



Future Ready. Community Strong.

Regular Meeting Agenda

Diamondhead Education Center

March 11, 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. Alternative Learning Center Partnership (Close gaps and raise achievement for all students) 3
Jason Sellars, Coordinator of ALC and ABE
- B. Advancement Via Individual Determination (AVID) 2019-20 Report and Adaptations for 2020-21 (Close gaps and raise achievement for all students) 13
Frannie Becquer, AVID Coordinator, Danielle Christy, Burnsville High School, and Amy Smalley, Nicollet Middle School
- C. Report about Regulation 602: Organization of the School Calendar and School Day (Maximize resources for optimal student learning) 27
Brian Gersich, Assistant Superintendent
- D. 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) 34
Dr. Theresa Battle, Superintendent
- E. Student Representative Report 46
- F. Superintendent Report 47
- G. Board Member Reports 48

IV. Business Meeting 49

- 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
 - 2. Approve Personnel Recommendations

3. Adopt a Resolution to Accept Donations	68
B. New Business	
1. Approve Selection of Auditor (Maximize resources for optimal student learning) Lisa Rider, Executive Director of Business Services	68
2. Achievement and Integration Budget Approval (Maximize resources for optimal student learning) Imina Oftedahl, Director of Curriculum, Instruction and Assessment	71
3. Approve Changes to the 2021-22 Academic Calendar (Create a culturally proficient school system) Brian Gersich, Assistant Superintendent	79
4. Approve, on a First Reading Basis, Changes to Policy 611: <i>Home Schooling</i> (Increase the capacity for partnership with community) Imina Oftedahl, Director of Curriculum, Instruction and Assessment	82
5. Approve Cooperative Sponsorship in Girls Lacrosse with Apple Valley (Increase the capacity for partnership with community) Guillaume Paek, Director of Athletics	87
6. Award the Contract Replacement of Network Switches (Maximize resources for optimal student learning) Rachel Gorton, Director of Technology	89
V. Adjourn to a Workshop about Initial FY22 Budget Adjustments (Maximize resources for optimal student learning) Dr. Theresa Battle, Superintendent, and Lisa Rider, Executive Director of Business Services	124
VI. Adjourn to a Closed Session, as permitted by Minnesota Statute §13D.03, to discuss Negotiation Strategies (Maximize resources for optimal student learning) Stacey Sovine, Executive Director of Human Resources	147



Future Ready. Community Strong.

**Agenda III.A.
March 11, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Jason Sellars, coordinator of ALC and ABE

Date: March 5, 2021

Re: Alternative Learning Center Partnership

Receive a report about Alternative Learning Center Partnership from Jason Sellars, coordinator of ALC and ABE.

STATE APPROVED ALTERNATIVE PROGRAM APPLICATION

Area Learning Center

ALC required programming components:

Except for districts located in a city of the first class (Minneapolis, St. Paul and Duluth), ALCs **must** be established cooperatively with at least **two districts** and serve the geographic area of those districts.

ALCs must offer a comprehensive education program through a school within a school or separate site for students at **both** the middle school and high school level.

ALCs must have programming available throughout the calendar year.

If the above components are in place Targeted Services may be offered outside of the core school day program to grade levels K-8. ***This is a separate SAAP Application.***

SUMMARY OF AREA LEARNING CENTER PROGRAMS TO BE OFFERED

LEARNING YEAR PROGRAMS Separate Site (SS) or School within School (SWS) DAILY SCHEDULE STUDENT ENROLLMENT DATES DESCRIPTION OF STUDENTS (*grade level, focus of support*)

- x Day Program – High School SS - BAHS, Bridges, Tokata Learning Center
- x Day Program – Middle Level SWS- Burnsville and Prior Lake
- x Before/Afterschool Program SS- ISD191, ISD 719, ISD 720
- x Summer Program SS- ISD191, ISD 719, ISD 720
- Night Option Program
- Other:

NOTE: Independent Study and Targeted Services are separate from the ALC Application process.

	Career and College Success 1500 Highway 36 West Roseville, MN 55113-4266	Area Learning Center(ALC) Application
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1. Documented District Cooperation (unless city of the first class):

APPLICANT IDENTIFICATION INFORMATION			
District Acting as Fiscal Agent (1) ISD 191, ISD 719, and ISD 720 in partnership		District Number 191,719,720	
Contact Person(s) Dave Brown Eric Serbus Jason Sellars	Email DBrown@priorlake-savage.k12.mn.us Eserbus@shakopee.k12.mn.us Jsellars@isd191.org	Telephone Number 952.226.0840 952.496.5980 952.707.4126	
Address of Contact 15870 Fish Point Rd 1110 Town Square Mall 200 West Burnsville Parkway	City Prior Lake Shakopee Burnsville	State MN MN MN	Zip Code 55372 55379 55337
Cooperating District Name (2) ISD 191, ISD 719, and ISD 720 in partnership. Please refer to contact information above.		District Number N/A	
Contact Person N/A	Email N/A	Telephone Number N/A	
Address of Contact N/A	City N/A	State N/A	Zip Code N/A
Cooperating District Name (If applicable) ISD 191, ISD 719, and ISD 720 in partnership. Please refer to contact information above.		District Number N/A	
Contact Person N/A	Email: N/A	Telephone Number : N/A	
Address of Contact N/A	City N/A	State: N/A	Zip Code

Examples of documentation to attach formalizing the agreement between districts to provide an ALC:

1. Local School Board of Directors written agreement to cooperate including the elements of
 - Sharing of program information to students/families in neighboring districts whose partner program may better suit the need of that family.
 - Partner districts will continue to follow established record request procedures regarding student data.

- Partners will share aggregate program data to support development of the ALC (Eg. attendance, enrollment, student data, credit, graduate completion rates, etc.).
 - Each partner will act as its own program fiscal host.
 - Standardization of all basic skills and title funding from resident districts (ensuring allocation to ALC partners). Partners will annually review ALC finance statutes and allocations.
 - Professional development plan/allocation for ALC staff shared amongst partner districts. The goal is to provide opportunities for member districts to team staff together for PD opportunities to support ALC students.
2. Advisory Committee/other to guide decision-making processes at the ALC
- Partners will meet quarterly.
 - Partners will prioritize opportunities for cross-over and intersectionality for professional development among partners.
 - Committee notes will be shared with partner districts. Partner districts will rotate ALC partnership roles (Eg. chair, secretary, etc.) Partner districts will invite appropriate representatives to each quarterly meeting (finance directors, curriculum directors, teaching staff, support staff, targeted services, etc.).
3. Locations of ALC programming (comprehensive high and mid-level, extended-day and targeted services)
- Member districts with mid-level programming will complete application with program information.
4. Systems related to providing transportation where appropriate
- Member districts will follow statutory guidelines regarding transportation of students across district boundaries.

Questions, technical support and submissions should be directed to MDE.AlternativeLearning@state.mn.us

2. Description of Core Day Programming:

Comprehensive High School Programming – this details information for the core day programming that will be offered through the ALC.

Staffing allocation to be determined yearly based on projected budget:

HIGH SCHOOL PROGRAM SITE/LOCATIONS				
Provide the following information on each of the program sites for which approval is desired. Attach an additional page, if necessary.				
SITE NAME		SITE ADDRESS	SITE CONTACT	CONTACT EMAIL
1	Prior Lake Bridges ALC	15870 Fish Point Rd, Prior Lake, MN 55372	David Brown	DBrown@priorlake-savage.k12.mn.us
2	Shakopee Tokata ALC	1110 Town Square Mall, Shakopee, MN 55379	Eric Serbus	Eserbus@shakopee.k12.mn.us
3	Burnsville ALC (BAHS)	2140 Diffley Rd, Eagan, MN 55122	Kelly Ronn	Kronn@isd191.org

HIGH SCHOOL PROGRAM STAFFING			
Provide the following information on each of the program sites listed above. Attach an additional page, if necessary.			
SITE #	AREA OF TEACHER LICENSURE	NUMBER OF TEACHER FTE(s)	Please describe the essential skills sought for teachers that will be supporting students in the core ALC high school program.
1- ISD 719	Social Studies	1.0	<p>Desired Teacher Mindset:</p> <ul style="list-style-type: none"> Growth Mindset - belief that the most basic skills and abilities can be developed through effort and hard work. Equity Mindset - perspective that is aware and calls attention to inequities in student outcomes and educational practices. Ability to be flexible in thinking and practice Desire to work collaboratively with others <p>Desired Interpersonal Skills:</p> <ul style="list-style-type: none"> The ability to establish, nurture, and maintain healthy and supportive relationships with all students. The ability to engage in difficult conversation that lead to improved outcomes <p>Desired Instructional Skills:</p> <ul style="list-style-type: none"> Ability to create and adjust engaging, relevant, standards-aligned curriculum. Ability to differentiate instruction based on student needs and situations. Ability to assess student learning using a wide variety of assessment methods.
	Language Arts	1.5	
	Science	0.5	
	Math	1.0	
	Art	0.75	
	Phy Ed	0.25	
	SPED	1.0	
	Work Experience	0.25	
	Counseling	0.5	
	Social Work	0.5	
Chemical Health	0.67		
2- ISD 720	Social Studies	1.8	
	Language Arts	1.0	
	Science	1.0	
	Math	1.0	
	Physical Education	.2	
	Art	1.0	
	EL	.3	
	SPED	.6	
	Behavior Intervention	1.0	
	Counseling	1.0	

3- ISD 191	Social Studies	2.5
	Language Arts	2.5
	Science	2.0
	Math	2.0
	Physical Education	1.0
	Art	.5
	EL	1.0
	SPED	1.0
	Counseling/Interventionist	1.5
	Work Experience	1.0

Comprehensive Mid-Level Programming – this details information for the core day programming that will be offered through the ALC to mirror grades levels in the districts middle school:

MID-LEVEL PROGRAM SITE/LOCATIONS				
Provide the following information on each of the program sites for which approval is desired. Attach an additional page, if necessary.				
	SITE NAME	SITE ADDRESS	SITE CONTACT	CONTACT EMAIL
1	Eagle Ridge Middle School	13955 Glendale Road, Savage, MN 55378	Jason Sellars	Jsellars@isd191.org
2	Nicollet Middle School	400 East 134 th St., Burnsville, MN 55337	Jason Sellars	Jsellars@isd191.org
3	Twin Oaks Middle School - ATLAS program	15860 Fish Point Rd., Prior Lake, MN 55372	Dave Brown	dbrown@priorlake-savage.k12.mn.us

MID-LEVEL PROGRAM STAFFING			
Provide the following information on each of the program sites listed above. Attach an additional page, if necessary.			
SITE #	AREA OF TEACHER LICENSURE	NUMBER OF TEACHER FTE(s)	Please describe the essential skills sought for teachers that will be supporting students in the core ALC middle level school program.
1	Math Language Arts	2.0 3.0	Teachers in the middle school day ALC programs implement Math and ELA courses designed to accelerate student learning. The goal is to support students in a smaller academic environment with targeted instruction based upon individual student needs. Student academic data is reviewed and students are assigned to math or reading courses. Courses include Math 180, Math Skills, Basic Math, READ 180, System 44, ELA Reading, and Basic ELA.
2	Math Language Arts	4.0 5.0	

3	ATLAS: Math Social Studies Language Arts Science	1.6	9
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3. Description of Extended Day Programming:

Extended Day Programming – this details programming that will be offered outside of the core school day and/or calendar (i.e. summer) for students in grades 9-12:

EXTENDED LEARNING PROGRAM SITE/LOCATIONS				
Provide the following information on each of the program sites for which approval is desired. Attach an additional page, if necessary.				
	SITE NAME	SITE ADDRESS	SITE CONTACT	CONTACT EMAIL
1	Prior Lake Bridges ALC	15870 Fish Point Rd, Prior Lake, MN 55372	Dave Brown	DBrown@priorlake-savage.k12.mn.us
2	Shakopee High School	100 17th Ave W, Shakopee, MN 55379	Eric Serbus	Eserbus@shakopee.k12.mn.us
3	Burnsville High School (BHS)	600 E. Highway 13 Burnsville, MN 55337	Jason Sellars	Jsellars@isd191.org
4	Burnsville Alternative High School (BAHS)	2140 Diffley Rd, Eagan, MN 55122	Kelly Ronn	Kronn@isd191.org

EXTENDED LEARNING PROGRAM STAFFING			
Provide the following information on each of the program sites listed above. Attach an additional page, if necessary.			
SITE #	AREA OF TEACHER LICENSURE	NUMBER OF TEACHERS	Please describe the essential skills sought for teachers that will be supporting students in the extended ALC high school program.
1	Bridges School Year and Summer - Math, Social Studies, English, Science	School Year: 2 Summer: 5	Desired Teacher Mindset: <ul style="list-style-type: none"> ● Growth Mindset - belief that the most basic skills and abilities can be developed through effort and hard work. ● Equity Mindset - perspective that is aware and calls attention to inequities in student outcomes and educational practices. ● Ability to be flexible in thinking and practice ● Desire to work collaboratively with others Desired Interpersonal Skills: <ul style="list-style-type: none"> ● The ability to establish, nurture, and maintain healthy and supportive relationships with all students.
2	Shakopee School Year and Summer - Social Studies, Math, Science, English, SPED	School Year (5) Summer (10-20)	
3	ISD 191 School Year and Summer - Math, Social Studies, Science, ELA, SPED, EL, PhyEd, Art	10-20 (PT teachers)	

4			<ul style="list-style-type: none"> ● The ability to engage in difficult conversation that lead to improved outcomes <p style="text-align: right;">10</p> <p>Desired Instructional Skills:</p> <ul style="list-style-type: none"> ● Ability to create and adjust engaging, relevant, standards-aligned curriculum. ● Ability to differentiate instruction based on student needs and situations. ● Ability to assess student learning using a wide variety of assessment methods. ● Ability to manage digital curriculum platforms and communicate, engage, and progress monitor students in a digital setting

4. PROGRAM DETAILS: please respond to the following and attach requested documents

1. Program Decision Making – how will the cooperating districts share in decision making related to ALC programming?

ALC Programming Review and Change Proposals will be a standing agenda item during our quarterly advisory committee meetings. One of the greatest benefits of this partnership is regular meeting, communication and collaboration of our programs. We will leverage this opportunity to collaborate about our programs as well as decisions needed within each program.

2. How will ALC programming be communicated to the community (*attach a copy of a sample promotional article*)?

ALC programming will be communicated to the community in a variety of ways depending on targeted audience and program criteria.

Core communication methods include:

- Brochures / flyers (Core School year programming)
- Letters/promotional materials for families enrolled in the school district (Targeted Services, Summer Programming, Credit Recovery Programming)
- Emails
- School Messenger
- District websites

***See attached sample from each partner.

3. What are the procedures and methods for identifying learner needs and completing the Continual Learning Plan (CLP) (*attach a copy of the continual learning plan*)?

All learners entering the program are required to complete an intake meeting at time of enrollment. During the intake process and meeting the learner needs are discussed and supports are established. Then, student needs are regularly monitored in many ways to include reports of attendance, behavior and grades from student information systems, referrals from staff, student work and student learning done during professional learning committees. Furthermore, student support staff meet regularly to ensure social and emotional needs are being supported.

CLPs are required as an entry document to be enrolled in the program. Additionally, CLPs are completed for those students needing it during the first week of the term.

4. How will ALC students access district resources such as counselors, social supports, technology, facilities and staff?

During registration and enrollment, ALC students will be provided with a STUDENT RESOURCES informational handout (electronically and/or hard copy) with important information including:

- contact information for counselors and other ALC staff
- technology support
- local social emotional support services including substance abuse treatment options, mental health resources, counseling, etc. (work in partnership with social workers and the county)

5. Describe how the ALC will be cooperating with agencies from the community, and how each will provide assistance to learners.

ALC programs will partner with the following agencies to provide support and assistance to students in the ALC programs:

- Scott County Workforce Center, Burnsville CareerForce Center - provides students with job/career resources and training opportunities. Provides students with Adult Education Learning opportunities.
- Scott and Dakota County Mental Health - provides students/families with on sight
- Shakopee, Burnsville, Eagan, Prior Lake, Savage Rotary Clubs - provide grants, scholarships, and mentoring opportunities

6. Legislation requires that students be taught and assessed on the state academic standards (Language Arts, Mathematics, Science, Social Studies, and the Arts) and local standards (Physical Education, Health, Career and Technical Education, World Languages). Explain the process of aligning courses to local and state standards.

Teachers are required to align standards by course and content area. During the curriculum review process, new course proposal process and course review process standards are identified and aligned using a curriculum mapping process.

Additionally, our teachers receive support through participation in district committees and professional development mapping and aligning standards to courses.

7. Describe the personal support services as required by the state (see Minnesota Statute 123A.06, Subd. 1. Program Focus).

Programs and courses offered by ALC partners include work program/release, EL services, SPED services, PSEO, CIS, AP, social services, mental health services, post-secondary planning and comprehensive health support.

(b) Consistent with the requirements of sections [121A.40](#) to [121A.56](#), a school district may provide¹² an alternative education program for a student who is within the compulsory attendance age under section [120A.20](#), and who is involved in severe or repeated disciplinary action.

Complete the full application before submitting. Incomplete applications will be returned.

Questions, technical support and completed applications should be sent to MDE.AlternativeLearning@state.mn.us.

123A.06 STATE-APPROVED ALTERNATIVE PROGRAMS AND SERVICES.

Subdivision 1. Program focus. (a) The programs and services of a state-approved alternative program must focus on academic and learning skills, applied learning opportunities, trade and vocational skills, work-based learning opportunities, work experience, youth service to the community, transition services, and English language and literacy programs for children whose primary language is a language other than English. Applied learning, work-based learning, and service learning may best be developed in collaboration with a local education and transitions partnership, culturally based organizations, mutual assistance associations, or other community resources. In addition to offering programs, the state-approved alternative program shall coordinate the use of other available educational services, special education services, social services, health services, and postsecondary institutions in the community and services area.

(b) Consistent with the requirements of sections [121A.40](#) to [121A.56](#), a school district may provide an alternative education program for a student who is within the compulsory attendance age under section [120A.20](#), and who is involved in severe or repeated disciplinary action.

Program Documentation

Program Component	Burnsville	Prior Lake	Shakopee
Program Information	BAHS Program Info	Bridges Program Info	TLC Program Info
Continual Learning Plan	Sample K-5 CLP	Bridges CLP	TLC CLP
Promotional Materials	PALS Flyer - Burnsville K-4 Summer Program - Burnsville	Newsletter	Summer Programming



**Agenda III.B..
March 11, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Frannie Becquer, AVID Coordinator, Danielle Christy, Burnsville High School, and
Amy Smalley, Nicollet Middle School

Date: March 5, 2021

Re: Advancement Via Individual Determination (AVID) 2019-20 Report and Adaptations
for 2020-21

Receive a report about the Advancement Via Individual Determination (AVID) 2019-20 Report and Adaptations for 2020-21 from Frannie Becquer, AVID Coordinator, Danielle Christy, Burnsville High School, and Amy Smalley, Nicollet Middle School.

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AVID

March 25, 2021

*Frannie Becquer, SISA Coordinator & AVID District
Director*

*Danielle Christy, Burnsville High School
Amy Smalley, Nicollet Middle School*

Purpose

- Overview of Advancement Via Individual Determination (AVID) implementation at ONE91
- Participation and impact data
- Information on the evaluation status of each AVID site

Essential Question (EQ)

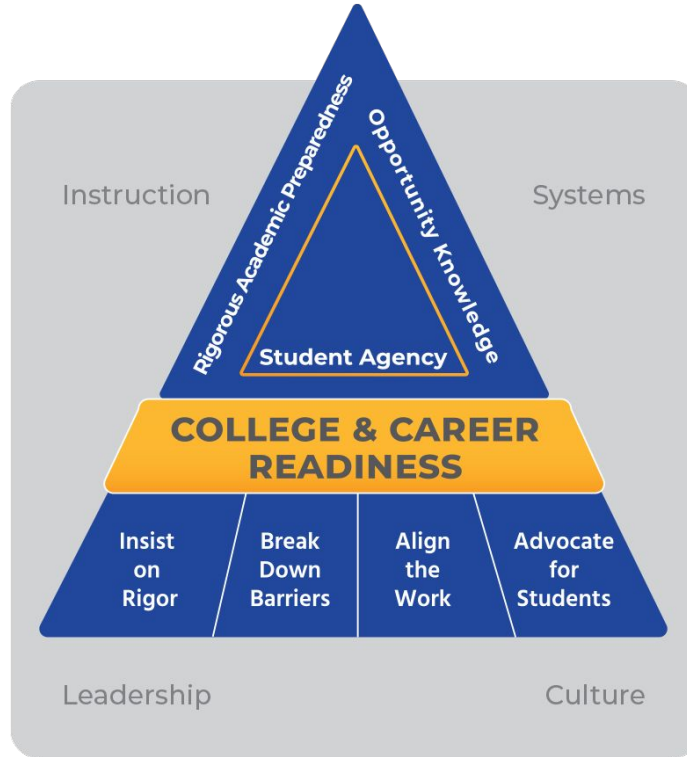
How does ISD191 leverage the AVID College and Career Readiness Framework to support a Culturally Proficient School System?



Advancement via Individual
Determination

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Framework



AVID Elective

AVID Elective



AVID Curriculum



AVID Secondary Schoolwide

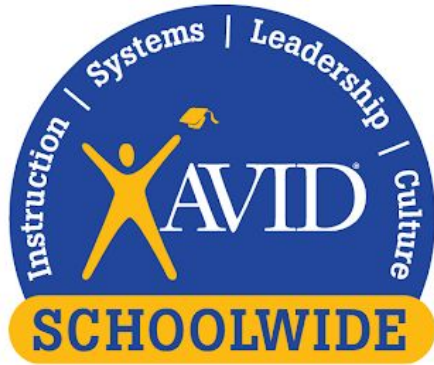
20



AVID Secondary goes beyond the AVID Elective course to affect an entire campus or district by creating a college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond.

Monitoring and Evaluation of AVID

21



INSTRUCTION *promotes:*

- ▶ WICOR® Strategies
- ▶ 21st Century Skills
- ▶ Student Leadership Skills
- ▶ Goal-Setting/Monitoring
- ▶ Rigor for All



SYSTEMS *support:*

- ▶ AVID Site/District Teams
- ▶ Professional Learning
- ▶ Secondary AVID Elective Classes
- ▶ Equity and Access to Rigorous Courses
- ▶ Data Collection and Analysis



LEADERSHIP *ensures:*

- ▶ Strategic Planning
- ▶ Modeling of Expectations
- ▶ College Readiness Mission and Vision
- ▶ Career Readiness
- ▶ Distributed Leadership Approach



CULTURE *fosters:*

- ▶ College Awareness and Preparation
- ▶ Common Belief in Student Success
- ▶ Family and Community Involvement
- ▶ High Expectations for All
- ▶ Positive and Safe Learning Environment



Coaching and Certification Instrument (CCI)

AVID Elective Data Points

22



Grades 7-8: 78 Students



Grades 7-8: 75 students



Grades 9-12: 206 students



Embedded into all classes and 90% of staff have been trained in AVID

AVID Senior DATA

2019-2020

Number of Seniors - 25

applied to 4-year college

23

accepted to 4-year college

22

of students have taken or taking a course of rigor

17
(traditional rigorous courses)

20-21
School Year
40



Pictures taken pre-COVID

AVID Schoolwide Recognitions

24

Eagle Ridge Middle School - Emerging Schoolwide

Burnsville High School - Emerging Schoolwide

Burnsville Alternative School - Certified Site

Nicollet a National Demonstration School







Future Ready. Community Strong.

**Agenda III.C..
March 11, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Brian Gersich, assistant superintendent

Date: March 5, 2021

Re: Report about Regulation 602: *Organization of the School Calendar and School Day*

Receive a report about Regulation 602: *Organization of the School Calendar and School Day* from Brian Gersich, assistant superintendent.

Adopted:
Reviewed:
Revised:
Rescinds:

Burnsville-Eagan-Savage School District Regulation 602

602R ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. STATEMENT OF PURPOSE

Burnsville-Eagan-Savage Policy 602 Organization of School Calendar and School day states, “The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.” The purpose of this document is to outline the procedures for developing the school calendar in accordance with Policy 602. As also noted in policy, “The calendar shall meet all provisions of Minnesota statutes pertaining to the minimum number of minutes and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.”

It is the responsibility of the ISD 191 assistant superintendent to facilitate the process of developing the recommended school calendars to present to the School Board for consideration and approval.

II. PROCEDURES

A. Establish Calendar Parameters

Parameters are considered items that must be done per written expectations in policy, law or collective bargaining agreements. The calendar development process must be mindful to review possible changes in parameters by reviewing updates in District Policy and/or Minnesota law and by consulting with the Director of Human Resources about potential changes impacting employee contracts.

1. Parameters as of Winter 2020:

- Teacher Work days
 - 184 Teacher work days
 - 187 Days for new teachers
 - Three (3) additional days prior to workshop
 - Four workshop days prior to first day
 - One end-of-year professional day after the last student day
- 170 Student days (Policy 602)
- Five non-student days for professional development and preparation
 - One must be after first semester
 - One must be placed in preparation for fall conferences
 - One must be placed in preparation for spring conferences
- Non Student Days (Policy 602)

- Labor Day
- Two days in October during the annual convention for Education Minnesota
- Thanksgiving and the Friday after Thanksgiving
- Martin Luther King, Jr., Day
- Memorial Day
- A winter break of at least seven days (excluding weekends)
- Must start after Labor Day (Minnesota Statute 120A.40)
- Kindergarten through Grade 12 (K-12) conference days scheduled for fall and spring

B. Establish Calendar Preferences

Calendar preferences, usually based on past practice, are items considered preferential in the calendars. Preferences are not formally required. Deviation from preferences should be noted when calendars are presented for approval so as to inform the Board and public and explain why.

Preferences as of Winter 2020:

- Balance semesters with slightly longer second semester for spring standardized testing
- Non-student days as K-12
- Avoid student day on November general election day
- Graduation on Friday (last student day on Thursday)

C. Calendar Development Process

The school calendar can have a significant logistical and cultural impact on ISD 191 students, employees and families. As a result, the development process should include opportunities for various groups to offer feedback. While not all ideas and suggestions are possible, the opportunity to give input from various stakeholders is beneficial to all involved.

1. Development of Initial Drafts

- Meet with Superintendent's Executive Leadership Team (ELT)
 - Review parameters and preferences (noted above)
 - Review timeline for establishing options
- Meet with Systems Improvement and Student Achievement (SISA) Directors
 - Review assessment calendar
 - Review general placement of professional development days
- Draft calendar options with support from Burnsville Education Association (BEA) president
 - Review parameters and preferences
 - Review timeline for drafting options
- Share drafts with ELT and SISA team
 - Review initial calendar options and drafts to allow feedback

- Update drafts with BEA president as appropriate, return to ELT as needed

2. Stakeholder Feedback Loop

- Share with cultural liaisons for feedback
 - Meet with cultural liaisons to allow discussion and feedback (facilitation of meeting can occur with support from SISA Directors)
 - Allow time for cultural liaisons to review and offer feedback and collect feedback by specified deadline
 - Update drafts as needed
- Share draft calendar option(s) with bargaining unit representatives for feedback (list of representatives acquired from Director of Human Resources)
 - Share draft calendars with bargaining unit leadership (meeting and/or shared google doc for feedback)
 - Allow time for group leads to review and offer feedback and collect feedback by specified deadline
 - Update drafts as needed
- Share with principal leadership
 - Share drafts with principal leadership for feedback
 - Update drafts if needed

Note: The feedback loop should begin again when a calendar draft is changed so each group has an opportunity to offer perspectives on subsequent drafts. For example, if principal feedback results in a change after the cultural liaisons have already reviewed, the new draft should be shared with the cultural liaisons to give feedback on the impact of changes.

3. Confirm Proposed Calendar Drafts with ELT

- Share final drafts with ELT for review
- Highlight changes made during feedback process
- Confirm final counts on parameters (student days, staff days)
- Confirm rationale for preferences

D. Present Proposed Calendar(s) to School Board

By policy 602, the school calendar is presented to and approved by the ISD 191 School Board for the following school year no later than November of each year. Past and current practice has been to present the Board with calendars covering two school years at a time well in advance of this deadline.

Adopted: 4/1991
Reviewed: 12/13/2018
Revised: 10/22/2020
Rescinds: IC, ICA & ID

Burnsville-Eagan-Savage School District Policy 602

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted by the school board. The calendar shall meet all provisions of Minnesota statutes pertaining to minimum number of minutes and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.
 - 1. The superintendent or designee shall submit a calendar recommendation for the following school year to the school board no later than November of each year.
 - 2. The school calendar will establish at least 170 student contact days and the contractual work days for instructional staff.
- B. The following dates are designated as non-classroom days: Labor Day, two days in October during the annual convention for Education Minnesota, Thanksgiving and the Friday after Thanksgiving, Martin Luther King, Jr., Day, and Memorial Day. A winter break of at least seven days (excluding weekends) will be scheduled.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

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

shall be met.

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

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
 Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
 Minn. Stat. § 120A.414 (E-Learning Days)
 Minn. Stat. § 120A.415 (Extended School Calendar)
 Minn. Stat. § 120A.42 (Holidays)
 Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the

First Class; Definitions)

Minn. Stat. § 123A.30 (Agreements for Secondary Education)

Minn. Stat. § 123A.32 (Interdistrict Cooperation)

Minn. Stat. § 123A.35 (Cooperation and Combination)

Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)

Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)

Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)

Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

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



**Agenda III.D.
March 11, 2021**

To: Board of Education

From: Dr. Theresa Battle, superintendent

Date: March 5, 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

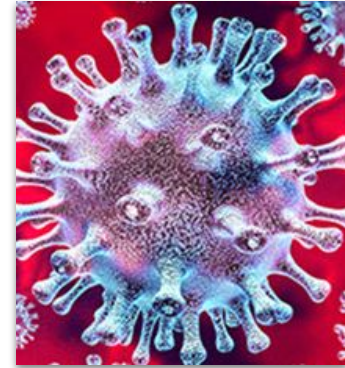
March 11, 2021

Presented by: Brian Gersich-Assistant Superintendent
Lisa Rider-Executive Director of Business Services
Bernie Bien-Lead Licensed School Nurse

COVID-19 Update

36

- Secondary Learning Plan Transition Update
- Mitigation Strategy updates (Saliva Screening and Minnesota Vaccine Program)
- Operational Updates



Secondary Learning Model Transitions

37

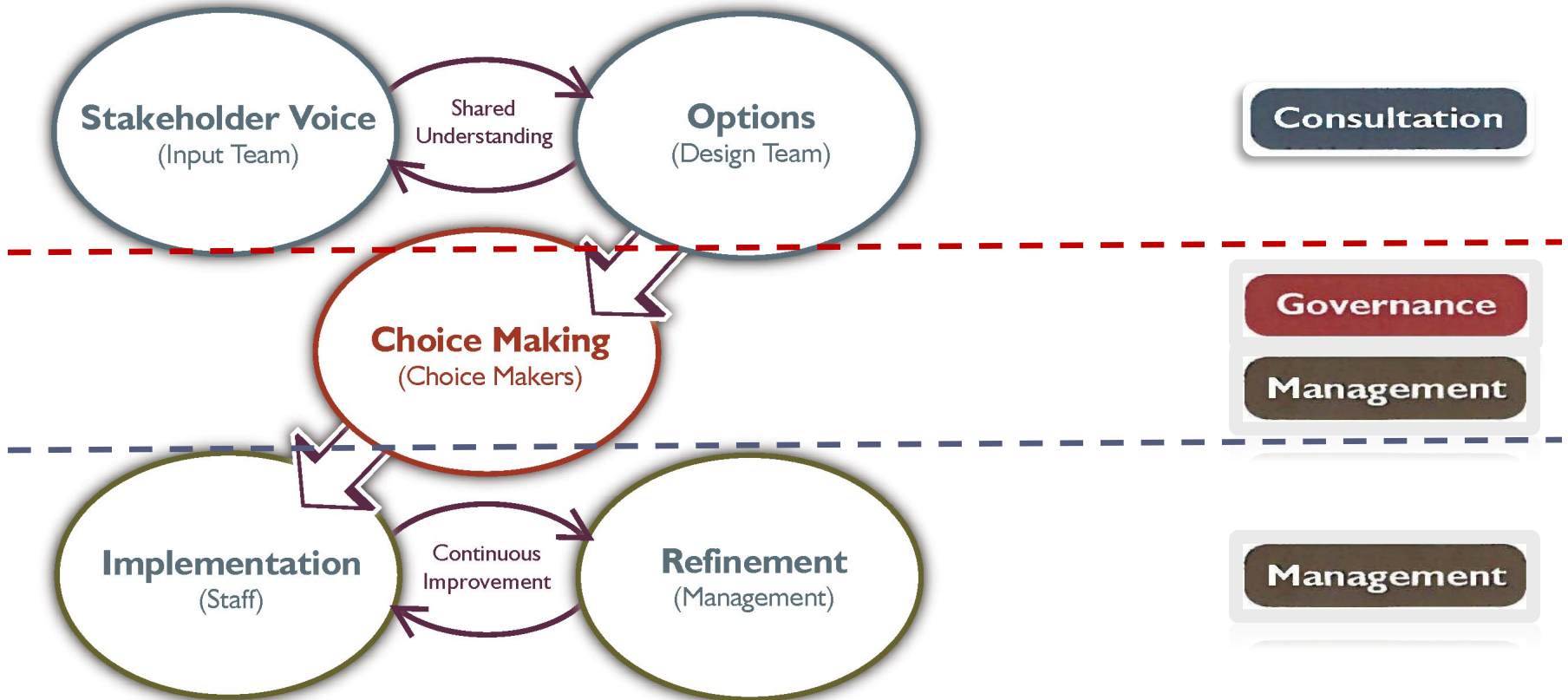
- Middle and high schools welcomed students grade 6-12 back to hybrid starting March 1
- Team has started planning for future return to in-person for middle and high schools



Decision Making Framework

Used For:

- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority



Secondary Learning Model Transitions

- Team has met multiple times to plan for secondary return to in-person learning (12 meetings total this year to plan for learning model transitions)
 - Preflight checklists
 - Dependent items
 - Inflight checklists
- Planning target for the week of April 12
 - Similar to past targets, this is for planning and not a definitive transition date at this time



Secondary Learning Model Transitions

- Parameters
 - Students maintain 6 feet social distancing when possible, 3 feet minimum (still 6 feet for adults)
 - If COVID-19 cases fall below 10 per 10,000, can remove distance requirements for students
 - Must be prepared for rapid shifts to distant learning as contact tracing procedures are unchanged
 - Likely need to maintain Wednesdays as Distance Learning
- Complexity with volume of requests to change learning models over the course of the year



Updates on New Mitigations

41

- Saliva Screening started for Secondary Staff
- One91's Participation in Minnesota's COVID-19 Vaccine Program

Operational Updates

42

- March 3, 2021 was the last date of distribution of meals at Sioux Trail Elementary. Meals will continue to be distributed at Eagle Ridge Middle School and Nicollet Middle School on Wednesdays only from 11 a.m. to 12:30 p.m.



Board Meeting Date: March 11, 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 the four primary areas of our planning: Health & Safety, Secondary Learning Model update, Activities and Operations.

Health and Safety (MDH): Represents confirmed cases 2/14/21 to 2/27/21. Dakota County is 24.96, an increase from 23.22 and Scott County is 25.60, an decrease from 27.76.

Per the previous recommended policy options secondary would be in the hybrid learning model.

Per Governor Walz's announcement on Wednesday, February 17, Minnesota's Safe Learning Plan has been updated so that based on CDC guidance, if a school is currently in an in-person or hybrid model, the county-level data alone does not impact the need to transition to a more restrictive model. Instead, schools should rely on school-level COVID-19 transmission data and staff capacities when making the decision to transition learning models.

Bernie Bien will now share analysis of County data and 191 data and an update about activities guidance related to the cases in Eastern Carver County.

County Updates:

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

See plans for Class of 2021 activities and presentation for Health and Safety Mitigation and Vaccine update, Secondary Learning Plan and Operational updates.

Plans for Class of 2021 Activities:

MDH and MDE guidance regarding large group gatherings (<https://staysafe.mn.gov/individuals-families/entertainment-venues.jsp>) has not been updated to provide new information for planning graduation, prom or other senior senior class activities. There have been no decisions made regarding these events for BHS and BAHS. High school administration is being proactive and planning alternatives to the usual prom, graduation, and senior party so they are prepared to offer fun, meaningful celebrations and still keep students safe. We are continuing to monitor state and local health guidance. Principal Helke and Principal Ronn have begun communicating with families and will continue throughout the spring.



**Agenda III.E
March 11, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Milkoomie Addisu, student representative to the school board

Date: March 5, 2021

Re: Student Representative Report

Receive a report from Milkoomie Addisu, student representative.



**Agenda III.F.
March 11, 2021**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: March 5, 2021
Re: Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.G.
March 11, 2021**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Board Chair

Date: March 5, 2021

Re: Board Member Reports

Receive reports from board members.

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

ALC partnership

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

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

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

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

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

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

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

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

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

AVID

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

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

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

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

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

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

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

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

Calendar Change

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

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

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

Contract for Switches

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

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

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 February 25, 2021

The meeting of the Board of Education was called to order by Chair Miller at 6:30 p.m. The meeting took place via electronic means pursuant to Minnesota Statute 13.D.021.

Call to Order

Members present: Alt, Chester, Conner, Hume, Said, Werb, and Chair Miller. Others in attendance were Superintendent Battle, Student Representative Addisu, staff and members of the public.

Attendance

Miller asked Hume to lead the Pledge of Allegiance.

Pledge of
 Allegiance
 Agenda

Moved by Hume, seconded by Conner, to approve the agenda. A roll call vote was taken and the motion carried unanimously (7, 0 with Alt, Chester, Conner, Hume, Miller, Said, and Werb voted in favor and none voted against).

Received a report about the American Indian Education Programming from Imina Oftedahl, director of Curriculum, Instruction and Assessment, Rebecca Mousseau, American Indian Education Liaison, and Kelly Sundquist, Chair American Indian Parent Advisory.

American Indian
 Education
 Programming

Received a report about FY22 Initial Budget Adjustments from Dr. Theresa Battle, superintendent, and Lisa Rider, executive director of business services.

FY22 Initial Budget
 Adjustments

Received 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, Bernie Bien, lead nurse, and Lisa Rider, executive director of business services.

COVID-19 Update

Received committee reports from Conner about AMSD and Alt on behalf of the Policy Review Committee.

Committee
 Reports

Moved by Conner, seconded by Chester, to approve the consent agenda:
 -Approve minutes of the regular meeting and closed session on February 11, 2021.

Consent Agenda
 Minutes

-Approve personnel recommendations for Autumn Bresina, Lindsey Fairchild, Tasia Islam, Catherine Rossin, Kelly Knott, Meghan Bartling, Joanne Himrich, William Aamodt, Megann Johnson, Sandra Lou, Ty Ly, Lindsey Fairchild, Melissa Lawler, and Jack O'Brien.

Personnel

-Adopt a resolution to approve and accept donations as presented.

-Approve December payroll checks in the net amount of \$3,891,109.73.

December claims to date, wire transfers and adjustments totaling \$9,048,435.16. Also, that the Board accepts December receipts of \$9,234,239.17 and investments for the General Fund,

Donations
 Checks, Claims,
 Receipts and
 Investments

2015A School Building Bonds, and OPEB of \$58,859,366.69 as of December 31, 2020.

-Accept the Budget Analysis for the month ending December 31, 2020. A roll call vote was taken and the motion carried unanimously (7, 0 with Chester, Conner, Hume, Miller, Said, Werb, and Alt voting in favor and none voting against.)

Budget Analysis

Moved by Chester, seconded by Alt, Pursuant Minnesota Statute, section 124D.78 Subdivision 2, it is recommended that the ISD 191 School Board accept the American Indian Parent Advisory Group Vote of Concurrence attesting that the school district are compliant with Minnesota Statutes and meeting the needs of American Indian children.

American Indian
Parent Advisory

A roll call vote was taken and the motion carried unanimously (7, 0 with Hume, Miller, Said, Werb, Alt, Chester and Conner voting in favor and none voting against.)

Moved by Hume, seconded by Conner, to approve the 2021 Legislative Platform. Moved by Alt, seconded by Werb, to amend Item #4 Legislative Exemption to read "...District 191 is planning to sell one or more properties and is seeking a legislative exemption that would allow proceeds of the sale to be transferred to the district's general fund." and Delete, "ensuring those funds are used to directly impact student learning through programming and staffing." A roll call vote was taken and the amendment to the motion carried unanimously (7, 0 with Miller, Said, Werb, Alt, Chester, Conner, and Hume voting in favor and none voting against.) A roll call vote was taken and the main motion as amended carried unanimously after discussion (7, 0 with Said, Werb, Alt, Chester, Conner, Hume and Miller voting in favor and none voting against.)

2021 Legislative
Platform

Transportation

Moved by Chester, seconded by Conner, to approves the election to extend the student transportation contract with Schmitt and Sons and authorizes the notification of renewal with a rate increase of 1.3% for the 2021-2022 school year. A roll call vote was taken and the motion carried unanimously after discussion (7, 0 with Werb, Alt, Chester, Conner, Hume, Miller and Said voting in favor and none voting against.)

Classroom Audio
system

Broker

Moved by Alt, seconded by Werb, to award the contract for Classroom Audio Systems to purchase through Lightspeed in the amount of \$397,744.00. A roll call vote was taken and the motion carried unanimously after discussion (7, 0 with Alt, Chester, Conner, Hume, Miller, Said and Werb voting in favor and none voting against.)

Adjourn to a
Committee

Moved by Hume, seconded by Chester, approves Transwestern as Broker for Listing of River Ridge Education Center. A roll call vote was taken and the motion carried unanimously (7, 0 with Alt, Chester, Conner, Hume, Miller, Said, and Werb voting in favor and none voting against.)

The meeting adjourned to a Student Performance and Achievement

Committee at 8:46 p.m. The committee began at 9:00 p.m. and the purpose of the committee was Student Performance and Achievement Committee: Achievement Gap with World's Best Workforce (WBWF) Goal.

The workshop adjourned at 10:04 p.m.

Scott Hume, clerk March 11, 2021
Date Approved

DRAFT

**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: March 11th, 2021 FINAL

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Administrative	Appointment		Tyler Dehne		Diamondhead Education Center	Director of Finance	3/8/2021
Certified	Change of Assignment		Sydney Mohr		Burnsville High School	Teacher	3/1/2021
Certified	Leave of Absence		Michelle Melquist		ECSE Center	Teacher	2021-2022 School Year
Certified	Retirement		Amy Stead		Burnsville High School	Teacher	6/11/2021
Classified	Appointment		Catherine Lanman		WM. Byrne Elementary School	Educational Assistant Level IV	3/1/2021
Classified	Appointment		Jasmin Melara		WM. Byrne Elementary School	Educational Assistant Level IV	3/1/2021
Classified	Appointment		Kodi Contreras		Burnsville High School	Food Service Associate	3/1/2021
Classified	Appointment		Michelle Schroeder		Eagle Ridge Middle School	Food Service Associate	4/5/2021
Classified	Change of Assignment		Angela Althoff		Hidden Valley Elementary	Food Service Manager	3/8/2021
Classified	Change of Assignment		Tamala Neher		Vista View Elementary School	Food Service Manager	3/1/2021
Classified	Resignation		Abby Hedquist		Rahn Elementary School	Educational Assistant Level IV	3/5/2021
Classified	Retirement		Janet Gulden		District-wide	SISA Coordinator	7/1/2021



**Agenda V.A.3.
March 11, 2021**

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

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

Date: March 5, 2021

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

RESOLUTION TO ACCEPT DONATIONS

WHEREAS,

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02, Subd. 6 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

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

Moved by:

Seconded by:

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on March 11, 2021

Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
12/12/2020	Multiple VA Senior families	Food & Nutrition Services	Students in need	\$147.95
2/16/2021	Sounbory	Food & Nutrition Services	For BHS Negative Meal Balance	\$15.45
2/24/2021	Minnesota Department of Labor and Industry	Burnsville High School	To enhance the Automotive Pathway through certifications, targeted recruitment (females/students of color), and paid work experiences in industry.	\$95,000.00
3/4/2021	Melissa McPhail	Anyone who fits in it in the district	Equipment for children with special need to help standing and walking	In-Kind Goods or Services

Total monetary donation received: \$ 95,163.40

**Agenda IV.B.1.
March 11, 2021**

**To: Members, Board of Education
Dr. Theresa Battle, Superintendent**

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

Date: March 5, 2021

Re: Approve the firm of CliftonLarsonAllen to perform the 2020-21 financial statement audit

RECOMMENDATION: That the Board of Education approves the firm of CliftonLarsonAllen be contracted to perform the 2020-21 financial audit. Field work and final reporting will occur during the fall/winter of 2021-22 school year.

Malloy, Montague, Karnowski, Radosevich & Co., P.A. had conducted the audit for nearly 30 years until the 2009-2010 financial statement audit when CliftonLarsonAllen (CLA) firm began conducting the audit.

For the 2020-21 financial statement audit, we conducted a Request For Proposals (RFP) and received proposals from six firms. Upon receipt of the proposals, a rubric was completed by 4 team members of each proposal and the top three firms were identified and interviews with each were conducted.

As a result of the above process, CliftonLarsonAllen is recommended for approval to perform the 2020-21 financial statement audit.

Upon approval an engagement letter will be obtained.

Selection of Audit Firm

December 11, 2020, we published in the newspaper our [Request For Proposal \(RFP\) for Audit Services](#)

December 14, 2020, we sent the RFP to the listed firms:

- Clifton Larson Allen
- Enestvedt & Christensen, LLP
- Boyer & Company CPA
- Cummings Keegan & CO
- BerganKDV
- Abdo, Eick & Meyers
- MMKR
- Eide Bailly LLP
- Baker Tilly
- Deloitte LLP
- KPMG
- Mayer Hoffman McCann
- BDO
- Boyum Barendscheer

January 12, 2021 proposals were due back to us for review. We have indicated we would notify all of the final decisions by March 15, 2021.

The following firms submitted proposals.

- Clifton Larson Allen
- BerganKDV
- Abdo, Eick & Meyers
- MMKR
- Eide Bailly LLP
- WIPFLi

February 5, 2021 we notified the firms who had submitted proposals that we were extending the timeframe for us to communicate a decision as our Finance Director had resigned. They were given until February 12, 2021 to indicate if any changes were required to their proposals given this new information. No changes were required of any of the firms who submitted proposals.

February 16, 2021 was the internal deadline for our team of 4 people to review all proposals and complete the Audit RFP Criteria Rubric, the criteria included the following categories:

Term of engagement

Scope of work

Auditing standards to be followed

Recognition of Certificate of Excellence compliance

Basic Firm Information

References

Partner, Supervisory, and Staff Qualifications and Experience

Similar Engagements with Other Government Entities
 Specific Audit Approach
 Identification of Anticipated Potential Audit Problems
 Report Format
 Cost Proposal and Manner of Payment

The top three firms were chosen after discussion and based on Rubric for Interviews held on February 21, 2021.

They were:

Clifton Larson Allen

MMKR

BerganKDV

The interview team reviewed proposals and interviewed the three finalists. The team unanimously selected Clifton Larson Allen as the recommended firm.

Consideration in our recommendation ranking included:

Perception of a change in auditor is necessary after a certain number of years

Communications skills shown in the interview process.

Cost/Benefit of the decision including the transitional work required

Auditing Firms are a regulated industry with each firm having a peer review process

Communication of technical matter to Public and Board in a manner that is appreciated

Firms are very proud of high percentage of clients retained

It takes a good year for all of the documentation to be completed and for a firm to understand the true risks of the client.

The rates that were offered by the interviewed firms are summarized here:

Firm	2021	2022	2023	2024	2025	Total
Firm 3	38,500	39,650	40,850	42,050	43,250	204,300
Firm 1	43,500	44,588	44,703	45,846	47,017	225,654
Firm 2	45,500	45,500	46,400	47,300	48,200	232,900

It is anticipated that Firm 3 would likely have additional costs considering the scope of work discussed in the interview process that is included in the above stated fees.

An implication to the second choice selected over the first choice is that ISD 191 will pay more for the audit and incur the extra layer of work of a transition.

It is recommended that the Board of Education award the FY2021 Audit to Clifton Larson Allen with the option of auditing its financial statements for each of the four subsequent fiscal years.



**Agenda Item IV.B.2
March 11, 2021**

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

From: Imina Oftedahl, Director of Curriculum, Instruction, and Assessment

Date: March 5, 2021

Re: FY22 Achievement and Integration Revenue Budget

RECOMMENDATION: That the Board of Education approve the proposed FY22 Achievement and Integration Revenue Budget.

Discussion: The FY22 budget representing revenues and expenditures of \$1,962,434. The FY 2021-2022 budget for Achievement and Integration is built to specifically fund the goals identified in the 2020-2023 Plan. Resources from the Achievement and Integration budget will serve schools district wide as student needs determine.

Attached is the Budget Summary. It adheres to the guidelines of no less than 80% of Direct Services to Students; no more than 10% Administrative/Indirect; and no more than 20% Professional Development. Achievement and Integration funds are not allowed to carry over from one year to another. Provided spending is within the guidelines of the planned budget, the district is reimbursed for the lesser of that which is spent or approved in the budget on an annual basis. The Plan and Budget application must be submitted by March 15, 2021. The Minnesota Department of Education will review the application and provide notice of their approval later this spring.

Use this workbook to list proposed expenditures of FY 2022 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. **Please use the instructions in the prior tab of this workbook.** For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: Burnsville Public Schools
District ISD Number: 191
Superintendent: Dr. Theresa Battle
Partnering Districts: Lakeville Public Schools, ISD 194

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for budget approval or changes.

Program Staff: Imina Oftedahl **Fiscal Staff:** Lisa Rider
Phone: 952-707-2008 **Phone:** 952-707-2050
Email: ioftedahl@isd191.org **Email:** lrider@isd191.org

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2022 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY22 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Estimated Initial Revenue (FIN 313)	\$ 1,879,164.00
Total Estimated Incentive Revenue (FIN 318)	\$ 83,270.00
TOTAL A&I REVENUE	\$ 1,962,434.00

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2022 Achievement & Integration budget as approved by the school board.

Board Approval Date _____

School Board Chair _____ **Date** _____

Superintendent _____ **Date** _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____

FY 2022 Achievement and Integration Budget Expenditure Summary

District Number:	191	District Name:	Burnsville Public Schools		
Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$1,761,683.35	89.77%	DSS At least 80% of total expenditures		
Professional Development may equal no more than 20% of total revenue	\$55,384.00	2.98%	Professional Development No more than 20% of total expenditures		
Administrative/Indirect may equal no more than 10% of total revenue	\$142,366.65	7.25%	Admin/Indirect No more than 10% of total expenditures		
Total Proposed Revenue:	\$1,962,434.00		Total Revenue Expended:	\$0.00	
Total Amount Proposed FIN 313	\$1,879,164.00		Improvement Planning Expenditures		
Total Amount Proposed FIN 318	\$83,270.00		Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).		
<p>Amending Line Items To amend line items in this budget after it's been approved by MDE, strike the approved dollar amt and related budget narrative. Insert a row below the line you want to change (make sure the new row is <i>above</i> the total revenue line). Add a new dollar amt and narrative to the row you just added. Then highlight both lines with the color highlight function. Explain the change in the comments box at the bottom of the tab.</p>					
<p>UFARS Corrections You do not need to submit an amended budget to MDE in order correct UFARS codes. Instead, make UFARS corrections when you submit your Actual Expenditure report. Add a note to explain the correction. See the A&I Gudget Guide for more details on when to amend your MDE-approved budget.</p>					
<p>Comments:</p>					

District Number: 191

District Name: Burnsville Public Schools

80% Direct Services to Students

List proposed **FIN 318** expenditures for Direct Student Services below. At least 80% of proposed expenditures in this budget must be proposed and used for strategies included approved A&I plan which provide direct services to students. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	Strategy # and Name
	ORG	PROG	FIN	OBJ				
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit this budget with actual FY22 expenditures by 12/1/22.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement the strategy. <i>Do not copy the strategy description from your plan.</i>	
Summer AVID Bridge Teacher Salary	5	610	318	185 CRS 671	\$8,200.00		Transition for middle school AVID students to high school with support for reading, writing, and math	1: AVID Program
Summer AVID Bridge Teacher Fringe	5	610	318	200 CRS 671	\$1,240.00		Transition for middle school AVID students to high school with support for reading, writing, and math	1: AVID Program
Summer AVID Bridge Instructional Materials	5	610	318	430 CRS 671	\$1,480.00		Transition for middle school AVID students to high school with support for reading, writing, and math	1: AVID Program
AVID Tutors salaries	5	610	318	186 CRS 671	\$5,000.00		Provide tutors to assist students for the AVID Summer Bridge Program	1: AVID Program
AVID Tutors fringe/benefits	5	610	318	200 CRS 671	\$700.00		Provide tutors to assist students for the AVID Summer Bridge Program	1: AVID Program
Cultural Liaison-Indian Education .5 FTE of 1 staff member	5	610	318	175 CRS 672	\$27,500.00		Build partnerships and collaboration in with American Indian and Alaskan Native students in District 191 and 194.	2: Bridging Cultural and Socio-economic Barriers
Cultural Liaison-Indian Education fringe	5	610	318	200 CRS 672	\$13,750.00		Build partnerships and collaboration in with American Indian and Alaskan Native students in District 191 and 194.	2: Bridging Cultural and Socio-economic Barriers
FIN 318 TOTAL					\$57,870.00	\$0.00		

Insert lines **above** the FIN 318 Total line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

District Number:

191

District Name:

Burnsville Public Schools

20% Professional Development

List all proposed FIN 313 expenditures for professional development below. **No more than 20% of this budget's total revenue may be proposed or used for these costs.** All training funded through this budget must directly support strategies in a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	Strategy # and Name
	ORG	PROG	FIN	OBJ				
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit this budget with actual FY22 expenditures by 12/1/22.		
Cultural Responsiveness Training Staff Extended Time Salary	5	640	313	185 CRS 674	\$10,000.00		CPSS training for district and building equity leaders	5: Build Capacity for Equitable and Culturally Proficient Schools
Cultural Responsiveness Training Staff Extended Time Fringe	5	640	313	200 CRS 674	\$1,400.00		CPSS training for district and building equity leaders	5: Build Capacity for Equitable and Culturally Proficient Schools
Equity Team Meeting and Leadership Development	5	640	313	311 CRS 674	\$7,500.00		Substitutes for CPSS training for building leaders Meeting with District Equity Team Equity walkthroughs	5: Build Capacity for Equitable and Culturally Proficient Schools
Curriculum Alignment for College Readiness Extended Time Fringe	5	640	313	200 CRS 677	\$375.00		MS and HS teachers vertically aligning content alignment with ACT college readiness benchmarks	4. Rigorous Coursework and Learning Opportunities
Cultural Responsiveness Training Non Licensed Salary	5	640	313	186 CRS 674	\$2,500.00		Equity and CPSS training for clerical and other non-licensed staff	5: Build Capacity for Equitable and Culturally Proficient Schools
Cultural Responsiveness Training Non Licensed Fringe	5	640	313	200 CRS 674	\$375.00		Equity and CPSS training for clerical and other non-licensed staff	5: Build Capacity for Equitable and Culturally Proficient Schools
CPSS Materials and Resources	5	640	313	401 CRS 674	\$5,334.00		Resource materials for equity and CPSS training	5: Build Capacity for Equitable and Culturally Proficient Schools
AVID travel/conferences	5	640	313	366 CRS 671	\$5,500.00		AVID Summer Institute AVID Coordinators and AVID Elective teacher training.	1: AVID Program
FIN 313 TOTAL					\$32,984.00	\$0.00		

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:



**FY 2022 Achievement and Integration Budget
Professional Development Costs to Reduce Enrollment Disparities**

District Number:

District Name:

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20% of this budget's total revenue may be proposed or used for these costs. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for more details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	Strategy # and Name
	ORG	PROG	FIN	OBJ				
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit this budget with actual FY22 expenditures by 12/1/22.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>	
AVID Contracted Svc	5	640	318	305 CRS 671	\$20,000.00		AVID trainer - joint professional development with Lakeville staff	1: AVID Program
Teacher Training Extended Time Salary	5	640	318	186 CRS 671	\$4,700.00		AVID trainer - joint professional development with Lakeville staff	1: AVID Program
Teacher Training Extended Time Fringe	5	640	318	200 CRS 671	\$700.00		AVID trainer - joint professional development with Lakeville staff	1: AVID Program
FIN 318 TOTAL					\$25,400.00	\$0.00		

Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.



**FY 2022 Achievement and Integration Budget
Administrative/Indirect Costs**

District Number: 191 **District Name:** Burnsville Public Schools

10%
List proposed Administrative/Indirect **FIN 313** expenditures below. **No more than 10% of this budget's total revenue may be proposed or used for administrative or indirect costs.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	Strategy # and Name
	ORG	PROG	FIN	OBJ				
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit this budget with actual FY22 expenditures by 12/1/22.		
Director of Curriculum, Instruction, & Assessment salary .50 FTE	005	610	313	110 CRS 680	\$73,868.00		Staff to supervise, manage programs, and complete reporting for A & I strategies and goals	1: AVID Program 2: Bridging Cultural and Socio-economic Barriers 3: Family Engagement Academy 4: Rigorous Coursework and Learning Opportunities 5: Build Capacity for Equitable and Culturally Proficient Schools
Director of Curriculum, Instruction, & Assessment fringe/benefits	005	610	313	200 CRS 680	\$24,511.00		Staff to supervise, manage programs, and complete reporting for A & I strategies and goals	1: AVID Program 2: Bridging Cultural and Socio-economic Barriers 3: Family Engagement Academy 4: Rigorous Coursework and Learning Opportunities 5: Build Capacity for Equitable and Culturally Proficient Schools
AVID Coordinator salary .10 FTE of 4 staff members serving 4 sites	005	610	313	143 CRS 671	\$37,986.00		Staff at each building to oversee and manage AVID elective program and provide support to AVID elective teachers along with School Wide implementation	1: AVID Program
AVID Coordinator fringe/benefits	005	610	313	200 CRS 671	\$6,001.65		Staff at each building to oversee and manage AVID elective program and provide support to AVID elective teachers along with School Wide implementation	1: AVID Program
FIN 313 TOTAL					\$142,366.65	\$0.00		

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Admin/Indirect section of the Improvement Planning tab.



Agenda Item IV.B.3.
March 11, 2021

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

FROM: Brian Gersich, Assistant Superintendent

DATE: March 11, 2021

RE: Approve 2021-2022 School Calendar changes

RECOMMENDATION: That the Board of Education approves the revised 2021-2022 school calendar, moving the school start date from Tuesday, September 7, 2021 to Wednesday, September 8, 2021 and changing May 27, 2022 to a school day.

**ISD 191 Burnsville-Eagan-Savage Schools
2021 - 2022 School Year Calendar**

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

24-26 New Teacher Workshop (No Students) 80
30-31 Professional Day (No Students)

SEPTEMBER

1-2 Professional Day (No Students)
6-7 No School (No Students)
8 First Day of School (Grades 1-12)
10 First Day of School for Kindergarten

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER

21-22 Minnesota Educator Academy
 (No Staff/No Students)

NOVEMBER

1-3 Parent-Teacher Conferences & Teacher Prep
 (No Students)
25-26 Fall Break (No Staff/No Students)

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER

23-31 Winter Break (No Staff/No Students)

JANUARY

17 No School (No Students)
21 Last Day of 1st Semester
24 Professional Day (No Students)
25 First Day of 2nd Semester

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

9-11 Parent-Teacher Conferences & Teacher Prep
 (No Students)
21-25 Spring Break (No Staff/No Students)

March 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL

25 Professional Day (No Students)

MAY

30 No School (No Students)

JUNE

9 Last Day of School
10 Graduation & Professional Day (No Students)

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Total School Days.....170

Total Teacher Work Days.....184

Color Key:

No School for All Students
New Teacher Workshop (No Students)
Professional Day (No Students)
Parent-Teacher Conferences & Teacher Prep (No Students)
First & Last Day of School
Graduation



Burnsville-Eagan-Savage School District 191

2021-2022 School Year Calendar

JULY 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Start and End Dates

- Sept. 7..... First Day (except kindergarten)
- Sept. 9..... First day for Kindergarten
- June 9 Last Day of School
- June 10..... Graduation Class of 2022

Instructional Schedule

- No School for all students on shaded dates.
- Aug. 30-Sept. 2 Staff Workshops (no students)
- Sept. 3..... No staff/students
- Sept. 6..... Labor Day (no staff/students)
- Sept. 7 First Day of School (Grades 1-12)
- Sept. 9..... First Day of Kindergarten
- Oct. 4..... Professional Day (no students)
- Oct. 21-22..... MEA (no staff/students)
- Nov. 1-3 Fall Conferences & Teacher Prep (no students)
- Nov. 25-26 Fall Break (no staff/students)
- Dec. 23-31 Winter Break (no staff/students)
- Jan. 17 MLK, Jr. Day (no staff/students)
- Jan. 24..... Professional Day (no students)
- Feb. 23-25..... Spring Conferences & Teacher Prep (no students)
- March 28-April 1 Spring Break (no staff/students)
- April 25..... Professional Day (no students)
- May 27 No School (no staff/students)
- May 30..... Memorial Day (no staff/students)

Total

Total School Days 170
 Total Teacher Work Days 184





**Agenda IV.B.4.
March 11, 2021**

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

From: Imina Oftedahl, Director of Curriculum, Instruction and Assessment

Date: March 5, 2021

Re: Approve, on a First Reading Basis, Changes to Policy 611: *Home Schooling*

Recommendation: that the Board of Education approves, on a first reading basis, changes to Policy 611: *Home Schooling*.

The Policy Review Committee reviewed Policy 611 on February 22, 2021.

MSBA: Statutory change to add teacher's materials to the definition of "textbook."

Adopted: 12/17/2015
 Reviewed: ~~8/23/2018~~ 8/11/2021
 Revised: 9/13/2018
 Rescinds:

Burnsville-Eagan-Savage School District Policy 611

611 HOME SCHOOLING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. CONDITIONS FOR HOME SCHOOLING

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

IV. IMMUNIZATION

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

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks, [\(including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use\)](#), individualized instructional or cooperative learning materials [\(including teacher materials that accompany pupil materials\)](#), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it

receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

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

VII. EXTRACURRICULAR ACTIVITIES

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

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

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

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

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

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

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

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

B. Transportation Services

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

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

Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials,
Standardized Tests)

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



Future Ready. Community Strong.

**Agenda IV.B.5.
March 11, 2021**

To: Board of Education, Members
Theresa Battle, Superintendent

From: Guillaume Paek, Athletic Director

Date: March 2, 2021

Re: Cooperative Sponsorship Girls Lacrosse 2021

RECOMMENDATION: That the Board of Education approves the Cooperative Sponsorship in Girls Lacrosse between Burnsville High School and Apple Valley High School.

Discussion

Our anticipated numbers for Girls Lacrosse will prevent us from having a stand-alone team. We currently have 12 girls who are interested in playing this season. The minimum number of players on a lacrosse field is exactly 12. Apple Valley' participation numbers are at a 25. This number would allow for one level (varsity) but would not be enough to fully field a second level (Junior Varsity). Combining our two programs would allow both schools to field two levels (combined) and not eliminate opportunities for students by being too big and needing to cut athletes from the program. Without a cooperative sponsorship, we will most likely not be able to offer Girls Lacrosse this spring.

Application for Cooperative Sponsorship

Application must be submitted to the League office not later than the first day of practice for that sport season.

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

On behalf of the following schools, we hereby apply for cooperative sponsorship of Girls Lacrosse
 beginning with the 20²⁰ - 20²¹ school year. (activity) (boys' or girls') (Adapted-CI or PI)

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

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Burnsville High School		Burnsville, MN	3AA	6A
High School #2:	Apple Vally High School		Apple Valley, MN	3AA	6A
High School #3:					
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
 Yes This application must include a review and comments from the conference(s) of which the schools are members.
 No
- Do any of the above schools currently have a cooperative agreement in this activity?
 Yes An application for dissolution must be submitted for the existing agreement.
 No
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About%20MSHSL/Membership%20Information%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))
 Burnsville does not have the ability to have a stand-alone program and needs another school to partner in order to offer Girls Lacrosse
- List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1	0	0	2	4	3	3
High School #2	0	4	3	5	2	12
High School #3						
High School #4						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): Apple Valley/Burnsville (AVB)

6. Team Colors: _____ Team Mascot: _____

7. Host School (school that will receive revenue share check): Burnsville High School 3.4.2021

	Board of Education (or designee)	School	Date
Signed _____	_____	_____	_____
Signed _____	_____	_____	_____
Signed _____	_____	_____	_____
Signed _____	_____	_____	_____

Official Action of the MSHSL Board of Directors

Approved Not Approved

Signature: _____ Date: _____
 MSHSL Executive Director



To: Members, Board of Education

**Agenda Item IV.B.6.
March 11, 2021**

From: Rachel Gorton, Director of Technology

Date: March 11, 2021

Re: Award Contract for Networking Switches

RECOMMENDATION: That the Board of Education approve the contract for the Network Switch purchase through High Point Networks (HPN).

This network switch project will replace 172 building access switches located in our district. Building switches are a critical component of our network and manage the flow of data between equipment including devices such as computers, servers, wireless access points, HVAC systems, security cameras, fire and emergency systems, and card readers. It will also replace 2 lab switches. Lab switches are one option used to maximize the network connectivity in our lab environments. Nicollet is the only school that currently utilizes this set up therefore 2 lab switches will be replaced as part of this project.

This replacement project was earmarked for FY22 as part of our long term network infrastructure plan. The anticipated life span of a network switch is 5-7 years and our current building switches were installed in 2014.

The network switch project qualifies for category 2 of the FCC erate program which provides discounts to public schools and libraries for equipment and services for telecommunications, internet access, and internal connections. Per erate requirements, a competitive bidding process was followed with 5 vendors providing bids. The erate bid evaluation requires that the price of eligible products and services is a factor and that factor must be weighed more heavily than any other single factor.

Based on our bid evaluation, we choose High Point Networks.

The erate discount rate is based on a calculation of the total number of students eligible for the National School Lunch Program divided by total number of students in the district. Erate funding has been impacted by COVID-19. In 2019-2020, ISD191 qualified at an 80% reimbursement rate. For 2020-2021 our reimbursement rate is 60%. This decrease is directly tied to the lower number of families who filled out the Application for Educational Benefits. Due to the unique nature of 2020-2021, we anticipate a ruling that may allow districts to use their previous year's rate. I have included both possible costs. The

recommendation is for approval at 60% reimbursement rate with our sincerest hope that we will see the 80% rate carried into this year.

After our erate discount, funding for this purchase will utilize FY22 Technology Levy funds. This equipment also qualifies as a capital expense.

The purchase price includes acceptable of Alt#1 from the bid documents. We will not accept Alt#2, Alt#3, or Alt#4.

Total Cost before erate reimbursement = \$546,855.21

District cost after 60% erate reimbursement = **\$218,742.08**

If the 2019-2020 rate reimbursement is allowed:

District cost after 80% erate reimbursement = \$109,371.04

It is recommended the contract be approved with High Point Networks for a total of \$218,742.08.



**BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT
REQUEST FOR PROPOSAL**

PREPARED FOR:

Rachel Gorton
rgorton@isd191.org

Burnsville-Eagan-Savage School District

PREPARED BY:

Jessica Fredrickson
Jess.fredrickson@HighPointNetworks.com

952-715-3491

February 5, 2021

Mrs. Rachel Gorton;

Thank you for inviting High Point Networks (HPN) to respond to the Request for Proposal for Access Switch Replacement. We appreciate the time you have given us thus far, and look forward to discussions around our proposal.

High Point Networks has designed an Extreme Solution for your Access Switch Refresh. High Point Networks holds the highest medallion status with Extreme networks as a Diamond Partner. This medallion status is achieved by hitting revenue goals Extreme defines and having the required certifications. Our bench is deep with Certified Extreme Engineers.



HPN is also a Platinum Aruba Partner and believes in the CX Switch Platform. HPN needed to pick one manufacture to respond with and based on the existing infrastructure in place made the decision to Partner with Extreme. The solution will complement the existing infrastructure and provide a single hand to shake from the core to the edge to the access layer. There is also no ramp up period for learning new technology for your team, since the universal switches continue to be managed by XMC.

HPN has designed a 5420F Universal Access Switch Design for the access layer. The switches come populated with one power supply but have a modular slot for expansion to dual power supplies, for investment protection. HPN has proposed a non-mix stack environment, and all 48P switches for the access layer, with non-PoE switches in the labs. The Universal Hardware provides future 'protection' giving flexibility to deploy either VOS or XOS. Please reference the visio diagrams for full design details.

High Point Networks has had the pleasure of working with the District for 10+ years. The Partnership has been focused around the Data Center. High Point Networks has four main pillars of focus: Data Center, Infrastructure, Security and Unified Communications. We are excited to expand our Partnership and provide the same customer experience on the Networking pillar of your IT ecosystem.

A key benefit of our solution is our project management process. We believe that from concept to completion, it is important to stay focused to ensure our solutions meet your requirements and deadlines, and the project is implemented to your satisfaction. You will be assigned a project manager as a single point of contact who will keep you updated on the progress of the project, mitigate any risks, and ensure the project is completed on time and on budget.

In the included response, you will learn more about High Point Networks and how we can coordinate with your team to be your technology partner for this next chapter of your company's IT strategy.

Thank you for the opportunity to expand our partnership.

Sincerely,

Jessica Fredrickson



HPN RFP RESPONSE:

Burnsville-Eagan-Savage School District – Request for Proposal

Introduction:

The District is requesting bid response from vendors for UPS and data switches. Bid responses must be sent within 28 days of posting of Form 470. Vendors must have a SPIN with current certification. Vendors must be willing to file for reimbursement on behalf of the District if requested.

All responses must be sent electronically to Rachel Gorton at rgorton@isd191.org.

RESPONSE: High Point Networks is an active service provider with SPIN#143032077.
High Point Networks prefers BEAR method, but is happy to invoice SPI Method if that is the District's preference.

Item 1

UPS Replacement

RESPONSE: High Point Networks has decided to NO-BID this section.

Item 2

Access Switches

ISD191 seeks bids on internal connections. All cost proposals must reflect any available governmental unit discounts. Each line item on proposal should clearly list Quantity, Manufacturer, Part Number, Description, Unit Price, and Extended Price. Proposals MUST separate eligible and ineligible services by line item for all services to which service provider responds.

Vendors may submit alternative equipment as long as the equipment is an equivalent make and model or serves a similar functionality.

RESPONSE: High Point Networks has included itemized pricing via Quote#105160.





COMPANY OVERVIEW

High Point Networks is a leading provider of information technology solutions in both SMB and enterprise-level markets, servicing customers from coast to coast. We specialize in anything that spans your network, data center, phone system and endpoints with a strong security focus across all things IT. Our Headquarters is in West Fargo, North Dakota with additional regional offices throughout North Dakota, South Dakota, Minnesota, Montana, Nebraska, and Colorado. No matter where your business is located within the United States, we have you covered. “Always Connected” is a slogan that epitomizes the day-to-day culture of High Point Networks and the way we consistently provide the highest level of customer satisfaction by being reliable, timely, and accurate with our clients.

High Point Networks was created because we noticed that too many Technology Companies were focused on how much they could sell, and that did not seem right to us. We have always been more interested in solving problems. Know that if we train our team to focus on a result more than on a specific deal, we will be successful, and more importantly, our customers will be successful as a result. Helping others, building strong relationships, and working together will always be stitched into our DNA.

MISSION

To provide worthwhile work for like-minded professionals in the world of information technology and cyber security that enhances business outcomes for those we serve.



WEST FARGO, ND

Corporate Headquarters
728 E. Beaton Dr. Ste. 200
701.282.6459

BISMARCK, ND

4204 Boulder Ridge Rd. Ste 200
Bismarck, ND 58503
701.223.4809

SIOUX FALLS, SD

2300 E. 54th St. N. Ste. 3
Sioux Falls, SD 57104
605-789-5700

BROOKINGS, SD

422 4th St.
Brookings, SD 57006
605-697-3060

DETROIT LAKES, MN

910 Lincoln Ave. #6
Detroit Lakes, MN 56501
218-844-8787

TWIN CITIES, MN

7100 Northland Cir. N. Ste. 304
Minneapolis, MN 55428
952-715-3490

BILLINGS, MT

145 Regal St. Ste. 8
Billings, MT 59101
406-281-7943

DENVER, CO

2919 W. 17th Ave. Ste. 201
Longmont, CO 80503
970-541-7887

PUEBLO, CO

3902 Sandalwood Lane
Pueblo, CO 81005
719-545-7505

OMAHA, NE

17002 Marcy Street
Omaha, NE 68118
402.657.7911



HISTORY

Established in 2003, High Point Networks has quickly become one of the region's premier technology providers. High Point Networks founded its Headquarters in West Fargo, North Dakota and has added locations over the years in Bismarck, ND, Sioux Falls, SD, Brookings, SD, Billings, MT, Detroit Lakes, MN, Minneapolis, MN, Denver, CO, Pueblo, CO and Omaha, NE to better serve customers.

High Point Networks has a history of investing in new technology as the market evolves, creating growth both organically and by acquisition. Recent successful acquisitions include:

- VAR division of EarthBend, LLC of Sioux Falls, SD | 2017
- West-Tech Communications of Pueblo, CO | 2018
- Vermillion Technologies of Sioux Falls, SD | 2019

High Point Networks continues to grow its resources and technical expertise. Our solutions solve real challenges, and we are here to partner with you on those challenges – big or small.

PARTICIPATING CONTRACTS-MN

NASPO HPE Compute and Storage Contract #97228 Participating Agent MN Master Contract Number: T-635(5) Networking

- Extreme Agent
- Palo Alto Networks Agent
- HPE Aruba Agent

COVERAGE AREA

High Point Networks services customers coast to coast. No matter where your business is located within the United States, we have you covered. HPN aligns the best resource for the project. If the engineer is out of another office, there is no negative impact to the customer as travel is always billed based on the closets HPN office.



LEADERSHIP TEAM



TOM MCDUGALL
 President & CEO
 Majority Owner



Hometown: Langdon, ND



North Dakota State University



Years of Industry Experience

Tom is the CEO/Founder/Majority Owner of High Point Networks, LLC. Throughout high school, he took on various sales activities in order to have spending money.

It was then Tom decided he didn't ever want to be in sales. In college, the only class he took involving a computer was a required basic programming class. So, it stands to reason that his first real job after graduating college was selling computers.

As it turned out, Tom enjoyed helping others with their technology needs. After a couple years, he was recruited by a Fortune 100 company as an area account manager. Two years later, he was asked to move to a different state, declined the offer, and then was hired by a technology firm in Minneapolis to open a branch for them in the Fargo area.



JUSTIN FESTCH
 VP of Sales
 Owner



Hometown: Langdon, ND



Northwest Technical College



Years of Industry Experience

Justin is the VP of Sales of High Point Networks, LLC, and has been in the technology industry now for 20+ years and is still amazed at not only how fast-paced this industry can be, but also how small of a community technology really is.

Justin had the privilege of transitioning from a customer of HPN to a partner. This move has allowed him to learn what customers expect from a trusted IT partner.

He has always thought more like an engineer in terms of what and how a solution can help a business, which is how he was taught when it comes to working with customers on business challenges. He believes that selling technology isn't always having the right answer or being the 'yes man.'





TOM MCDUGALL
 President & CEO
 Majority Owner

Upon achieving marginal success, he started to grow the branch by adding engineering and account management talent and, after a 10-year run, decided to part ways. Tom purchased the assets he had created and in October of 2003, High Point Networks was born.



**A MESSAGE FROM
 THE PRESIDENT & CEO**

“My goal is to help others get to where they want to go in life and business. At HPN, we help build a plan together, and then we identify what role HPN can play in bringing that plan to fruition.

We understand that technology is not perfect, and at some point, each company will face a challenge. The question is, who do you want by your side when this happens? Rest assured, we will be there when you need us. Our team will work hard to identify the issue and find solutions that solve real challenges. At High Point Networks, we promise to consistently provide the highest level of customer satisfaction.

At the end of the day, I can promise that you will always want HPN on your team, not necessarily for the products we sell, but for the experience we provide.”



JUSTIN FESTCH
 VP of Sales
 Owner

It's about building a partnership with a customer to provide solutions that solve challenges and create new opportunities in their organization.



**A MESSAGE FROM
 THE VP OF SALES**

“Technology continues to evolve, and your business should have a trusted IT partner that can bring you solutions that solve real challenges.

The value High Point Networks brings is very hard to describe on paper or in a paragraph, but I will say this:

Our mission is something we use in our business every day and we aim to solve real-world challenges with a measurable return on investment.

Our goal, as an organization, is to present you with products and solutions that are the essential for your business; not just the ‘flavor of the week,’ or ‘what makes a quick buck.’ We want to become an extension of your IT team.”



PROJECT TEAM

High Point Networks has an extensive team comprised of engineers, project managers, and account managers all with countless years of industry experience prepared to successfully complete your project. With 130+ team members at HPN you can guarantee to have the best resources at your fingertips. Below are some of the parties you can expect to be working on your project.

The Project Team is carefully selected based on the project requirements and goals. HPN believes in putting the right engineering resources on the job regardless of location.



JESS FREDRICKSON

Account Manager
Twin Cities, MN

Jessica Fredrickson started at High Point Networks in 2017, via HPN acquiring EarthBend. Fredrickson is currently an Account Manager with 10+ years of industry experience. Prior to joining High Point Networks, her main responsibilities included technology solution sales to SLED accounts. At High Point Networks, Fredrickson is primarily responsible for technology sales and customer experience in the Minnesota territory.



JESSICA HELLING

Project Manager
West Fargo, ND

Jessica Helling started at High Point Networks in 2018. Helling is currently a Project Manager with eight years of industry experience. Prior to joining High Point Networks, his main responsibilities included managing projects and application support for the IT department. At High Point Networks, Helling focuses on managing many of High Point Networks' as a service projects and firewall installation projects.



KRIS SCHIELE

Network Engineer
West Fargo, ND

Kris Schiele started at High Point Networks in 2015. Schiele is currently a Network Engineer with 16 years of industry experience. Prior to joining High Point Networks, his main responsibilities included supporting the network Infrastructure and servers. At High Point Networks, Schiele is primarily responsible for designing, deploying, and troubleshooting network infrastructure elements including wireless, switching, and firewalls.

CERTIFICATIONS: *Sophos Certified Engineer, Sonicwall Network Security Advanced Administration, Aruba Certified Mobility Professional, Extreme Certified Specialist Routing and Switching, CompTIA Security+*



**MIKE TRAYLOR**

Network Engineer
Sioux Falls, SD

Mike Traylor started at High Point Networks in 2019. Mike is currently a Network Engineer with 10 years of industry experience. Prior to joining High Point Networks, he worked in payment card/banking industry where he was primarily responsible for managing nearly 70 firewalls in a Zero Trust environment as well as supporting the routing, switching, and voice equipment. At High Point Networks, Mike is primarily responsible for firewall, switch and router support. designing, deploying, and troubleshooting network infrastructure elements including wireless, switching, and firewalls.

CERTIFICATIONS: *CCNA Routing & Switching, CCNA Security, Extreme ECS-Management Center, Extreme ECS-Campus EXOS Routing and Switching, Extreme ECS Campus Fabric, Extreme ECS-Campus Fabric, Extreme EDS-IP Campus, Extreme EDS-Management Center, Sonicwall Network Security Administrator, Sonicwall Network Security Professional, Palo Alto Network (PSE): Platform Associate, Palo Alto Network (PSE): Platform Foundation.*

HPN EXTREME NETWORK REFERENCES

High Point Networks is honored to work with customers across all sizes and verticals across the Great Plains in the areas of infrastructure, unified communications, data center, and security. As we work and grow with our clients, we help them plan for and implement new projects and moves of all sizes.

HPN has numerous Extreme customer references and look forward to delivering the same HPN Customer experience with your District! Below is a mixture of SLED customers HPN has partnered with on their Extreme deployment.

- State of North Dakota
- Olmsted County, MN
- Osseo Area Public Schools
- Fridley Public Schools

HPN PROJECT METHODOLOGY

To ensure your project's success, High Point Networks provides professional consulting services to help our clients evaluate, design, test, implement and support these solutions. HPN's team of highly skilled engineers use their in-depth knowledge of technology infrastructures and our skilled resources enabling HPN to provide high quality, cost effective solutions.

Our philosophy is to provide our customers solutions that will solve real business challenges and provide a measurable return on their investments. We strive to become the trusted



advisors of our customers. We want to partner with our customers and become an extension of their own IT teams.

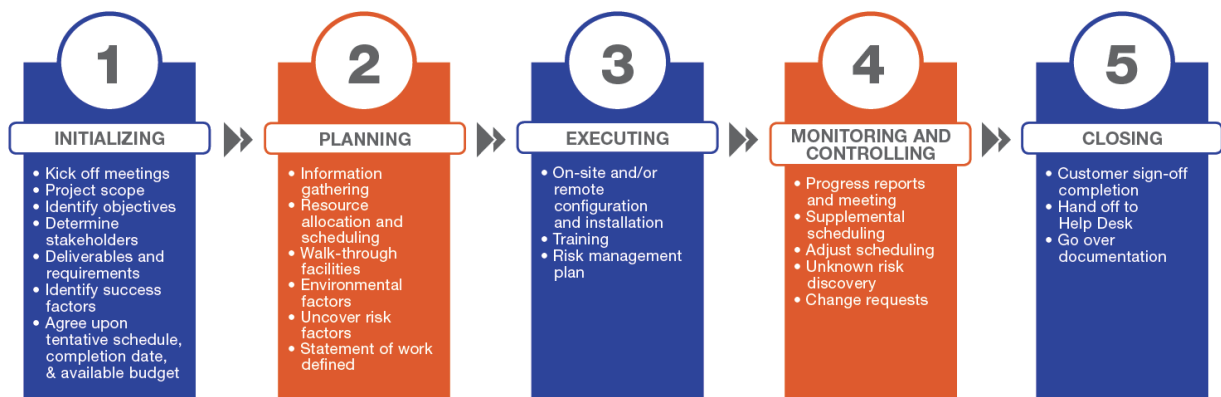
High Point Networks will appoint a single point of contact who will focus on your project from concept to completion to ensure solutions meet all the requirements and deadlines, and that the deliverables are implemented to your satisfaction. Your project manager will keep you informed of the progress of the project, mitigate any risks, and make sure the project is completed on time and on budget.

Our project approach is practical and disciplined, incorporating the customer's input throughout the entire life cycle on priorities, scope, findings, recommendations, and most of all expected deliverables. We will leverage best practices while adopting them to the customer's needs and culture. The goal is to ensure that the customer receives value and their expectations are exceeded from their investment of time and money.

We leverage our client engagement process, which provides the foundation for all project communications. Those components include:

- A review of tasks, responsibilities, and expected deliverables.
- Identification of project concerns, risks, and issues.
- Obtaining the customer's feedback and taking appropriate actions.

Your project will be completed in phases so your project manager can oversee the progress. High Point Networks utilizes the following phases for every project:



470#210012267 HPN Response

Prepared for:**Burnsville Egan Savage ISD 191**

Attn: Rachel Gorton
200 W Burnsville Pkwy
Burnsville, MN 55337-4292

Prepared by:**High Point Networks, LLC**

Jess Fredrickson
Direct: 952-715-3491
jess.fredrickson@highpointnetworks.com



PROJECT SUMMARY

P.O.C(s): Rachel Gorton (Director of Technology) and Bob Weiler (Network Systems Administrator)

District Wide Access Switch Upgrade, impacting 16 Sites detailed below:

- Burnsville High School
- Cedar aka Burnsville Alternate High School
- Eagle Ridge Middle School
- Nicollet Middle School
- William Byrne Elementary
- Harriet Bishop Elementary
- Hidden Valley Elementary
- Marion W. Savage Elementary
- Edward D. Neill Elementary
- Gideon Pond Elementary
- Rahn Elementary
- Sky Oaks Elementary
- Sioux Trail Elementary
- Visa View Elementary
- Diamondhead - DO and ECE
- Warehouse

Out of Scope: Metcalf and River Ridge

DESIGN HIGHLIGHTS: Replace aging and end of support G1 Access Layer Switches. Majority is a mixture of X460 G1 and X440 G1 switches.

HPN has designed a 5420F Universal Access Switch Design for the access layer. The switches come populated with one power supply but have a modular slot for expansion to dual power supplies, for investment protection. HPN has proposed a non-mix stack environment, and all 48P switches for the access layer, with non-PoE switches in the labs. The Universal Hardware provides future 'protection' giving flexibility to deploy either VOS or XOS. Please reference the visio diagrams for full design details.

- There are two models included in the design: 5420F-16MW-32P-4XE for any IDF and MDF closets and 5420F-24T for the Lab switches that didn't require PoE.
- There is 10GB going to the closets, unless it is a closet with 1-2 switches. The smaller sized closets are capable of 10GB, but designed with 1GB connectivity.
- There is no ramp up period for leaning new technology for your team, since the universal switches continue to be managed by XMC.

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- Solution does come with 1YR ExtremeCloud IQ if interested in piloting. Recommend sticking with XMC today.
- The 5420 switch comes with Universal Limited Lifetime Warranty, details below:
 - Hardware Duration: Lifetime -Ends 5 Years from products announced end of sale date.
 - Hardware Replacement: Advance Replacement
Typical replacement 5-10 business days
 - Technical Support:
Access to Extreme's GTAC for product warranty support 8AM-5PM M-F
Services NOT Included with LLW - Installation, network design, and troubleshooting, configuration recommendations, complex topologies, consultation, and optimization services.
Product Lifetime - Ends 5 years from products announced end of sale date.
 - Software OS Releases-Publicly Available (non pre-release)
 - Portal: Lifetime
 - Additional Details: [Policies and Warranties - Extreme Networks](#)
- OPTIONAL UPLIFTS
 - ALT #2: 1YR & ALT #3 5YR Optional Uplift
Quoted optional ExtremeWorks Software & TAC Support. This IS E-Rate Eligible.
Quoted optional ExtremeWorks NBD Parts. This is NOT E-Rate Eligible, but would have to be stacked on top of ExtremeWorks Software & TAC
- The 5420 switch comes with Base Licensing, details below.

VOSS (with latest GA)

VOSS Features	BASE (\$0)	PREMIER (\$)	MACSEC (\$)
Base Operations and Management	✓	✓	
L2 Switching	✓	✓	
L3 Routing (RIP/OSPF/BGP)	✓	✓	
IP Multicast	✓	✓	
App Telemetry with Sflow+	✓	✓	
DVR Leaf	✓	✓	
Fabric Attach, Extend, RSPAN	✓	✓	
Fabric L2VSN, Routing, Multicast	✓	✓	
Fabric Connect - L3VSN		✓	
DVR Controller		✓	
Full Scale BGP		✓	
Full Scale VRF		✓	
MACsec (128/256-bit)			✓

Legacy License Tier	Unified Licensing
BASE License Tier	BASE
PREMIER License Tier	PREMIER
MACsec Features	MACSEC Feature Pack

EXOS (with latest GA)

EXOS Features	BASE (\$0)	PREMIER (\$)	MACSEC (\$)
Base Operations and Management	✓	✓	
L2 Switching, EAPS, ERPS, Extended Edge	✓	✓	
L3 Routing, RIP, OSPF - Limited Scale	✓	✓	
IP Multicast - Limited Scale	✓	✓	
VxLAN	✓	✓	
Python Scripting	✓	✓	
User Based Security Policies	✓	✓	
Fabric Attach	✓	✓	
Full Scale OSPF, BGP4, ISIS		✓	
Full Scale IP Multicast, Anycast RP, MSDP		✓	
GRE Tunneling		✓	
EVPN		✓	
MACsec (128/256-bit)			✓

Legacy License Tiers and Feature Packs	Unified Licensing
Value Edge, Edge, Advanced Edge License, All Feature packs except MACsec	BASE
CORE License	PREMIER
MACsec Feature Pack	MACSEC Feature Pack

HPN SCOPE OF WORK:

- HPN Responsibilities:
 - Project Management
 - Staging of equipment, pre configuration and base install
 - Provision all equipment to HPN Standards

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- Rack and stack all equipment in customer provided racks
- Integration of new switches into XMC
- Knowledge Transfer, as needed
- Client Responsibilities:
 - Provide central staging area for switches at District.
 - Provide a Team lead to assist HPN team access to install switch closets at time of installation.

Exclusions:

- Disposal of Existing Switches. HPN will remove switches from rack and place in closet for disposal.
- Customer wanted to reuse existing Patch Cables
- Cabling -Fiber and/or fiber runs, or Copper wiring

470#210012267 HPN Response

SPIN#143032077

MN State Contract Vehicles Available, as needed.

Installation / Configuration

Qty	Item	Description	Price	Ext. Price
1	PROSERVE-PKG	High Point Networks Professional Services defined in Project Summary	\$69,950.00	\$69,950.00

Subtotal: \$69,950.00

Switch Equipment

Qty	Item	Description	Price	Ext. Price
All switches come built with single PS, with option to expand to Dual PS. See ALT#1 for Dual Power Supplies				
172	5420F-16MW-32P-4XE	ExtremeSwitching 5420F 16 100Mb/1Gb/2.5Gb 802.3bt 90W PoE 32 10/100/1000BASET FDX/HDX PoE+ 2 Stacking/SFP-DD 4 10G Un-pop SFP+ MACsec Capable Internal Fixed PSU Fans 1 Un-Pop Modular PSU Slot (Includes 1 Yr XIQ Pilot Cloud Subscription)	\$2,681.71	\$461,254.12
Switch comes with Limited Lifetime Warranty 8x5 TAC Support.				
172	10099	Power Cord 15A USA NEMA 5-15 C15	\$7.07	\$1,216.04

Subtotal: \$462,470.16

ALT#1 Dual Power Supplies

Qty	Item	Description	Price	Ext. Price
All switches come built with single PS, with option to expand to Dual PS.				
3	XN-ACPWR-1200W	Extreme Networks, Inc XN-ACPWR-1200W - 1200W AC Power Supply	\$401.22	\$1,203.66
3	10099	Power Cord 15A USA NEMA 5-15 C15	\$7.07	\$21.21

Subtotal: \$1,224.87

Lab Switches non PoE

Qty	Item	Description	Price	Ext. Price
24T Lab Switches that are non PoE				
2	5420F-24T-4XE	ExtremeSwitching 5420F 24 10/100/1000BASET FDX/HDX 2 stacking/SFP-DD 4 10G unpopulated SFP+ MACsec capable internal fixed PSU fans 1 unpopulated modular PSU slot. Includes 1 year XIQ Pilot cloud subs	\$1,096.34	\$2,192.68
Switch comes with Limited Lifetime Warranty 8x5 TAC Support.				
2	10099	Power Cord 15A USA NEMA 5-15 C15	\$7.07	\$14.14

Subtotal: \$2,206.82

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Interconnections / Stacking

Qty	Item	Description	Price	Ext. Price
Each Stack can support up to 8 48P switches, as requested.				
140	10304	10 Gigabit Ethernet SFP Passive Cable Assembly 1m Length	\$18.05	\$2,527.00
41	10305	10 Gigabit Ethernet SFP Plus Passive Cable Assembly 3m Length	\$24.76	\$1,015.16
46	10301	10 Gigabit Ethernet SFP+ Module 850nm MMF 26-300m Link LC Connector	\$162.20	\$7,461.20
			Subtotal:	\$11,003.36

Management Platform

Qty	Item	Description	Price	Ext. Price
BES to continue to utilize XMC for management				

ALT#2-1YR: ExtremeWorks Support

***Optional Items**

Qty	Item	Description	Price	Ext. Price
ExtremeWorks 1YR Support Option(s)				
EW Software & TAC (24x7 Support) = E-Rate Eligible				
172	97000-5420F-16MW-32P-4XE	EW Software & TAC -5420F-16MW-32P-4XE This Term: 365 Days	\$377.00	\$64,844.00
EW Edu NBD Part Only = Not E-Rate Eligible				
172	97304-5420F-16MW-32P-4XE	EW Edu NBD Part Only -5420F-16MW-32P-4XE This Term: 365 Days	\$162.00	\$27,864.00
			*Optional Amount:	\$92,708.00

ALT#3-5YR: ExtremeWorks Support

***Optional Items**

Qty	Item	Description	Price	Ext. Price
ExtremeWorks 5YR Support Option(s)				
EW Software & TAC (24x7 Support) = E-Rate Eligible				
172	97000-5420F-16MW-32P-4XE	EW Software & TAC -5420F-16MW-32P-4XE This Term: 1825 Days	\$1,885.00	\$324,220.00
EW Edu NBD Part Only = Not E-Rate Eligible				
172	97304-5420F-16MW-32P-4XE	EW Edu NBD Part Only -5420F-16MW-32P-4XE This Term: 1825 Days	\$810.00	\$139,320.00
			*Optional Amount:	\$463,540.00

470#210012267 HPN Response

ALT#4: CloudIQ 3YR

*Optional Items

Qty	Item	Description	Price	Ext. Price
ExtremeCloud IQ Cloud Subscription (would replace XMC and ALT#2 & ALT#3)				
ExtremeCloud IQ = E-Rate Eligible and includes 24x7 TAC Support				
174	XCIQ-PT054-C-EW-3YK12	ExtremeCloud IQ Pilot 5400 Tier 0 for 3YR Cloud Subscription with ExtremeWorks TAC OS (US K-12)	\$314.63	\$54,745.62

***Optional Amount:** \$54,745.62

Quote Summary

Description	Amount
Installation / Configuration	\$69,950.00
Switch Equipment	\$462,470.16
ALT#1 Dual Power Supplies	\$1,224.87
Lab Switches non PoE	\$2,206.82
Interconnections / Stacking	\$11,003.36

Total: \$546,855.21

*Optional Items

Description	Amount
ALT#2-1YR: ExtremeWorks Support	\$92,708.00
ALT#3-5YR: ExtremeWorks Support	\$463,540.00
ALT#4: CloudIQ 3YR	\$54,745.62

Optional Subtotal: \$610,993.62

For questions related to your quotation, please contact us using the information above. By signing below, the undersigned accepts High Point Networks Master Service Agreement and represents that he or she is authorized to execute the agreement on behalf of the customer. Acceptance of the quote online is considered acceptance of an offer and binding. All quotes are subject to shipping costs that may not be listed on the quote. Tax is estimated on quote. Prices quoted are valid for 30 days from Quotation Date. Limitation of Liability for Consequential Damages. High Point Networks, LLC shall not be liable for any indirect, incidental, consequential, exemplary, or punitive damages of any kind or nature. All projects exceeding 10 hours of service will require a 50% down payment of the total project due upon acceptance of the quotation and the remainder due within 30 days of completion. All licensing and subscription orders will be invoiced immediately upon customer approval. Payment for all other orders are due in 30 days subject to credit approval. Credit card usage as a form of payment may be accepted on pre-approval basis and may be subject to a convenience fee. "Optional" items on the above quote are not included in the total pricing at the bottom of the quote. This offer to sell the listed products is subject to product availability and High Point Networks standard terms and condition and prices are subject to change without notice. Please consult your Account Representative prior to placing an order for timely, updated pricing. High Point Networks reserves the right to adjust pricing based on any error or omission. Note: Once product is ordered and shipped there is NO right of return and may be subject to a restocking fee. Product cannot be returned if ordered in error. Product cannot be returned if next generation product has been released.

Signature _____

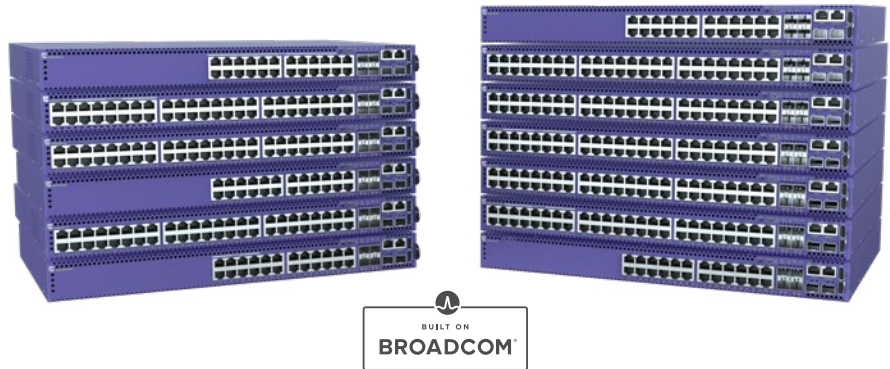
Date _____

Highlights

- High-performance, feature-rich fixed-form switches for enterprise edge deployments
- Universal hardware platform providing end-to-end network segmentation and advanced policy with a choice of ExtremeSwitching operating systems
- Fixed and modular 24 and 48-port models with Gigabit and Multi-Gigabit Ethernet connectivity
- 4 x 1/10Gb SFP+ or 4 x 10/25Gb built-in uplink ports
- 30W, 60W and 90W PoE support (IEEE 802.3at / IEEE 802.3bt)
- Up to 8-unit 40Gb per unit stacking
- MACsec on 10/100/1000 access and uplink ports for secure link encryption
- Layer 2/Layer 3 Fabric services for secure network segmentation and automation
- Non-blocking, wire-speed design

Smart Management Choices

- ExtremeCloud™ IQ for powerful, simple and secure public or private cloud management
- 1-year ExtremeCloud IQ Pilot subscription included with each 5420
- Extreme Management Center™ for centralized, unified management capabilities



ExtremeSwitching™ 5420 Series

Universal Edge Switch Platform

The ExtremeSwitching 5420 Series is a family of high-performance, feature-rich edge switches designed for the next-generation digital enterprise. The 5420 Series universal hardware provides end-to-end secure network segmentation, in addition to advanced policy capabilities, and offers a user-selectable choice of Extreme's flagship switch operating systems. This makes the 5420 a uniquely flexible platform that can be deployed across a range of edge and wiring-closet environments.

The 5420 Series includes both fixed and modular 24- and 48-port 1 Gigabit models as well as 1 / 2.5 Gigabit multi-rate models. The family also offers 30/60/90W PoE making it an ideal wired backend for wireless APs or in support of next-gen powered Ethernet devices, such as digital signage, pan-tilt-zoom cameras, smart lighting or point-of-sale terminals.



Universal Hardware Platform

The 5420 Series as a universal hardware platform comes with a dual-persona capability allowing user choice of the switch operating system (OS). Either the ExtremeXOS® or VSP Operating System (VOSS) persona can be enabled on 5420 hardware models. The desired persona can be selected at start-up or changed at a later stage. Once selected, the 5420 assumes the features/capabilities of the selected OS.

5420 persona activation can be done manually at boot-up, including via the system CLI. Or, it can be automated by pre-provisioning the 5420 persona in ExtremeCloud IQ. When first booted, the 5420 automatically connects to ExtremeCloud IQ to find its persona. The pre-provisioned OS persona is then remotely enabled on the 5420 system - eliminating the need for manual selection.



Ethernet Fabric Services

The 5420 supports a variety of Ethernet Fabric services, including Extreme's Fabric Connect when running VOSS and Extreme's IP Fabric when running ExtremeXOS. It also supports Fabric Attach for automated connection to either Layer 2 or Layer 3 fabric services. Extreme's Fabric Connect and IP Fabric on the 5420 enable the creation of virtualized networks that automate network operations, simplify network provisioning and enhance security, all while reducing the strain on network and IT personnel.



Power over Ethernet (PoE)

The 5420 Series includes Power over Ethernet models supporting standards-based IEEE 802.3bt (30/60/90W) PoE capabilities. This enables the 5420 to address the needs of powered edge devices, while eliminating the need for additional electrical cabling and circuits. In addition, 5420 PoE models also support perpetual and fast PoE for even more efficient and reliable powered edge device operation.



MACsec Link Encryption

IEEE 802.1AE MACsec is supported on the 5420 access ports, as well as on its built-in uplink ports. MACsec is a hop-by-hop security capability which encrypts/decrypts packets between connected switches or devices. As a link-only encryption, the switches can still apply services to the packet, such as policy or QoS, without compromising the security of packets across the link. With 128-bit and 256-bit Advanced Encryption Standard (AES) support, the 5420 provides the most secure link encryption.



High-Performance Stacking

The 5420 also supports high-speed stacking when running ExtremeXOS via its two built-in SFP-DD stacking ports. Up to eight systems can be stacked using qualified SFP+/SFP-DD direct attach cables and optical transceivers.



Management

The 5420 can be managed by ExtremeCloud™ IQ or Extreme Management Center (XMC) for comprehensive unified management with a consolidated view of users, devices and applications across wired and wireless networks. (NOTE: Each 5420 unit also includes a 1-year ExtremeCloudIQ Pilot subscription.)

Zero-touch provisioning from ExtremeCloud IQ lets one quickly bring new 5420 switches online as well as enable the selection of the operating system (OS) persona. Alternatively, 5420 on-box management can be done manually via a web-based GUI or generic CLI.

Switch Model	Interfaces
5420F-24T-4XE	24 x 10/100/1000Base-T ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420F-24P-4XE	24 x 10/100/1000Base-T 802.3at (30W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420F-24S-4XE	24 x 100/1000Base-X (SFP) ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420F-48T-4XE	48 x 10/100/1000Base-T ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420F-48P-4XE	48 x 10/100/1000Base-T 802.3at (30W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420F-48P-4XL	48 x 10/100/1000Base-T 802.3at (30W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable • LRM-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port

External Interfaces (cont.)

Switch Model	Interfaces
5420F-8W-16P-4XE	8 x 10/100/1000Base-T 802.3bt (90W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 16 x 10/100/1000Base-T 802.3at (30W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420F-16W-32P-4XE	16 x 10/100/1000Base-T 802.3bt (90W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 32 x 10/100/1000Base-T 802.3at (30W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420F-16MW-32P-4XE	16 x 100M/1G/2.5GBase-T 802.3bt (90W) ports <ul style="list-style-type: none"> • MACsec-capable 32 x 10/100/1000Base-T 802.3at (30W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 1/10Gb SFP+ uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420M-24T-4YE	24 x 10/100/1000Base-T ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 10/25Gb SFP28 uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420M-24W-4YE	24 x 10/100/1000Base-T 802.3bt (90W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 10/25Gb SFP28 uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port

External Interfaces (cont.)

Switch Model	Interfaces
5420M-48T-4YE	48 x 10/100/1000Base-T ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 10/25Gb SFP28 uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420M-48W-4YE	48 x 10/100/1000Base-T 802.3bt (90W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 10/25Gb SFP28 uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port
5420M-16MW-32P-4YE	16 x 100M/1G/2.5GBase-T 802.3bt (90W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 32 x 10/100/1000Base-T 802.3at (30W) ports <ul style="list-style-type: none"> • Full / Half-Duplex (autosensing) • MACsec-capable 4 x 10/25Gb SFP28 uplink ports (unpopulated) <ul style="list-style-type: none"> • MACsec-capable 2 x Stacking/SFP-DD ports* (unpopulated) 1 x Serial console port (RJ-45) 1 x 10/100/1000BASE-T out-of-band management port 2 x USB A ports for management or external USB flash 1 x USB Micro-B console port

* The Stacking/SFP-DD ports can be used either for stacking (with EXOS) or as Ethernet front panel ports (with EXOS or with VOSS in non-Fabric mode).

Weights and Dimensions

Switch Model	Weight*	Physical Dimensions
5420 Systems		
5420F-24T-4XE	9.03 lb / 4.10 kg	17.4 in W / 1.7 in H / 11.3 in D 441 mm x 44 mm x 287 mm
5420F-24P-4XE	10.23 lb / 4.64 kg	
5420F-24S-4XE	9.08 lb / 4.12 kg	
5420F-8W-16P-4XE	10.23 lb / 4.64 kg	
5420F-48T-4XE	10.23 lb / 4.64 kg	
5420F-48P-4XE	11.64 lb / 5.28 kg	
5420F-48P-4XL	11.64 lb / 5.28 kg	17.4 in W / 1.7 in H / 13.0 in D 441 mm x 44 mm x 330 mm
5420F-16W-32P-4XE	11.82 lb / 5.36 kg	
5420F-16MW-32P-4XE	11.68 lb / 5.30 kg	
5420M-24T-4YE	9.22 lb / 4.18 kg	
5420M-24W-4YE	9.70 lb / 4.40 kg	
5420M-48T-4YE	9.68 lb / 4.39 kg	
5420M-48W-4YE	10.43 lb / 4.73 kg	
5420M-16MW-32P-4YE	11.68 lb / 5.30 kg	

* Measured weight includes fan (XN-FAN-000) and PSU cover(s), but does not include optional power supply unit(s).

5420F Internal Fixed and Secondary Power Supply Options

Model	Internal Fixed Power Supply Unit (PSU)*	Secondary Power Supply Unit (PSU)**
5420M-24T-4YE	120W AC PSU	XN-ACPWR-150W
5420F-24P-4XE	660W AC PSU	XN-ACPWR-600W
5420F-24S-4XE	150W AC PSU	XN-ACPWR-150W
5420F-48T-4XE	120W AC PSU	XN-ACPWR-150W
5420F-48P-4XE	860W AC PSU	XN-ACPWR-920W
5420F-48P-4XL	860W AC PSU	XN-ACPWR-920W
5420F-8W-16P-4XE	660W AC PSU	XN-ACPWR-600W
5420F-16W-32P-4XE	1200W AC PSU	XN-ACPWR-1200W
5420F-16MW-32P-4XE	1200W AC PSU	XN-ACPWR-1200W

* Internal Fixed PSU is non-orderable and comes pre-installed with each 5420F model.

** Secondary PSU provides power redundancy in 5420F non-PoE models and enables maximum PoE Power Budget in 5420F PoE models (see table below)

5420F Max PoE Power Budget

Model	PoE Budget with Single Internal Fixed PSU	PoE Budget with Recommended Secondary PSU
5420F-24P-4XE	380W	720W
5420F-48P-4XE	740W	1480W
5420F-48P-4XL	740W	1480W
5420F-8MW-16P-4XE	480W	960W
5420F-16MW-32P-4XE	960W	1920W
5420F-16W-32P-4XE	960W	1920W

5420M Primary and Secondary Power Supply Options

Model	PoE Budget with Single Internal Fixed PSU	PoE Budget with Recommended Secondary PSU
5420M-24T-4YE	XN-ACPWR-150W	XN-ACPWR-150W
5420M-24W-4YE	XN-ACPWR-920W	XN-ACPWR-920W
5420M-48T-4YE	XN-ACPWR-150W	XN-ACPWR-150W
5420M-48W-4YE**	XN-ACPWR-920W or XN-ACPWR-2000W	XN-ACPWR-920W or XN-ACPWR-2000W
5420M-16MW-32P-4YE**	XN-ACPWR-920W or XN-ACPWR-2000W	XN-ACPWR-920W or XN-ACPWR-2000W

* Primary PSU is required; Secondary PSU provides power redundancy and enables maximum PoE Budget in 5420M PoE models (see table below).

** Primary and Secondary PSU must be of the same type in 5420M-48W-4YE and 5420M-16MW-32P-4YE models.

5420M Max PoE Power Budget

Model	PSU Type	PoE Budget with Primary PSU Only	PoE Budget with Secondary PSU*
5420M-24W-4YE	XN-ACPWR-920W	720W	1440W
5420M-48W-4YE	XN-ACPWR-920W	720W	1440W
	XN-ACPWR-2000W	1440W	2880W
5420M-16MW-32P-4YE	XN-ACPWR-920W	720W	1440W
	XN-ACPWR-2000W	1440W	2400W

* PoE Budget values reflect use of same PSU type for both Primary and Secondary

Optional Power Supply Unit Specifications

	XN-ACPWR-150W	XN-ACPWR-600W	XN-ACPWR-920W	XN-ACPWR-1200W	XN-ACPWR-2000W *
Voltage Input Range (Nominal)	100-127/200-240 VAC	100-127/200-240 VAC	100-127/200-240 VAC	100-127/200-240 VAC	100-127/200-240 VAC
Line Frequency Range	47 to 63 Hz	47 to 63 Hz	47 to 63 Hz	47 to 63 Hz	47 to 63 Hz
Power Supply Input Socket	IEC/EN 60320 C14	IEC/EN 60320 C16	IEC/EN 60320 C16	IEC/EN 60320 C16	IEC/EN 60320 C16
Power Cord Input Plug	IEC/EN 60320 C15	IEC/EN 60320 C15	IEC/EN 60320 C15	IEC/EN 60320 C15	IEC/EN 60320 C15
Operating Temperature	0° C to 50° C Normal Operation	0° C to 50° C Normal Operation	0° C to 50° C Normal Operation	0° C to 50° Normal Operation	0° C to 45° C

* 200-240 VAC is required to achieve full 2000W output. If run at 100-120VAC, output is limited to 1100W

** At sea-level, 0o C to 40o C at 1500m; 0o C to 35o C at 3000m

Environmental

Environmental Specifications

EN/ETSI 300 019-2-1 v2.1.2 - Class 1.2 Storage
 EN/ETSI 300 019-2-2 v2.1.2 - Class 2.3 Transportation
 EN/ETSI 300 019-2-3 v2.1.2 - Class 3.1e Operational
 EN/ETSI 300 753 (1997-10) - Acoustic Noise
 ASTM D3580 Random Vibration Unpackaged 1.5 G

Environmental Compliance

EU RoHS - 2011/65/EU
 EU WEEE - 2012/19/EU
 EU REACH - Regulation (EC) No 1907/2006 Reporting
 China RoHS - SJ/T 11363-2006
 Taiwan RoHS - CNS 15663(2013.7)

Operating Conditions

Temp: 0° C to 50° C (32° F to 122° F)
 Humidity: 10% to 95% relative humidity, non-condensing
 Altitude: 0 to 3,000 meters (9,850 feet)
 Shock (half sine) 30m/s² (3G), 11ms, 60 shocks
 Random vibration: 3 to 500 Hz at 1.5 G rms

Packaging and Storage Specifications

Temp: -40° C to 70° C (-40° F to 158° F)
 Humidity: 10% to 95% relative humidity, non-condensing
 Packaged Shock (half sine): 180 m/s² (18 G), 6 ms, 600 shocks
 Packaged Vibration: 5 to 62 Hz at velocity 5 mm/s, 62 to 500 Hz at 0.2 G
 Packaged Random Vibration: 5 to 20 Hz at 1.0 ASD w/±3 dB/oct. from 20 to 200 Hz
 Packaged Drop Height: 14 drops minimum on sides and corners at 42 inches (<15 kg box)

Regulatory and Safety

North American ITE
 UL 60950-1
 UL/CuL 62368-1 Listed
 CSA 22.2 No. 60950-1 2nd edition 2014 (Canada)
 Complies with FCC 21CFR 1040.10 (U.S. Laser Safety)
 CDRH Letter of Approval (US FDA Approval)

European ITE

EN 60950-1 2nd Edition
 EN 62368-1
 EN 60825-1 Class 1 (Lasers Safety)
 2014/35/ EU Low Voltage Directive

International ITE

CB Report & Certificate per IEC 60950-1
 CB Report & Certificate IEC 62368-1
 AS/NZS 60950-1 (Australia /New Zealand)

EMI/EMC Standards

North American EMC for ITE
 FCC CFR 47 Part 15 Class A (USA)
 ICES-003 Class A (Canada)

European EMC Standards

EN 55032 Class A
 EN 55024
 EN 61000-3-2,2014 (Harmonics)
 EN 61000-3-3 2013 (Flicker)
 EN 300 386 (EMC Telecommunications)
 2014/30/EU EMC Directive

International EMC Certifications

CISPR 32, Class A (International Emissions)
 AS/NZS CISPR32
 CISPR 24 Class A (International Immunity)
 IEC 61000-4-2 / EN 61000-4-2 Electrostatic Discharge, 8kV Contact, 15 kV Air, Criteria B
 IEC 61000-4-3 / EN 61000-4-3 Radiated Immunity 10V/m, Criteria A
 IEC 61000-4-4 / EN 61000-4-4 Transient Burst, 2 kV, Criteria B
 IEC 61000-4-5 / EN 61000-4-5 Surge, 2 kV L-L, 2 kV L-G, Level 3, Criteria B
 IEC 61000-4-6 Conducted Immunity, 0.15-80 MHz, 10V/rms, 80%AM (1kHz), Criteria A
 IEC/EN 61000-4-11 Power Dips & Interruptions, >30%, 25 periods, Criteria C

Country Specific

VCCI Class A (Japan Emissions)
 ACMA RCM (Australia Emissions)
 CCC Mark (China)
 KCC Mark, EMC Approval (Korea)
 BSMI (Taiwan)
 Anatel (Brazil)
 NoM (Mexico)
 EAC (Russia, Belarus, Kazakhstan)
 NRCS (South Africa)

IEEE 802.3 Media Access Standards

IEEE 802.3ab 10GBASE-T
 IEEE 802.3bz 2.5G/5GBASE-T
 IEEE 802.3bt Type4 PoE
 IEEE 802.3ae 10GBASE-X
 IEEE 802.3aq 10GBASE-LRM
 IEEE 802.3by 25GBASE-X
 IEEE 802.3az Energy Efficient Ethernet

Part Number	Product Name	Description
5420F-24T-4XE	Fixed 5420 24-port Switch	5420 Universal Switch with 24 x 10/100/1000BASE-T full/half duplex MACsec-capable ports, includes 4 x 1/10G SFP+ MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420F-24P-4XE	Fixed 5420 24-port 30w PoE Switch	5420 Universal Switch with 24 x 10/100/1000BASE-T full/half duplex 802.3at 30W PoE MACsec-capable ports, includes 4 x 1/10G SFP+ MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420F-24S-4XE	Fixed 5420 24-port SFP Switch	5420 Universal Switch with 24 x 100M/1Gb SFP MACsec-capable ports, includes 4 x 1/10G SFP+ MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420F-48T-4XE	Fixed 5420 48-port Switch	5420 Universal Switch with 48 x 10/100/1000BASE-T full/half duplex MACsec-capable ports, includes 4 x 1/10G SFP+ MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420F-48P-4XE	Fixed 5420 48-port 30w PoE Switch	5420 Universal Switch with 48 x 10/100/1000BASE-T full/half duplex 802.3at 30W PoE MACsec-capable ports, includes 4 x 1/10G SFP+ MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420F-48P-4XL	Fixed 5420 48-port 30w PoE Switch w/ LRM	5420 Universal Switch with 48 x 10/100/1000BASE-T full/half duplex 802.3at 30W PoE MACsec-capable ports, includes 4 x 1/10G SFP+ LRM and MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420F-8W-16P-4XE	Fixed 5420 24-port Switch w/ 8 ports 90w and 16 ports 30W PoE	5420 Universal Switch with 8 x 10/100/1000BASE-T full/half duplex 802.3bt 90W PoE MACsec-capable ports and 16 x 10/100/1000BASE-T full/half duplex 802.3at 30W PoE MACsec-capable ports, includes 4 x 1/10G SFP+ MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420F-16W-32P-4XE	Fixed 5420 48-port Switch w/ 16 ports 90W and 32 ports 30W PoE	5420 Universal Switch with 16 x 10/100/1000BASE-T full/half duplex 802.3bt 90W PoE MACsec-capable ports and 32 x 10/100/1000BASE-T full/half duplex 802.3at 30W PoE MACsec-capable ports, includes 4 x 1/10G SFP+ MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420F-16MW-32P-4XE	Fixed 5420 48-port Switch with 16 ports 90W multi-rate and 32 ports 30W PoE	5420 Universal Switch with 16 x 100Mb/1Gb/2.5Gb 802.3bt 90W PoE ports plus 32 x 10/100/1000BASE-T full/half duplex 30W PoE MACsec-capable ports, includes 4 x 1/10G SFP+ MACsec-capable uplink ports, 2 x SFP+ stacking ports, 1 internal fixed PSU, one unpopulated PSU slot, fixed fan module, Base software license, includes 1-year XIQ Pilot subscription
5420M-24T-4YE	Modular 5420 24-port Switch	5420 Universal Switch with 24 x 10/100/1000BASE-T full/half duplex MACsec-capable ports, includes 4 x 10/25G SFP28 MACsec-capable uplink ports, 2 SFP+ stacking ports, two unpopulated PSU slots, modular fan module, Base software license, includes 1-year XIQ Pilot subscription
5420M-24W-4YE	Modular 5420 24-port 90W PoE Switch	5420 Universal Switch with 24 x 10/100/1000BASE-T 802.3bt 90W PoE full/half duplex MACsec-capable ports, includes 4 x 10/25G SFP28 MACsec-capable uplink ports, 2 SFP+ stacking ports, two unpopulated PSU slots, modular fan module, Base software license, includes 1-year XIQ Pilot subscription
5420M-48T-4YE	Modular 5420 48-port Switch	5420 Universal Switch with 48 x 10/100/1000BASE-T full/half duplex MACsec-capable ports, includes 4 x 10/25G SFP28 MACsec-capable uplink ports, 2 SFP+ stacking ports, two unpopulated PSU slots, modular fan module, Base software license, includes 1-year XIQ Pilot subscription
5420M-48W-4YE	Modular 5420 48-port 90W PoE Switch	5420 Universal Switch with 48 x 10/100/1000BASE-T 802.3bt 90W PoE full/half duplex MACsec-capable ports, includes 4 x 10/25G SFP28 MACsec-capable uplink ports, 2 x SFP+ stacking ports, two unpopulated PSU slots, modular fan module, Base software license, includes 1-year XIQ Pilot subscription
5420M-16MW-32P-4YE	Modular 5420 48-port Switch with 16 ports 90W multi-rate and 32 ports PoE	5420 Universal Switch with 16 x 100Mb/1Gb/2.5Gb 802.3bt 90W PoE ports plus 32 x 10/100/1000BASE-T full/half duplex 30W PoE MACsec-capable ports, includes 4 x 10/25G SFP28 MACsec-capable uplink ports, 2 x SFP+ stacking ports, two unpopulated PSU slots, modular fan module, Base software license, includes 1-year XIQ Pilot subscription

Ordering Information (cont.)

Part Number	Product Name	Description
Accessories		
XN-ACPWR-150W	150W AC PSU FB	150W AC PSU supported on 5420 Series
XN-ACPWR-600W	600W AC PSU FB	600W AC PSU supported on 5420 Series
XN-ACPWR-920W	920W AC PSU FB	920W AC PSU supported on 5420 Series
XN-ACPWR-1200W	1200W AC PSU FB	1200W AC PSU supported on 5420 Series
XN-ACPWR-2000W-F	2000W AC PSU FB	2000W AC PSU supported on 5420 Series
XN-FAN-000	Spare Fan Module	Spare Fan Module for 5420 Series
Software Licenses		
5000-PRMR-LIC-P	Premier License for 5000 Series	Perpetual Premier License for 5000 Series switches
5000-MACSEC-LIC-P	MACsec License for the 5000 Series	Perpetual MACsec license for the 5000 Series switches

Warranty

All 5420 Series models are covered under Extreme's Universal LLW policy. For warranty details, please visit: <http://www.extremenetworks.com/support/policies>.

Power Cords

In support of Extreme Networks Green initiatives, power cords are not included with the 5420, but can be ordered separately. They should be specified at time of ordering.

Optics/Transceivers

For a list of the optics/transceivers supported on the 5420 Series hardware, refer to our Extreme Optics Compatibility Tool at <https://optics.extremenetworks.com>.

Maintenance Services

Extreme's maintenance and support services with 100% in-sourced engineering experts and over 90% first-person resolution ensure efficient operation of your business-essential network. 24x7x365 phone support, advanced parts replacement, and on-site support augment your staff with experienced resources that help you mitigate critical network issues fast. Visit Extreme Maintenance Services for more information.



<http://www.extremenetworks.com/contact>

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Highlights

ExtremeCloud IQ Essentials

- Standard features of ExtremeCloud IQ
- Enable enterprise applications with opt-in service within ExtremeCloud IQ
- Included with ExtremeCloud IQ Pilot Subscription
- No additional cost

ExtremeGuest™ Essentials

- Sponsored Access/Self-registration/Social ID/SMS: Multiple onboarding options
- Completely customizable location specific splash pages
- Rich set of analytics providing business insight

ExtremeAirDefense® Essentials

- Extends wireless security beyond rogue detection and mitigation to include wireless threat detection
- Visibility into 40+ wireless security threats
- Centralized view for all locations based on security threat score

ExtremeIoT™ Essentials

- Protects high-risk IoT devices
- Simplifies IoT on-boarding and security
- Enables floor staff to on-board and move IoT devices without involving network/IT

ExtremeLocation™ Essentials

- Wi-Fi and BLE based location services
- Current and historical location analytics
- Presence, Zone Tracking, Asset Tracking



ExtremeCloud™ IQ Essentials

The goal of any management solution is to provide the IT department with all the tools required to provide complete enterprise visibility, management, and control from a single platform. This avoids the challenges of having to integrate multiple applications, with multiple databases and often multiple interfaces. ExtremeCloud IQ is an industry-leading and visionary approach to cloud-driven network management, built from the ground up to take full advantage of Extreme's end-to-end networking solutions. ExtremeCloud IQ delivers unified, full-stack management of wireless access points, switches, and routers and enables onboarding, configuration, monitoring, troubleshooting, reporting, and more. ExtremeCloud IQ Essentials integrates four Enterprise Service Applications into its Pilot subscription license.

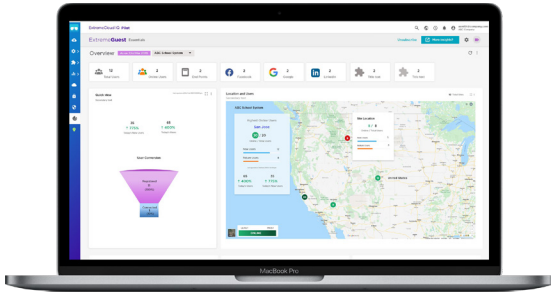
Product Overview

Enterprises have varied requirements and limited budgets, as a result only the most critical applications or services may be purchased, potentially sacrificing visibility into important network information due to budget constraints. ExtremeCloud IQ Essentials ends the decision making – any organization can now receive access to all enterprise network services without the complexity of integrating multiple applications, tying separate platforms, no additional licenses, no separate database and most importantly, with no additional cost.

ExtremeCloud IQ Essentials

ExtremeCloud IQ Essentials provides four key applications. WIPS, Location services, IoT, and Guest management, enabling organizations to take advantage of an all-in-one platform for wired and wireless management, business insights, location tracking, wireless security, seamless IoT onboarding and guest access, and guest access through a single user interface simplifying network management while infusing network and business insights.

Application capabilities include:

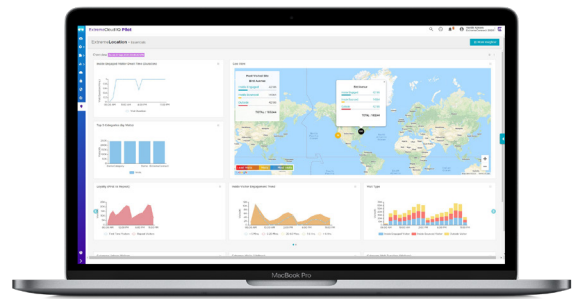


ExtremeGuest™ Essentials

Guest Wi-Fi access is crucial to improving guest, visitor, and shopper experiences in retail, hospitality, and at large event venues, among other locations.

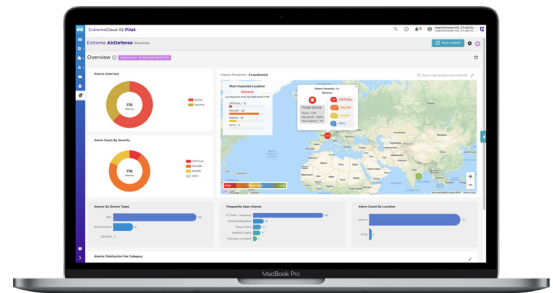
It has become a competitive necessity for organizations to not just provide network access, but to engage visitors with special offers and personalized incentives. In-store shoppers, for example, expect great Wi-Fi experiences to search product reviews and compare prices online. They want to share pictures with friends online before they decide on a product.

ExtremeGuest is a robust and comprehensive guest engagement solution that enables IT administrators to use analytical insights to engage visitors with personalized engagements. For retail it is about knowing how many customers enter the store and how long they stay, for education, what students are on campus and in class, and for public venues having the ability to customize splash pages to better engage with visitors. All providing improved engagements with visitors via analytics measured and reported through ExtremeGuest.



ExtremeLocation™ Essentials

Location services are crucial in helping enterprises locate their employees, students, guest users or high valued assets. Based on location insights, enterprises want to personalize customer engagement and enhance operational efficiencies. ExtremeLocation Essentials supports Wi-Fi and BLE technologies, and enterprises can monitor workflows and assets, the current activity or historically, to improve their overall operations and efficiency. ExtremeLocation provides zone-based location accuracy resolution to support diverse industry-specific use cases. For example, retailers can track new and repeat visitors, engagement times and associates or asset locations, to provide a contextual-based personalized experience to their customers. Healthcare providers may view real-time dashboards and monitor trends of users and assets, to deliver enhanced patient care.



ExtremeAirDefense® Essentials

Extreme AirDefense® simplifies the protection, monitoring and security of your Wireless LAN networks. Extreme AirDefense continuously safeguards the network from external threats 24x7x365 and provides additional visibility into the air space.

ExtremeAirDefense Essentials is derived from AirDefense Enterprise which has been a premier WIPS solution in the industry for over 15 years. Essentials service will extend wireless security beyond rogue detection and mitigation to include wireless threat detection and provide global sensor management and visibility of 40+ wireless security threats

The ExtremeAirDefense Essentials system is deployed as a set of access points serving as sensors to monitor the airwaves together with this security application. Sensors can be deployed as either dedicated sensors or in radio-share mode. Dedicated sensors offer higher security through increased visibility. In a dual radio or tri-radio access point, one radio of the access point can be dedicated as a sensor, with the remaining radios serving user data traffic. In radio-share mode, the access point allocates a time slice for sensing function while utilizing the remaining time for serving data traffic. ExtremeAirDefense Essentials includes a dedicated dashboard to provide visibility across all locations from a wireless security perspective.

ExtremelIoT™ Essentials

As the number of connected IoT devices continues to rise, so does an organization's security risk. Typically designed without embedded security features, IoT devices can create new entry points to the network that can be exploited by malicious actors.

ExtremelIoT is a simple IoT security solution that is designed to protect high risk, wired IoT devices. Through the application of security profiles, it controls IoT device attachment and access to the network. It locks down

IoT communications to only what's authorized, blocking¹¹⁹ everything else. With user-friendly workflows for IoT profile assignment, once a profile has been created by the IT administrator, floor staff can apply the profiles so that they can on-board, move and track their IoT devices without burdening network/IT resources. ExtremelIoT is available as a self-contained solution available with the ExtremeCloud IQ Pilot license and the AP150W. ExtremelIoT enables effortless, secure IoT deployment for high value wired devices.

Service and Support

Extreme Networks provides comprehensive service offerings that range from Professional Services to design, deploy and optimize customer networks, customized technical training, to service and support tailored to individual customer needs. Please contact your Extreme Networks account executive for more information about Extreme Networks Service and Support.

Additional Information

For additional technical information on ExtremeCloud IQ and ExtremeCloud IQ Essentials, visit: extremenetworks.com/extremecloud-iq.



<http://www.extremenetworks.com/contact>

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Extreme Networks Overview

Extreme Networks, Inc. ([EXTR](#)) is a technology innovator committed to making networking effortless – advancing how we live, work, and share. Extreme pushes the boundaries of technology leveraging the powers of machine learning, artificial intelligence, analytics, and automation.

Founded in 1996, Extreme has close to 25 years of experience in the networking industry. With a culture of agility and innovation – from building the very first Gigabit Ethernet switch to delivering the first and only cloud-driven end-to-end enterprise networking solution – Extreme has a history of anticipating the evolving needs of our clients. Recommended as a Leader by Gartner, Extreme is always looking forward, advancing.

Headquartered in San Jose, California, Extreme is a financially strong corporation with approximately 2,500 employees worldwide and backed by 9,000+ technology partners who share their vision.

Over 50,000 customers globally trust Extreme’s end-to-end, cloud-driven networking solutions and rely on our top-rated services and support to accelerate digital transformation efforts and deliver progress like never before. Extreme’s customers include over half of the Fortune 50, but they continue to keep the qualities of a small company by remaining nimble and responsive to remain customer-focused. Extreme delivers innovative, cutting-edge technology and award-winning support to organizations including some of the world’s leading names in education and government. From fast-growing companies with 50 employees, to university and college campuses bursting with technology savvy students, Extreme’s customers rely on them to deliver agile, reliable, and secure next-generation autonomous networking capabilities powered by cloud innovation – and at cloud-speed.

Extreme is committed to making the next generation of networking easier, faster, and more secure – delivering enterprise solutions that give customers complete network visibility, control, and insights to help meet their business objectives. Extreme’s cloud – whether public, private, or locally hosted – makes network management easier. It enables partners and customers to manage, automate, and gain intelligence from network technologies and devices, from the edge to the enterprise data center, leveraging intelligence from machine learning and assurance from artificial intelligence.

Extreme’s wireless, switching, and routing portfolio provides a broad range of end-to-end connectivity solutions, utilizing industry-leading technologies to deliver speed, scale, reliability, and security for all of your users, devices, and applications, no matter where they are located. And Extreme’s software solutions streamline and automate the management of their wired and wireless technologies, protect the edge to the data center, fuel business and IT system integrations, and unlock new insights and analytics.

Advance With Us™

- *Industry’s only cloud-driven, end-to-end enterprise networking vendor*
- *2020 Gartner Peer Insights Customers’ Choice for Wired and Wireless LAN Access Infrastructure*
- *2019 Gartner Peer Insights Customers’ Choice for Data Center Networking*
- *Recommended as a Leader by Gartner in the 2020 Gartner Magic Quadrant for Wired and Wireless LAN Access Infrastructure for third consecutive year*
- *#1 Ranked Service & Support; 100% insourced Service & Support*

Extreme Networks Services

Customers can rest assured knowing that one of the industry's best support organizations is behind your network. Rated #1 in support, Extreme is a true services partner that has you covered for all of your service and support needs. With Extreme Services, you can always expect a personalized customer experience that's beyond compare with standard solutions, supported by unparalleled experts.

To help maximize the effectiveness of your network and achieve maximum ROI, Extreme offers a **100% in-sourced, award-winning Global Technical Support Center (GTAC)** providing 24x7 access to reliable technical help, **comprehensive maintenance offerings** that let you choose the exact level of service ideal for your organization, **high-touch, dedicated customer advocacy teams with Premier Support, specialized, high quality Managed Services**, as well as **full Professional Services** for successful implementations onsite, and **multiple training and certification** offerings including free eLearning courses.

Services as a Differentiator

Extreme is a networking solutions company, but what really differentiates the company is how they go above and beyond for their clients. With a unique customer-first culture, Extreme's dedicated and passionate in-house services team has a history of going the extra mile to understand their customers' needs with a whatever it takes attitude to support customers and ensure their success. No other technology partner is willing to – *go to the extreme* – digging in, thinking outside the network, and going above and beyond to support customers. That kind of service and performance is why so many high-profile organizations rely on Extreme year-after-year and why Extreme is a vendor that customers continue to want to do business with. The quality of Extreme's quick, no-hassle support sets them apart from the competition and demonstrates their commitment to customers.



Extreme is recognized for having the industry's best service and support. Extreme has a 94% customer satisfaction rating in North America. Extreme's customer support solution is also held in very high regard by industry analysts including Gartner, IDC, and Forrester. In fact, Extreme is consistently rated top in for support in the Gartner partner peer review and was named a "**2020 Gartner Peer Insights Customers' Choice**" for **Wired & Wireless LAN Access Infrastructure**. The Gartner Peer Insights Customers' Choice distinction is based on feedback and ratings from end-user

professionals who have experience purchasing, implementing, and/or using the product or service. Extreme's customer satisfaction ratings and awards provide strong proof that they put customers first.

Technical Assistance Options

Extreme backs every solution with a passionate user community, a deep KnowledgeBase, and the industry's only 100% in-sourced support team.

Online Community Interaction with The Hub – The Hub is a dynamic Extreme community where you can connect with your peers, get answers to your questions, and share best practices any time of day, 365 days a year. For more information please see: <https://community.extremenetworks.com/>.

Self-service Access with Searchable KnowledgeBase – The KnowledgeBase enables you to access the collective technical expertise of Extreme’s entire GTAC team 24x7 by searching for known solutions to your most challenging issues, all at your convenience. For more information please see:

<https://gtacknowledge.extremenetworks.com/>.

One-on-One Interaction with GTAC Assisted Support – For urgent, complex, or confidential concerns, in-house Extreme GTAC Engineers are available 24 hours a day, 365 days a year to provide direct, high-touch support. The GTAC is staffed only by tenured Extreme employees with an average of ten+ years of experience with Extreme solutions. Extreme’s GTAC experts are empowered with access to software/hardware product engineers and developers, and are supported by the infrastructure needed for the efficient handling of all inquiries. GTAC Engineers work in locations around the globe to ensure coverage for all time zones and multiple languages. In addition, the GTAC maintains top-of-the-line technology labs for optimal issue re-creation and fast answers to complex questions.

You can log a case via Extreme’s Support Portal, email, or contact Extreme GTAC by phone through Extreme’s Automated Call Distribution (ACD) system. Customers will connect directly to GTAC Engineers and technical teams responsible for supporting specific product lines. Extreme’s GTAC offers priority setting of problems and escalation management, ensuring the appropriate resources within Extreme are utilized to resolve outstanding technical problems as efficiently as possible. Extreme’s GTAC will create a case number and manage and track all aspects of the case until it is resolved. Extreme’s GTAC Engineers are committed to providing you with the best support experience possible.

Extreme’s priority levels and escalation management response times are as follows:

Service Level Objective:

Case Priority	Response Time	Restore Time (software fix or workaround)	Update Frequency
C1: Customer’s network segment or management application is down or experiencing a consistent, measurable performance impact with no immediate resolution available	First Available Engineer – Maximum 15 Minutes	4 Hours	Up to 4 Hours
C2: Customer’s network is experiencing intermittent failure or degradation of network or management application.	1 Hour	1 Day	Daily
C3: Customer has issues that do not affect normal network or management application operation and/or questions concerning product function or use.	8 Hours	10 Days	5 Days

Warranty

As a customer-centric company, Extreme endeavors to provide the best possible material and workmanship to ensure a positive first impression for their clients. In the event that one of Extreme's products fails due to defects in one of these factors, Extreme has developed a comprehensive warranty that protects you and promises a simple way for your products to be repaired as soon as possible.

Complete details on all of Extreme's product warranties can be found at:

<http://www.extremenetworks.com/support/policies/#warrantyTag>. Additionally, Extreme's Warranty Guide can be found at: <http://learn.extremenetworks.com/rs/641-VMV-602/images/Extreme-Networks-Product-Warranty.pdf>.

Extreme's standard warranties ensure products are protected against manufacturing defects, while their maintenance agreements typically enhance these services with additional features or extend the duration of coverage.

Extreme's Standard Terms and Conditions

Extreme Terms of Support

https://cloud.kapostcontent.net/pub/deabf738-850c-466b-be71-ea4bdfa924db/terms-of-support-legal?kui=KP0docX_zR-Gk6INfyHhCw

Extreme End of Sale and End of Support policy

<https://www.extremenetworks.com/support/end-of-sale-and-end-of-support-products/>



**Agenda V.
March 11, 2021**

To: Board of Education, Members

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

Date: March 5, 2021

Re: Workshop about Initial FY22 Budget Adjustments



Fiscal Year 22 Initial Budget Adjustments

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

March 11, 2021

- FY22 Budget Guiding Change
- Assumptions and Current Reality
- Strategies for Building a Budget
- Initial Proposal and Budget Adjustments
- Next Steps: Short term and long term

Starting Point: Guiding change

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- We will take a priorities- and values- based approach to the budget
- We will respond to the unique challenges and opportunities resulting from the pandemic
 - Stability in programs and services is essential
 - This is a unique moment to conduct a system-wide review to ensure we're being as efficient and effective as possible.
- [FY22 Budget Goals, Process, and Timeline](#)

Starting Point: Assumptions

Revenue

- Enrollment for K-12
 - 7,296 fall enrollment,
 - 7,311 End of Year (EOY)
- 0% on the General Education Formula (state aid)
- CARES II funds will replace CARES I (federal pandemic relief)
- Reduced Compensatory funding (aid based on Fall 2020 free/reduced eligibility)

Starting Point: Assumptions

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Spending

- Salary and benefit assumptions for all contracts
- Transportation increase per contract language
- Slight increase on utilities
- Long Term Facilities Maintenance projects
- 0% increase for supplies and materials

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	<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%

Current Reality: February 2021

Initial Projected Fund Balance FY22*	\$21.29 million
• Projected Revenues	\$122.45 million
• Projected Expenditures	\$133.31 million
Surplus or (Deficit)	(\$10.86 million)
Ending Projected Fund Balance FY22*	\$10.43 million

*Includes all reserve funds. Unassigned is lower.

Strategies for Building a Budget

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- Prioritize investments in Pathways PreK-12
- Maximize use of federal pandemic relief
- Maximize our restricted, committed & assigned fund balances
- Maintain unassigned fund balance

Strategies for Building a Budget

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Instructional & Support Priorities

- Pathways PreK-12 - moving forward with implementation plan
- Early Learning: Voluntary PreK (VPK) at each elementary
- Meet personalized student needs (Special Education, English Language Learners, Advanced Learning Specialists, Interventionist)
- Class sizes maintained
- Pursue equity, cultural proficiency including cultural liaisons
- Support student mental health & wellness including social workers

Strategies for Building a Budget

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Maximize Federal Pandemic Relief Funds

- To the extent possible use CARES I funds in FY21
- Any carryover from CARES I use in FY22
- Use CARES II in FY22
- Any carryover from CARES II use in FY23

Strategies for Building a Budget

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Use restricted, committed & assigned fund balances

- Some procedural actions that provide the most flexibility
- Follow the Board's Fund Balance Policy 714
- Board would "commit" and "assign" some fund balance for specific uses

Maintain unassigned fund balance (cash flow)

Initial Proposal

Initial Projected Deficit FY22 \$10.86 million

- Maintain class sizes (right-size for enrollment) \$1 million
- Use of Fund Balances \$5.96 million
- Use of Federal Resources \$3.9 million

Without using fund balance, district would need to make additional \$4.27 million in program, staff, service reductions.

FY22 Initial Budget Adjustments

Right-size for enrollment (7,296); Maximize funding sources

Adjustment Category and Item Description	F.T.E.	Bargaining Unit or Dept.	Savings (Sal + Ben) *Estimates	Rationale and Implications
1. Right size enrollment (Maintaining class size)			\$1,000,000.00 Est. 2/25/2021 BOE mtg.	
Additional staff hired for COVID support	11-15 FTE's (reduction)	Teachers, Tech Support		Additional support for social distancing not required
School Staffing	10 - 20 FTE's (reduction)	Teachers, Educational Assistants	\$950,000-\$1,250,000	Projected 300 less students for fall 2021; maintains class size
2. Maximize Funding Source (changing funding source)			\$5,400,000.00	Funds expenses related to COVID-19 impact and requirements in MN Safe Learning Plan
ESSER I & II funds used for current expenditures	TBD	Elementary and Secondary	\$3,900,000.00	
ESSER I & II funds used for additional expenditures	7-10 FTE's for additional staffing	Elementary and Secondary	\$750,000.00	
ESSER I & II funds used for additional expenditures		PPE, Materials	\$750,000.00	

FY22 Initial Budget Adjustments

Initial list of adjustments /efficiencies

3. Carryover (Savings to FY 21 rollover to FY 22's additional funds)			\$1,693,788.00	
Clerical on leave	1.00	Clerical	\$63,688.00	General Leave
Consultant Services		Curriculum, Facilities, Superintendent, Asst Superintendent, Human Resources, Student Support	\$600,000.00	Decrease due to distance learning
Contingency		Elementary, Special Education	\$280,000.00	Decrease due to distance learning
Dues		Curriculum	\$10,000.00	
Election Savings		School Board	\$25,000.00	General Election costs bore by Counties
Equipment		Curriculum, Superintendent	\$49,100.00	
Fieldtrips		VPK, Curriculum	\$33,000.00	Decrease due to distance learning
Insurance Savings		Business	\$30,000.00	
Printing unused		VPK	\$2,000.00	Decrease due to distance learning
Substitute Costs		Elementary, Secondary, Special Education, Professional Development	\$460,000.00	Decrease due to distance learning
Supplies		VPK, Curriculum, Business	\$120,000.00	Decrease due to distance learning
Travel		Curriculum, School Board	\$21,000.00	Decrease due to distance learning
4. Misc. Reductions (if needed)				
District Level Staffing for district-wide support and services	DEC staff that provides district-wide services	Multiple bargaining units	\$50,000 - \$250,000	Principal reassignment and realignment, mandated work outsourced, decreased support for Prek-12 Pathways and grants management

Interactive model - the 3 11 2021 proposed strategies tab

Next Steps: Short term

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Review Budget Timeline

- March 25 Board Workshop - FY22 budget updates
- April Board meeting - Human Resource (HR) present staffing resolutions for Board action
- Superintendent presents recommended budget in June
- June - Adopt FY22 Budget

Next Steps: Short term

Budget Input

- Board Guidance and Direction
- Online input at www.isd191.org/budget-input
 - What would you prioritize as the district works toward its mission?
 - What efficiencies should the district explore?
 - Shared with staff, families; remains open
 - 8 responses as of Feb. 25

Next Steps: Long term

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Systemic Review

- Pandemic provides unique opportunity to review how we're doing things
- Evaluate current systems over the next 6-8 months
- Compare to peers, find discrepancies and look for opportunities to become more efficient while remaining effective
- Could include service delivery models, scheduling, etc.

THANK YOU

Burnsville-Eagan-Savage District #191 Bargaining Unit Descriptions

Below are definitions of the categories from which all of our Human Resource Assignments within the General Fund are derived. Close to 80% of the total general fund budget is made up of Salary and Benefits, including hourly assignments, from these groups within the General Fund.

Clerical refer to positions that fall under the **Association of Clerical Employees** collective bargaining agreement which are expected to complete clerical tasks as assigned.

"Confidential employee" means an employee who as part of the employee's job duties: (1) is required to access and use labor relations information as that term is defined in section [13.37, subdivision 1](#), paragraph (c) *"Labor relations information" means management positions on economic and noneconomic items that have not been presented during the collective bargaining process or interest arbitration, including information specifically collected or created to prepare the management position.*"; or
 (2) actively participates in the meeting and negotiating on behalf of the public employer.

Custodial refer to positions that fall under the **Service Employees International Union Local 284 - Custodial Employees** which are expected to complete custodial tasks as assigned.

District Wide - Districtwide Administrators Association includes the following positions whose roles vary depending upon their job description (note some of these positions are funded outside of the General Fund yet are included within this category) :

Director of Curriculum, Instruction, and Student Support Services

Director of Individualized Student Services

Director of Operations, Properties, and Transportation

Director of Community Education (funded by Fund 04)

Director of Strategic Partnerships and Pathways

Director of Activities and Athletics

Director of Food Services (funded by Fund 02)

Director of Communications

Special Education Supervisor(s)

Community Education Coordinator(s) (funded by Fund 01 and Fund 04)

Adult Basic Education Coordinator (funded by Fund 04)

Educational Asst - refer to positions that fall under the **Burnsville Association of Educational Assistants** collective bargaining agreement which are expected to complete tasks as assigned in the areas of support, health, media and special education.

Info Tech Specialists - refer to positions that fall under the **Information Technology Specialists** collective bargaining agreement which are expected to complete tasks as assigned to either level of Tech Spec 1, 2, 3, or 4.

Operations Supervisors - refer to positions that fall under the **Operations and Maintenance Supervisors** collective bargaining agreement which are expected to complete tasks as assigned for Operations Supervisors.

Principals - refer to positions that fall under the **Burnsville Principals Association** collective bargaining agreement which are expected to complete tasks as assigned for their assigned level of either Associate or Principal at Elementary, Middle or Senior High levels.

School Board - elected officials comprising the **ISD 191 School Board of Directors**.

Superintendent - Individual who leads ISD 191 as per job description and contract with School Board.

Teachers - refer to positions that fall under the **Burnsville Education Association** collective bargaining agreement which are expected to complete tasks as assigned for their position as a licensed teaching personnel as defined in the Public Employment Labor Relations Act (PELRA).

Unaffiliated Employees are positions that do not have a "Community of Interest" with established bargaining units within the district. These positions are At-Will and fall under Terms and Conditions of Employment verses a negotiated agreement.

Revised 3/5/2021

FY22 Initial Budget Adjustments

Adjustment Category and Item Description	F.T.E.	Bargaining Unit or Dept.	Savings (Sal + Ben) *Estimates	Rationale and Implications
1. Right size enrollment (Maintaining class size)			\$1,000,000.00 Est. 2/25/2021 BOE mtg.	
Additional staff hired for COVID support	11-15 FTE's (reduction)	Teachers, Tech Support		Additional support for social distancing not required
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**Agenda VI.
March 11, 2021**

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

From: Stacey Sovine, Executive Director of Human Resources

Date: March 5, 2021

Re: Closed Session, as permitted by Minnesota Statute §13D.03, to discuss Negotiation Strategies