	242.25
22 - ISF - HEALTH SELECT 105	3,290.00
	\$1,876,673.07

AP Check Register

AP Run: 20201103 C1 — Post Date: 2020-11-03 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/03/2020	6000000300		Advanced Imaging Solutions	928551	2 Virtua	3,290.43
11/03/2020	6000000301		Continental Clay Company	903866	2 Virtua	845.86
11/03/2020	6000000302		Trio Supply	903802	2 Virtua	1,707.69
11/03/2020	6000000303		Universal Athletic LLC	928417	2 Virtua	19,271.50
Total:						\$25,115.48

20201103 C1 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	4	25,115.48
Total:	4	\$25,115.48

AP Check Register

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AP Run: 20201109 C1 — Post Date: 2020-11-10 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/10/2020	6000000304		Advanced Imaging Solutions	928551	2 Virtua	306.06
11/10/2020	6000000305		Cole Papers Inc	927279-1	2 Virtua	1,204.83
11/10/2020	6000000306		Grainger	904387-1	2 Virtua	519.69
11/10/2020	6000000307		Trio Supply	903802	2 Virtua	1,347.61
Total:						\$3,378.19

20201109 C1 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	4	3,378.19
Total:	4	\$3,378.19

AP Check Register

<u>Fund</u>	<u>Total</u>
01 - GENERAL	25,196.81
02 - FOOD SERVICE	3,055.30
04 - COMMUNITY SERVICE	241.56
	\$28,493.67

AP Check Register

AP Run: 20201104 ACH — Post Date: 2020-11-04 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/04/2020	9000001968	ACH	Barry, Amber Leigh	017540	1 AP5800	61.99
11/04/2020	9000001969	ACH	Black, Kristine C	017563	1 AP5800	71.25
11/04/2020	9000001970	ACH	Engdahl, Ann Mary	015745	1 AP5800	66.35
11/04/2020	9000001971	ACH	Gierada, Barbara L	008128	1 AP5800	74.75
11/04/2020	9000001972	ACH	Nepsund, Jeff L	008086	1 AP5800	780.00
11/04/2020	9000001973	ACH	Paek, Guillaume J	019390	1 AP5800	213.66
11/04/2020	9000001974	ACH	Pohl, Angie J	019145	1 AP5800	714.24
11/04/2020	9000001975	ACH	Ragatz, Elizabeth C	018471	1 AP5800	58.39
11/04/2020	9000001976	ACH	Skahen, Lori L	018959	1 AP5800	101.45
11/04/2020	9000001977	ACH	Tesmer, Russell	013441	1 AP5800	938.92
11/04/2020	9000001978	ACH	Tucker, Tristyn R	018339	1 AP5800	204.05
11/04/2020	9000001979	ACH	Warmka, Cheri R	007858	1 AP5800	40.32
11/04/2020	9000001980	ACH	Zupke, Samuel	009298	1 AP5800	61.00
Total:						\$3,386.37

20201104 ACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	13	3,386.37
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	13	\$3,386.37

AP Check Register

AP Run: 20201130 ACH — Post Date: 2020-11-30 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/30/2020	9000001981	ACH	Arreola, Bertha A	019983	1 AP5800	50.09
11/30/2020	9000001982	ACH	Battle, Theresa F	019927	1 AP5800	500.00
11/30/2020	9000001983	ACH	Berra, Angie Marie	013957	1 AP5800	11.00
11/30/2020	9000001984	ACH	Brady, Steve	010290	1 AP5800	91.91
11/30/2020	9000001985	ACH	Chesla, Patrick J	018320	1 AP5800	55.89
11/30/2020	9000001986	ACH	Davidson, Jessica J	018030	1 AP5800	20.05
11/30/2020	9000001987	ACH	Gauer-Kloos, Megan	019574	1 AP5800	82.95
11/30/2020	9000001988	ACH	Gersich, Brian M	019849	1 AP5800	1,200.00
11/30/2020	9000001989	ACH	Gilbertson, Sherry A	016244	1 AP5800	79.90
11/30/2020	9000001990	ACH	Gorton, Rachel	016735	1 AP5800	200.00
11/30/2020	9000001991	ACH	Kachman, Angela	010826	1 AP5800	41.42
11/30/2020	9000001992	ACH	Kamau, Malachi M	020159	1 AP5800	8.00
11/30/2020	9000001993	ACH	Knudsen, Evyenia	006810	1 AP5800	16.80
11/30/2020	9000001994	ACH	Lake, David	017436	1 AP5800	85.10
11/30/2020	9000001995	ACH	Leyva, Ana M	020211	1 AP5800	35.65
11/30/2020	9000001996	ACH	Lian, Jocelyn M	020194	1 AP5800	82.92
11/30/2020	9000001997	ACH	Lucius, Rachel H	014982	1 AP5800	900.00
11/30/2020	9000001998	ACH	Meyer, Chad	011073	1 AP5800	47.08
11/30/2020	9000001999	ACH	Milinovich, Tracy	018144	1 AP5800	56.84
11/30/2020	9000002000	ACH	Mueller, Sarah K	014106	1 AP5800	9.99

AP Check Register

AP Run: 20201130 ACH — Post Date: 2020-11-30 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
11/30/2020	9000002001	ACH	Nelson, Katie L	015010	1 AP5800	22.48
11/30/2020	9000002002	ACH	Nimchuk, Sarah T	020034	1 AP5800	40.08
11/30/2020	9000002003	ACH	Opatz, Larry	009239	1 AP5800	4.49
11/30/2020	9000002004	ACH	Pieper, Jill	017753	1 AP5800	98.00
11/30/2020	9000002005	ACH	Pikal, Robin	019154	1 AP5800	200.00
11/30/2020	9000002006	ACH	Rider, Lisa K	016166	1 AP5800	200.00
11/30/2020	9000002007	ACH	Ringger, Tracy A	013672	1 AP5800	31.96
11/30/2020	9000002008	ACH	Sovine, Stacey	017487	1 AP5800	200.00
11/30/2020	9000002009	ACH	Stead, Amy Jo	006874	1 AP5800	46.36
11/30/2020	9000002010	ACH	Wallace-Vertein, Joy M	017453	1 AP5800	22.80
11/30/2020	9000002011	ACH	Wendorf, Eric S	015179	1 AP5800	27.37
11/30/2020	9000002012	ACH	Wurdeman, Scott	010543	1 AP5800	66.13
Total:						\$4,535.26

20201130 ACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	32	4,535.26
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	32	\$4,535.26

AP Check Register

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Burnsville-Eagan-Savage SD 191, MN

<u>Fund</u>	<u>Total</u>
01 - GENERAL	7,702.98
02 - FOOD SERVICE	210.65
04 - COMMUNITY SERVICE	8.00
	\$7,921.63



**Agenda IV.A.5
 January 28, 2021**

To: Dr. Theresa Battle, superintendent and Board of Education
From: Lisa K. Rider, executive director of business services
Date: January 19, 2021
Re: Budget Analysis for the Month Ending November 30, 2020

Recommendation: That the Board accepts the Budget Analysis for the month ending November 30, 2020.

The November Budget Reports are presented for Board information and review. The reports indicate the following:

	<u>Year-to-Date Revenue</u>	<u>% of Adopted Budget</u>	<u>Year-to-Date Expenditures</u>	<u>% of Adopted Budget</u>
All Funds	\$ 79,222,274	45.25%	\$ 66,793,056	38.06%
General Fund	\$ 54,299,462	42.81%	\$ 39,955,781	31.26%

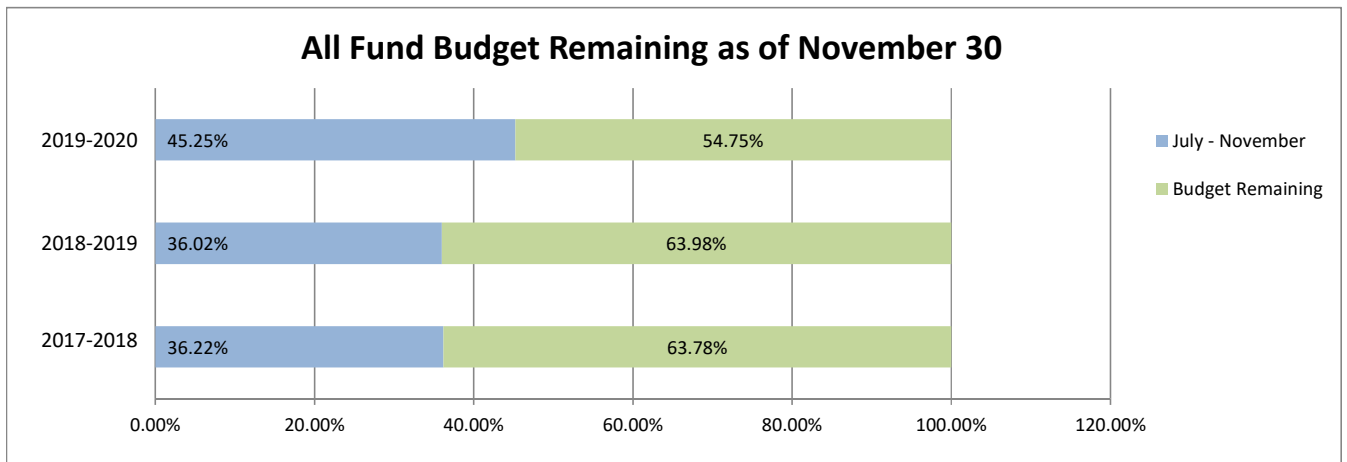
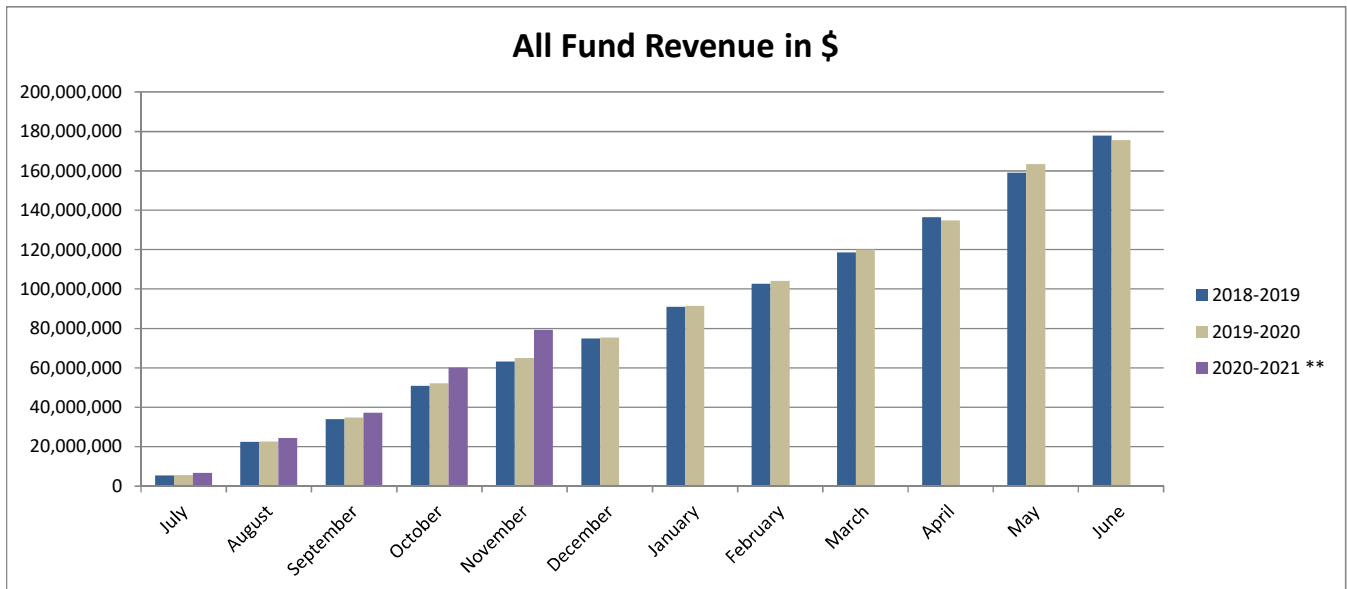
To assist the Board in monitoring monthly financial activity and to help identify budget-to-actual deviations, the following graphs have been developed for all funds and the general fund:

Revenues Year-to-Date for Last two years and Current year
 Expenditures Year-to-Date for Last two years and Current year

All of the reports and graphs show last year’s actual figures, this year’s budget and this year’s activity to day. Additional detail is available upon request.

**REVENUE COMPARISON
ALL FUNDS**

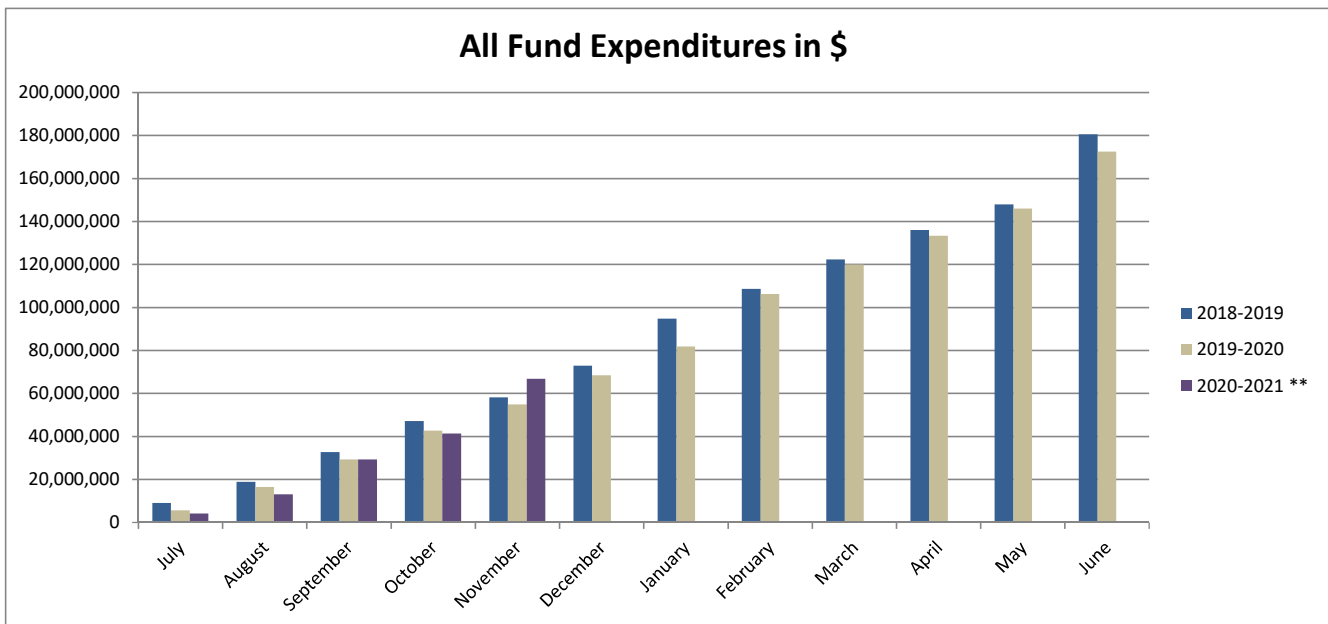
	2018-2019		2019-2020		2020-2021 **	
	\$	%	\$	%	\$	%
July	5,335,129	3.06%	5,485,241	3.04%	6,620,611	3.78%
August	22,416,157	12.86%	22,594,027	12.53%	24,450,745	13.97%
September	34,008,972	19.51%	34,813,133	19.31%	37,284,098	21.30%
October	50,811,471	29.14%	52,091,920	28.89%	60,182,909	34.38%
November	63,156,262	36.22%	64,950,000	36.02%	79,222,274	45.25%
December	74,878,779	42.95%	75,350,271	41.79%		0.00%
January	90,963,532	52.17%	91,452,688	50.72%		0.00%
February	102,665,589	58.89%	104,037,421	57.70%		0.00%
March	118,617,121	68.04%	120,089,341	66.60%		0.00%
April	136,463,266	78.27%	134,860,140	74.79%		0.00%
May	159,031,720	91.22%	163,402,130	90.62%		0.00%
June	177,830,694	102.00%	175,487,024	97.33%		0.00%
BUDGET	174,346,301	100.00%	180,308,051	100.00%	175,070,662	100.00%



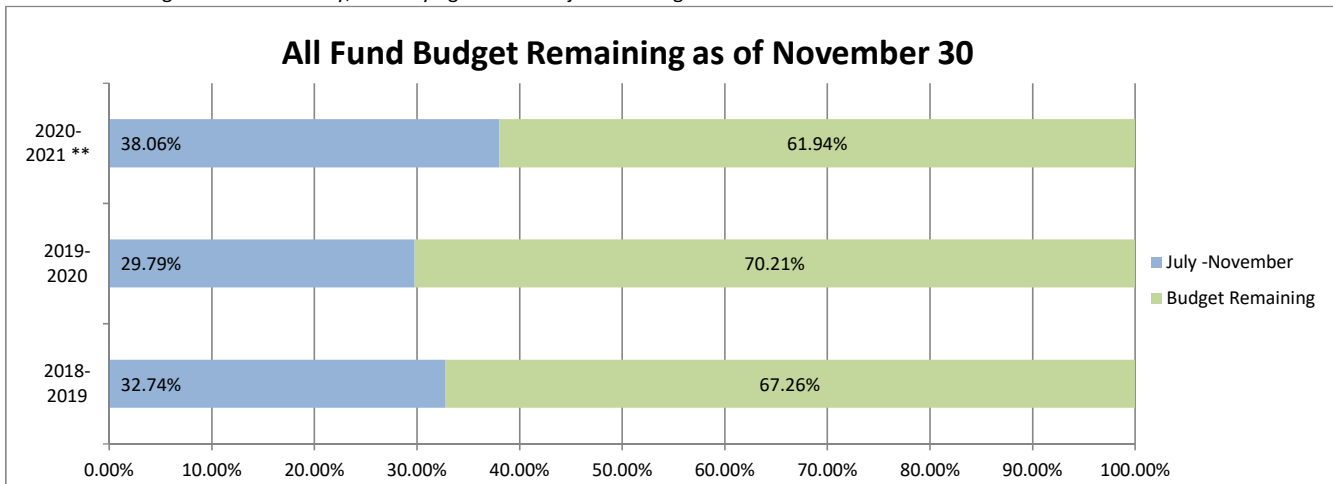
** The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

**EXPENDITURE COMPARISON
ALL FUNDS**

	2018-2019		2019-2020		2020-2021 **	
	\$	%	\$	%	\$	%
July	8,969,704	5.05%	5,527,131	3.00%	4,162,163	2.37%
August	18,843,572	10.61%	16,468,457	8.95%	12,962,990	7.39%
September	32,740,412	18.44%	29,323,003	15.94%	29,274,664	16.68%
October	47,082,647	26.51%	42,659,629	23.19%	41,343,987	23.56%
November	58,133,122	32.74%	54,807,687	29.79%	66,793,056	38.06%
December	72,901,898	41.05%	68,333,711	37.14%		0.00%
January	94,821,290	53.40%	81,733,856	44.42%		0.00%
February	108,536,123	61.12%	106,174,331	57.71%		0.00%
March	122,350,806	68.90%	119,896,778	65.16%		0.00%
April	136,060,010	76.62%	133,324,048	72.46%		0.00%
May	147,894,022	83.28%	145,975,143	79.34%		0.00%
June	180,511,422	101.65%	172,410,094	93.71%		0.00%
BUDGET	177,577,573	100.00%	183,989,992	100.00%	175,489,038	100.00%

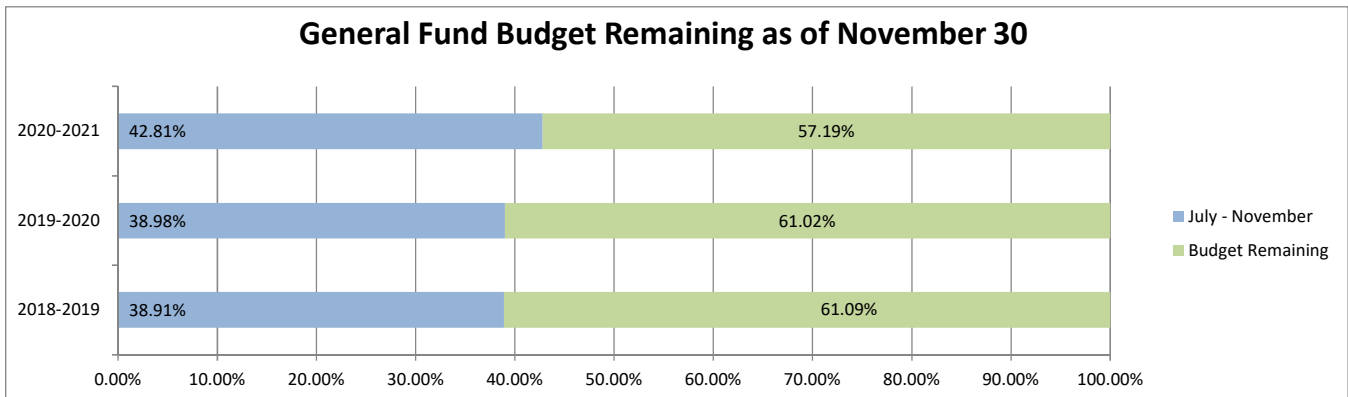
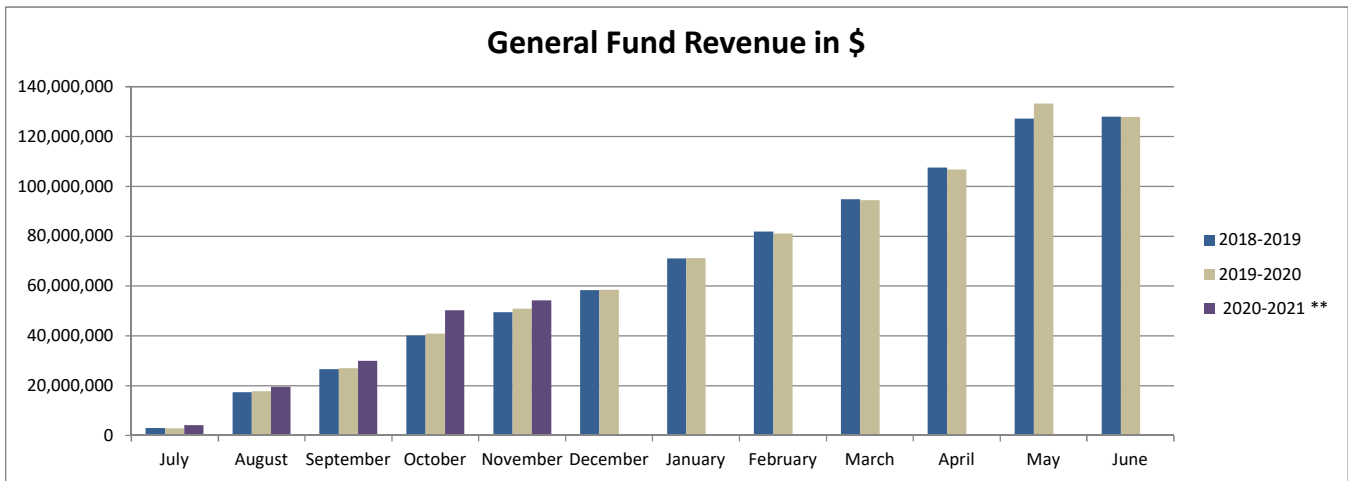


**based on timing of financial activity, monthly figures are subject to change



**REVENUE COMPARISON
GENERAL FUND**

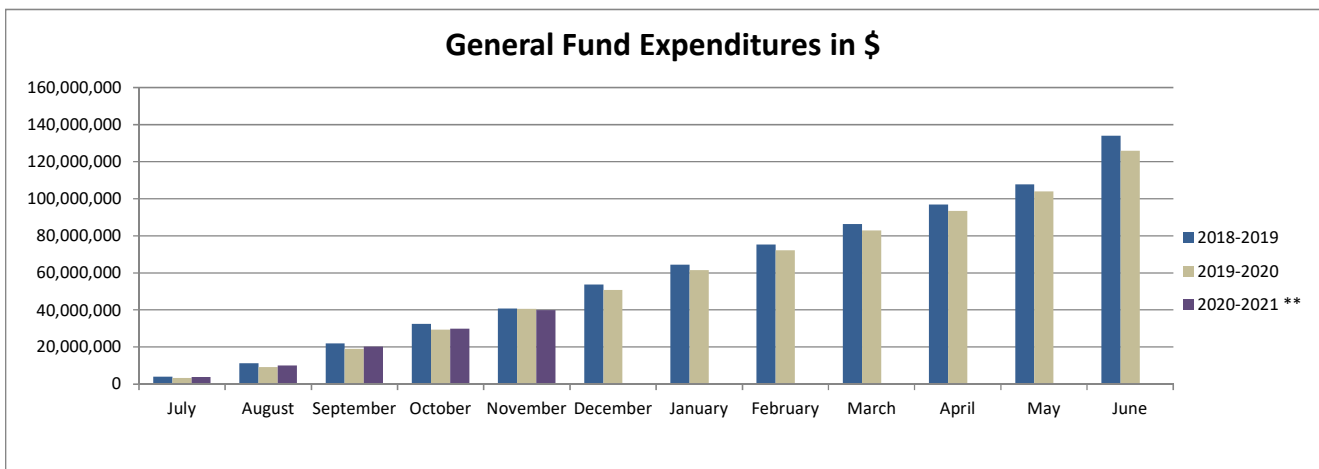
	2018-2019		2019-2020		2020-2021 **	
	\$	%	\$	%	\$	%
July	3,049,011	2.40%	2,952,734	2.26%	4,121,651	3.25%
August	17,467,026	13.74%	17,728,648	13.58%	19,631,549	15.48%
September	26,603,063	20.93%	26,994,038	20.67%	29,933,966	23.60%
October	40,148,304	31.58%	40,875,100	31.30%	50,307,450	39.66%
November	49,468,991	38.91%	50,901,641	38.98%	54,299,462	42.81%
December	58,346,985	45.90%	58,488,110	44.79%		0.00%
January	71,139,741	55.96%	71,248,272	54.57%		0.00%
February	81,874,274	64.41%	81,110,930	62.12%		0.00%
March	94,812,594	74.58%	94,414,841	72.31%		0.00%
April	107,566,443	84.62%	106,747,578	81.75%		0.00%
May	127,198,187	100.06%	133,202,884	102.02%		0.00%
June	127,946,448	100.65%	127,889,261	97.95%		0.00%
BUDGET	127,122,457	100.00%	130,570,739	100.00%	126,834,491	100.00%



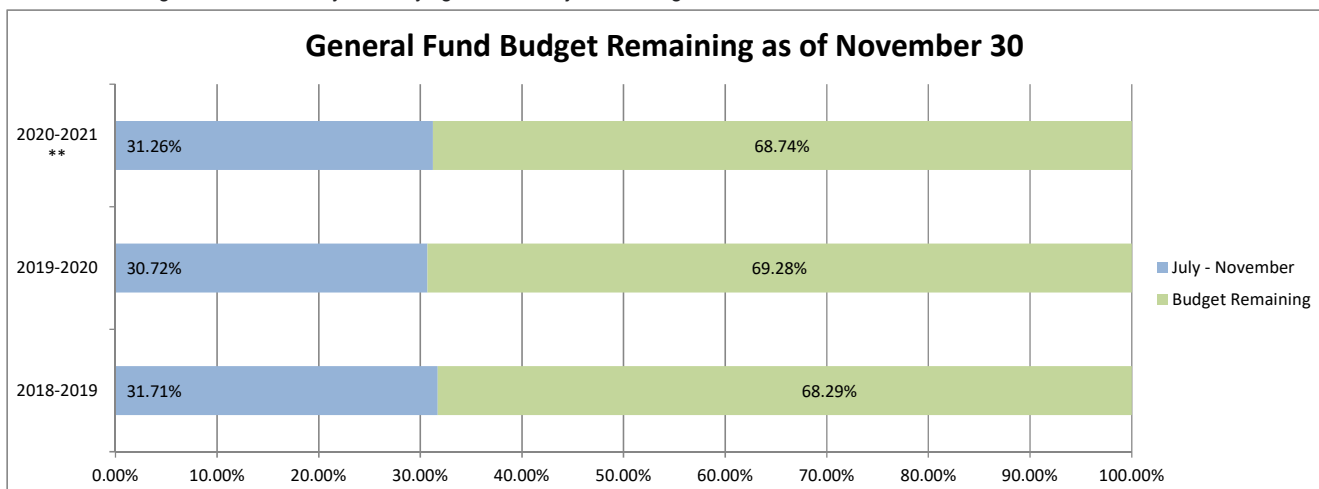
** The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

**EXPENDITURE COMPARISON
GENERAL FUND**

	2018-2019		2019-2020		2020-2021 **	
	\$	%	\$	%	\$	%
July	4,062,789	3.16%	3,278,040	2.48%	3,830,485	3.00%
August	11,344,843	8.81%	9,235,858	6.99%	10,104,239	7.90%
September	22,000,174	17.09%	19,056,078	14.41%	20,260,645	15.85%
October	32,530,513	25.26%	29,431,382	22.26%	29,888,566	23.38%
November	40,831,427	31.71%	40,610,524	30.72%	39,955,781	31.26%
December	53,644,305	41.66%	50,859,427	38.47%		0.00%
January	64,422,832	50.03%	61,440,209	46.47%		0.00%
February	75,366,706	58.53%	72,157,858	54.58%		0.00%
March	86,317,866	67.04%	82,820,131	62.64%		0.00%
April	96,837,872	75.21%	93,356,204	70.61%		0.00%
May	107,680,428	83.63%	103,944,142	78.62%		0.00%
June	134,041,181	104.10%	125,799,767	95.15%		0.00%
BUDGET	128,759,941	100.00%	132,208,436	100.00%	127,825,136	100.00%



**based on timing of financial activity, monthly figures are subject to change





Future Ready. Community Strong.

**Agenda IV.A.6.
January 21, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Eric Miller, board chair

Date: January 14, 2021

Re: Committee Assignments for 2021

Recommendation: that the Board of Education approves the committee assignments, board appointments, and school assignments for 2021.

Standing Committees:

Policy Review Committee	Abigail Alt (chair) Toni Conner Sue Said
Negotiations Committee	Abigail Alt (chair) Scott Hume Anna Werb
Legislative Committee	Lesley Chester (chair) Scott Hume Anna Werb

Board Appointments:

AMSD (Association of Metropolitan School Districts)	Toni Conner
Burnsville Chamber	Abigail Alt (primary) Anna Werb (alternate)
917	Lesley Chester
Foundation 191	Sue Said (primary) Scott Hume (alternate)
MSBA (Minnesota School Boards Association)	Scott Hume (primary)

	Toni Conner (alternate)
MSHSL (Minnesota State High School League)	Eric Miller
Burnsville High School Hall of Fame	Scott Hume

School Assignments:

Abigail Alt	Gideon Pond Elementary
Lesley Chester	William Byrne Elementary
Toni Conner	Nicollet Middle School
Scott Hume	Eagle Ridge Middle School
Eric Miller	Hidden Valley Elementary
Sue Said	Edward Neill Elementary
Anna Werb	Burnsville High School



To: Members, Board of Education

**Agenda Item IV.B.1
January 28, 2021**

From: Rachel Gorton, Director of Technology

Date: January 28, 2021

Re: Approve the MDE Online Learning Provider Application

RECOMMENDATION: That the Board of Education approve the application to MDE to establish ISD191 as an online learning provider.

For reference, ISD191's [MDE Online Learning Provider Application](#)

Changes since draft application shared January 14, 2021:

Under Faculty Support; What outcome data will you collect to inform you about the effectiveness of your faculty support: added "The barriers to students with disabilities will be monitored through progress reports aligned to the student's Individual Education Plans (IEP) and the success of the accommodations and modifications, and how access to learning was impacted."

It is recommended that the application to the Minnesota Department of Education, to become an online learning provider, be approved.



MDE Online Learning Provider Application

ISD191 Burnsville-Eagan-Savage Public Schools: February 2021



New State-approved Online Learning Providers Application

- I. Applicant Information
 - A. Program Name: One91 Virtual Academy
 - B. Organization Type: Independent District
 - C. District or Charter Number: 191
 - D. Street Address: ISD191, 200 W Burnsville Parkway, Burnsville, MN 55337
 - E. Contact Name: Brian Gersich, Assistant Superintendent, bgersich@isd191.org, 952-707-2015
- II. Program Information
 - A. Program Type: Comprehensive & Supplemental
 - B. Grade Levels: K-12
 - C. Enrollment Type: Fixed Terms
We will encourage students to align changes to the beginning and end of quarter or semester terms. We will, however, allow for mid-term changes to and from our online school in consultation with students, families, and district staff.
 - D. Management & Operations – indicate how services are delivered in the program.

Service	Local District	Contract (non-profit)	Contract (for-profit)	Other (describe)
Program Management	X			
IT Infrastructure (LMS)	X Management and Support		X LMS Application (currently Schoology)	

Student Technical Support	X			102
Curriculum Assembly & Course Content	X		Online programs for specific grades / courses will be used in conjunction with district-created curriculum	
Hiring Teachers	X		Substitute teachers may be utilized through our existing contract with Teachers on Call	
Marketing	X			
Teacher Evaluation/ Training/ Professional	X			

III. Statutory Compliance

State-approved online learning providers are responsible to be aware, understand, and implement current education statutes including, but not limited to the Online Learning Option Act. The applicant is responsible to annually review [Minnesota Statutes, Section 124D.095](#) and demonstrate understanding of the obligations and requirements of an Online Learning (OLL) Program provider as specified in law.

124D.095 ONLINE LEARNING OPTION.

Subdivision 1. Citation. This section may be cited as the "Online Learning Option Act."

Subd. 2. Definitions. For purposes of this section, the following terms have the meanings given them.

(a) "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

(b) "Blended learning" is a form of digital learning that occurs when a student learns part-time in a supervised physical setting and part-time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

(c) "Online learning" is a form of digital learning delivered by an approved online learning provider under paragraph (d).

(d) "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by the department to provide online learning courses.

(e) "Student" is a Minnesota resident enrolled in a school under section 120A.22, subdivision 4, in kindergarten through grade 12.

(f) "Online learning student" is a student enrolled in an online learning course or program delivered by an online learning provider under paragraph (d).

(g) "Enrolling district" means the school district or charter school in which a student is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

(h) "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

(i) "Full-time online learning provider" means an enrolling school authorized by the department to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

(j) "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling district using a format prescribed by the commissioner to identify the state academic standards embedded in an online course, the course content

outline, required course assessments, expectations for actual teacher contact time and other student-to-teacher communications, and the academic support available to the online learning student. 103

Subd. 3. Authorization; notice; limitations on enrollment.

(a) A student may apply for full-time enrollment in an approved online learning program under section 124D.03 or 124D.08 or chapter 124E. Notwithstanding sections 124D.03 and 124D.08 and chapter 124E, procedures for enrolling in supplemental online learning are as provided in this subdivision. A student age 17 or younger must have the written consent of a parent or guardian to apply. No school district or charter school may prohibit a student from applying to enroll in online learning. In order to enroll in online learning, the student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by the department to notify the enrolling district of the student's application to enroll in online learning.

(b) The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the enrolling district's term. The enrolling district may waive this requirement for special circumstances and with the agreement of the online provider. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then: (1) the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and (2) the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

(c) An online learning provider must notify the commissioner that it is delivering online learning and report the number of online learning students it accepts and the online learning courses and programs it delivers.

(d) An online learning provider may limit enrollment if the provider's school board or board of directors adopts, by resolution, specific standards for accepting and rejecting students' applications.

(e) An enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

(f) The online provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the commissioner unless the enrolling district and the online provider agree to a different form of notice and notify the commissioner. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits towards graduation.

Subd. 4. Online learning parameters.

(a) An online learning student must receive academic credit for completing the requirements of an online learning course or program. Secondary credits granted to an online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including online learning students, and must continue to provide nonacademic services to online learning students. If a student completes an online learning course or program that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met. The enrolling district must use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for transfer students under section 124D.03, subdivision 9. The enrolling district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider that is not the enrolling district.

(b) An online learning student may: (1) enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year and the student may exceed the supplemental online learning

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registration limit if the enrolling district permits supplemental online learning enrollment above the limit, or if the enrolling district and the online learning provider agree to the instructional services; (2) complete course work at a grade level that is different from the student's current grade level; and (3) enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

(c) An online learning student has the same access to the computer hardware and education software available in a school as all other students in the enrolling district. An online learning provider must assist an online learning student whose family qualifies for the education tax credit under section 290.0674 to acquire computer hardware and educational software for online learning purposes.

(d) An enrolling district may offer digital learning to its enrolled students. Such digital learning does not generate online learning funds under this section. An enrolling district that offers digital learning only to its enrolled students is not subject to the reporting requirements or review criteria under subdivision 7, unless the enrolling district is a full-time online learning provider. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

(e) Both full-time and supplemental online learning providers are subject to the reporting requirements and review criteria under subdivision 7. A teacher holding a Minnesota license must assemble and deliver instruction to online learning students. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license. Unless the commissioner grants a waiver, a teacher providing online learning instruction must not instruct more than 40 students in any one online learning course or program.

(f) To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit under paragraph (b) or apply to enroll in an approved full-time online learning program, consistent with subdivision 3, paragraph (a). Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

Subd. 5. Participation in extracurricular activities.

An online learning student may participate in the extracurricular activities of the enrolling district on the same basis as other enrolled students.

Subd. 6. Information.

School districts and charter schools must make available information about online learning to all interested people.

Subd. 7. Department of Education.

(a) The department must review and approve or disapprove online learning providers within 90 calendar days of receiving an online learning provider's completed application. The commissioner, using research-based standards of quality for online learning programs, must review all approved online learning providers on a cyclical three-year basis. Approved online learning providers annually must submit program data to, confirm statements of assurances for, and provide program updates including a current course list to the commissioner.

(b) The online learning courses and programs must be rigorous, aligned with state academic standards, and contribute to grade progression in a single subject. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under subdivision 4, paragraph (d), must give the commissioner written assurance that: (1) all courses meet state academic standards; and (2) the online learning curriculum, instruction, and assessment, expectations for actual teacher-contact time or other student-to-teacher communication, and academic support meet nationally recognized professional standards and are described as such in an online learning course syllabus that meets the commissioner's requirements. Once an online learning provider is approved under this paragraph, all of its online learning course offerings are eligible for payment under this section unless a course is successfully challenged by an enrolling district or the department under paragraph (c).

(c) An enrolling district may challenge the validity of a course offered by an online learning provider. The department must review such challenges based on the approval procedures under paragraph (b). The department may initiate its own review of the validity of an online learning course offered by an online learning provider.

(d) The department may collect a fee not to exceed \$250 for approving online learning providers or \$50 per course for reviewing a challenge by an enrolling district. 105

(e) The department must develop, publish, and maintain a list of online learning providers that it has reviewed and approved.

(f) The department may review a complaint about an online learning provider, or a complaint about a provider based on the provider's response to notice of a violation. If the department determines that an online learning provider violated a law or rule, the department may: (1) create a compliance plan for the provider; or (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42. The department must notify an online learning provider in writing about withholding funds and provide detailed calculations.

Subd. 8. Financial arrangements.

(a) For a student enrolled in an online learning course, the department must calculate average daily membership and make payments according to this subdivision.

(b) The initial online learning average daily membership equals 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online learning average daily membership times .88.

(c) No online learning average daily membership shall be generated if: (1) the student does not complete the online learning course, or (2) the student is enrolled in online learning provided by the enrolling district.

(d) Online learning average daily membership under this subdivision for a student currently enrolled in a Minnesota public school shall be used only for computing average daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2), and for computing online learning aid according to section 124D.096. Subd. 9.

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IV. Program Narrative

A quality Online Learning (OLL) Program follows quality program standards. Please submit a program narrative with the following bold headings that answer the prompts in italics below. These standards are adapted from [iNACOL Quality Online Program Standards](#). These program standards are echoed in the three-year review process.

Institutional Standards

A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Everyone within the organization understands the mission statement and works to achieve it.

What is your program mission statement?

ISD191's mission statement is *Each Student. Future Ready. Community Strong.* This mission lives in our equity work as we ensure our district, programs, classes, and support services are highly personalized for each student and every student sees opportunities and paths for their future. We embrace equity as a continuous inner journey and that without boldly engaging in action needed to dismantle racist policies and practices, we cannot serve each of our students. Equity work will be a foundation of our online school as it is with our in-person courses, programs, and supports.

Our students graduate Future Ready. We have developed a nationally recognized Career and College Pathways program that allows our extraordinary learners to explore and live at the intersection of passion and purpose. Through our pathway programs, students discover more about what they love to do (and often what they don't want to do!) earlier in life. We are confident in our pathway model for our in-person schools and are excited to expand those opportunities to our online school. Our online school will align with our pathways for elementary, middle, and high school through SPARK, FUEL, and BLAZE.



Grades PreK-5

Elementary pathways light a spark for learning in each child and instill a sense of excitement and creativity as their learning journey progresses.

Elementary students have opportunities to explore a variety of themes and topics aligned to our



Grades 6-8

Middle School pathways fuel the interests and passions of each student to explore the world around them.

Middle school students have opportunities to discover their strengths in learning, leadership,



Grades 9-12

High School pathways fan the flame to help each student blaze a new trail and discover all that is possible.

High school students have opportunities to explore over a dozen strategic pathways that lead

pathways.

and building culture.

to industry certifications, early 107 college credit, and career preparation.

Our students are community strong. Through our pathways program, we are continuously developing partnerships with our local, state, and national communities. These partnerships provide our students with the opportunities and experiences to learn about careers, knowledge and skills, and authentic engagement with experts.

Explain how the organization will work to ensure the mission statement is understood and drives all of the work.

Our mission of *Each Student. Future Ready. Community Strong* is embedded throughout our district. It is evident through the learning activities in our courses, the professional learning of our staff, the programs we provide to our students and families, and our outreach and connections to our community. We are an equity-driven organization that addresses inequalities that are detrimental to our students and staff. We strive to partner with businesses and organizations that partner to provide opportunities for our students to grow and thrive.

What outcome data will you collect to inform you about the effectiveness of your mission statement?

We will collect outcome data on the effectiveness of our mission statement through the presence of our mission in coursework and school programming: personalization, strong academics, and social/emotional support tied to community. We will provide opportunities for our students and families to engage in conversations around equity. We will provide informal and formal opportunities to hear from our students, families, staff, and community partners on what is helping us achieve our goals and more importantly, how we can continue to improve. We will expand our existing comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with the World's Best Workforce (WBWF) to ensure we are meeting our mission for our online school.

Governance

Governance is provided by a Board of Directors, Advisory Board, or a School Board working with each other to develop policies for programming and staff.

Provide an organizational chart listing all key positions and people in those positions (include any roles filled by external contractors):

The One91 Virtual Academy will be created and supported by ISD191 staff. We will utilize our existing principals, teachers, and support staff for the online school. This will be possible due to our current declining enrollment. Staffing will be aligned to our existing practices and staff will be allocated accordingly. We acknowledge that starting an online school will require additional resources and are prepared to adjust existing resources to accommodate the unique needs. When enrollment shifts in our physical schools, we adjust staffing accordingly. We will dedicate staff--principal, coordinator, clerical--as needed for the success of the One91 Virtual Academy. The experiences gained through necessary changes from the COVID-19 pandemic have positioned us well to deliver a robust online school that does not fully stand in isolation from our traditional system. Our organization chart and the inclusion of the One91 Virtual Academy reflects this inclusive approach to offering in-person and online opportunities.

[ISD191 Board of Education](#)

List the responsibilities for each role in the organization.

Elementary / Secondary Principal

- The elementary principal for our online school will be a percent of an existing principal position.
- The secondary principal for our online school will be a percent of an existing principal or AP position.
- If/when our online school enrollment would warrant a dedicated principal, we will review assignments.

Online Coordinator

- We will utilize existing Systems Improvement and Student Achievement (SISA) Coordinator staff to lead the preparation and launch of our online school.
- Our existing SISA Coordinators know and lead the work in our district around mission and will work to expand that mission to our online school.

Teachers

- Elementary Classroom teachers will be dedicated to the online school.
- Elementary specialists will teach a percent of their day in the online school.
- Middle school and high school teachers may be either 100% online or teach a percent of their day depending on student enrollment.

Student Support Services

- We will utilize existing Student Support Services staff for Special Education, English Learners, Intervention, and Enrichment services.
- We will assign existing counselors, deans, social workers, and cultural liaisons to work with students and families in our online school.

Clerical

- We will utilize existing SISA clerical staff to handle the clerical responsibilities of the online school.

Human Resources (HR)

- Hiring of online teachers will be incorporated into HR functions.
- Online teachers will be existing or new ISD191 teachers

Other Key Areas:

- Enrollment will be embedded into enrollment practices and procedures.
- Technology equipment and support will be embedded into technology practices and procedures.
- Communications and marketing will provide information to engage our online students and families.

Online Academy Advisory Committee

- Members may include parents, students, staff, board members, and/or community members. The purpose of the advisory committee will be to provide feedback for continuous improvement

What outcome data will you collect to inform you about the effectiveness of your governance structure?

In preparation for Fall 2020, we evaluated our spring online program--created due to COVID-19--and our very successful summer online program. We made improvements based on this evaluation. The 2020-2021 school year has already provided invaluable experience and direction as we prepare a permanent online school option. We will also continue to use established continuous improvement practices. Those practices include critical feedback from our students, families, and teachers on what is working and what needs improvement, and evaluating new research and information Especially as we emerge from the pandemic, the societal changes that impact education will be considered. We will employ formal surveys to collect data and take action on feedback, as well as informal feedback mechanisms such as conversations and parent-teacher conferences.

We will also create a One91 Virtual Academy Advisory Committee made up of parents, staff, students, and community partners. Our goal is to work in partnership with families participating in our online school. 109

Attach official documents as evidence of approval to the application: (only those that apply to your organization type e.g School Board approval, Joint Powers of Authority approval, Consortia approval, Charter School Authorizer approval)

[To School Board as Draft Plan January 14th, anticipated Approval on January 28th]

Leadership and Planning

Governance and leadership work hand-in-hand, developing operational policies for the program and its leadership and staff. Program policies and practice promote equity and support students' ability to access the program. Planning is managed by leadership and staff. Program uses strategic planning, long-range and operational planning along with annual goal setting including alignment with Minnesota Statute 120B.11 (World's Best Workforce).

Describe the processes in place for stakeholder feedback and continuous program improvement, including roles and responsibilities for those involved.

Opportunities for stakeholder feedback and continuous program improvement occur at multiple levels throughout ISD191. Ensuring diverse, comprehensive, and quality stakeholder feedback requires multiple strategies and a deep knowledge and connection to our various stakeholder groups. The School Board works closely with the Superintendent and her cabinet. Administrators apply district policies promoting continuous feedback and district improvement. At the school board level, the public has opportunities to share their input during board meetings as well as at listening sessions. Furthermore, feedback from the public is gathered through a district perception survey administered in multiple languages and formats. Administrators at the school level gather input through the school's parent-teacher organizations (PTO) as part of their continuous improvement processes. The schools also gather perception data from parents through district surveys, as well as perception survey data from their staff and students to inform the continuous improvement process. Throughout our application, we will reference numerous ways we partner with our stakeholders to evaluate, gain feedback and perspective, and use stakeholder feedback for continuous improvement.

List any enrollment policies or guidelines that are in place. NOTE: Fees and policies that may be discriminatory are not allowed.

The Enrollment Center is the beginning step for welcoming families into our district and exists as both a physical location in our district office as well as in an online environment. While many of our families prefer to come into our Enrollment Center to fill out enrollment forms, we also successfully serve families who prefer to enroll online. Our enrollment process is supported by a team of multilingual staff. With the addition of our online school, we will continue to evaluate and adapt our practices to provide a welcoming and clear processes to ensure documentation and logistics are complete. More importantly, we strive to welcome and celebrate their start in our district. We are honored to have their family join our fantastic district and will ensure they are welcomed and supported through the beginning steps and into the future.

What outcome data will you collect to inform you about the effectiveness of your leadership and planning?

To inform our effectiveness as leaders and our systemic planning, we use a variety of data points throughout the year including our District Perception Survey. The data gathered is used to inform and develop district and school improvement plans as a part of the continuous improvement process. Public input collected during school board listening hours is used to inform the School Board and Superintendent of areas to improve upon and add to district-wide goal development. Student achievement data, demographic data, and internal assessment data is also used to guide the development of school improvement planning. As a system, we work continuously to improve our district programming, to support our students and families, and to ensure a more equitable future for our students and ourselves.

Integrity and Accountability

In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, management of material, financial and human resources, and achievement of student learning outcomes. Data is shared with all stakeholders.

Describe accountability systems in place and how they will function to assure program integrity and accountability.

ISD191 will utilize both district and state-level assessments to measure student achievement. These include formative, summative, and standardized testing, such as FASTbridge, ACCESS and MCAs. We also utilize our Minnesota Common Course Catalog and MARSS submissions for alignment and accountability.

ISD191 is a Q-Comp district and will implement all current Q-Comp practices in our online school as well. We believe that the practices of peer coaching and continuous improvement provide opportunities for growth and development for our staff. Our experience with distance learning has provided us opportunities to develop “look-fors” and coaching strategies for quality online teaching and learning. We will continue to use the Danielson framework and employ the vast resources we have developed for online teaching and learning.

[Danielson Group Remote Teaching Guide](#). This document was created by The Danielson Group and has provided a crucial bridge for our teachers during distance learning. This document, along with the Danielson Framework led to the creation of the following document: [Danielson Domain 2 & 3 Virtual Observation Guide](#). We will continue to use the Danielson Framework as a foundation for instructional review and accountability in our online school.

For more information regarding our Q-Comp practices, reference our [2020-2021 ISD191 QComp MOU](#).

Assurance of program integrity and accountability will be reported using the World’s Best Workforce district report and submission process. Additionally, the One91 Virtual Academy Advisory Committee will review the report data annually.

We acknowledge that COVID-19 and our distance learning experiences have created questions. We will continue to investigate the best options around the definition of attendance and how seat time (or screen time) relates to academic learning, participation, and growth. As we move beyond this pandemic, these questions and discussions will likely drive changes in state and district policy.

[Student Attendance Policy 503](#)

Provide a draft fiscal budget.

The COVID-19 pandemic has challenged and inspired us to envision educational changes. When we shifted to distance learning due to COVID-19, our online school was chosen by 40% of our families and has provided us with the crucial experience needed to launch our permanent online school. It also provides us with uncertainty in the numbers of our families who will continue to choose an online option and for those outside our district currently who will be looking for a continued online opportunity.

Our budget will be dependent on enrollment, aligned to existing salaries, and will be a reallocation of our existing budget. Due to our current situation of declining enrollment, we will not be adding positions for the online school but have the capacity to ensure our existing positions and resources are reallocated to fully support and ensure we thrive as we launch.

We will be using our existing ratios and allocations to provide equitable resources for our online school as we do for our physical schools. We also acknowledge that an online school will utilize some resources in different ways than our physical schools. Classrooms, classroom technology, custodial and maintenance will not be part of the funding needs. However, staff who teach and support our online school will continue to utilize our facilities. We will continue to adjust and fine-tune our budgets to support the unique programming of our online school.

Existing Allocations

Capital Fund: Elementary \$3.80/student MS=\$4.60/student HS=\$6.40/student (enrollment)

- Curriculum: 25% of fund
- Equipment: 75% of fund

General Fund: K-5: \$47.20/student MS: \$57.60/student HS: \$58.40/student

- Instructional Supports: 100%

Personnel:

- Teaching staff will be either dedicated for online or prorated for the percent of online instruction they provide.
- All online costs will be integrated into the system and will be a reallocation based on student enrollment and percentages.
- Class sizes will be comparable to and within the district established norms. We do not plan to create large online classes that are outside of the district's established norms.
- Cultural Liaisons, Social Workers, and other support staff will be prorated based on the students served in the online school.

Elementary

- Elementary classroom teachers will be dedicated to the online school.
- Elementary SPED, English Learner, Intervention, Enrichment teachers will be prorated based on the students served in the online school.

Secondary

- When possible and when enrollment allows, we will dedicate secondary teachers to the online school.
- Secondary teachers may teach a percent of their sections online. In that situation (for example, a geometry teacher who accepts an online section), 1 of their 5 sections would be prorated in the online school while the remaining will be from Burnsville High School.

The online school will assume staffing costs aligned to existing costs.

Average teacher cost: \$100,000 sal/ben

Clerical: \$72,000 sal/ben

Principal: \$ 197,000 sal/ben

Current Average Class Ratios: Ratios for our online school will be aligned to our in-person schools.

Kindergarten 23:1	1st Grade 26:1	2nd Grade 27:1
3rd Grade 28:1	4th Grade 29:1	5th Grade 30:1
6th - 8th Grades 32:1		
9th -12th Grades 35:1		

Curriculum Development and Professional Development

- January - August 2021: Teams of teachers will continue the development of the online curriculum.
- Summer 2021: Professional Development for online teachers and support staff and onboarding online teachers.
- September 2021 - May 2022: Year 1 continued curriculum development and professional development throughout the year.
- Summer 2022: Curriculum analysis and refinement and onboarding potentially new online teachers.

Technology

- Online students will receive a technology package similar to our in-person students which will include a Chromebook, charger, stylus, and case. (approx. \$350/student)
- Internet support through a hotspot or a district-sponsored internet package will be provided to qualifying students. (approx \$240/family/year)
- Technology equipment will be shipped to online students who live outside the geographic area.

Program Start-Up Costs

- Online principals and the SISA Coordinator(s) will evaluate all components of the online school and identify.

Additional Costs

- Specialized field trips: We envision potential specialized field trips as part of our online school. Due to COVID-19, we do not anticipate a start before 2022-2023.
- Travel and associated costs for Online Teachers/Staff to visit and/or administer assessments to students outside our geographic location.

- Industry-standard certification test costs. Our pathways provide students the opportunity to earn industry-standard certifications and credentials. Additional costs may be incurred for online students to earn those credentials. 113

What outcome data will you collect to inform you about the level of integrity and accountability of your program?

Outcome data is currently and will continue to be gathered from student achievement systems such as MCA, ACCESS and Fastbridge suites, as well as other student metrics such as attendance, discipline, and graduation rates. As part of the continuous improvement process, these metrics are analyzed and used to develop district and building level goals. Teachers and staff are provided data in Collaborative Teams and staff meetings. Principals and building leadership teams (BLT) also review and analyze the data for the development of the School Improvement plan. District leaders in student improvement, student support, and finance also use the outcome data for goal development with their respective departments.

Teaching & Learning Standards

Curriculum and Course Design

A quality online program will have a well-thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. The standard and its subsets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of content are addressed.

Describe how your online program offers something unique and value-added to the students it serves. What sets this program apart from other online learning programs? Include information about course offerings, structure of learning program, support, etc.

One91 Virtual Academy will further develop our nationally-recognized Pathways program and will align with our model of SPARK, FUEL, and BLAZE for K-12 grade levels. While our pathway options continue to grow, for 2021-2022, we will offer 14 Pathways in 4 Career Fields. Our online school will start with a focus on the Arts, Global Communications, and Information Systems Career Field. This Career Field was chosen as a launching point because of the previous development of online curriculum, expertise of teaching staff, and ability to fully engage students in the pathway content in a fully online school.






Arts, Global Communications and Information Systems -
online options for 2021-2022

- Visual and Performing Arts
- Journalism and Broadcasting
- Information Technology
- Cybersecurity (2022-2023)

[Arts, Communication, Information Technology Course List](#)

We will continue to develop our online pathways both aligned to in-person pathways and also explore unique online-only pathway options.

Other existing pathways include:

		
<p>Health Science and Human Services</p> <ul style="list-style-type: none"> • Health Sciences • Education • Government and Community Services 	<p>Design, Engineering, and Manufacturing Technology</p> <ul style="list-style-type: none"> • Architecture and Construction • Manufacturing • Engineering, Design and Technology • Engine & Auto Technology 	<p>Business, Management, and Entrepreneurship</p> <ul style="list-style-type: none"> • Marketing • Business, Management and Administration • Finance • Hospitality and Tourism

While we will start our online school with a heavier emphasis on the Arts, Communication, and Information Technology pathways, all K-12 Online students will experience all of our pathways through age-appropriate activities and courses.

Student Experiences in Grades K-5: Spark Wonder

Online elementary students will have learning opportunities aligned with all of our pathways and will allow young scholars to explore a variety of themes and topics. Through embedded activities, events, and targeted exposure to all four pathways, our online elementary students will learn about the world through music, computer programming, virtual field trips to theaters and zoos, and project-based activities designed to spark new curiosities. Read more about our [Elementary Pathways](#).

Student Experiences in Grades 6-8: Fuel Passion

Our online middle school students are in a time of great discovery of who they are and of the world. We know middle school students thrive when their unique social-emotional needs and young adolescent culture is supported. Our middle school pathways alignment is designed around learning, leadership and culture, fueling the passions and interests of our students. Whether in person or through our online school, middle school students will engage in these areas to explore academic interests, develop leadership skills, and engage in strategic social-emotional growth and support. Read more about our [Middle School Pathways](#).

Student Experiences in Grades 9-12: Blaze Your Path

The high school pathway experience allows for flexibility for students as they engage and participate in high school courses. Students are not required to focus on a singular pathway but those students who have found an area of high interest can take a sequence of courses. Courses are scaffolded to provide students with the skill development needed to successfully earn the industry-recognized credentials. Students in the online school will have the opportunity to engage in the Arts, Communication, Information

Technology pathway courses for 2021-2022 and we look forward to continuing to develop online pathway options in the future. Read more about ISD191 [High School Pathways](#).

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Explain how online courses are designed to be clear, accessible, and engaging and how teachers are able to adapt and modify their courses. (If contracted, third-party vendors provide the course content, explain how statutory requirements of curriculum being assembled by MN-licensed teachers are met (Subd. 4 e)).

Our distance learning experience has provided invaluable opportunities to explore, design, redesign, and expand successful online instruction. We will continue to utilize key frameworks already in use and expand our expertise and innovative spirit through our permanent online school.

Courses are designed using principles on blended learning lesson design incorporating the elements of Engage-Explore-Explain-Elaborate-Evaluate. Course content will tightly adhere to the essential and enduring content standards. Teachers will utilize instructional strategies from Adaptive Schools to make adjustments for online delivery. These strategies focus on interaction, inclusion, and collaboration.

Teachers will continue to apply the equity tools from Culturally Proficient School Systems (CPSS) in the design of lessons including content selection, student materials, activities, student voice, and assessment for learning. The CPSS tools are in place district-wide and provide teachers with the framework for more equitable and inclusive classroom instruction. Secondary teachers will also be able to apply their Advancement Via Individual Determination (AVID) training to build relationships and adapt instruction aligned to district curriculum maps for rigorous course exposure.

[Blended Learning IS Culturally Proficient](#). This document is an example of how we have combined our equity work with blended learning instruction to provide support and guidance for teachers. This is one of many resources we have developed and will continue to adapt for our online school.

Provide policies and procedures that ensure all courses meet standards, ensure student progress toward graduation and college and career readiness, address various learning styles, and meet copyright and accessibility requirements.

- [Policy 604: Instructional Curriculum](#)
- [Policy 613: Graduation Requirements](#)

In addition, high school Career and Technical Education (CTE) and Pathways courses meet either state, national, or industry standards. All courses prepare students for college and career readiness with early college credit and/or industry-recognized credentials. Most courses offer a variety of modalities, with project completion based on student interest and ability.

What outcome data will you collect to inform you about the effectiveness of curriculum and course design?

Regular review and analysis of our course and curriculum offerings will be a part of our online program review. We will integrate and adapt based on new MN Academic Standards and emerging online learning research. We are also excited to envision what online-only pathways may look like. Those may tap into emerging technology fields such as cybersecurity, GIS mapping, or other rapidly expanding career fields.

Outcome data will also include review of underrepresented student enrollment, number of college credits and industry credentials earned, and number of students who identify with the Pathway in which the course is housed.

Minnesota K-12 Standards

Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. Providers must include information on how they meet or exceed Minnesota K-12 Standards.

Provide a table listing all courses and which standards are covered.

The MN Academic Standards provide the foundation for our online learning courses. Each spreadsheet identifies the grade and course for the standard. ISD191 also has a protocol for powering, unpacking, and identifying formative assessments for all academic standards. This process has been used in K-12 with literacy and math and produces what we call Grade Level Guarantees (GLG).

- [ELA Standards](#)
- [Math Standards](#)
- [Science Standards](#)
- [Social Studies Standards](#)
- [Standards in the Arts](#)
- [PE Standards](#)

ISD191 teachers identified 10 power standards for each grade level, called “Grade Level Guarantees”. Teachers utilize these GLG templates as they plan instruction and assess their students. Grade Level Guarantees will continue to be utilized as we adapt and improve curriculum for the online school.

[Math Grade Level Guarantees](#)

Examples of Elementary GLG cards for teachers: [Kindergarten Math](#) and [Fourth Grade Math](#)

[Reading Grade Level Guarantees](#)

Instruction

A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. The standard and its subsets of instruction grounded in program mission, research, best practices, assessment, student learning styles and cultural differences, levels of interactions with stakeholders, limitations of time and place, requirements for faculty licensure and professional development, and academic integrity are addressed.

Provide policies and procedures related to online instruction including communication expectations for teachers and participation guidelines for students and parents (i.e. students must participate in daily live-lesson webinars).

Since March 2020, districts have been challenged to provide the best learning environments for their students, teachers, and families. ISD191 experiences, although not ideal by any measure, have given us practice and expertise in developing and delivering outstanding online learning. Based on feedback from stakeholders in early summer, we revisited our summer online programming. The addition of synchronous learning and hands-on activity kits proved to be excellent adjustments. We have asked, listened, and adjusted our programming to ensure we are providing the best education possible. This fall we launched Distance Learning 2.0 that we will utilize as our foundational learnings for our permanent online school.

Explore more: [Distance Learning 2.0 Expectations and Guidance](#)

The online school will be designed for flexibility and we believe that synchronous learning time is a critical component for many classes. This will be especially true for the students participating in the comprehensive online school. Scheduled synchronous class times will be combined with asynchronous learning activities and project-based learning. Our experience and feedback from students and parents highlighted the importance of synchronous sessions to build relationships, community, and ensure success.

We have learned a lot about how, what, and when to communicate with students and families in an online environment. While not all of our pandemic-induced learning will be applicable, much of them will. We will use existing resources and practices to establish clear communication channels with our stakeholders and employ a continuous improvement model for further development.

Explore More: [K-5 Distance Learning Guide for Parents](#)

[Policy 624: Online Learning Options](#)

Describe how teachers incorporate research-based practices, including developing strong student-teacher relationships, using multiple modalities to engage students, and how the organization makes this a priority.

As an organization, we recognize that our students learn in different ways and our distance learning experience has provided us with new opportunities to implement research-based practices, build strong student-teacher relationships, and find new ways for students to engage in their work. Culturally responsive teaching is at the forefront of our decision making and implementation process.

During distance learning, teachers demonstrated flexibility and responsiveness when it came to the needs of their students through daily morning and afternoon meetings with their students, along with office hours to connect with their students and for students to connect with one another. Teachers rely on frequent and timely communication with families, recognizing that high family engagement correlates with high student engagement.

Evidence of K-5 implementation and adaptation:

[Distance Learning Guide](#) - Spring of 2020

[Distance Learning Guide 2.0](#) - Fall/Winter 2020

During distance learning teachers supported student learning through a variety of different instructional modalities, reflecting frequently on the Culturally Proficient School Systems Lesson "Look Fors". These lesson look-fors ensure that students have opportunities to utilize new media tools to build on their thinking, to dialogue about their thinking, and use a variety of creation tools to share their thinking. Throughout these opportunities

teachers frequently worked to provide students time to engage both independently and collaboratively with the curriculum, making accommodations to ensure success.

Evidence of implementation:

[CPSS \(Culturally Proficient School System\) Lesson Look Fors](#)
[Blended Learning is Culturally Proficient](#)

ISD191 prioritizes teacher best practices by providing frequent, personalized professional development to teachers that is rooted in research-based, culturally responsive teaching practices, along with providing teachers opportunities to collaborate with building and district grade-level teams.

We have extensive online programs and resources for students and teachers. Professional Development is focused on how to utilize these tools to reach academic and social goals and is provided in a variety of methods, including on-demand opportunities, live sessions, colleague panels and share outs, and individual training sessions.

[Elementary Tech Tools for Learning](#)
[Secondary Tech Tools for Learning](#)

What outcome data will you collect to inform you about the effectiveness of instructional practices?

The collection of outcome data will continue to follow current practices. Along with teacher participation in their Collaborative Teams, they also participate in a formal observation process that takes place three times per year in which they receive specific feedback on their implementation from a trained Continuous Improvement Coach or Administrator and reflect on the implementation of Culturally Proficient teaching practices.

Assessment

A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives with timely, relevant feedback to all stakeholders. The standard and its sub-sets of monitoring progress, adapting instruction to meet learner needs, multiple methods of assessment of student performance, feedback loops for instructional practice, and course design are addressed.

Provide policies and procedures that are in place regarding assessment of student learning, feedback, adapting instruction to meet the needs of learners.

[Policy 614: School District Assessment Program](#)

[Policy 615: Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and EL Students](#)

[District Data & Assessment Information Site](#)

Students enrolled in the One91 Virtual Academy comprehensive online program will participate in the K-12 assessment program including universal screening, progress monitoring, English language screening, and all

accountability testing. The locally determined assessments have remote administration available. Current state assessments will be administered in person if remote administration is not available. 120

Describe how timely, relevant feedback is communicated to students, parents, and student support/intervention team members.

Assessments used for universal screening in literacy and math provide individual student skill profiles with specific interventions identified. These reports are utilized by teachers and intervention teams to provide individual reports for all state accountability tests to parents at parent conferences. Families are also able to access student information through Schoology (the district's learning management system) and the parent portal of the student information system.

What outcome data will you collect to inform you about the effectiveness of assessment practices?

The student assessment data for local and state assessments will be compared to see if there is alignment. Data for students in the online school will be analyzed with trend data. Other outcome data considered will be student participation in assessments, and relationships of assessment data with classroom performance.

Support

Faculty Support

A quality online program supports the faculty by providing opportunities for them to develop their professional skills, through mentoring, professional development, and technical assistance.

Explain how teachers with MN licenses and experience/training in online teaching are hired, trained, reviewed, and developed as professionals. If teachers are hired through a third-party contractor, explain how quality teaching practices will be monitored and ensured by a licensed administrator in the state-approved program.

In ISD191, we're committed to removing barriers and forging unique pathways to create a future-ready community. We believe that when each individual contributor is free to be their whole self and bring their whole self, we are collectively more radiant.

We are committed to supporting the success of all students through attracting, hiring, and retaining high-quality teachers, leaders, and support staff. Every day, we support a district community that respects the rich diversity of backgrounds, values, and expertise of our employees.

Teachers in our online school will be part of our diverse community. We will follow our standard practices for hiring, training, and reviewing online teachers and support staff. We will provide professional learning opportunities for online teachers that allow them to grow as educators and as online educators. The online principal and our Continuous Improvement Coaches will support and develop online teachers with the same processes as they support and develop teachers in our in-person schools.

One91 Virtual Academy will follow established practices and guidelines for teacher workloads and schedules when possible. Online staff will be ISD191 employees and will be subject to district established employment contracts.

Unique Online Considerations

- Online learning will be a combination of synchronous and asynchronous instruction.
- Online “student contact time” will include both synchronous and asynchronous time to ensure equitable prep time for teachers. The current model is based on minutes per day and we would maintain a similar daily expectation for online teachers.
- For Online teachers teaching secondary courses, we would limit the number of singleton courses taught
- We will employ strategies from our Alternative Learning Center model of licensing and prep
- One91 Virtual Academy will align with the district’s in-person school for calendar and schedule

What outcome data will you collect to inform you about the effectiveness of your faculty support?

We provide opportunities for our educators to learn, grow, and challenge themselves--evident through informal methods such as professional development class, cohort surveys, formal feedback, and coaching conversations. More importantly, evidence of effectiveness is witnessed in the classroom when new or expanded strategies are employed, student barriers to learning are identified and removed, and academic standards and curriculum are implemented. The barriers to students with disabilities will be monitored through progress reports aligned to the student's Individual Education Plans (IEP) and the success of the accommodations and modifications, and how access to learning was impacted. This evidence is collected through observations and student outcome data which, in turn drive, our professional learning opportunities. This continuous improvement cycle provides effectiveness support to all teachers.

Student Support

A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.

List the roles and responsibilities for supporting all learners.

One91 Virtual Academy will provide the same services to our students and families as our students attending our physical schools. Using our ALC as a model, we may combine roles of support staff for our online school where appropriate.

These supports include:

- Special Education Teachers (K-12)
- Student Family Advocates: School Social Workers (K-12), School Counselors (6-12)
- Cultural Liaisons (K-12)
- English Learner Teachers (K-12)
- School Psychologists (K-12)

- Deans (6-12)
- Related Services: Speech and Language, OT, PT, DAPE (K-12)
- Educational Tutors (K-12)
- Learning Specialists/Advanced Learning Specialists
- College and Career Center Specialist (9-12)

Describe the student support services provided by the program and the procedures in place to ensure that all students are successful including enrollment, onboarding, and during the learning process.

Marketing, Communication, and District Awareness

Information and marketing for our online school will be aligned to our District's equity mission and our pathway approach which guides students to explore and identify their interests for further learning. We will create online and printed materials that highlight the opportunities in the online school and provide guidance on making informed choices by families and students. We will hold virtual sessions for prospective online students and families to share the strengths of our online school and work with interested students and families to explore this option for their students. We know that online school works well for many students, but we also want to engage students and parents in the differences and the necessary components that ensure a successful learning experience.

Student and family activities and engagements are embedded in our online program. Through COVID-19, we have become more creative and innovative in how we build community both within our classes but also for building community with families. Our online school will include student clubs and groups such as virtual PROUD, Black Student Council, and others. We will also hold online school events and functions throughout the year. Some of those events may be connected to traditional physical school events and others will be unique to the online school. We will also utilize our One91 Virtual Academy Advisory Committee to connect, build community, and provide ongoing feedback for continuous improvement.

Our marketing and information for prospective students will also provide an overview of student support services including mental health resources and contacts. ISD191 has a strong mental health support structure that will be a key component of our online school.

Enrollment

Enrollment in the online school begins with our enrollment center either physically or online. Our existing Enrollment Center will help guide parents and students through the process of enrollment and answer any questions. New One91 Virtual Academy families will receive an Online Student Welcome Packet which includes important information for support services, contacts, language support, and connections to our online cultural liaisons.

Once enrollment is completed, our new online student will be contacted by our Online Coordinator or Secondary School Counselor to welcome them to our district (or to the online school if they are already an ISD191 student). They will provide a personal connection to the online school, provide information on logistical items such as course registration, student groups, and upcoming events, technology equipment logistics, and answer any questions. The Online Coordinator will be a continued contact for the family and student as they enter the online school.

Getting Started

Students and families will meet virtually with the principal and/or teacher(s) for introductions and to walk through the student's online schedule. This is a critical step to make connections and establish a partnership with the family and school.

The Online Coordinator will provide training and information on how to navigate the Schoology and other online programs to ensure the student has access and skills to fully engage and participate in learning and social activities.

If problems arise with the technology equipment, technology support will be available for students through the Tech Help ticketing system. Processes are in place to provide remote tech support that doesn't require the need to bring the device to the school for repair. If physical repairs are needed, tech support will work with the student and family to ship replacement equipment as quickly as possible.

Launching Learning

The Principal, Online Coordinator or other designated staff will check in with the new student and family at set intervals for the first two months to ensure a successful start. Attendance data and work completion will be reviewed regularly during the first two months to ensure a successful beginning and to address any concerns. Our goal is to resolve issues, eliminate barriers, and ensure full participation for success.

In The Groove

After the first two months, teachers will be the primary support for students. Any concerns and considerations will be brought to the principal through regular student support teams which include social workers, deans, counselors, cultural liaisons, and others. Interventions will align with our established Multi-tier System of Supports (MTSS) system

Explain how students receiving special education services will be assessed and evaluated, supported by appropriate interventions and accommodations, and monitored. Specifically address supports in place for students with autism spectrum disorders.

One91 Virtual Academy will have virtual MTSS teams designed to provide services both online as well as in-person, when possible. If in-person testing is warranted, we would ask the student/family to come to a central location for in-person testing. If the student is inaccessible due to location or other reasons, we would contract with local evaluators to complete assessments.

English Language Teachers, Special Education Teachers, and General Education Teachers will collaborate to modify and accommodate work.

Students with autism spectrum disorders will have small group socialization, skill-building, practice, and support. Student Individualized Education Plans (IEP), specifically accommodations and modifications will focus on the unique needs of students with an Autism Spectrum Disorder. Behavioral goals will focus both on students' needs when in-person, and on skill-building in an online environment. IEP teams will measure progress and meet frequently if the student's attendance, behavior, or academics indicates a need for revision. Case managers will provide information to all staff regarding "look-fors" and other indicators of student distress while interacting with students virtually.

What outcome data will you collect to inform you about the effectiveness of your student support?

Outcome data will be collected to ensure we are effectively meeting the needs of our students and families. Data reviews and action steps will be identified from attendance and coursework completion to ensure students are successfully receiving and completing the learning activities. We will monitor engagement through participation, individual interactions with teachers and staff, and student group participation to ensure each student is connected and supported.

We will utilize progress reports through project-based activities for evidence of academic growth.

ACCESS scores (for English Learners) and standardized test data will also be used to holistically look at the student's growth to ensure support needs are being met.

We value our student and parent perspectives and will employ surveys, informational and social events, and our Advisory Committee to ensure we understand and act on feedback to continue to adapt our online student support.

Guidance Support

A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs these services may be provided by the local school.

List the roles and responsibilities for providing guidance support services to students and/or collaborating with guidance personnel from enrolling districts.

Secondary online students in ISD191 will meet with a School Counselor who will provide guidance and support. For new students, the School Counselor will explain graduation information and provide information on pathways and course selection. They will work together to enroll in appropriate classes and create their schedule. The School Counselor will also go over behavior and academic expectations using our Positive Behavioral Interventions and Supports (PBIS) framework. They will provide resources and contacts for the student but will also be a resource and contact for the student.

The School Counselor will also work with the student to ensure they know how to access their courses through our Schoology, access video conferencing tools, and provide a general overview of the technology hardware and software resources. They will provide information on upcoming technology help sessions and ensure that the student knows how to access Tech Help if they run into any issues.

Describe the guidance support services provided by the program and the procedures in place to ensure that all students are healthy and ready for career and college pathways.

All secondary students have access to a School Counselor and the College and Career Center Specialist who is located at Burnsville High School and also supports online students. Students will receive information on College and Career Readiness through an Advisory Time. Advisory covers Social/Emotional Learning as well as College and Career readiness goals. Naviance is used to assist students in mapping their high school courses, taking personal inventories, and searching for college and career opportunities. Students also access ACT prep materials through this program. School Counselors provide virtual resources such as videos explaining how to

access Naviance, apply for colleges, and request transcripts. School Counselors also provide information about school events and sessions for live interactions, support, and questions.

School Counselors offer a virtual FAFSA night for students and families. They also offer help sessions on access to Schoology, Studentvue and Parentvue, along with General Help 101 sessions where students can get immediate answers to their questions. All school counselors are members of student support teams to collaborate on services provided to meet students' needs at each grade level.

School Counselors also provide a virtual calming room to students where there are a variety of resources to support students' mental health. We are proud of our holistic approach to supporting students' academic and social-emotional needs.

[BHS Student Support Resources During COVID](#)

[BHS Calming Room](#)

What outcome data will you collect to inform you about the effectiveness of your guidance support?

Counselors are part of student support teams that review and act on many forms of data collected throughout the year including attendance, grades, and participation for current students. They look at testing data, ACT scores, ASPIRE, PSAT, ACCESS, and other standardized testing indicators for insight on how to support individual students and how to continue to improve our academic system. Counselors specifically review data within Naviance such as the number of students who apply to college or enter the workforce. They collaborate with the administration and the College and Career Center to plan beneficial, Future Ready activities for students and families.

Organizational Support

A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organization support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online course.

List the roles and responsibilities for providing organizational support services.

One91 Virtual Academy is embedded into our district and provides a different mode to access our excellent programming. Our organizational support services that support our in-person schools will extend to supporting our online school including our district enrollment center, teaching and learning department, technology department, and HR services.

We will also have staff that provide support in a targeted approach for our online school. These include our online principal, online teachers, and online support services staff. FTE allocations for these positions will be aligned to online student enrollment. As our online school grows, FTEs will adjust with the enrollment.

Explain how students are supported with access to technology hardware software, and internet access.

All students in ISD191, including students who will enroll in the One91 Virtual Academy, will receive a district-issued student device, access to appropriate learning resources and programs, and access to technology support.

Internet support will be provided on a case-by-case basis which will align with our existing practices of ensuring all students have the resources needed to be successful learners.

Describe the organizational support services provided by the program. For support services provided by third-party contractors, explain how quality of the services will be ensured.

Our academic and social-emotional programming in ISD191 is excellent. We will continue to utilize our district experts for organizational support and services and will build on our pathway model for curriculum and instructional design. Our teachers and support staff will be ISD191 staff.

As with our physical schools, third-party contractors will be utilized when needed. These currently include instructional systems such as our Learning Management System (Schoology), Student Information System (Synergy), Naviance, Google, various online programs that provide resources and/or are designed for students to create and show their learning. We also utilize specific instructional programs aligned to courses, such as an online math, literacy, or music

The quality of educational programs is evaluated through our existing Curriculum Review Process and will be part of ongoing evaluation and review for effectiveness, accuracy, and alignment to equity mission and MN academic standards.

What outcome data will you collect to inform you about the effectiveness of your organizational support services?

Much of the outcome data we will collect around organizational support is the same as other areas of data review and action. These include teacher and individual feedback loops, organized events, surveys, and Advisory Committee feedback to reviews of grades, attendance, and formative assessment data. We also review standardized testing, graduation rates, and the percentage of students earning a pathway certification. We review instructional program data for usage as well as academic progress. We will also routinely connect with parents and students through surveys and other feedback loops to ensure that we are meeting the needs of our online students and families.

Parent/Guardian Support

Parents/guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.

Describe how parents are actively engaged with:

We embrace our parents and guardians as partners in student success. This partnership often begins even before enrollment. Our local community engages with our district through a variety of preschool events and

opportunities as well as welcoming events for new families to our community. For the One91 Virtual Academy, we will employ a similar approach in meeting and learning about the goals and aspirations parents/guardians have for their children.

During the enrollment process, parents/guardians work with our enrollment center staff to complete the logistical paperwork and requirements but also begin to make connections with the district and their school(s). [Enrollment Center](#)

Our online school onboarding process is designed to welcome the whole family, provide a smooth transition, and build strong customer-service oriented partnerships. We are honored to welcome the family to our district and we want to ensure the family feels and lives this welcoming spirit. Our goal is to ensure that the parent/guardian receives general communications and event invitations such as virtual classroom tours, open house/Meet the Teacher, regular school newsletters, and event invitations.

We also will work with the parent/guardian for personal connections such as connecting the parent to Schoology, Seesaw, and other resources depending on the age of the student. We will confirm contact information to ensure that the parent/guardian's preferred contact methods are up to date and known. Teachers will have office hours each day and will be available for virtual meetings with students and parents for specific questions or concerns.

We also want our parents/guardians to know about our PBIS and MTSS frameworks so they can partner with us for their child's success. Our online school will follow our in-person school model and will have a parent outreach component of the school success team. This parent outreach will include support for families on how to monitor their child's progress through Synergy ParentVue, school-based, and/or Seesaw parent accounts.

Parents will also have opportunities through our Online Academic Advisory Committee to help improve and develop the program alongside staff, students, administration, and other stakeholders.

What outcome data will you collect to inform you about the effectiveness of your parent/guardian support?

We will utilize our current Parent Satisfaction Survey and add specific questions for the Online Academy. This survey will be deployed in fall and spring each year and provides ISD191 with critical information from our parents. We will actively review and act on this feedback to ensure we are meeting the expectations and goals of our community. Our Parent Satisfaction survey is provided in multiple languages.

We also ask parents to provide feedback during fall and spring conferences. This is another opportunity to hear from parents/guardians. Interpreters and Cultural Liaisons, who are part of conferences, are a critical resource for connecting with parents/guardians.

We will also continue our virtual Town Hall meetings. During COVID-19 driven distance learning, we created Town Hall Meetings every 6-8 weeks. These town hall meetings are chances for parents/guardians and our online staff to connect and ask questions, get information, and be connected. We have received positive feedback from our families and will continue to utilize these meetings for our online and in-person schools next year.

The Online Academy Advisory Committee will review the survey data twice per year and make recommendations to school administration to improve the program.

Evaluation

Program Evaluation

Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. Continuous improvement processes (CIP) across all aspects of the organization ensure the program is focused on accomplishing its mission and vision. CIP linked to the education program, support services connected to stakeholders, and operational planning are addressed.

Describe how outcome data will be utilized to evaluate the education program, services for various stakeholders, and operational planning.

Outcome data is gathered from student achievement systems (MCA, Access, Fastbridge suite) as well as other student metrics (attendance, discipline, graduation, failure rates) pulled from reporting (Read Well by 3rd Grade, DIRs, etc). As part of the continuous improvement process, these metrics are analyzed and used to develop district and building level goals. Teachers and staff are provided data in Collaborative Teams and staff meetings. Principals and building leadership teams (BLT) also review and analyze the data for the development of the School Improvement plan. District leaders in student improvement, student support, and finance also use the outcome data for goal development with their respective departments.

- School Improvement Plan (SIP)
- [SIP Template](#)
- SIP Goals
- Collaborative Team (CT) GOALS
- District Achievement Goals
- District Assessment Plan
- Professional Development
- Intervention Model MTSS K-12
- [MTSS framework](#) and [K-12 MTSS Assessment Matrix](#)
- What I Need Time (WIN) district schedule dedicated intervention time
- 6-12 MTSS plan
- [6 Phase Curriculum Development](#) [Phase 1](#), [Phase 2](#), [Phase 3](#), [Phase 4](#), [Phase 5](#), [Phase 6](#)
- Community Involvement / District Perception Survey

(all of the above bullet points build program improvement and inform the continuous improvement process.)

Program Improvement

A quality online program establishes a culture of continuous program improvement. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its

mission and vision. Program improvement, and its sub-sets of strategic planning, data driven decision making, advancing the program mission and vision, along with internal and external evaluation of its practices, are addressed.

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Describe the process in place for continuous program improvement connected to the education program, services for various stakeholders, and operational planning.

Continuous improvement occurs and is applied at multiple levels. At the district level data is used to inform the School Improvement Plan (SIP) process. The SIP process begins with analyzing a variety of data points at the district level by the cabinet, and is facilitated by the School Improvement and Student Achievement (SISA) Department. A district goal is developed and used to guide the SIP process within all district departments. At the program and building level administrators and supervisors analyze their program-specific data and develop SIP goals in collaboration with their Building Leadership Teams (BLTs) that align with supporting the district goals. The building SIP goals are used to develop teacher Collaborative Team goals to align with the building goal, which aligns with the district goals for PreK-12 alignment. The SIP's focus is student-centered, standards-aligned, engaging for students, relationship-based, and guided by data. The SIP is reviewed by the building leadership team both mid and end of year as a part of the Continuous Improvement Process (CIP) to determine progress toward developed goals, and teacher Collaborate Teams meet weekly to discuss progress toward student achievement goals.

- [SIP Template](#)
- [Five Areas of Educational Data](#)
- [2020-2021 ISD191 QComp MOU](#)

All Linked Documents are available in the [Supporting Resources Folder](#).

III. Statement of Assurances

All boxes must be checked and the provider must sign below indicating that all of the following items have been met.

- ✓ Submit annual program information in the requested format to the Minnesota Department of Education by July 15th. (Note: Conversations with the MDE Online Coordinator have been had regarding timelines)
- ✓ Submit the final organizational chart or list of key personnel that includes its administrators, director of program, faculty, and support staff prior to the start of the school year.
- ✓ Comply with all other federal, state, and local public school program policies, including, but not limited to, the Americans with Disabilities Act (ADA) guidelines for website accessibility, and local school district policies relating to Internet Safety and Acceptable Use.
- ✓ Provide fair access to public education for Special Education students and follow due process requirements for all special education students participating in online learning.

- ✓ Provide Minnesota licensed teachers to assemble curriculum and deliver instruction to online learning students enrolled by the provider and to document its licensed online teaching faculty in the annual STAR report.
- ✓ Ensure a teacher teaching an online program will not instruct more than 40 students in any online learning course unless the provider has a waiver from the Commissioner of Education.
- ✓ Align all online courses to “meet or exceed state academic standards” for Language Arts, Mathematics, Science, and Social Studies.
- ✓ Use only the approved enrollment forms provided by the Minnesota Department of Education.
- ✓ Obtain parental consent for students under the age of 17 who seek enrollment in online learning. This consent includes a signoff for parent and/or student as verification online course, program, and student expectations are understood.
- ✓ Record and maintain student membership and course grades completed in the online learning program. Records will be maintained and available to auditors for three years after the end of each school year.
- ✓ Notify students/parents of acceptance into the online course/program and obtain the MARSS state reporting number from the student’s enrolling district within 10 days of receiving the completed application for enrollment.

I authorize that this online learning program meets all items in the list above in accordance with Minnesota Statutes, Section 124D.095 and applicable state and federal education statutes.

The \$250 application fee (payable to Minnesota Department of Education) is included with our signed forms.

Signature of Superintendent

Date



**Agenda IV. B.2.
January 28, 2021**

TO: Members, Board of Education
Dr. Theresa Battle, Superintendent

FROM: Lisa K. Rider, executive director of business services

DATE: January 21, 2021

RE: Award Contract for Chromebook Purchase

RECOMMENDATION: That the Board of Education approves the contract for Chromebook purchase and related service to CDW-G in the amount of \$803,400.

For 2021-22 we determined that we would purchase the Acer Spin 511 752TN-C5J5. This is the same model that is currently being used in multiple grades and has a touchscreen and stylus.

Technology manufacturing, shipping, and imports have all been negatively impacted by COVID-19. Due to these impacts, we are looking to purchase our annual Chromebook earlier than usual to ensure we receive them in time for next school year. Current delivery estimates are approximately 5-6 months. Funding for this purchase will be from the FY22 Technology Levy.

In accordance with Board Policy 715, we have chosen to exercise our option to purchase using a qualifying cooperative purchasing agreement and utilize our existing vendor, CDW-G.

- 2600 Acer Chromebooks Spin 511 R752TN-C5J5 (\$292/unit)
- 2600 White Glove setup including asset tags (\$17/unit)
- Total cost per unit = \$309
- **Total cost of 2600 Chromebook Purchase = \$803,400**

Chromebooks from this purchase will replace aging Chromebooks in elementary, 6th and 9th grades. It also includes a small inventory to help cover anticipated losses at the end of this school year.

We have worked with the manufacturer, Acer, to adjust the start of the 1 year warranty for the new Chromebooks to September 2021. This will ensure we have a full year of warranty coverage from the time of handout rather than received date scheduled after July 1, 2021.

It is recommended the contract be approved with CDW-G through the Sourcewell cooperative purchasing agreement. Contract: Sourcewell RFP 081419 Tech Catalog - Chromebook (081419-CDW).



QUOTE CONFIRMATION

DEAR RACHEL GORTON,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LVGS261	12/18/2020	2021 ACER PROPOSAL	1963395	\$803,400.00

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Acer Chromebook Spin 511 R752TN-C5J5 - 11.6" - Celeron N4020 - 4 GB RAM - 3 Mfg. Part#: NX.HPXAA.003 Contract: Sourcewell RFP 081419 Tech Catalog - Chromebook (081419-CDW)	2600	6017321	\$292.00	\$759,200.00
BASIC CUSTOM W/BOX DUP REQ8838 Mfg. Part#: BASICWDUPTAGR8838 Contract: Sourcewell 081419-CDW Tech Catalog (081419#CDW)	2600	3465262	\$1.00	\$2,600.00
CDW Basic Custom Asset Tag or Label applied to a device(CDW Configurations) Mfg. Part#: BASIC CUSTOM TAG UNSPSC: 81111511 Contract: Sourcewell 081419-CDW Tech Catalog (081419#CDW)	2600	500815	\$1.00	\$2,600.00
CDWG EDU White Glove Service for Chromebooks and Chrome OS Devices T1 Mfg. Part#: CDWCHROMEOSVVC1 UNSPSC: 43232401 Contract: Sourcewell 081419-CDW Tech Catalog (081419#CDW)	2600	3254461	\$15.00	\$39,000.00

PURCHASER BILLING INFO	SUBTOTAL	\$803,400.00
Billing Address: BURNSVILLE EAGAN SAVAGE SD 191 ACCTS PAYABLE 200 W BURNSVILLE PKWY BURNSVILLE, MN 55337 Phone: (952) 707-2000 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$803,400.00
	DELIVER TO Shipping Address: BURNSVILLE EAGAN SAVAGE SD 191 TECH DEPARTMENT 200 W BURNSVILLE PKWY STE 100 BURNSVILLE, MN 55337-4294 Shipping Method: UPS Ground (2- 3 Day)	

Need Assistance? CDW•G SALES CONTACT INFORMATION



Mayank Srivastava

(866) 626-8519

mayasri@cdw.com

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdw.com/content/terms-conditions/product-sales.aspx>
For more information, contact a CDW account manager

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**Agenda IV. B.3.
January 28, 2021**

TO: Members, Board of Education
Dr. Theresa Battle, Superintendent

FROM: Lisa K. Rider, executive director of business services

DATE: January 21, 2021

RE: Approve 2020-21 Revised Budget

RECOMMENDATION: That the Board of Education approves the 2020-21 Revised Budget providing revenues and expenditures in all funds as follows, waiving the 8% unassigned fund balance:

**ISD 191 BURNSVILLE - EAGAN - SAVAGE
2020-2021 REVISED BUDGET
CHANGES IN FUND BALANCE**

FUND	REVENUE BUDGET	EXPENDITURE BUDGET	INCR (DECR) TO FUND BALANCE
GENERAL	\$ 133,743,861	\$ 134,280,355	\$ (536,494)
FOOD SERVICE	5,549,155	5,458,936	90,218
COMMUNITY SERVICE	5,949,005	5,680,596	268,409
CAPITAL PROJECTS	30,000	350,000	(320,000)
DEBT SERVICE	24,764,645	23,340,380	1,424,265
CUSTODIAL FUNDS	2,000	66,072	(64,072)
INTERNAL SERVICE FUND	23,537,000	22,889,853	647,147
TOTAL ALL FUNDS	\$ 193,575,666	\$ 192,066,192	\$ 1,509,474

Each fiscal year the budget is revised to reflect the most current information available with respect to revenues and expenditures. This recommendation formally recognizes these revisions by incorporating them into the budget document. Revisions have been made in all governmental funds.

Following is a brief explanation of the more substantive revisions:

General Fund

- Enrollment assumptions declined from the original assumption of 7,887 Average Daily Membership (ADMs) used in the Adopted Budget to 7,890 ADMs used in the Revised Budget. The Revised Budget ADM assumption is essentially unchanged from the adopted assumption; however, the Revised Budget ADM does reflect a decline of 465 ADMs from the final audited 2019-2020 ADMs.
- Budget carryovers from the prior year as committed by the Board of Education.
- Revenue and expenditure budget changes related to final federal funding allocations for fiscal year 2021, including amounts carried forward from fiscal year 2020. Coronavirus Relief Funds (CRF), ESSER I, and GEER I funds are included in the revenue and expenditure budget with the assumption the budget is available to use fully by June 30, 2021.
- Overall decrease in General Fund FTE's of 3.1 from Adopted.
- Adjustments for more accurate expenditure estimates.

The impact of these revisions results in a projected decrease in ending total general fund balance by (\$536,494). The projected unassigned fund balance as a percent of general fund total expenditures for June 30, 2021 is approximately 7.61%.

Food Service Fund

The food service revenues and expenditures have been revised for more accurate assumptions based on updated personnel costs. These adjustments show a projected increase in fund balance. It is anticipated an update to the Revised Budget for Food Service will be necessary in the spring to reflect the impact of the changing learning models from hybrid to distance learning and then in-person on the food service revenues and expenditures. This impact is not known at this time.

Community Service Fund

The community service revenues and expenditures have been revised for more accurate assumptions based on prior year trends, experiences, and changes in programming. It is anticipated an update to the Revised Budget for Community Service will be necessary in the spring to reflect the impact of the changing learning models from hybrid to distance learning and then in-person on the community service child care revenues and expenditures. This impact is not known at this time.

Debt Service Fund

The debt service revenues and expenditures have been reviewed and accurately reflect principal and interest payments, including the necessary refunding payments as a result of the 2020A Refunding Bonds which will pay off the 2011A Bonds when callable in February.

I recommend approval of the 2020-21 Revised Budget.

2021 Revised Budget by Budget Unit

(General Fund budgeted FTE and expenses as of January 30, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
01010	General Elementary Instruction Personnel	16,834,842	16,654,307	(180,535)	141.50
Provides the funding necessary to provide instruction in the core academic subjects of language arts, math, and social studies at the district's ten elementary schools.					
01030	General Elementary Instruction Subs	458,000	340,000	(118,000)	0.00
Provides the funding necessary for elementary substitutes.					
02010	General Middle School Instruction Personnel	5,114,311	5,300,773	186,462	48.62
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's three middle schools.					
02020	General Middle School Instruction Subs	370,000	228,085	(141,915)	0.00
Provides the funding necessary for middle school substitutes.					
03010	General High School Instruction Personnel	5,923,427	6,205,138	281,711	57.28
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's high school.					
03020	General High School Instruction Subs	350,000	200,000	(150,000)	0.00
Provides the funding necessary for high school substitutes.					
04010	PhyEd, Health, Art, Music Personnel	4,704,308	4,742,427	38,119	45.10
Provides the funding to provide K-12 physical education, 6-12 health, K-12 visual arts, K-12 general/vocal music, and 6-12 Instructional music instruction.					
05010	Long Term Subs	250,000	250,000	-	0.00
Provides the funding necessary for payment of Long Term Subs K-12.					
06000	Health Care Teacher	82,899	82,349	(550)	1.00
Provides the funding to operate the instructional program of health care.					
06010	Family and Consumer Science Instruction	652,232	661,829	9,597	6.64
Provides the funding to operate the instructional program of family and consumer science.					

2021 Revised Budget by Budget Unit

(General Fund budgeted FTE and expenses as of January 30, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
06020	Trade and Industrial Education	580,747	579,523	(1,224)	5.00
Provides the funding to operate the instructional program of trade and industrial education.					
06030	Career and Tech General Education	110,050	109,483	(567)	0.90
Provides the funding for general career and tech education in a variety of career objectives.					
06040	Business and Office Education	405,802	390,316	(15,486)	2.70
Provides the funding to operate the instructional program of business and office education.					
06050	Partnerships	193,842	194,276	434	1.00
Provides the funding for Strategic Partnerships and Pathways and related efforts in connecting our students with community opportunities.					
06060	PostSecondary Tuition	470,000	470,000	-	0.00
Provides the budget for secondary students to attend Career & Technical classes.					
06070	PostSecondary Career Tech Tuition	724,000	724,000	-	0.00
Provides the budget for secondary students to attend classes through the District's various University and College programs including college in the schools (CIS) and post-secondary enrollment options (PSEO).					
07010	K12 Media Services	703,554	698,169	(5,385)	7.75
Provides the funding to provide K-12 media services- media specialists and media educational assistants.					
07020	K12 Gifted and Talented	550,000	550,000	-	3.00
Provides the funding to provide for a half-time gifted and talented instructor at each elementary school.					
07030	612 Guidance Services	1,151,076	1,156,278	5,202	11.00
Provides the funding to provide 6-12 guidance services.					
07040	912 Deans	269,794	366,854	97,060	5.00
Provides the funding to provide 9-12 Dean support.					
07060	English Second Language Learner	4,191,594	4,262,192	70,598	41.00
Provides funding for the district's K-12 English Second Language Learner program and includes salaries, benefits, and other instructional expenses.					

2021 Revised Budget by Budget Unit

(General Fund budgeted FTE and expenses as of January 30, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
08010	Site Allocation of Instructional/Operational Resources	468,790	455,322	(13,468)	0.00
Provides the per pupil funding allocation for instructional and operational related expenses. This funding is intended to cover the costs of building level equipment repairs, purchase of general supplies, classroom supplies, telephone, etc.					
08020	Building Level Copier Leases	76,536	80,650	4,114	0.00
Provides the funding for the monthly lease costs of the main multi-functional device within each school.					
09010	Special Ed Salaries/Benefits	25,390,513	24,743,648	(646,865)	302.49
Provides funding for staff costs necessary to operate the Office of Individualized Student Services. Most, but not all of these expenditures, are either reimbursed with state or federal special education funds or are related to general education functions.					
09030	Special Ed Purchased Services	1,343,151	1,689,101	345,950	0.00
Provides funding for Individualized Student Services purchased services, supplies and equipment.					
09040	Special Ed Transportation	4,093,000	4,093,000	-	0.00
Required transportation, purchased services, supplies and equipment for students served by Individualized Student Services.					
10010	Alternative Learning Center	4,538,313	4,555,095	16,782	28.03
Provides categorical funds to operate the alternative high school, school within a school, extended day and extended year programs for elementary and middle school students.					
10020	Licensed Mental Health Services	200,000	200,000	-	0.00
Provides categorical funding to support a financial partnership with Headway, who are able to respond to pressing mental health needs, proactively support student success, and be readily available in case of a crisis.					
10030	K12 Nursing/Health Services	658,287	1,036,701	378,414	12.06
Provides funding to operate the district health services department including salaries, benefits and other operating expenses for the district school health offices. Certain FTEs may also be included in Special Ed Salaries, 09010.					
11010	CoCurricular Activities (NonAthletic)	295,094	339,901	44,807	0.00
Provides the funding to support co-curricular activities. These funds are supplemented through ticket sales, fund raising, donations, etc.					
11011	Student Activities	0	200,000	200,000	0.00
Provides funding to provide Student Activities. These funds are supplemented through fundraising and donations.					
11020	High School Interscholastic Athletics	1,208,174	1,255,685	47,511	2.00
Provides the funding to provide high school athletics. These funds are supplemented through ticket sales, fund raising, donations, etc.					

2021 Revised Budget by Budget Unit

(General Fund budgeted FTE and expenses as of January 30, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
12010	Title I, Part A Regular Improving Basic Programs	1,522,000	1,781,719	259,719	17.08
	Provides funding to help ensure all children meet challenging state academic standards. Includes staffing, instructional, Supplemental Education Services and staff development expenses.				
12020	Title II, Part A Regular Teacher/Principal Training & Recruiting	270,000	542,920	272,920	1.54
	Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement.				
12030	Title III Regular Limited English Proficient Students	175,000	269,774	94,774	1.25
	Funding supports ESL personnel, their professional development, and for interpretation needs of our LEP families.				
12040	Title IV Regular Limited English Proficient Students	112,066	112,043	(23)	0.40
	Provides funding to provide students with a well rounded education, support safe and healthy students and support effective use of technology for personalized learning opportunities.				
12050	Carl Perkins Grant	49,800	49,800	-	0.00
	Funding pays for professional development and supplies to teachers of Family and Consumer Science, Business, and Technology Education at Burnsville High School.				
13010	QComp/ProPay	2,204,690	2,124,148	(80,542)	6.00
	Provides for expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries and benefits, stipends, performance incentives and other operating expenses.				
13020	Integration and Achievement	2,098,411	2,097,720	(691)	23.81
	Provides for expenditures related to the achievement and integration program including salaries and benefits, professional development and other operating expenses.				
13030	Compensatory Education	2,558,635	2,687,204	128,569	26.59
	Provides funding for compensatory programs and initiatives to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards.				
14010	Technology	2,069,083	2,087,059	17,976	10.00
	Provides funding to manage and support the district's technologies including digital learning specialist, instructional, operational resources, equipment and supplies including the District's intranet and telephone systems.				
14020	Technology: Capital Levy	3,046,281	3,243,555	197,274	14.00
	Provides funding of technical staff, 1:1 initiative, and technical training of instructional staff.				

2021 Revised Budget by Budget Unit

(General Fund budgeted FTE and expenses as of January 30, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
15010	Instructional Development	253,224	251,216	(2,008)	0.50
Provides the funding for district professional development (PD) to support the acquisition of district learning goals. Includes operational resources, purchased services, equipment, supplies, and building level PD allocations.					
15020	Curriculum Development	680,505	738,260	57,755	1.49
Provides the funding for the ongoing development of a comprehensive written curriculum. Also includes operational resources, purchased services, equipment and supplies.					
15030	Curriculum Adoptions	600,000	600,000	-	0.00
Provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions.					
15040	Assessment Program	280,450	282,704	2,254	1.00
Provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards through software fees, purchased services, equipment and supplies.					
16010	Board of Education	120,251	123,778	3,527	7.00
Provides the funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.					
16020	Superintendent	561,664	463,372	(98,292)	2.00
Provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals.					
16030	Assistant Superintendent	292,237	293,650	1,413	1.50
Provides the funding to operate the office of the Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs.					
16040	Human Resources	716,112	742,150	26,038	5.00
Provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, and compliance requirements.					
16041	Workers Comp, Unemployment, & Premiums for Property Casualty Liability Insurance	1,113,000	1,113,000	-	0.00
Provides the funding to support the District's workers comp, unemployment, and property, casualty liability insurance and contingencies for deductibles.					
16042	Flexible Savings Accounts/FSA	0	846,470	846,470	0.00
Provides expenditures associated with the District's Flexible Benefit Program. A Health Care FSA is a pre-tax benefit account that's used to pay for eligible medical, dental, and vision care expenses that are not covered by your health care plan or elsewhere.					

2021 Revised Budget by Budget Unit

(General Fund budgeted FTE and expenses as of January 30, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
16050	Business	1,774,698	1,260,990	(513,708)	9.50
Provides the funding to operate the school district's business services- including accounting, payroll, and mandatory state and federal reporting.					
16054	Business OPEB Implicit Chargeback	(24,828)	(63,406)	(38,578)	0.00
Represents allowable medical, dental, and life insurance costs reimbursable by the district's other postemployment benefits trust.					
16060	Communications and Marketing	521,785	521,653	(132)	3.00
Provides the funding to the District's communications and marketing initiatives, maintenance of District websites, social networks, publications, etc.					
16070	Student Registration and Census	356,711	397,949	41,238	4.00
Provides the funding to operate the school district's student registration, enrollment, and reporting services.					
17010	Voluntary PreKindergarten	1,437,271	1,406,405	(30,866)	22.80
Provides the funding to operate the Voluntary Pre-Kindergarten Program.					
17011	Elementary Administrators	1,473,179	1,493,881	20,702	8.00
Provides the funding to operate the elementary principals' offices at each school.					
17012	Elementary Building Clerical	653,364	634,036	(19,328)	9.00
Provides the funding to operate the elementary principals' offices at each school.					
17013	Elementary EAs	242,680	316,072	73,392	10.25
Provides the funding various administrative and educational roles at each school.					
17021	Secondary Administrators	2,014,637	2,035,710	21,073	11.00
Provides the funding to operate the secondary principals' offices at each school.					
17022	Secondary Building Clerical	987,687	973,209	(14,478)	15.00
Provides the funding to operate the secondary principals' offices at each school.					
17025	Miscellaneous Stipends	54,988	53,692	(1,296)	0.00
Provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit.					
17027	DEC CLERICAL	0	63,688	63,688	1.00
Provides the funding to operate the Administrative Services at Diamondhead.					
18010	Student Transportation	4,795,828	4,635,603	(160,225)	2.00
Provides the funding to transport eligible students to and from school including during regular and extended year/day terms.					

2021 Revised Budget by Budget Unit

(General Fund budgeted FTE and expenses as of January 30, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
19010	Custodial	5,116,236	5,038,014	(78,222)	68.40
Provides the funding to operate the District's custodial services. Includes supplies, equipment and contracted services.					
19020	Building, Grounds and Maintenance	2,073,212	1,716,101	(357,111)	4.50
Provides the funding to operate the District's building, grounds and maintenance departments. Includes supplies, equipment and contracted services.					
19030	Environmental Health and Safety/ADA Compliance	2,214,366	2,687,541	473,175	2.60
Provides the funding to operate the District's environmental health and safety department as well as Long Term Facilities Maintenance Projects. Includes supplies, equipment and contracted services.					
19040	Facility Leases	504,334	1,095,101	590,767	0.00
Provides the funding for the District's facility leases for Pates Stadium, Ice Arena and Diamondhead leasehold improvements.					
19041	Facility Rental	98,572	120,000	21,428	1.00
Provides the funding for the expenditures related to rental of the District's facilities.					
19050	Warehouse and Purchasing	106,404	118,354	11,950	1.50
Provides the funding to operate the school district's warehouse and purchasing departments.					
19060	Utilities	1,853,819	1,853,819	(0)	0.00
Provides the funding for the District's utilities.					
20010	School Resource Officers	228,537	234,966	6,429	0.00
Provides the primary funding for school police resource officers for the district's secondary schools.					
20030	Safe Schools	251,321	198,338	(52,983)	0.00
Provides the primary funding for additional Deans at Middle Schools.					
21000	Miscellaneous State and Local Grants	4,590	66,820	62,230	0.00
Provides the primary funding for various grants received outside of Federal and Special Education funding.					
21100	Emergency Relief Aid	0	4,156,176	4,156,176	0.00
Federal emergency relief funds provided to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.					
Total General Fund Expenditure Budget		127,825,137	134,280,356	6,455,219	
Total General Fund Period FTEs					1,014.78

FY21 Revised Budget - Staffing by Bargaining Group

General Fund Bargaining Group	Sum of FTE (Full-Time Equivalent)	Sum of Salary	Sum of Benefits	Total Salary + Benefits	% of Total
Teachers	614.86	\$ 48,023,918.59	\$ 19,198,714.68	\$ 67,222,633.27	70.89%
Educational Asst	160.47	\$ 4,524,058.13	\$ 2,670,810.91	\$ 7,194,869.04	7.59%
Custodial	72	\$ 3,674,879.20	\$ 989,935.37	\$ 4,664,814.57	4.92%
Principals	21	\$ 2,949,550.00	\$ 965,947.79	\$ 3,915,497.79	4.13%
Unaffiliated	41.65	\$ 2,617,417.23	\$ 1,112,464.73	\$ 3,729,881.96	3.93%
Clerical	43	\$ 2,106,450.00	\$ 923,289.27	\$ 3,029,739.27	3.20%
District Wide	10.3	\$ 1,266,395.00	\$ 438,939.21	\$ 1,705,334.21	1.80%
VPK / CE	22.51	\$ 993,827.08	\$ 295,737.78	\$ 1,289,564.86	1.36%
Info Tech Specialists	12	\$ 691,194.06	\$ 234,046.15	\$ 925,240.21	0.98%
Confidential	6	\$ 417,630.00	\$ 175,520.68	\$ 593,150.68	0.63%
Superintendent	1	\$ 193,870.00	\$ 57,204.00	\$ 251,074.00	0.26%
Operations	3	\$ 228,910.00	\$ 75,769.10	\$ 304,679.10	0.32%
Grand Total	1007.79	\$ 67,688,099.29	\$ 27,138,379.67	\$ 94,826,478.96	100%



**Agenda V.A.
January 28, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Brian Gersich, assistant superintendent, Dave Helke, principal Burnsville High School
Chris Belmont, principal of Student Support and Family Engagement, BHS
Captain Don Stenger, Burnsville Police Department, and Officer Javier Jimenez,
Burnsville Police Department and BHS School Resource Officer

Date: January 21, 2021

Re: ISD 191 and Burnsville Police Department Collaboration



Burnsville High School Resource Officer Partnership

January 28, 2021

Presentation Outline

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- History of School Resource Officer Partnership
- Current Services During COVID-19
- Stakeholder Input
- Upcoming Contract



Please note: most presentation photos were taken pre-COVID



History of School Resource Officer Partnership

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General Timeline with Trend Data:

- Began at Burnsville High School in the late 1980s
- More formalized in 1992
- A second officer added later around 2000 (Columbine).
- Formal Response/Interaction trend data
 - 2017-18: 234 calls
 - 2018-19: 486 calls
 - 2019-20: 330 calls (through 3-13-20)



History of School Resource Officer Partnership

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Evolution - from *Reactive to Proactive*

High Impact, Organizational Outcomes:

- Guidance for strategic planning (safety)
- Instructional support and pathway mentoring
- Proactive engagement with all stakeholders
- Positive student/family relationships
- Resource coordination, community-family-school

Honor - Engage - Support

Anti-racism & successful, sustained implementation of the tools of Cultural Proficiency.



Services During COVID-19

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Critical, valuable work supporting our school community

- Coordinate with staff to provide safe, non-threatening learning environment
- Assist school staff with students in crisis
- Assist school staff with connecting students and families to community resources
- Support families experiencing runaway, domestic conflict, alcohol & drug abuse



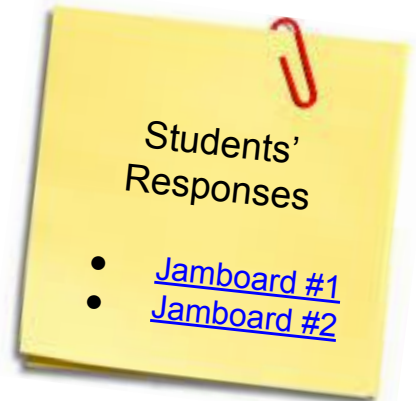
Critical, valuable work supporting our school community

- Support students and families in resolving conflicts both at school and in community
- Connect and build relationships with students and families
- Be a point of contact for students and families reaching out and wanting to talk with police
- Follow-up with investigations of reports of criminal activity

Stakeholder Input

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- Conversations with students, staff & parents
- Most support maintaining partnership
 - Concerns about bias, criminalizing behavior, creating a 'record' for students
- Role: Build relationships, connect students & staff with resources, support student success, provide protection & investigation
- Characteristics: Care about youth, relate to youth, trained to de-escalate, culturally proficient



Contract Renewal

- New contract for services will be coming to the Board for consideration around March 2021
- Have been partnering with BPD team to review and update language of contract (beyond financial considerations)
 - To include description of mission and goals for partnership
 - BPD team drafting changes







**Agenda V.B.
January 28, 2021**

To: Board of Education

From: Dr. Theresa Battle, superintendent, and Lisa Rider, executive director of business education

Date: January 21, 2021

Re: Initial Thoughts for FY22 Budget



Fiscal Year (FY) 22 Budget Meeting January 28, 2021 Board Update - Workshop

Presenters: Dr. Theresa Battle, Superintendent
and Lisa Rider, Executive Director of Business Services

Future Ready. Community Strong.

Overview

- Guiding Change for FY22
- Current Reality as of Audit FY20
- FY22 Adopted Budget Process
- FY22 Budget Goals and Timeline

Adopted FY22

- [Guiding Change](#) FY22 Budget

How will the budget for FY22 continue to support our mission and priorities, balance the budget, and leverage every funding source available?

- [FY22 Budget Goals, Process, and Timeline](#)

Adopted FY22 Assumptions as of January 2021

- Enrollment assumed for FY22 will be K-12
7,296 Fall - 7,311 End of Year (EOY)
- Further assumptions will be included in the
projection models in February 2021

Current Reality January 2021

General Fund Budget Comparative Summary

	Actual Results 2019-20	Adopted Budget 2020-21	Revised Budget 2020-21
Total Beginning Fund Balance	\$ 15,379,015	\$ 14,498,325	\$ 20,326,027
Revenues	132,246,197	126,834,491	133,743,861
Expenditures	127,299,185	127,825,136	134,280,355
Variance (Revenues - Expenditures)	4,947,012	(990,645)	(536,494)
Total Ending Fund Balance	\$ 20,326,027	\$ 13,507,680	\$ 19,789,533
Breakdown of Fund Balance Categories			
Nonspendable	\$ 435,457	\$ 469,392	\$ 401,522
Restricted	7,878,828	3,170,301	7,348,102
Committed	1,735,209	1,096,765	1,818,986
Unassigned	10,276,533	8,771,222	10,220,923
Total Ending Fund Balance	\$ 20,326,027	\$ 13,507,680	\$ 19,789,533
Unassigned Fund Balance %	8.07%	6.86%	7.61%

Adopted FY22 Facts

- Enrollment is the basis of our revenue.
 - For every ADM (average daily membership) we currently receive \$11,812 in total revenue.
 - Example: a change in enrollment of 465 ADMs is equal to \$5,492,580
- Our current FY21 expenditures in the Revised Budget are \$134,280,355
 - our trend has shown that without any adjustments our expenditures increase by 3.5%.
 - $3.5\% \times \$134,280,355 = \$4,699,812.$

Process

- FY21 Revised Budget on agenda January 28, 2021 for approval
- Next step is to update our new budget model with revised FY21 data and create preliminary projections for FY22 Budget, to be used as a basis of assumptions in creating the FY22 Adopted Budget
- Board will determine the level of budget adjustments required as part of the FY22 Adopted Budget assumptions

Adopted FY22 Budget Timeline

- January 28 - Board adopts revised FY21 budget
- February 11 - Board receives preliminary list of budget adjustments in workshop
- February - Schools/Departments hold meetings and presentations seeking input/feedback
- March 11 - Superintendent presents recommended budget adjustments
- June - Adopt FY22 Budget

Adopted FY22 Budget Communication with Staff and Families

- Each principal and director to meet with staff and parents in February as appropriate
 - Creating an opportunity to share School Finance 101 with Staff and Families

Adopted FY22 Budget

- Presentation will include:
 - Budget 101 videos (created by MN Association of School Business Officers)
 - [English Budget 101 Video](#)
 - [Spanish Budget 101 Video](#)
 - [Somali Budget 101 Video](#)
 - Key messages/communications support
 - Feedback forms

THANK YOU





**Agenda VI.
January 28, 2021**

To: Board of Education

From: Stacey Sovine, executive director of human resources

Date: January 21, 2021

Re: Adjourn to a Closed Session, as permitted by Minnesota Statute §13D.03, to discuss Pro-Pay.