



**Future Ready. Community Strong.**

## **Regular Meeting Agenda**

Diamondhead Education Center  
200 W. Burnsville Pkwy  
Burnsville, MN 55337  
March 10, 2022  
6:30 PM

### 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

5:45 PM Listening Session with Directors Anna Werb and Scott Hume

#### I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

#### II. Approval of Agenda

#### III. Information

- A. Report about Intermediate School District 917 3  
**Speaker(s):** Dr. Michael Favor, Superintendent of Intermediate School District 917
- B. FY23 Budget Development Update 19  
**Speaker(s):** Dr. Theresa Battle, Superintendent, and Lisa Rider, Executive Director of Business Services
- C. Receive an Update about District 191's Efforts to Implement COVID-19 43  
Related Educational and Public Health Guidance Issued by the MDE and the MDH, Respectively  
**Speaker(s):** Dr. Theresa Battle, Superintendent, and Bernie Bien, MS, BSN, RN, lead licensed school nurse
- D. Student Representative Report 58
- E. Superintendent Report 59
- F. Board Member Reports 60

#### IV. Business Meeting

- A. Consent Agenda

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

<b>Description:</b> 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.	2
1. Approve Minutes	61
2. Approve Personnel Recommendations	69
3. Adopt a Resolution to Accept Donations	70
4. Receive a Report about the Listening Session	72
5. Approve, on a First Reading Basis, a Non-substantive Change to Policy 608: <i>Instructional Services - Special Education</i>	73
6. Approve No Changes to Policies 508: <i>Extended School Year For Certain Students With Individualized Education Programs</i> , and 518: <i>DNAR - Do Not Attempt Resuscitation Order</i>	76
7. Approves a Dissolution of the Cooperative Sponsorship in Adapted Softball PI with Lakeville North, Lakeville South, Farmington beginning in the spring of 2022	81
B. New Business	83
1. Closed Meeting Under Minnesota Statutes Section 13D.05, Subdivision 3(c)(1), to develop or consider an offer for the purchase of Metcalf Middle School, located at 2250 Diffley Road, Burnsville, Minnesota* ( <b>NOTE: this closed meeting will be held at 7:15 p.m.</b> ) <b>Speaker(s):</b> Lesley Chester, Chair	89
2. Consider/Approve an Offer to Purchase Metcalf Middle School <b>Speaker(s):</b> Lesley Chester, Chair	90
3. Approve, on a First Reading Basis, Changes to Policy 425: Professional Development <b>Speaker(s):</b> Imina Oftedahl, Director of Curriculum, Instruction and Assessment	91
4. Approve, on a First Reading Basis, Changes to Policy 419: <i>Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping; Awareness and Prevention Instruction</i> <b>Speaker(s):</b> Amy Piotrowski, Director of Student Support Services	98
5. Approve, on a First Reading Basis, Changes to Policy 607: <i>Organization of Grade Levels</i> <b>Speaker(s):</b> Brian Gersich, Assistant Superintendent	103
6. Adopt the Resolution of the School Board of Independent School District No. 191 Regarding Health and Safety Measures: Face Coverings <b>Speaker(s):</b> Dr. Theresa Battle, Superintendent	106
V. Adjourn to a Workshop about FY23 Budget Development <b>Speaker(s):</b> Dr. Theresa Battle, Superintendent, and Lisa Rider, Executive Director of Business Services	109

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***Future Ready. Community Strong.***

**Agenda III.A.  
March 10, 2022**

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

**From:** Dr. Michael Favor, superintendent of Intermediate School District 917

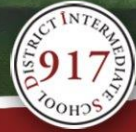
**Date:** March 3, 2022

**Re:** Report about Intermediate School District 917

Receive a report from Dr. Michael Favor, Superintendent of Intermediate School District 917 about Intermediate School District 917.



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#WeAre917

# Intermediate School District 917

# Intermediate school District 917



Purposeful.  
Personalized.  
Partners.



# MN Legislation for Intermediate School Districts

The MN Legislature established Intermediate School Districts in 1969 as:

*“cooperative program[s]...that offer integrated services for secondary, postsecondary, and adult students in the areas of vocational education, special education, and other authorized services.”*

Though we serve students from birth to age 21,  
Intermediate School District legislation is chapter 136D in  
Postsecondary Education legislation



# ISD 917 Member Districts & School Board

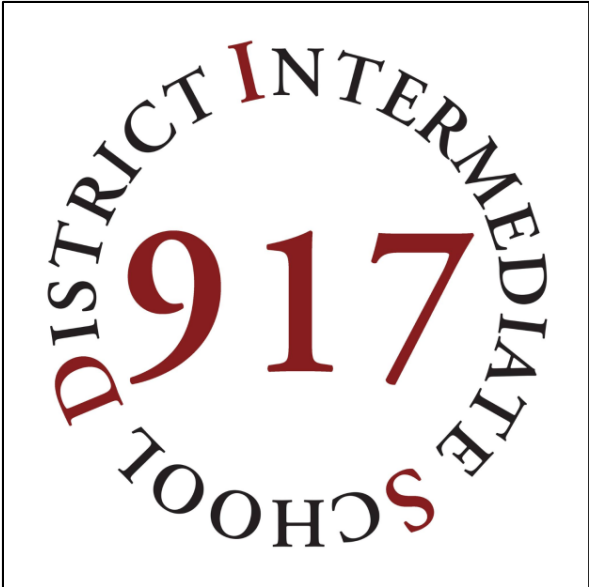
MN Statute 136DD.22 establishes “a joint school board representing the parties to the agreement” that will “adopt bylaws specifying the duties and power of its officers” and board meeting dates



District	Board Member Name	Board Role
Intermediate District 917	Dr. Michael Favor	Ex Officio/ Superintendent
Farmington Area Public Schools (ISD 192)	Melissa Sauser	Chair
West St. Paul-Mendota Heights-Eagan Area Schools (ISD 197)	Byron Schwab	Vice Chair
Bloomington Public Schools (ISD 271)	Tom Bennett	Treasurer
Inver Grove Heights Community Schools (ISD 199)	Cindy Nordstrom	Clerk
South St. Paul Public Schools (SSD 6)	Wendy Felton	Director
Burnsville-Eagan-Savage School District (ISD 191)	Lesley Chester	Director
Lakeville Area Public Schools (ISD 194)	Kathy Lewis	Director
Randolph Public Schools (ISD 195)	Lisa Ehleringer	Director
Hastings Public Schools (ISD 200)	TBD	Director



# ISD 917/DCTC Joint Powers Agreement





# ISD 917

## Mission, Vision, & Core Values



**Mission**  
 In partnership with member districts, ISD 917 provides high quality, equitable, and specialized programming to meet the needs of all students.

**Vision**  
 Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.



**Core Values**  
 Collaboration  
 Empathy  
 Innovation  
 Stewardship  
 Communication  
 Integrity  
 Personalized  
 Equity  
 Diversity



# EQUITY AT ISD 917

## EQUITY at ISD 917

Race	Gender	Socioeconomic	Disability	Academic	Cultural
Equity	Identity	Advantages	Inclusion	Keep bar high	Educated
Disproportionality	Inclusive Language	Full continuum	We serve all	Representation	Inconsistent practices
Immigration Status	Policies	Access	Keep bar high	Curriculum	Language Barrier
Behavior	LGBTQ+	McKinney Vento	Access	Opportunity Gap	Communication
Expectations	Lack of understanding	District differences	Get what they need	Diversify	Awareness
Home vs. School	Inclusive Language	Community Support	Communication	Post-secondary options	Religious special dates
Language Barriers	Disproportionality	Family Role	Medical needs	Multi-age/Multi-grade	Medical views
	Gender roles		Families		
	Cultures		Deficit Thinking		
	Cultural Fluidity				



## Career & Technical Education (CTE)

Students grades 10th to 12th

- Computer Technology
- Construction Trades
- Fundamental Chef
- Graphic Design
- Mechatronics
- Medical Careers
- Transportation

## Dakota County Alternative Learning School (DCALS)

- DCALS Main ALC (10th to 12th)
- DCALS North ALC (10th to 12th)
- DCALS South ALC (8th to 10th)

## Special Education (SPED)

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- CASE: Customized Alternative Solutions for Education (ages 5 to 21)
- DASH: Dakota Alternative for Severely Handicapped (ages 5 to 21)
- IDEA: Intra-Dakota Educational Alternative (ages 5 to 21)
- PACES: Program Alternative for Communication, Education, and Socialization (ages 5 to 18)
- SUN: Students with Unique Needs (ages 5 to 21)
- TEA: Therapeutic Education Alternative (ages 5 to 18)
- TEA-ECSE: Therapeutic Education Alternative-Early Childhood Special Education (ages 4 and 5)
- TESA: Transitional Education Service Alternative (ages 18 to 21)
- DHH: Deaf/Hard of Hearing Resource (ages 3 to 21)
- Care & Treatment Educational Services (ages 10 to 18)
- Itinerant Services (birth to 21)

# Strategic Partners



Minnesota  
Humanities  
Center



DAKOTA COUNTY  
TECHNICAL COLLEGE

Intermediate District 287  
RESPONSIVE. INNOVATIVE. SOLUTIONS.



# ISD 191 Participation in Special Education Programs

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Since the 2016-2017 school year:

- **1,033** total ISD 191 students in ISD 917 Special Education programs
- **131 - 193** ISD 191 students per year in ISD 917 Special Education programs

2021-2022 school year:

- **40** students in center-based programs
  - 2 in CASE
  - 3 in Options
  - 1 in TESA
  - 3 in DHH
  - 2 in PACES
  - 20 in SUN
  - 3 in IDEA
  - 1 in Riverside
  - 5 in TEA
- **91** students receiving itinerant services in ISD 191 schools
- **13** students on waiting list
  - 8 for SUN
  - 1 for IDEA
  - 2 for CASE
  - 2 for TEA



# ISD 917 Waiting List Options

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For students on the waitlist for ISD 917 services, our team is available to meet to discuss ideas for services in the interim.

This includes available consultation to member district teams from an ISD 917 board certified behavior analyst (BCBA) assigned to provide support through individual agreements to our member districts.



# ISD 191 Participation in DCALS Programs

16

Since the 2016-2017 school year:

- **171** total ISD 191 students in ISD 917 DCALS programs
- **16 to 35** ISD 191 students per year in ISD 917 DCALS programs

2021-2022 school year:

- **35 ISD 191 students in DCALS**
  - 1 at DCALS North (in-person)
  - 34 at DCALS Main (16 in-person, 18 independent study)
  - 0 at DCALS South



# ISD 191 Participation in CTE Programs

17

Since the 2017-2018 school year:

**138 total** ISD 191 students in ISD 917 CTE programs  
**19 to 53** ISD 191 students per year in ISD 917 CTE programs

*Career Exploration, Computer Gaming, Computer Repair, Computer Networking, Food Industry Careers, Fundamental Chef, Graphic Communications, Heavy Duty Trucking, Mechatronics, Medical Careers, Total Auto Care, Work Experience Seminar*

**2021-2022 school year:**

**32 ISD 191 students in CTE**

- 1 in Computer Gaming
- 1 in Medical Careers
- 2 in Heavy Duty Truck
- 3 in Total Auto Care
- 3 in Work Experience Seminar
- 4 in Mechatronics
- 4 in Graphics
- 6 in Construction Trades
- 9 in Fundamental Chef



# Thank you for your partnership.

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To learn more about Intermediate Districts:

[Intermediate School Districts Overview](#)

[www.isd917.org](http://www.isd917.org)

[michael.favor@isd917.org](mailto:michael.favor@isd917.org)

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**Agenda III.B.  
March 10, 2022**

**To:** Board of Education

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

**Date:** March 3, 2022

**Re:** FY23 Budget Development Update

Receive a report from Dr. Theresa Battle, superintendent, and Lisa Rider, executive director of business services about FY23 Budget Development Update.

# **Fiscal Year (FY) 23<sup>20</sup> Updated Preliminary Budget Development**

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**Dr. Theresa Battle, superintendent,  
Lisa Rider, executive director of business services  
Aaron Tinklenberg, director of communications**

**March 10, 2022**

**one91**  
Burnsville · Eagan · Savage

# Overview

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- Provide the Board and Community with updated preliminary FY23 budget development
  - Review FY23 initial budget adjustments
  - Recommend uses for Elementary and Secondary School Emergency Relief Funds (ESSER)
- Share scenarios for reaching a structurally balanced budget
- Share feedback from stakeholders and share additional feedback opportunities
- Share next steps to Board action to adopt FY23 budget by June

2022

# Agenda

- Review basis and assumptions thus far including
  - Current reality: Projected revenue and expenditure deficit
  - Strategies to structurally balance the FY23 budget
  - Scenarios after applying various strategies
- Summary of staff and community meeting feedback and additional feedback opportunities
- Next Steps

# FY23 Strategies to Structurally Balance the Budget

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- Prioritize investment for instructional priorities, including PK-12 Pathways
- Rightsizing of the FTEs (Full-Time Equivalent) staff based upon enrollment
- Use of restricted funds before general undesignated funds
- Identify efficiencies in utilizing resources
- Strategic use of federal resources to equitably address the impact of the pandemic

# FY23 Strategies to Structurally Balance the Budget

## Prioritize Instructional Priorities

- Federal Title Funding (I,II,III,IV,VI)
- Achievement & Integration
- Curriculum Capital
- General Funds
  - Professional Development
  - Curriculum
  - Assessment



- Staffing allocations provided to building principals based on current Board approved class size averages.
  - K-5 average : 24.5 students per class with fewer students in Kindergarten and more in 5th grade classes.
  - 6-8 average : 21 students per FTE\*
  - 9-12 average : 26 students per FTE\*

\*secondary program class sizes vary based on course type, external class size restrictions, instructional models, and graduation requirements.

# Strategies to Structurally Balance the Budget

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## Long-term strategies

- Comprehensive enrollment strategy (projected decline in enrollment was less for 2021-2022 school year)
- Energy efficiency (use of rebates for solar, etc.)
- Transportation pilot: after school activity routes
- Ongoing review of contracted services
- Debt service reduction
- Establish a Finance Advisory Committee
- **Generate rebates through use of electronic payment-** new since 2/24/22 BOE mtg.



# Current Reality Projected Revenue and Expenditure Deficit

Prior to the application of any strategies



	Projected 2022-2023 without Federal Relief
<b>Total Beginning Fund Balance</b>	<b>\$ 29,371,899</b>
<b>Revenues</b>	<b>124,822,041</b>
<b>Expenditures</b>	<b><u>134,888,426</u></b>
<b>Variance (Revenues-Expenditures)</b>	<b><u>(10,066,385)</u></b>
<b>Total Ending Fund Balance</b>	<b><u><u>\$ 19,305,514</u></u></b>
<b>Rightsizing</b>	<b>0</b>
<b>Preliminary Adjustments</b>	<b>0</b>
<b>Use of Federal Funds</b>	<b>0</b>
<b>Anticipated Unassigned Fund Balance</b>	<b>7.12%</b>

# Scenario 1

Application of rightsizing, preliminary adjustments, and use of fund balance strategies

Is there a determined fund balance the Board wants staff to achieve?



Scenario 1	Projected 2022-2023 without Federal Relief
<b>Total Beginning Fund Balance</b>	<b>\$ 29,371,899</b>
<b>Revenues</b>	<b>124,822,041</b>
<b>Expenditures</b>	<b><u>130,611,758</u></b>
<b>Variance (Revenues-Expenditures)</b>	<b><u>(5,789,717)</u></b>
<b>Total Ending Fund Balance</b>	<b><u>\$ 23,582,182</u></b>
<b>Rightsizing</b>	<b>(3,007,591)</b>
<b>Preliminary Adjustments</b>	<b>(1,269,077)</b>
<b>Use of Federal Funds</b>	<b>0</b>
<b>Anticipated Unassigned Fund Balance</b>	<b>10.42%</b>

# Scenario 2

Application of rightsizing, preliminary adjustments, measured use of federal funds(FY23 50%, FY24 50%), and fund balance strategies



Scenario 2	Projected 2022-2023
<b>Total Beginning Fund Balance</b>	<b>\$ 29,371,899</b>
<b>Revenues</b>	<b>124,822,041</b>
Use of 50% of ESSER III 80% relief funds	3,200,000
<b>Expenditures</b>	<b>130,611,758</b>
<b>Variance (Revenues-Expenditures)</b>	<b>(2,589,717)</b>
<b>Total Ending Fund Balance</b>	<b>\$ 26,782,182</b>
<b>Rightsizing</b>	<b>(3,007,591)</b>
<b>Preliminary Adjustments</b>	<b>(1,269,077)</b>
<b>Use of Federal Funds</b>	<b>(3,200,000)</b>
Anticipated Unassigned Fund Balance	13.02%

# Initial Budget Adjustments

[Link to PDF of Initial DRAFT Budget Adjustments](#)

[Link to UFARS Budget Units \(BU\)](#)

DRAFT- Finalizing the viability of a few departments proposals - still in process as of 3/3/22.

	Adjustment Category and Item Description/ Department	F.T.E.	Budget Unit	Budget Adjustment	Account Code	Rationale and Implications
	<b>1. Right size enrollment (Maintaining class size)</b>			\$ (2,007,681)		
1.1	Instructional & Support Staffing (including general classroom and compensatory)	(22.50)	Multiple	\$ (2,475,000)	Various	Projected 217 fewer students for fall 2023, maintains class size and adjusts for loss of compensatory
1.2	Special Education Licensed Staff	(2.50)	BU 09010	\$ (254,000)	Various	Fewer students are expected allowing for reduction of licensed staff
1.3	Special Education Non-Licensed Staff	(4.00)	BU 09010	\$ (220,000)	Various	Fewer students are expected allowing for reduction of non-licensed staff
1.4	Building discretionary allocations (per pupil, capital, co-curricular)	N/A	BU 08010	\$ (58,591)	Various, BU 08010	Less dollars allocated to buildings as a result of declining enrollment. Dollars per student remained unchanged, but because we're projecting less students, then the buildings have less money in their allocations.
	<b>2. Prioritizing PreK-12 Pathways</b>		BU 15010, 15020, 12010, 12020, 12040, 13020	\$ -	Various	Continue funding at current levels: 1) Advanced Learning; elementary advanced learning specialists, middle school embedded honors, high school college credit bearing courses 2) STEM: elementary math curriculum adoption, coding for all elementary students, middle school science curriculum adoption, middle school Project Lead the Way; 3) Fine Arts, grade 5 instrumental music, fine arts curriculum development 4) College and Career Readiness; 6-12 collegial/career planning system; high school Pathways industry certification courses
2.1	Continue funding at current levels					
	<b>3. Preliminary Adjustments</b>			\$ (1,288,077)		
3.1	Marketing & Communications Consulting	N/A	BU 16060	\$ (28,000)	01 E 005 130 000 305 000	Less needed because of foundational work completed over previous two years.
3.2	Human Resources	N/A	BU 16040	\$ (28,826)	01 E 005 160 000 xxx 000	Less planned expenses for legal, dues & memberships, wellness, advertising (no college recruiting as planned)
3.3	Welcome Center/Student Registration	N/A	BU 16070	\$ (5,000)	01 E 200 180 000 311 000	Less subs needed for fall enrollment FY23 only, will be needed in future years
3.4	Superintendent	N/A	BU 16020	\$ (61,666)	01 E 005 020 000 305490 000 01 E 005 020 302 500 000	Reduce consultant fees, food and capital
3.5	Workers Comp and Property Insurance	N/A	BU 16041	\$ (40,000)	01 E 005 810400 000 270 000	Reduce workers comp budget reflecting anticipated needs
3.6	Business Office	N/A	BU 16050	\$ (3,000)	01 E 005 110 405 000	Reduction to software license available budget
3.7	Voluntary Pre Kindergarten	N/A	BU 17010	\$ (10,000)	01 E 005 200 000 401 000	Reduction in Supply budget

# Rightsizing

	Adjustment Category and Item Description/ Department	F.T.E.	Budget Unit	Budget Adjustment	Account Code	Rationale and Implications
	<b>1. Right size enrollment (Maintaining class size)</b>			<b>\$ (3,007,591)</b>		
1.1	Instructional & Support Staffing (including general classroom and compensatory)	(22.50)	Multiple	\$ (2,475,000)	Various	Projected 217 fewer students for fall 2023, maintains class size and adjusts for loss of compensatory
1.2	Special Education Licensed Staff	(2.50)	BU 09010	\$ (254,000)	Various	Fewer students are expected allowing for reduction of licensed staff
1.3	Special Education Non-Licensed Staff	(4.00)	BU 09010	\$ (220,000)	Various	Fewer students are expected allowing for reduction of non-licensed staff
1.4	Building discretionary allocations (per pupil, capital, co-curricular)	N/A	BU 08010	\$ (58,591)	Various, BU 08010	Less dollars allocated to buildings as a result of declining enrollment. Dollars per student remained unchanged, but because we're projecting less students, then the buildings have less money in their allocations.

# Prioritizing Pathways

	2. Prioritizing PreK-12 Pathways		BU 15010, 15020, 12010, 12020, 12040,13020	\$ 0.00 -	Various	Continue funding at current levels: 1) Advanced Learning: elementary advanced learning specialists, middle school embedded honors, high school college credit bearing courses 2) STEM: elementary math curriculum adoption, coding for all elementary students, middle school science curriculum adoption, middle school Project Lead the Way 3) Fine Arts: grade 5 instrumental music, fine arts curriculum development 4) College and Career Readiness: 6-12 college/career planning system, high school Pathways industry certification courses
2.1	Continue funding at current levels					



# Initial Budget Adjustments

3. Preliminary Adjustments			\$	(1,269,077)		
3.1	Marketing & Communications Consulting	N/A	BU 16060	\$ (28,000)	01 E 005 130 000 305 000	Less needed because of foundational work completed over previous two years.
3.2	Human Resources	N/A	BU 16040	\$ (28,825)	01 E 005 160 000 xxx 000	Less planned expenses for legal, dues & memberships, wellness, advertising (no college recruiting as planned)
3.3	Welcome Center/Student Registration	N/A	BU 16070	\$ (5,000)	01 E 200 180 000 311 000	Less subs needed for fall enrollment FY23 only, will be needed in future years
3.4	Superintendent	N/A	BU 16020	\$ (61,665)	01 E 005 020 000 305/490 000; 01 E 005 020 302 500 000	Reduce consultant fees, food and capital
3.5	Workers Comp and Property Insurance	N/A	BU 16041	\$ (40,000)	01 E 005 810/400 000 270 000	Reduce workers comp budget reflecting anticipated needs
3.6	Business Office	N/A	BU 16050	\$ (3,000)	01 E 005 110 405 000	Reduction to software license available budget
3.7	Voluntary Pre Kindergarten	N/A	BU 17010	\$ (10,000)	01 E 005 200 000 401 000	Reduction in Supply budget
3.8	Special Education	N/A	BU 09030	\$ (300,000)	01 E 005 400 000 305/520 034	Construction Costs
3.9	Facilities	N/A	BU 19040	\$ (120,000)	01 E 005 020 000 305/520 020	Reduce open facilities budget from \$200K to \$80K
3.10	Athletics	N/A	BU 11020	\$ (76,100)	01 E 014 296 000 187/188 315	Co-op Sports (Amounts are estimates for Boys and Girls Lacrosse and Boys as well as Boys and Girls Hockey, exploring coops due to participation numbers, not initiated based on budget needs)
3.11	Operations	N/A	BU 19010	\$ (118,800)	Various codes under 19010 - Custodial	Reduce consulting, phone service, supplies and equipment budgets

# Initial Budget Adjustments

3. Preliminary Adjustments				\$ (1,269,077)		
3.12	Operations	N/A	BU 19020	\$ (59,627)	Various codes under 19020 - Grounds & Maintenance	Reduce repairs, maintenance and supplies budgets
3.13	Operations	N/A	BU 19060	\$ (72,240)	Various codes under 19060 - Utilities	Reduce utilities budget that currently exist and is not needed moving forward given the sale of the building or modified use of the vacant buildings
3.14	Finance	N/A	BU 16050	\$ (60,820)	Various codes with course 111	Limit travel/conferences, reduce consulting fees for services no longer needed, trim supplies budget Reduce 1 FTE Clerical position with duties absorbed within the department. Due to seniority, the impact may include other departments
3.15	Middle School End Times	N/A	BU 09030	\$ (25,000)	Various	Adjust end of school day at MS, savings in EA time and supervision
3.16	Principals	(2.00)	BU 17011, 17021	\$ (387,000)	Various	Principal vacancies will not be filled, reduction will result in elimination of principals on special assignment.
3.17	Realignment of district-wide positions	(1.00)	BU 15040	\$ (116,000)	01 E 200 792 000 144 000	Data and Assessment Coordinator vacancy remains unfilled. State required assessment and data reporting duties reassigned.
3.18	Middle School Sports and Activities	Various stipend positions	BU 11021	\$ 243,000	Various	Reinstate sports and activities at MS: Reinstate Cross Country, Soccer, Basketball, Track, Tennis. Explore: Badminton, Volleyball and offer Jazz band, Quiz bowl and National Junior Honor Society

# Use of Federal Funding for Current Expenditures

	<b>4. Maximizing Federal Funding</b>			\$ (3,200,000)		
4.1	Use ESSER III 80% funds for current positions for the FY 23 year			\$ (3,200,000)		



# ESSER III 80% - Funds for Supplemental Needs

Draft List as of  
2/18/2022

Additional Needs Federally Funded		
Primary Class Sizes ( K-20; 1-21, 2-22)	5	550,000
HS Credit Recovery Teachers	2	220,000
MS Math Interventionists	2	220,000
MS VA Specialist	1	110,000
Clerical VA/Tech	1	75,000
Tech 1 Support	1	75,000
HS VA Teachers	2	220,000
Homebound Teachers	2	176,000
Possible added support	3	330,000
District Translators	2	175,000
Health Services Staff support, stipend, sub, clerical	2	206,000
VPK at the WB and HB sites	3	300,000
Custodial Cleaning Supplies and Equipment and Overtime		210,000
Professional Development		32,925
SIOP Training		50,000
Treatment Center Partnership		90,000
Family Learning		150,000
		<b>3,189,925</b>

Key

- HS: High School
- MS: Middle School
- VA: Virtual Academy
- VPK: Voluntary Pre Kindergarten
- SIOP: Sheltered Instruction Observation Protocol
- WB: William Byrne
- HB: Harriet Bishop

FY 23 Preliminary Budget Development



# ESSER III 20% & 5% - Funds for Supplemental Needs

ESSER III 20%	Kindergarten Jumpstart	\$	150,000	
	FIRE Academy	\$	9,600	
	Summer Camp support SISA	\$	49,445	
	Special Education Covid Recovery Services	\$	100,000	
	Tutoring/afterschool programming	\$	75,000	
	Sanneh Dreamline Tutors	\$	75,000	
	Summer School Programing	\$	325,000	
	Summer Activities and Camps TBD	\$	60,000	
	Summer School GTI	\$	50,000	
	Tour Historically Black Colleges and Universities and Tribal Colleges	\$	20,000	
	Summer School August 2Week Session like GTI	\$	200,000	\$ 1,114,045
ESSER III 5%	MTSS/PBIS and Tutoring	\$	57,661	\$ 57,661

Draft List as of  
2/18/2022

Key  
 FIRE: Family Involvement in a Rich Education  
 SISA: Systems Improvement and Student Achievement  
 GTI: Gifted and Talented Institute  
 MTSS: Multi-Tiered System of Supports  
 PBIS: Positive Behavioral Interventions and Supports  
 TBD: To be discussed

# Scenario 3

Application of rightsizing, preliminary adjustments, and use of federal funds (FY23 70%, FY24 30%) strategies; with no use of fund balance strategy

Is the Board comfortable with leaving only 30% of the ESSER III 80% funds available for FY24?

Scenario 3	Projected 2022-2023
<b>Total Beginning Fund Balance</b>	<b>\$ 29,371,899</b>
<b>Revenues</b>	<b>124,822,041</b>
Use of 70% of ESSER III 80% relief funds	5,789,717
<b>Expenditures</b>	<b><u>130,611,758</u></b>
<b>Variance (Revenues-Expenditures)</b>	<b><u>0</u></b>
<b>Total Ending Fund Balance</b>	<b><u><u>\$ 29,371,899</u></u></b>
<b>Rightsizing</b>	<b>(3,007,591)</b>
<b>Preliminary Adjustments</b>	<b>(1,269,077)</b>
<b>Use of Federal Funds</b>	<b>(5,789,717)</b>
<b>Anticipated Unassigned Fund Balance</b>	<b>15.23%</b>

# FY23 Preliminary Budget Feedback

39

## Completed:

- February: Online survey summary
- February 15: 6pm Somali Parent meeting summary
- February 16: 6pm Hispanic Parent meeting summary
- March 1 and March 7: Staff virtual meetings
- March 7: Video presentation shared with families, multiple opportunities to provide feedback
- March - Community in-person meeting offered to all families and public (rescheduling)
- March 1-13: Online feedback survey open

# FY23 Input Survey Summary

2 staff virtual meetings: 17 participants

Online form: 25 responses as of 3/10 (leaving open through 3/16)

## Positives

- MS athletics & activities; maintaining class size & lowering at primary grades; cuts include admin; prioritizing mental health & services like cultural liaisons

## Challenges

- Addressing mental health needs; addressing reading/academic needs; losing compensatory positions (ideas shared)

## Questions

- More info about Pathways; changing middle school end times; more about how COVID funds being used; what's being done to retain students/families?

# FY23 Adopted Budget Timeline

- March 10 - Superintendent presents recommended budget adjustments by department at regular board meeting with board discussion in workshop
- March 24 - Superintendent presents final recommended budget adjustments by department in board meeting
- April 4 - April 8 Notification to licensed staff of assignments
- June 9 - FY23 Adopted budget presented
- June 16 - FY23 Adopted budget approved

*Thank  
you*



**Agenda III.C.  
March 10, 2022**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent, and Bernie Bien, MS, BSN, RN, lead licensed school nurse

**Date:** March 3, 2022

**Re:** Update about District 191's Efforts to Implement COVID-19 Related Educational and Public Health Guidance issued by the Minnesota Department of Education (MDE) and Minnesota Department of Health (MDH)

Receive an update about District 191's Efforts to Implement COVID-19 Related Educational and Public Health Guidance issued by the MDE and MDH from Dr. Theresa Battle, superintendent, and Bernie Bien, MS, BSN, RN, lead licensed school nurse.



## COVID-19 UPDATE

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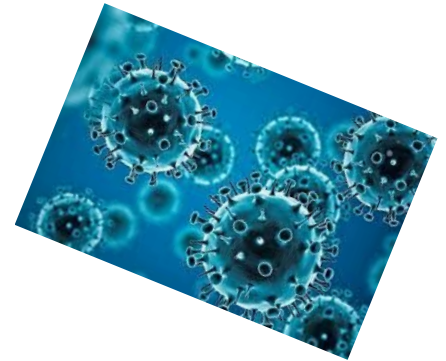
**Dr. Theresa Battle, superintendent,  
and Bernie Bien, MS, BSN, RN, Lead  
Licensed School Nurse**

**March 10, 2022**

## COVID-19 Community Level

A measure of the impact of COVID-19 illness on health and health care systems

- New cases in the community
- Hospitalizations due to COVID-19
- Potential strain on health care system



<https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html>

**Dakota County, Minnesota, Community Level is Low**

**Scott County, Minnesota, Community Level is Low**

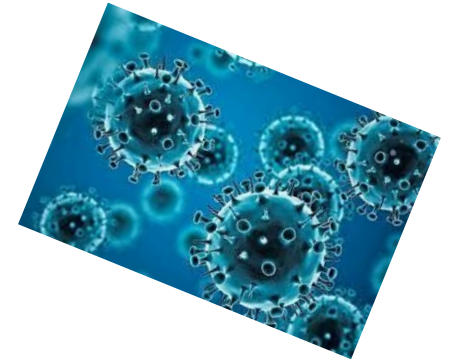


- People may choose to mask at any time.
- People with symptoms, a positive test, or exposure to someone with COVID-19 should wear a mask.

<https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>)

## District 191 Data

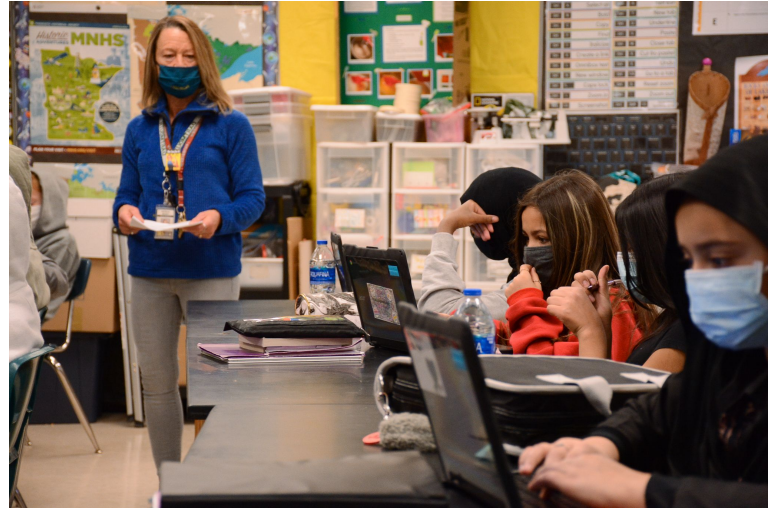
- Total cases for Staff and Students



# COVID-19 Screening, Testing and Vaccination Updates

48

- Students
- Staff
- Partnerships



## Maintain current mitigation strategies

- Ventilation and filtration
- Cleaning and disinfection
- Promote physical distancing
- Support student and staff staying home when sick
- Case tracking and surveillance
- Promote vaccination opportunities
- Promote respiratory and hand hygiene
- Testing opportunities and resources for students and staff

# Recommended Revision for Masks

## Staff

- Masks are strongly recommended for all staff while serving students in District Early Childhood Programs and for visitors to the Early Childhood Programs.

## Students

- Masks are strongly recommended for preschool students age 2-5 while attending any District 191 Early Childhood Program or when utilizing District transportation. Early Childhood Programs include those held at the Diamondhead Education Center and the VPK-Pre-Kindergarten programs in neighborhood schools.

Date: March 14, 2022

**Thank You**

**Board Meeting Date: March 10, 2022**

## **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 Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH), respectively.

### **Overview:**

#### **INTRODUCTION**

Tonight, Bernie Bien will share some data and I will share an update related to the Board Resolution for Face Coverings adopted on Thursday, Mar 3, 2022 particularly for PreK learners and staff. As you recall the board

- Required for students over 2 years of age and enrolled in any District 191 Early Childhood Program, including while on district transportation. This includes all early childhood students attending Diamondhead Education Center as well as VPK-PreKindergarten in your neighborhood school. All staff and visitors to Early Childhood programs are also required to wear masks.

My former recommendation to continue the requirement to wear masks for PreK-students was based on an abundance of caution due to these learners not having access to vaccines. This was the consensus from the district COVID-19 advisory group too. Dakota County and Scott County Health officials cautioned us about removing mitigation strategies too soon and to look at a few more weeks of lower case rates. As Bernie Bien, our lead licensed school nurse has stated in the past, we have weighed the risks and benefits of each of our responses to the pandemic.

#### **WHAT IS NEW SINCE LAST THURSDAY?**

This week the Minnesota Department of Health has now updated their website regarding masking to align with CDC recommendations based on community levels.

(Bernie will provide most up to date data. )

After the Board meeting on March 3, the Superintendent COVID Advisory team met on March 4. During that meeting, Bernie Bien shared a few additional notes and we received input from the advisory team. This included:

- Acknowledging that the Pre-kindergarten team would benefit from seeing “a light at the end”, and hope that their situation “will get better”. People need to know there will be more evaluation to know when we can also normalize and that data and information is reviewed daily.
- The current explanation was in large part that this group of students is vulnerable due to not having access to vaccination.
- However, it should also be noted that PK students attend school in pods and therefore are already somewhat isolated/protected
- There was a desire to be sure we set a timeline, monitor data and remove masks for VPK in future
- In conclusion of the meeting, Dr. Battle shared that she would meet with the district COVID leadership team to review and develop a possible timeline and plan. In doing so I sought and received feedback from Early Learning parents and staff.

Feedback from our parents and staff represent diverse viewpoints with each sharing rationale and poignant personal stories for or against continuing the requirement for face coverings for our early learners. I am grateful to hear their perspectives because they help me as I consider how to lead with the community's interests at heart. I want to address parents and staff who expressed concerns about medically fragile students. As we transition from a pandemic disease model to an endemic it is important for our health professionals to reach out to families to discuss concerns.

### **SURVEY Results and TOP THREE THEMES**

Early learning parents/guardians: Survey Results: Approximate number of families sent survey information: over 600

Total Responses: 234

Families were sent messages via SeeSaw and Email.

Families who have children in ECSE for which English is not their home language (Spanish, Somali) cultural liaisons made efforts to contact families by phone.

In terms of my child wearing a mask in Early Childhood classrooms:

Masks should be OPTIONAL for Early Childhood students: 157

Masks should be REQUIRED for Early Childhood students: 77

Early Learning staff: 41 responses: What are the benefits to continuing Face coverings for PreK- learners and staff interacting with them?

#### Themes and # of responses:

- Reduces spread of diseases in our youngest learners who can not be vaccinated. (12)
- limiting the spread of germs (ALL germs); limits the spread of many illnesses because mouth and nose are covered (9)

- Reduces spread of illness (9)

What is the downside to continuing Face coverings for Pre K learners and staff interacting with them? Themes and # of responses:

- This year especially- more kids chewing on their masks while wearing. Causing additional germs. Not wearing them well. Won't keep masks on. Not wearing masks The ones who do wear their own masks are wearing masks that are disgusting. They don't have a new mask daily and it doesn't get washed very often; chew on their masks or come in dirty masks.(20)
- Difficult to understand students and for students to understand teachers (15)
- Seeing mouths move for learning language, letter sounds, etc.. Makes speech therapy difficult. Difficulty when reading books. It makes it much easier to understand, especially for our speech and ELL students. Difficult for ELL and Speech students to learn as they can't see mouth movements and speech is muffled (14)

Other new developments since my first recommendation include the fact that the positivity rate for MN and in our counties is below 3%, new cases are still falling, and neither Dakota County nor Scott County are advising any different stipulations from CDC.

**WHAT ARGUMENTS DID WE ALREADY CONSIDER BUT PUSHED FORWARD ANYHOW?**

The CDC updated tool released on February 25 which transitioned from Level of Transmission to Community Levels. This metric change placed counties in low, medium and high transmission. It is important to note that there wasn't a distinction made for early learners.

Children ages 2-5 years are considered low risk for incidence of COVID. In our district

Early Learner COVID cases			Total
	Early learners in DEC	VPK in elementary schools	
2/6-2/12	3	1	4
2/13-2/19	0	2	2
2/20-2/26	0	0	0
2/27-3/5	0	0	0
3/7-3/11	0	0	0

We need to consider the impact of wearing masks to learners' language acquisition and socially bonding with peers and staff.

There is also a benefit to having consistent guidance across all our schools and programs.

MDH- “Schools, child care, youth programs, and camps should implement layered prevention strategies to the extent possible to reduce COVID-19 transmission risk while also considering educational needs, the social and emotional well-being of children, and the importance of children's access to learning and care. Other federal, state, or local laws may require masks, and businesses may set their own requirements.”

### **WHAT IS THE NEW RECOMMENDATION?**

I am recommending that we no longer require children over 2 years of age and under 5 years of age wear a mask nor staff working with them or bus drivers. I ask the board to accept my recommendation for the board to amend its resolution for face coverings adopted March 3 be amended to read “**strongly recommend**” **students over 2 years of age and enrolled in any District 191 Early Childhood Program, including while on district transportation. This includes all early childhood students attending Diamondhead Education Center as well as VPK-PreKindergarten in your neighborhood school. All staff and visitors to Early Childhood programs are also strongly recommended to wear masks. Effective March 14, 2022.**

Our health professionals will provide information to staff and families of students who are medically fragile. As PreK enrollment is voluntary and not compulsory under MN statute this will allow families to make a decision about the child’s continuation in our programming.

MDH shares “**If you are immunocompromised or at high risk for severe disease from COVID-19**, talk to a health care provider about whether you need to wear a mask regardless of the COVID-19 community level in your area”.

I also want to assure you that we will continue to be responsive to changes in community health conditions. If health conditions worsen where Counties or our sites go into medium or high transmission I will review the board’s resolution and recommend any changes to mitigation strategies at that time.

If approved by the Board, I am recommending that these changes go into effect **on Monday, March 14**. Doing so will give us time to communicate with families, for our health professionals to work with families of medically fragile students, and for families to talk to their students and prepare for this change.

### **COVID-19 Community Level**

A measure of the impact of COVID-19 illness on health and health care systems.

Recently, CDC replaced the Level of Transmission metric with a new metric, [COVID-19 Community Levels](#). The Level of Transmission looked at case rate and test positivity which are metrics that measure the presence and spread of COVID in the community.

Community Levels continue to utilize cases of COVID in the community along with measures that indicate the impact of COVID on the health care system. These additional metrics include:

- Percentage of hospital beds being used by patients with COVID-19,
- new COVID-19 hospital admissions

These indicators combined result in three COVID Community Levels: low, medium, and high.

Prevention guidance recommended by CDC/MDH is based on the community level. As I said last week, we will all get to a pre-covid point where we no longer wear a mask and experience the disruption from COVID. However we are all traveling different paths to get to that point. Wearing a mask regardless of the community level is a personal choice based on many factors and that is okay and respected.

Currently with the new metric for monitoring community levels, both Scott County and Dakota County are classified in the low category. That means the cases are under 200 and hospital admissions and hospital beds being used for COVID patients is under 10%. For both Scott County and Dakota County the positive cases in the past 7 days has been approximately 100.

CDC/MDH recommends that areas where the COVID community level is low - people, households, and communities can take minimal, practical precautions.

- In areas where the COVID-19 community level is **medium**—CDC recommends focusing specific prevention measures to protect those at increased risk of severe illness.
- In areas where the COVID-19 community level is **high**—wear a mask in public indoor settings and layer prevention measures to avoid overwhelming local hospitals and health care systems

District data

We continue to see low numbers of positive COVID-19 cases in the District. The numbers will be combined for students and staff due to these low case counts.

**Week of 2/20-2/26-Total 9**

**Last week 2/27-3/5-Total 10**

**Current week 3/6-3/12-Total 10**

Screening testing and vaccinations

This week we received the second shipment of the Binax NOW home testing kits. Again I would like to thank the Operations department for receiving, storing and transporting these test kits to schools for distribution. As we know they are only good if available in homes when needed.

During conferences we promoted distribution of kits to families

We have started planning for another distribution for students and staff prior to spring break.

#### COVID mitigation strategies

Shifting from a pandemic to a disease prevention model continues to anchor on the mitigation practices we have learned and embraced during COVID.

- Case tracking and disease surveillance is a principle that was present pre-covid and will continue post-covid. This is Public Health at the core. Early detection of communicable illness allows us to revisit our prevention measures as a district.
- Staying home when sick needs to continue to be practiced by all community members. I encourage families to reach out to your building health office for guidance on whether your student is well enough to be in school for learning.
- As we transition out of a pandemic, I encourage families with specific health care needs to reach out to the health office for any individualized health planning needs.

#### Mask recommendation Revision

Questions.



**Agenda III.D.  
March 10, 2022**

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

**From:** Zoe Olson, student representative to the school board

**Date:** March 3, 2022

**Re:** Student Representative Report

Receive a report from Zoe Olson, student representative.



**Agenda III.E.  
March 10, 2022**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** March 3, 2022  
**Re:** Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.F.  
March 10, 2022**

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

**From:** Lesley Chester, board chair

**Date:** March 3, 2022

**Re:** Board Member Reports

Receive reports from board members.

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 February 24, 2022

<p>The regular meeting of the Board of Education was called to order by Chair Chester at 6:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.</p>	<p>Call to Order</p>
<p>Directors Alt, Chester, Conner, Hume, Miller, and Werb were present. Said was absent. Superintendent Battle, Student Representative Zoe Olson, administrators, staff and members of the public were also present.</p>	<p>Attendance</p>
<p>Chair Chester welcomed the public and asked Werb to lead the Pledge of Allegiance.</p>	<p>Welcome and Pledge</p>
<p>Moved by Hume, seconded by Werb, to approve the agenda. The motion carried unanimously (6, 0).</p>	<p>Agenda</p>
<p>Received a report from the Student Performance and Achievement Committee about the World's Best Workforce Achievement Disparities.</p>	<p>SPA Committee</p>
<p>Received a report from Dave Helke, principal about the Tennis Court Naming Committee recommendation.</p>	<p>Reports</p>
<p>Received an update about FY23 Preliminary Budget Report from Lisa Rider, executive director of business services.</p>	
<p>Received a report about Achievement &amp; Integration Budget Approval from Imina Oftedahl, director of curriculum, instruction and assessment.</p>	
<p>Received a report about the 2022 Legislative Platform from Scott Hume, vice chair.</p>	
<p>Received an update about District 191's Efforts to Implement COVID-19 Related Educational and Public Health Guidance issued by the MDE and MDH from Dr. Theresa Battle, superintendent.</p>	
<p>Received committee reports from Hume on behalf of the Legislative Committee, Alt on behalf of the Negotiations Committee, Conner reported about AMSD and Burnsville Chamber, Alt reported about Hidden Valley and Burnsville Fire Muster, and Chester reported about ISD 917.</p>	
<p>Moved by Miller, seconded by Conner, to approve the consent agenda.</p>	<p>Consent Agenda</p>
<p>-Approve minutes of the February 8, 2022, board retreat, and February 10, 2022, regular board meeting.</p>	<p>Minutes</p>
<p>-Personnel recommendations for Gary Bridges, Jada Hoffman, Julie Colin, Yannick Ford, Jada Hoffman, Donald Leake, Jeff Nepsund, Wayne Scholl, Cara Slattery, Cynthia Ruiz, Denise Engberg, Jack Bunce, Julissa Garcia,</p>	<p>Personnel</p>

Nathaniel Blichfeldt, Paul Nesseth, Selena Martinez, Wilhelmina Brown, Faiza Ahmed, Alexis Byers, Gary Bridges, Jennifer Gust, Wahidi Harris, and Ruthann White.

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

-Approve December payroll checks in the net amount of \$3,920,036.77.

December claims to date, wire transfers and adjustments totaling \$9,064,900.73. Also, that the Board accepts December receipts of \$7,474,994.94 and investments for the General Fund, 2015A School Building Bonds, and OPEB of \$63,806,532.82 as of December 31, 2021.

-Accepts the Budget Analysis for the month ending December 31, 2021.

-Receive a report about the Listening Session on February 10, 2022.

The motion carried unanimously (6, 0).

Donations  
Listening Session  
Checks, receipts,  
claims and  
investments  
Budget analysis

Moved by Werb, seconded by Alt, to approve a cooperative sponsorship in Boys Lacrosse with Bloomington Kennedy beginning in the spring of 2022. The motion carried unanimously after discussion (6, 0).

Cooperative  
Sponsorship

Moved by Hume, seconded by Conner, to approve the proposed FY23 Achievement and Integration Revenue Budget. The motion carried unanimously after discussion (6, 0).

FY23 A&I Budget

Moved by Werb, seconded by Conner, to approve the 2022 Legislative Platform. The motion carried unanimously (6, 0).

2022 Legislative  
Platform

Moved by Hume, seconded by Miller, that the Board of Education approves the proposed revisions and re-adopt the unchanged language in the 2021 - 2023 Terms and Conditions of Employment for the Unaffiliated Employees of Independent School District #191. The motion carried unanimously (6, 0).

Unaffiliated

Moved by Alt, seconded by Werb, that the Board of Education moves to Close this meeting pursuant to Minnesota Statutes section 13D.05, subdivision 3(c)(1), to develop or consider an offer for the purchase of Metcalf Middle School, located at 2250 Diffley Road, Burnsville, Minnesota. The motion carried unanimously (6, 0).

Closed Session

The open meeting reconvened at 9:40 p.m.

Chair Chester directed administration to counter offer.

Sale of Property

The meeting adjourned at 9:41 p.m.

Adjourn

March 10, 2022

Abigail Alt, clerk

Date approved

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 February 24, 2022

The closed session of the Board of Education was called to order by Chair Chester at 9:07 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Alt, Conner, Hume, Miller, Werb, and Chair Chester were present. Director Said was absent. Others in attendance were Dr. Battle, superintendent, Brian Gersich, assistant superintendent, Lisa Rider, executive director of business services, Jami Kenney, executive administrative assistant, Stacie Kvilvang, from Ehlers, and Sofia Lykke from Kennedy & Graven.

Attendance

The meeting was closed pursuant to Minnesota Statutes section 13D.05, subdivision 3(c)(1), to develop or consider an offer for the purchase of Metcalf Middle School, located at 2250 Diffley Road, Burnsville, Minnesota.

Purpose

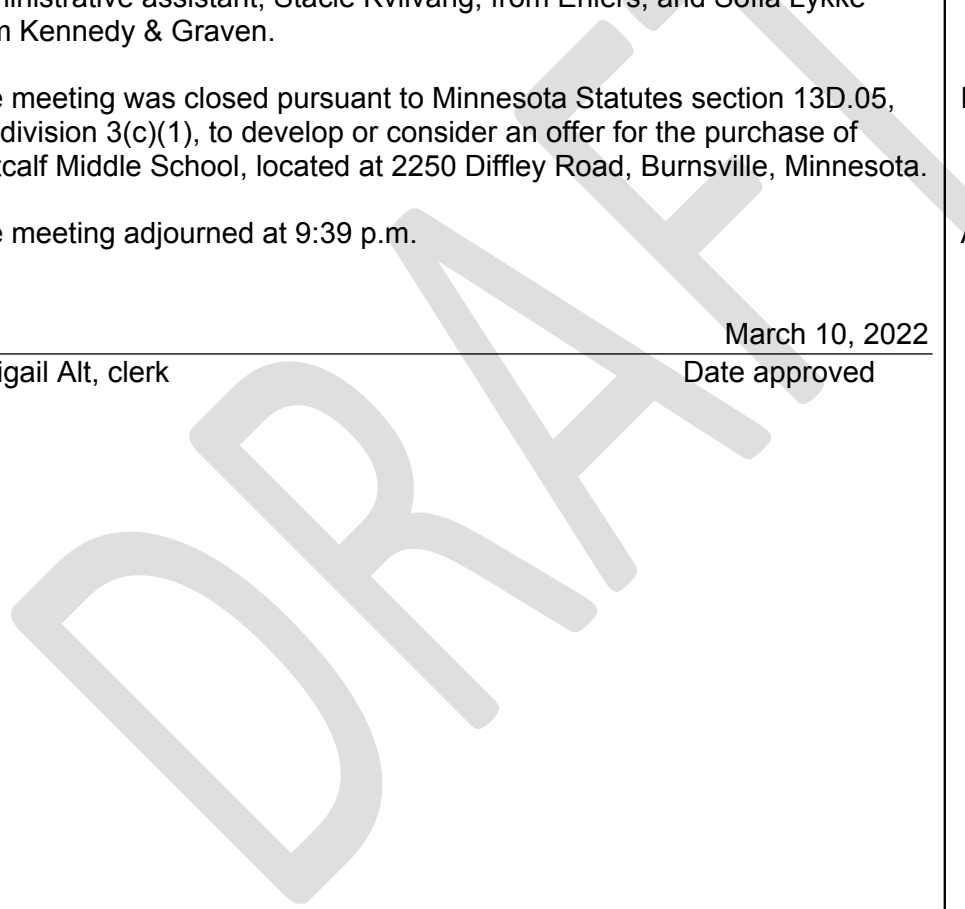
The meeting adjourned at 9:39 p.m.

Adjourn

March 10, 2022

Abigail Alt, clerk

Date approved



School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
March 1, 2022

The special joint session of ISD 191 Board of Education and City of Burnsville was called to order by Vice Chair Hume at 5:34 p.m. The meeting was held at Burnsville High School, 600 E. Highway 13, Burnsville, MN, 55337.

Call to Order

Board members present: Alt, Conner, Hume, and Werb. Directors Miller, Said, and Chair Chester were absent. Council members present: D. Gustafson, D. Kealey, C. Schultz, and V. Workman. Dr. Battle, Mayor Kautz, G. Lindberg, and D. Helke were also present.

Attendance

The purpose of the meeting was collaboration and partnership.

Purpose

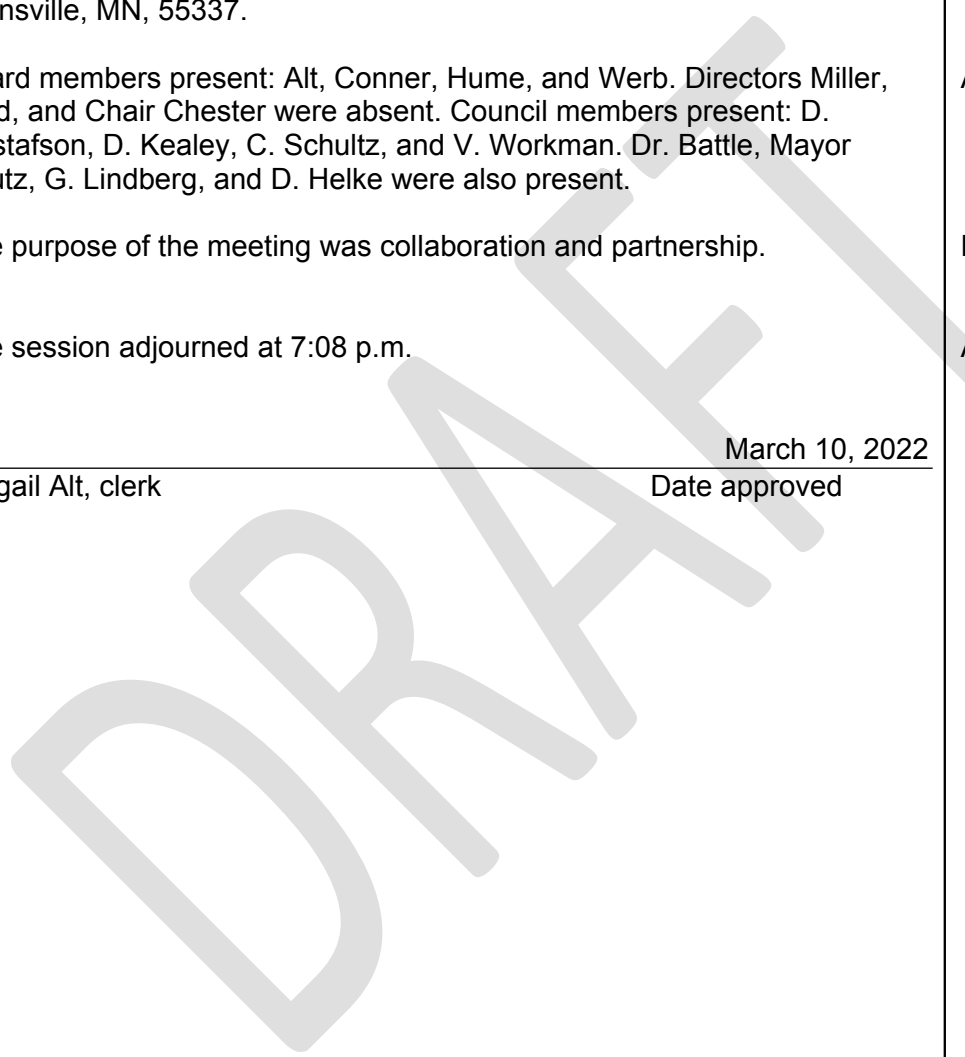
The session adjourned at 7:08 p.m.

Adjourn

March 10, 2022

Abigail Alt, clerk

Date approved



School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
March 3, 2022

The special meeting of ISD 191 Board of Education was called to order by Chair Chester at 6:00 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Board members present: Alt, Conner, Hume, Miller, Werb and Chair Chester. Director Said, was absent. Superintendent Battle, administrators, staff and members of the public were also present.

Attendance

Chester asked Alt to lead the Pledge of Allegiance.

Pledge

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

Agenda

Received an update about District 191's Efforts to Implement COVID-19 Related Educational and Public Health Guidance issued by the MDE and MDH from Dr. Theresa Battle, superintendent, and Bernie Bien, MS, BSN, RN, lead licensed school nurse.

COVID-19  
Presentation

Director Werb read a written statement.

Moved by Alt, seconded by Miller, to adopt the District 191 Resolution Rescission of Health and Safety Measures Authorized by School Board Action on August 12, 2021.

Rescission of  
Health and Safety  
Measures

WHEREAS, Minn. Stat., §123B.09 vests the care, management and control of independent districts in the School Board; and  
WHEREAS, by action of the School Board on August 12, 2021 it adopted health and safety measures for the 2021-2022 school year regarding mask requirements; and

WHEREAS, the Centers for Disease Control and Prevention ("CDC") issued new guidelines on February 25, 2022 whereby: (1) masks are no longer required on school buses; and (2) guidelines for masks are based on COVID-19 Community Levels (Low, Medium or High); and

WHEREAS, the Community Level of COVID-19 cases in Dakota County, Minnesota and Scott County, Minnesota is Low.  
NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 191, effective March 7, 2022, to rescind the mask requirements and all other action pursuant to the Board resolution on August 12, 2021. The motion carried unanimously after discussion (6, 0).

Moved by Miller, seconded by Werb, to adopt the Resolution of the School Board of Independent School District No. 191 Regarding Health and Safety Measures for Visitors and Volunteers. Moved by Alt, seconded by Miller, to amend the resolution by striking “without any School District requirement for masks and other coverings” from #1.

Health and Safety Measures for Visitors and Volunteers

WHEREAS, visitors and volunteers to our School District strengthens partnerships, supports the learning environment for all students, and welcomes individuals and groups to the School District; and

WHEREAS, Policy 903 Visitors to School District Buildings and Sites has the purpose of informing the school community and the general public on procedures and requirements of visitors to school buildings and other school property; and

WHEREAS, the Centers for Disease Control and Prevention (“CDC”) issued new guidance on February 25, 2022 on public health issues related to COVID-19.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District 191, effective March 7, 2022, as follows:

1. The Superintendent is hereby directed to implement Policy 903 regarding visitors and volunteers.
2. The Superintendent is hereby authorized, after consultation with the School Board Chair and notification to the School Board, to implement different mask/face covering requirements for visitors and volunteers within the School District or a specific school building without School Board action if the Superintendent reasonably believes that immediate implementation is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting prior to the change. Any change in mask/face covering requirements shall continue until the next School Board meeting at which the change is addressed. The motion to amend the resolution carried unanimously (6, 0). The main motion as amended carried unanimously after discussion (6, 0).

Moved by Miller, seconded by Werb, to adopt the Resolution of the School Board of Independent School District No. 191 Regarding Health and Safety Measures: Face Coverings. Moved by Miller, seconded by Conner, to amend the resolution by striking “Employees are required to wear masks when working in any pre-kindergarten program in the School District” and replace it with “Any person working in a pre-kindergarten program in a School District 191 building is required to wear a mask.”.

Health and Safety Measures: Face Coverings

WHEREAS, Minn. Stat., §123B.09 vests the care, management, and control of independent school districts and the school board; and

WHEREAS, the Superintendent of Schools is responsible for the

administration of all School District policies, and is directly accountable to the School Board; and

WHEREAS, when responsibilities are not specifically prescribed nor School District policy applicable, the Superintendent is expected to use professional judgment, subject to review by the School Board, pursuant to School District Policy 302, Superintendent; and

WHEREAS, the Centers for Disease Control and Prevention ("CDC") issued new guidance regarding prevention steps based on COVID-19 Community Levels of Low, Medium or High; and

WHEREAS, the COVID-19 Community Level in Dakota County, Minnesota and Scott County, Minnesota is classified as Low; and

WHEREAS, the Superintendent and the administration of the School District have conferred with the School Board regarding the prevention steps set forth in the CDC guidance.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 191, effective March 7, 2022, as follows:

1. Masks are recommended for employees when they are working with students age 5 and older in School District buildings.
2. Masks are recommended for students age 5 or older while in School District buildings.
3. Any person working in a pre-kindergarten program in a School District 191 building is required to wear a mask, subject to the disability exemptions and reasonable accommodation requirements under state and federal law and/or public health agencies.
4. Masks are required for children older than 2 years of age when participating in any pre-kindergarten programs in School District buildings, subject to the disability exemptions and reasonable accommodation requirements under state and federal law and/or public health agencies.
5. The Superintendent is hereby authorized after consultation with the School Board Chair and notification of the School Board, to implement different mask requirements within the School District or any specific school building without School Board action if the Superintendent reasonably believes that immediate implementation is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting prior to the change. Any change in mask requirements shall continue in effect until the next School Board meeting at which the change is addressed.

The motion to amend the resolution carried unanimously after discussion (6, 0). The main motion as amended carried unanimously after discussion (6, 0).

The meeting adjourned at 6:53 p.m.

Adjourn

Abigail Alt, clerk

March 10, 2022  
Date approved

DRAFT

March 10th, 2022- Final

**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 10th, 2022 Final

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Appointment		Andrew Ferri		Eagle Ridge Middle School	LTS Teacher	2/28/2022
Certified	Appointment		Beverly Hanson		WM. Byrne Elementary School	LTS Teacher	2/28/2022
Certified	Appointment		Giselle Wynia		Nicollet Middle School	Teacher	3/1/2022
Certified	Appointment		Haley Warren		Vista View Elementary School	LTS Teacher	2/28/2022
Certified	Leave of Absence		Amber Barry		Burnsville High School	Teacher	4/23/22-5/22/22
Certified	Leave of Absence		Julia Ulrich		Hidden Valley Elementary	Teacher	4/23/22-5/30/2022
Certified	Leave of Absence		Laken Meyer		Vista View Elementary School	Teacher	4/8/2022-4/24/2022
Certified	Leave of Absence		Mary Jane Gunderson		Burnsville High School	Psychologist	4/2/22-4/8/2022
Certified	Retirement		Beth Asfeld		Burnsville High School	Teacher	6/10/2022
Certified	Retirement		Cynthia Drahos		Burnsville High School	Teacher	6/10/2022
Certified	Retirement		Patrick Chesla		Edward Neill Elementary	Social Worker	6/10/2022
Classified	Appointment		Beth Behme		Diamondhead Education Center	Educational Assistant	3/1/2022
Classified	Appointment		Carl Bourdon		Nicollet Middle School	Educational Assistant	3/1/2022
Classified	Appointment		Malaz Mohamed Ahmed		Harriet Bishop Elementary	Educational Assistant	2/28/2022
Classified	Appointment		Marta Carlisano		Burnsville Alternative High School	Licensed Practical Nurse	2/28/2022
Classified	Appointment		Thao Vo		Eagle Ridge Middle School	Food Service Associate	3/7/2022
Classified	Appointment		Victoria Stubbs		WM. Byrne Elementary School	Educational Assistant	3/2/2022
Classified	Resignation		Hamza Hassan		Sky Oaks Elementary School	Educational Assistant	3/4/2022
Classified	Resignation		Jamie Holmes		Eagle Ridge Middle School	Food Service Associate	3/18/2022
Classified	Resignation		Maurice Hodges		Burnsville High School	Girls Basketball Head Coach	2021-2022 School Year



**Agenda IV.A.3.  
March 10, 2022**

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

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

**Date:** March 3, 2022

**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 10, 2022.

\_\_\_\_\_  
Clerk – Board of Education

<b>Date</b>	<b>Donor</b>	<b>Recipient</b>	<b>Terms</b>	<b>Donation</b>
1/5/2022	Steven Swenson Jr.	Burnsville High School	In-Kind (goods or services)	Engine & Transmission
2/15/2022	Curt Enestvedt	BrainPower in a BackPack	In-Kind (goods or services)	Food Donation
2/15/2022	GIVEMN Online Donations	BrainPower in a BackPack	Cash (monetary)	\$45.00
2/15/2022	Hidden Valley Student Council	BrainPower in a BackPack	In-Kind (goods or services)	Food Donation
2/28/2022	Marty Meese	Eagle Ridge Middle School	In-Kind (goods or services)	Drum Set
3/1/2022	Anonymous	Food & Nutrition Services	Cash (monetary)	\$27.30
3/1/2022	Kimberly O'Connor	Burnsville High School	Cash (monetary)	\$13.00
3/1/2022	Kimberly O'Connor	Nicollet Middle School	Cash (monetary)	\$13.00

**Total monetary donation received: \$98.30**



**Agenda IV.A.4.  
March 10, 2022**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent

**Date:** March 3, 2022

**Re:** Receive a Report about the Listening Session

**Recommendation:** Receive a report about the Listening Session on February 24, 2022.

February 24, 2022 Listening Session

- No one spoke at the listening session.



**Agenda IV.A.5.  
March 10, 2022**

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

**From:** Amy Piotrowski, director of student support services

**Date:** March 3, 2022

**Re:** Policy 608: *Instructional Services - Special Education.*

**Recommendation:** Approve, on a first reading basis, a non-substantive change to Policy 608: *Instructional Services - Special Education.*

MSBA updated the text. The Policy Review Committee reviewed Policy 608 on February 28, 2022.

Adopted: 2/99

Burnsville-Eagan-Savage School District Policy 608

Reviewed: 8/23/2018 3/10/2022

Revised: 9/13/2018

Rescinds: IHBHA

## 608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education instruction and related services to children with disabilities who are the responsibility of the District and who meet the eligibility criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The District shall ensure that all qualified children with disabilities are provided the special education and related services ~~which~~ that are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the District shall participate in such interagency activities in compliance with applicable federal and state law.

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

Improvement Act of 2004)

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



**Agenda IV.A.6.  
March 10, 2022**

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

**From:** Amy Piotrowski, director of student support services

**Date:** March 3, 2022

**Re:** Policies 508: *Extended School Year For Certain Students With Individualized Education Programs*, and 518: *DNAR - Do Not Attempt Resuscitation Order*

**Recommendation:** Approve no changes to Policies 508: *Extended School Year For Certain Students With Individualized Education Programs* and 518: *DNAR - Do Not Attempt Resuscitation Order*.

Policy 508 and 518 were reviewed by the Policy Review Committee on February 28, 2022.

Adopted: 12/3/2015  
 Reviewed: ~~6/14/2018~~3/10/2022  
 Revised: 6/9/2016  
 Rescinds:

*Burnsville-Eagan-Savage School District Policy 508*

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
  3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
  2. The student's degree of impairment.
  3. The student's rate of progress.
  4. The student's behavioral or physical problems.
  5. The availability of alternative resources.
  6. The student's ability and need to interact with nondisabled peers.
  7. The areas of the student's curriculum which need continuous attention.
  8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

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

**Cross References:**

Adopted: 1/28/2016  
 Reviewed: ~~2/22/2018~~3/10/2022  
 Revised:  
 Rescinds:

*Burnsville-Eagan-Savage School District Policy 518*

## **518 DNAR - DO NOT ATTEMPT RESUSCITATION ORDERS**

### **I. PURPOSE**

When any student experiences sudden illness or injury, the role of staff is to render emergency health care to preserve life and prevent disability. In life-threatening emergencies, the emergency medical system (911) will be activated. Federal mandates guarantee that students have the right to an education in the least restrictive environment. The school district recognizes that it is serving students with complex health needs, and that district staff may be presented with written Do Not Attempt Resuscitation orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

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

- A. The primary mission of Independent School District 191 is education. DNAR orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNAR orders. The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNAR orders, shall be advised of and shall be given a copy of this policy.

**Legal References:** 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
 42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

**Cross References:** Burnsville-Eagan-Savage School District Policy 422 (Policies

Incorporated by Reference)



**Future Ready. Community Strong.**

**To:** Board of Education, Members  
Dr. Theresa Battle, Superintendent **Agenda Item: IV.A.7.**

**From:** Guillaume Paek, Athletic Director

**Date:** March 4, 2022

**Re:** Burnsville High School Dissolution of Cooperative Sponsorship with Lakeville North, Lakeville South, Farmington—Adapted Softball PI

**RECOMMENDATION:** That the Board of Education approves a dissolution of the cooperative sponsorship in Adapted Softball PI with Lakeville North, Lakeville South, Farmington beginning in the spring of 2022

**Discussion**

As the current cooperative stands, there are not enough athletes to participate as a team. This dissolution will allow us to form a new cooperative with our previous partners and Dakota United.

**Application for DISSOLUTION of Cooperative Sponsorship**

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

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

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

Softball - Co-Ed - Adapted PI beginning with the **20** 21 - **20** 22 school year.  
 (activity) (boys' or girls') (Adapted-CI or PI)

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

	School	City
High School #1:	Lakeville North	Lakeville, MN
High School #2:	Lakeville South	Lakeville, MN
High School #3:	Burnsville	Burnsville, MN
High School #4:	Farmington	Farmington, MN

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

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

2. Please circle appropriate letter.

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

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

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

**Official Action of the MSHSL Board of Directors**

- Approved                       Not Approved

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 MSHSL Executive Director

## March 10, 2022 Board Meeting

### Board Members' Questions and Staff Responses regarding BoardBook materials

#### 917 Presentation

Board Member Question	Staff Response
How many people are currently on 917's waitlist? Of that number how many are One91 students?	There is a total of 87 students on 917's waitlist. 191 currently has 9 students on the waitlist for 917 at the middle and high school levels.
If our students are on the waitlist, are they attending One91 in person? In a sheltered setting? In core courses?	<p>Of the 9 students on a waitlist,</p> <ul style="list-style-type: none"> <li>- 3 students are attending in person at either the high school or middle school.</li> <li>- 2 students are in a care &amp; treatment</li> <li>- 3 students are receiving services through home based instruction virtual</li> <li>- 1 student is receiving their services at Virtual Academy</li> </ul>

#### (FY23 Budget Update)

Board Member Question	Staff Response
1. Of note, since BOE discussion on 2/4/22, SpEd FTE reductions increased from \$220,000 on 2/24/22 to \$454,000 on 3/10/22 document. For this and all questions below, I am copying ELT to simplify the accountability, collaboration, and cross-departmental affirmation process we know you host with your direct reports each week, in the same	When Amy presented her line item review to me and the cross-functional team, her initial thoughts were that 10.5 fte could be reduced. I did not support reducing by 10.5 and the amount I agreed to was included under the "Efficiencies" section of the preliminary document. After board questions and discussion, ELT and I reviewed again. Amy's reductions were based on decreased

way that this board recognizes, embraces, and supports your ownership of and accountability to collaboration and cross-departmental affirmation processes districtwide as our financial and learning leader:

a1. Specifically, Item 1.3: Special Ed Non-Licensed. New Addition: 4.0 FTE \$220,000. This is identified as a right-sizing item. Why is this new addition occurring in March, as opposed to being identified in the 2/24/22 document, as the other right-sizing items were? New additions that are based on *projected* enrollment at this point in the budgeting cycle are a surprise, and have me wondering about the accuracy & efficacy of staff's internal process.

a2. Please help us understand why this change occurred between 2/24 and 3/4.

2. Item 1.2 Special Ed Licensed. FY23 Initial Adjustments:

- 2/24/22 Item 3.18 1-3 FTE. Proposed reduction \$220,000

- 3/10/22 2.5 FTE. Proposed reduction \$254,000

These adjustments are now included in "Right-Size Enrollment," when on 2/24/22 they

enrollment, so it was then decided to include these reductions in the Rightsizing section and to list the fte. Upon Board feedback, it was understood that showing this item under the Preliminary Adjustments led to a misinterpretation that this is not a part of right-sizing, which it is. Therefore it is believed to best represent the adjustment as right-sizing.

Special Education staffing is managed separately from class size ratios at our school levels. It does take additional time to work through this analysis; yet it is right-sizing. It is not equivalent to reduction of budget as other preliminary adjustments listed are. Our typical schedule deals with licensed staff first and then moves to EA's. Upon review of the needs within Special Education, the review of EA needed positions was completed after the 2/24 board meeting.

[Special Education Calculation of Maintenance of Effort \(MOE\) for FY16-FY21](#) shows the total expenditures for State Special Education, the number of students Birth to 21 served by these state programs and the aids associated. This is a look back report so the latest report of 2/23/22 shows the FY21 data. This pdf includes all of the past 6 years on comparative lines.

<p>were in "Preliminary Adjustments." This kind of change is atypical and outside of standard practice in One91 budgeting.</p> <p>2a. Please help us understand why an item that is considered a staff recommended reduction has been recategorized in a budget grouping which is in what might be viewed as the "hardwired" portion of budget reductions.</p> <p>3. By Tuesday end of day, please provide the board with a document containing the following:</p> <ul style="list-style-type: none"> <li>- five years of enrollment data Total student enrollment vs Special Ed enrollment (including FY22) to provide context.</li> <li>- SpEd FTE data for five years (including FY22). Licensed data versus non-licensed by FY.</li> </ul> <p>4. Item 3.17 Data and Assessment Coordinator:</p> <p>4a. This position in SISA (aka Teaching and Learning) was open effective 2/7/22, yet in the 2/24 document, this line item was labeled "Condensing positions as available." When was this position posted?</p> <p>4b. Is it still posted?</p>	<p>Enrollment has significantly dropped compared to the expenditures.</p> <p><u><a href="#">K-12 Enrollment not including ECSE or VPK</a></u></p> <p><b>EC-12 December 1st Child Count</b></p> <table border="0"> <tr> <td>FY 18</td> <td>1709</td> <td>+113</td> </tr> <tr> <td>FY 19</td> <td>1803</td> <td>+95</td> </tr> <tr> <td>FY 20</td> <td>1747</td> <td>-56</td> </tr> <tr> <td>FY 21</td> <td>1690</td> <td>-57</td> </tr> <tr> <td>FY 22</td> <td>1622</td> <td>-68</td> </tr> </table> <p>Data and Assessment Coordinator position was posted on 1/27/2022</p> <p>Closed 3/7/22. Not filling the Data Assessment Coordinator position as part of reorganization resulting in central office reductions.</p> <p>1.1 will be finalized after staffing is completed in April and 4.1 will be decided at the same time.</p> <p>1.0 School Psychologist 0.5 Speech pathologist 1.0 Teacher (Consolidating at MS)</p> <p><b>School Psychologist - Retired August, 2021</b></p> <p>Position Posted - August, 2021. Closed the position March 2022. Position is no longer needed.</p>	FY 18	1709	+113	FY 19	1803	+95	FY 20	1747	-56	FY 21	1690	-57	FY 22	1622	-68
FY 18	1709	+113														
FY 19	1803	+95														
FY 20	1747	-56														
FY 21	1690	-57														
FY 22	1622	-68														

<p>4c. If it is not currently posted, when was the posting terminated?</p> <p>5. For each item in which "various departments" is noted, please provide a link within this document to the detail of exactly which departments are being impacted:</p> <p>1.1 4.1</p> <p>6. As requested 3/1/22, please provide details for each of the open SpEd positions that are being proposed for reduction. The previous request is now being amended to include all SpEd positions now identified for reduction in 3/10/22 documents, not knowing if the new additions are also currently unfilled (items 1.2 &amp; 1.3):</p> <p>6a) When was each position vacated? 6b) When was each position posted? 6c) Is each position still posted? If not, when was each posting terminated?</p>	<p><b>Speech Pathologist</b> - 1.0 position moved to supervisor position in the elementary Posted October 2021 and Filled with .5 speech position at ERMS. The remaining .5 will be unfilled and reduced for the year FY23.</p> <p><b>Teaching position</b> - Not posted. We plan to consolidate two programs to one program. Position is currently filled and will not be filled in FY 23 at the middle school. The plan is the current person will transfer from middle school to the high school for FY 23.</p>
<p>In reviewing the proposed staffing cuts, it seems that virtually all of the staffing reductions are in teaching and SPED positions. Why aren't there more cuts in the central office staff? It seems as if most of the</p>	<p>As you know 80% of our budget is spent on staffing. For District level administration we are at 4.08%. Statewide 4.81% and for most businesses they allocate about 6-8% on administration. Public schools allocate about 2-4%. Central office staffing responds to compliance requirements from both policy and</p>

<p>cuts are on the backs of the individuals who have the most direct contact with our students.</p>	<p>statute which has not declined, but has increased.</p> <p>Whereas since 2013 our student enrollment has decreased by 2065. Teacher staffing is tied to enrollment and class size targets.</p> <ul style="list-style-type: none"> <li>• In FY 21, on a per pupil basis, ISD 191 spent 13% <u>less</u> than the state average (\$91.54/pupil) on District Level Administration costs.</li> <li>• By comparison, on a per pupil basis, in FY 21 ISD 191 spent 8.7 % more on regular instruction, 43 % more on CTE and 15.7 % more on special education when compared to the state averages</li> </ul> <p>Based on FY23 projected enrollment and IEP needs Interim Director, Amy recommended a reduction of 10.5 FTE. Due to unknowns about any student who may enroll in the district and Maintenance of Effort I recommended a lesser amount of FTE. Because of the complexity of special education funding we are in continual conversations with MDE and they are providing advice about how to meet student needs and maximize the use of special education funding while enrollment is declining. Staff and I are prepared to provide more details in discussion at the workshop.</p>
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(New Business Policy)

Board Member Question	Staff Response
<p>Policy 419 (Tobacco-Free Environment) - Are we currently providing prevention info regarding e-cigarettes to middle school students, or is that something that would start</p>	<p>If the policy is adopted we will add information related to e-cigarettes to the middle school health curriculum. As far as I know state standards are not that explicit. Imina is checking</p>

after this policy is enacted? What does that prevention information look like?

with teachers to see if they have added prevention information about e-cigarettes.

**Agenda IV.B.1.  
March 10, 2022**

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

**From:** Lesley Chester, board chair

**Date:** March 3, 2022

**Re:** Closed Meeting Under Minnesota Statutes Section 13D.05, Subdivision 3(c)(1), to develop or consider an offer for the purchase of Metcalf Middle School, located at 2250 Diffley Road, Burnsville, Minnesota\* (**NOTE: this closed meeting will be held at 7:15 p.m.**)

**Recommendation:** that the Board of Education moves to a closed meeting pursuant to Minnesota Statutes Section 13D.05, Subdivision 3(c)(1), to develop or consider an offer for the purchase of Metcalf Middle School, located at 2250 Diffley Road, Burnsville, Minnesota.



**Agenda IV.B.2.  
March 10, 2022**

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

**From:** Lesley Chester, board chair

**Date:** March 9, 2022

**Re:** Consider/Approve an Offer to Purchase Metcalf Middle School

**Recommendation:** that the Board of Education directs staff and consultants to begin negotiation of a purchase agreement to be brought back for formal approval at a future Board Meeting.



**Agenda IV.B.3.  
March 10, 2022**

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

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

**Date:** March 3, 2022

**Re:** Policy 425: *Professional Development*

**Recommendation:** Approve, on a first reading basis, changes to Policy 425: *Professional Development*.

Policy 425 was reviewed by the Policy Review Committee on January 18, and February 28, 2022.

MSBA added new legislative provisions regarding mentoring.

Adopted: 1/1984  
 Reviewed: ~~2/22/2018~~ 3/10/2022  
 Revised: 3/8/2018  
 Rescinds: GCL

*Burnsville-Eagan-Savage School District Policy 425*

## **425 PROFESSIONAL DEVELOPMENT**

### **I. PURPOSE**

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

### **II. PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS**

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

### **III. DUTIES OF THE PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE**

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

School Board once a year.

B. The professional development plan must contain the following elements:

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

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

outcomes of the district professional development plan.

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

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

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

#### **V. PROFESSIONAL DEVELOPMENT FUNDING**

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

B. The School District may, in its discretion, expend an additional amount of unreserved revenue for professional development based on its needs. The additional expenditure does not need to follow the allocation described in V.A.

C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as professional development time that is financed with professional development reserved revenue under ~~Minnesota- Statutes- section~~ § 122A.61.

## VI. PROCEDURE FOR USE OF PROFESSIONAL DEVELOPMENT FUNDS

A. On a yearly basis, the Professional Development Advisory Committee, with the assistance of the site professional development teams, shall prepare a projected budget setting forth proposals for allocating professional development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual professional seminars, and cost of substitutes.

B. Individual requests from staff for leave to attend professional development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

## VII. REPORTING

A. The School District shall prepare an annual report per Minnesota Department of Education requirements.

B. The School Board will receive an annual report from the School Improvement and Student Achievement department (SISA) regarding the prior year's professional development program.

**Legal References:** Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
 Minn. Stat. § 120A.415 (Extended School Calendar)  
 Minn. Stat. § 120B.22, ~~s~~Subd. 2 (Violence Prevention Education)  
 Minn. Stat. § 122A.18~~7~~, ~~Subd. 4~~ (~~Board to Issue Licenses~~; Expiration and Renewal)  
 Minn. Stat. § 122A.40, ~~s~~Subds. ~~7~~~~and~~, ~~7a~~ ~~and~~ ~~8~~ (Employment; Contracts; Termination - Additional Staff Development and Salary)  
 Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)  
 Minn. Stat. § 122A.60 (Staff Development Program)  
[Minn. Stat. § 122A.70 \(Teacher Mentorship and Retention of Effective Teachers\)](#)

Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)  
[Minn. Stat. § 123B.147, subd. 3 \(Principals\)](#)  
[Minn. Stat. § 124D.861 \(Achievement and Integration for Minnesota\)](#)  
[Minn. Stat. § 124D.862 \(Achievement and Integration Revenue\)](#)  
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)  
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

***Cross References:***

**Agenda IV.B.4.  
March 10, 2022**

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

**From:** Amy Piotrowski, director of student support services

**Date:** March 3, 2022

**Re:** Policy 419: *Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping; Awareness and Prevention Instruction*

**Recommendation:** Approve, on a first reading basis, changes to Policy 419: *Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping; Awareness and Prevention Instruction*

Policy 419 was reviewed by the Policy Review Committee on February 28, 2022.

MSBA changes:

- Adds vaping awareness and prevention instruction: updates definitions
- Delete Service Manual; update reference

Adopted: 6/87  
 Reviewed: 9/12/20193/10/2022  
 Revised: 9/26/2019  
 Rescinds: GBK-R, JFCG

*Burnsville-Eagan-Savage School District Policy 419*

**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES: VAPING AWARENESS AND PREVENTION INSTRUCTION**

**I. PURPOSE**

The purpose of this policy is to maintain learning and working environments that are tobacco and smoke free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

### III. ~~TOBACCO AND TOBACCO-RELATED DEVICES DEFINED~~ DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption ~~that can be used by a person to simulate smoking in the delivery of nicotine or any other substance~~ through inhalation of aerosol or vapor from the product. Electronic delivery device includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately.  
Electronic delivery device ~~does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.~~ excludes drugs, devices, or combination products, as those terms are defined in the Federal Food Drug, and Cosmetic Act that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- CB. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; Cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- DC. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of ~~vapors~~ aerosols or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- ED. “Smoking” means inhaling or exhaling, burning or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhaling. Smoking includes carrying or using an activated electronic delivery device.

F. “Vaping” means using an activated electronic delivery device or heated tobacco product.”

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when a Native American adult lights tobacco on school district property as a part of a traditional Native American spiritual or cultural ceremony. A Native American is a person who is a member of a Native American tribe as defined under Minnesota law and/or self identifies as a Native American.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

#### **V. VAPING AWARENESS AND PREVENTION INSTRUCTION**

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

[NOTE: In addition, school districts may choose to require (a) evidence based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]

#### **VI. ENFORCEMENT**

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

## VI. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** [Minn. Stat. § 120B.238 \(Vaping Awareness and Prevention\)](#)  
 Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
 Minn. Stat. § 609.685 (Sale of Tobacco to ~~Children~~ [Persons Under Age 21](#))  
 2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

**Cross References:** Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
~~MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior~~  
 Burnsville-Eagan Savage School District Policy 706 (Acceptance of Gifts)



**Agenda IV.B.5.  
March 10, 2022**

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

**From:** Brian Gersich, assistant superintendent

**Date:** March 3, 2022

**Re:** Policy 607: *Organization of Grade Levels*

**Recommendation:** Approve, on a first reading basis, changes to Policy 607: *Organization of Grade Levels*.

The Policy Review Committee revised Policy 607 on February 28, 2022.

MSBA: The changes describe documentation that may verify a student's age for admission. The legislature added the language to Minnesota Statutes 120A.20. The references were also updated.

Adopted: 12/17/2015  
 Reviewed: ~~1/9/2020~~3/10/2022  
 Revised: 3/19/2020  
 Rescinds:

*Burnsville-Eagan-Savage School District Policy 607*

## 607 ORGANIZATION OF GRADE LEVELS

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in ~~Minnesota Statutes~~ Section§ 120A.05, as follows:

*Elementary: Grades prekindergarten through 5*

*Middle: Grades 6-8*

*High School: Grades 9-12*

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

C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

B.

### III. DEFINITIONS

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

B. "Prekindergarten" means a program designed for pupils younger than five years of age on September 1 of the calendar year in which the school year commences that prepares pupils to enter kindergarten the following school year.

B.

- Legal References:*** Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (~~Definitions--~~Public Schools)  
Minn. Stat. § 120A.20, Subd. 4 (Verification of Age for Admission to Public School)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
- Cross References:*** Burnsville-Eagan-Savage School District Policy 546 (Early Admission to Kindergarten)

607-1



**Agenda IV.B.6.  
March 10, 2022**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent

**Date:** March 10, 2022

**Re:** Resolution of the School Board of Independent School District No. 191 Regarding Health and Safety Measures: Face Coverings

**Recommendation:** That the Board of Education adopts the Resolution of the School Board of Independent School District No. 191 Regarding Health and Safety Measures: Face Coverings.

**Resolution of the School Board  
of Independent School District No. 191  
Regarding Health and Safety Measures: Face Coverings**

**WHEREAS**, Minn. Stat., §123B.09 vests the care, management, and control of independent school districts in the school board; and

**WHEREAS**, the Superintendent of Schools is responsible for the administration of all School District policies, and is directly accountable to the School Board; and

**WHEREAS**, when responsibilities are not specifically prescribed nor School District policy applicable, the Superintendent is expected to use professional judgment, subject to review by the School Board, pursuant to School District Policy 302, *Superintendent*; and

**WHEREAS**, the Centers for Disease Control and Prevention (“CDC”) issued new guidance regarding prevention steps based on COVID-19 Community Levels of Low, Medium or High; and

**WHEREAS**, the COVID-19 Community Level in Dakota County, Minnesota and Scott County, Minnesota is classified as **Low**; and

**WHEREAS**, since the new guidance from the CDC and after the School Board’s action on March 3, 2022, the Minnesota Department of Health issued recommendations which align with the CDC guidance, without distinction based on students’ age; and

**WHEREAS**, the Superintendent met with the School District COVID Advisory Team on March 4, 2022 during which she received additional information and advice; and

**WHEREAS**, the incidence of COVID-19 for children age 2-5 in Dakota and Scott counties is at a **Low** risk.

**NOW, THEREFORE**, upon recommendation of the Superintendent after her consultation with the COVID Advisory Team, BE IT RESOLVED by the School Board of Independent School District No. 191 as follows:

1. Masks are recommended for employees when they are working with students age 5 and older in School District buildings.
2. Masks are recommended for students age 5 or older while in School District buildings.
3. Masks are strongly recommended for preschool students age 2-5 while attending any District 191 Early Childhood Program or when utilizing District transportation. Early Childhood Programs include those held at the

Diamondhead Education Center and the VPK-Pre-Kindergarten programs in neighborhood schools.

- 4. Masks are strongly recommended for all staff and transportation personnel while serving and/or transporting students in District Early Childhood Programs and for visitors to the Early Childhood Programs.
- 5. The foregoing recommendations in Nos. 1-4 are effective March 14, 2022.
- 6. The Superintendent is hereby authorized after consultation with the School Board Chair and notification of the School Board, to implement different mask requirements within the School District or any specific school building without School Board action if the Superintendent reasonably believes that immediate implementation is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting prior to the change. Any change in mask requirements shall continue in effect until the next School Board meeting at which the change is addressed.

The following Board members voted in favor:

The following voted against:

Said resolution was passed and adopted this \_\_\_\_ day of \_\_\_\_\_, 2022.

\_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
School Board Clerk



**Agenda V.  
March 10, 2022**

**To:** Board of Education

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

**Date:** March 3, 2022

**Re:** Adjourn to a Workshop about FY23 Budget Development

# **Fiscal Year (FY) 23 Updated Preliminary Budget Development**

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**Dr. Theresa Battle, superintendent,  
Lisa Rider, executive director of business services  
Aaron Tinklenberg, director of communications**

**March 10, 2022**

**one91**  
Burnsville · Eagan · Savage

# Overview

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- Provide the Board and Community with updated preliminary FY23 budget development
  - Review FY23 initial budget adjustments
  - Recommend uses for Elementary and Secondary School Emergency Relief Funds (ESSER)
- Share scenarios for reaching a structurally balanced budget
- Share feedback from stakeholders and share additional feedback opportunities
- Share next steps to Board action to adopt FY23 budget by June

2022

# Agenda

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- Review basis and assumptions thus far including
  - Current reality: Projected revenue and expenditure deficit
  - Strategies to structurally balance the FY23 budget
  - Scenarios after applying various strategies
- Summary of staff and community meeting feedback and additional feedback opportunities
- Next Steps

# FY23 Strategies to Structurally Balance the Budget

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- Prioritize investment for instructional priorities, including PK-12 Pathways
- Rightsizing of the FTEs (Full-Time Equivalent) staff based upon enrollment
- Use of restricted funds before general undesignated funds
- Identify efficiencies in utilizing resources
- Strategic use of federal resources to equitably address the impact of the pandemic

# FY23 Strategies to Structurally Balance the Budget

## Prioritize Instructional Priorities

- Federal Title Funding (I,II,III,IV,VI)
- Achievement & Integration
- Curriculum Capital
- General Funds
  - Professional Development
  - Curriculum
  - Assessment



- Staffing allocations provided to building principals based on current Board approved class size averages.
  - K-5 average : 24.5 students per class with fewer students in Kindergarten and more in 5th grade classes.
  - 6-8 average : 21 students per FTE\*
  - 9-12 average : 26 students per FTE\*

\*secondary program class sizes vary based on course type, external class size restrictions, instructional models, and graduation requirements.

# Strategies to Structurally Balance the Budget

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## Long-term strategies

- Comprehensive enrollment strategy (projected decline in enrollment was less for 2021-2022 school year)
- Energy efficiency (use of rebates for solar, etc.)
- Transportation pilot: after school activity routes
- Ongoing review of contracted services
- Debt service reduction
- Establish a Finance Advisory Committee
- **Generate rebates through use of electronic payment-** new since 2/24/22 BOE mtg.



# Current Reality Projected Revenue and Expenditure Deficit

Prior to the application of any strategies



	Projected 2022-2023 without Federal Relief
<b>Total Beginning Fund Balance</b>	<b>\$ 29,371,899</b>
<b>Revenues</b>	<b>124,822,041</b>
<b>Expenditures</b>	<b><u>134,888,426</u></b>
<b>Variance (Revenues-Expenditures)</b>	<b><u>(10,066,385)</u></b>
<b>Total Ending Fund Balance</b>	<b><u><u>\$ 19,305,514</u></u></b>
<b>Rightsizing</b>	<b>0</b>
<b>Preliminary Adjustments</b>	<b>0</b>
<b>Use of Federal Funds</b>	<b>0</b>
<b>Anticipated Unassigned Fund Balance</b>	<b>7.12%</b>

# Scenario 1

Application of rightsizing, preliminary adjustments, and use of fund balance strategies

Is there a determined fund balance the Board wants staff to achieve?



Scenario 1	Projected 2022-2023 without Federal Relief
<b>Total Beginning Fund Balance</b>	<b>\$ 29,371,899</b>
<b>Revenues</b>	<b>124,822,041</b>
<b>Expenditures</b>	<b><u>130,611,758</u></b>
<b>Variance (Revenues-Expenditures)</b>	<b><u>(5,789,717)</u></b>
<b>Total Ending Fund Balance</b>	<b><u>\$ 23,582,182</u></b>
<b>Rightsizing</b>	<b>(3,007,591)</b>
<b>Preliminary Adjustments</b>	<b>(1,269,077)</b>
<b>Use of Federal Funds</b>	<b>0</b>
<b>Anticipated Unassigned Fund Balance</b>	<b>10.42%</b>

# Scenario 2

Application of rightsizing, preliminary adjustments, measured use of federal funds(FY23 50%, FY24 50%), and fund balance strategies



Scenario 2	Projected 2022-2023
<b>Total Beginning Fund Balance</b>	<b>\$ 29,371,899</b>
<b>Revenues</b>	<b>124,822,041</b>
Use of 50% of ESSER III 80% relief funds	3,200,000
<b>Expenditures</b>	<b>130,611,758</b>
<b>Variance (Revenues-Expenditures)</b>	<b>(2,589,717)</b>
<b>Total Ending Fund Balance</b>	<b>\$ 26,782,182</b>
<b>Rightsizing</b>	<b>(3,007,591)</b>
<b>Preliminary Adjustments</b>	<b>(1,269,077)</b>
<b>Use of Federal Funds</b>	<b>(3,200,000)</b>
Anticipated Unassigned Fund Balance	13.02%

# Initial Budget Adjustments

[Link to PDF of Initial DRAFT Budget Adjustments](#)

[Link to UFARS Budget Units \(BU\)](#)

DRAFT- Finalizing the viability of a few departments proposals - still in process as of 3/3/22.

	Adjustment Category and Item Description/ Department	F.T.E.	Budget Unit	Budget Adjustment	Account Code	Rationale and Implications
	<b>1. Right size enrollment (Maintaining class size)</b>			\$ (2,007,681)		
1.1	Instructional & Support Staffing (including general classroom and compensatory)	(22.50)	Multiple	\$ (2,475,000)	Various	Projected 217 fewer students for fall 2023, maintains class size and adjusts for loss of compensatory
1.2	Special Education Licensed Staff	(2.50)	BU 09010	\$ (254,000)	Various	Fewer students are expected allowing for reduction of licensed staff
1.3	Special Education Non-Licensed Staff	(4.00)	BU 09010	\$ (220,000)	Various	Fewer students are expected allowing for reduction of non-licensed staff
1.4	Building discretionary allocations (per pupil, capital, co-curricular)	N/A	BU 08010	\$ (58,591)	Various, BU 08010	Less dollars allocated to buildings as a result of declining enrollment. Dollars per student remained unchanged, but because we're projecting less students, then the buildings have less money in their allocations.
	<b>2. Prioritizing PreK-12 Pathways</b>		BU 15010, 15020, 12010, 12020, 12040, 13020	\$ -	Various	Continue funding at current levels: 1) Advanced Learning: elementary advanced learning specialists, middle school embedded honors, high school college credit bearing courses 2) STEM: elementary math curriculum adoption, coding for all elementary students, middle school science curriculum adoption, middle school Project Lead the Way 3) Fine Arts: grade 5 instrumental music, fine arts curriculum development 4) College and Career Readiness: 6-12 collegial/career planning system, high school Pathways industry certification courses
2.1	Continue funding at current levels					
	<b>3. Preliminary Adjustments</b>			\$ (1,288,077)		
3.1	Marketing & Communications Consulting	N/A	BU 16060	\$ (28,000)	01 E 005 130 000 305 000	Less needed because of foundational work completed over previous two years.
3.2	Human Resources	N/A	BU 16040	\$ (28,826)	01 E 005 160 000 xxx 000	Less planned expenses for legal, dues & memberships, wellness, advertising (no college recruiting as planned)
3.3	Welcome Center/Student Registration	N/A	BU 16070	\$ (5,000)	01 E 200 180 000 311 000	Less subs needed for fall enrollment FY23 only, will be needed in future years
3.4	Superintendent	N/A	BU 16020	\$ (61,666)	01 E 005 020 000 305490 000 01 E 005 020 302 500 000	Reduce consultant fees, food and capital
3.5	Workers Comp and Property Insurance	N/A	BU 16041	\$ (40,000)	01 E 005 810400 000 270 000	Reduce workers comp budget reflecting anticipated needs
3.6	Business Office	N/A	BU 16050	\$ (3,000)	01 E 005 110 405 000	Reduction to software license available budget
3.7	Voluntary Pre Kindergarten	N/A	BU 17010	\$ (10,000)	01 E 005 200 000 401 000	Reduction in Supply budget

# Rightsizing

	Adjustment Category and Item Description/ Department	F.T.E.	Budget Unit	Budget Adjustment	Account Code	Rationale and Implications
	<b>1. Right size enrollment (Maintaining class size)</b>			<b>\$ (3,007,591)</b>		
1.1	Instructional & Support Staffing (including general classroom and compensatory)	(22.50)	Multiple	\$ (2,475,000)	Various	Projected 217 fewer students for fall 2023, maintains class size and adjusts for loss of compensatory
1.2	Special Education Licensed Staff	(2.50)	BU 09010	\$ (254,000)	Various	Fewer students are expected allowing for reduction of licensed staff
1.3	Special Education Non-Licensed Staff	(4.00)	BU 09010	\$ (220,000)	Various	Fewer students are expected allowing for reduction of non-licensed staff
1.4	Building discretionary allocations (per pupil, capital, co-curricular)	N/A	BU 08010	\$ (58,591)	Various, BU 08010	Less dollars allocated to buildings as a result of declining enrollment. Dollars per student remained unchanged, but because we're projecting less students, then the buildings have less money in their allocations.

# Prioritizing Pathways

	2. Prioritizing PreK-12 Pathways		BU 15010, 15020, 12010, 12020, 12040,13020	\$ 0.00 -	Various	Continue funding at current levels: 1) Advanced Learning: elementary advanced learning specialists, middle school embedded honors, high school college credit bearing courses 2) STEM: elementary math curriculum adoption, coding for all elementary students, middle school science curriculum adoption, middle school Project Lead the Way 3) Fine Arts: grade 5 instrumental music, fine arts curriculum development 4) College and Career Readiness: 6-12 college/career planning system, high school Pathways industry certification courses
2.1	Continue funding at current levels					



# Initial Budget Adjustments

3. Preliminary Adjustments			\$	(1,269,077)		
3.1	Marketing & Communications Consulting	N/A	BU 16060	\$ (28,000)	01 E 005 130 000 305 000	Less needed because of foundational work completed over previous two years.
3.2	Human Resources	N/A	BU 16040	\$ (28,825)	01 E 005 160 000 xxx 000	Less planned expenses for legal, dues & memberships, wellness, advertising (no college recruiting as planned)
3.3	Welcome Center/Student Registration	N/A	BU 16070	\$ (5,000)	01 E 200 180 000 311 000	Less subs needed for fall enrollment FY23 only, will be needed in future years
3.4	Superintendent	N/A	BU 16020	\$ (61,665)	01 E 005 020 000 305/490 000; 01 E 005 020 302 500 000	Reduce consultant fees, food and capital
3.5	Workers Comp and Property Insurance	N/A	BU 16041	\$ (40,000)	01 E 005 810/400 000 270 000	Reduce workers comp budget reflecting anticipated needs
3.6	Business Office	N/A	BU 16050	\$ (3,000)	01 E 005 110 405 000	Reduction to software license available budget
3.7	Voluntary Pre Kindergarten	N/A	BU 17010	\$ (10,000)	01 E 005 200 000 401 000	Reduction in Supply budget
3.8	Special Education	N/A	BU 09030	\$ (300,000)	01 E 005 400 000 305/520 034	Construction Costs
3.9	Facilities	N/A	BU 19040	\$ (120,000)	01 E 005 020 000 305/520 020	Reduce open facilities budget from \$200K to \$80K
3.10	Athletics	N/A	BU 11020	\$ (76,100)	01 E 014 296 000 187/188 315	Co-op Sports (Amounts are estimates for Boys and Girls Lacrosse and Boys as well as Boys and Girls Hockey, exploring coops due to participation numbers, not initiated based on budget needs)
3.11	Operations	N/A	BU 19010	\$ (118,800)	Various codes under 19010 - Custodial	Reduce consulting, phone service, supplies and equipment budgets

# Initial Budget Adjustments

3. Preliminary Adjustments				\$ (1,269,077)		
3.12	Operations	N/A	BU 19020	\$ (59,627)	Various codes under 19020 - Grounds & Maintenance	Reduce repairs, maintenance and supplies budgets
3.13	Operations	N/A	BU 19060	\$ (72,240)	Various codes under 19060 - Utilities	Reduce utilities budget that currently exist and is not needed moving forward given the sale of the building or modified use of the vacant buildings
3.14	Finance	N/A	BU 16050	\$ (60,820)	Various codes with course 111	Limit travel/conferences, reduce consulting fees for services no longer needed, trim supplies budget Reduce 1 FTE Clerical position with duties absorbed within the department. Due to seniority, the impact may include other departments
3.15	Middle School End Times	N/A	BU 09030	\$ (25,000)	Various	Adjust end of school day at MS, savings in EA time and supervision
3.16	Principals	(2.00)	BU 17011, 17021	\$ (387,000)	Various	Principal vacancies will not be filled, reduction will result in elimination of principals on special assignment.
3.17	Realignment of district-wide positions	(1.00)	BU 15040	\$ (116,000)	01 E 200 792 000 144 000	Data and Assessment Coordinator vacancy remains unfilled. State required assessment and data reporting duties reassigned.
3.18	Middle School Sports and Activities	Various stipend positions	BU 11021	\$ 243,000	Various	Reinstate sports and activities at MS: Reinstate Cross Country, Soccer, Basketball, Track, Tennis. Explore: Badminton, Volleyball and offer Jazz band, Quiz bowl and National Junior Honor Society

# Use of Federal Funding for Current Expenditures

125

	<b>4. Maximizing Federal Funding</b>			\$ (3,200,000)		
4.1	Use ESSER III 80% funds for current positions for the FY 23 year			\$ (3,200,000)		



# ESSER III 80% - Funds for Supplemental Needs

Draft List as of  
2/18/2022

Additional Needs Federally Funded		
Primary Class Sizes ( K-20; 1-21, 2-22)	5	550,000
HS Credit Recovery Teachers	2	220,000
MS Math Interventionists	2	220,000
MS VA Specialist	1	110,000
Clerical VA/Tech	1	75,000
Tech 1 Support	1	75,000
HS VA Teachers	2	220,000
Homebound Teachers	2	176,000
Possible added support	3	330,000
District Translators	2	175,000
Health Services Staff support, stipend, sub, clerical	2	206,000
VPK at the WB and HB sites	3	300,000
Custodial Cleaning Supplies and Equipment and Overtime		210,000
Professional Development		32,925
SIOP Training		50,000
Treatment Center Partnership		90,000
Family Learning		150,000
		<b>3,189,925</b>

Key

- HS: High School
- MS: Middle School
- VA: Virtual Academy
- VPK: Voluntary Pre Kindergarten
- SIOP: Sheltered Instruction Observation Protocol
- WB: William Byrne
- HB: Harriet Bishop

FY 23 Preliminary Budget Development



# ESSER III 20% & 5% - Funds for Supplemental Needs

ESSER III 20%	Kindergarten Jumpstart	\$	150,000	
	FIRE Academy	\$	9,600	
	Summer Camp support SISA	\$	49,445	
	Special Education Covid Recovery Services	\$	100,000	
	Tutoring/afterschool programming	\$	75,000	
	Sanneh Dreamline Tutors	\$	75,000	
	Summer School Programing	\$	325,000	
	Summer Activities and Camps TBD	\$	60,000	
	Summer School GTI	\$	50,000	
	Tour Historically Black Colleges and Universities and Tribal Colleges	\$	20,000	
	Summer School August 2Week Session like GTI	\$	200,000	\$ 1,114,045
ESSER III 5%	MTSS/PBIS and Tutoring	\$	57,661	\$ 57,661

Draft List as of  
2/18/2022

Key  
 FIRE: Family Involvement in a Rich Education  
 SISA: Systems Improvement and Student Achievement  
 GTI: Gifted and Talented Institute  
 MTSS: Multi-Tiered System of Supports  
 PBIS: Positive Behavioral Interventions and Supports  
 TBD: To be discussed

# Scenario 3

Application of rightsizing, preliminary adjustments, and use of federal funds (FY23 70%, FY24 30%) strategies; with no use of fund balance strategy

Is the Board comfortable with leaving only 30% of the ESSER III 80% funds available for FY24?

Scenario 3	Projected 2022-2023
<b>Total Beginning Fund Balance</b>	<b>\$ 29,371,899</b>
<b>Revenues</b>	<b>124,822,041</b>
Use of 70% of ESSER III 80% relief funds	5,789,717
<b>Expenditures</b>	<b><u>130,611,758</u></b>
<b>Variance (Revenues-Expenditures)</b>	<b><u>0</u></b>
<b>Total Ending Fund Balance</b>	<b><u><u>\$ 29,371,899</u></u></b>
<b>Rightsizing</b>	<b>(3,007,591)</b>
<b>Preliminary Adjustments</b>	<b>(1,269,077)</b>
<b>Use of Federal Funds</b>	<b>(5,789,717)</b>
<b>Anticipated Unassigned Fund Balance</b>	<b>15.23%</b>

# FY23 Preliminary Budget Feedback

129

## Completed:

- February: Online survey summary
- February 15: 6pm Somali Parent meeting summary
- February 16: 6pm Hispanic Parent meeting summary
- March 1 and March 7: Staff virtual meetings
- March 7: Video presentation shared with families, multiple opportunities to provide feedback
- March - Community in-person meeting offered to all families and public (rescheduling)
- March 1-13: Online feedback survey open

# FY23 Input Survey Summary

2 staff virtual meetings: 17 participants

Online form: 25 responses as of 3/10 (leaving open through 3/16)

## Positives

- MS athletics & activities; maintaining class size & lowering at primary grades; cuts include admin; prioritizing mental health & services like cultural liaisons

## Challenges

- Addressing mental health needs; addressing reading/academic needs; losing compensatory positions (ideas shared)

## Questions

- More info about Pathways; changing middle school end times; more about how COVID funds being used; what's being done to retain students/families?

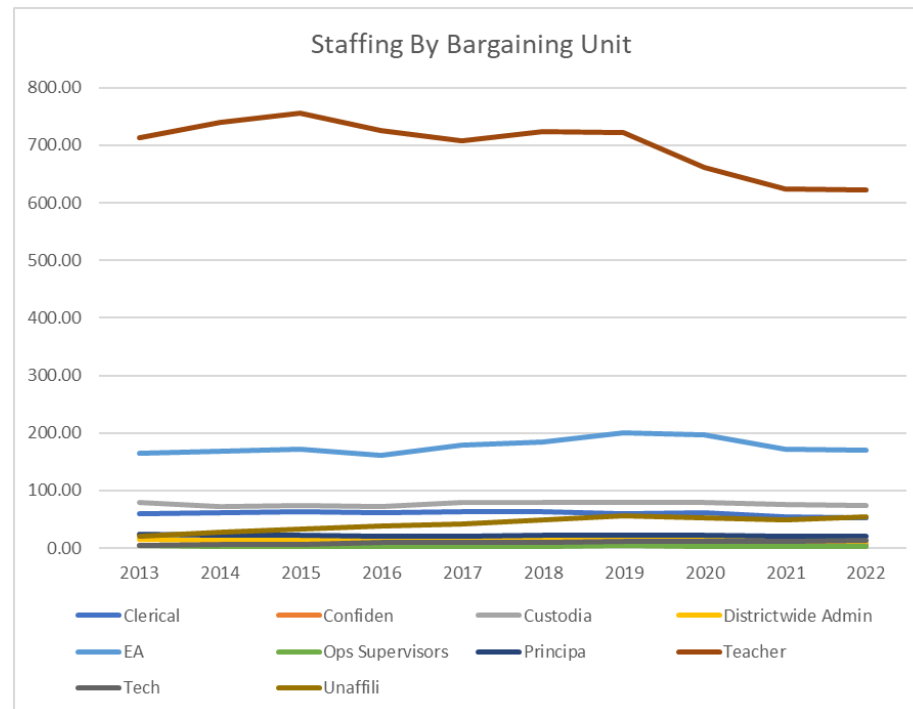
# FY23 Adopted Budget Timeline

- March 10 - Superintendent presents recommended budget adjustments by department at regular board meeting with board discussion in workshop
- March 24 - Superintendent presents final recommended budget adjustments by department in board meeting
- April 4 - April 8 Notification to licensed staff of assignments
- June 9 - FY23 Adopted budget presented
- June 16 - FY23 Adopted budget approved

*Thank  
you*

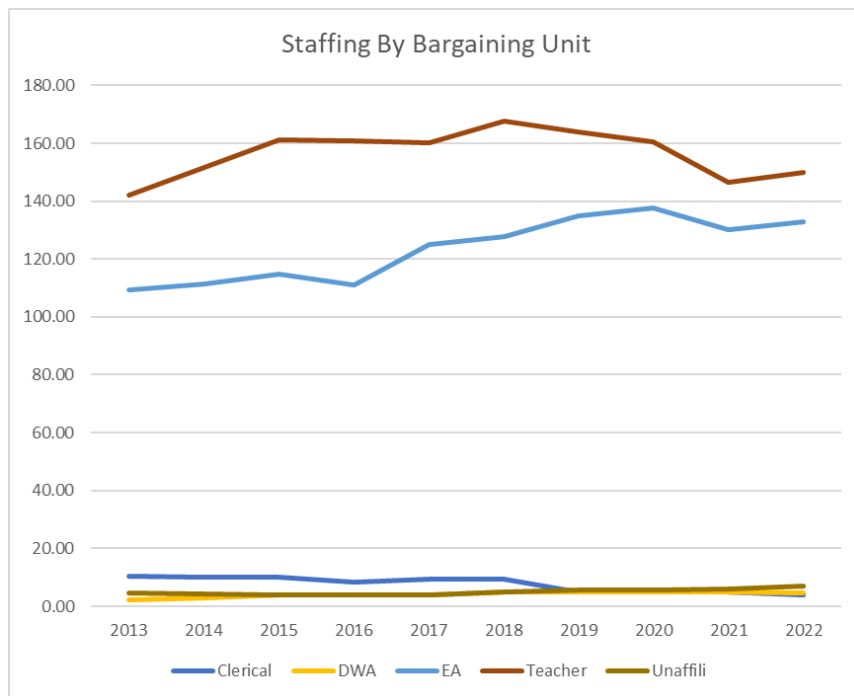
### Comparison of Units Between FY13 and FY22

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Change	Percent Change	
<b>Clerical</b>	59.76	61.73	63.78	61.99	62.48	64.09	60.63	62.00	55.00	53.00	-6.76	-11.31%	Some positions were converted to Confidential and Unaffiliated
<b>Confiden</b>	4.64	4.00	4.00	4.00	4.00	4.00	4.00	5.00	6.00	6.00	1.36	29.37%	Confidential increased with reduction in clerical positions
<b>Custodia</b>	78.78	72.64	73.52	72.64	79.75	79.00	79.00	79.00	75.00	74.00	-4.78	-6.07%	
<b>Districtwide Admin</b>	15.43	12.78	14.00	13.80	14.80	14.66	16.00	15.00	14.00	12.00	-3.43	-22.21%	Some DWA positions were absorbed into Unaffiliated as a part of unit clarification with BMS.
<b>EA</b>	164.04	167.68	172.59	160.87	178.97	183.93	200.76	197.07	172.12	169.60	5.56	3.39%	Some Bi-lingual EA positions were converted to Cultural Liaison positions into Unaffiliated
<b>Ops Supervisors</b>	4.21	3.09	2.73	2.69	3.00	3.00	4.00	3.00	3.00	3.00	-1.21	-28.75%	
<b>Principa</b>	23.59	22.79	22.00	21.00	20.41	21.82	23.00	23.00	21.00	20.00	-3.59	-15.20%	
<b>Teacher</b>	713.08	740.09	755.74	724.67	706.91	724.44	722.12	661.50	623.32	622.73	-90.35	-12.67%	TOSA's for staff development or curriculum were absorbed into Unaffiliated as Coordinators
<b>Tech</b>	4.83	6.00	5.84	9.88	10.00	10.71	11.00	12.00	12.00	13.00	8.17	169.15%	Each building used to have a tech EA, these positions were absorbed into the Tech unit
<b>Unaffili</b>	20.21	27.70	33.82	38.54	42.54	48.25	55.38	52.00	49.66	53.85	33.64	166.46%	
<b>Total</b>	<b>1088.56</b>	<b>1118.48</b>	<b>1148.03</b>	<b>1110.07</b>	<b>1122.85</b>	<b>1153.90</b>	<b>1175.89</b>	<b>1109.56</b>	<b>1031.11</b>	<b>1027.18</b>	<b>-61.38</b>	<b>-5.64%</b>	
<b>Enrollment</b>	9478	9341	9213	8989	8914	8563	8346	8058	7569	7413	-2065	-21.79%	



### Comparison Between FY13 and FY22 within Special Education

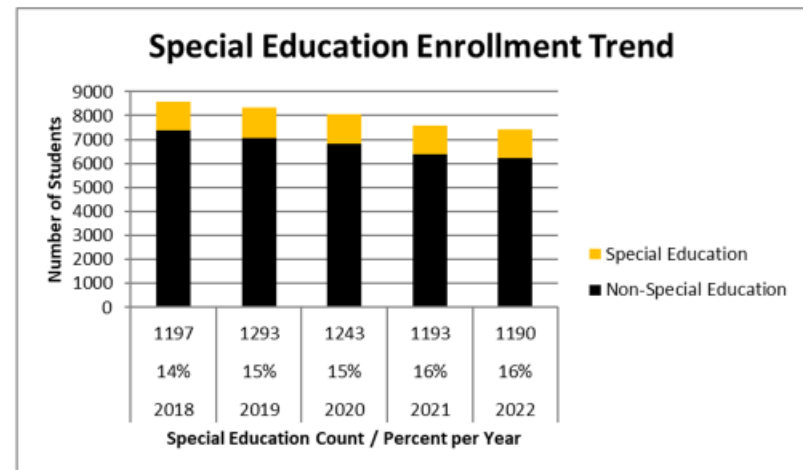
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Change	Percent Change
<b>Clerical</b>	10.24	10.15	10.11	8.50	9.50	9.48	5.00	5.00	5.00	4.00	<b>-6.24</b>	<b>-60.95%</b>
<b>DWA</b>	2.10	3.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	4.50	<b>2.40</b>	<b>114.72%</b>
<b>EA</b>	109.34	111.38	114.81	110.88	125.10	127.69	135.09	137.59	130.28	133.00	<b>23.66</b>	<b>21.63%</b>
<b>Teacher</b>	142.11	151.52	161.37	160.95	160.25	167.75	163.81	160.46	146.52	150.09	<b>7.97</b>	<b>5.61%</b>
<b>Unaffili</b>	4.58	4.40	3.88	3.78	3.83	5.06	5.48	5.73	5.94	6.94	<b>2.35</b>	<b>51.28%</b>
<b>Total</b>	<b>268.38</b>	<b>280.46</b>	<b>294.16</b>	<b>288.12</b>	<b>302.68</b>	<b>314.98</b>	<b>314.38</b>	<b>313.78</b>	<b>292.74</b>	<b>298.52</b>	<b>30.14</b>	<b>11.23%</b>
<b>Enrollment K-12 (Oct 1)</b>	9478	9341	9213	8989	8914	8563	8346	8058	7569	7413	<b>-2065.00</b>	<b>-21.79%</b>



### District Composition

% Special Education Enrollment

K-12



\* 2018-21 Finalized MDE Fall Counts  
 \*\*2021-22 Preliminary MDE Fall Counts

## 2022 Revised Budget by Budget Unit

(Staffing and budgeted Full-time Equivalent (FTE) as of December 28, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
<b>01010</b>	<b>General Elementary Instruction Personnel</b>	17,771,419	17,075,210	(696,209)	140.16
Provides the funding necessary to provide instruction in the core academic subjects of language arts, math, and social studies at the district's eight elementary schools.					
<b>01030</b>	<b>General Elementary Instruction Subs</b>	300,000	300,000	-	0.00
Provides the funding necessary for elementary substitutes.					
<b>02010</b>	<b>General Middle School Instruction Personnel</b>	5,144,980	4,878,881	(266,099)	42.25
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's three middle schools.					
<b>02020</b>	<b>General Middle School Instruction Subs</b>	170,000	170,000	-	0.00
Provides the funding necessary for middle school substitutes.					
<b>03010</b>	<b>General High School Instruction Personnel</b>	6,626,837	6,435,538	(191,299)	53.65
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's high school.					
<b>03020</b>	<b>General High School Instruction Subs</b>	150,000	150,000	-	0.00
Provides the funding necessary for high school substitutes.					
<b>04010</b>	<b>PhyEd, Health, Art, Music Personnel</b>	4,846,357	4,741,762	(104,595)	44.26
Provides the funding to provide K-12 physical education, 6-12 health, K-12 visual arts, K-12 general/vocal music, and 6-12 Instructional music instruction.					
<b>05010</b>	<b>Long Term Subs</b>	250,000	140,000	(110,000)	0.00
Provides the funding necessary for payment of Long Term Subs K-12.					
<b>06000</b>	<b>Health Care Teacher</b>	87,494	88,738	1,244	1.00
Provides the funding to operate the instructional program of health care.					
<b>06010</b>	<b>Family and Consumer Science Instruction</b>	661,144	671,157	10,013	6.44
Provides the funding to operate the instructional program of family and consumer science.					

<b>2022 Revised Budget by Budget Unit</b>					
<b>(Staffing and budgeted Full-time Equivalent (FTE) as of December 28, 2021)</b>					
		Adopted Budget	Revised Budget	+ / -	FTE's
<b>06020</b>	<b>Trade and Industrial Education</b>	472,032	448,936	(23,096)	3.92
	Provides the funding to operate the instructional program of trade and industrial education.				
<b>06030</b>	<b>Career and Tech General Education</b>	114,792	113,339	(1,453)	0.90
	Provides the funding for general career and tech education in a variety of career objectives.				
<b>06040</b>	<b>Business and Office Education</b>	377,011	324,856	(52,155)	2.80
	Provides the funding to operate the instructional program of business and office education.				
<b>06050</b>	<b>Partnerships</b>	206,780	189,888	(16,892)	1.00
	Provides the funding for Strategic Partnerships and Pathways and related efforts in connecting our students with community opportunities.				
<b>06060</b>	<b>PostSecondary Tuition Career Tech</b>	375,000	515,000	140,000	0.00
	Provides the budget for secondary students to attend Career & Technical classes.				
<b>06070</b>	<b>PostSecondary CIS PSEO</b>	724,000	724,000	-	0.00
	Provides the budget for secondary students to attend classes through the District's various University and College programs including college in the schools (CIS) and post-secondary enrollment options (PSEO).				
<b>07010</b>	<b>K12 Media Services</b>	721,884	725,613	3,729	7.75
	Provides the funding to provide K-12 media services- media specialists and media educational assistants.				
<b>07020</b>	<b>K12 Gifted and Talented</b>	295,272	294,120	(1,152)	3.00
	Provides the funding to provide for a gifted and talented instructor at each elementary school.				
<b>07030</b>	<b>612 Guidance Services</b>	931,814	1,040,417	108,603	11.00
	Provides the funding to provide 6-12 guidance services.				
<b>07040</b>	<b>912 Deans</b>	670,370	577,232	(93,138)	5.83
	Provides the funding to provide 6-12 Dean support.				
<b>07060</b>	<b>English Second Language Learner</b>	4,354,120	4,381,197	27,077	42.07
	Provides funding for the district's K-12 English Second Language Learner program and includes salaries, benefits, and other instructional expenses.				

## 2022 Revised Budget by Budget Unit

(Staffing and budgeted Full-time Equivalent (FTE) as of December 28, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
<b>08010</b>	<b>Site Allocation of Instructional/Operational Resources</b>	462,653	672,088	209,435	0.00
Provides the per pupil funding allocation for instructional and operational related expenses. This funding is intended to cover the costs of building level equipment repairs, purchase of general supplies, classroom supplies, telephone, etc.					
<b>08020</b>	<b>Building Level Copier Leases</b>	82,250	79,390	(2,860)	0.00
Provides the funding for the monthly lease costs of the main multi-functional device within each school.					
<b>09010</b>	<b>Special Ed Salaries/Benefits</b>	24,716,278	25,079,906	363,628	305.05
Provides funding for staff costs necessary to operate the Office of Student Support Services. Most, but not all of these expenditures, are either reimbursed with state or federal special education funds or are related to general education functions.					
<b>09030</b>	<b>Special Ed Purchased Services</b>	1,431,400	2,010,377	578,977	0.00
Provides funding for Student Support Services purchased services, supplies and equipment.					
<b>09040</b>	<b>Special Ed Transportation</b>	4,208,000	4,208,000	-	0.00
Required transportation, purchased services, supplies and equipment for students served by Student Support Services.					
<b>10010</b>	<b>Alternative Learning Center</b>	4,620,228	3,236,847	(1,383,381)	33.23
Provides categorical funds to operate the alternative high school, school within a school, extended day and extended year programs for elementary and middle school students.					
<b>10020</b>	<b>Licensed Mental Health Services</b>	200,000	250,000	50,000	0.00
Provides categorical funding to support a financial partnership with Headway, who are able to respond to pressing mental health needs, proactively support student success, and be readily available in case of a crisis.					
<b>10030</b>	<b>K12 Nursing/Health Services</b>	1,076,734	1,131,675	54,941	13.25
Provides funding to operate the district health services department including salaries, benefits and other operating expenses for the district school health offices. Certain FTEs may also be included in Special Ed Salaries, 09010.					

<b>2022 Revised Budget by Budget Unit</b>					
(Staffing and budgeted Full-time Equivalent (FTE) as of December 28, 2021)					
		Adopted Budget	Revised Budget	+ / -	FTE's
<b>11010</b>	<b>Co-Curricular Activities (Non-Athletic)</b>	322,583	325,903	3,320	0.00
Provides the funding to support co-curricular activities. These funds are supplemented through ticket sales, fund raising, donations, etc.					
<b>11011</b>	<b>Student Activities</b>	600,000	100,000	(500,000)	0.00
Provides funding to provide Student Activities. These funds are supplemented through fundraising and donations.					
<b>11020</b>	<b>High School Interscholastic Athletics</b>	1,285,675	1,375,895	90,220	2.00
Provides the funding to provide high school athletics. These funds are supplemented through ticket sales, fund raising, donations, etc.					
<b>12010</b>	<b>Title I, Part A Regular Improving Basic Programs</b>	1,985,799	2,165,568	179,769	24.92
Provides funding to help ensure all children meet challenging state academic standards. Includes staffing, instructional, Supplemental Education Services and staff development expenses.					
<b>12020</b>	<b>Title II, Part A Regular Teacher/Principal Training &amp; Recruiting</b>	306,201	638,093	331,892	2.94
Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement.					
<b>12030</b>	<b>Title III Regular Limited English Proficient Students</b>	182,646	312,589	129,943	1.75
Funding supports ESL personnel, their professional development, and for interpretation needs of our LEP families.					
<b>12040</b>	<b>Title IV Regular Limited English Proficient Students</b>	124,869	175,329	50,460	0.60
Provides funding to provide students with a well rounded education, support safe and healthy students and support effective use of technology for personalized learning opportunities.					
<b>12050</b>	<b>Carl Perkins Grant</b>	50,000	97,025	47,025	0.00
Funding pays for professional development and supplies to teachers of Family and Consumer Science, Business, and Technology Education at Burnsville High School.					
<b>13010</b>	<b>QComp/ProPay</b>	2,137,714	2,138,615	901	6.00
Provides for expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries and benefits, stipends, performance incentives and other operating expenses.					

<b>2022 Revised Budget by Budget Unit</b>					
<b>(Staffing and budgeted Full-time Equivalent (FTE) as of December 28, 2021)</b>					
		Adopted Budget	Revised Budget	+ / -	FTE's
<b>13020</b>	<b>Integration and Achievement</b>	2,024,816	2,016,238	(8,578)	24.23
	Provides for expenditures related to the achievement and integration program including salaries and benefits, professional development and other operating expenses.				
<b>13030</b>	<b>Compensatory Education</b>	2,667,667	3,811,993	1,144,326	16.62
	Provides funding for compensatory programs and initiatives to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards.				
<b>14010</b>	<b>Technology</b>	1,700,715	1,389,442	(311,273)	6.33
	Provides funding to manage and support the district's technologies including digital learning specialist, instructional, operational resources, equipment and supplies including the District's intranet and telephone systems.				
<b>14020</b>	<b>Technology: Capital Levy</b>	3,411,906	4,049,117	637,211	14.00
	Provides funding of technical staff, 1:1 initiative, and technical training of instructional staff.				
<b>14030</b>	<b>Technology: ERP and SIS Systems</b>	371,791	412,541	40,750	0.00
	Provides funding to manage the business management software for HR/Business, Finance, Budgeting, Archival (ERP) and Student Information Systems (SIS)				
<b>15010</b>	<b>Instructional Development</b>	251,476	224,698	(26,778)	0.50
	Provides the funding for district professional development (PD) to support the acquisition of district learning goals. Includes operational resources, purchased services, equipment, supplies, and building level PD allocations.				
<b>15020</b>	<b>Curriculum Development</b>	580,763	583,887	3,124	1.49
	Provides the funding for the ongoing development of a comprehensive written curriculum. Also includes operational resources, purchased services, equipment and supplies.				
<b>15030</b>	<b>Curriculum Adoptions</b>	884,000	884,000	-	0.00
	Provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions.				
<b>15040</b>	<b>Assessment Program</b>	280,384	279,384	(1,000)	1.00
	Provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards through software fees, purchased services, equipment and supplies.				

<b>2022 Revised Budget by Budget Unit</b>					
(Staffing and budgeted Full-time Equivalent (FTE) as of December 28, 2021)					
		Adopted Budget	Revised Budget	+ / -	FTE's
<b>16010</b>	<b>Board of Education</b>	121,506	123,166	1,660	7.00
Provides the funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.					
<b>16020</b>	<b>Superintendent</b>	475,152	481,159	6,007	2.00
Provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals.					
<b>16030</b>	<b>Assistant Superintendent</b>	300,854	312,631	11,777	1.50
Provides the funding to operate the office of the Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs.					
<b>16040</b>	<b>Human Resources</b>	750,986	750,986	-	5.00
Provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, and compliance requirements.					
<b>16041</b>	<b>Workers Comp, Unemployment, &amp; Premiums for Property Casualty Liability Insurance</b>	1,263,000	970,000	(293,000)	0.00
Provides the funding to support the District's workers comp, unemployment, and property, casualty liability insurance and contingencies for deductibles.					
<b>16042</b>	<b>Flexible Savings Accounts/FSA</b>	864,000	880,000	16,000	0.00
Provides expenditures associated with the District's Flexible Benefit Program. A Health Care FSA is a pre-tax benefit account that's used to pay for eligible medical, dental, and vision care expenses that are not covered by your health care plan or elsewhere.					
<b>16050</b>	<b>Business</b>	1,244,275	1,254,353	10,078	9.50
Provides the funding to operate the school district's business services- including finance, payroll, and mandatory state and federal reporting.					
<b>16054</b>	<b>Business OPEB Implicit Chargeback</b>	(119,720)	(118,920)	800	0.00
Represents allowable medical, dental, and life insurance costs reimburseable by the district's other postemployment benefits trust (credit to general fund budget) and costs associated with required pension entries for statewide PERA and TRA programs					
<b>16060</b>	<b>Communications and Marketing</b>	540,778	540,695	(83)	3.00
Provides the funding to the District's communications and marketing initiatives, maintenance of District websites, social networks, publications, etc.					

## 2022 Revised Budget by Budget Unit

(Staffing and budgeted Full-time Equivalent (FTE) as of December 28, 2021)

		Adopted Budget	Revised Budget	+ / -	FTE's
<b>16070</b>	<b>Student Registration and Census</b>	451,271	379,428	(71,843)	4.00
	Provides the funding to operate the school district's student registration, enrollment, and reporting services.				
<b>17010</b>	<b>Voluntary PreKindergarten</b>	1,310,523	1,569,546	259,023	28.35
	Provides the funding to operate the Voluntary Pre-Kindergarten Program.				
<b>17011</b>	<b>Elementary Administrators</b>	1,544,948	1,644,457	99,509	8.50
	Provides the funding to operate the elementary principals' offices at each school.				
<b>17012</b>	<b>Elementary Building Clerical</b>	669,567	664,407	(5,160)	9.00
	Provides the funding to operate the elementary principals' offices at each school.				
<b>17013</b>	<b>Elementary EAs</b>	483,036	463,634	(19,402)	16.29
	Provides the funding various administrative and educational roles at each school.				
<b>17021</b>	<b>Secondary Administrators</b>	2,083,845	2,003,341	(80,504)	10.50
	Provides the funding to operate the secondary principals' offices at each school.				
<b>17022</b>	<b>Secondary Building Clerical</b>	936,085	1,008,665	72,580	15.00
	Provides the funding to operate the secondary principals' offices at each school.				
<b>17025</b>	<b>Miscellaneous Stipends</b>	56,195	102,348	46,153	0.00
	Provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit.				
<b>17027</b>	<b>DEC CLERICAL</b>	59,621	98,168	38,547	1.00
	Provides the funding to operate the Administrative Services at Diamondhead.				
<b>18010</b>	<b>Student Transportation</b>	4,800,149	3,505,629	(1,294,520)	0.50
	Provides the funding to transport eligible students to and from school including during regular and extended year/day terms.				
<b>19010</b>	<b>Custodial</b>	5,810,993	5,772,757	(38,236)	68.90
	Provides the funding to operate the District's custodial services. Includes supplies, equipment and contracted services.				

<b>2022 Revised Budget by Budget Unit</b>					
<b>(Staffing and budgeted Full-time Equivalent (FTE) as of December 28, 2021)</b>					
		<b>Adopted Budget</b>	<b>Revised Budget</b>	<b>+ / -</b>	<b>FTE's</b>
<b>19020</b>	<b>Building, Grounds and Maintenance</b>	1,361,328	1,400,448	39,120	3.50
	Provides the funding to operate the District's building, grounds and maintenance departments. Includes supplies, equipment and contracted services.				
<b>19030</b>	<b>Environmental Health and Safety/ADA Compliance</b>	2,653,531	2,543,652	(109,879)	2.60
	Provides the funding to operate the District's environmental health and safety department as well as Long Term Facilities Maintenance Projects. Includes supplies, equipment and contracted services.				
<b>19040</b>	<b>Facility Leases</b>	824,923	524,923	(300,000)	0.00
	Provides the funding for the District's facility leases for Pates Stadium, Ice Arena and Diamondhead leasehold improvements.				
<b>19041</b>	<b>Facility Rental</b>	153,202	166,573	13,371	1.00
	Provides the funding for the expenditures related to rental of the District's facilities.				
<b>19050</b>	<b>Warehouse and Purchasing</b>	119,795	119,795	-	1.50
	Provides the funding to operate the school district's warehouse and purchasing departments.				
<b>19060</b>	<b>Utilities</b>	1,916,000	1,945,000	29,000	0.00
	Provides the funding for the District's utilities.				
<b>20010</b>	<b>School Resource Officers</b>	108,000	108,000	-	0.00
	Provides the primary funding for school police resource officers for the district's secondary schools.				
<b>20030</b>	<b>Safe Schools</b>	409,775	311,645	(98,130)	0.00
	Provides the primary funding for additional Deans at Middle Schools.				
<b>21000</b>	<b>Miscellaneous State and Local Grants</b>	68,720	70,720	2,000	0.00
	Provides the primary funding for various grants received outside of Federal and Special Education funding.				
<b>21100</b>	<b>Emergency Relief Aid</b>	3,287,245	4,804,008	1,516,763	26.78
	Federal emergency relief funds provided to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.				
<b>Total General Fund Expenditure Budget</b>		<b>135,767,437</b>	<b>136,035,698</b>	<b>268,261</b>	
<b>Total General Fund Period FTEs</b>					<b>1,045.36</b>

Budget Unit	Revised FY22 Budget	Budget Adjustments	% (Adjustment /FY22Rev. Budget)
<b>Rightsizing</b>			
<b>General Instruction</b>			
01010	17,075,210		
01030	300,000		
02010	4,878,881		
02020	170,000		
03010	6,435,538		
03020	150,000		
04010	4,741,762		
05010	140,000		
06000	88,738		
06010	671,157		
06020	448,936		
06030	113,339		
06040	324,856		
07010	725,613		
07020	294,120		
07030	1,040,417		
13030	3,811,993		
17010	1,528,846		
17013	463,634		
	43,403,040	-2,475,000	-5.70%
<b>Special Ed Staff</b>			
09010	25,079,906	-474,000	-1.89%
<b>Building Discretionary Allocations</b>			
08010	672,088	-58,591	-8.72%

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<b>Priorizing PreK Pathways</b>			
12020	638,093		
12040	175,329		
13020	2,016,238		
15010	224,698		
15020	583,887		
	3,638,245	0	0.00%
Budget Unit	Revised FY22 Budget	Budget Adjustments	% (Adjustment/FY22 Rev. Budget)
<b>Remaining Budget Units</b>			
06050	189,888	0	0.00%
06060	515,000	0	0.00%
06070	724,000	0	0.00%
07040	577,232	0	0.00%
07060	4,381,197	0	0.00%
08020	79,390	0	0.00%
09030	2,010,377	-325,000	-16.17%
09040	4,208,000	0	0.00%
10010	3,236,847	0	0.00%
10020	250,000	0	0.00%
10030	1,131,675	0	0.00%
11010	325,903	0	0.00%
11011	100,000	0	0.00%
11020	1,375,895	-76,100	-5.53%
11021	0	243,000	14.28%*
12010	2,165,568		0.00%
12030	312,589		0.00%
12050	97,025		0.00%
13010	2,138,615		0.00%
14010	1,389,442		0.00%
14020	4,049,117		0.00%
14030	412,541		0.00%
15030	884,000		0.00%
15040	279,384	-116,000	-41.52%

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## Budget Adjustments with Percentages

B3/3

16010	123,166		0.00%
16020	481,159	-61,665	-12.82%
16030	312,631		0.00%
16040	750,986	-28,825	-3.84%
16041	970,000	-40,000	-4.12%
16042	880,000	0	0.00%
16050	1,254,353	-63,820	-5.09%
16054	-118,920		0.00%
16060	540,695	-28,000	-5.18%
16070	379,428	-5,000	-1.32%
17010	40,700	-10,000	-24.57%
17011	1,644,457	-193,500	-11.77%
17012	664,407		0.00%
17021	2,003,341	-193,500	-9.66%
17022	1,008,665		0.00%
17025	102,348		0.00%
17027	98,168		0.00%
18010	3,505,629		0.00%
19010	5,772,757	-118,800	-2.06%
19020	1,400,448	-59,627	-4.26%
19030	2,543,652		0.00%
19040	524,923	-120,000	-22.86%
19041	166,573		0.00%
19050	119,795		0.00%
19060	1,945,000	-72,240	-3.71%
20010	108,000		0.00%
20030	311,645		0.00%
21000	70,720		0.00%
21100	4,804,008		0.00%
	63,242,419	-1,269,077	-2.01%
<b>Total</b>	<b>136,035,698</b>	<b>-4,276,668</b>	<b>-3.14%</b>

\*Middle school is a percentage of the current athletic and activities



	Adjustment Category and Item Description/ Department	F.T.E.	Budget Unit	Budget Adjustment	Account Code	Rationale and Implications	Revised FY22 Budget Amount	Percentage (Adjustment/ Revised FY22 Budget)
	<b>1. Right size enrollment (Maintaining class size)</b>			\$ (3,007,591)				
1.1	Instructional & Support Staffing (including general classroom and compensatory)	(22.50)	Multiple	\$ (2,475,000)	Various	Projected 217 fewer students for fall 2023, maintains class size and adjusts for loss of compensatory	43,403,040	-5.70%
1.2	Special Education Licensed Staff	(2.50)	BU 09010	\$ (254,000)	Various	Fewer students are expected allowing for reduction of licensed staff		
1.3	Special Education Non-Licensed Staff	(4.00)	BU 09010	\$ (220,000)	Various	Fewer students are expected allowing for reduction of non-licensed staff	25,079,906	-1.89%
1.4	Building discretionary allocations (per pupil, capital, co-curricular)	N/A	BU 08010	\$ (58,591)	Various	Less dollars allocated to buildings as a result of declining enrollment. Dollars per student remained unchanged, but because we're projecting less students, then the buildings have less money in their allocations.	672,088	-8.72%
	<b>2. Prioritizing PreK-12 Pathways</b>		BU 15010, 15020, 12010, 12020, 12040, 13020	\$	Various	Continue funding at current levels: 1) Advanced Learning: elementary advanced learning specialists, middle school embedded honors, high school college credit bearing courses 2) STEM: elementary math curriculum adoption, coding for all elementary students, middle school science curriculum adoption, middle school Project Lead the Way 3) Fine Arts: grade 5 instrumental music, fine arts curriculum development 4) College and Career Readiness: 6-12 college/career planning system, high school Pathways industry certification courses	3,638,245	0.00%
2.1	Continue funding at current levels							
	<b>3. Preliminary Adjustments</b>			\$ (1,269,077)				
3.1	Marketing & Communications Consulting	N/A	BU 16060	\$ (28,000)	01 E 005 130 000 305 000	Less needed because of foundational work completed over previous two years.	540,695	-5.18%
3.2	Human Resources	N/A	BU 16040	\$ (28,825)	01 E 005 160 000 xxx 000	Less planned expenses for legal, dues & memberships, wellness, advertising (no college recruiting as planned)	750,986	-3.84%
3.3	Welcome Center/Student Registration	N/A	BU 16070	\$ (5,000)	01 E 200 180 000 311 000	Less subs needed for fall enrollment FY23 only, will be needed in future years	379,428	-1.32%
3.4	Superintendent	N/A	BU 16020	\$ (61,665)	01 E 005 020 000 305/490 000; 01 E 005 020 302 500 000	Reduce consultant fees, food and capital	481,159	-12.82%
3.5	Workers Comp and Property Insurance	N/A	BU 16041	\$ (40,000)	01 E 005 810/400 000 270 000	Reduce workers comp budget reflecting anticipated needs	970,000	-4.12%
3.6	Business Office	N/A	BU 16050	\$ (3,000)	01 E 005 110 405 000	Reduction to software license available budget	1,254,353	-0.24%
3.7	Voluntary Pre Kindergarten	N/A	BU 17010	\$ (10,000)	01 E 005 200 000 401 000	Reduction in Supply budget	40,700	-24.57%
3.8	Special Education	N/A	BU 09030	\$ (300,000)	01 E 005 400 000 305/520 034	Construction Costs	2,010,377	-14.92%
3.9	Facilities	N/A	BU 19040	\$ (120,000)	01 E 005 020 000 305/520 020	Reduce open facilities budget from \$200K to \$80K	524,923	-22.86%
3.10	Athletics	N/A	BU 11020	\$ (76,100)	01 E 014 296 000 187/188 315	Co-op Sports (Amounts are estimates for Boys and Girls Lacrosse and Boys as well as Boys and Girls Hockey, exploring coops due to participation numbers, not initiated based on budget needs)	1,375,895	-5.53%
3.11	Operations	N/A	BU 19010	\$ (118,800)	Various codes under 19010 - Custodial	Reduce consulting, phone service, supplies and equipment budgets	5,772,757	-2.06%

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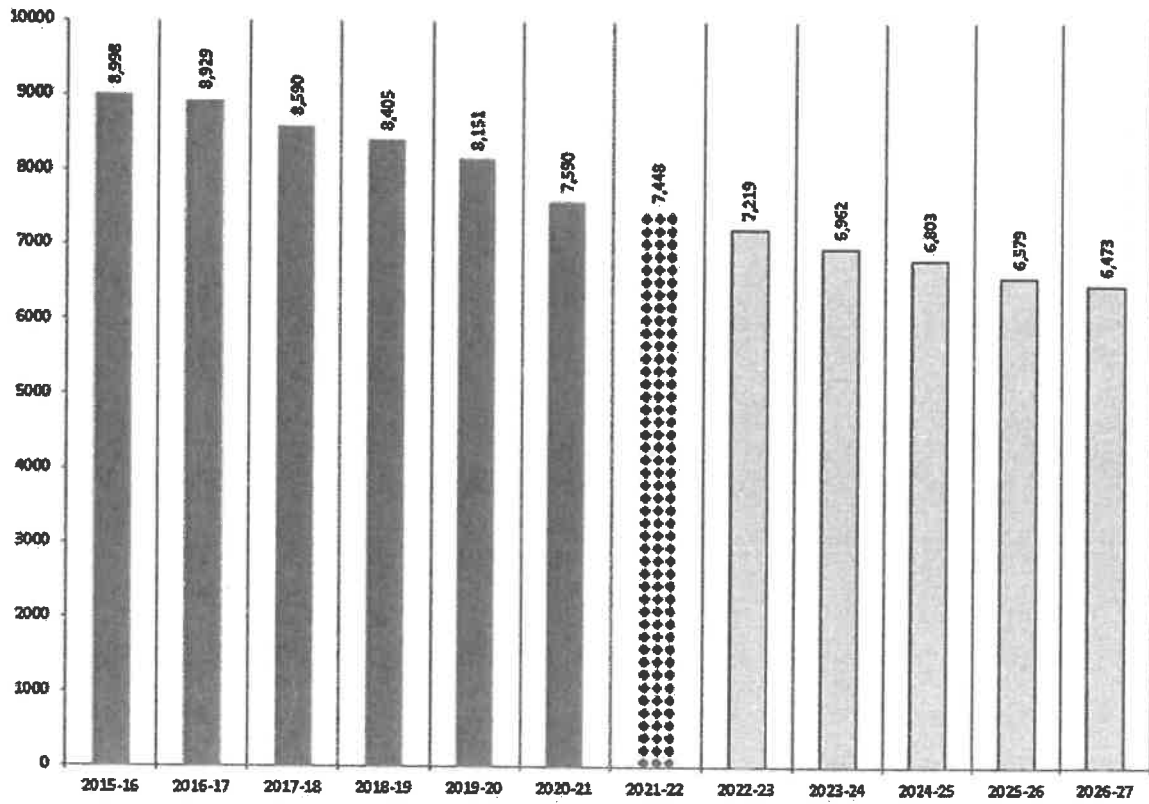
FY23 Initial Budget Adjustments

3.12	Operations	N/A	BU 19020	\$ (59,627)	Various codes under 19020 - Grounds & Maintenance	Reduce repairs, maintenance and supplies budgets	1,400,448	-4.26%
3.13	Operations	N/A	BU 19060	\$ (72,240)	Various codes under 19060 - Utilities	Reduce utilities budget that currently exist and is not needed moving forward given the sale of the building or modified use of the vacant buildings	1,945,000	-3.71%
3.14	Finance	N/A	BU 16050	\$ (60,820)	Various codes with course 111	Limit travel/conferences, reduce consulting fees for services no longer needed, trim supplies budget	1,254,353	-4.85%
3.15	Middle School End Times	N/A	BU 09030	\$ (25,000)	Various	Reduce 1 FTE Clerical position with duties absorbed within the department. Due to seniority, the impact may include other departments	2,010,377	-1.24%
3.16	Principals	(2.00)	BU 17011, 17021	\$ (387,000)	Various	Adjust end of school day at MS, savings in EA time and supervision	3,647,798	-10.61%
3.17	Realignment of district-wide positions	(1.00)	BU 15040	\$ (116,000)	01 E 200 792 000 144 000	Principal vacancies will not be filled, reduction will result in elimination of principals on special assignment.	279,384	-41.52%
3.18	Middle School Sports and Activities	Various stipend positions	BU 11021	\$ 243,000	Various	Data and Assessment Coordinator vacancy remains unfilled. State required assessment and data reporting duties reassigned.	1,701,798	14.28%
<b>4. Maximizing Federal Funding</b>				\$ (3,200,000)				
4.1	Use ESSER III 80% funds for current positions for the FY 23 year			\$ (3,200,000)				
				\$ (7,476,668)	<b>Grand Total Savings General Fund</b>			

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### K-12 ENROLLMENT HISTORY & PROJECTED TOTAL ENROLLMENT



MINNESOTA DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
MAINTENANCE OF EFFORT

DISTRICT 0191-01 BURNSVILLE PUBLIC SCHOOL DISTRICT

STATE AND LOCAL EXPENDITURES	15-16	16-17	17-18	18-19	19-20	20-21
SPECIAL EDUCATION EXPENDITURES FROM DISTRICT	14,297,968.05	14,869,918.45	15,051,408.22	15,600,494.18	15,170,081.29	14,749,981.08
SPECIAL EDUCATION EXPENDITURES FROM COOP/HOST	1,258,084.23	1,910,254.04	2,409,504.63	3,266,150.40	3,192,542.14	3,201,092.45
SPECIAL EDUCATION TRANSPORTATION EXPENDITURES	3,344,289.06	3,494,347.50	3,929,776.44	4,017,995.65	4,043,844.05	3,522,353.86
SPECIAL EDUCATION BENEFITS FROM DISTRICT	5,160,778.37	5,374,878.01	5,798,644.63	5,932,802.00	6,002,704.99	6,161,071.21
ACTE-SPED EXPENDITURES FROM DISTRICT	444,287.20	494,172.37	496,591.46	507,675.49	509,255.49	514,380.53
ACTE-SPED EXPENDITURES FROM COOP/HOST	0.00	19,984.99	9,830.24	18,051.00	31,445.98	5,192.14
MDE ADJUSTMENT	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL EXPENDITURES</b>	<b>24,505,406.91</b>	<b>26,163,555.36</b>	<b>27,695,755.62</b>	<b>29,343,168.72</b>	<b>28,949,873.94</b>	<b>28,154,071.27</b>
STUDENTS WITH IEP'S SERVED BIRTH - AGE 21	1,711	1,841	1,934	1,916	1,828	1,670
DISTRICT AVERAGE	14,322.27	14,211.60	14,320.45	15,314.81	15,836.91	16,858.73
<b>STATE AID</b>						
REGULAR SPECIAL EDUCATION	15,031,078.22	16,302,245.60	17,196,170.87	18,302,666.49	19,456,200.78	20,052,850.36
TOTAL ADSIS COSTS NOT ELIGIBLE FOR MOE	1,014,431.15	910,000.00	910,000.00	910,000.00	964,177.80	1,039,548.21
TOTAL FINANCE 728 COST	468,215.10	766,446.49	706,699.21	729,636.58	1,103,524.21	1,335,057.92
TUITION BILLING REIMBURSEMENT RATIO	0.58	0.57	0.57	0.58	0.62	0.63
PRORATION FACTOR	1.00	1.00	1.00	1.00	1.00	1.00
TOTAL AID NOT ELIGIBLE FOR MOE	1,059,586.66	1,291,656.15	1,232,815.87	1,262,249.93	1,707,184.36	1,994,417.49
SPECIAL PUPIL	0.00	0.00	0.00	0.00	0.00	0.00
HOME BASED TRAVEL	6,031.37	5,643.60	6,601.89	5,942.06	3,527.79	109.82
COURT PLACED	0.00	0.00	0.00	0.00	0.00	0.00
OUT-OF-STATE	0.00	0.00	0.00	0.00	0.00	0.00
COOP AID	736,766.95	1,119,384.92	1,393,262.58	1,752,645.11	1,760,668.98	1,975,974.77
COOP ACTE-SPED AID	0.00	11,534.41	5,697.39	9,687.43	17,198.74	3,121.04
<b>TOTAL STATE AID</b>	<b>14,714,289.88</b>	<b>16,147,152.38</b>	<b>17,368,916.86</b>	<b>18,808,691.16</b>	<b>19,530,411.93</b>	<b>20,037,638.50</b>
<b>LOCAL EXPENDITURES (TOTAL EXP LESS TOTAL STATE AID)</b>	<b>9,791,117.03</b>	<b>10,016,402.98</b>	<b>10,326,838.76</b>	<b>10,534,477.56</b>	<b>9,419,462.01</b>	<b>8,116,432.77</b>
MDE ADJUSTMENT	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT LOCAL AVERAGE	5,722.45	5,440.74	5,339.63	5,498.16	5,152.88	4,860.14