



Regular Meeting Agenda

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

Strategic Directions:

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging innovation to improve student outcomes and district culture
- Engaging our community to ensure common understanding of our Strategic Roadmap and the district work to support it

5:45 PM Listening Session with Directors Anna Werb and Abigail Alt

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

II. Approval of Agenda

III. Information

- A. Report about Read for the Record 3
Speaker(s): Jason Sellars, Director of Community Education, and Cynthia Sampers, Early Learning Coordinator
- B. Report about Fall Enrollment 15
Speaker(s): Stacey Sovine, Executive Director of Administrative Services
- C. Student Representative Report 46
- D. Superintendent Report 47
- E. Board Member Reports 48

IV. Business Meeting

A. Consent Agenda

Description: Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.

- 1. Approve Minutes
- 2. Approve Personnel Recommendations

3. Adopt a Resolution to Accept Donations	52
4. Receive a Report about the Listening Session	55
5. Approve, on a Second Reading Basis, Changes to Policy 403: <i>Discipline, Suspension, and Dismissal of School District Employees</i>	56
6. Approve, on a First Reading Basis, Non-Substantive Changes to Policies 410: <i>Family and Medical Leave Policy</i> , 413: <i>Harassment and Violence</i> , 506: <i>Student Discipline Policy</i> , 522: <i>Title IX Sex Nondiscrimination Policy Grievance Procedure and Process</i> , 805: <i>Waste Reduction and Recycling</i> , 806: <i>Emergency Operations Policy</i> , and 634: <i>Electronic Technologies Acceptable Use Policy</i>	61
B. New Business	152
1. Approve, on a First Reading Basis, Changes to 415: <i>Mandated Reporting of Maltreatment of Vulnerable Adults</i> Speaker(s): Amy Piotrowski, Director of Student Support Services	158
2. Approve, on a First Reading Basis, New Regulation 413: <i>Administrative Guidelines for Supporting Transgender and Gender- Expansive Students</i> Speaker(s): Dr. Chris Belmont, Assistant Superintendent	165
V. Adjourn to a Workshop	
A. FY22 Audit Report Speaker(s): Stacey Sovine, Executive Director of Administrative Services, Tyler Dehne, Director of Finance, and CliftonLarsonAllen Auditors	173
B. Discuss Continuous Improvement of Financial Governance Speaker(s): Lesley Chester, Chair	384
C. Discuss the 2023 Legislative Platform Speaker(s): Scott Hume, Vice Chair	385



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

To: Board of Education
Dr. Theresa Battle, superintendent

From: Jason Sellars, director of community education, and Cynthia Sampers, early learning coordinator

Date: November 3, 2022

Re: Report about Read for the Record

Receive a report about Read for the Record from Jason Sellars, director of community education, and Cynthia Sampers, early learning coordinator.

2022 Read For the⁴ Record

Jason Sellars, director of
community education, and
Cynthia Sampers, early
learning coordinator

October 27, 2022

one91
Burnsville · Eagan · Savage

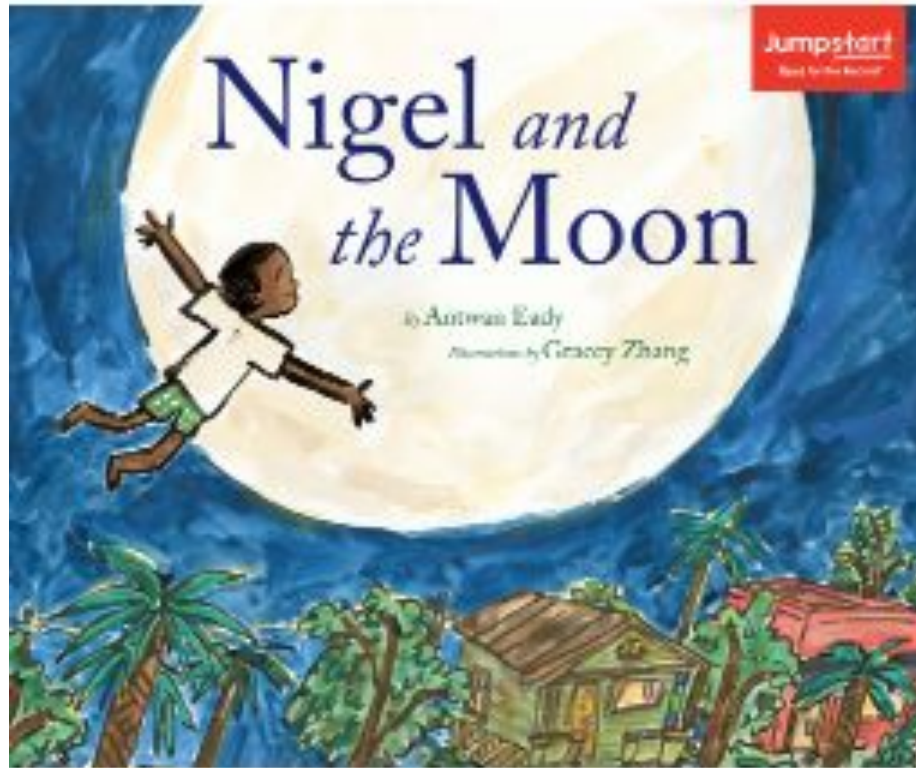
Read for the Record

5

Goal: to help raise awareness around the critical importance of early literacy and providing access to high quality books and reading materials.

**A day of celebration and fun held:
October 27, 2022**

Nigel and the Moon



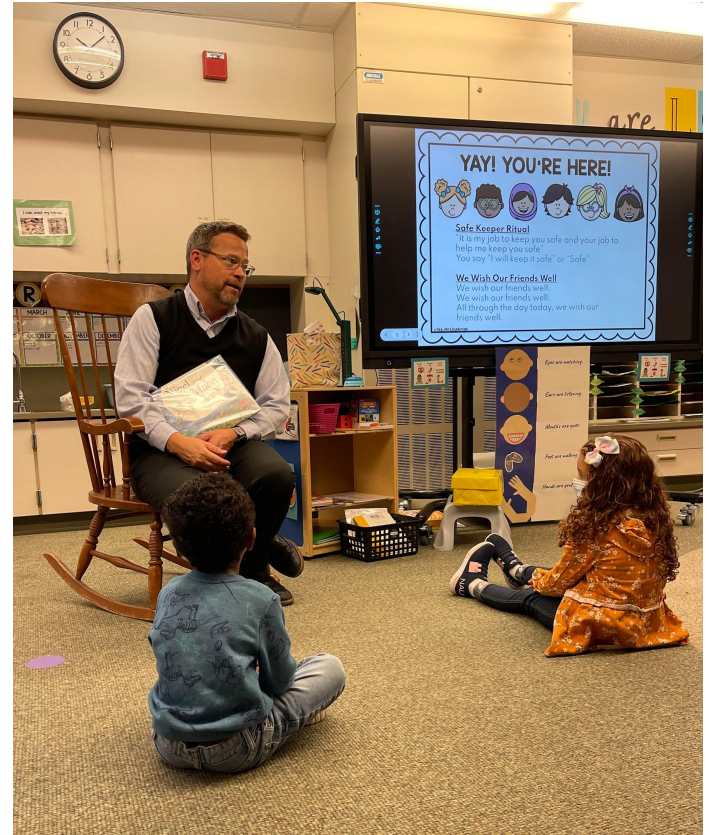
Guest Reader: Dr. Battle



5th grade Readers & in our Community



Principals Robb at Rahn & Bomsta at E. Neill



Community Service Readers



Firefighter Tim at Hidden Valley



Officer Seiler at Vista View

Website support and Tools



Engaged Learners at Gideon Pond



ISD 191 Community Education

Activities & Artwork



Educator Activity Guide
Actividades para Educadores



Family Activity Guide
Actividades para Familias



Event Activity Guide
Actividades para Eventos



Thank You!





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

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: November 3, 2022

Re: Report about Fall Enrollment

Receive a report about Fall Enrollment from Stacey Sovine, executive director of administrative Services.

2022-2023¹⁶

Fall Enrollment Report

Stacey Sovine
Executive Director of
Administrative Services

November 10, 2022



» Current Reality

- Fall October 1, 2022 Population
- Fall October 1, 2022 Composition
- Variance Count

» Look Back to Past Data 2022-2023 and Prior

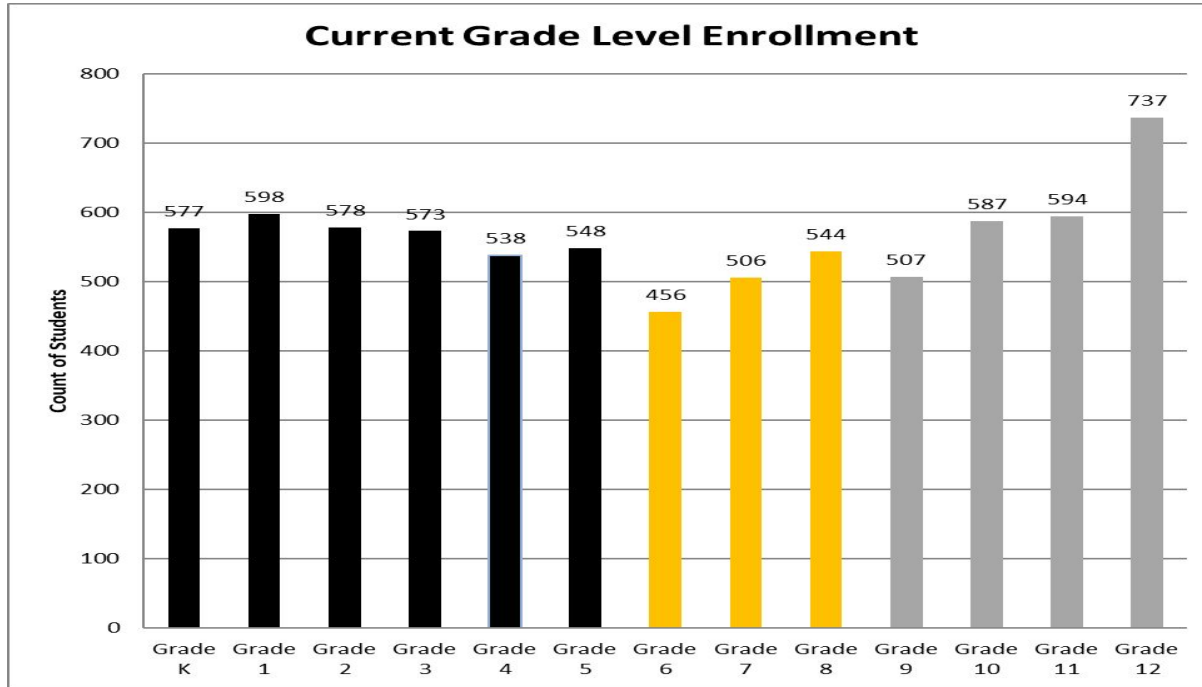
» Fall October 1 Enrollment Trend Data

Fall October 1, 2022 Population

Grade Level	Fall October 1, 2022
Early Education Voluntary Pre-Kindergarten (VPK)/Early Childhood Special Education (ECSE)/School Readiness (SR)	564
Elementary	3,412
Secondary	3,931
Total	7,907

2022-23 Grade Level October 1 Enrollment: K-12

by grade 7,343

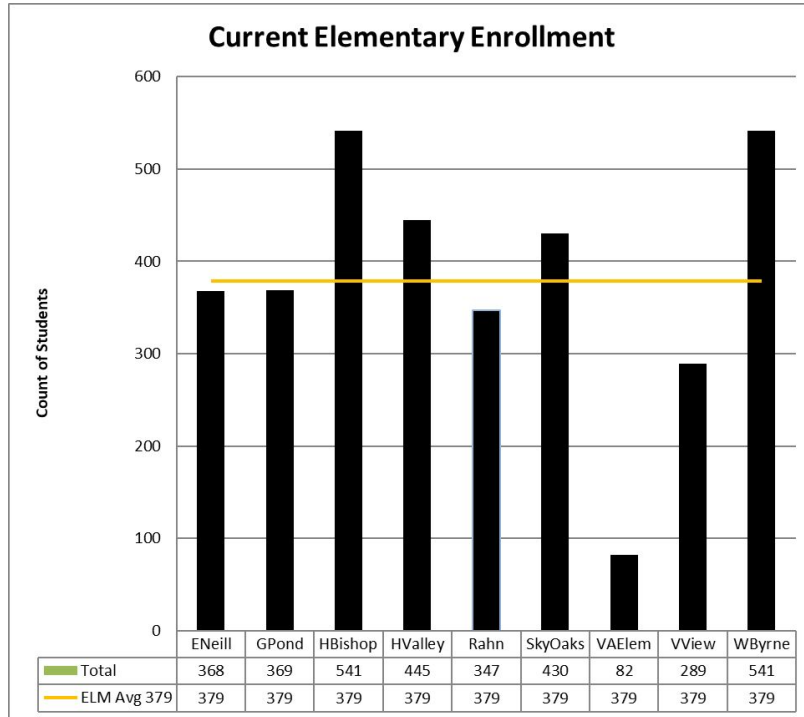


- Elementary
- Middle School
- Secondary

District Seat Count as of 10/1/2022.

2022-23 Grade Level October 1 Enrollment: K-5

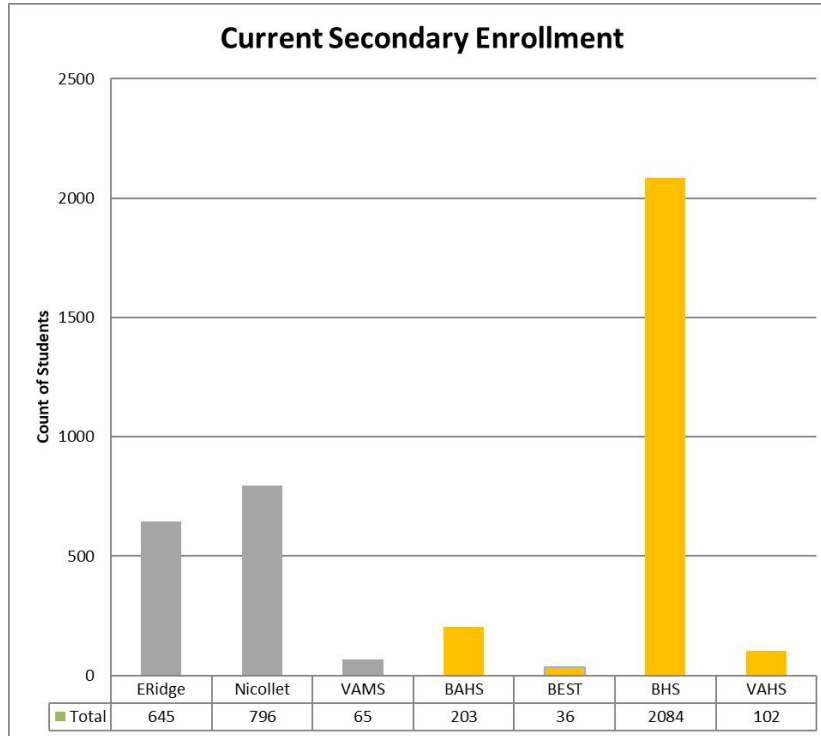
by building 3,412



District Seat Count as of 10/1/2022.

2022-23 Grade Level October 1 Enrollment: 6-12

by building 3,931



- Middle School (6-8)
- Secondary (9-12+)

District Seat Count as of 10/1/2022.

Composition Current Reality

October 1, 2022 Enrollment

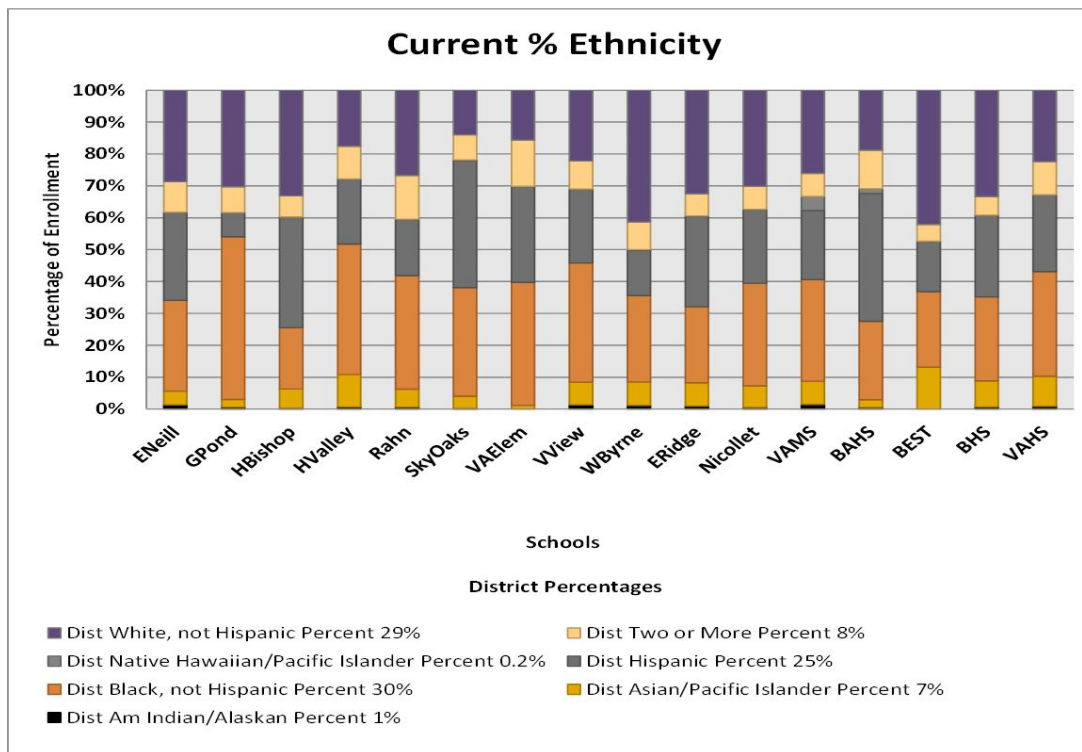
Current Reality - Fall 2022 Enrollment Composition: K-12

ETHNICITY		
ETHNICITY	COUNT	PERCENTAGE
White, not Hispanic	2,195	30%
Two or More	574	8%
Native Hawaiian/Pacific Islander	10	Less than 1%
Hispanic	1,813	25%
Black, not Hispanic	2,200	30%
Asian/Pacific Islander	503	7%
Am Indian/Alaskan	48	1%

ADDITIONAL SERVICES		
SERVICE	COUNT	PERCENTAGE
Special Education Services Eligible	1,192	16%
Limited English Proficiency Eligible	1,775	24%
Free/Reduced Meal Eligible	4,680	64%

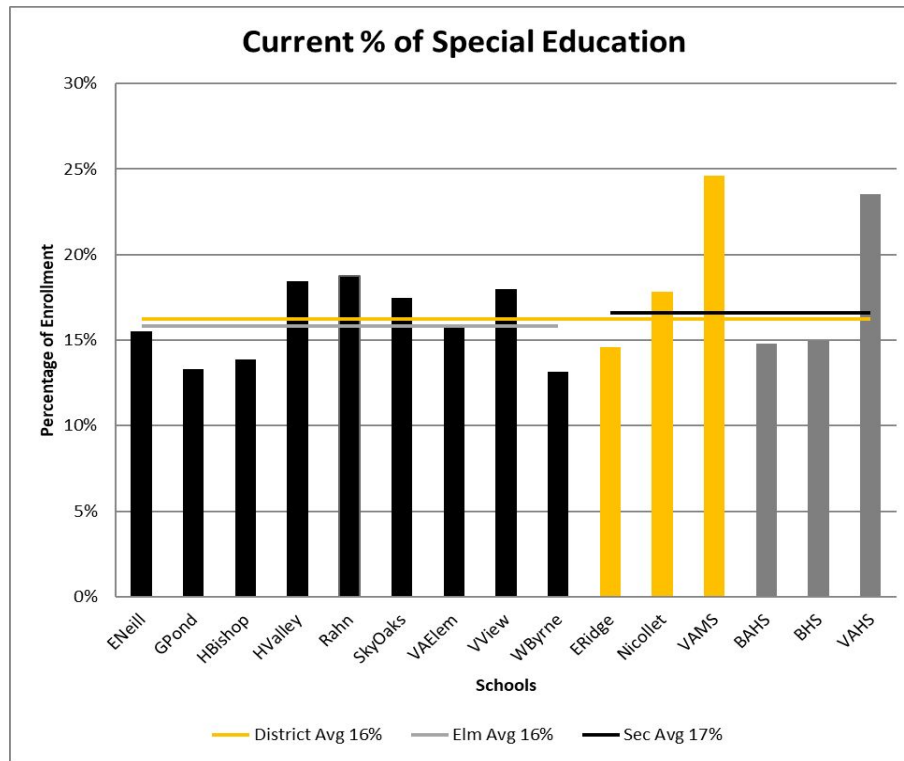


% of Student Ethnicity by Building: K-12



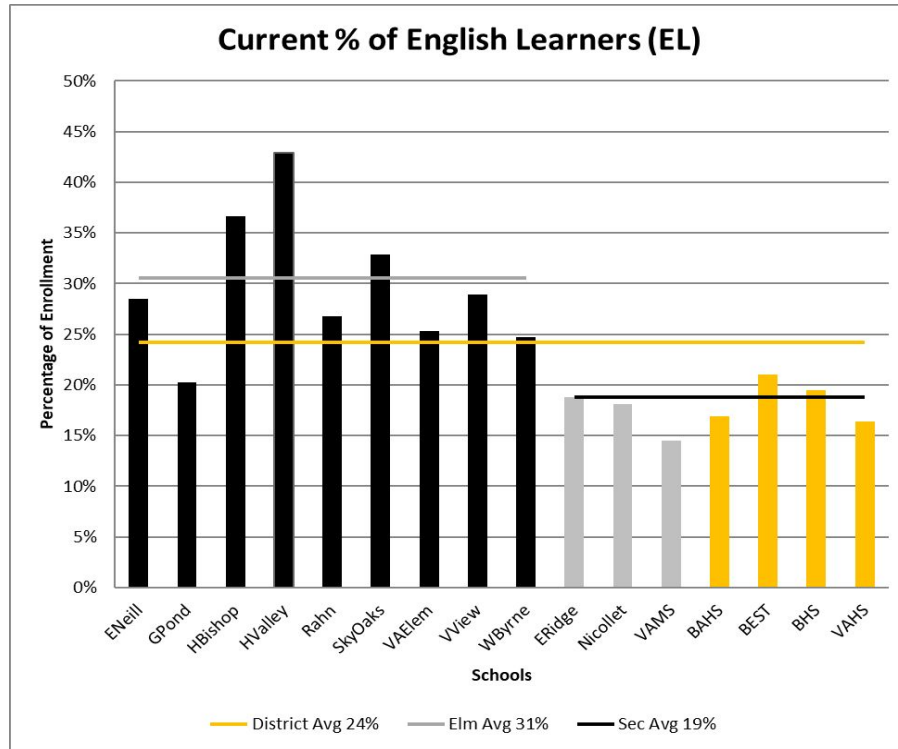
% Students Served Special Education by Building: K-12

including District, Elementary, and Secondary Averages

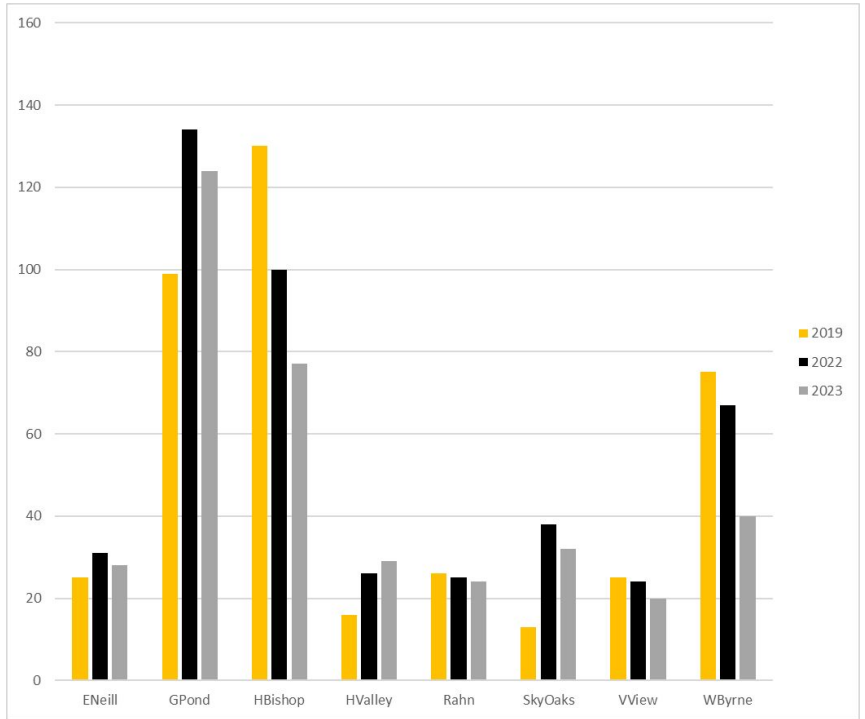


% Eligible English Learner (EL) Students by Building: K-12

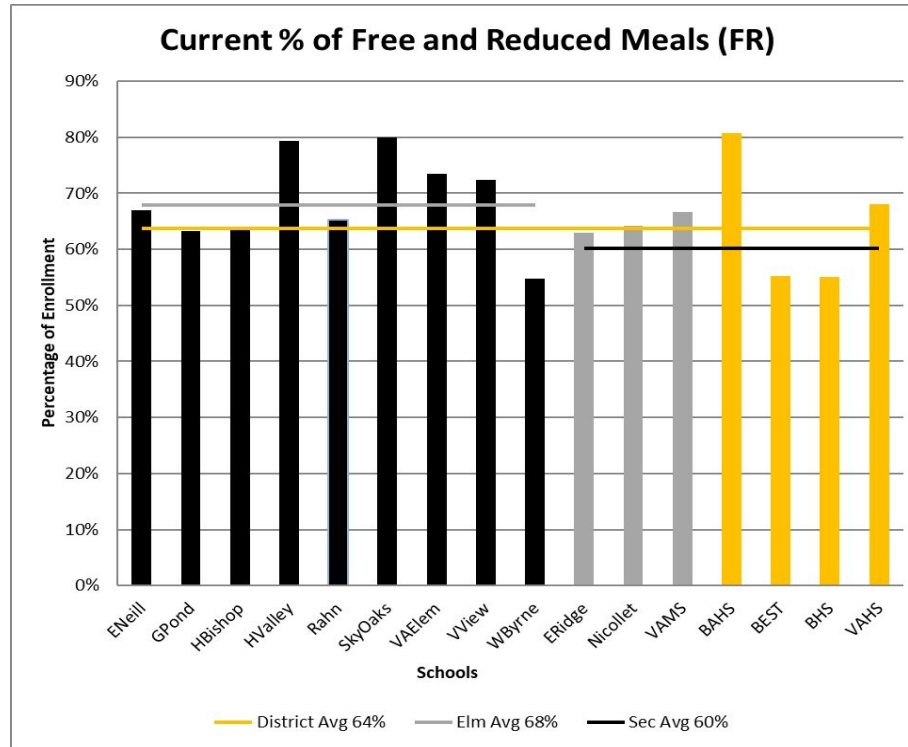
including District, Elementary, and Secondary Averages (note some students are multilingual)



District Variance Count



% Students Served Free & Reduced Eligible by Building: K-12 with District, Elementary, and Secondary Averages



A Look Back To Past Data

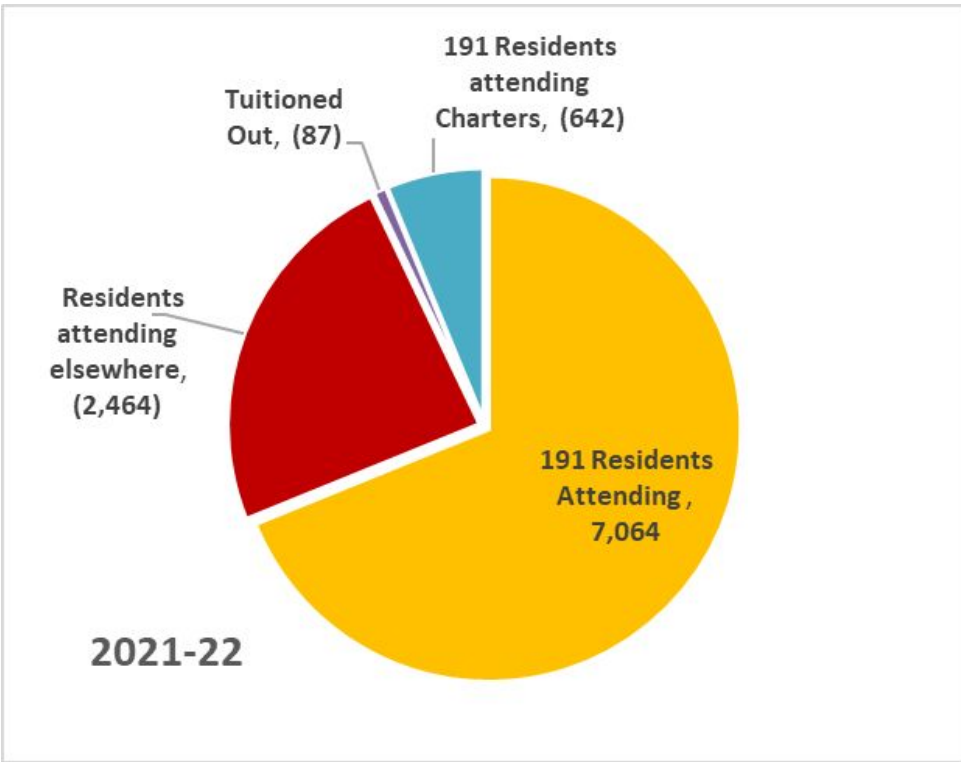
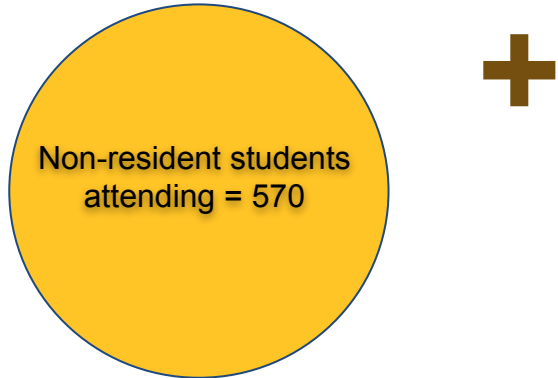
Summary of Residents / Non-Residents

30

SUMMARY OF RESIDENTS/NON-RESIDENTS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
191 Residents Total	10,453	10,491	10,645	10,652	10,707	10,545	10,630	10,537	10,311	10,257
191 Residents Attending	8,901	8,782	8,692	8,507	8,459	8,182	8,010	7,709	7,157	7,064
191 Residents Attending Elsewhere	1,552	1,709	1,953	2,145	2,248	2,363	2,620	2,828	3,154	3193
Open Enrolled Out										
Residents attending elsewhere	(1,252)	(1,405)	(1,632)	(1,807)	(1,900)	(1,942)	(2,072)	(2,228)	(2,444)	(2,464)
Open enrolled In										
Non-Residents attending 191	622	638	558	560	570	566	574	565	587	570
Difference	(630)	(767)	(1,074)	(1,247)	(1,330)	(1,376)	(1,498)	(1,663)	(1,857)	(1,894)
Tuitioned Out	(56)	(54)	(59)	(53)	(79)	(84)	(88)	(77)	(85)	(87)

School Choice 2021-2022: PK-12

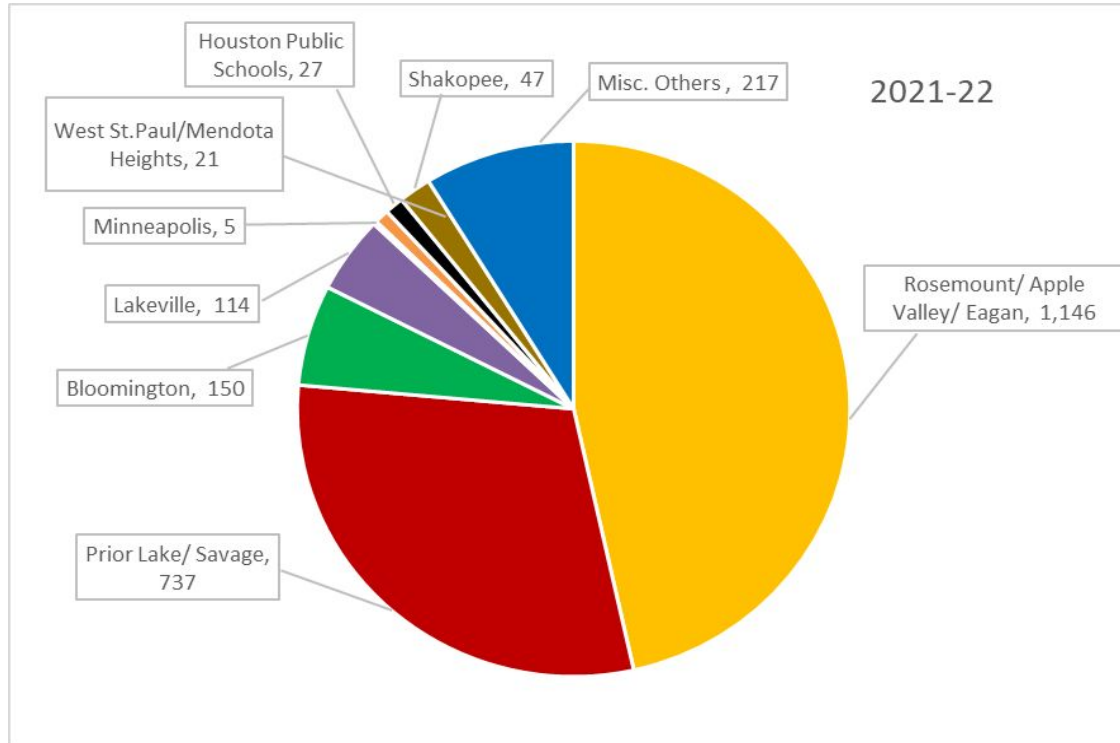
Total Students Served of 7,634 includes 7,064 of residents and 570 of Non-residents.



* Includes ONE91 students served through District 917
Finalized MDE 2021-22 End Of Year Counts

School Choice 2021-2022: PK-12

2,464 Resident students served at other public schools



Summary of Residents Attending Elsewhere

Residents Attending Other Districts (Open Enrollment-Out) Students Attending					
District	Students				
	2017-18	2018-19	2019-20	2020-21	2021-22
Rosemount/ Apple Valley/ Eagan	968	1,019	1,129	1,168	1,146
Prior Lake/ Savage	487	530	576	658	737
Bloomington	111	113	120	135	150
Lakeville	126	123	107	121	114
Minneapolis	17	16	22	26	5
West St.Paul/Mendota Heights	28	24	21	20	21
Houston Public Schools	26	34	30	47	27
Shakopee	39	44	44	55	47
Misc. Others	140	169	179	214	217
Total	1,942	2,072	2,228	2,444	2,464
Residents Attending Charter Schools- Over 15 Students Attending					
Charter	Students				
	2017-18	2018-19	2019-20	2020-21	2021-22
Seven Hills Classical Academy	61.00	70.00	67.00	79.00	81.00
Minnesota Transitions Charter School	43.00	39.00	39.00	58.00	46.00
Aspen Academy	93.00	123.00	144.00	163.00	178.00
Higher Ground	16.00	18.00	4.00	9.00	5.00
Eagle Ridge Academy	23.00	28.00	27.00	20.00	28.00
FIT Academy	19.00	31.00	49.00	53.00	48.00
Gateway STEM Academy		45.00	76.00	75.00	79.00
Tuitioned Out	84.00	88.00	77.00	85.00	87.00
Tuitioned In	1.00	0.50	0.00	0.00	0.00

Summary of Residents Attending Non-Public Schools

Residents Attending Non-Public Schools					
School	Students				
	2017-18	2018-19	2019-20	2020-21	2021-22
Total	858	816	828	758	815
Including but not all inclusive:					
Homeschool	246	244	267	295	309
St. John's	217	194	197	157	149
Holy Angels	46	40	37	35	28
Blake	3	2	4	3	5
Bethany Academy (merged w/Life Acad)	13	11	0	0	0
Minnehaha Academy	22	25	22	19	14
Life Academy (merged w/Bethany Acad)	3	14	0	0	0
Trinity School at River Ridge	39	31	24	20	18
Good Shepherd Lutheran Church	29	35	35	26	35
First Baptist	22	18	15	14	17
Faithful Shepherd Catholic School	24	32	32	21	23
United Christian Academy (Bethany & Life Academies merged 2019-20)			31	29	32

Fall October 1 Trend Data

Early Education Students:

Programming expanding to educate more Pre-Kindergarten children in ONE91

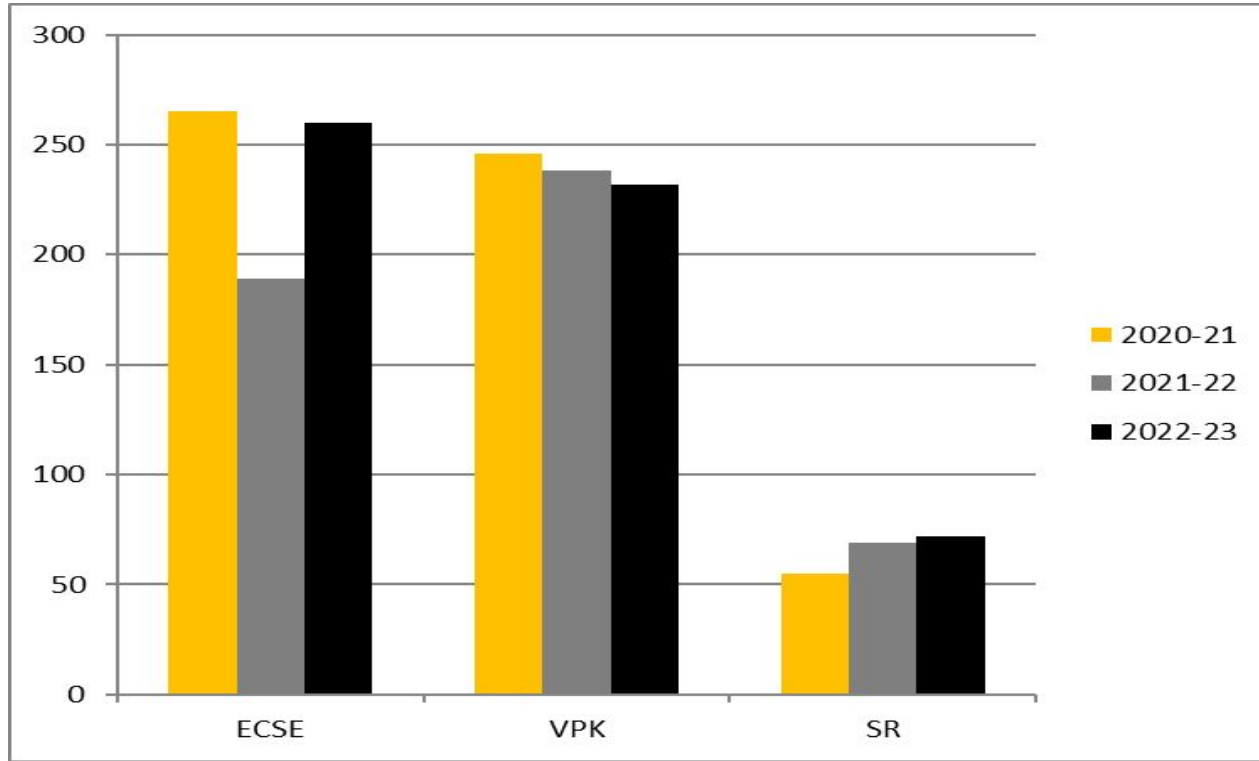
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Early Ed Students are:

- Early Childhood Special Education (ECSE) – Funded by State & Federal Funds (General Fund)
- Voluntary Pre-Kindergarten (VPK) – Funded by State Grant (General Fund)
- School Readiness (SR) – Funded by Tuition and State Pathways Scholarships (Community Education)

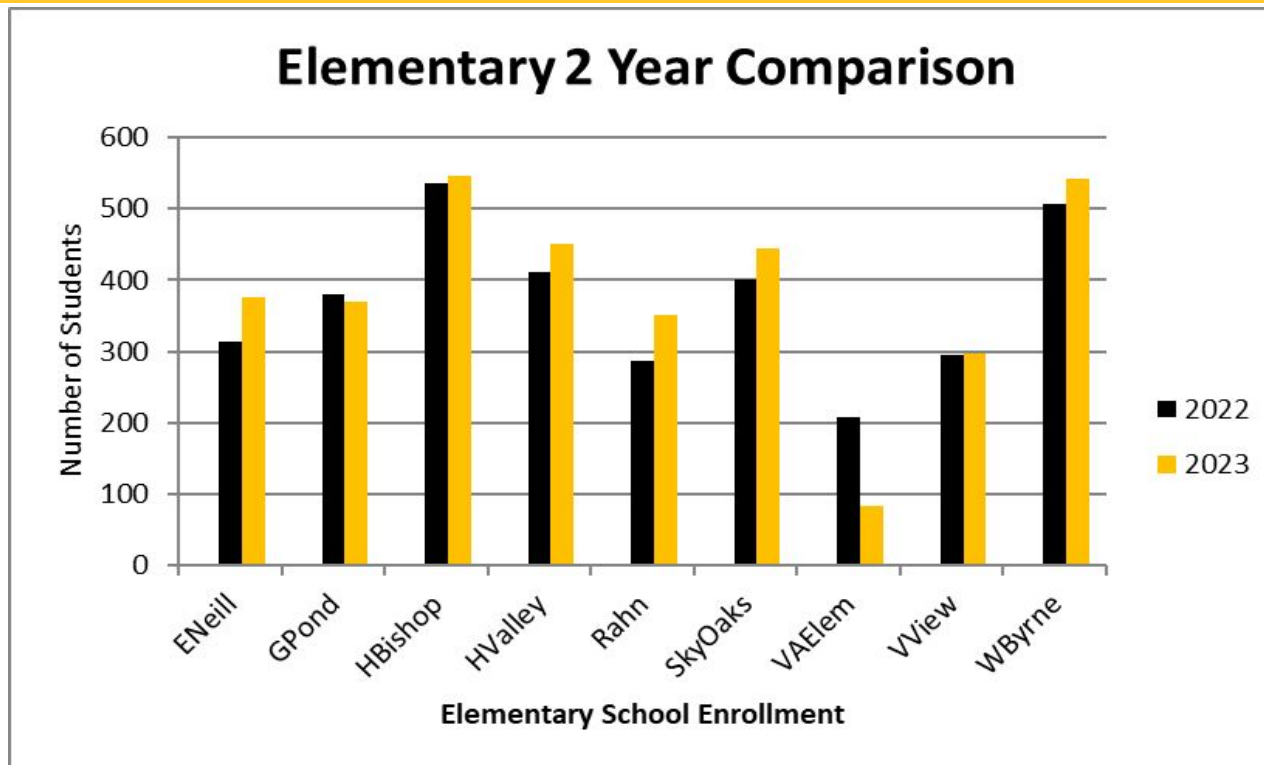
Early Education:

3 Yr Comparison October 1 Seat Count Fall 2020 to Fall 2023



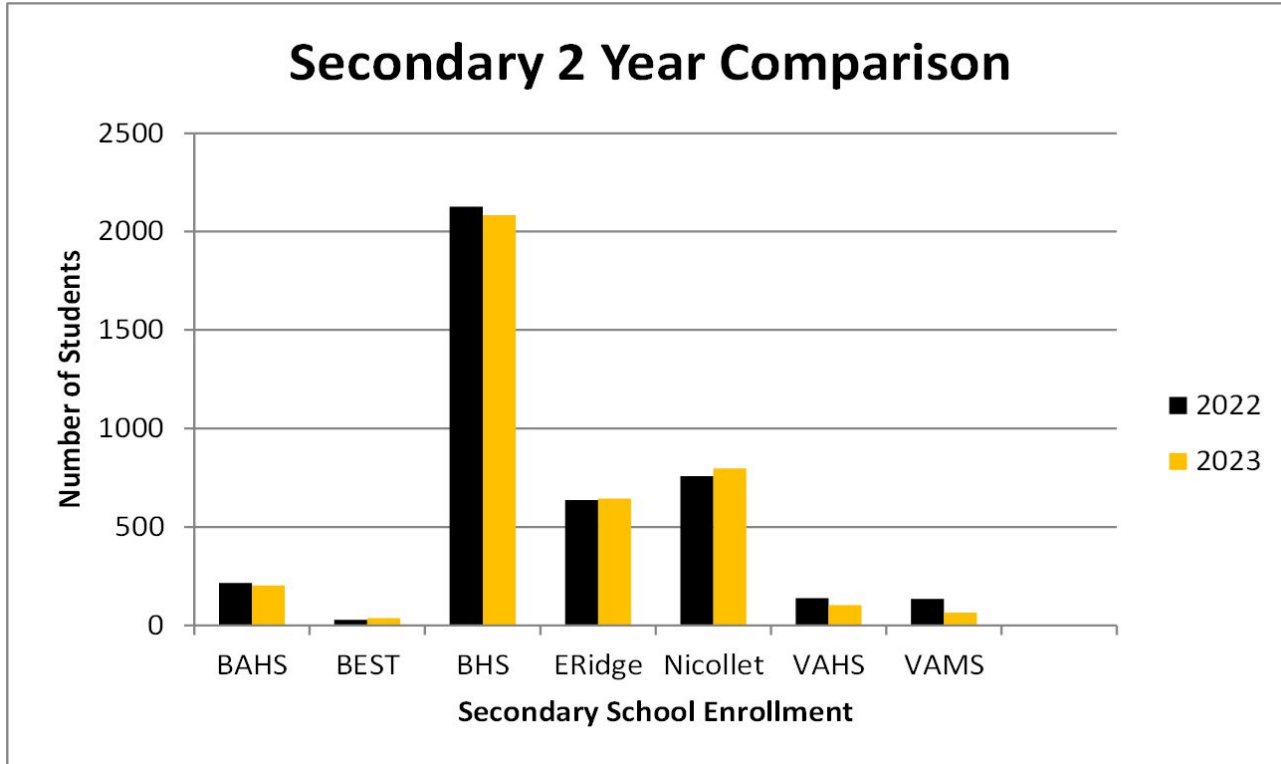
Elementary: K-5

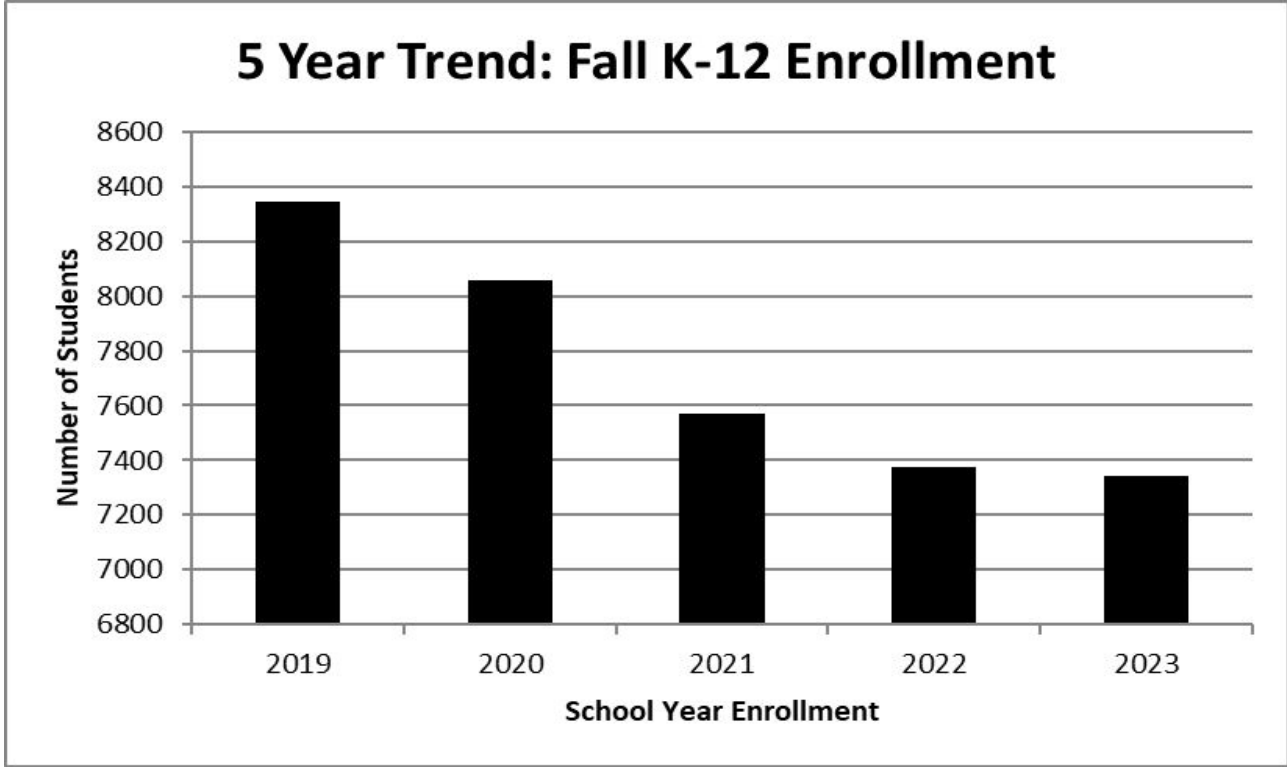
2-Yr Comparison October 1 Seat Count FY2022 to FY2023



Secondary: 6-12

2-Yr Comparison October 1 Seat Count FY2022 to FY2023





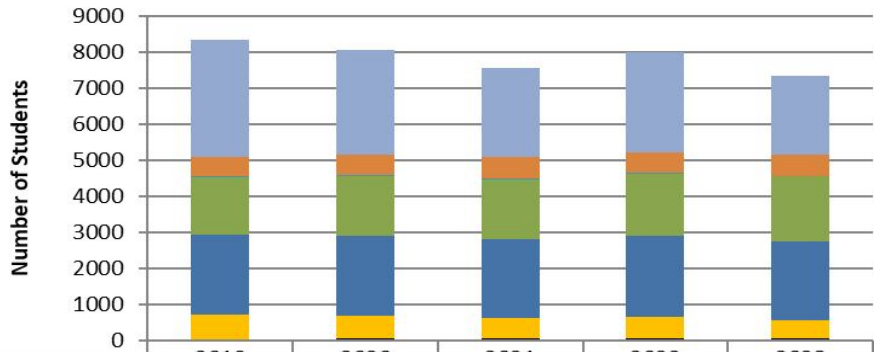
Fall Enrollment Report

* 2019-22 Finalized MDE Fall Counts
**2022-23 Preliminary MDE Fall Counts

District Composition: K-12

Enrollment by Ethnicity Five Year Trend

Enrollment by Ethnicity 5 Year Trend



	2019	2020	2021	2022	2023
K-12 Enrollment	8346	8058	7569	7375	7343
White, not Hispanic	3249	2894	2482	2781	2195
Two or More	548	582	589	582	574
Native Hawaiian/Pacific Islander	20	21	20	23	10
Hispanic	1580	1658	1654	1704	1813
Black, not Hispanic	2228	2232	2202	2263	2200
Asian/Pacific Islander	679	622	578	585	503
Am Indian/Alaskan	42	49	44	69	48

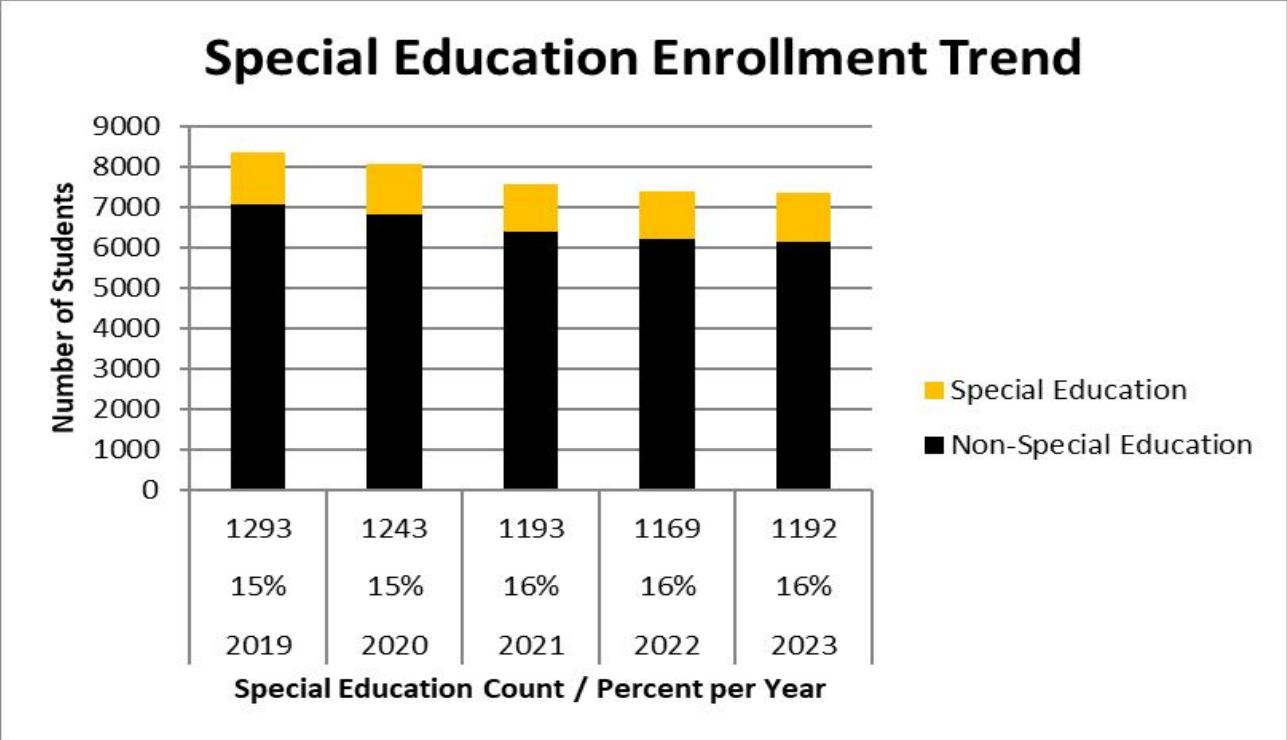


Fall Enrollment Report

* 2019-22 Finalized MDE Fall Counts
 **2022-23 Preliminary MDE Fall Count

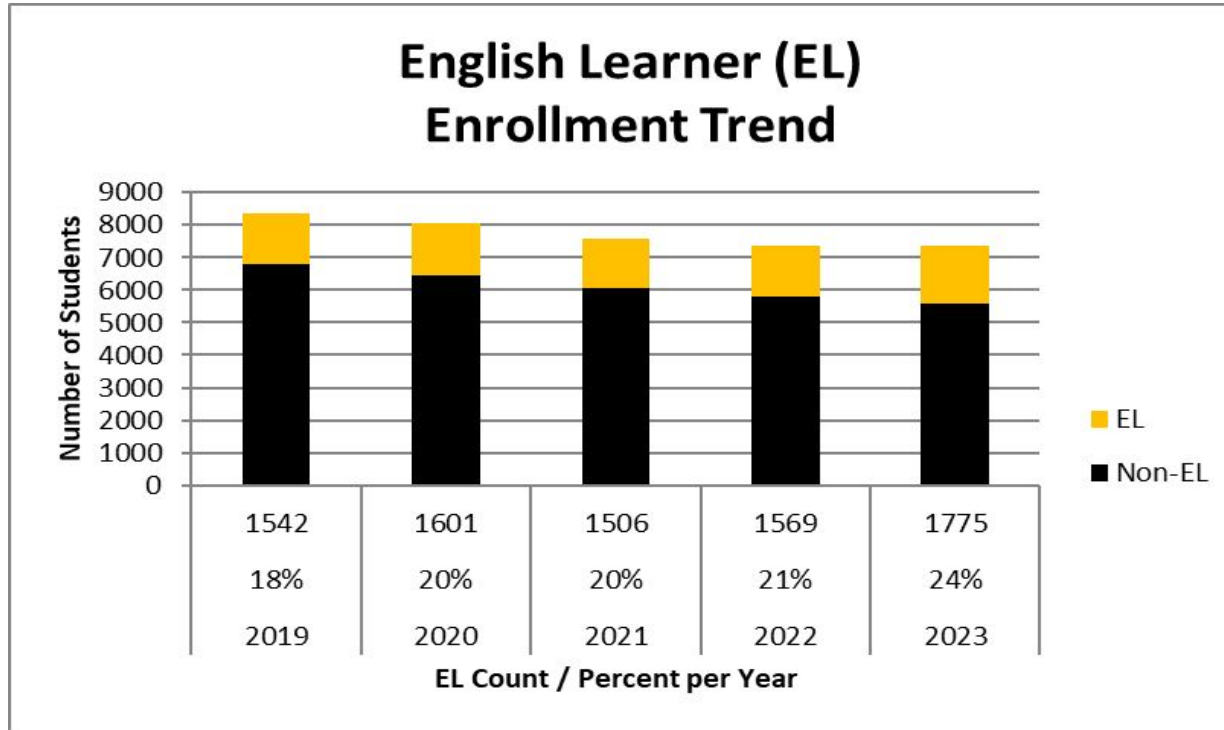
District Composition: K-12

% Special Education Enrollment



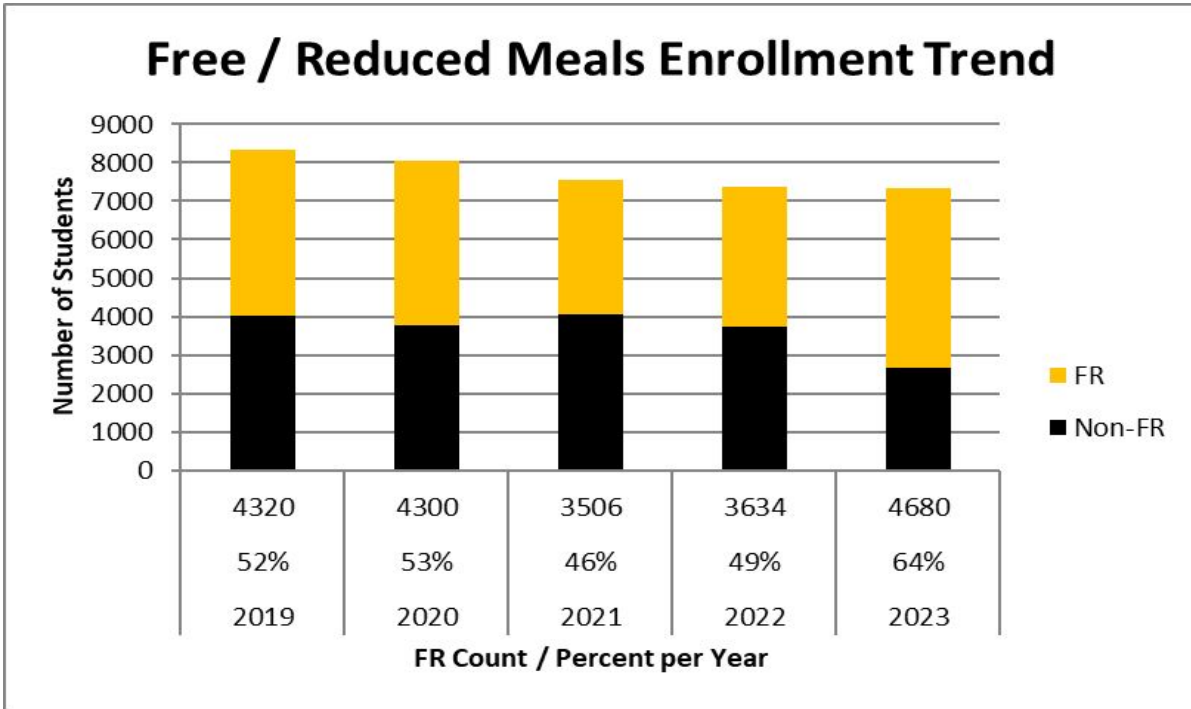
District Composition: K-12

English Learner (EL) Enrollment Trend (note some students are multilingual)



District Composition: K-12

% Free and Reduced Eligibility Trend



Fall Enrollment Report

* 2019-2022 Finalized MDE Fall Counts
**2022-2023 Preliminary MDE Fall Counts: Numbers as of 10/1/2022

Thank You



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

To: Board of Education
Dr. Theresa Battle, superintendent

From: Ava Drobnick, student board representative

Date: November 3, 2022

Re: Student Board Representative Monthly Report

Receive a report from Ava Drobnick, student board representative.



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

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

Receive a report from Dr. Theresa Battle, superintendent.



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

To: Board of Education
Dr. Theresa Battle, superintendent

From: Lesley Chester, board chair

Date: November 3, 2022

Re: Board Member Reports

Receive reports from board members.

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 October 27, 2022

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.

Call to Order

Directors Alt, Conner, Hume, Miller, Werb, and Chair Chester were present. Superintendent Dr. Battle, Student Representative Ava Drobnick, administrators, staff and members of the public were also present.

Attendance

Chair Chester welcomed the audience and asked Alt to lead the Pledge of Allegiance.

Welcome and Pledge

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

Agenda

Received a report about Burnsville High School, Burnsville Alternative High School, and One91 Virtual Academy from Dr. Bill Sommers, BHS principal, Ms. Kelly Ronn, BAHS principal, Dr. Chris Bellmont, assistant superintendent, Myles Ridore, LaRyssa Shead, Esarra Robertson, Dacia Warrington, Vladimir Villalta, Marwah Ismail, and Dominic Parker-Sims.

Reports

Director Said arrived at 6:33 p.m.

Received a verbal update about Fiber Infrastructure and Dissolution of Dakota County Broadband Committee from Rachel Gorton, director of technology.

Received verbal reports from Conner on behalf of the Policy Review Committee and AMSD, Hume on behalf of the Legislative Committee and Burnsville High School Hall of Fame, and Chester on behalf of ISD 917.

Director Said left the meeting at 7:26 p.m. and returned to the meeting at 7:28 p.m.

Moved by Hume, seconded by Said, to approve the consent agenda.
 -Approve minutes of the October 13, 2022, regular board meeting.
 -Approve personnel recommendations for Brett Alt, Dorothy Clark-

Consent Agenda
 Minutes
 Personnel

Miles, Estela Tapia-Alfaro, Michelle Baumann, Alexis Rollie, Kaitlin Bragg, Angela Farkash, Ayaan Geedi, Bounthavy Khamratthanome, Cole Rogers, Duane Barton, Fartun Ali, Hussein Farah, Jeffrey Barthel, Jessica Domiano, Kerry Oliver, Laura Hermansen, Lisa Paloma, Sean Henderson, Erika Bocklund, Lauren Albrecht, Nathaniel Blichfeldt, Matthew Yost, Regina Utur, Richenda Swalley, and Sean Henderson.

- Approve and accept donations as presented.
- Approve August payroll checks in the net amount of \$4,198,984.98. August claims to date, wire transfers and adjustments totaling \$10,197,630.44 Also, that the Board accepts August receipts of \$12,821,042.45 and investments for the General Fund, 2015A School Building Bonds, and OPEB of \$70,233,159.02 as of August 31, 2022.
- Accept the Budget Analysis for the month ending August 31, 2022.
- Receive a report about the Listening Session on October 13, 2022.
- Approve the Minnesota State High School League (MSHSL) Foundation Grant A.
- Approve changes to “Guidelines for Sharing Board Meetings.”
- Approve, on a second reading basis, changes to Policies 103: Complaints - Students, Employees, Parents, Other Persons; 401: Equal Employment Opportunity; 402: Disability Nondiscrimination Policy; 408: Subpoena of a School District Employee; and 520: Student Surveys.
- Approve, on a second reading basis, changes to Policy 514: Bullying Prohibition Policy, and Policy 516: Student Medication. The motion carried unanimously (7, 0).

Moved by Miller, seconded by Conner, to approve, on a first reading basis, changes to Policy 403: Discipline, Suspension, and Dismissal of School District Employees. The motion carried unanimously (7, 0).

The meeting adjourned at 7:34 p.m. to a workshop about an Update about Open Facilities and Finalize changes to the Superintendent Evaluation Tool. Director Miller left the meeting at 7:34 p.m. The workshop adjourned at 8:53 p.m.

Donations
Checks, claims,
receipts and
investments

Budget Analysis
Listening
Session
MSHSL
Policies

Policy 403

Workshop

Abigail Alt, clerk November 10, 2022
Date approved

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

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

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: November 10, 2022
RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment		Colleen Hegy	*	Burnsville High School	Long Term Substitute Counselor	11/08/2022	1.0 FTE
Certified	Appointment		Holly Beerling	*	Harriet Bishop Elementary	Long Term Substitute Teacher	10/04/2022	1.0 FTE
Certified	Appointment		Kelly Knott	*	Sky Oaks Elementary School	Teacher	01/03/2023	8 hours/day
Certified	Rescind Leave		Holly Petersen		Diamondhead Education Center	Psychologist	08/29/2022	2 FTE
Certified	Resignation		Carissa Florendo	*	District-wide	Teacher	12/22/2022	1.0 FTE
Certified	Resignation		Holly Petersen		Diamondhead Education Center	Psychologist	08/29/2022	2 FTE
Classified	Appointment		Alicia Vonderharr		Burnsville High School	Debate Coach	Fall Stipend	Stipend
Classified	Appointment		Ayan Abdul	*	Diamondhead Education Center	Community Education Supervisor	11/08/2022	6 hours/day
Classified	Appointment		Ayan Mohamud		Gideon Pond Elementary	Educational Assistant	10/31/2022	7.25 hours/day
Classified	Appointment		Chris Brady		Burnsville High School	Boys Soccer Coach	Fall Stipend	Stipend
Classified	Appointment		Daniel Berthiaume	*	Burnsville High School	Assistant Girls Hockey Coach	Winter Season	Stipend
Classified	Appointment		Edward Byrne		Eagle Ridge Middle School	Girls Basketball Head Coach	Winter Season	Stipend
Classified	Appointment		Hanna Schmitt	*	Harriet Bishop Elementary	Educational Assistant	11/09/2022	7.5 hours/day
Classified	Appointment		Michael Dietsch	*	Burnsville High School	Assistant Girls Hockey Coach	Winter Season	Stipend
Classified	Appointment		Renee Roby	*	Hidden Valley Elementary	Food Service Associate	11/09/2022	3.75 hours/day
Classified	Appointment		Rosenda Elbeiali	*	Burnsville High School	Food Service Associate	11/09/2022	3.75 hours/day
Classified	Appointment		Sarah Tollefson	*	Burnsville High School	Assistant Girls Hockey Coach	Winter Season	Stipend
Classified	Appointment		Shamsu Haile		Edward Neill Elementary	Educational Assistant	10/27/2022	7.25 hours/day
Classified	Change of Assignment		Angel Alvarado	*	Burnsville High School	Custodian Level IV	11/14/2022	8 hours/day
Classified	Change of Assignment		Dasia Kendall	*	Diamondhead Education Center	Educational Assistant	09/09/2022	.25 hours/day
Classified	Change of Assignment		Mary Zich	*	Diamondhead Education Center	Educational Assistant	09/07/2022	.25 hours/day
Classified	Change of Assignment		Matthew Yost	*	Diamondhead Education Center	Educational Assistant	09/07/2022	.25 hours/day
Classified	Resignation		Guillaume Paek		Burnsville High School	Athletic Director	11/18/2022	8 hours/day
Classified	Resignation		Kalene Rupp		Diamondhead Education Center	Educational Assistant	11/11/2022	6.5 hours/day
Classified	Resignation		Liban Ali	*	Burnsville High School	Nordic Ski Coach	Winter Season	Stipend
Classified	Resignation		Natalie Ditter		Diamondhead Education Center	Fiscal Services Coordinator	11/18/2022	8 hours/day
Classified	Retirement		Denise Wolff	*	Burnsville High School	Educational Assistant	01/20/2023	7 hours/day
Classified	Retirement		Maria Kreie Arago		Hidden Valley Elementary	Coordinator ESL	12/29/2022	8 hours/day



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

To: Board of Education
Dr. Theresa Battle, superintendent

From: Tyler Dehne, director of finance

Date: November 2, 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 November 10, 2022.

Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
9/26/2022	Foundation 191	Community Education	Brainpower in a Backpack	\$500
7/22/2022	Ann Bakken	Community Education	Brainpower in a Backpack Donation	\$50
7/22/2022	Joan and Bruce Larson	Community Education	Brainpower in a Backpack	\$100
7/22/2022	Susan F. Nelson	Community Education	Brainpower in a Backpack	\$100
8/29/2022	Latino Economic Development Center (LEDC)	Eagle Ridge Middle School	Mary Lopez Backpack Drive	\$500
8/29/2022	Latino Economic Development Center (LEDC)	Joseph Nicollet Middle School	Mary Lopez Backpack Drive	\$500
9/22/2022	Bridget Molitor	Community Education	Brainpower in a Backpack	\$50
9/22/2022	Laurie Newton	community education	Brainpower in a Backpack	\$100 in memory of Patty Green
7/22/2022	Catherine Owen	Community Education	Brainpower in a backpack	\$100 in memory of Patty Green
9/22/2022	Erin Radue	Community Education	Brainpower in a Backpack	\$25 in memory of Patty Green
9/22/2022	Amanda Schmidt	Community Education	Brainpower in a Backpack	\$100 in memory of Patty Green
8/17/2022	Lion's Club of Burnsville and Savage	District 191	Public Donations - Chess Club	\$2,000
10/25/2022	Harriet Bishop PTO	Community Education	Brainpower in a Backpack	\$1,000
9/22/2022	Maria Ruhland	BrainPower in a Backpack	donation	\$25
9/30/2022	Foundation 191	BrainPower in a Backpack	donation	\$500
9/30/2022	Joseph Nicollet Middle School	BrainPower in a Backpack	Food Drive	Food Drive Donation

10/9/2022	Connie Seller	BrainPower in a Backpack	donation	\$200
10/15/2022	ALDI Smart Kids	BrainPower in a Backpack	donation	Food donation
10/15/2022	Kathy Knoblauch	BrainPower in a Backpack	Donation	\$100
10/15/2022	Deb and Kerry Meagher	BrainPower in a Backpack	Donation	\$16
10/18/2022	Annette Herman	BrainPower in a Backpack	Donation	\$300
10/26/2022	Tausha Chamberland	BrainPower in a Backpack	Donation	\$50
10/31/2022	Target Corporation Employee Giving	BrainPower in a Backpack	Donation	\$10
10/31/2022	Harriet Bishop Parent Teacher Organization	BrainPower in a Backpack	Donation	\$1000
10/27/2022	Costco Second Harvest Food Donation	BrainPower in a Backpack	Food donation	Food donation
10/14/2022	Home Depot	FCS Department at Burnsville High School	Towards needed supplies for FCS dept.	\$50 gift certificate to Home Depot

Total monetary donation received: \$7,326.00



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

To: Board of Education

From: Dr. Theresa Battle, superintendent

Date: November 3, 2022

Re: Report about the Listening Session

Recommendation: Receive a report about the Listening Session on October 27, 2022.

No one spoke at the Listening Session on October 27, 2022.



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

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: November 3, 2022

Re: Policy 403: *Discipline, Suspension, and Dismissal of School District Employees*

Recommendation: Approve, on a second reading basis, changes to Policy 403: *Discipline, Suspension, and Dismissal of School District Employees*.

Policy 403 were reviewed by the Policy Review Committee on September 27, 2022. The first reading was approved by the board on October 27, 2022.

- MSBA updated the text and references and administration changed “executive director of human resources” to “superintendent or designee” in section V.

Adopted: 4/1987
Reviewed: 10/27/2022
Revised: 11/10/2022
Rescinds: GCPAB

Burnsville-Eagan-Savage School District Policy 403

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve effective operation of Independent School District 191's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from a written reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary or corrective action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of Independent School District 191;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state, and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from a written reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance

will follow a progressive format and may be preceded by non-disciplinary corrective actions such as: Verbal Warnings, Written Warnings, and Improvement Plans to provide expectations, help, and encouragement to improve from the employee's supervisor. Reasonable time for correction of the employee's deficiency will be provided.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of Independent School District 191 and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of verbal warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

- A. The forms of discipline that may be imposed by Independent School District 191 include, written reprimand; letter of deficiency; disciplinary suspension, demotion or leave of absence without pay; and dismissal/termination or discharge from employment.
- B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish Independent School District 191's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

- A. When any form of discipline is imposed, the employee's supervisor will:
 1. Consult with the superintendent or designee to determine the appropriate corrective action or discipline level required depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary or corrective action of the same or a different nature..
 2. Advise the employee if the corrective action is disciplinary and identify the form of discipline imposed.
 3. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline.
 4. Provide directives to the employee to correct the conduct or performance.
 5. Forward copies of all writings to the superintendent or designee for filing in the employee's personnel file.
 6. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
 7. Specify the expected level of performance or modification of conduct to be required from the employee.
- B. Independent School District 191 retains the right to immediately discipline, terminate, or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements when applicable.

Legal References: Minn. Stat. § 122A.40 (Employment; Contracts; Termination) Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class) Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers) Minn. Stat. § 122A.58 (Coaches; Termination of Duties) Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School

Districts Employees)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: None

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

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services, and Aaron Tinklenberg
director of communications

Date: November 3, 2022

Re: Policies 410: *Family and Medical Leave Policy*, 413: *Harassment and Violence*, 506: *Student Discipline Policy*, 522: *Title IX Sex Nondiscrimination Policy Grievance Procedure and Process*, 805: *Waste Reduction and Recycling*, 806: *Emergency Operations Policy*, and 634: *Electronic Technologies Acceptable Use Policy*

Recommendation: Approve, on a first reading basis, non-substantive changes to Policies 410: *Family and Medical Leave Policy*, 413: *Harassment and Violence*, 506: *Student Discipline Policy*, 522: *Title IX Sex Nondiscrimination Policy Grievance Procedure and Process*, 805: *Waste Reduction and Recycling*, 806: *Emergency Operations Policy*, and 634: *Electronic Technologies Acceptable Use Policy*.

The policies were reviewed by the Policy Review Committee on October 25, 2022.

Summary:

- Policy 410 – MSBA updated the policy to clarify "parental care" and "employer" and updated the references
- Policy 413 – Changes to text formatting, title of human rights officer, and adding 413R to cross references
- Policy 522 - MSBA update the legal references
- Policy 805 - MSBA updates references
- Policy 806 - MSBA updated URLs and references
- Policy 634 – change to formatting and minor revisions to the text.

All of these policies require an annual review.

Adopted: 4/2001

Burnsville-Eagan-Savage School District Policy 410

Reviewed: ~~9/9/2021~~11/10/2022

Revised: ~~9/23/2021~~MSBA July 2022

Rescinds: GBEAC

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to Independent School District 191 employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under Minnesota law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee’s pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee’s fulfillment of his or her USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.
- D. “Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness.
- E. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember’s spouse, parent, child, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember’s next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember’s only next of kin.
- F. “Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 2. to attend military events and related activities of a covered military member;
 3. to address issues related to childcare and school activities of a covered military member's child;
 4. to address financial and legal arrangements for a covered military member;
 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 7. to attend post-deployment activities related to a covered military member;
 8. to address ~~parental~~ care needs of a covered military member's parent who is incapable of self-care; and
 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
 2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. "Veteran" has the meaning given in 38 United States Code section section U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, child, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, child, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

- b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
 - (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
 - (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
 - (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis,

based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, child, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely

contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the employerschool district. The employee may qualify if they have worked for the school district for at least 12 months and have worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer-school district so that the total leave does not exceed 12 weeks, unless agreed to by the employerschool district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employeeschool district. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the

hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, child, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
 4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore

the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

~~D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.~~

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.~~FMLA information shall be conspicuously posted in each school district building in areas accessible to employees. This policy will be available on the district's website.~~
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)
 10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
 29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
 38 U.S.C. § 101 (Definitions)
 29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: ~~MSBA Service Manual, Chapter 13, School Law Bulletin "M" (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees—Family and Medical Leave Act Summary)~~MSBA School Law Bulletin "M" (Licensed and Non-Licensed School District Employee Leave)

Adopted: 03/94
 Reviewed: ~~10/28/2021~~11/10/2022
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 Rescinds: JBA-ACA, ACA & ACA-R

Burnsville-Eagan-Savage School District Policy 413

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected class, and to discipline or take appropriate action against any student, teacher, administrator, or other school personnel ~~who is~~ found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm

- or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability when the conduct:
- 1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 - 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
- 1. “Disability” means, with respect to an individual who:
 - a. has a physical, sensory, or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 - 2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 7. “Gender identity or expression” means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity. The manner in which persons represent or express gender to others, often through behavior, clothing, hair style, activities, voice, or mannerisms. Or a person’s deeply held sense of knowledge of their own sex.
 8. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s

employment or education; or

- c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of students(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual

intercourse or a sexual act on another; or

- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class-

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee

shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates the executive director of ~~human administrative resources services~~ as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are

prohibited.

- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulation.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe

to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency,, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes ~~c~~Chapter. 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
 Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment)

and Violence Policy)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 Minn. Stat. § 609.341 (Definitions)
 Minn. Stat. Ch. 260~~EF~~ (Reporting of Maltreatment of Minors)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
 42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
 42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Burnsville-Eagan-Savage Policy 102 (Equal Educational Opportunity)
 Burnsville-Eagan-Savage Policy 401 (Equal Employment Opportunity)
 Burnsville-Eagan-Savage Policy 402 (Disability Nondiscrimination Policy)
 Burnsville-Eagan-Savage Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Burnsville-Eagan-Savage Policy 406 (Public and Private Personnel Data)
 Burnsville-Eagan-Savage Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
[Burnsville-Eagan-Savage Regulation 413 \(Gender Inclusion\)](#)
 Burnsville-Eagan-Savage Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 Burnsville-Eagan-Savage Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage Policy 514 (Bullying Prohibition Policy)
 Burnsville-Eagan-Savage Policy 515 (Protection and Privacy of Pupil Records)
 Burnsville-Eagan-Savage Policy 521 (Student Disability Nondiscrimination)
 Burnsville-Eagan-Savage Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
 Burnsville-Eagan-Savage Policy 524 (Internet Acceptable Use and Safety Policy)
 Burnsville-Eagan-Savage Policy 525 (Violence Prevention)
 Burnsville-Eagan-Savage Policy 526 (Hazing Prohibition)
 Burnsville-Eagan-Savage Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)
 Culturally Proficient School System (CPSS) Training

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 Rescinds: JFC

Burnsville-Eagan-Savage School District Policy 506

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that the school district's work toward its mission of providing an exemplary educational program to its students is not interrupted. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked to the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, [Minn. Stat. §§ Minnesota Statutes sections 121A.40-121A.56](#).

In view of the foregoing and in accordance with [Minn. Stat. § Minnesota Statutes section 121A.55](#), the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and

organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are

expected to cooperate with school authorities and to participate regarding the behavior of their children.

- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 2. The use of profanity or obscene language, or the possession of obscene materials;
 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 4. Violation of the school district's Hazing Prohibition Policy;
 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco- and Smoke-Free Environment Policy.
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Electronic Technologies Acceptable Use Policy;
22. Use of devices or objects to cause distractions or facilitate cheating;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a member of a protected group or which connotes gang membership;
31. Falsification of any records, documents, notes, or signatures;
32. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

33. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of electronic devices or other technology to accomplish this end;
34. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
35. Violation of the school district's Harassment and Violence Policy;
36. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
37. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
38. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
39. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to damage school property;
40. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
41. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability.
42. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
43. Violation of the school district's one-to-one device rules and regulations;
44. Inappropriate use of personal electronic devices (cell phone, game console) Filming or recording in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;

- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Restorative conversations or practices
- U. Reteaching expectations
- V. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and governance of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as outlined in the Student/Parent Handbook. “Removal from class” and “removal” mean any actions taken by an authorized school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy. The building principal must approve a student’s removal from class which exceeds one day.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher’s ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- B. Prior to removing the student from the classroom, a teacher must employ response strategies, including a restatement of expectations (warning) so that the student understands that continual disruption might lead to removal from class. When the student's behavior is extreme or unsafe, an immediate removal may be warranted.
- C. Within 24 hours of the removal, the teacher who removed the student must make a good faith effort to inform the student's parent or guardian by phone or in person that the student was removed from class. A good faith effort should include, as appropriate and/or necessary, multiple attempts to contact the parent and/or guardian using a variety of communication tools including, but not limited to phone calls, email, text messages, home visits, or other contacts. Efforts should be made to use the parent's or guardian's preferred method of communication, if known. The teacher must also submit a concise, objective written explanation of the basis for the removal, using the appropriate district approved behavior documentation system.
- D. After the teacher has removed the student from class the teacher must notify the principal or designee in the appropriate district approved behavior documentation system of:
 1. A record of teacher interventions and parent or guardian contacts,
 2. The basis for the removal,
 3. The interventions approved and other steps considered or taken to avoid the need for removal.
- E. When a teacher removes a student from class, the principal or designee shall follow up with teacher, student, and parent or guardian regarding next steps as it relates to the student code of conduct and the building student support plan.

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the pupil’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative

educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under ~~Minn. Stat. §~~[Minnesota Statutes](#) 123A.05 selected to allow the pupil to progress toward meeting graduation standards under ~~Minn. Stat. §~~[Minnesota Statutes](#) 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. Effort will be made to include parent or guardian in the administrative conference. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, ~~Minn. Stat. §§~~ Minnesota Statutes sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, ~~Minn. Stat. §§~~Minnesota Statutes sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections ~~Minn. Stat. §§~~ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to ~~Minn. Stat. §~~ [Minnesota Statutes section 121A.49](#). The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with ~~Minn. Stat. §~~ Minnesota Statutes section 120B.232, ~~Subd. subdivision~~ 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XIII. STUDENTS WITH DISABILITIES

- A. Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.
- B. Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was
1. caused by or had a direct and substantial relationship to the child's disability and
 2. whether the child's conduct was a direct result of a failure to implement the child's IEP.
- C. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise.
- D. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.
- E. School personnel may order a change in the placement of a student with a disability for the same amount of time that a student without a disability would be subject to discipline, but not to exceed 45 school days, if a student with a disability:
1. carries or possesses a weapon; or
 2. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or
 3. inflicts serious bodily harm upon another person; while on school transportation, at school, on school premises, or at a school function.

The IEP team must include services and modifications designed to address the misbehavior which led to the placement in an interim alternative educational setting, expulsion, or exclusion, and modifications designed to address the behavior that gave rise to the 45-day placement.

- F. When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to

provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (~~Minn. Stat. §~~ Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (~~Minn. Stat. §~~ Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy through the Independent School District 191 Student/Parent Handbook or in such a manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60(Definitions)
Minn. Stat. §§ 121A.60-121A.61 (Discipline and Removal of Students From Class)
Minn. Stat. § 122A.42 (General Control of Schools)

Minn. Stat. § 123A.05 (~~State-Approved Alternative Program Organization~~~~Area Learning Center Organization~~)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (~~School Boards' Approval to Enroll in Nonresident District; Exceptions~~~~Enrollment in Nonresident District~~)
Minn. Stat. Ch.125A (~~Special Education and Special Programs~~~~Students With Disabilities~~)
Minn. Stat. § 152.22 (~~Medical Cannabis;~~ Definitions)
Minn. Stat. § 152.23 (~~Medical Cannabis;~~ Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile ~~Safety and Placement~~~~Court Act~~)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education ~~Improvement Act of 2004~~)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

Burnsville-Eagan-Savage School District Policy 105 (Equity, Access & Excellence in Education)
Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)
Burnsville-Eagan-Savage School District Policy 419 (Tobacco Free Environment)
Burnsville-Eagan-Savage School District Policy 501 (School Weapons)
Burnsville-Eagan-Savage School District Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Burnsville-Eagan-Savage School District Policy 503 (Student Attendance)
Burnsville-Eagan-Savage School District Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
Burnsville-Eagan-Savage School District Policy 514 (Bullying Prohibition Policy)
Burnsville-Eagan-Savage School District Policy 524 (Internet Acceptable Use and Safety Policy)
Burnsville-Eagan-Savage School District Policy 525 (Violence Prevention)
Burnsville-Eagan-Savage School District Policy 526 (Hazing Prohibition)
Burnsville-Eagan-Savage School District Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
Burnsville-Eagan-Savage School District Policy 610 (Field Trips)
Burnsville-Eagan-Savage School District Policy 709 (Student Transportation Safety Policy)
Burnsville-Eagan-Savage School District Policy 711 (Video Recording on School Buses)
Burnsville-Eagan-Savage School District Policy 712 (Video Surveillance Other Than on Buses)

Adopted: 10/99

Burnsville-Eagan-Savage School District Policy 522

Reviewed: ~~10/28/2021~~11/10/2022

Revised: ~~11/10/2021~~MSBA 2022

Rescinds: AC / JB / JBR

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

Hailey Busker, Human Resources Coordinator

952-707-2011

Diamondhead Education Center

200 W Burnsville Pkwy.

Burnsville, Minnesota 55337

hbusker@isd191.org

Alternate Stacey Sovine, Executive Director of ~~Human Resources~~ Administrative Services
952-707-2010
Diamondhead Education Center
200 W Burnsville Pkwy.
Burnsville, Minnesota 55337
ssovine@isd191.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 ~~U.S.C.~~United States Code section §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 ~~U.S.C.~~United States Code section 12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under ~~Minn. Stat.~~Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal

complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 ~~U.S.C. §~~United States Code section 1232g, ~~or FERPA's regulations, 34 Code of Federal Regulations part 99, and State Minnesota~~ law under ~~Minn. Stat. §~~Minnesota Statutes section 13.32, ~~34 C.F.R. Part 99, or~~ as required by law, or to carry out the purposes of 34 ~~Code of Federal Regulations~~C.F.R. pPart 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to

participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within ten (10) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.

4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the

conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or

3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 2. The respondent is no longer enrolled or employed by the school district; or
 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and

shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
1. Identification of the allegations potentially constituting sexual harassment;
 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 3. Findings of fact supporting the determination;
 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 5. A statement of, and rationale for, the result as to each allegation, including

a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and

6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
 - F. The written determination of responsibility must be provided to the parties simultaneously.
 - G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
 - H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 1. The Title IX definition of sexual harassment;

2. The scope of the school district's education program or activity;
 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that

inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
 1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
 Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments ~~of 1972~~)
 34 C.F.R. Part 106 (Implementing Regulations of Title IX)
 20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education ~~Improvement Act of 2004~~)
 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act ~~of 1973~~)
 42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act ~~of 1990, as amended~~)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
 20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References: Burnsville-Eagan-Savage Policy 102 (Equal Educational Opportunity)
 Burnsville-Eagan-Savage Policy 413 (Harassment and Violence)
 Burnsville-Eagan-Savage Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

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 Rescinds: ECR-R

Burnsville-Eagan-Savage School District Policy 805

805 WASTE REDUCTION AND RECYCLING

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. ~~(Minn. Stat. § 115A.15, Subd. 1)~~

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

- A. “Lamp recycling facility” means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. ~~(Minn. Stat. § 116.93, Subd. 1)~~
- B. “Mixed municipal solid waste” means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. ~~(Minn. Stat. § 115A.03, Subd. 21)~~
- C. “Packaging” means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. ~~(Minn. Stat. § 115A.03, Subd. 22b)~~
- D. “Postconsumer materials” means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. ~~(Minn. Stat. § 115A.03, Subd. 24b)~~
- E. “Rechargeable battery” means a sealed nickel-cadmium battery, a sealed lead acid

battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Minnesota Pollution Control Agency (PCA) (Commissioner). (~~Minn. Stat. § 115A.9157~~)

- F. “Recyclable commodities” means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (~~Minn. Stat. § 115A.15, Subd. 1a(a)~~)
- G. “Recyclable materials” means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, and source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (~~Minn. Stat. § 115A.03, Subd. 25a~~)
- H. “Recycling” means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (~~Minn. Stat. § 115A.03, Subd. 25b~~)
- I. “Resource conservation” means the reduction in the use of water, energy, and raw materials. (~~Minn. Stat. § 115A.03, Subd. 26a~~)
- J. “Reusable commodities” means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (~~Minn. Stat. § 115A.15, Subd. 1a(b)~~)
- K. “Source-separated compostable materials” means materials that:
1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA’s class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner

determines that no other person is willing to accept the materials.

~~(Minn. Stat. § 115A.03, Subd. 32a)~~

- L. “Waste reduction” or “source reduction” means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
1. reusing the product in its original form;
 2. increasing the life span of a product;
 3. reducing material or the toxicity of material used in production or packaging; or
 4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

~~(Minn. Stat. § 115A.03, Subd. 36b)~~

IV. WASTE DISPOSAL

- A. The school district will attempt to decrease the amount of waste consumable materials by:
1. reduction of the consumption of consumable materials whenever practicable;
 2. full utilization of materials prior to disposal;
 3. minimization of the use of non-biodegradable products whenever practicable.
- B. Each school district facility shall also collect at least three recyclable materials, such as, but not limited to, the following: paper, glass, plastic, and metal. ~~(Minn. Stat. § 115A.151)~~
- C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. ~~(Minn. Stat. § 115A.151)~~
- D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school

district will:

1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
2. develop and implement a plan for managing the potential liability; and
3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (~~Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4~~)

- E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:
1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
 2. the land unless approved by the PCA; or
 3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(~~Minn. Stat. § 115A.916~~)

- F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
1. in solid waste; or

2. in a wastewater disposal system.

~~(Minn. Stat. § 115A.932, Subd. 1(a))~~

- G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in a solid waste processing facility; or
2. in a solid waste disposal facility.

~~(Minn. Stat. § 115A.932, Subd. 1(b))~~

- H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under ~~Minn. Stat. § Minnesota Statutes section 216B.241, Subds.subdivision 2 and 4.~~ (Minn. Stat. § 115A.932, Subd. 1(c))

- I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. ~~(Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2)~~

- J. The school district may not place yard waste:

1. in mixed municipal solid waste;
2. in a disposal facility;
3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or
4. in a plastic bag unless exempt as specified in ~~Minn. Stat. § Minnesota Statutes section 115A.931(c), (d), or (e).~~

~~(Minn. Stat. § 115A.931)~~

- K. The school district may not place a telephone directory:
1. in solid waste;
 2. in a disposal facility; or
 3. in a resource recovery facility, except a recycling facility.

~~(Minn. Stat. § 115A.951, Subd. 2)~~

- L. The school district may not:
1. place major appliances in mixed municipal solid waste; or
 2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

~~(Minn. Stat. § 115A.9561)~~

- M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. ~~(Minn. Stat. § 115A.9565)~~

- N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. ~~(Minn. Stat. § 115A.961, Subd. 3)~~

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

- A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. ~~(Minn. Stat. § 16C.073, Subd.3(a))~~
- B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. ~~(Minn. Stat. § 16C.073, Subd. 3(b))~~
- C. Whenever practicable, the school district will:
1. purchase uncoated copy paper, office paper and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
 2. purchase recycled content paper with at least ten percent postconsumer

material by weight ;

3. use reusable binding materials or staples and bind documents by methods that do not use glue;
4. purchase printer or duplication cartridges that:
 - a. have 10 percent post-consumer material; or
 - b. are purchased as remanufactured; or
 - c. are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in ~~Minn. Stat. §~~ Minnesota Statutes section 115A.03, ~~Subd.~~ subdivision 25b;
5. produce reports, publications, and periodicals that are readily recyclable;
6. print documents on both sides of the paper where commonly accepted publishing practices allow.

~~(Minn. Stat. § 16C.073, Subd. 2)~~

- D. The school district may not use a specified product included on the prohibited products list published in the State Register. ~~(Minn. Stat. § 115A.9651)~~
- E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. ~~(Minn. Stat. § 16C.073, Subd. 3(b))~~
- F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids. ~~(Minn. Stat. § 16C.073, Subd. 3(b))~~

VI. OTHER

The policy of the school district is to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional, and state levels.

Legal References: Minn. Stat. § 16C.073 (Purchase and Use of Paper Stock; Printing)
 Minn. Stat. § 115A.03 (Definitions)
 Minn. Stat. § 115A.15 (State Government Resource Recovery)
 Minn. Stat. § 115A.151 ~~(State and Local Facilities)~~ (Recycling Requirements; Public Entities; Commercial Buildings; Sports Facilities)

Minn. Stat. § 115A.46 (~~Requirements~~)Regional and Local Solid Waste Management Plan; Requirements

Minn. Stat. § 115A.471 (Public Entities; ~~Management of Managing~~ Solid Waste)

Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)

Minn. Stat. § 115A.9155 (~~Disposal of Disposing of~~ Certain Dry Cell Batteries)

Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)

Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)

Minn. Stat. § 115A.931 (Yard Waste Prohibition)

Minn. Stat. § 115A.932 (Mercury Prohibition)

Minn. Stat. § 115A.951 (Telephone Directories)

Minn. Stat. § 115A.9561 (Major Appliances)

Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)

Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)

Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)

Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)

Minn. Stat. § 216B.241, Subds. 2 ~~and~~ 4 (Public Utilities; Energy Conservation)~~Energy Conservation Improvement~~)

Minn. Stat. § 458D.07 (Sewage Collection and Disposal)

National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

Cross References:

Adopted: 6/2000
 Reviewed: ~~10/28/2021~~11/10/2022
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 Rescinds: KDE

Burnsville Eagan Savage Policy 806

806 EMERGENCY OPERATIONS POLICY

I. PURPOSE

The purpose of this Emergency Operations Policy is to act as a guide for the school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this policy will provide guidance to each school building in drafting emergency operations plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific emergency operations plans for each school building in the school district, and sections or procedures may be added or deleted in those emergency operations plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific emergency operations plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Emergency Operations Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific emergency operations plan to meet that building's specific situation and needs.

The administration of each building shall present tailored building-specific emergency operations plans to the superintendent or designee for review and approval. The building-specific emergency operations plans will include general emergency procedures and emergency-specific procedures. This policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Emergency Operations Policy

1. General Emergency Procedures. The Emergency Operations Policy includes general emergency procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific emergency operations plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

All general emergency procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's emergency operations plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency.

Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific emergency operations plan.

- d. Training Procedures. Building administrators are responsible for providing training for staff and students so they are prepared to respond appropriately in emergency situations. Building administrators should use the state-mandated fire drills, lock-down drills, and tornado drills as opportunities for this training. In addition, building administrators should provide copies of this Emergency Operations Policy to employees. Each building's emergency operations plan will include procedures for training and conducting drills.
 - e. Communication Procedures. Responding quickly is a major factor in crisis communications. Timely response reduces tension, confusion, worry, and doubt. Each building's emergency operations plan will include explanation of the communication roles of the building administrator, the Communication Coordinator, and the Superintendent in a crisis situation. Communication following an emergency is also important. The following actions should be taken as appropriate after a crisis: letter to parents; media release; staff meeting; incident documentation; and report to the school board.
2. Emergency-Specific Procedures. The Emergency Operations Policy includes specific procedures for emergency situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific emergency operations plans.
 3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's emergency operations plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must

be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator and designee(s) will know the location of that list in the event of a school emergency. A copy of the list will be kept ~~on file~~ in the school district office.

- b. Leaders. The building administrator or designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response personnel are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response personnel.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to emergency situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Emergency Operations Policy and their own building's emergency operations plan. Employees will receive a copy of the relevant building-specific emergency operations plans and shall receive periodic training on plan implementation.
2. Students and Parents or Guardians. Students and parents or guardians shall be made aware of the school district's Emergency Operations Policy and relevant tailored emergency operations plans for each school building. Each school district's building-specific emergency operations plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area suggested at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.

(Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with ~~Minn. Stat. §~~ [Minnesota Statutes section 299F.30](#). See ~~Minn. Stat. §~~ [Minnesota Statutes section 121A.035](#).
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and will be updated annually.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will describe potential reasons for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (such as designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and

guardians to monitor local and district social media for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will provide for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines counseling to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.

3. Academic recovery.
4. Social/emotional recovery.

IV. PROCEDURES INCLUDED IN THIS POLICY

Procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures

- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See Burnsville Eagan Savage School District Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

- Legal References:**
- Minn. Stat. Ch. 12 (Emergency Management)
 - Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
 - Minn. Stat. § 121A.035 (Crisis Management Policy)
 - Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
 - Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
 - Minn. Stat. § 326B.02, Subd. 6 (Powers)
 - Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
 - Minn. Stat. § 609.605, Subd. 4 (Trespasses ~~on School Property~~)
 - Minn. Rules Ch. 7511 (Fire Safety Code)
 - 20 U.S.C. § 1681, *et seq.* (Title IX)
 - 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
 - 20 U.S.C. § 7912 (Unsafe School Choice Option)
 - 42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: Burnsville Eagan Savage School District Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
 Burnsville Eagan Savage School District Policy 413 (Harassment and Violence)
 Burnsville Eagan Savage School District Policy 501 (School Weapons Policy)
 Burnsville Eagan Savage School District Policy 506 (Student Discipline)
 Burnsville Eagan Savage School District Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
 Burnsville Eagan Savage School District Policy 903 (Visitors to School District Buildings and Sites)
<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/2011%20Comprehensive%20School%20Safety%20Guide.pdf>
Comprehensive School Safety Guide
<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>

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Burnsville-Eagan-Savage School District Policy 634

Reviewed:

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Rescinds: IIBG and IIBG-E, 524

634 ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

I. PURPOSE

This policy sets forth parameters and guidelines for access to the school district's electronic technologies, use of personal electronic devices within the district, electronic communications, use of the district's network, internet, and social networking tools.

II. GENERAL STATEMENT OF POLICY

Technology is one of many learning tools. The use of technology needs to be safe, appropriate, and aligned with the mission of the district. Access to the district's computer network and internet enables students and employees to explore libraries, databases, web pages, other online resources, and connect with people around the world. The district expects its instructional staff to blend safe and thoughtful use of the district's computer network, educational technologies and the internet throughout the curriculum, providing guidance to students.

III. DEFINITIONS

- A. Electronic Technologies include but are not limited to computer hardware and software, operating systems, web-based information and applications, telephones and other telecommunications equipment, video and multimedia equipment, information kiosks, and office products such as copiers and printers.
- B. Social Networking Tools are computer software and web-based services that enable people to interact with each other and include but are not limited to blogs, wikis, video conferencing, online chat, and instant messaging.
- C. The District Network is any equipment or interconnected system or subsystem that is used in the acquisition, storage, manipulation, management, movement, control, display, switching, transmission, or reception of data or information. The District Network is inclusive of all infrastructure necessary to provide and manage systems including but not limited to internet access, data, telecommunications, and wifi.
- D. The term "harmful to minors" means any ~~that:~~ materials that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual

contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

IV. EDUCATIONAL USES

Use of the district's electronic technologies is for educational purposes and district operations only. Use of district electronic resources is limited to district employees, students, or other guests with expressed permission. Students and employees are expected to use electronic technologies to further the district's educational mission, goals and strategic direction. Students and employees are expected to use the district's electronic technologies to support classroom activities, educational research or professional enrichment.

Use of the district's electronic technologies is a privilege, not a right. The district's network, an educational technology, is a limited forum; the district may restrict speech for educational reasons.

V. GUIDELINES IN USE OF ELECTRONIC TECHNOLOGIES

- A. Electronic technologies are assets of the school district and are protected from unauthorized access, modification, destruction or disclosure. Use of personal devices, while on district property, is subject to all policies and guidelines, as applicable, plus any state and federal laws related to internet use, including copyright laws.
- B. The district reserves the right to monitor, read or copy any item on or using the district's electronic technologies, including its network.
- C. Students and employees will not vandalize, damage or disable any electronic technology or system used by the district.
- D. By authorizing use of the district system, the district does not relinquish control over materials on the system or contained in files on the system. Users should not expect privacy in the contents of personal files on the district system.
- E. Routine maintenance and monitoring of electronic technologies, including the district network, may lead to a discovery that a user has violated this policy, another school district policy or the law.

VI. UNACCEPTABLE USES OF ELECTRONIC TECHNOLOGIES AND DISTRICT NETWORK

Misuse of the district's electronic technologies may lead to discipline of the offending employee or student. The following uses of school district electronic technologies while either on/off district property and/or personal electronic technologies while on district property and district network ("electronic technologies") are considered unacceptable:

- A. Users will not use electronic technologies to create, access, review, upload,

download, complete, store, print, post, receive, link, transmit or distribute:

1. Pornographic, obscene or sexually explicit material or other visual depictions;
 2. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or sexually explicit language;
 3. Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 4. Materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment, discrimination or threatens the safety of others;
 5. Orders for shopping online during time designated as work time by the district; and
 6. Storage of personal photos, videos, music or files not related to educational purposes for any length of time.
- B. Users will not use electronic technologies to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- C. Users will not use electronic technologies to engage in any illegal act or violate any _____local, state or federal laws.
- D. Users will not use electronic technologies for political campaigning.
- E. Users will not use electronic technologies to vandalize, damage or disable the property of another person or organization.- Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses, engaging in “spamming” or by any other means. Users will not tamper with, modify or change the district system software, hardware or wiring or take any action to violate the district’s security system. Users will not use the district’s electronic technologies in such a way as to disrupt the use of the system by other users.
- F. Users will not use electronic technologies to gain unauthorized access to information resources or to access another person’s materials, information or files without the implied or direct permission of that person.
- G. Users must not deliberately or knowingly delete a student or employee record.
- H. Users will not use electronic technologies to post information in public access areas regarding private or confidential information about another person. Private or confidential information is defined by board policy, state law, and federal law.

1. This paragraph does not prohibit the posting of employee contact information on district web pages. Refer to Policy 515 (Protection and Privacy of Student Records) for direction on directory information for students and how this can be used.
 2. This paragraph does not prohibit communications between employees and other individuals when such communications are made for legitimate education reasons or personnel-related purposes (i.e. communications with parents or other staff members related to students).
 3. This paragraph specifically prohibits the use of electronic technologies to post private or confidential information about another individual, employee or student, on social networks.
- I. Users will not repost or resend a message that was sent to the user privately without the permission of the person who sent the message.
 - J. Users will not attempt to gain unauthorized access to the district's electronic technologies or any other system through electronic technologies, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. -Users must keep all account information and passwords private.
 - K. Users will not use external proxy servers or other means of bypassing the district's internet content filter.
 - L. Messages and records on the district's electronic technologies may not be encrypted without the permission of director of technology.
 - M. Users will not use electronic technologies to violate copyright laws or usage licensing agreements:
 1. Users will not use another person's property without the person's prior approval or proper citation;
 2. Users will not download, copy or exchange pirated software including freeware and shareware; and
 3. Users will not plagiarize works found on the internet or other information resources.
 - N. Users will not use electronic technologies for unauthorized commercial purposes or financial gain unrelated to the district's mission. Users will not use electronic technologies to offer or provide goods or services or for product placement.
 - O. Use of Unmanned Airborne Vehicles (UAVs) or drones is prohibited on school property without prior approval of the director of technology, director of operations, properties and transportation or building principal.

VII. USER NOTIFICATION

Users will be notified of school district policies relating to internet use. This notification must include the following:

- A. Notification that internet use is subject to compliance with district policies.
- B. Disclaimers limiting the district's liability relative to:
 - 1. Information stored on district disks, drives or servers.
 - 2. Information retrieved through district computers, networks or online resources.
 - 3. Personal property used to access district computers, networks or online resources.
 - 4. Unauthorized financial obligations resulting from use of district resources or accounts to access the internet.
- C. A description of the privacy rights and limitations of district sponsored or managed internet accounts.
- D. Notification that the collection, creation, reception, maintenance and dissemination of data via the internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Student Records.
- E. Notification that should the user violate this policy, the user's access privileges may be revoked, academic sanctions may result, school disciplinary action may be taken, and/or appropriate legal action may be taken.
- F. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.
- G. Family Notification
 - 1. Notification that the district uses technical means to limit student internet access however, the limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 2. Notification that goods and services can be purchased over the internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the internet is the sole responsibility of the student or the student's parents.

VIII. STUDENTS

- A. Internet Use Agreement

1. The proper use of the internet and educational technologies and the educational value to be gained from proper usage is the joint responsibility of students, parents and employees of the school district.
2. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a district account or educational technologies to access the internet.
3. Students have access to internet resources.
4. Students using social networking tools and curriculum content management software for a teacher's assignment are required to keep personal information as stated above out of their postings (see Section VI.H).
5. Students using educational technologies for social networking are limited to educational purposes and must follow the Online Code of Ethics (Appendix I and Policy 514, Bullying Prohibition).

B. Parents' Responsibility; Notification of Student Internet Use

Outside of school, parents bear responsibility for the same guidance of internet use as they exercise with other technology information sources. Parents are responsible for monitoring their student's use of the district system and district educational technologies, even if the student is accessing the district system from home or a remote location.

IX. GUEST ACCESS AND INTERNET USE

- A. Guest access to the school district's open wireless network is provided as a service to the community, and is subject to all district policies and guidelines, plus any state and federal laws related to internet use, including copyright laws. See Appendix II, Personal Device Access.
- B. Guest access provides limited bandwidth, filtered for the following services:
 1. Web access
 2. Email services
 3. Virtual private network services (VPN)

Limited technical support is provided for guest access

X. EMPLOYEES

A. Use of Email

The school district provides access to electronic mail for district communication between

district employees and students, families, and community.

1. All emails received by, sent through, or generated by computers using the district network are subject to review by the district.
2. All emails are assumed to be documents that can be disclosed to the public unless the content of the email is protected as private or confidential information under data privacy laws. -All information contained in an email must be treated in accordance with Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Student Records, regarding student and employee data privacy.
3. Employees will not provide access to their email accounts to non-employees.
4. It is recommended that electronic mail contain a confidentiality notice, similar to the following:

If the information in this email relates to an individual or student, it may be private data under state or federal privacy laws. -This individual private data should not be reviewed, distributed or copied by any person other than the intended recipient(s), unless otherwise permitted under law. -If you are not the intended recipient, any further review, dissemination, distribution, or copying of this electronic communication or any attachment is strictly prohibited. If you have received an electronic communication in error, you should immediately return it to the sender and delete it from your system.
5. Employees will report inappropriate emails to the employee's supervisor or the director of technology.
6. Emails having content governed by the district's record retention schedule must be kept in accordance with the retention schedule.

B. Use of Electronic Technologies

1. Electronic technologies are provided primarily for work-related, educational purposes.
2. Inappropriate use of electronic technologies includes, but is not limited to:
 - a. Posting, viewing, downloading or otherwise receiving or transmitting offensive, defamatory, pornographic or sexually explicit materials;
 - b. Posting, viewing, downloading or otherwise receiving or transmitting materials that use language or images that advocate violence or discrimination toward other persons;
 - c. Posting, viewing, downloading or otherwise receiving or transmitting material that may constitute harassment or discrimination contrary to district policy and state and federal law;

- d. Engaging in computer hacking or other related activities;
 - e. Attempting to, actually disabling or compromising the security of information contained on the district network or any computer; and
 - f. Engaging in any illegal act in violation of any local, state or federal laws.
3. Employees may participate in public internet discussion groups using the electronic technologies, but only to the extent that the participation:
 - a. Is work-related;
 - b. Does not reflect adversely on the district;
 - c. Is consistent with district policy; and
 - d. Does not express any position that is, or may be interpreted as, inconsistent with the district's mission, goal or strategic plan.
 4. Employees may not use the district network or electronic technologies to post unauthorized or inappropriate personal information about another individual on social networks.
 5. Employees will observe all copyright laws. Information posted, viewed or downloaded from the internet may be protected by copyright. Employees may reproduce copyrighted materials only in accordance with Policy 622, Copyright Policy.
 6. All files downloaded from the internet must be checked for possible computer viruses. The district authorized virus checking software installed on each district computer will ordinarily perform this check automatically; however, employees should contact the district's director of technology before downloading any materials for which the employee has questions.

C. Employee Responsibilities

1. Employees who are transferring positions or leaving positions must leave all work-related files and electronic technologies, including form letters, handbooks, databases, procedures, and manuals, regardless of authorship, for their replacements.
2. Individual passwords for computers are confidential and must not be shared.
 - a. If an employee's password is learned by another employee, the password should be changed immediately.
 - b. An employee is responsible for all activity performed using the employee's password.

- c. No employee should attempt to gain access to another employee's documents without prior express authorization.
 - d. An active terminal with access to private data must not be left unattended and must be protected by password protected screen savers.
- 3. Employees are expected to use technology necessary to perform the duties of their position.
 - 4. Employees who fail to adhere to district policy are subject to disciplinary action in accordance with their collective bargaining agreement or contract. Disciplinary action may include suspension or withdrawal of internet or email access, payment for damages or repair, termination and/or referral to civil or criminal authorities for prosecution.

XI. DISTRICT WEB PRESENCE

The school district website provides information and a venue for communications with students, employees, parents and the community.

A. District Website

- 1. The district will establish and maintain a website. The website will include information regarding the district, its schools, district curriculum, extracurricular activities and community education.
- 2. The district webmaster will be responsible for maintaining the district website and monitoring district web activity.
- 3. All website content will support and promote the district's mission, goals and strategic direction.
- 4. The district's website will provide parents with a web portal to resources.

B. School Website

- 1. Each school will establish and maintain a website. The website will include information regarding the school, its employees, and activities.
- 2. The principal will appoint staff, who will be responsible for maintaining the school's website.
- 3. All website content will support and promote the district's mission, goals and strategic direction.

C. Classroom and Teacher Online Content

1. Teachers have the option of establishing a website that supports classroom instruction. The district may provide a standard option within the district's website for basic information about the teacher, such as contact information, personal narrative and links to class resources.
2. If a teacher establishes a web page, they are responsible for maintaining the web page.
3. Teacher web pages must be linked to the teacher's staff directory page.

D. Student Online Content

1. Students may create online content as part of classroom activities with teacher supervision.
2. Student online content must follow the Online Code of Ethics, Appendix I.
3. The classroom teacher will monitor all student-produced online content produced as part of classroom assignments and remove inappropriate material.
4. A classroom teacher or advisor will review student-produced online content to determine if the contents should be removed at the conclusion of the course grading period or activity.

E. Department and Noninstructional Online Content

1. Departments and noninstructional programs may also create online content, including web pages to support their departments or programs.
2. The establishment of web pages must be approved by the program administrator.
3. Once established, the individual departments or programs must appoint an employee(s) who will maintain the web page.

F. District Activity Online Content

1. With the approval of the building principal, a school board-approved district activity may establish a web page.
2. All online content will support the activity and the district's mission, goals and strategic direction.
3. The building principal and ~~his~~her~~their~~ designee will oversee the content of these web pages.

XII. RECORDS MANAGEMENT AND ARCHIVING

All technological data is data under the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act, Records Retention Schedule, and school board policy.

XII. FILTER

- A. With respect to any of its electronic technologies with internet access, and personal devices accessing the school district network, the district will follow the guidelines provided by the Children’s Internet Protection Act, and will monitor the online activities of users and employ technology protection measures during any use of such electronic technologies by users. The technology protection measures utilized will, to the extent possible, block or filter internet access to any material that is:
1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.

XIV. LIABILITY

Use of the school district’s educational technologies is at the user’s own risk. The system is provided on an “as is, as available” basis. The district will not be responsible for any damage users may suffer. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system, nor is it responsible for damages or injuries from improper communications or damage to property used to access school computers and online resources. The district will not be responsible for financial obligations arising through unauthorized use of the district’s educational technologies or the internet.

XV. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for information. These guidelines, forms and procedures will be an addendum to this policy.
- B. The administration will revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The district electronic technologies policy is available for review by parents, employees and members of the community.
- D. Due to the rapid evolution in educational technologies, the school board will conduct an annual review of this policy.

Legal References: 15 U.S.C. § 6501 et seq. (Children’s Online Privacy Protection Act) 17
 U.S.C. § 101 et seq. (Copyrights)
 20 U.S.C. § 6751 et seq. (Enhancing Education Through Technology Act of 2001) 47 U.S.C. § 254 (Children’s Internet Protection Act)
 47 C.F.R. § 54.520 (FCC rules implementing CIPA) Minn. Stat. § 121A.031 (School Student Bullying Policy) Minn. Stat. § 125B.15 (Internet Access for Students)
 Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
 Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969) United States v. American Library Association, 539 U.S. 194 (2003)
 Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011)
 Layslock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
 JS v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

Cross References: Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
 Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)
 Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
 Burnsville-Eagan-Savage School District Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage School District Policy 514 (Bullying Prohibition)
 Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Student Records)
 Burnsville-Eagan-Savage School District Policy 521 ([Student Disability Nondiscrimination](#))
 Burnsville-Eagan-Savage School District Policy 603 ([Curriculum Development](#))
 Burnsville-Eagan-Savage School District Policy 606 ([Instructional Resources](#))
 Burnsville-Eagan-Savage School District Policy 622 (Copyright Policy)
 Burnsville-Eagan-Savage School District Policy 806 ([Emergency Operations Policy](#))
 Burnsville-Eagan-Savage School District Policy 904 ([Distribution of Materials on School District Property by Non-school Persons](#))

Appendix I to Policy 634

ONLINE CODE OF ETHICS

In Burnsville-Eagan-Savage School District 191, it is important to use information and technology in safe, legal, and responsible ways. At the same time, the district has a desire for our students to leave our system with a “positive digital footprint,” so that employers and postsecondary institutions can see the great work that they have done. We embrace these conditions as facets of being a digital citizen and strive to help students develop a positive digital footprint.

1. Students accessing or using electronic products including but not limited to blogs, wikis, podcasts, Google applications and district learning management systems for student assignments are required to keep personal information out of their postings.

At the high school level parents may opt to allow their students to utilize their full name in order to increase their positive digital footprint when publishing to an authentic audience.

2. Students will select online names that are appropriate and will consider the information and images that are posted online at an age appropriate level.
3. Students will not log in to the network as another classmate.
4. Students using electronic tools will treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on electronic tools. Students are expected to treat others and their ideas online with respect.
5. Assignments on electronic tools are like any other assignment in school.- Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism and acceptable use of technology.
6. Electronic forums for student expression; are first and foremost tools for learning. The district may restrict speech for valid educational reasons as outlined in board policy.
7. Students will not use the internet, in connection with the teacher assignments, to harass, discriminate, bully or threaten the safety of others. If students receive a comment on an electronic forum used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher, and must not respond to the comment. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off campus over the internet, on social media, or through other communications.
8. Students accessing electronic tools from home or school, using school equipment, will not download or install any software without permission.
9. Students should be honest, fair and courageous in gathering, interpreting and expressing information for the benefit of others. Always identify sources and test the

accuracy of information from all sources.

10. Students will treat information, sources, subjects, colleagues and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people.
11. Students are accountable to their readers, listeners and viewers and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.
12. Users will not repost or resend content that was sent to the user privately without the permission of the person who created the content.
13. School board policies concerning acceptable use of electronic technology include the use of these electronic tools for school activities (Policy 634: Electronic Technologies Acceptable Use Policy).
14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action.

Revised: Modified:

Appendix II to Policy 634

Personal Device Access

Users of personal devices connecting to the Burnsville-Eagan-Savage School District 191 public network must abide by district's Electronic Technologies Acceptable Use Policy (Board Policy 634).

Though guests may use their personal device and expect some aspects of privacy, use of our network and systems have the following expectations:

1. Use at your own risk. Use of the District 191 network is at the device owner's discretion and therefore Burnsville Public Schools is not responsible for any loss, damage or adverse effects that may occur to a device while on our network.
2. The District 191 network is filtered. -Known inappropriate and/or malicious sites, and many non-instructional sites, are blocked. -Use of the district network and systems requires that owners of personal devices adhere to legal and ethical conduct, and refrain from attempting to access blocked content.
3. Expectation of privacy. -Access to the contents of a personal devices is governed by local and federal laws. -However, while accessing The District 191 network, systems and buildings, there is not a right to privacy of any content, and as such, may be monitored for inappropriate or illegal activities.
4. District 191 reserves the right to maintain records of usage. -District 191 immediately terminates the privilege to use its network should it become aware that the network is being used for inappropriate or illegal activities. -The district reserves the right to take appropriate action in the event inappropriate or illegal activities are discovered on our systems or network.

November 10, 2022 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(FY22 Audit Report)

Board Member Question	Staff Response
<p>I am noticing that the reporting in the audit slides has changed slightly, and I am wondering if we can return to a format which includes a single summary page for all funds. Attached please find an example of how funds were previously reported in slides, versus what is available in this week's audit slides. https://mail.google.com/mail/u/0?ui=2&ik=d47c9e4f71&attid=0.1&permmmsgid=msg-f:1748846160344989737&th=184526512a2b4029&view=att&disp=safe&realattid=f_la5kl5790</p>	<p>The information from a previous presentation is found in the additional attached Executive Audit Summary, page 7 of 32 in Boardbook. The Summary includes many more charts than provided in the presentation. The slides were created with the purpose of providing an overview for the board as a whole.</p>
<p>EAS p. 7. 6/30/21 Audited Balance column: Why are select items at a value of \$0, when each year there are (eventually) annual balances for the items? (e.g. Gifted and Talented, Achievement & Integration.)</p>	<p>By state statute some areas can not have a carryover or go negative at the end of the fiscal year, thus they are 0'd out at the end of the fiscal year with approved transfers during the year (2nd column from the right). In most cases the amount of revenues targeted to these specific areas are less than the expenses. This is when we pull over from the general fund to supplement these areas according to budgeted</p>

	<p>amounts. This is the audit so it shows a 0 amount at the end of the previous fiscal year, the revenue and the expenditures, and any transfers to end back up at 0 and the end of the following fiscal year.</p>
<p>EAS p. 7: Please elaborate on Severance Benefits.</p>	<p>We still have employees covered under contract language that receive benefits when they retire i.e. teachers:</p> <p><u>Section 2. Severance:</u> Teachers who are at least 55 years of age will be eligible for an early retirement incentive of one day's pay for every day of unused sick leave up to a maximum of 92 days or one half (1/2) of their annual salary of the previous year. In no case shall severance exceed 1/2 of the annual salary as listed on the salary schedule. Teachers are eligible for the benefit provided they have had a minimum of fifteen (15) years of active teaching experience in the School District or twenty (20) years of active teaching experience of which ten (10) years of active teaching experience is in the School District. No teacher employed after July 1, 1989 shall be eligible for any provision of this article.</p> <p><u>Section 3. Retirement Health Insurance:</u> Teachers retiring under the Early Retirement Incentive (above in Section 2 of this Article)</p>

	<p>shall be eligible for 100% of the single health insurance premium payable under the following conditions: (No teacher employed after July 1, 1989, shall be eligible for any provision of this section.)</p>
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(Enrollment Report)

Board Member Question	Staff Response
<p>Given staff's recent focus on using the term 'multilingual' over 'EL," to describe our students who speak more than one language, might it be possible to use this asset-based terminology here? I understand that EL is a term specific to statute and for MDE; I also understand that this is a report to the board, not to the State. A possible work-around might include an asterisk and a footnote for 'Eligible EL,' so data is aligned with MDE terminology.</p> <p>Please add slides which provide data on enrollment 'in' (variances and open enrollment) for each elementary and middle school (see also November 2020 Variance slides as an example): FRP and ethnicity numbers by school.</p> <p>I would like to understand the data that is driving FRP increases in HV and SO. Are these neighborhood students, variances, or a blend? We are again close to racially/socioeconomically</p>	<p>That's an entirely different report that would need to be generated. We included a slide last year that showed a decline across the district for variances. I can include that slide as it would only need new numbers for this year.</p> <p>As to the multilingual request the information in the MARSS system is set up to align with the state reporting. We might be able to change the headers, but the tables are fed through the system. If this is a priority we can make these format changes.</p> <p>No, the increase is due to Direct Certification for students that qualify for state programs such as the Supplemental Nutrition Assistance Program (SNAP). This increased our numbers across the district because it eliminated the need for families that qualify for SNAP to have to reapply for the educational benefits through Food and Nutritional Services. Our two remaining buildings that have high variances are GP and</p>

<p>identifiable status, based on historical MDE classifications.</p>	<p>HB. Both have legacy enrollments from the boundary changes. We have implemented more restricted K variance requests to these buildings that are limited to siblings already there. Over the next few years we expect to see continued decline in the number of variances to those sites as a result. We are also working on a better transition between VPK to K. We have state approval for VPK programs that are not necessarily aligned to our capacity for K at those same buildings. So, we end up sending students to different buildings and they become accustomed to that site and want to variance into K because they have become a part of that community. The other piece that we are working on is improving notification to principals so they can contact families and work with them before we act on the variance requests.</p> <p>As far as the second question about racially isolated schools, per MN Statute 3535.0110:</p> <p style="padding-left: 40px;">Subp. 6. Racially identifiable school within a district. "Racially identifiable school within a district" means a school where the enrollment of protected students at the school within a district is more than 20 percentage points above the enrollment of protected</p>
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	<p>students in the entire district for the grade levels served by that school.</p> <p>The district average for elementary schools is 73%, Sky Oaks is currently at 86% so it does not fall outside the 20% threshold. Also,</p> <p>Subp. 9. Segregation. "Segregation" means the intentional act or acts by a school district that has the discriminatory purpose of causing a student to attend or not attend particular programs or schools within the district on the basis of the student's race and that causes a concentration of protected students at a particular school.</p> <p>A. It is not segregation for a concentration of protected students or white students to exist within schools or school districts:</p> <p>(1) if the concentration is not the result of intentional acts motivated by a discriminatory purpose;</p> <p>(2) if the concentration occurs at schools providing equitable educational opportunities based on the factors identified in part 3535.0130, subpart 2; and</p>
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	<p>(3) if the concentration of protected students has occurred as the result of choices by parents, students, or both.</p> <p>We no longer have intentional acts such as the magnet programs that inadvertently created isolated schools. At this point all elementary students have access to the same programming, resources, and have the ability to move to other schools under our Variance policy which greatly works in our favor if the commissioner were to request information per statute 3535.0130.</p>
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**Agenda IV.B.1.
November 10, 2022**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Amy Piotrowski, director of student support services

Date: November 3, 2022

Re: Policy 415: *Mandated Reporting of Maltreatment of Vulnerable Adults*

Recommendation: Approve, on a first reading basis, changes to 415: *Mandated Reporting of Maltreatment of Vulnerable Adults*.

Policy 415 was reviewed by the Policy Review Committee meeting on October 25, 2022. The policy was updated by MSBA.

Adopted: 7/2001
 Reviewed: ~~9/9/2021~~11/10/2022
 Revised: 3/19/2020 MSBA July 2022
 Rescinds: GBHAB

Burnsville-Eagan-Savage School District Policy 415

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to ~~fully~~ comply fully with ~~Minn. Stat. §~~ Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

~~A.~~ A. "Abuse" means:

1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.

2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation

procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).

D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

E. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

F. "Mandated Reporters" means a professional or professional's delegate while engaged in education, any school personnel who have reason to believe that a vulnerable adult is being or has been maltreated.

GB. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

HC. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

I. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section Minn. Stat. § 626.5572, Subd. 17.

J. “School personnel” means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.

~~D. “Abuse” means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult’s will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.~~

~~E. “Financial Exploitation” means a breach of a fiduciary duty by an actor’s unauthorized expenditure of funds entrusted to the actor for the benefit of the~~

~~vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.~~

- ~~KF.~~ "Vulnerable aAdult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 245A, except as excluded under ~~Minnesota Statutes section Minn. Stat. §~~ 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to ~~adequately~~ provide adequately for the ~~person's individual's~~ own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.
- ~~G.~~ "Caregiver" means ~~an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.~~
- ~~H.~~ "School Personnel" means ~~professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.~~
- ~~I.~~ "Immediately" means ~~as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.~~

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall, to the extent possible, identify the vulnerable adult, the

caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data*, as defined under ~~Minn. Stat. §~~Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.

- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. The school district will develop a method of discussing this policy with employees ~~where as~~ appropriate.
- B. This policy ~~shall~~should be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (~~Collection, Security, and Dissemination of Records; Definitions~~)Government Data Practices; Definitions)
Minn. Stat. Ch. 245A (Human Services Licensing)
 Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
 Minn. Stat. §§ 609.221-609.224 (Assault)
 Minn. Stat. § 609.23234 (Crimes Against Vulnerable Adults; Definitions ~~the Person~~)
 Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)

Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)

Minn. Stat. § 609.341 (Definitions)

Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)

Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Stat. § 626.5572 (Definitions)

In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

- Cross References:***
- Burnsville-Eagan-Savage School District Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
 - Burnsville-Eagan-Savage School District Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
 - Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 - Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)
 - Burnsville-Eagan-Savage School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 - Burnsville-Eagan-Savage School District Policy ~~Policy~~ 423 (Employee-Student Relationships)
 - [Burnsville-Eagan-Savage School District Policy 515 \(Protection and Privacy of Pupil Records\)](#)



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

To: Board of Education
Dr. Theresa Battle, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: November 3, 2022

Re: New Regulation 413: *Administrative Guidelines for Supporting Transgender and Gender-Expansive Students*

Recommendation: Approve, on a first reading basis, new Regulation 413: *Administrative Guidelines for Supporting Transgender and Gender-Expansive Students*.

The Administrative Guidelines were written by MSBA and reviewed by the Policy Review Committee on October 25, 2022.

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT 191 ADMINISTRATIVE GUIDELINES FOR SUPPORTING TRANSGENDER AND GENDER- EXPANSIVE STUDENTS

These Administrative Guidelines (“Guidelines”) set forth Burnsville-Eagan-Savage School District 191 (“District”) procedures for schools to address the needs and concerns of transgender and gender-expansive students to ensure safe, supportive, and healthy school environments where every child can learn. These Guidelines are intended to: 1) ensure that all students are welcomed, valued, included, and respected; 2) to help schools ensure safe learning environments free of discrimination, harassment, and bullying; and 3) to promote the educational and social integration of transgender and gender-expansive students. These Guidelines do not and cannot anticipate every situation that may occur, as every student is unique. The support for each student must be assessed and addressed individually based upon the student’s specific requests and needs.

These Guidelines are supported by District Policy 102 (Equal Education Opportunity), 413 (Harassment and Violence), ~~515~~-514 (Bullying Prohibition Policy), 515 (Protection and Privacy of Pupil Records, 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process), and 525 (Violence Prevention).

1. Definitions

The definitions contained in the policy are not intended to label students, but rather to assist in understanding this policy and the legal obligations of district staff. It is recognized that students might or might not use these terms to describe themselves.

“*Gender Identity*” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the sex or gender they were assigned at birth. A person’s gender identity can be the same or different than the sex or gender assigned at birth.

“*Gender Expression*” refers to the manner in which a person represents or expresses that person’s gender identity to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

“*Transgender/Trans*” describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

“*Gender Non-Conforming*” describes people whose gender expression differs from social expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This phrase also includes people who identify outside traditional gender categories.

“*Gender-expansive*” describes someone with a more flexible gender identity than might be associated with a typical gender binary.

2. Privacy

All students have a right to privacy, including the right to keep private one’s transgender or gender expansive status at school. Transgender and gender-expansive students have the right to discuss and express their gender identity and expression openly and to decide when, how, and with whom to share private information, well as to determine what information will be shared.

To ensure the safety and well-being of the student, District employees shall not disclose a student’s gender identity, sex assigned at birth, transgender identity, or information that may reveal a student’s gender identity (e.g., birth name) to anyone, including, but not limited to, other staff members, students, or parents of other students, unless such disclosure has been authorized by the student or their parent(s)/guardian(s). If such a disclosure is necessary, it will be documented in writing and should be discussed with the student in advance.

Information about a student’s transgender or gender-expansive status, legal name, or gender assigned at birth may constitute private data under state and federal law. School district personnel shall not disclose information that may reveal a student’s transgender or gender-expansive status to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure.

In some cases, transgender or gender-expansive students may feel more supported and safer if other students are aware that they are transgender or gender-expansive. In such cases, District staff should work closely with the student, family, and other staff members on a plan to inform and educate the student’s peers and shall document the plan. In some circumstances, it may also be appropriate to engage external resources to assist with educational efforts.

3. Official School Records

The school district is required to maintain a mandatory and permanent student record (“official record”) that includes a student’s legal name and gender. The school district is not required to use a student’s legal name and gender on other school records or documents.

The school district will change a student’s official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or other official government action.

In situations where school district staff or administrators are required by law to use or report a transgender or gender-expansive student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of confidential or private information relating to a student's gender identity or gender expression.

4. Student Names, Pronouns, and Gender Markers

A student has the right to request that the student be referred to by a name and pronouns that correspond to the student's gender identity by all school staff and fellow students. Parent(s)/Guardian(s) have a right to request that the District change the student's name and/or gender marker in the school's student information system. A court-ordered name change or official gender change is not required, and the student is likewise not required to change the school's official records in order to be addressed by the name and pronouns that correspond to the student's gender identity.

5. Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender.

6. Gender-Segregated Facilities

Transgender and gender-expansive students shall have access to gendered facilities and school-sponsored programs that are consistent with the student's gender identity. This includes, but is not limited to, multi-stalled gendered restrooms, locker rooms, and school programs, trips, and athletic programs.

a. Restroom Accessibility

Pursuant to state law, students shall have access to the restroom that corresponds to their gender identity asserted at school:

- i. Any student who has a need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided access to a single user restroom.
- ii. No student shall be required to use a single user restroom because they are transgender or gender-expansive.
- iii. The District shall work with each gender-expansive student to determine which restrooms are most comfortable for the student.

- iv. In no case shall a transgender or gender-expansive student be required to use a restroom that conflicts with the student's gender identity.

b. Locker Room Accessibility

The use of locker rooms by transgender and gender-expansive students shall be assessed on an individualized basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports and other school activities, ensuring the student's safety and comfort, and minimizing stigmatization of the student.

- i. Unless the student requests otherwise, transgender and gender-expansive students should have access to the locker room that corresponds to the student's gender identity asserted at school, like all other students.
- ii. Any student who has the need or desire for increased privacy, regardless of the student's gender identity or expression, and regardless of the underlying reason for the student's need or desire for increased privacy, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a physical education instructor's office in or near the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponding to gender identity before or after other students).
- iii. Any alternative arrangement should be provided in a manner that protects the student's ability to keep the student's transgender or gender-expansive status confidential.
- iv. The District shall work with each gender-expansive student to determine which restrooms and locker room facilities are most comfortable for the student.
- v. In no case shall a transgender or gender-expansive student be required to use a locker room that conflicts with the student's gender identity.

7. Physical Education and Health Education Classes and Intermural Sports

Transgender and gender-expansive students shall be permitted to participate in physical education classes, health education classes, and intramural sports and activities in a manner consistent with their gender identity or in a manner that allows the student to feel the safest, included, and most comfortable.

Students in physical education classes may be grouped by ability, so long as a student's ability is based on objective standards of individual performance. A student's gender identity shall not be considered when assessing ability.

Physical education and health education teachers and staff will make their best efforts not to divide students based on sex assigned at birth or gender identity during any activities or classes.

8. School Trips

All students shall be permitted to participate in all school trips in a manner that corresponds with their gender identity or in a manner that allows the student to feel the safest, included, and most comfortable. In planning school trips, staff is expected to assess the student's need in collaboration with the student and/or the student's parent(s)/guardian(s) and make reasonable efforts to provide an accommodation that is acceptable to the student. Accommodations will be discussed in advance of the trip on a case-by-case basis and will be documented in writing.

9. Dress Codes

Transgender and gender-expansive students have the right to dress in a manner consistent with their gender identity or gender expression, including at school-sponsored functions such as dances, after school activities, and graduation. The District's rules regarding clothing will be enforced consistently, regardless of a student's gender identity or expression.

A student whose gender expression is different from expectations based on the student's sex assigned at birth will not be considered disruptive of the educational process or as an interference with the maintenance of a positive teaching/learning climate.

10. Interscholastic Competitive Sports Teams/Activities

Transgender and gender-expansive students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Minnesota State High School League (MSHSL).

11. Staff Training and Compliance

All administrative staff shall be informed of the existence of these Guidelines. The District will provide training on these Guidelines and how to support transgender or gender-expansive students at reasonable intervals, to be determined by the District.

District employees who refuse to abide by these Guidelines may be subject to disciplinary actions, up to and including termination, as set forth in the relevant employee discipline policy. This includes a staff member's persistent refusal to respect a student's gender identity, for example by consistently referring to the student by a name or pronoun that does not correspond with the student's gender identity.

12. Discrimination/Harassment/Bullying

It is the policy of the District to maintain a safe and supporting learning and educational environment that is free from harassment, intimidation, violence, and/or bullying and free from discrimination on account of gender, gender identity, and gender expression.

Complaints alleging discrimination or harassment based on a student's actual or perceived transgender status or gender non-conformity generally are to be handled in the same manner as sex discrimination, harassment or bullying complaints. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413). For information about the types of conduct that constitute violation of the school district's policy on bullying and the school district's procedures for addressing such complaints, refer to the school district's policy on bullying (Policy 514).

These materials are for informational use only and are not to be construed as legal advice. If legal advice is needed, the school district's legal counsel should be contacted. While current at the time it was created, this document may be later superseded by legislative or other action.

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**Agenda V.A.
November 10, 2022**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services, Tyler Dehne, director of finance, and CliftonLarsonAllen Auditors

Date: November 3, 2022

Re: FY22 Audit Report



Executive Audit Summary for Burnsville-Eagan-Savage Public Schools (ISD #191)

Presented by: CLA

Michelle Hoffman, Principal

Lucas Chase, Director

We'll get you there.

CPAs | CONSULTANTS | WEALTH ADVISORS

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Audit Results Year Ended 6/30/2022

- Audit Opinion – The financial statements are fairly stated. We issued what is known as a “clean” or “unmodified” audit report.
- Yellow Book Compliance – No compliance issues were noted in our review of laws, regulations, contracts, and grants that could have significant financial implications to the District.
- Internal Controls – No “material weaknesses” in internal control were reported.



Audit Results Year Ended 6/30/2022 (Continued)

- Single Audit:
 - State and Local Fiscal Recovery Fund: Significant Deficiency in Internal Control over Procurement – No formal record was retained of a comparison of rates or prices to other emotional health services.
 - Child Nutrition Cluster: No compliance issues or internal control over compliance issues noted.
 - Education Stabilization Fund (GEER/ESSER): No compliance issues or internal control over compliance issues noted.
- Legal Compliance – No compliance issues were reported with respect to Minnesota Statutes.



Audited Fund Balances – General Fund

ISD #191 - BURNSVILLE-EAGAN-SAVAGE AUDITED FUND BALANCES THROUGH JUNE 30, 2022 (UFARS basis)

FUND DESCRIPTION	6/30/2021 AUDITED BALANCE	2021-22 AUDITED REVENUES	2021-22 AUDITED EXPENDITURES	2021-22 APPROVED TRANSFER	6/30/2022 AUDITED BALANCE
GENERAL FUND					
A. UNASSIGNED	\$13,187,446	\$105,549,644	\$97,853,917	(\$2,105,594)	\$18,777,579
B. NONSPENDABLE	\$382,338	\$0	\$127,902	\$0	\$254,436
C. COMMITTED	\$1,849,491	\$2,383,167	\$2,395,641	\$0	\$1,837,017
D. RESTRICTED	\$9,020,782	\$26,764,805	\$28,049,293	\$2,105,594	\$9,841,888
E. ASSIGNED	\$5,081,823	\$1,810,980	\$5,081,823	\$0	\$1,810,980
TOTAL GENERAL FUND	\$29,521,880	\$136,508,596	\$133,508,576	\$0	\$32,521,900
BUDGET		\$135,585,717	\$136,035,698		\$29,071,899
DIFFERENCE		\$922,879	(\$2,527,122)		\$3,450,001
% VARIANCE		0.68%	-1.86%		



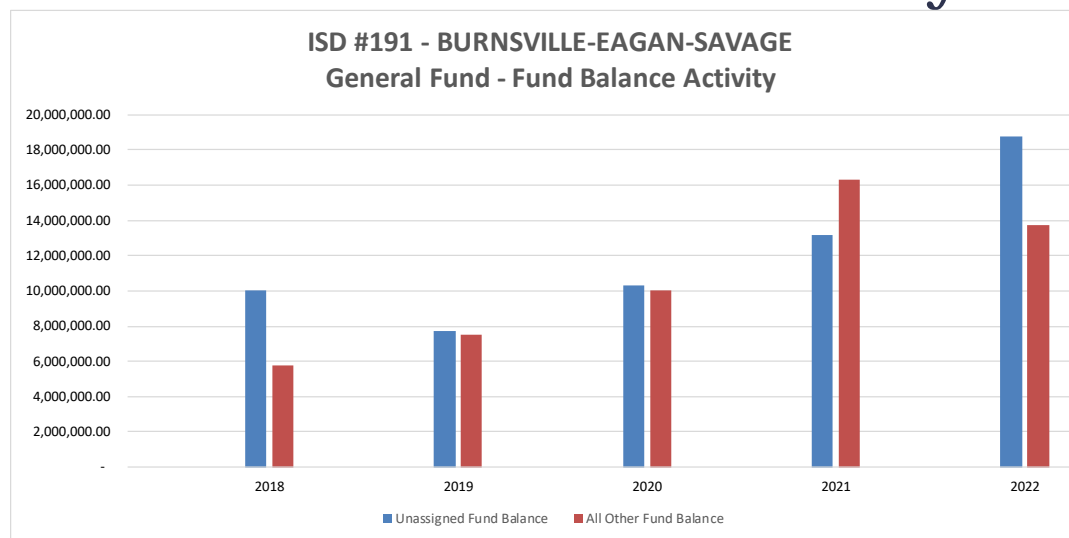
Audited Fund Balances – Other Funds (Continued)

ISD #191 - BURNSVILLE-EAGAN-SAVAGE AUDITED FUND BALANCES THROUGH JUNE 30, 2022 (UFARS basis)

FUND DESCRIPTION	6/30/2021 AUDITED BALANCE	2021-22 AUDITED REVENUES	2021-22 AUDITED EXPENDITURES	2021-22 APPROVED TRANSFER	6/30/2022 AUDITED BALANCE
BUDGET		\$5,968,857	\$5,066,272		\$2,021,710
TOTAL FOOD SERVICE	\$1,119,125	\$6,313,631	\$4,921,294	\$0	\$2,511,462
DIFFERENCE		\$344,774	(\$144,978)		\$489,752
% VARIANCE		5.78%	-2.86%		
BUDGET		\$6,599,351	\$5,618,862		\$3,053,121
TOTAL COMMUNITY EDUCATION	\$2,072,632	\$6,396,433	\$5,273,555	\$0	\$3,195,510
DIFFERENCE		(\$202,918)	(\$345,307)	\$0	\$142,389
% VARIANCE		-3.07%	-6.15%		
BUDGET		\$250	\$1,657,945		\$0
TOTAL CAPITAL PROJECTS	\$1,657,695	\$438	\$1,658,133	\$0	\$0
DIFFERENCE		\$188	\$188		\$0
% VARIANCE		75.20%	0.01%		
BUDGET		\$24,900,000	\$23,185,000		\$5,838,715
TOTAL DEBT SERVICE	\$4,123,715	\$24,850,562	\$23,182,385	\$0	\$5,791,892
DIFFERENCE		(\$49,438)	(\$2,615)		(\$46,823)
% VARIANCE		-0.20%	-0.01%		
TOTAL INTERNAL SERVICE FUNDS	\$23,785,112	\$21,726,281	\$24,610,402	\$0	\$20,900,991



General Fund – Fund Balance Activity



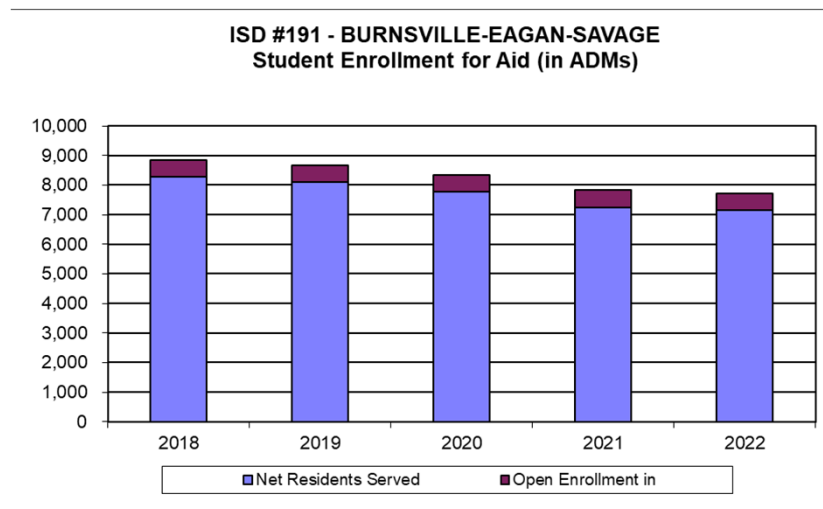
UFARS Basis	2018	2019	2020	2021	2022
Unassigned Fund Balance	\$ 10,024,458	\$ 7,738,652	\$ 10,276,533	\$ 13,187,446	\$ 18,777,579
All Other Fund Balance	5,790,746	7,545,747	10,049,494	16,334,434	13,744,321
Total Fund Balance	\$ 15,815,204	\$ 15,284,399	\$ 20,326,027	\$ 29,521,880	\$ 32,521,900
Total Expenditures	\$ 130,123,536	\$ 132,076,288	\$ 127,299,185	\$ 125,450,534	\$ 133,508,576
Unassigned Fund Balance as a % of Total Expenditures	7.70%	5.86%	8.07%	10.51%	14.06%



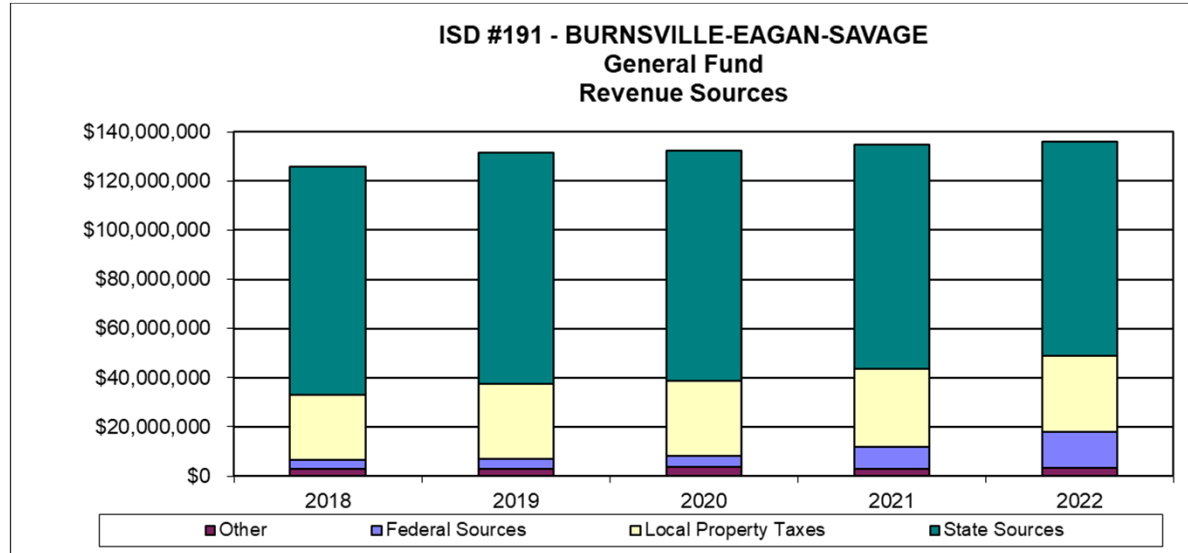
Student Enrollment – Open Enrollment

	2018	2019	2020	2021	2022
Total Residents	10,548.77	10,635.48	10,548.49	10,305.87	10,256.32
Open Enrollment Out *	(2,281.84)	(2,536.98)	(2,762.69)	(3,067.20)	(3,107.99)
Net Residents Served	8,266.93	8,098.50	7,785.80	7,238.67	7,148.33
Open Enrollment In	565.59	574.10	564.77	586.89	567.87
Net ADM Served	8,832.52	8,672.60	8,350.57	7,825.56	7,716.20
Net Pupil Units Served	9,634.79	9,467.74	9,126.75	8,554.38	8,434.78

* - includes enrolled in charter schools



General Fund – Revenue Sources

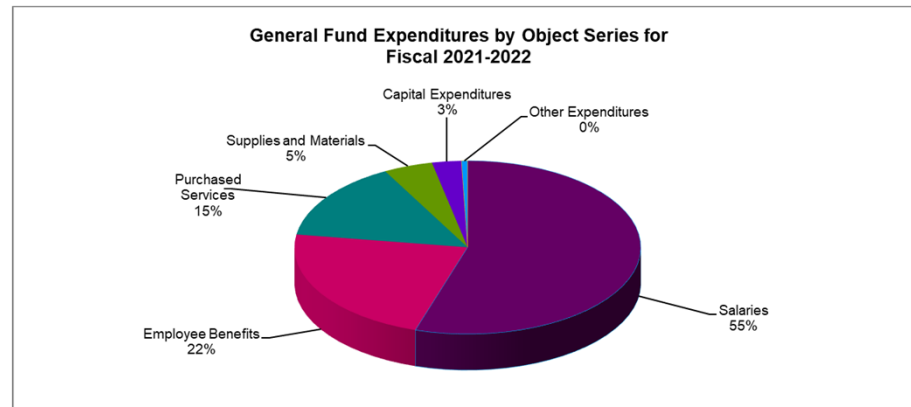


	2018	2019	2020	2021	2022
Local Property Taxes	\$ 26,115,688	\$ 30,501,788	\$ 30,562,243	\$ 31,896,090	\$ 30,955,773
State Sources	92,932,943	94,084,001	93,374,496	91,092,466	87,017,209
Federal Sources	4,008,431	4,154,299	4,602,284	8,950,841	14,965,232
Other	2,724,031	2,799,031	3,707,174	2,706,990	3,082,433
Total Revenues	\$ 125,781,093	\$ 131,539,119	\$ 132,246,197	\$ 134,646,387	\$ 136,020,647

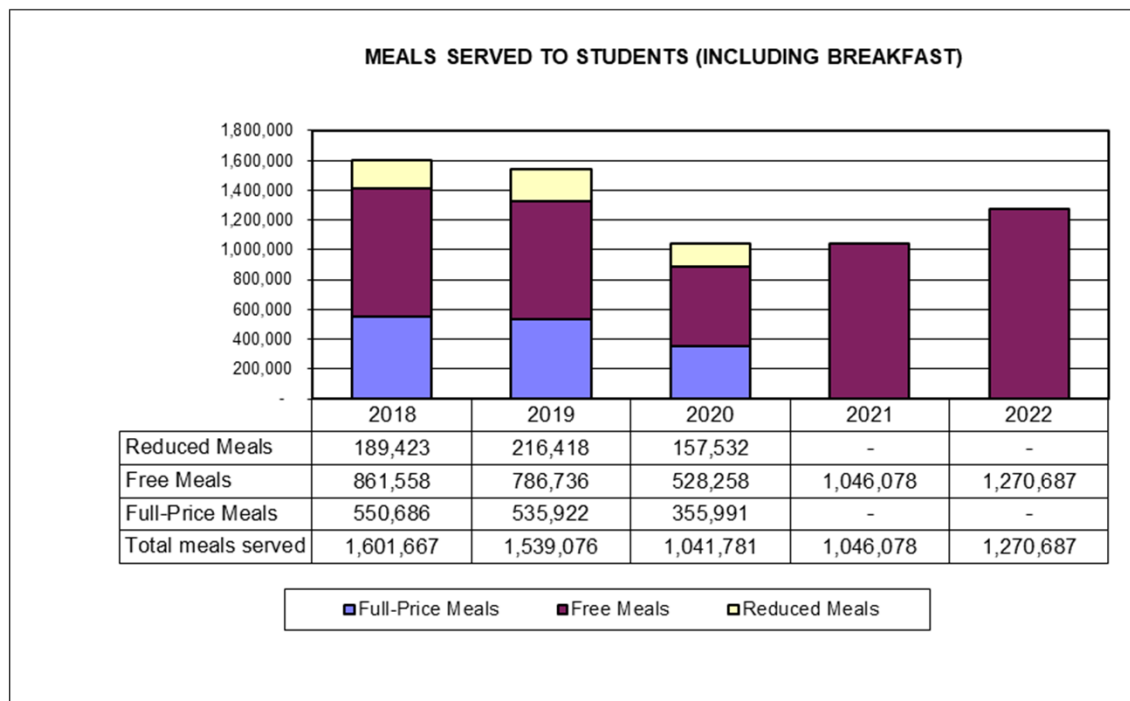


General Fund – Expenditures by Object

	2022				2021	2020
	Final Amended Budget	Actual	Over (Under) Budget	Var %	Actual	Actual
Salaries	\$ 74,776,015	\$ 73,254,291	\$ (1,521,724)	(2.04)%	\$ 71,179,407	\$ 73,307,987
Employee Benefits	31,687,934	30,043,103	(1,644,831)	(5.19)	29,301,361	29,675,127
Purchased Services	18,568,397	19,648,553	1,080,156	5.82	14,700,502	17,020,334
Supplies and Materials	4,231,772	6,131,231	1,899,459	44.89	5,343,363	2,718,323
Capital Expenditures	5,797,104	3,656,490	(2,140,614)	(36.93)	3,865,715	3,230,989
Other Expenditures	974,476	774,908	(199,568)	(20.48)	1,060,186	1,346,425
Total Expenditures	\$ 136,035,698	\$ 133,508,576	\$ (2,527,122)	(1.86)%	\$ 125,450,534	\$ 127,299,185



Food Service Fund – Meals Served



Expenditures per ADM – Comparison

	Expenditures Per Student (ADM) Served					
	Statewide			ISD No. 191		
	All Districts	7-County Metro	Enrollment > than 4,000	Burnsville-Eagan-Savage		
	2021	2021	2021	2020	2021	2022
District and School Admin and Support Services	\$ 1,184	\$ 1,205	\$ 1,156	\$ 1,172	\$ 1,148	\$ 1,254
Regular Instruction (including Co- & Extra-Curricular)	6,198	6,527	6,348	6,197	6,565	7,083
Vocational Instruction (Career & Technical)	197	179	185	248	264	280
Special Education Instruction	2,625	2,792	2,839	2,855	3,070	3,292
Instructional Support Services	812	917	913	1,277	1,706	1,637
Pupil Support Services (Including Transportation)	1,228	1,285	1,271	1,405	1,242	1,479
Operations and Maintenance and Other	1,083	1,052	1,056	1,181	1,325	1,376
General Fund Subtotal	13,327	13,957	13,768	14,335	15,320	16,402
Food Service	532	522	513	642	549	621
Community Service	610	682	658	702	655	665
Capital Expenditure (excluding Building Constr Fund)	793	815	784	385	491	675
Debt Service	1,576	1,683	1,583	1,403	1,520	1,462
Total Pre-K - 12 Operating Expenditures	<u>\$ 16,838</u>	<u>\$ 17,659</u>	<u>\$ 17,306</u>	<u>\$ 17,467</u>	<u>\$ 18,534</u>	<u>\$ 19,825</u>
Percent Change from Prior Year				-0.81%	6.11%	6.96%



Questions and Feedback

- We welcome any questions pertaining to the audit, Governance Communication Letter, Internal Control Communication or other matters related to the engagement.
- We appreciate the opportunity to serve as the auditors for Burnsville-Eagan-Savage Public Schools and welcome any feedback relative to our performance.



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October 27, 2022

Board of Education
Independent School District No. 191
Burnsville-Eagan-Savage Schools
Burnsville, Minnesota

This Executive Audit Summary and Management Report presents information which we believe is important to you as members of the school board. We encourage you to review the sections of this report, the audited financial statements, and the auditors' reports.

We would be pleased to furnish additional information with respect to these suggestions and discuss this memorandum with you at your convenience. We wish to express our appreciation to the District for the courtesies, cooperation, and assistance extended to us during the course of our work.

CliftonLarsonAllen LLP

A handwritten signature in black ink that reads "Michelle Hoffman".

Michelle Hoffman, CPA
Principal

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191**

EXECUTIVE AUDIT SUMMARY (EAS)

JUNE 30, 2022



**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
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JUNE 30, 2022**

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**EXECUTIVE AUDIT SUMMARY (EAS)
FOR
BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
YEAR ENDED JUNE 30, 2022**

AUDIT FINDINGS AND RESULTS

We prepared this Executive Audit Summary and Management Report in conjunction with our audit of the District's financial records for the year ended June 30, 2022.

Audit Opinion – The financial statements are fairly stated. We issued what is known as a “clean” or an “unmodified” audit report.

Yellow Book Compliance Findings – No compliance issues were reported in our review of laws, regulations, contracts, and grants that could have significant financial implications to the District.

Single Audit – One finding was noted in relation to procurement compliance for the State and Local Fiscal Recovery Fund. The major programs tested were the Education Stabilization Funds, Child Nutrition Cluster, and State and Local Fiscal Recovery Fund.

Internal Controls Over Financial Reporting – No “material weaknesses” in internal control were reported.

Legal Compliance – No compliance issues were reported with respect to Minnesota Statutes.

Fund Balance – The District's General Fund unassigned fund balance increased by \$5,590,132 (UFARS basis) during fiscal 2021-2022, changing from a balance of \$13,187,447 to a balance of \$18,777,579 at June 30, 2022. Total fund balance of the General Fund increased by \$3,000,020 from operations, ending at \$32,521,900 as of June 30, 2022. The ending unassigned fund balance represents a balance of 14.06% of General Fund expenditures. A District's fund balance is an important aspect in considering the District's financial wellbeing since a healthy fund balance represents things such as cashflow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies, state aid metering changes and aid proration at the state level and similar issues.

Enrollment – For fiscal 2021-2022, Burnsville-Savage-Eagan Public Schools served an estimated total adjusted average daily membership of 7,716.20 (or 8,434.78 adjusted pupil units). For fiscal 2020-2021, Burnsville-Savage-Eagan Public Schools had served total adjusted average daily membership of 7,825.56 (or 8,554.38 adjusted pupil units).

Budget to Actual – Total revenues on a net basis in the General Fund were approximately \$434,930 (or 0.32%) higher than the final budgeted amount while total expenditures on a net basis were approximately \$2.5 million (or 1.9%) lower than had been budgeted. The net effect of budget variances was an increase to total fund balance that was approximately \$3.2 million more than had been reflected in the District's final amended budget.

Statement of Net Position

The Statement of Net Position essentially tells you what your District owns and owes at a given point in time, the last day of the fiscal year. Theoretically, net position represents the resources the District has leftover to use for providing services after its debts are settled. However, those resources are not always in expendable form, or there may be restrictions on how some of those resources can be used. Therefore, the statement divides the net position into three components: net investment in capital assets, restricted net position, and unrestricted net position. Beginning in fiscal 2015, the District was required to implement GASB Statement No. 68, which significantly impacted the District’s ending net position as a result of recording the District’s estimated share of the respective unfunded liability for the statewide pension plans for TRA and PERA. The ending balance of the Net Pension Liability at June 30, 2022, had decreased significantly as a result of GASB requirements related to the actuarial calculations. The following table presents components of the District’s net position at year-end, along with a simplified reconciliation of the difference between the governmental fund balances and total net position:

	As of June 30,	
	<u>2022</u>	<u>2021</u>
Total Fund Balance for Governmental Funds	\$ 44,020,764	\$ 38,495,047
Capital Assets, Less Accumulated Depreciation/Amortization	127,622,031	135,786,832
Long-Term Liabilities	(121,782,149)	(130,101,983)
Net Pension Liability-Related Balances	(117,413,264)	(126,408,736)
Other Postemployment Benefits Liability	(9,404,981)	(9,533,624)
Internal Service Funds Net Position	20,900,991	23,785,112
Other - Net	(1,299,119)	(1,298,207)
Total Net Position - Governmental Activities	<u>\$ (57,355,727)</u>	<u>\$ (69,275,559)</u>
Net Position:		
Net Investment in Capital Assets	\$ 15,754,751	\$ 18,451,265
Restricted	15,559,970	12,222,610
Unrestricted	(88,670,448)	(99,949,434)
Total Net Position - Governmental Activities	<u>\$ (57,355,727)</u>	<u>\$ (69,275,559)</u>

Much of the District’s fund balances translate into restricted net position by virtue of external restrictions (statutory reserves) or by the nature of the fund they are in (e.g. unrestricted food service fund balance can only be spent for food service program costs). The unrestricted net position category consists mainly of the General Fund unreserved fund balances, offset against noncapital long-term obligations such as vacation or severance payable and, beginning in fiscal 2015, the District’s estimated share of the unfunded portion of statewide pension plans. Consequently, many Minnesota school districts have accumulated deficits in this component of net position.

Statement of Activities

The Statement of Activities tracks the District’s yearly revenues and expenses, as well as any other transactions that increase or reduce total net position. These amounts represent the full cost of providing education. This statement provides a more comprehensive measure than just the amount of cash that changed hands, as reflected in the fund-based financial statements. This statement includes the cost of supplies used, depreciation and amortization of long-lived capital assets, and other accrual-based expenses. As mentioned previously, the line item for “Change in Net Pension Liability” was a new requirement beginning in fiscal 2015. The following table presents a simplified reconciliation of the change in the District’s governmental fund balances to the change in total net position for fiscal years 2022 and 2021:

	Year Ended June 30,	
	2022	2021
Net Change in Fund Balance - Total Governmental Funds	\$ 5,525,717	\$ 9,612,093
Capital Asset Purchases	4,502,043	3,358,875
Depreciation / Amortization	(9,292,798)	(9,341,093)
Repayment of Debt	18,864,074	20,120,430
Pension Expenses	8,995,472	(3,919,659)
Change in Other Long-Term Liabilities	1,463,445	734,808
Change in Net Position of Internal Service Funds	(2,884,121)	(372,977)
Other - Net	(3,430,322)	7,055
Change in Net Position - Governmental Activities	<u>\$ 11,919,832</u>	<u>\$ 7,237,486</u>

I. FINANCIAL RESULTS

Fund Balances

ISD #191 - BURNSVILLE-EAGAN-SAVAGE
AUDITED FUND BALANCES THROUGH JUNE 30, 2022 (UFARS basis)

FUND DESCRIPTION	6/30/2021 AUDITED BALANCE	2021-22 AUDITED REVENUES	2021-22 AUDITED EXPENDITURES	2021-22 APPROVED TRANSFER	6/30/2022 AUDITED BALANCE
GENERAL FUND					
A. UNASSIGNED	\$13,187,446	\$105,549,644	\$97,853,917	(\$2,105,594)	\$18,777,579
B. NONSPENDABLE FOR PREPAIDS	\$382,338	\$0	\$127,902		\$254,436
B. NONSPENDABLE	\$382,338	\$0	\$127,902	\$0	\$254,436
C. COMMITTED FOR					
PROGRAM CARRYOVER - NONCAPITAL	\$915,450	\$0	\$189,923		\$725,527
PROGRAM CARRYOVER - FACILITIES RENTAL	\$371,898	\$238,134	\$163,883		\$446,149
PRO PAY PROGRAM	\$562,143	\$2,145,033	\$2,041,835		\$665,341
C. COMMITTED	\$1,849,491	\$2,383,167	\$2,395,641	\$0	\$1,837,017
D. RESTRICTED FOR					
GIFTED AND TALENTED	\$0	\$109,652	\$420,794	\$311,142	\$0
STUDENT ACTIVITIES	\$215,674	\$84,556	\$68,934		\$231,296
CAREER AND TECH PROGRAM	\$0	\$392,742	\$1,281,604	\$888,862	\$0
LEARNING AND DEVELOPMENT	\$0	\$1,650,634	\$1,650,634		\$0
BASIC SKILLS	\$0	\$8,011,175	\$8,011,175		\$0
STAFF DEVELOPMENT	\$0	\$1,134,537	\$2,027,380	\$892,843	\$0
AREA LEARNING CENTER	\$4,406,743	\$4,075,949	\$3,308,861		\$5,173,831
ACHIEVEMENT & INTEGRATION	\$0	\$1,949,687	\$1,962,434	\$12,747	\$0
SAFE SCHOOLS	\$0	\$294,643	\$294,643		\$0
MEDICAL ASSISTANCE	\$204,234	\$739,878	\$567,398		\$376,714
LONG-TERM FACILITIES MAINTENANCE (LTFM)	\$114,943	\$2,652,459	\$2,555,037		\$212,365
OPERATING CAPITAL	\$3,195,287	\$2,256,987	\$2,126,345		\$3,325,929
TECHNOLOGY LEVY	\$794,657	\$3,411,906	\$3,684,810		\$521,753
OTHER PURPOSES	\$89,244	\$0	\$89,244		\$0
D. RESTRICTED	\$9,020,782	\$26,764,805	\$28,049,293	\$2,105,594	\$9,841,888
E. ASSIGNED FOR					
PLANNED DEFICIT FISCAL 2022	\$5,081,823	\$1,810,980	\$5,081,823		\$1,810,980
E. ASSIGNED	\$5,081,823	\$1,810,980	\$5,081,823	\$0	\$1,810,980
TOTAL GENERAL FUND					
BUDGET	\$29,521,880	\$135,585,717	\$136,035,698		\$29,071,899
DIFFERENCE		\$922,879	(\$2,527,122)		\$3,450,001
% VARIANCE		0.68%	-1.86%		

I. FINANCIAL RESULTS (CONTINUED)

Fund Balances (Continued)

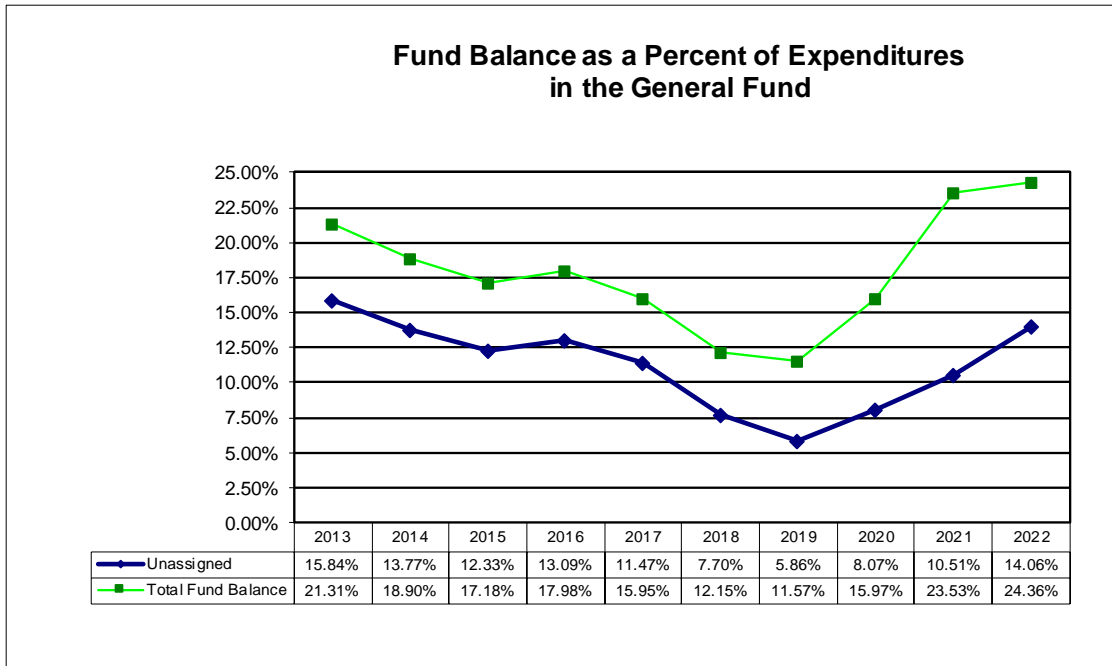
ISD #191 - BURNSVILLE-EAGAN-SAVAGE
AUDITED FUND BALANCES THROUGH JUNE 30, 2022 (UFARS basis)

FUND DESCRIPTION	6/30/2021 AUDITED BALANCE	2021-22 AUDITED REVENUES	2021-22 AUDITED EXPENDITURES	2021-22 APPROVED TRANSFER	6/30/2022 AUDITED BALANCE
FOOD SERVICE					
NONSPENDABLE FOR INVENTORY	\$182,267	\$71,673	\$0		\$253,940
RESTRICTED FOR FOOD SERVICE	\$936,858	\$6,241,958	\$4,921,294		\$2,257,522
BUDGET		\$5,968,857	\$5,066,272		\$2,021,710
TOTAL FOOD SERVICE	\$1,119,125	\$6,313,631	\$4,921,294	\$0	\$2,511,462
DIFFERENCE		\$344,774	(\$144,978)		\$489,752
% VARIANCE		5.78%	-2.86%		
COMMUNITY EDUCATION					
A. RESTRICTED FOR					
REGULAR COMMUNITY ED	\$1,430,281	\$4,195,764	\$3,259,835	\$9,249	\$2,375,459
EARLY CHILDHOOD FAMILY ED	\$12,334	\$529,511	\$328,711	(\$824)	\$212,310
SCHOOL READINESS	\$588,050	\$747,943	\$749,856	(\$8,425)	\$577,712
ADULT BASIC EDUCATION	\$0	\$793,908	\$764,831		\$29,077
OTHER PURPOSES	\$41,967	\$129,307	\$170,322		\$952
BUDGET		\$6,599,351	\$5,618,862		\$3,053,121
TOTAL COMMUNITY EDUCATION	\$2,072,632	\$6,396,433	\$5,273,555	\$0	\$3,195,510
DIFFERENCE		(\$202,918)	(\$345,307)	\$0	\$142,389
% VARIANCE		-3.07%	-6.15%		
CAPITAL PROJECTS FUND					
A. RESTRICTED FOR					
BUILDING CONSTRUCTION	\$1,657,695	\$438	\$1,658,133		\$0
BUDGET		\$250	\$1,657,945		\$0
TOTAL CAPITAL PROJECTS	\$1,657,695	\$438	\$1,658,133	\$0	\$0
DIFFERENCE		\$188	\$188		\$0
% VARIANCE		75.20%	0.01%		
DEBT SERVICE					
A. RESTRICTED FOR					
OPERATING	\$3,786,111	\$23,384,247	\$21,784,140		\$5,386,218
OPEB BOND DEBT SERVICE	\$337,604	\$1,466,315	\$1,398,245		\$405,674
BUDGET		\$24,900,000	\$23,185,000		\$5,838,715
TOTAL DEBT SERVICE	\$4,123,715	\$24,850,562	\$23,182,385	\$0	\$5,791,892
DIFFERENCE		(\$49,438)	(\$2,615)		(\$46,823)
% VARIANCE		-0.20%	-0.01%		
INTERNAL SERVICE FUNDS					
DENTAL SELF-INSURANCE	\$460,555	\$871,908	\$835,266		\$497,197
HEALTH BENEFITS SELF-INSURANCE	\$8,455,631	\$21,413,790	\$22,518,961		\$7,350,460
SEVERANCE BENEFITS	\$2,451,098	\$287,878	\$460,363		\$2,278,613
OTHER POST-EMPLOYMENT BENEFITS	\$12,417,828	(\$847,295)	\$795,812		\$10,774,721
TOTAL INTERNAL SERVICE FUNDS	\$23,785,112	\$21,726,281	\$24,610,402	\$0	\$20,900,991

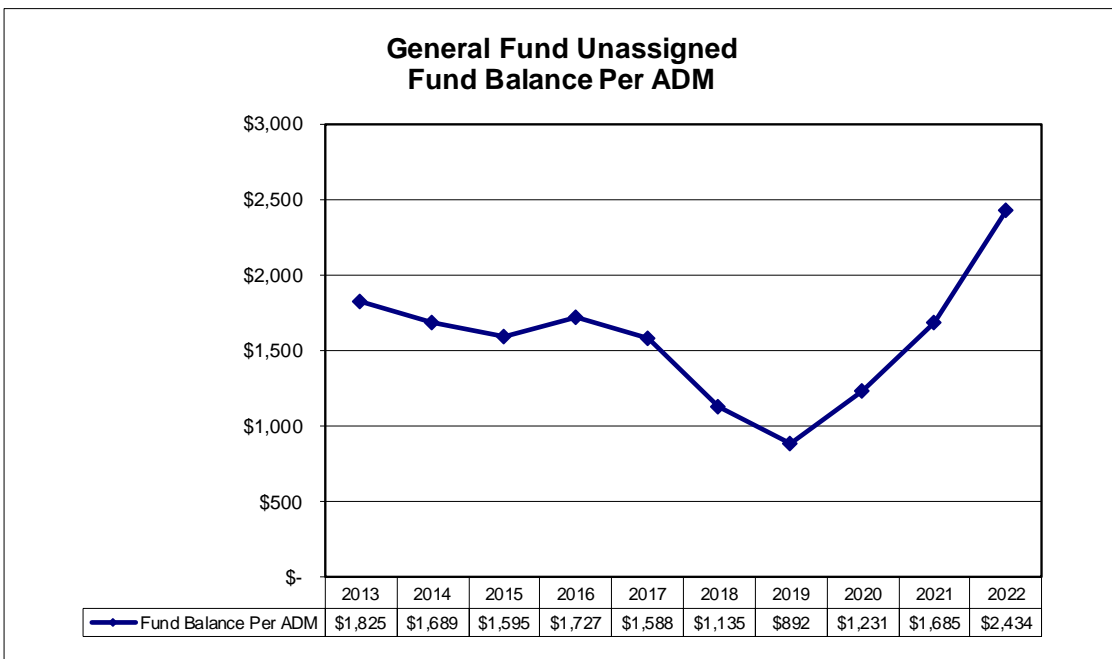
I. FINANCIAL RESULTS (CONTINUED)

Fund Balances (Continued)

As a percentage of annual expenditures:



Per student served for aid:

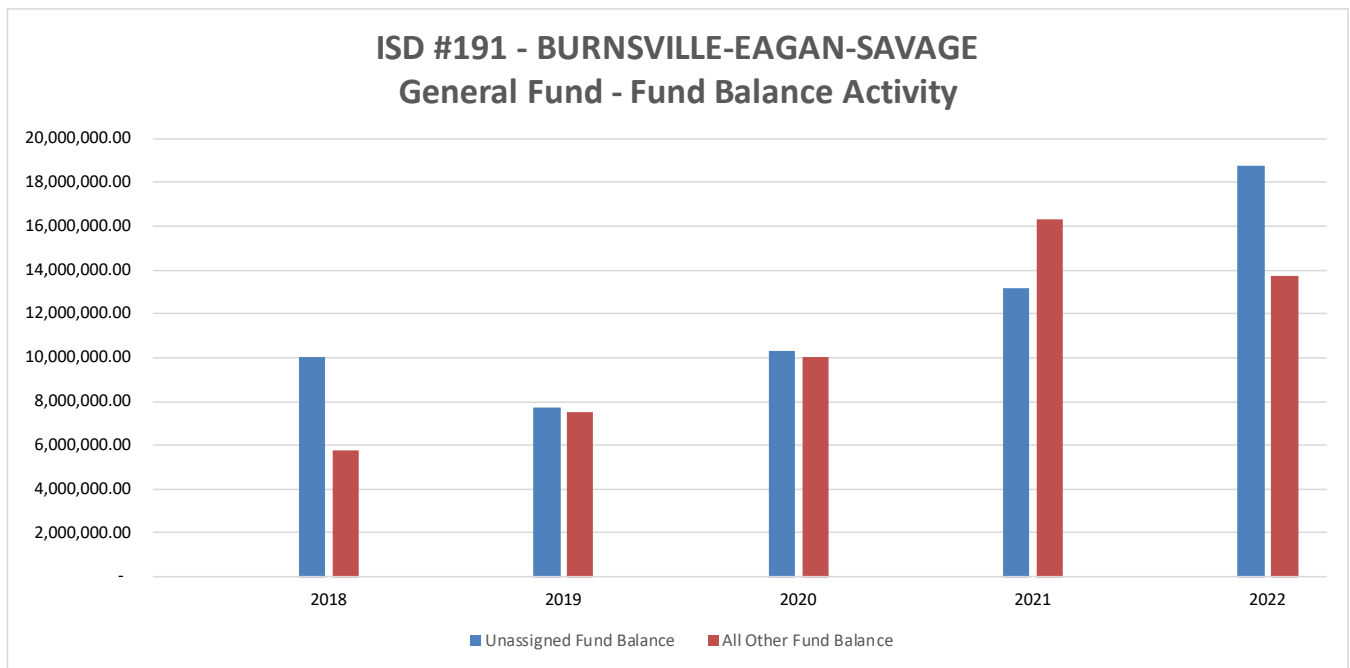


I. FINANCIAL RESULTS (CONTINUED)

Fund Balances of the General Fund

Unless otherwise noted, all graphs and charts reflect the combined activity of the District’s General Fund.

<u>UFARS Basis</u>	2018	2019	2020	2021	2022
Unassigned Fund Balance	\$ 10,024,458	\$ 7,738,652	\$ 10,276,533	\$ 13,187,446	\$ 18,777,579
All Other Fund Balance	5,790,746	7,545,747	10,049,494	16,334,434	13,744,321
Total Fund Balance	<u>\$ 15,815,204</u>	<u>\$ 15,284,399</u>	<u>\$ 20,326,027</u>	<u>\$ 29,521,880</u>	<u>\$ 32,521,900</u>
Total Expenditures	<u>\$ 130,123,536</u>	<u>\$ 132,076,288</u>	<u>\$ 127,299,185</u>	<u>\$ 125,450,534</u>	<u>\$ 133,508,576</u>
Unassigned Fund Balance as a % of Total Expenditures	<u>7.70%</u>	<u>5.86%</u>	<u>8.07%</u>	<u>10.51%</u>	<u>14.06%</u>



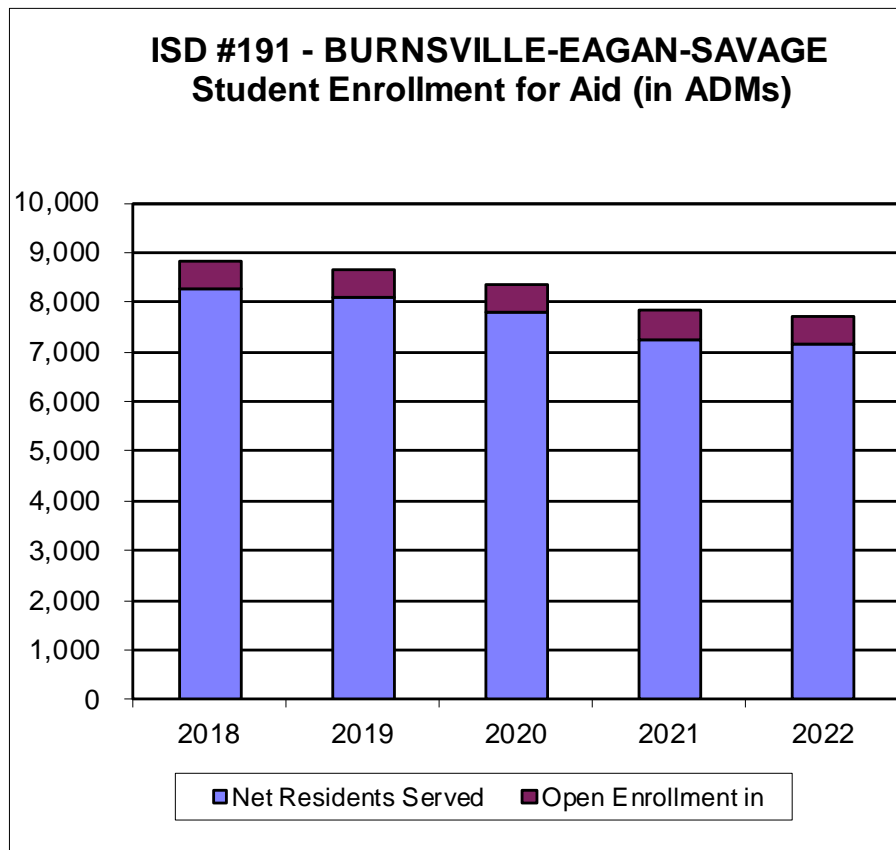
As reflected in the graph above, the District had been able to maintain financial strength through cost cutting measures and through community support for the operating referendum. For fiscal years 2018 and 2019, the Board chose to utilize available fund balance to finance the operating deficits.

I. FINANCIAL RESULTS (CONTINUED)

Students Served for Aid

	2018	2019	2020	2021	2022
Total Residents	10,548.77	10,635.48	10,548.49	10,305.87	10,256.32
Open Enrollment Out *	(2,281.84)	(2,536.98)	(2,762.69)	(3,067.20)	(3,107.99)
Net Residents Served	8,266.93	8,098.50	7,785.80	7,238.67	7,148.33
Open Enrollment In	565.59	574.10	564.77	586.89	567.87
Net ADM Served	8,832.52	8,672.60	8,350.57	7,825.56	7,716.20
Net Pupil Units Served	9,634.79	9,467.74	9,126.75	8,554.38	8,434.78

* - includes enrolled in charter schools



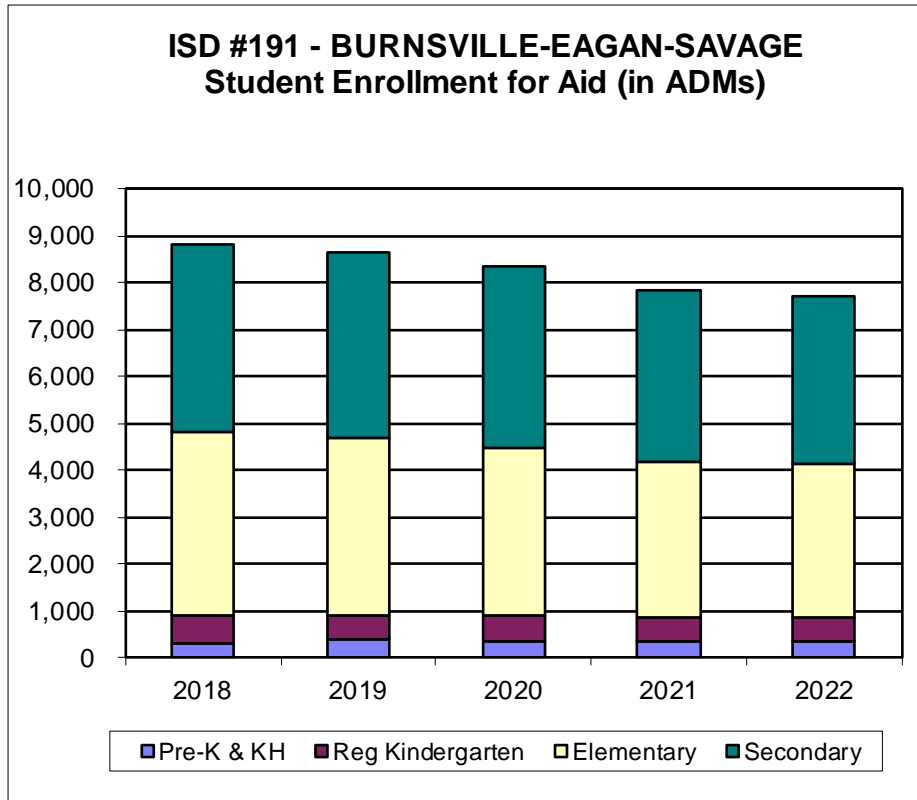
As reflected in the above chart and graph, the District’s net open enrollment has continued to see significant increases in the net open enrollment out in recent years.

APPENDIX A

FINANCIAL TRENDS OF YOUR DISTRICT

Within this report there are a number of areas where condensed financial statement data has been presented.

Student Enrollment

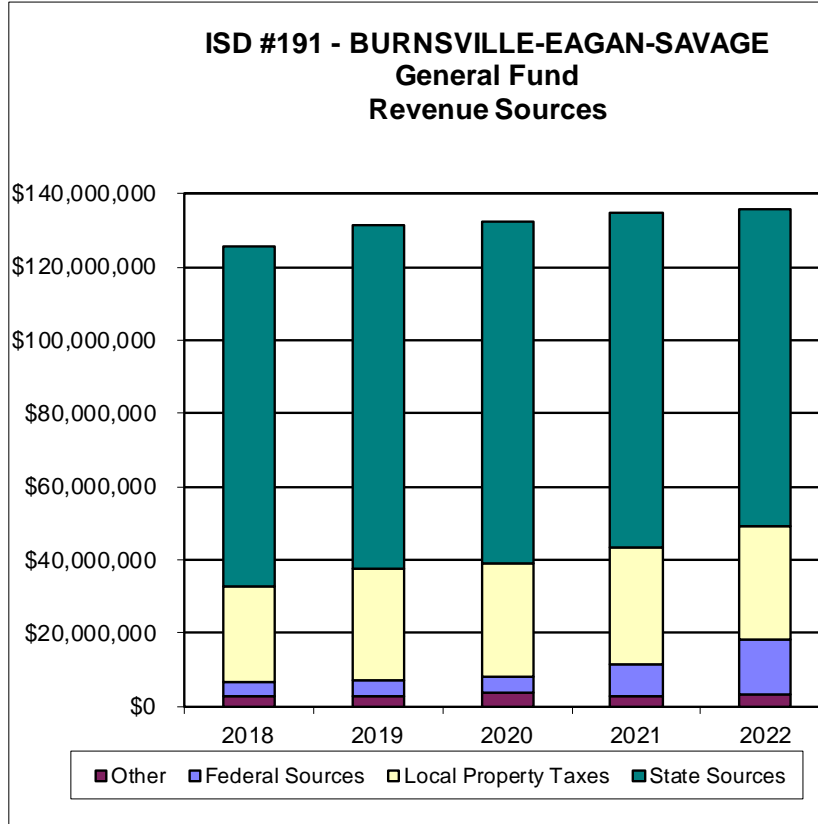


	2018	2019	2020	2021	2022
Pre-K, VPK & KH	327.04	377.25	357.08	341.17	348.13
Reg Kindergarten	574.78	536.06	559.27	508.24	513.53
Elementary	3,919.33	3,783.64	3,553.30	3,332.19	3,261.63
Secondary	4,011.37	3,975.65	3,880.92	3,643.96	3,592.91
Net ADM Served	<u>8,832.52</u>	<u>8,672.60</u>	<u>8,350.57</u>	<u>7,825.56</u>	<u>7,716.20</u>
Percent Change	(3.04)%	(1.81)%	(3.71)%	(6.29)%	(1.40)%

As noted in the above chart, the District's student count for fiscal 2021-2022 was 109 ADM (or 1.40%) lower than for the prior year.

General Fund Revenue

The following table and graph summarizes the District’s General Fund Revenue sources for the last five years.



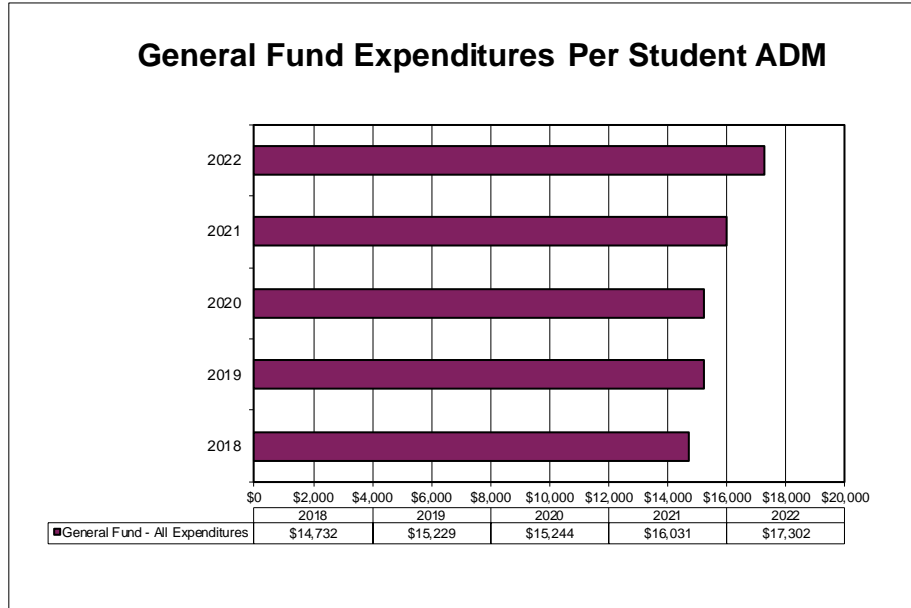
The table below illustrates the fluctuation that occurs between the taxes and state aid categories based on legislative activity. The Legislature determines what portion of the general education funding formula will be paid by local taxpayers. For fiscal 2022 the impact of federal funding related to COVID-19 was significant but crucial in relation to the harm the enrollment decline and resulting revenue loss would have had.

	2018	2019	2020	2021	2022
Local Property Taxes	\$ 26,115,688	\$ 30,501,788	\$ 30,562,243	\$ 31,896,090	\$ 30,955,773
State Sources	92,932,943	94,084,001	93,374,496	91,092,466	87,017,209
Federal Sources	4,008,431	4,154,299	4,602,284	8,950,841	14,965,232
Other	2,724,031	2,799,031	3,707,174	2,706,990	3,082,433
Total Revenues	\$ 125,781,093	\$ 131,539,119	\$ 132,246,197	\$ 134,646,387	\$ 136,020,647

	2018	2019	2020	2021	2022
Local Property Taxes	21 %	23 %	23 %	24 %	23 %
State Sources	74	72	71	68	64
Federal Sources	3	3	3	7	11
Other	2	2	3	2	2
Total Revenues	100 %	100 %	100 %	100 %	100 %

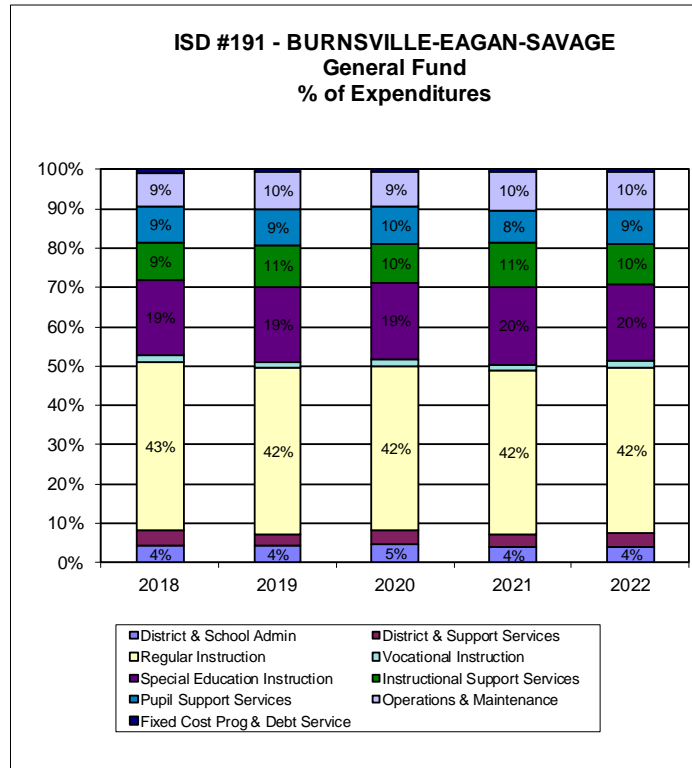
Expenditures Per Student

Expenditures per Student (average daily membership) are summarized in the following graph.



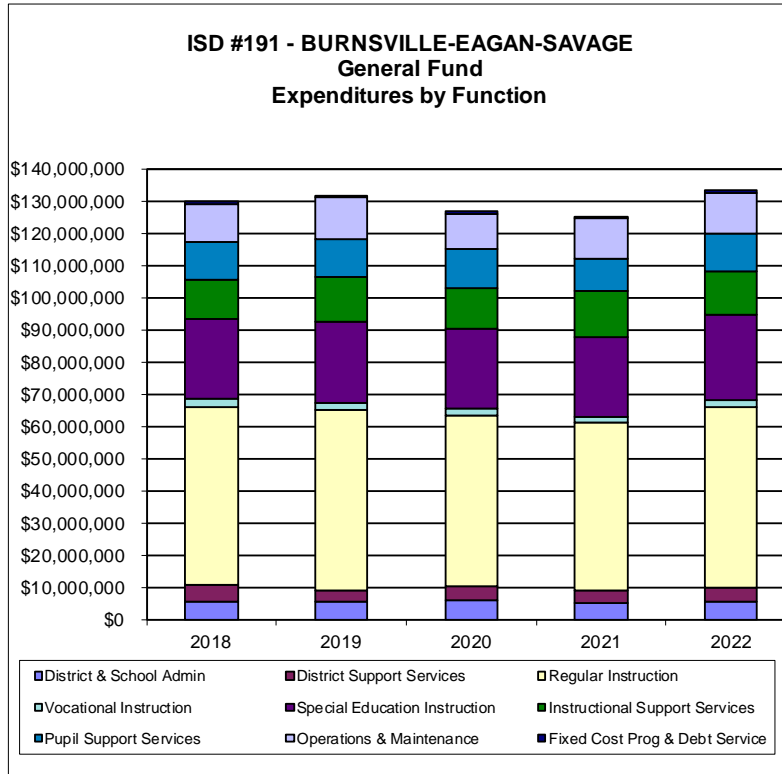
In fiscal 2022, General Fund expenditures per student increased 7.9% while total ADMs served decreased 1.4%.

The following schedule shows total expenditures of the General Fund by program type:



Expenditures Per Student (Continued)

	2018	2019	2020	2021	2022
District and School Admin	\$ 5,713,911	\$ 5,825,527	\$ 5,942,122	\$ 5,020,112	\$ 5,443,219
District Support Services	5,145,446	3,524,970	4,359,684	4,091,220	4,587,041
Regular Instruction	55,507,587	55,963,544	53,484,300	52,078,379	56,065,894
Vocational Instruction	2,293,310	2,046,040	2,150,191	2,088,358	2,247,886
Special Education Instruction	24,837,327	25,423,086	24,719,470	24,703,007	26,368,362
Instructional Support Services	12,317,991	13,902,867	12,484,339	14,355,696	13,699,170
Pupil Support Services	11,880,056	11,887,039	12,120,045	9,835,715	11,711,503
Operations and Maintenance	11,427,371	12,721,947	11,200,675	12,621,006	12,867,121
Fixed Cost Prog and Debt Service	1,000,537	781,268	838,359	657,041	518,380
Total Expenditures	\$ 130,123,536	\$ 132,076,288	\$ 127,299,185	\$ 125,450,534	\$ 133,508,576



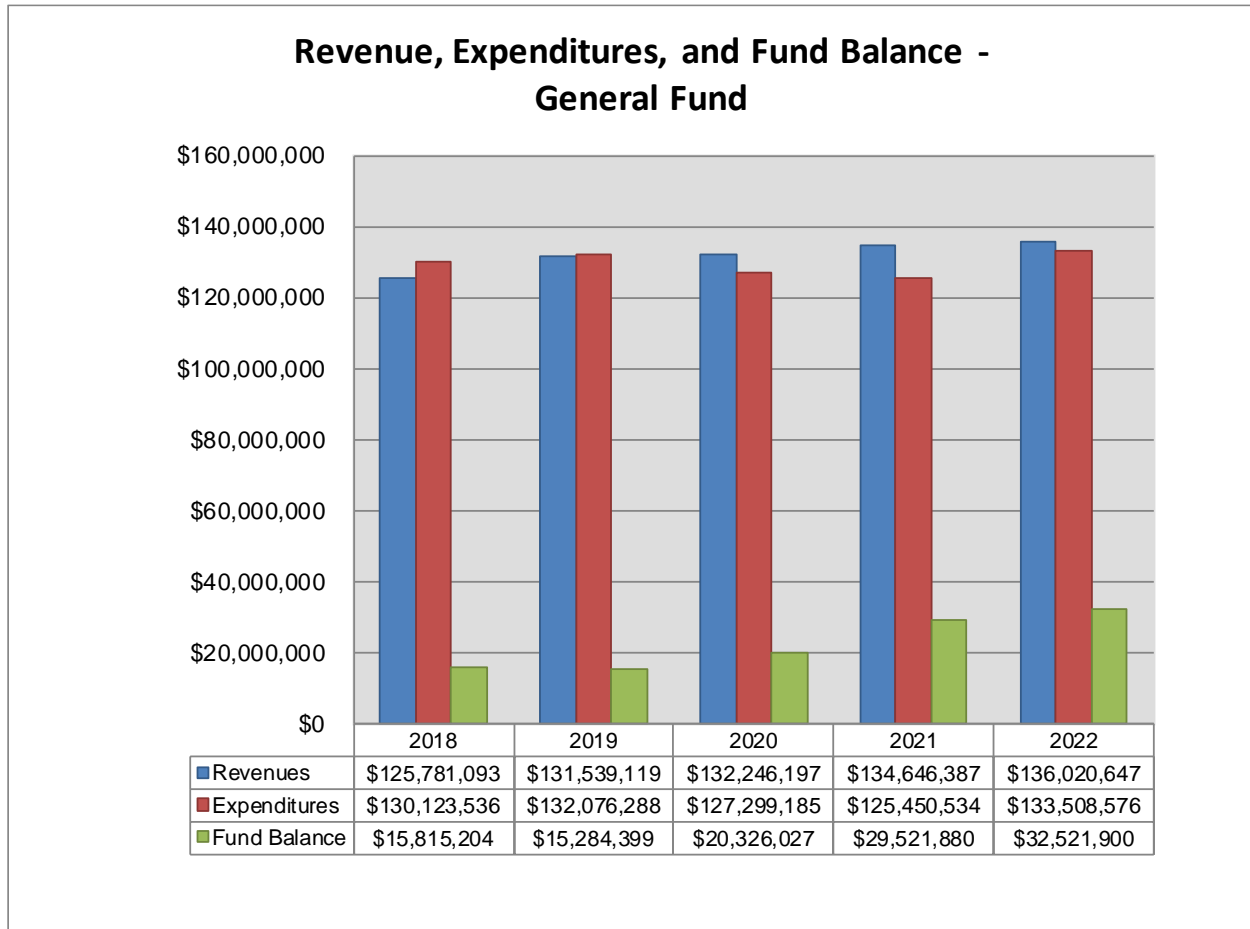
The following chart summarizes District General Fund Expenditures by object type.

	2022				2021	2020
	Final Amended Budget	Actual	Over (Under) Budget	Var %	Actual	Actual
Salaries	\$ 74,776,015	\$ 73,254,291	\$ (1,521,724)	(2.04)%	\$ 71,179,407	\$ 73,307,987
Employee Benefits	31,687,934	30,043,103	(1,644,831)	(5.19)	29,301,361	29,675,127
Purchased Services	18,568,397	19,648,553	1,080,156	5.82	14,700,502	17,020,334
Supplies and Materials	4,231,772	6,131,231	1,899,459	44.89	5,343,363	2,718,323
Capital Expenditures	5,797,104	3,656,490	(2,140,614)	(36.93)	3,865,715	3,230,989
Other Expenditures	974,476	774,908	(199,568)	(20.48)	1,060,186	1,346,425
Total Expenditures	\$ 136,035,698	\$ 133,508,576	\$ (2,527,122)	(1.86)%	\$ 125,450,534	\$ 127,299,185

As reflected above, total expenditures of the General Fund were 1.86% under the budgeted amount. For fiscal 2022, there were significant offsetting budget variances between supplies and capital expenditures as there was a significant amount of computer and technology purchases that were budgeted under capital outlay, but, as the purchases did not end up meeting the District’s capitalization threshold, the expenditures had to be coded to supplies.

General Fund Operations and Financial Position (UFARS Basis)

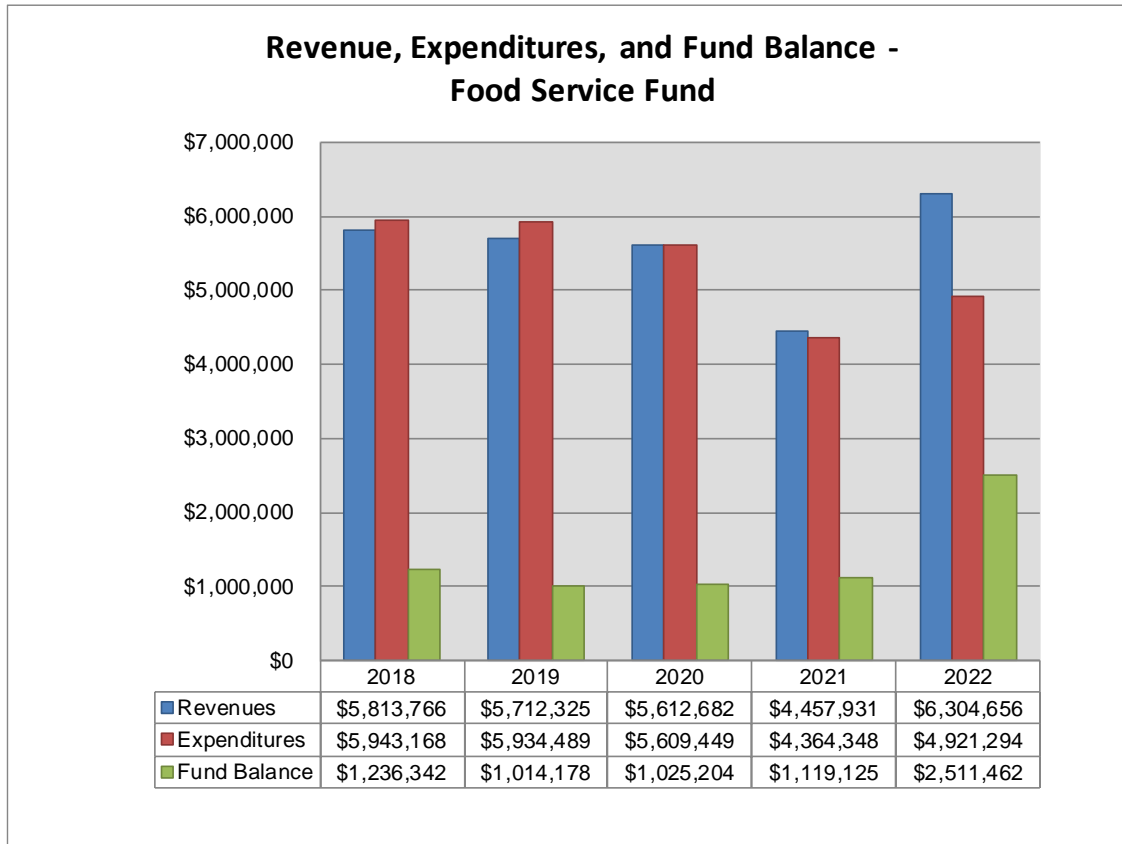
The following table presents five years of comparative operating results for the District’s General Fund.



The District’s General Fund unassigned fund balance changed by \$5,590,132 during fiscal 2021-2022, increasing from \$13,187,447 to \$18,777,579 at June 30, 2022. Total fund balance of the General Fund increased by \$3,000,020 from operations, ending at \$32,521,900 as of June 30, 2022. The ending unassigned fund balance represents 14.06% of General Fund expenditures.

Food Service Fund

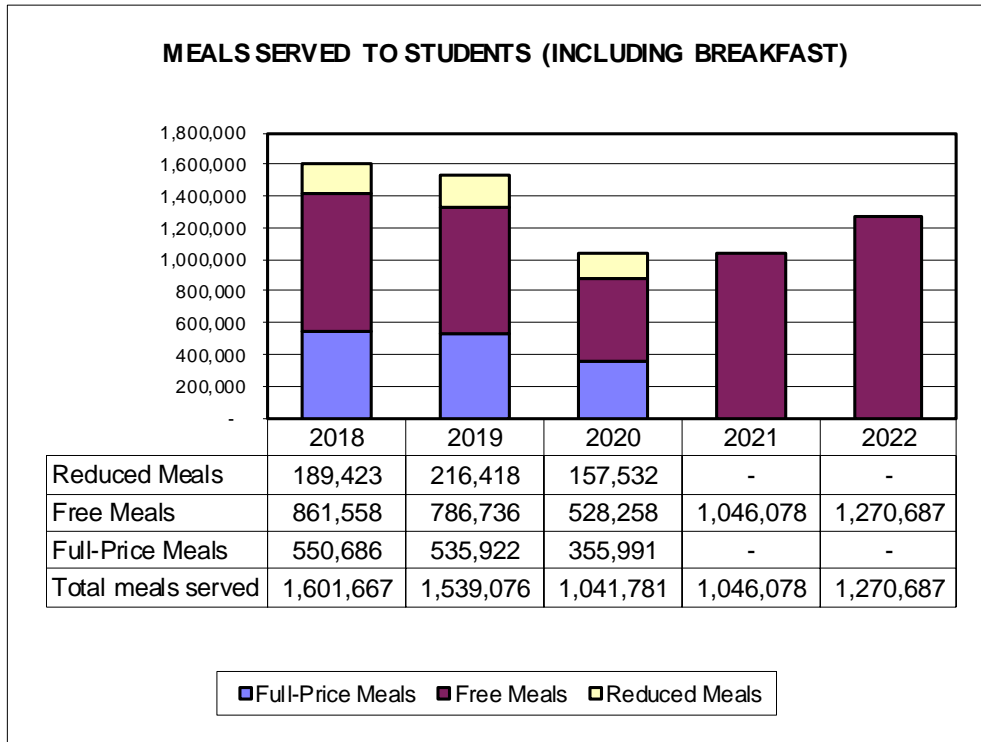
The following chart reflects the growth of the Food Service Program over the past five years:



Total revenues and other financing sources exceeded total expenditures by \$1,392,337 in the District's Food Service Fund for 2022, resulting in a fund balance of \$2,511,462 at June 30, 2022. The District utilized \$7,497 of the available fund balance for capital expenditure needs of the child nutrition program.

Total actual revenues were higher than the budgeted amount by a net of \$345,799 or 5.80%, all of which is attributable to higher than budgeted federal revenue sources. Total expenditures were lower than the budgeted amount by \$144,978. The net impact of these variances was an increase to fund balance that was approximately \$489,752 greater than had been reflected in the final amended budget.

Food Service Fund (Continued)

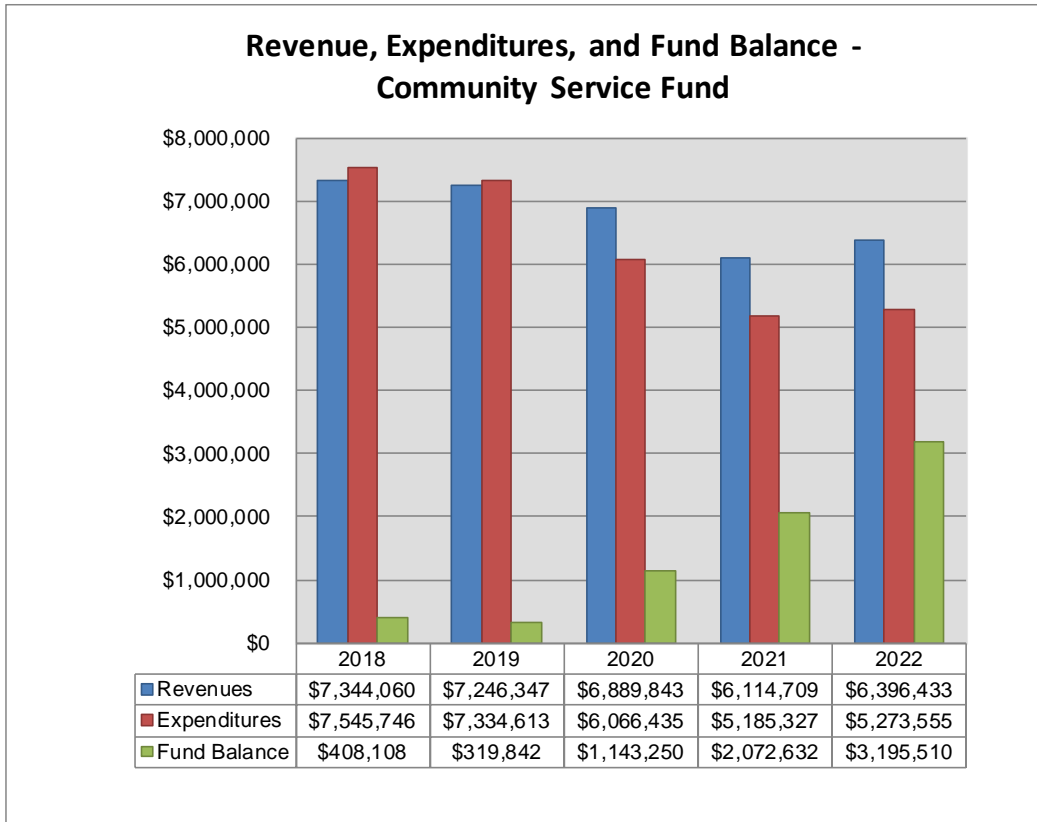


	Year Ended June 30,				
	2018	2019	2020	2021	2022
Percentage of Total Meals Served by Type (including Breakfast):					
Full Price Meals	34.4 %	34.8 %	34.2 %	- %	- %
Reduced Price Meals	11.8	14.1	15.1	-	-
Free Meals	53.8	51.1	50.7	100.0	100.0
Total	<u>100.0 %</u>	<u>100.0 %</u>	<u>100.0 %</u>	<u>100.0 %</u>	<u>100.0 %</u>

For fiscal 2022 all meals served were ultimately reimbursed through the Summer Food Program.

Community Service Fund

The following table presents five years of comparative operating results for the District’s Community Service Fund:



The District’s Community Service Fund results reflected that revenues exceeded expenditures by \$1,122,878 for fiscal 2022, increasing the combined fund balance from \$2,072,632 at June 30, 2021 to \$3,195,510 at June 30, 2022. In fiscal year 2021, we recognize that similar to the experience of the other operating funds, the Community Service Fund experienced a reduction in expenditures due to COVID-19 impacting the activities that could actually take place, therefore, programming focused on the support of families needing childcare and food services. In fiscal year 2022, the District’s Community Education programming planned significant expenditure adjustments and focused their programming on childcare during the continued effects of the COVID-19 pandemic. The Fund utilized new grant funding to provide additional programming for adult and pre-kindergarten students.

Total revenues of the District’s Community Service Fund for 2022 were \$202,918 lower than the budgeted amount while total expenditures were \$345,307 lower than the budgeted amount. The net impact of these variances was to increase total fund balance by \$142,389 more than had been reflected in the budget. As part of any budget update initiated for fiscal 2022-2023, the community services department will want to take these budget variances into consideration in order to limit budget variances to every extent possible.

APPENDIX B

Expenditures Per Student (ADM) Served

	Statewide			ISD No. 191 Burnsville-Eagan-Savage		
	All Districts	7-County Metro	Enrollment > than 4,000			
	2021	2021	2021	2020	2021	2022
District and School Admin and Support Services	\$ 1,184	\$ 1,205	\$ 1,156	\$ 1,172	\$ 1,148	\$ 1,254
Regular Instruction (including Co- & Extra-Curricular)	6,198	6,527	6,348	6,197	6,565	7,083
Vocational Instruction (Career & Technical)	197	179	185	248	264	280
Special Education Instruction	2,625	2,792	2,839	2,855	3,070	3,292
Instructional Support Services	812	917	913	1,277	1,706	1,637
Pupil Support Services (Including Transportation)	1,228	1,285	1,271	1,405	1,242	1,479
Operations and Maintenance and Other	1,083	1,052	1,056	1,181	1,325	1,376
General Fund Subtotal	<u>13,327</u>	<u>13,957</u>	<u>13,768</u>	<u>14,335</u>	<u>15,320</u>	<u>16,402</u>
Food Service	532	522	513	642	549	621
Community Service	610	682	658	702	655	665
Capital Expenditure (excluding Building Constr Fund)	793	815	784	385	491	675
Debt Service	<u>1,576</u>	<u>1,683</u>	<u>1,583</u>	<u>1,403</u>	<u>1,520</u>	<u>1,462</u>
Total Pre-K - 12 Operating Expenditures	<u>\$ 16,838</u>	<u>\$ 17,659</u>	<u>\$ 17,306</u>	<u>\$ 17,467</u>	<u>\$ 18,534</u>	<u>\$ 19,825</u>
Percent Change from Prior Year				-0.81%	6.11%	6.96%

Source of Statewide Data: School District Profiles published by the Minnesota Department of Education

District and school admin and support services - all costs related to providing administration to the District (school board, superintendent, principals, assistant superintendents, directors of instructional areas, etc.) and all central office administration (business services, human resources, legal, data processing, other district-wide support activities)

Regular instruction - includes all activities dealing directly with the teaching of pupils including co-curricular and extra-curricular activities and the interaction between teachers and pupils in the classroom (excluding exceptional, vocational and community education instruction) and includes activities of aides or assistants of any type (paraprofessionals, clerks, graders, etc.) who assist in the educational process, except spec ed aides

Vocational instruction - consists of costs related to courses and activities which develop knowledge, skills, attitudes and behavioral characteristics for students seeking career exploration and employability

Special education instruction - consists of activities providing learning experiences for pupils of any age, who because of certain atypical characteristics or conditions, have been identified as requiring, or who would benefit by, educational programs differentiated from those provided pupils in regular or vocational instruction

Instructional support services - activities for assisting instructional staff with content and process of providing learning experiences for pupils in K-12 (curriculum, staff dev, educ media, libraries, and media centers, etc.)

Pupil support services - all services to pupils not classified as instructional (counseling and guidance, health services, psychological services, social work, pupil transportation, and safety, etc.)

Operations and maintenance - activities related to the operation, maintenance, repair and remodeling of all physical plant, facilities, and grounds of the District

Food service - all costs of the Food Service Fund

Community service - all costs of the Community Service Fund

Capital expenditures - all capital expenditures charged to operating funds

Debt service - all debt service costs (principal, interest and fiscal agent costs)

APPENDIX C

LEGISLATIVE ACTIVITY

What follows are some education-related highlights of the 2022 legislative sessions as summarized from information made available by the Minnesota Department of Education, the Minnesota School Boards Association, and the Minnesota House of Representatives.

General Education

The General Education Revenue formula allowance for fiscal year 2023 remains at the level established during the 2021 legislative session. The amount will reflect an increase of 2%, or \$135 per pupil unit, over the 2022 formula to \$6,863 per pupil unit for fiscal year 2023 and later.

Special Education Cross-Subsidy Aid

Both the House and Senate made offers during the negotiations of the E12 supplemental budget bill but were unable to come to an agreement. The House's final offer included increasing the portion of the unreimbursed special education costs that are funded from 6.43% to 37.746% for fiscal year 2023 and 40.49% for fiscal year 2024 and later. The Senate's final offer included increasing the portion of the unreimbursed special education costs that are funded from 6.43% to approximately 40% for fiscal year 2023 and later.

School Board Member Earnings

The amount of yearly earnings that a school board member may receive from the school district for employment was increased from \$8,000 per fiscal year to \$20,000 per fiscal year. This could allow school board members to spend additional time working as substitute teachers, school bus drivers, food service program workers, etc.

Retired Teacher Earnings Limitations

Retired teachers who resume teaching at a public school or charter school may teach without application of an earnings limitation. Application of the earnings limitation would otherwise cause pension payments to be deferred or forfeited. The earnings limit resumes after the year 2024.

Frontline Worker Pay

To thank those Minnesotans who worked on the frontlines during the COVID-19 peacetime emergency, Gov. Tim Walz signed Frontline Worker Payments into law, enabling those workers to apply for Frontline Worker Pay. The law lists fifteen categories of frontline sectors, one of which is schools, including charter schools, state schools, and higher education.

In addition, to be eligible for Frontline Worker Pay, the applicant:

- must have been employed at least 120 hours in Minnesota in one or more frontline sectors between March 15, 2020, and June 30, 2021.
- for the hours worked during this time period the applicant –
 - was not able to telework due to the nature of the individual's work and
 - worked in close proximity to people outside of the individual's household;

Frontline Worker Pay (Continued)

- must meet the income requirements for at least one year between Dec. 31, 2019, and Jan. 1, 2022 –
 - workers with direct COVID-19 patient care responsibilities must have had an adjusted gross income of less than \$350,000 for married taxpayers filing jointly, or less than \$175,000 for other filers and
 - for workers in occupations without direct COVID-19 patient care responsibilities, the adjusted gross income limit is \$185,000 for married taxpayers filing jointly, or \$85,000 for other filers; and
- must not have received an unemployment insurance benefit payment for more than 20 weeks on a cumulative basis for weeks between March 15, 2

Mental Health Initiatives

A mental health package was passed which appropriates \$92.7 million to fund mental health programs and initiatives, including \$2 million in fiscal year 2023 for school-linked behavior health grants.

APPENDIX D

TECHNICAL UPDATE

GASB Statement No. 87 – Leases

GASB Statement No. 87 requires recognition of certain lease assets and liabilities for leases that were previously classified as operating leases. Specifically, this statement:

1. Establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset.
2. Defines the “lease term” and clarifies when lessees and lessors should reassess the lease term due to lease modifications or terminations.
3. Defines and establishes recognition criteria for short-term leases.
4. Amends accounting and financial reporting requirements for contracts with multiple components, contract combinations, subleases, and leaseback transactions.

The statement was to be effective for reporting periods beginning after December 15, 2019. However, due to the impact of COVID-19, the effective date was moved back one and a half years to reporting periods beginning after June 15, 2021. As such, this statement was implemented for fiscal year 2022. As a result, right-to-use assets that are included in long-term leases, as well as the corresponding amortization of the right to use said assets, are being reflected with the District’s capital assets. The related long-term liabilities were also recorded and the financial statement footnotes include additional information to reflect these additions.

GASB Statement No. 91 – Conduit Debt Obligations

The primary objective of GASB Statement No. 91 is to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. Initially effective for reporting periods beginning after December 15, 2020 but postponed to reporting periods beginning after December 15, 2021.

GASB Statement No. 92 – Omnibus 2020

The primary objectives of this statement are to enhance comparability and consistency by addressing practice issues that have been identified during implementation and application of certain GASB statements.

This Statement addresses a variety of topics and includes specific provisions about the following:

- The effective date of Statement No. 87, *Leases*, and Implementation Guide No. 2019-3, *Leases*, for interim financial reports
- Reporting of intra-entity transfers of assets between a primary government employer and a component unit defined benefit pension plan or defined benefit other postemployment benefit (OPEB) plan
- The applicability of Statements No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68*, and *Amendments to Certain Provisions of GASB Statements 67 and 68*, as amended, and No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, as amended, to reporting assets accumulated for postemployment benefits
- The applicability of certain requirements of Statement No. 84, *Fiduciary Activities*, to postemployment benefit arrangements
- Measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition

GASB Statement No. 92 – Omnibus 2020 (Continued)

- Reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers
- Reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature
- Terminology used to refer to derivative instruments

GASB Statement No. 96 – Subscription-Based Information Technology Arrangements

This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, *Leases*, as amended.

A SBITA is defined as a contract that conveys control of the right to use another party's (a SBITA vendor's) information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction. Effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter.

GASB Statement No. 97 – Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans

This statement clarifies how the absence of a governing board should be considered in determining whether a primary government is financially accountable for purposes of evaluating potential component units. It also modifies the applicability of certain component unit criteria as they relate to defined contribution pension plans, defined contribution OPEB plans, and other employee benefit plans. The statement also establishes accounting and financial reporting requirements for Section 457 plans that meet the definition of a pension plan and for benefits provided through those plans and modifies the investment valuation requirements for all Section 457 plans. The requirements related to the accounting and financial reporting for Section 457 plans are effective for fiscal years beginning after June 15, 2021. Requirements relating to the applicability of certain component unit criteria as they relate to defined contribution pension plans, defined contribution OPEB plans, and other employee benefit plans are effective immediately.

GASB Statement No. 98 – The Annual Comprehensive Financial Report

This statement establishes the term *Annual Comprehensive Financial Report* and its acronym *ACFR* to replace the *Comprehensive Annual Financial Report* and its acronym *CAFR*.

GASB Statement No. 99 – Omnibus

The objectives of this Statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing (1) practice issues that have been identified during implementation and application of certain GASB Statements and (2) accounting and financial reporting for financial guarantees.

GASB Statement No. 99 – Omnibus (Continued)

This Statement addresses a variety of topics and includes specific provisions about the following:

- Classification and reporting of derivative instruments within the scope of Statement No. 53, Accounting and Financial Reporting for Derivative Instruments, that do not meet the definition of either an investment derivative instrument or a hedging derivative instrument
- Clarification of provisions in Statement No. 87, Leases, as amended, related to the determination of the lease term, classification of a lease as a short-term lease, recognition and measurement of a lease liability and a lease asset, and identification of lease incentives
- Clarification of provisions in Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements, related to (a) the determination of the public-private and public-public partnership (PPP) term and (b) recognition and measurement of installment payments and the transfer of the underlying PPP asset
- Clarification of provisions in Statement No. 96, Subscription-Based Information Technology Arrangements, related to the subscription-based information technology arrangement (SBITA) term, classification of a SBITA as a short-term SBITA, and recognition and measurement of a subscription liability
- Extension of the period during which the London Interbank Offered Rate (LIBOR) is considered an appropriate benchmark interest rate for the qualitative evaluation of the effectiveness of an interest rate swap that hedges the interest rate risk of taxable debt
- Accounting for the distribution of benefits as part of the Supplemental Nutrition Assistance Program (SNAP)
- Disclosures related to nonmonetary transactions
- Pledges of future revenues when resources are not received by the pledging government
- Clarification of provisions in Statement No. 34, Basic Financial Statements— and Management’s Discussion and Analysis—for State and Local Governments, as amended, related to the focus of the government-wide financial statements

GASB Statement No. 100 – Accounting Changes and Error Corrections – An Amendment of GASB Statement No. 62

This Statement prescribes the accounting and financial reporting for (1) each type of accounting change and (2) error corrections. This Statement requires that (a) changes in accounting principles and error corrections be reported retroactively by restating prior periods, (b) changes to or within the financial reporting entity be reported by adjusting beginning balances of the current period, and (c) changes in accounting estimates be reported prospectively by recognizing the change in the current period.

GASB Statement No. 101 – Compensated Absences

This Statement requires that liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. A liability should be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. Leave is attributable to services already rendered when an employee has performed the services required to earn the leave.



APPENDIX E

FORMAL REQUIRED COMMUNICATIONS

Board of Education
Independent School District No. 191
Burnsville-Eagan-Savage Schools
Burnsville, Minnesota

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Independent School District No. 191 (the District) as of and for the year ended June 30, 2022, and have issued our report thereon dated October 27, 2022. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements.

As described in Note 1, the District changed accounting policies related to leases by adopting Statement of Governmental Accounting Standards Board (GASB Statement) No. 87, *Leases*, in 2022. This resulted in the District capitalizing right-to-use assets and the corresponding lease liability for long-term lease agreements as well as recording a lease receivable and a related deferred inflow of resources.

We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

- Due from Minnesota Department of Education
- Due from other Minnesota school districts
- Due from federal through the Minnesota Department of Education
- Other Postemployment Benefits Payable
- Estimated useful lives of depreciable capital assets
- Estimated proportionate share of PERA's and TRA's net pension liability
- Estimate of self-insurance claims incurred but not reported
- Estimate of the District's liability for severance benefits payable

Management's estimate of the due from Minnesota Department of Education is based on amounts anticipated to be received from the state for various aid entitlements for fiscal 2022. The most significant of these is the aid portion of general education revenue. General education revenue and certain other revenues are computed by applying an allowance per student to the number of students served by the school. Student attendance is accumulated in a statewide database, Minnesota Automated Reporting Student System (MARSS). Because of the complexity of student accounting and because of certain enrollment options, student information is input by other school districts and the MARSS data for fiscal year 2022 is not finalized until well into the next fiscal year. MDE calculates amounts owed to the District for special education excess cost tuition billing and adds the amount to the District's special education aid. Because the tuition amounts are based on estimated information, final entitlements are not expected to be known until well into the following fiscal year. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of due from other Minnesota school districts is based on amounts that have been billed to other school districts for rental or other services performed for other Minnesota school districts. Management expects any difference between estimated and actual data will be insignificant.

Management's estimate of due from federal through the Minnesota Department of Education is based on amounts anticipated to be received through the state for various federal aid entitlements for fiscal 2022. Many federal entitlements require that supporting financial reporting information be provided both in the Uniform Financial Accounting and Reporting Standards (UFARS) accounting system and also the Special Education Data Reporting Application (SEDRA) reporting system reporting system. To the extent that these two separate systems are not in agreement and reported in a timely manner, the estimated aid entitlement may be adversely affected. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of other postemployment benefits payable is based on an actuarially determined calculation, less actual payments incurred on behalf of retirees and an actuarially determined estimate of implicit rate subsidy, which is the estimated increased cost of premiums due to inclusion of retirees in the same plan as the District's active employees.

Management's estimate of the useful lives for depreciable capital assets is based on guidance recommended by the Minnesota Department of Education and other sources. The useful life of a depreciable capital asset determines the amount of depreciation that will be recorded in any given reporting period as well as the amount of accumulated depreciation that is reported at the end of a reporting period.

Management's estimate of the District's proportionate share of PERA's and TRA's Net Pension Liability is based on guidance from GASB Statement No. 68 and each plan's respective allocation tables. Each plan's allocation tables allocate a portion of the plan's net pension liability based on the District's prior fiscal year contributions as a percentage of the total contributions received for the related year by the plan.

Management's estimate of severance benefits payable is based on certain assumptions made by the District as required by GASB 16. The District recorded a liability for accumulated sick leave convertible to severance pay for which it is probable the employees will be compensated. The method used by the District to calculate this liability is based on assumptions involving the probability of employees becoming eligible to receive the benefits and the potential use of sick leave prior to termination.

Management's estimate of the self-insurance liability is based on assumptions made by the District regarding the potential for insurance payouts based on census data collected on all participants. They also factor in information from insurance claim lag reports to show the actual payouts occurring for insurance related to the year under audit. This is then factored into the ending liability for the year.

We reviewed and tested management's procedures and underlying supporting documentation in the areas discussed above and evaluated the key factors and assumptions used to develop the estimates noted above in determining that they are reasonable in relation to the financial statements taken as a whole. We concluded that the accounting estimates and management judgments appeared to consider all significant factors and resulted in appropriate accounting recognition.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has determined that the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The following summarizes the uncorrected misstatement of the financial statements:

- Governmental Activities assets and net position were understated by \$847,160 due to not booking the solar panels as donated assets when originally donated to the district. As this is immaterial to Governmental Activities, this will be corrected through current year activity for fiscal year 2022 so that ending net position is accurate on June 30, 2022

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated October 27, 2022.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Required supplementary information

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

Supplementary information in relation to the financial statements as a whole

With respect to the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated October 27, 2022.

With respect to the individual fund financial statements and the uniform financial reporting and accounting standards compliance table (the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated October 27, 2022.

Other information included in annual reports

Other information (financial or nonfinancial information other than the financial statements and our auditors' report thereon) is being included in your annual report and is comprised of the introductory and statistical section. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information included in your annual report and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report. Our auditors' report on the financial statements includes a separate section, "Other Information," which states we do not express an opinion or any form of assurance on the other information included in the annual report. We did not identify any material inconsistencies between the other information and the audited financial statements.

* * *

This communication is intended solely for the information and use of the Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Minneapolis, Minnesota
October 27, 2022



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2021-22 Annual Comprehensive Financial Report

For the Fiscal Year Ended June 30, 2022

Prepared by the District 191 Business Office
200 W. Burnsville Pkwy.
Burnsville, MN 55337
952-707-2010

**ANNUAL COMPREHENSIVE
FINANCIAL REPORT OF
BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA
YEAR ENDED JUNE 30, 2022**

**PREPARED BY THE
BUSINESS OFFICE**

**STACEY SOVINE
DIRECTOR OF ADMINISTRATIVE SERVICES**

**TYLER DEHNE
DIRECTOR OF FINANCE**

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
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**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
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INTRODUCTORY SECTION

Burnsville-Eagan-Savage School District 191

200 W. Burnsville Parkway
Burnsville, MN 55337
952.707.2000
www.isd191.org



To: Citizens of Burnsville Eagan Savage Schools
Board of Education
Staff of Burnsville Eagan Savage Schools

Date: October 27, 2022

INTRODUCTION

The annual comprehensive financial report (ACFR) of Independent School District No. 191, Burnsville, Minnesota (the District) for the fiscal year ended June 30, 2022 is hereby presented for your information and review. The ACFR is intended to fully disclose the financial position of the District and the results of operations for the fiscal year. Every effort has been made to ensure the reliability and integrity of the data contained herein. Although that data was received from many sources, the accuracy and thoroughness of this report rests solely with the District. This report belongs to the citizens of the Burnsville – Eagan – Savage community, for it describes, in financial terms, the position and operating results of the District. Questions and comments are solicited and welcome.

REPORT FORMAT

This ACFR is presented in three main sections: introductory, financial, and statistical. In addition to information contained in this letter, the introductory section includes the District’s organizational chart, a list of the District’s principal officials, and the Association of School Business Officials Certificate of Excellence in Financial Reporting Award. The financial section includes the independent auditor’s report, Management’s Discussion and Analysis (MD&A), basic financial statements, notes to basic financial statements, and detailed combining and individual statements and schedules. The statistical section includes selected financial and general information presented on a multi-year comparative basis. Where possible, historical data is presented for a 10-year period.

Accounting principles generally accepted in the United States of America require management to provide a narrative introduction, overview, and analysis to accompany the basic financial statements in a separate Management’s Discussion and Analysis (MD&A) section of the report. This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The MD&A of the District can be found immediately following the report of the independent auditors.

DISTRICT ORGANIZATION

The District was incorporated in 1955 and serves parts of five suburban communities in the Minneapolis/St. Paul area. The District is guided by its mission:

Each Student. Future Ready. Community Strong.

The District enrolled 7,714 students from a population of over 68,261 citizens residing in a 37 square mile area. During fiscal year 2021-22, the District operated 13 buildings: one high school, one alternative high school, two middle school schools, eight elementary schools, and one districtwide building. District buildings were built between 1950 and 1996 with the latest additions in 2016. The District also operated a Virtual Academy for elementary and secondary to receive instruction through a virtual environment. The District is organized by grade level with elementary schools serving students in pre-kindergarten through Grade 5, middle schools serving Grades 6-8, and the high schools serving Grades 9-12.

The District provides general, special education and vocational instruction for Prek-12, a transitional program for students beyond grade 12, and one of the most extensive Community Education programs in the state serving newborns up through senior citizens.

REPORTING ENTITY

The District's financial statements include all funds, departments, agencies, boards, commissions, and other component units for which the District is considered to be financially accountable. Component units are legally separate entities for which the District (primary government) is financially accountable, or for which the exclusion of the component unit would render the financial statements of the primary government misleading. The criteria used to determine if the primary government is financially accountable for a component unit includes whether or not the primary government appoints the voting majority of the potential component unit's governing body, is able to impose its will on the potential component unit, is in a relationship of financial benefit or burden with the potential component unit, or is fiscally depended upon by the potential component unit.

Based on these criteria, there are no organizations considered to be component units of the District.

FINANCIAL STATEMENTS

The financial statements contained in this report disclose the financial position of the District as of June 30, 2022 and the financial operations for the fiscal year then ended. The District's financial records and reports are maintained and prepared on a modified or full accrual basis of accounting in accordance with the Uniform Financial Accounting and Reporting System for Minnesota School Districts as well as the standards of the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants. These records are audited annually by an independent certified public accountant as required by Minnesota law. The accounting firm of CliftonLarsonAllen LLP performed the audit for the 2021-22 fiscal year. Their report is included in the financial section of this report. The auditor has given an unmodified opinion on the District's financial statements. An unmodified opinion means that, in the judgment of the auditor, the financial statements present fairly, in all material respects, the financial position of the District and the results of its operations for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

FEDERAL SINGLE AUDIT AND STATE COMPLIANCE AUDIT

The independent audit of the financial statements of the District is part of a broader, federally mandated Single Audit designed to meet the special needs of federal grantor agencies. The standards governing Single Audit engagements require the independent auditor to report not only on the fair presentation of the financial statements, but also on the audited district's internal controls and compliance with legal requirements, with special emphasis on internal controls and legal requirements involving the administration of federal awards. The District is also required to undergo an annual Minnesota State Legal Compliance Audit under Minnesota Statute §6.65. These reports are available in a separate document.

ACCOUNTING AND BUDGETING

A major function of the District's accounting system is to provide adequate internal accounting controls. These controls are designed to provide reasonable, but not absolute, assurance regarding: (1) the safeguarding of assets against loss from unauthorized use or disposition, and (2) the reliability of financial records for preparing financial statements and maintaining accountability for assets. The concept of reasonable assurance recognizes that the cost of internal controls should not exceed the benefits likely to be derived, and that the evaluation of the cost and benefits requires estimates and judgments by management. All internal control evaluations occur within the above framework. We believe that the District's internal accounting controls adequately safeguard assets and provide reasonable assurance for proper recording of financial transactions.

Regarding the legal level of budgetary control, budgetary control is maintained on the fund level and is approved through an annual budget adopted by the School Board for all funds as required by state statutes and School Board policy. The adopted budget, approved by the board by June 30 of the previous year, serves as the authorizing document for all expenditures, although the School Board approves all checks issued on a monthly basis. The superintendent and executive director of business services are authorized to make financial commitments within budgetary guidelines for contracts not requiring sealed bids. Additional expenditure controls are maintained by the business office in accordance with state statutes, i.e., the District cannot incur a negative unassigned balance in the General Fund in excess of 2.5% of the preceding year's expenditures. The budget is published annually to inform residents of the District's financial position and operating plan for the fiscal year. The School Board receives Board reports on monthly revenues and expenses. Program managers may receive budget reports via email which indicate the approved budget on a line-item basis; the month-to-date and year-to-date revenues, expenditures, and encumbrances assigned to those line items; the budget remaining; and the percent earned or expended to date. The district utilizes the method of bottom-line budgeting and monthly monitoring of revenues and expenditures by the School Board as well as ongoing monitoring by program managers helps to ensure budget integrity and provides an opportunity to detect material budget variances before the end of the fiscal year.

The budget is adopted by the School Board in the spring of each year for the following fiscal year beginning July 1. In the winter, the budget is revised based upon enrollment changes, effects of negotiated employee contracts, or other new information impacting revenues or expenditures. The revised budget is presented to the School Board for approval. To accurately track and report financial activities with a focus on site-based accounting, approximately 14,000 active accounts have been defined in the District's chart of accounts.

SIGNIFICANT EVENTS

The District's finances are largely dependent on student enrollment. Since 2002-2003 the District has experienced a decline in the number of students enrolled in the District's schools. This is a natural occurrence in a fully developed community and is often the result of smaller kindergarten cohorts replacing a larger graduating class. For fiscal year 2021-22, grades K-12 has a range in class size from a low of 493 to a high of 728 students. There was a decline of 117 students for fiscal year 2021-22. This decline is less than previous fiscal years.

Declining enrollment and the lack of a funding increase from the state have placed the District in the position of a need to reduce expenditures to balance the budget in recent years. Most of the District's operating revenue is directly related to the number of students enrolled in its schools. While revenues decline in direct proportion to the change in enrollment, expenditures decline at a much slower rate because the enrollment change is spread over all 14 schools and 13 grades. As student numbers decline, the number of teachers providing direct services to students can be reduced accordingly and some cost reduction occurs. Other costs, such as facility operations, are not proportionally related to enrollment and cannot be adjusted as readily. The closure of two elementary schools and one middle school is a direct result of the declining enrollment experienced over years. Although costs directly tied to ongoing enrollment shift to other buildings and are not reductions, the costs considered necessary for an additional building to function are reductions.

As needed, the district has taken strong expenditure curtailment measures during the years ended 2006, 2007, 2008, 2012, 2019, 2020, and 2022 in an effort to ensure a favorable financial result. During the 2021-2022 school year; our Integrated Action Plan for the planned budget included 4 main factors: 1) maintain Board approved class sizes by right sizing licensed staffing per pupil enrollment 2) supplement program needs using Federal ESSER funds to meet post pandemic student social and learning gaps; 3) supplant general budget allocations using Federal ESSER funds to build sustainable programming efforts beyond FY24; and 4) a planned spend down of general fund balance of only \$149,981. This planning provided a good start toward balancing the budget. The experience of functioning through a post pandemic period saw an increase in expenditures for substitutes for both staff absences and coverage for vacant positions. Wages to attract casual and seasonal employees also experienced an increase with a challenging labor market. As a result, our 2021-2022 expenditures were approximately \$2.5 million dollars less than budgeted while revenues were \$434,930 more than budgeted. The result was an improvement to the total general fund balance of \$3,000,020.

FINANCIAL PROSPECTS FOR FUTURE YEARS

The District, like many districts within Minnesota experienced a significant drop in fall enrollment from Fall 2019 to Fall 2020. The steep decline in enrollment did not continue between the Fall of 2020 to the Fall of 2021 as the number of students declined less than 120 students. So far, the Fall 2022 numbers appear to be flat compared to the Fall 2021 numbers, which has not been experienced in over a decade. The unexpected flattening in enrollment decline will have lingering effect to levies and state aid formulas for a minimum of two years. It is still too early to determine whether this change in enrollment will become the norm or is an anomaly to recent years. Enrollment projections should remain conservative, but may not need to be as severe as in previous years. The State Legislature has increased the general education formula some this past biennium which is appreciated; Unfortunately, the declining enrollment, near flat funding, and inflationary expenditure increases have created budget gaps and are at risk of continuing going forward. The District has taken significant measures with the Integrated Action Plan described above.

The District has a long history of maintaining positive fund balances and matching revenues with expenditures. In preparing the 2022-2023 budget, the district anticipated some of the increased general fund balance from the 2020-2021 school year to be used in balancing the budget for the 2022-2023 school year. Additionally, federal funds have been incorporated into the general fund budget planning for fiscal years ending June 30, 2023 and 2024. In the interim, a line item review of budgets, a needs assessment and mapping of our assets are all a part of our preparation of a long-range budget plan to manage the transition out of the pandemic and away from the federal funds we know will no longer be available beyond June 30, 2024.

Continued financial uncertainty is likely to be the major challenge of the next decade. While enrollment, staffing, and expenses can be projected, it is impossible to predict with any certainty the configuration or adequacy of funding formulas to be enacted in the future by the Legislature. Nonetheless, the District is committed to maintaining programs and services and to operating within its financial limitations. As the District approaches the 2022-2023 revised budget and the 2023-2024 adopted budget, enrollment projection adjustments and curriculum-based decisions will be at the forefront of the discussion. How best to utilize the federal grant reimbursement for programming which helps our students to recover from the lost learning time is paramount. Closing the achievement gap and increasing student achievement for all students served remains the District's priority. The District will continue to develop a long-range plan to adjust expenditures for a balanced budget in the upcoming years where current federal grants will no longer be available to assist with programming.

ECONOMIC FACTORS

The District is located in Dakota and Scott Counties, both of which are located in the seven-county metro area of Minneapolis/St. Paul. The cities that comprise the District are suburban communities. Residents are typically employed in professional vocations within the metropolitan area. The economic downturn of the past years has had some effect on the community as evidenced by greater mobility and increased participation in the free and reduced-price lunch program. The impact of the pandemic is ever fluctuating and remains to be seen; however, the resulting federal resources that have been made available will be utilized as required.

The taxable market value of property within the District is generally expected to improve. While the District is essentially fully developed residentially, commercial development and redevelopment is clearly evident throughout the community. Overall market improvement is evident in the increased 2021 total market value for ninth year in a row.

The state of Minnesota assumes major responsibility for funding public education. In the District, approximately 20% of our revenues are generated locally from the property tax and 50% of the property tax is the result of voter approved, local initiatives. This includes the referendum that was approved in November 2019.

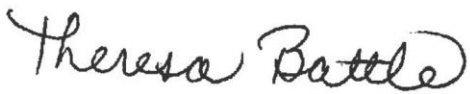
Reliance on the state for the majority of its operating revenues places the District in the position of being dependent on state-wide economic conditions that drive state tax collections. The State Legislature has provided some increases to the basic formula and categorical funding for the 2019-2021 biennium. Even with the increase on the formulas for 2021-2023; this increase does not keep pace with inflation. The District has responded to this financial challenge by requesting and receiving community support for referendum renewal, curtailing expenditures when possible, revamping the budget process and by judiciously drawing on fund reserves to maintain programs and services.

CERTIFICATE OF EXCELLENCE

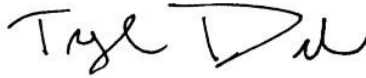
This report will be submitted to the Association of School Business Officials International for consideration for the Certificate of Excellence in Financial Reporting. The District received this award for the past 34 fiscal years and expects to continue to earn the recognition that accompanies the standards of accuracy and thoroughness acknowledged by the Certificate of Excellence program.

ACKNOWLEDGMENTS

The time, effort, and attention that go into the timely preparation of an ACFR require the commitment and cooperation of many people. Special appreciation must be extended to the entire Finance Department staff for their dedication and to the School Board for their encouragement and leadership.



Dr. Theresa Battle
Superintendent



Tyler Dehne
Director of Finance

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
SCHOOL BOARD AND ADMINISTRATION
JUNE 30, 2022**

SCHOOL BOARD

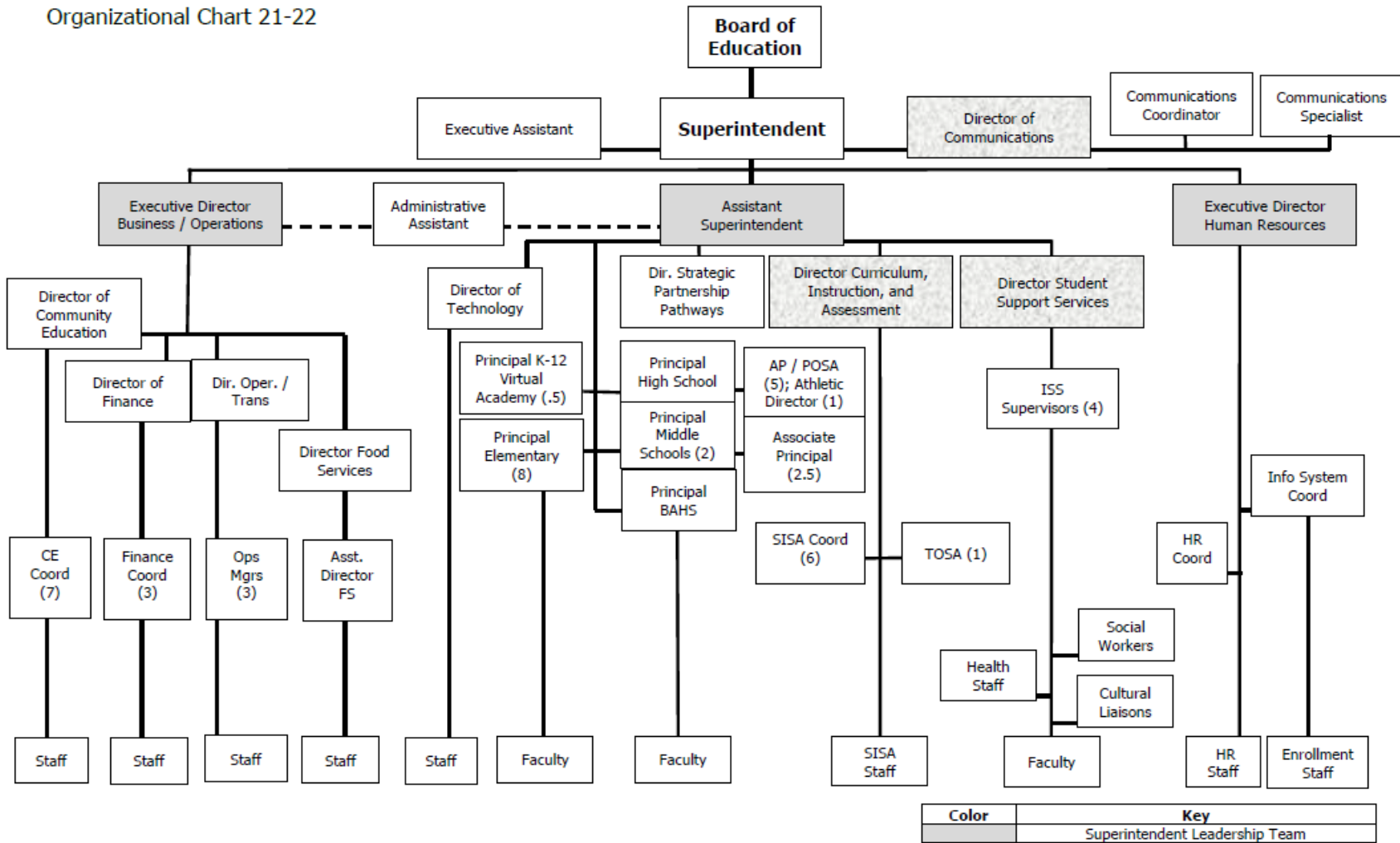
<u>NAME</u>	<u>TERM ON BOARD EXPIRES</u>	<u>BOARD POSITION</u>
Lesley Chester	December 2022	Chairperson
Scott Hume	December 2022	Vice Chairperson
Anna Werb	December 2024	Treasurer
Abigail Alt	December 2022	Clerk
Toni Conner	December 2024	Director
Sue Said	December 2022	Director
Eric Miller	December 2024	Director

ADMINISTRATION

Dr. Theresa Battle	Superintendent
Dr. Chris Bellmont	Assistant Superintendent
Stacey Sovine	Director of Administrative Services
Tyler Dehne	Director of Finance

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
ORGANIZATIONAL CHART
JUNE 30, 2022**

Organizational Chart 21-22



BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING
JUNE 30, 2022



The Certificate of Excellence in Financial Reporting
is presented to

ISD 191 Burnsville-Eagan-Savage

for its Annual Comprehensive Financial Report
for the Fiscal Year Ended June 30, 2021.

The district report meets the criteria established for
ASBO International's Certificate of Excellence in Financial Reporting.



A handwritten signature in black ink, appearing to read 'Will Sutter'.

William A. Sutter
President

A handwritten signature in black ink, appearing to read 'David J. Lewis'.

David J. Lewis
Executive Director

FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

Board of Education
Independent School District No. 191
Burnsville, Minnesota

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 191 (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 191 as of June 30, 2022, and the respective changes in financial position, the respective budgetary comparisons for the General, Food Service, and Community Service funds and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Independent School District No. 191 and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Independent School District No. 191's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Independent School District No. 191's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Independent School District No. 191's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited the District's 2021 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities, each major fund and the aggregate remaining fund information in our report dated October 28, 2021. In our opinion, the summarized comparative information presented herein as of and for the year end June 30, 2021 is consistent, in all material respects, with the audited financial statements for which it has been derived.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of changes in the District's net OPEB liability and related ratios, schedules of the District's proportionate share of net pension liability, and schedules of the District's pension contributions, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Independent School District No. 191's basic financial statements. The combining and individual fund financial statements and uniform financial accounting and reporting standards compliance table are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the combining and individual fund financial statements and uniform financial accounting and reporting standards compliance table is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the introductory and statistical sections but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2022, on our consideration of the Independent School District No. 191's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide an opinion on the effectiveness of Independent School District No. 191's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Independent School District No. 191's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Minneapolis, Minnesota
October 27, 2022

REQUIRED SUPPLEMENTARY INFORMATION

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

This section of Independent School District No. 191's annual comprehensive financial report presents its discussion and analysis of the District's financial performance during the fiscal year ended June 30, 2022. Please read it in conjunction with the District's financial statements, which immediately follow this letter.

The Management's Discussion and Analysis (MD&A) is an element of Required Supplementary Information specified in the Government Accounting Standard Board's (GASB) Statement No. 34 – Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments issued in June 1999.

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2021-22 fiscal year include the following:

- Government-wide net position, increased by \$11,919,832 or (17.21%) better than June 30, 2021, resulting in total net position of (\$57,355,727). The increase in net position was primarily due to the fund level increase in fund balance, as well as a significant increase in net position from the net effect of the government-wide conversion entries related to pensions in relation to improvement in the funding of PERA and TRA.
- Government-wide revenues totaled \$160,391,234 and expenses were \$148,471,402.
- The total fund balance of the General Fund, as presented in the governmental funds, increased by \$3,000,020 from the prior year.
- The unassigned fund balance in the General Fund increased by \$5,590,132 from \$13,187,447 to \$18,777,579.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial section of the annual report consists of four parts: Independent Auditors' Report, Required Supplementary Information which includes MD&A (this section), the basic financial statements, and supplementary information.

The basic financial statements include several statements that present different views of the District:

- The **government-wide financial statements**, including the *Statement of Net Position* and the *Statement of Activities*, provide both short-term and long-term information about the District's overall financial status.
- The remaining statements are **fund financial statements** that focus on individual parts of the District, reporting the District's operations in more detail than the government-wide statements.
- **Governmental funds statements** tell how basic services such as regular and special education were financed in the short term as well as what remains for future spending.
- **Proprietary funds statements** offer short- and long-term financial information about the activities the District operates like businesses.

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes *all* of the District's assets, deferred outflows of resources, liabilities, and deferred inflows of resources. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the District's *net position* and how they have changed. Net position – the difference between the District's assets plus deferred outflows of resources and liabilities plus deferred inflows of resources – is one way to measure the District's financial health or *position*.

- Over time, increases or decreases in the District's net position are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall health of the District you need to consider additional nonfinancial factors such as changes in the District's property tax base and the condition of school buildings and other facilities.

In the government-wide financial statements the District's activities are shown in one category:

- **Governmental Activities** – Most of the District's basic services are included here, such as regular and special education, transportation, administration, food services, and community education. Property taxes and state aids finance most of these activities.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

Fund Financial Statements

The fund financial statements provide more detailed information about the District's *funds* – focusing on its most significant or “major” funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by State law and by bond covenants.
- The District may establish other funds to control and manage money for particular purposes (e.g., repaying its long-term debts) or to show that it is properly using certain revenues (e.g., federal grants).

The District has two kinds of funds:

- *Governmental Funds* – Most of the District's basic services are included in governmental funds, which generally focus on (1) how *cash and other financial assets* that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed *short-term* view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information following the governmental funds statements to explain the relationship (or differences) between them.
- *Proprietary Funds* – The District uses internal service funds to report activities that provide supplies and services for the District's other programs and activities. The District currently has four internal service funds for self-insured health and dental benefits and its severance and postemployment benefits liabilities.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position

The District's combined net position was (\$57,355,727) on June 30, 2022. This was an improvement of 17.21% from the prior year (see Table A-1).

**Table A-1
The District's Net Position**

	Governmental Activities as of June 30,		Percentage Change
	2022	2021	
Current and Other Assets	\$ 127,205,617	\$ 126,589,769	0.49 %
Capital Assets	127,622,031	135,786,832	(6.01)
Total Assets	<u>254,827,648</u>	<u>262,376,601</u>	(2.88)
Deferred Outflows of Resources	31,964,457	39,179,348	(18.42)
Current Liabilities	25,082,579	24,611,821	1.91
Net Pension Liability	52,043,161	91,450,133	(43.09)
Other Postemployment Benefits Liability	9,289,131	9,959,504	(6.73)
Other Long-Term Liabilities	122,122,473	131,055,117	(6.82)
Total Liabilities	<u>208,537,344</u>	<u>257,076,575</u>	(18.88)
Deferred Inflows of Resources	<u>135,610,488</u>	<u>113,754,933</u>	19.21
Net Position:			
Net Investment in Capital Assets	15,754,751	18,451,265	(14.61)
Restricted	15,559,970	12,222,610	27.30
Unrestricted	(88,670,448)	(99,949,434)	(11.28)
Total Net Position	<u>\$ (57,355,727)</u>	<u>\$ (69,275,559)</u>	(17.21)

The District's financial position is the product of many factors. For example, the determination of the District's net investments in capital assets involves many assumptions and estimates, such as current and accumulated depreciation and amortization amounts. A conservative versus liberal approach to depreciation and amortization estimates, as well as capitalization policies, will produce a significant difference in calculated amounts.

The District's overall financial position increased from fiscal year 2021, as total net position increased \$11,919,832. The District is able to report positive balances in two of three categories of net position. The District's restricted net position represents resources that are subject to external restrictions on how they may be used. This portion of the District's net position increased by \$3,337,360 in the current year.

Another portion of the District's net position is its investment in capital assets (land, buildings, equipment, etc.) less any related debt used to acquire those assets that is still outstanding. This element of net position decreased by \$2,696,514 in the current fiscal year, as the completion of some construction projects and payments on related debt exceeded depreciation and amortization of the capital assets. The remaining unrestricted net position is that which may be used to meet the District's ongoing obligations. This portion of net position increased \$11,278,986 in the current fiscal year.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

Changes in Net Position

In Table A-2, Change in Net Position, operations are reported on a governmental-wide basis with no reference to funds.

**Table A-2
Change in Net Position**

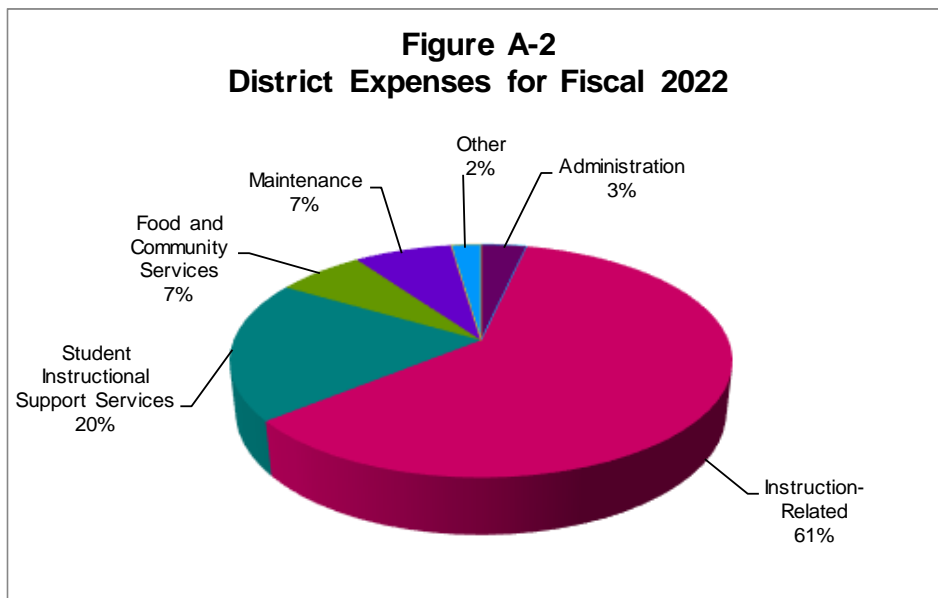
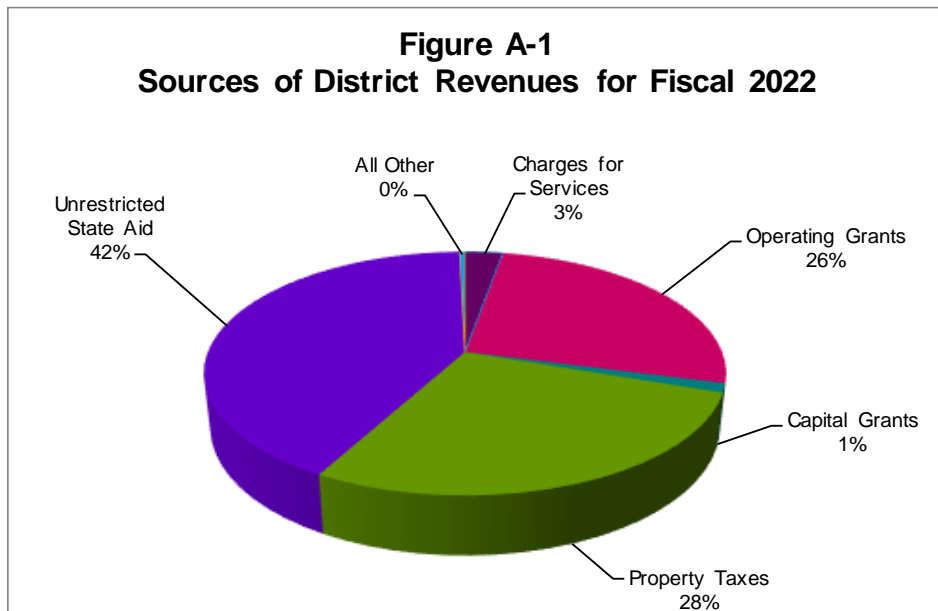
	Governmental Activities for the Fiscal Year Ended June 30,		Percentage Change
	2022	2021	
Revenues			
<u>Program Revenues</u>			
Charges for Services	\$ 4,445,935	\$ 3,353,756	32.57 %
Operating Grants and Contributions	42,182,191	37,491,428	12.51
Capital Grants and Contributions	1,948,280	1,085,774	79.44
<u>General Revenues</u>			
Property Taxes	44,382,476	44,670,141	(0.64)
Unrestricted State Aid	66,786,109	68,832,548	(2.97)
Investment Earnings	(892,610)	1,605,238	(155.61)
Other	1,538,853	1,357,592	13.35
Total Revenues	<u>160,391,234</u>	<u>158,396,477</u>	1.26
Expenses			
Administration	5,146,405	5,166,623	(0.39)
District Support Services	4,541,713	4,169,348	8.93
Regular Instruction	63,294,480	64,783,060	(2.30)
Vocational Education Instruction	2,107,317	2,236,379	(5.77)
Special Education Instruction	24,494,292	26,088,835	(6.11)
Instructional Support Services	13,021,759	15,008,017	(13.23)
Pupil Support Services	11,406,634	9,996,462	14.11
Sites and Buildings	11,129,335	9,705,716	14.67
Fiscal and Other Fixed Cost Programs	426,427	391,943	8.80
Food Service	4,955,498	4,397,704	12.68
Community Service	4,995,800	5,246,669	(4.78)
Interest and Fiscal Charges on Long-Term Liabilities	2,951,742	3,968,235	(25.62)
Total Expenses	<u>148,471,402</u>	<u>151,158,991</u>	(1.78)
Change in Net Position	11,919,832	7,237,486	
Beginning Net Position	<u>(69,275,559)</u>	<u>(76,513,045)</u>	
Ending Net Position	<u>\$ (57,355,727)</u>	<u>\$ (69,275,559)</u>	

Total revenues were \$160,391,234 while total expenses were \$148,471,402, increasing net position by \$11,919,832.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

The cost of all *governmental* activities this year was \$148,471,402.

- Some of the cost was paid by the users of the District's programs (Table A-2, Charges for Services, \$4,445,935). The majority of this category, approximately \$2.0 million, comes from food service meal sales and community education class tuition.
- The federal and state governments subsidized certain programs with grants and contributions (Table A-2, Operating and Capital Grants and Contributions, \$44,130,471).
- Most of the District's costs were paid for with local property taxes, unrestricted state aid, investment earnings, and other general revenues. Governmental activities were paid for with \$44,382,476 in property taxes, \$66,786,109 of unrestricted state aid, as well as investment earnings and other general revenues.



**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

All governmental funds include not only funds received for the general operation of the District but also include resources from the entrepreneurial-type funds of Food Service and Community Education. Funding for the general operation of the District is controlled by the state and the District does not have the latitude to allocate money received in Food Service or Community Education or for fiscal services to enhance general operation resources.

Table A-3, seen below, presents the cost of twelve major District activities such as, instruction, pupil and instructional services, administration and business, maintenance and operations, transportation, and others. The table also shows each activity's net cost (total cost less fees generated by the activities and intergovernmental aid provided for specific programs).

**Table A-3
Program Expenses and Net Cost of Services**

	Total Cost of Services		Percentage Change	Net Cost of Services		Percentage Change
	2022	2021		2022	2021	
Administration	\$ 5,146,405	\$ 5,166,623	(0.39)%	\$ 2,762,856	\$ 4,260,429	(35.15)%
District Support Services	4,541,713	4,169,348	8.93	4,534,973	4,161,898	8.96
Regular Instruction	63,294,480	64,783,060	(2.30)	49,186,765	55,189,178	(10.88)
Vocational Education Instruction	2,107,317	2,236,379	(5.77)	2,106,997	2,223,552	(5.24)
Special Education Instruction	24,494,292	26,088,835	(6.11)	6,211,859	6,029,714	3.02
Instructional Support Services	13,021,759	15,008,017	(13.23)	11,573,696	13,468,079	(14.07)
Pupil Support Services	11,406,634	9,996,462	14.11	10,754,812	9,245,388	16.33
Sites and Buildings	11,129,335	9,705,716	14.67	10,066,792	8,741,323	15.16
Fiscal and Other Fixed Cost Programs	426,427	391,943	8.80	426,427	391,943	8.80
Food Service	4,955,498	4,397,704	12.68	(1,118,079)	86,318	(1395.30)
Community Service	4,995,800	5,246,669	(4.78)	436,390	1,462,596	(70.16)
Interest and Fiscal Charges on Long-Term Liabilities	2,951,742	3,968,235	(25.62)	2,951,508	3,967,615	(25.61)
Total	\$ 148,471,402	\$ 151,158,991	(1.78)	\$ 99,894,996	\$ 109,228,033	(8.54)

The cost of all governmental activities this year was \$148,471,402, a decrease of \$2,687,589 from the prior year. After applying program specific revenue, the net cost of all governmental activities this year was \$99,894,996, or a decrease of \$9,333,037 from the prior year.

Financial Analysis of the District's Funds

The financial performance of the District as a whole is reflected in its governmental funds. All of the governmental funds had more revenue than expenditures in 2022, other than the capital projects fund thereby contributing to the increase in individual fund balance in most funds. At the end of the 2021-22 fiscal year, the District's governmental funds reported combined fund balances of \$44,020,764. This is a 14.35% increase in comparison to the prior year. The increase is largely due to General Fund increases primarily related to significant underspending; this underspend is a result from a number of unique factors within the 2021-2022 school year. Throughout FY22, the district struggled to fill open staff positions. This resulted in a significant variance between budget and actual expenditures in the areas of salaries and benefits costs. Additionally, an intense focus on the needs of our students during the pandemic resulted in a greater portion of the actual expenditures being reimbursable through federal pandemic relief funds allocated to the District in FY22.

Revenues and other financing sources (excluding transfers in) for the District's governmental funds were \$174,069,660, while total expenditures other financing uses (excluding transfers out) were \$168,543,943. As a result of this, the District completed the year with a net change in fund balances of \$5,525,717.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

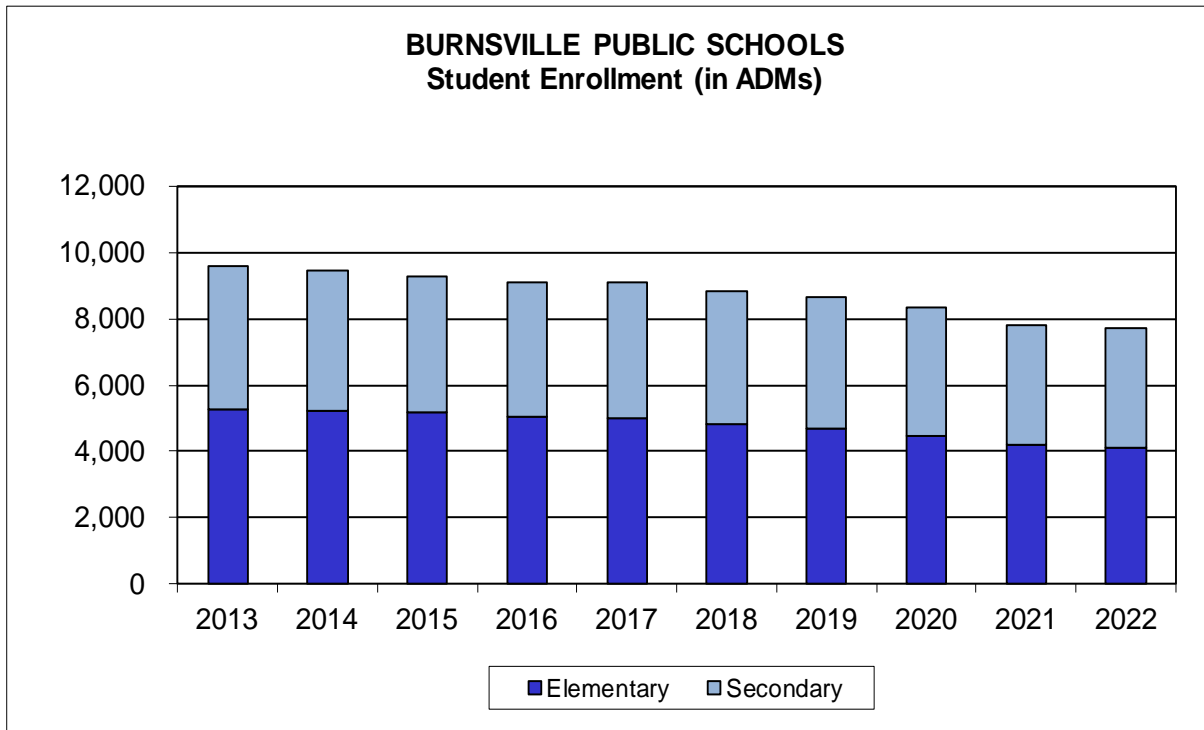
General Fund

The General Fund is used to account for all revenues and expenditures of the school district not accounted for elsewhere. The General Fund is used to account for: K-12 educational activities; district instructional and student support programs; expenditures for the superintendent; district administration; normal operations and maintenance; pupil transportation; capital expenditures; and legal school district expenditures not specifically designated to be accounted for in any other fund.

ENROLLMENT

Enrollment is a critical factor in determining revenue with approximately 68% of General Fund revenue being determined by enrollment. Like many Minnesota school districts, the District has been facing declining enrollment. During the last five years, the District has averaged a 3.26% decrease in students per year. From 2021 to 2022, the decrease was 1.40%. Enrollment per grade level continued to see a decrease. The following chart reflects that the number of students has decreased over the last 10 years.

**Table A-4
Student Enrollment
Average Daily Membership (ADM)**



**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

The following schedule presents a summary of General Fund Revenues.

**Table A-5
General Fund Revenues**

	Year Ended June 30,		Change	
	2022	2021	Increase (Decrease)	Percent Change
Local Sources:				
Property Taxes	\$ 30,955,773	\$ 31,896,090	\$ (940,317)	(2.9)%
Earnings on Investments	(33,326)	85,161	(118,487)	(139.1)
Other	3,115,759	2,621,829	493,930	18.8
State Sources	87,017,209	91,092,466	(4,075,257)	(4.5)
Federal Sources	14,965,232	8,950,841	6,014,391	67.2
Total General Fund Revenue	<u>\$ 136,020,647</u>	<u>\$ 134,646,387</u>	<u>\$ 1,374,260</u>	1.0

General Fund revenue increased by \$1,374,260, or 1.0%, from the previous year.

Property taxes decreased \$940,317 or 2.9% due to decreases in the underlying property tax levies.

Other local revenues increased \$493,930, or 18.8%. This was primarily due to increases in fundraising and donation revenues for student activities, as these activities were more limited in the prior year due to the COVID-19 Pandemic.

State Sources decreased by \$4,075,257. State decreased overall after consideration of the following factors. This is the net effect of decreased enrollment, the increase in general education formula, and the costs incurred based on the needs of students. The increase in the general education formula was offset by the decline in enrollment, resulting in a net decrease in general education formula aid of \$2,206,724. There was a decrease in state special education revenues in the amount of \$1,459,261 due to a decrease in eligible expenditures from FY20 to FY21. Decreases in other state aid categories were due to declining enrollment or costs incurred based on the needs of the students.

Federal Revenue is recorded in the year in which the related expenditure is made, with the exception of the new expanded summer program for which the first 25% of the appropriation was received and recorded as revenue in the prior fiscal year. Federal Sources increased by \$6,014,391, largely due to Federal Funding received in response to the COVID-19 pandemic.

General Fund Revenue is received in two major categories as follows:

1. State Education Finance Appropriations
 - A. General Education Aid – The largest share of the education finance appropriation, general education aid, is intended to provide the basic financial support for the education program and is enrollment driven.
 - B. Categorical Aids – Categorical revenue formulas are used to meet costs of that program (i.e. special education) or promote certain types of programs (i.e., career and technical aid, staff development, operating capital).

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

2. Property Tax Levies

The largest share of the levy is from voter-approved levies: specifically, the excess operating referendum which is also enrollment driven.

The following schedule presents a summary of General Fund Expenditures.

**Table A-6
General Fund Expenditures**

	Year Ended June 30,		Change	
	2022	2021	Increase (Decrease)	Percent Change
Salaries	\$ 73,254,291	\$ 71,179,407	\$ 2,074,884	2.9 %
Employee Benefits	30,043,103	29,301,361	741,742	2.5
Purchased Services	19,648,553	14,700,502	4,948,051	33.7
Supplies and Materials	6,131,231	5,343,363	787,868	14.7
Capital Expenditures	3,656,490	3,865,715	(209,225)	(5.4)
Debt Service	96,876	265,098	(168,222)	(63.5)
Other Expenditures	678,032	795,088	(117,056)	(14.7)
Total General Fund Expenditures	<u>\$ 133,508,576</u>	<u>\$ 125,450,534</u>	<u>\$ 8,058,042</u>	6.4

Total General Fund expenditures increased \$8,058,042 or 6.4% from the previous year. The increase can be attributed mostly to personnel and employee salaries and benefits as well as increases in purchased services.

Salaries expense increased mainly as a result a result of the annual contractual pay increases averaging 2.28%.

Purchased Services consist of expenditures for fees for service, substitutes, utilities, property insurance, maintenance repairs, leases, telephone, tuition, and transportation. These expenditures increased mainly due to the increased need for substitutes and increased transportation costs while the District was operating in-person for the entire school year. Utility costs also increased substantially due to inflation.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

General Fund Budgetary Highlights

After initial approval of the budget, the District revised the budget based on changes in unbudgeted costs or revenue changes. While the District anticipated, in its final budget, that the net change in fund balance would be a decrease of \$149,981, total fund balance increased by \$3,000,020, resulting in a fund balance of \$32,521,900 at June 30, 2022.

Revenues were higher than budgeted by \$434,930 and expenditures were less than budgeted by \$2,527,122. The District was conservative with revenues given the decline in enrollment. Where possible, expenditures were curtailed in the District's effort to reduce costs. Staffing changes as a result of declining enrollment and unfilled positions led to expenditures being less than budgeted even while experiencing inflation and rising transportation and substitute costs.

Food Service Fund

The Food Service Fund revenue for 2021-22 totaled \$6,304,656 and expenditures were \$4,921,294. The June 30, 2022 fund balance is \$2,511,462, an increase of \$1,392,337 from fiscal year 2021. Actual revenues were \$345,799 higher than budget mainly due to more being received for free meals service as part of the Federal summer food service program than expected. Actual expenditures were \$144,978 lower than budget mainly due to incurring less supply, food, and milk costs than expected. These variances resulted in fund balance ending the year \$489,752 higher than budgeted.

Community Service Fund

The Community Service Fund revenue for 2021-22 totaled \$6,396,433 and expenditures were \$5,273,555. The June 30, 2022 fund balance is \$3,195,510, an increase of \$1,122,878 from fiscal year 2020-2021. The District's community education programming planned significant expenditure adjustments and focused their programming on child care during the continued effects of the COVID-19 pandemic. The fund utilized new grant funding to provide additional programming for adult and pre-kindergarten students.

Capital Projects-Building Construction Fund

The Capital Projects-Building Construction Fund revenue for 2021-22 totaled \$438 and expenditures were \$1,658,133. The June 30, 2022 fund balance is \$0, a decrease of \$1,657,695 from fiscal year 2021. The decrease in fund balance is due to bond proceeds from the 2015A School Building Bonds being spent down as the building projects are completed for Vision One91.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

Debt Service Fund

The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction, operating capital, or for initial or refunding bonds. The Debt Service Fund revenue and other financing sources for 2021-22 totaled \$24,850,562, an increase of \$465,329 from fiscal year 2021 due to the issuance of the 2021A G.O. Alternative Facilities Refunding Bonds and proceeds from the sale of River Ridge. The expenditure budget is based on the payment schedule of bond principal and interest on the general obligation bonds, including refunding bonds issued from 2012 through 2017.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2022, the District had invested approximately \$305.3 million in a broad range of capital assets, including school buildings, athletic facilities, computer and audio-visual equipment, and administrative offices (see Table A-7). (More detailed information about capital assets can be found in Note 3 to the financial statements.) Total depreciation/amortization expense for the year was approximately \$9.3 million.

**Table A-7
The District's Capital Assets**

	2022	2021	Percent Change
Land	\$ 3,102,468	\$ 3,119,968	(0.6)%
Construction in Progress	-	75,552	(100.0)
Land Improvements	20,128,484	19,842,793	1.4
Buildings and Improvements	270,796,575	272,430,261	(0.6)
Equipment	11,114,505	10,575,603	5.1
Right-to-Use Assets	197,466	-	N/A
Less: Accumulated Depreciation/Amortization	<u>(177,717,467)</u>	<u>(170,257,345)</u>	4.4
Total Capital Assets Net of Depreciation/Amortization	<u>\$ 127,622,031</u>	<u>\$ 135,786,832</u>	(6.0)

Long-Term Liabilities

At year-end, the District had \$120,640,472 in general obligation bonds, lease liabilities, and obligations under financed purchases payable outstanding as shown in Note 4 to the financial statements. The District also had an estimated total of \$10,771,132 in postemployment severance and health benefits payable at June 30, 2022 and \$52,043,161 in net pension liability.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2022**

Total long-term liabilities at June 30, 2022 decreased 21.1% as compared to June 30, 2021.

**Table A-8
The District's Long-Term Liabilities**

	2022	2021	Percent Change
General Obligation Bonds	\$ 113,850,000	\$ 122,960,000	(7.4)%
Net Bond Premium and Discount	6,442,825	6,094,114	5.7
Lease Liability	187,187	-	N/A
Financed Purchases	160,460	234,534	(31.6)
Net Pension Liability	52,043,161	91,450,133	(43.1)
Severance Benefits Payable	682,675	974,069	(29.9)
Other Postemployment Benefits	9,289,131	9,959,504	(6.7)
Compensated Absences Payable	799,326	792,400	0.9
Total Long-Term Liabilities	<u>\$ 183,454,765</u>	<u>\$ 232,464,754</u>	(21.1)
Long-Term Liabilities:			
Due Within One Year	\$ 8,246,124	\$ 8,398,900	(1.8)%
Due in More Than One Year	175,208,641	224,065,854	(21.8)
Total	<u>\$ 183,454,765</u>	<u>\$ 232,464,754</u>	(21.1)

FACTORS BEARING ON THE DISTRICT'S FUTURE

With the exception of the voter-approved operating referendum, the District is dependent on the state of Minnesota for most of its revenue authority. Recent experience demonstrates that legislated revenue increases have not been sufficient to meet instructional program needs and increased costs due to inflation. There is concern if the state special education aid formula changes will be sufficient to end the growing cross subsidy of special education services.

The funding formula has been below the current annual rate of inflation for the last 20 years. Accordingly, the District continues to utilize sophisticated enrollment and financial planning tools, along with detailed and conservative budgeting and budget monitoring processes. The COVID-19 pandemic continues to impact our instructional models and their delivery. The greatest concern is the lost learning time our students have experienced. The financial impact of this has been met with the federal ESSER (I,II,III), CARES, Coronavirus Relief Funding and American Rescue Plan allocation which we will use to meet our student need and reduce the impact on fund balances. The District will continue to seek all available sources of funding, respond to enrollment decreases, balance revenue to expenditures, and maintain systems that ensure financial stability.

The District will strive to maintain its long-standing commitment to academic excellence and educational opportunity for students within a framework of financial fiduciary responsibility.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to demonstrate the District's accountability for money it receives. If you have questions about this report or need additional financial information, contact the Business Office, Independent School District No. 191, 200 W. Burnsville Parkway, Burnsville, Minnesota 55337. The telephone number for the District is (952) 707-2050. Financial and other district information is also available on the District's website at isd191.org.

BASIC FINANCIAL STATEMENTS

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF NET POSITION
JUNE 30, 2022**

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(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	Governmental Activities	
	2022	2021
ASSETS		
Cash and Investments	\$ 85,917,567	\$ 90,088,610
Receivables:		
Property Taxes	22,251,047	23,507,751
Other Governments	17,838,810	12,069,640
Other	185,998	359,163
Leases - Current	244,714	-
Prepaid Items	254,436	382,338
Inventories	253,940	182,267
Receivables - Leases Noncurrent	259,105	-
Capital Assets:		
Land and Construction in Progress	3,102,468	3,195,520
Other Capital Assets, Net of Depreciation/Amortization	124,519,563	132,591,312
Total Assets	254,827,648	262,376,601
DEFERRED OUTFLOWS OF RESOURCES		
Losses on Debt Refunding	235,543	271,321
Deferred Outflows - Pensions	30,778,839	37,815,270
Deferred Outflows - Other Postemployment Benefits	950,075	1,092,757
Total Deferred Outflows of Resources	31,964,457	39,179,348
LIABILITIES		
Salaries Payable	10,794,576	10,772,923
Accounts and Contracts Payable	10,811,314	11,366,937
Accrued Interest	1,824,193	1,839,586
Due to Other Governmental Units	1,375,169	260,773
Unearned Revenue	277,327	371,602
Long-Term Liabilities:		
Net Pension Liability	52,043,161	91,450,133
Other Postemployment Benefits Liability	9,289,131	9,959,504
Other Long-Term Liabilities Due Within One Year	8,246,124	8,398,900
Other Long-Term Liabilities Due in More Than One Year	113,876,349	122,656,217
Total Liabilities	208,537,344	257,076,575
DEFERRED INFLOWS OF RESOURCES		
Property Taxes Levied for Subsequent Year	37,588,243	40,293,248
Gains on Debt Refunding	342,351	20,935
Leases Receivable	465,027	-
Deferred Inflows - Pensions	96,148,942	72,773,873
Deferred Inflows - Other Postemployment Benefits	1,065,925	666,877
Total Deferred Inflows of Resources	135,610,488	113,754,933
NET POSITION		
Net Investment in Capital Assets	15,754,751	18,451,265
Restricted for:		
General Fund Operating Capital Purposes	3,325,929	3,195,287
General Fund State-Mandated Reserves	6,515,959	5,825,495
Food Service	2,511,462	1,119,125
Community Service	3,206,620	2,082,703
Unrestricted	(88,670,448)	(99,949,434)
Total Net Position	\$ (57,355,727)	\$ (69,275,559)

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022**

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(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)

Functions	2022				2021	
	Expenses	Program Revenues			Net (Expense) Revenue and Change in Net Position	Net (Expense) Revenue and Change in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Total Governmental Activities	Total Governmental Activities
GOVERNMENTAL ACTIVITIES						
Administration	\$ 5,146,405	\$ 272,600	\$ 2,100,099	\$ 10,850	\$ (2,762,856)	\$ (4,260,429)
District Support Services	4,541,713	4,207	2,533	-	(4,534,973)	(4,161,898)
Regular Instruction	63,294,480	307,145	12,523,125	1,277,445	(49,186,765)	(55,189,178)
Vocational Education Instruction	2,107,317	-	320	-	(2,106,997)	(2,223,552)
Special Education Instruction	24,494,292	784,954	17,497,479	-	(6,211,859)	(6,029,714)
Instructional Support Services	13,021,759	17,383	1,430,680	-	(11,573,696)	(13,468,079)
Pupil Support Services	11,406,634	67,427	584,395	-	(10,754,812)	(9,245,388)
Sites and Buildings	11,129,335	336,262	66,296	659,985	(10,066,792)	(8,741,323)
Fiscal and Other Fixed Cost Programs	426,427	-	-	-	(426,427)	(391,943)
Food Service	4,955,498	47,741	6,025,836	-	1,118,079	(86,318)
Community Service	4,995,800	2,608,216	1,951,194	-	(436,390)	(1,462,596)
Interest and Fiscal Charges on Long-Term Liabilities	2,951,742	-	234	-	(2,951,508)	(3,967,615)
Total School District	<u>\$ 148,471,402</u>	<u>\$ 4,445,935</u>	<u>\$ 42,182,191</u>	<u>\$ 1,948,280</u>	<u>(99,894,996)</u>	<u>(109,228,033)</u>
GENERAL REVENUES						
Property Taxes Levied for:						
General Purposes					30,967,231	31,931,034
Community Service					1,636,161	1,807,827
Debt Service					11,779,084	10,931,280
State Aid Not Restricted to Specific Purposes					66,786,109	68,832,548
Earnings on Investments					(892,610)	1,605,238
Miscellaneous					1,538,853	1,357,254
Gain on Sale of Capital Assets					-	338
Total General Revenues					<u>111,814,828</u>	<u>116,465,519</u>
CHANGE IN NET POSITION					11,919,832	7,237,486
Net Position - Beginning					<u>(69,275,559)</u>	<u>(76,513,045)</u>
NET POSITION - ENDING					<u>\$ (57,355,727)</u>	<u>\$ (69,275,559)</u>

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2022**

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(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2022	2021
ASSETS							
Cash and Investments	\$ 39,763,328	\$ 2,397,696	\$ 4,074,258	\$ 120,723	\$ 10,631,236	\$ 56,987,241	\$ 58,119,571
Receivables:							
Current Property Taxes	15,529,083	-	847,350	-	5,515,330	21,891,763	23,049,930
Delinquent Property Taxes	248,865	-	13,565	-	96,854	359,284	457,821
Accounts and Interest Receivable	63,144	729	41,738	-	-	105,611	285,032
Due from Other Minnesota School Districts	93,304	-	112,074	-	-	205,378	29,631
Due from Minnesota Department of Education	10,205,611	4,856	209,684	-	16,597	10,436,748	7,951,886
Due from Federal through Minnesota Department of Education	6,272,284	319,362	79,761	-	-	6,671,407	4,046,840
Due from Other Governmental Units	525,277	-	-	-	-	525,277	41,283
Due from Other Funds	461,554	-	-	-	-	461,554	476,151
Leases Receivable	-	-	-	-	503,819	503,819	-
Inventory	-	253,940	-	-	-	253,940	182,267
Prepays	254,436	-	-	-	-	254,436	382,338
Total Assets	\$ 73,416,886	\$ 2,976,583	\$ 5,378,430	\$ 120,723	\$ 16,763,836	\$ 98,656,458	\$ 95,022,750
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE							
Liabilities:							
Salaries and Compensated Absences Payable	\$ 4,655,219	\$ 165,971	\$ 217,216	\$ -	\$ -	\$ 5,038,406	\$ 5,093,210
Payroll Deductions and Employer Contributions Payable	5,455,014	140,157	160,999	-	-	5,756,170	5,679,713
Accounts and Contracts Payable	3,649,198	63,437	82,177	120,723	-	3,915,535	4,615,811
Due to Other Governmental Units	1,375,095	24	50	-	-	1,375,169	260,773
Unearned Revenue	3,092	95,532	108,989	-	-	207,613	314,890
Total Liabilities	15,137,618	465,121	569,431	120,723	-	16,292,893	15,964,397
Deferred Inflows of Resources:							
Leases Receivable	-	-	-	-	465,027	465,027	-
Unavailable Revenue - Property Taxes Levied for Subsequent Year	25,556,300	-	1,602,379	-	10,429,564	37,588,243	40,293,248
Unavailable Revenue - Delinquent Property Taxes	201,068	-	11,110	-	77,353	289,531	270,058
Total Deferred Inflows of Resources	25,757,368	-	1,613,489	-	10,971,944	38,342,801	40,563,306
Fund Balance:							
Nonspendable:							
Inventory	-	253,940	-	-	-	253,940	182,267
Prepays	254,436	-	-	-	-	254,436	382,338
Restricted for:							
Student Activities	231,296	-	-	-	-	231,296	215,674
Capital Projects Levy	521,753	-	-	-	-	521,753	794,657
Operating Capital	3,325,929	-	-	-	-	3,325,929	3,195,287
Community Education	-	-	2,375,459	-	-	2,375,459	1,430,281
Early Childhood and Family Education	-	-	212,310	-	-	212,310	12,334
Area Learning Center	5,173,831	-	-	-	-	5,173,831	4,406,743
School Readiness	-	-	577,712	-	-	577,712	588,050
Adult Basic Education	-	-	29,077	-	-	29,077	-
Long Term Facilities Maintenance	212,365	-	-	-	-	212,365	114,943
Medical Assistance	376,714	-	-	-	-	376,714	204,234
Restricted for Other Purposes	-	2,257,522	952	-	5,791,892	8,050,366	6,849,479
Committed for:							
Program Carryover - Noncapital	725,527	-	-	-	-	725,527	915,450
Program Carryover - Facilities Rental	446,149	-	-	-	-	446,149	371,898
Pro Pay Program	665,341	-	-	-	-	665,341	562,142
Assigned for:							
Planned Budget Deficit for 2023	1,810,980	-	-	-	-	1,810,980	5,081,823
Unassigned	18,777,579	-	-	-	-	18,777,579	13,187,447
Total Fund Balance	32,521,900	2,511,462	3,195,510	-	5,791,892	44,020,764	38,495,047
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	\$ 73,416,886	\$ 2,976,583	\$ 5,378,430	\$ 120,723	\$ 16,763,836	\$ 98,656,458	\$ 95,022,750

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION
JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)**

	2022	2021
Total Fund Balance for Governmental Funds	\$ 44,020,764	\$ 38,495,047
Total net position reported for governmental activities in the statement of net position is different because:		
Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:		
Land	3,102,468	3,119,968
Construction in Progress	-	75,552
Land Improvements, Net of Accumulated Depreciation	6,233,554	6,725,047
Buildings and Improvements, Net of Accumulated Depreciation	114,670,970	122,432,618
Equipment, Net of Accumulated Depreciation	3,428,232	3,433,647
Right-to-Uses Assets, Net of Accumulated Amortization	186,807	-
Some of the District's property taxes will be collected after year-end, but are not available soon enough to pay for the current period's expenditures and, therefore, are reported as unavailable revenue in the funds.	289,531	270,058
When a bond defeasance occurs the difference between the amount paid to the refunded bond escrow and the principal of the defeased debt is expensed in the governmental funds. These expenditures are capitalized on the statement of net position as deferred charges.	235,543	271,321
The District's OPEB liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances at year-end are:		
Other Postemployment Benefits Liability	(9,289,131)	(9,959,504)
Deferred Inflows of Resources - Other Postemployment Benefits	(1,065,925)	(666,877)
Deferred Outflows of Resources - Other Postemployment Benefits	950,075	1,092,757
Interest on long-term debt is not accrued in governmental funds, but rather is recognized as an expenditure when due.	(1,824,193)	(1,839,586)
The District's net pension liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances at year-end are:		
Net Pension Liability	(52,043,161)	(91,450,133)
Deferred Inflows of Resources - Pensions	(96,148,942)	(72,773,873)
Deferred Outflows of Resources - Pensions	30,778,839	37,815,270
Long-term liabilities that pertain to governmental funds, including bonds payable, are not due and payable in the current period and, therefore, are not reported as fund liabilities. All liabilities - both current and long term - are reported in the statement of net position. Balances at year-end are:		
Bonds Payable	(113,850,000)	(122,960,000)
Unamortized Premiums	(6,442,825)	(6,094,114)
Unamortized Gains on Debt Refunding	(342,351)	(20,935)
Lease Liability	(187,187)	-
Financed Purchases Payable	(160,460)	(234,534)
Compensated Absences Payable	(799,326)	(792,400)
Internal service funds are used by management to charge the costs of health and dental insurance services to individual funds. The assets and liabilities of the internal service funds are included in governmental activities in the statement of net position. Internal service fund net position at year-end is:	20,900,991	23,785,112
Total Net Position of Governmental Activities	\$ (57,355,727)	\$ (69,275,559)

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

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	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2022	2021
REVENUES							
Local Sources:							
Property Taxes	\$ 30,955,773	\$ -	\$ 1,635,122	\$ -	\$ 11,772,108	\$ 44,363,003	\$ 44,624,245
Earnings and Investments	(33,326)	(1,195)	(3,429)	438	(15,689)	(53,201)	110,430
Other	3,115,759	83,907	2,971,983	-	256,163	6,427,812	5,144,941
State Sources	87,017,209	168,745	1,532,851	-	157,546	88,876,351	93,225,958
Federal Sources	14,965,232	6,053,199	259,906	-	-	21,278,337	13,536,886
Total Revenues	<u>136,020,647</u>	<u>6,304,656</u>	<u>6,396,433</u>	<u>438</u>	<u>12,170,128</u>	<u>160,892,302</u>	<u>156,642,460</u>
EXPENDITURES							
Current:							
Administration	5,429,133	-	-	-	-	5,429,133	5,002,830
District Support Services	4,491,751	-	-	-	-	4,491,751	4,090,450
Elementary and Secondary Regular Instruction	56,035,263	-	-	-	-	56,035,263	51,987,520
Vocational Education Instruction	2,216,393	-	-	-	-	2,216,393	2,088,358
Special Education Instruction	26,046,717	-	-	-	-	26,046,717	24,311,718
Instructional Support Services	12,953,823	-	-	-	-	12,953,823	13,513,379
Pupil Support Services	11,696,713	-	-	-	-	11,696,713	9,835,715
Sites and Buildings	10,458,990	-	-	209,530	-	10,668,520	10,097,808
Fiscal and Other Fixed Cost Programs	426,427	-	-	-	-	426,427	391,943
Food Service	-	4,913,797	-	-	-	4,913,797	4,345,690
Community Service	-	-	5,258,859	-	-	5,258,859	5,184,290
Capital Outlay	3,656,490	7,497	14,696	1,448,603	-	5,127,286	4,319,224
Debt Service:							
Principal	84,637	-	-	-	7,085,000	7,169,637	7,335,430
Interest and Fiscal Charges	12,239	-	-	-	4,392,385	4,404,624	4,703,396
Total Expenditures	<u>133,508,576</u>	<u>4,921,294</u>	<u>5,273,555</u>	<u>1,658,133</u>	<u>11,477,385</u>	<u>156,838,943</u>	<u>147,207,751</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	2,512,071	1,383,362	1,122,878	(1,657,695)	692,743	4,053,359	9,434,709
OTHER FINANCING SOURCES (USES)							
Sale of Real Property	300,000	-	-	-	856,756	1,156,756	-
Sale of Equipment	-	8,975	-	-	-	8,975	338
Sale of Bonds	-	-	-	-	9,680,000	9,680,000	11,485,000
Bond Premium	-	-	-	-	2,143,678	2,143,678	1,477,046
Lease Proceeds	187,949	-	-	-	-	187,949	-
Payment to Refunded Bond Escrow Agent	-	-	-	-	(11,705,000)	(11,705,000)	(12,785,000)
Total Other Financing Sources (Uses)	<u>487,949</u>	<u>8,975</u>	<u>-</u>	<u>-</u>	<u>975,434</u>	<u>1,472,358</u>	<u>177,384</u>
NET CHANGE IN FUND BALANCE	3,000,020	1,392,337	1,122,878	(1,657,695)	1,668,177	5,525,717	9,612,093
FUND BALANCES							
Beginning of Year	29,521,880	1,119,125	2,072,632	1,657,695	4,123,715	38,495,047	28,882,954
End of Year	<u>\$ 32,521,900</u>	<u>\$ 2,511,462</u>	<u>\$ 3,195,510</u>	<u>\$ -</u>	<u>\$ 5,791,892</u>	<u>\$ 44,020,764</u>	<u>\$ 38,495,047</u>

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGE IN FUND BALANCE
GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

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	2022	2021
Net Change in Fund Balance - Total Governmental Funds	\$ 5,525,717	\$ 9,612,093
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation or amortization expense. The amount by which depreciation and amortization exceeded capital outlays in the current period is:		
Capital Outlays	4,502,043	3,358,875
Gain (Loss) on Disposal of Capital Assets	(2,217,832)	-
Proceeds from the Disposal of Capital Assets	(1,165,731)	-
Depreciation/Amortization Expense	(9,292,798)	(9,341,093)
Delinquent property taxes receivable will be collected this year, but are not available soon enough to pay for the current period's expenditures and, therefore, are deferred or unavailable in the governmental funds.		
	19,473	45,896
Some capital asset additions are financed through financed purchase agreements. In governmental funds, a long-term financed purchase agreement is considered a source of financing, but in the statement of net position, the financed purchase obligation is reported as a liability. Repayment of long-term financed purchase principal is an expenditure in the governmental funds, but repayment reduces the financed purchase obligation in the statement of net position.		
Change in Accrued Interest - Financed Purchases	-	353
Principal Payments - Financed Purchases	74,074	245,430
Pension expenditures in the governmental funds are measured by current year employer contributions. Pension expenses on the statement of activities are measured by the change in the net pension liability and the related deferred inflows and outflows of resources.		
	8,995,472	(3,919,659)
In the statement of activities, certain operating expenses - compensated absences - are measured by amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (amounts actually paid).		
	(6,926)	2,582
Payments to the District's OPEB liability are recognized as expenditures at the fund level while the change in the OPEB obligation and the related deferred inflows and outflows of resources are recognized in the statement of net position.		
	128,643	(41,776)
The governmental funds report bond proceeds as financing sources, while repayment of bond principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. Also, governmental funds report the effect of premiums when debt is first issued, whereas these amounts are amortized in the statement of activities. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in the treatment of general obligation bonds and related items is as follows:		
General Obligation and Certificates of Participation Issued	(9,680,000)	(11,485,000)
Bond Premium or Discount	(2,143,678)	(1,477,046)
Payment to Refunded Bond Escrow Agent	11,705,000	12,785,000
Repayment of Lease Liability	10,279	-
Repayment of Bond Principal	7,085,000	7,090,000
Change in Accrued Interest - General Obligation Bonds	15,393	40,889
Amortization of Bond Premium	1,452,480	716,297
Amortization of Deferred Charges on Refunding Bonds	(14,707)	(22,378)
Internal service funds are used by the District to charge the costs of employee health and dental benefits to individual funds. The net revenue of the internal service funds is reported with governmental activities.		
	(2,884,121)	(372,977)
Total	\$ 11,919,832	\$ 7,237,486

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2022**

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	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Sources:				
Property Taxes	\$ 30,656,131	\$ 30,673,407	\$ 30,955,773	\$ 282,366
Earnings and Investments	152,000	100,000	(33,326)	(133,326)
Other	3,308,821	2,770,471	3,115,759	345,288
State Sources	84,784,394	87,610,045	87,017,209	(592,836)
Federal Sources	11,784,268	14,431,794	14,965,232	533,438
Total Revenues	<u>130,685,614</u>	<u>135,585,717</u>	<u>136,020,647</u>	<u>434,930</u>
EXPENDITURES				
Current:				
Administration	5,233,405	5,630,564	5,429,133	(201,431)
District Support Services	3,583,193	4,822,226	4,491,751	(330,475)
Elementary and Secondary Regular Instruction	59,006,495	57,921,770	56,035,263	(1,886,507)
Vocational Education Instruction	2,271,754	2,205,453	2,216,393	10,940
Special Education Instruction	25,299,559	25,666,222	26,046,717	380,495
Instructional Support Services	11,823,090	11,427,189	12,953,823	1,526,634
Pupil Support Services	12,224,067	11,628,926	11,696,713	67,787
Sites and Buildings	10,629,001	10,395,557	10,458,990	63,433
Fiscal and Other Fixed Cost Programs	450,000	455,000	426,427	(28,573)
Capital Outlay	5,161,186	5,797,104	3,656,490	(2,140,614)
Debt Service:				
Principal	74,074	74,074	84,637	10,563
Interest and Fiscal Charges	11,613	11,613	12,239	626
Total Expenditures	<u>135,767,437</u>	<u>136,035,698</u>	<u>133,508,576</u>	<u>(2,527,122)</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(5,081,823)	(449,981)	2,512,071	2,962,052
OTHER FINANCING SOURCES				
Sale of Real Property	-	300,000	300,000	-
Lease Proceeds	-	-	187,949	187,949
Total Other Financing Sources	<u>-</u>	<u>300,000</u>	<u>487,949</u>	<u>187,949</u>
NET CHANGE IN FUND BALANCE	<u>\$ (5,081,823)</u>	<u>\$ (149,981)</u>	3,000,020	<u>\$ 3,150,001</u>
FUND BALANCE				
Beginning of Year			29,521,880	
End of Year			<u>\$ 32,521,900</u>	

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
FOOD SERVICE FUND
YEAR ENDED JUNE 30, 2022**

261

	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Sources:				
Earnings and Investments	\$ 10,000	\$ 1,000	\$ (1,195)	\$ (2,195)
Other - Primarily Meal Sales	16,500	64,750	83,907	19,157
State Sources	4,447	160,000	168,745	8,745
Federal Sources	3,740,971	5,733,107	6,053,199	320,092
Total Revenues	<u>3,771,918</u>	<u>5,958,857</u>	<u>6,304,656</u>	<u>345,799</u>
EXPENDITURES				
Current:				
Food Service	3,859,852	5,046,272	4,913,797	(132,475)
Capital Outlay	20,000	20,000	7,497	(12,503)
Total Expenditures	<u>3,879,852</u>	<u>5,066,272</u>	<u>4,921,294</u>	<u>(144,978)</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(107,934)	892,585	1,383,362	490,777
OTHER FINANCING SOURCES				
Sale of Equipment	2,500	10,000	8,975	(1,025)
NET CHANGE IN FUND BALANCE	<u>\$ (102,934)</u>	<u>\$ 902,585</u>	<u>1,392,337</u>	<u>\$ 489,752</u>
FUND BALANCE				
Beginning of Year			1,119,125	
End of Year			<u>\$ 2,511,462</u>	

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
COMMUNITY SERVICE FUND
YEAR ENDED JUNE 30, 2022**

262

	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Sources:				
Property Taxes	\$ 1,640,765	\$ 1,640,765	\$ 1,635,122	\$ (5,643)
Earnings and Investments	5,000	5,000	(3,429)	(8,429)
Other - Primarily Tuition and Fees	2,630,877	2,931,875	2,971,983	40,108
State Sources	1,724,035	1,730,589	1,532,851	(197,738)
Federal Sources	66,697	291,122	259,906	(31,216)
Total Revenues	<u>6,067,374</u>	<u>6,599,351</u>	<u>6,396,433</u>	<u>(202,918)</u>
EXPENDITURES				
Current:				
Community Service	5,782,425	5,536,362	5,258,859	(277,503)
Capital Outlay	50,704	82,500	14,696	(67,804)
Total Expenditures	<u>5,833,129</u>	<u>5,618,862</u>	<u>5,273,555</u>	<u>(345,307)</u>
NET CHANGE IN FUND BALANCE	<u>\$ 234,245</u>	<u>\$ 980,489</u>	1,122,878	<u>\$ 142,389</u>
FUND BALANCE				
Beginning of Year			<u>2,072,632</u>	
End of Year			<u>\$ 3,195,510</u>	

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF NET POSITION
PROPRIETARY FUND
INTERNAL SERVICE FUND
JUNE 30, 2022**

(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	Governmental Activities - Internal Service Funds	
	2022	2021
ASSETS		
Current Assets:		
Cash and Investments	\$ 28,930,326	\$ 31,969,039
Accounts Receivable	70,693	25,014
Interest Receivable	9,694	49,117
Due from Other Funds	314,258	398,778
Total Current Assets	29,324,971	32,441,948
LIABILITIES		
Current Liabilities:		
Health and Dental Claims Payable	3,348,953	2,854,954
Due to Plan Participants	3,546,826	3,896,172
Severance Benefits Payable	164,167	195,574
Due to Other Funds	775,812	874,929
Unearned Revenues	69,714	56,712
Total Current Liabilities	7,905,472	7,878,341
Noncurrent Liabilities:		
Severance Benefits Payable	518,508	778,495
Total Liabilities	8,423,980	8,656,836
NET POSITION		
Unrestricted	\$ 20,900,991	\$ 23,785,112

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN NET POSITION
PROPRIETARY FUND
INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	Governmental Activities - Internal Service Funds	
	<u>2022</u>	<u>2021</u>
OPERATING REVENUES		
Charges for Services	\$ 21,953,862	\$ 21,448,411
Other	611,828	675,133
Total Operating Revenues	<u>22,565,690</u>	<u>22,123,544</u>
OPERATING EXPENSES		
Health Insurance Claim Payments	22,518,961	21,655,372
Dental Insurance Claim Payments	835,266	877,372
Severance Payments	460,363	537,408
OPEB Payments	795,812	921,177
Total Operating Expenses	<u>24,610,402</u>	<u>23,991,329</u>
OPERATING LOSS	(2,044,712)	(1,867,785)
NONOPERATING INCOME		
Earnings on Investments	<u>(839,409)</u>	<u>1,494,808</u>
CHANGE IN NET POSITION	(2,884,121)	(372,977)
Net Position - Beginning	<u>23,785,112</u>	<u>24,158,089</u>
NET POSITION - ENDING	<u>\$ 20,900,991</u>	<u>\$ 23,785,112</u>

See accompanying Notes to Basic Financial Statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STATEMENT OF CASH FLOWS
PROPRIETARY FUND
INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2022**

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(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)

	Governmental Activities - Internal Service Funds	
	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Interfund Services Provided	\$ 22,617,533	\$ 22,712,065
Payments for Health and Dental Claims	(23,436,398)	(21,441,549)
Payments to Employee OPEB	(894,929)	(980,763)
Payments for Severance Benefits	(524,933)	(377,490)
Net Cash Used by Operating Activities	(2,238,727)	(87,737)
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest Received	(799,986)	1,571,208
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(3,038,713)	1,483,471
Cash and Cash Equivalents - Beginning	31,969,039	30,485,568
CASH AND CASH EQUIVALENTS - ENDING	\$ 28,930,326	\$ 31,969,039
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH USED BY OPERATING ACTIVITIES		
Operating Income (Loss)	\$ (2,044,712)	\$ (1,867,785)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Used by Operating Activities:		
Decrease in Accounts Receivable	(45,679)	(25,000)
(Increase) Decrease in Due from Other Funds	84,520	600,062
Increase in Claims Payable	493,999	862,762
Increase (Decrease) in Due to Plan Participants	(349,346)	251,464
Increase (Decrease) in Severance Benefits Payable	(291,394)	136,887
(Decrease) in Due to Other Funds	(99,117)	(59,586)
Increase in Unearned Revenues	13,002	13,459
Total Adjustments	(194,015)	1,780,048
Net Cash Used by Operating Activities	\$ (2,238,727)	\$ (87,737)
Total Cash and Investments per Statement of Net Position	\$ 28,930,326	\$ 31,969,039

See accompanying Notes to Basic Financial Statements.

NOTES TO BASIC FINANCIAL STATEMENTS

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Basis of Presentation

The financial statements of Independent School District No. 191 have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

B. Financial Reporting Entity

Independent School District No. 191 (the District) is an instrumentality of the state of Minnesota established to function as an educational institution. The elected School Board (Board) is responsible for legislative and fiscal control of the District. A Superintendent is appointed by the Board and is responsible for administrative control of the District.

GAAP requires that the District's financial statements include all funds, departments, agencies, boards, commissions, and other organizations which are not legally separated from the District. In addition, the District's financial statements are to include all component units - entities for which the District is financially accountable.

Financial accountability includes such aspects as appointing a voting majority of the organization's governing body, significantly influencing the programs, projects, activities, or level of services performed or provided by the organization or receiving specific financial benefits from, or imposing specific financial burden on, the organization. There are no other entities for which the District is financially accountable.

C. Basic Financial Statement Presentation

The Government-wide financial statements (i.e. the statement of net position and the statement of activities) display information about the reporting government as a whole.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program revenues are reported instead as general revenues.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Basic Financial Statement Presentation (Continued)

The District applies restricted resources first when an expense is incurred for purpose for which both restricted and unrestricted net position is available. Depreciation and amortization expense that can be specifically identified by function is included in the direct expenses of each function. Interest on long-term debt is considered an indirect expense and is reported separately on the statement of activities. Generally, the effect of material interfund activity has been removed from the Government-wide financial statements.

Separate fund financial statements are provided for governmental and fiduciary funds. Major individual governmental funds are reported as separate columns in the fund financial statements. Fiduciary funds are presented in the fiduciary fund financial statements by type: pension (or other employee benefit) trust, private purpose trust, and custodial. Since, by definition, fiduciary fund assets are being held for the benefit of a third party and cannot be used for activities or obligations of the District, these funds are excluded from the Government-wide statements.

Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenue of the District's internal service funds are charges for services in the form of dental and health insurance premiums, severance contributions and other postemployment benefit contributions. Operating expenses for the internal service funds include the cost of services. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

D. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment applied is determined by its measurement focus and basis of accounting. The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are generally recognized as revenues in the fiscal year for which they are levied, except for amounts advance recognized in accordance with a statutory "tax shift" described later in these notes. Grants and similar items are recognized when all eligibility requirements imposed by the provider have been met.

Proprietary funds are reported using the economic resources method and the accrual basis of accounting. All assets and liabilities associated with their activity are included on their statement of net position. Revenues are recognized when earned and expenses are recognized when incurred. Regardless of the timing of related cash flows.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Measurement Focus and Basis of Accounting (Continued)

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this basis of accounting transactions are recorded in the following manner:

1. Revenue Recognition

Revenue is recognized when it becomes measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. Property tax revenue is generally considered as available if collected within 60 days after year-end. State revenue is recognized in the year to which it applies according to Minnesota Statutes and GAAP. Minnesota Statutes include state aid funding formulas for specific fiscal years. Federal revenue is recorded in the year in which the related expenditure is incurred. Food service sales, community education tuition, and other miscellaneous revenue (except investment earnings) are recorded as revenues when received because they are generally not measurable until then. Investment earnings are recorded when earned because they are measurable and available. A six-month availability period is generally used for other fund revenue.

2. Recording of Expenditures

Expenditures are generally recorded when a liability is incurred. However, expenditures are recorded as prepaid for approved disbursements or liabilities incurred in advance of the year in which the item is to be used. Principal and interest on long-term debt issues are recognized on their due dates.

Description of Funds

The existence of the various District funds has been established by the state of Minnesota, Department of Education. The accounts of the District are organized on the basis of funds, each of which is considered a separate accounting entity. Descriptions of the funds included in this report are as follows:

Major Governmental Funds

General Fund

The General Fund is used to account for all financial resources except those required to be accounted for in another fund. It includes the general operations and pupil transportation activities of the District, as well as the capital related activities such as maintenance of facilities equipment purchases, health and safety projects, and disabled accessibility projects.

Food Service Special Revenue Fund

The Food Service Fund is used to account for food service revenues and expenditures. Revenue is generated from state and federal grants and the sales of meals to students and teachers.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Measurement Focus and Basis of Accounting (Continued)

Community Service Special Revenue Fund

The Community Service Fund is used to account for services provided to residents in the areas of recreation, civic activities, nonpublic pupils, veterans, adult or early childhood programs, K-5 extended day programs or other similar services. Revenue is generated by program fees paid by participants.

Capital Projects Fund

The Capital Projects Fund is used to account for financial resources used for the acquisition or construction of major capital facilities.

Debt Service Fund

The Debt Service Fund is used to account for the accumulation of resources for, and payment of, general long-term obligation bond principal, interest, and related costs. The regular debt service account is used for all general obligation bonds except for refunding bond issues, for which a separate refunding bond trust account is established.

Proprietary Funds

Internal Service Fund

Internal service funds account for the financing of goods or services provided by one department to other departments or agencies of the District, or to other governments, on a cost-reimbursement basis. The District's internal service funds are used to account for the District's liabilities for severance, other postemployment benefits (OPEB), and health and dental insurance offered by the District to its employees as a self-insured plan.

E. Budgeting

Budgets presented in this report for comparison to actual amounts are presented in accordance with GAAP. Each June, the School Board adopts an annual budget for the following fiscal year for the General, Food Service, Community Service, Capital Projects, and Debt Service Funds. The approved budget is published in summary form in the District's legal newspaper. Reported budget amounts represent the amended budget as adopted by the School Board. Legal budgetary control is at the fund level. Budgeted expenditure appropriations lapse at year-end.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. Budgeting (Continued)

Procedurally, in establishing the budgetary data reflected in these financial statements, the Superintendent submits to the School Board prior to July 1, a proposed operating budget for the fiscal year commencing July 1. The operating budget includes proposed expenditures and the means to finance them. The budget is legally enacted by School Board action. Revisions to budgeted amounts must be approved by the School Board.

Total fund expenditures in excess of the budget require approval of the School Board. Spending control is established by the amount of expenditures budgeted for the fund, but management control is exercised at line item levels.

Budgeted amounts include mid-year budget amendments as follows:

	Original Budget	Amendments	Amended Budget
<u>Revenues</u>			
General Fund	\$ 130,685,614	\$ 4,900,103	\$ 135,585,717
Special Revenue Funds:			
Food Service Fund	3,771,918	2,186,939	5,958,857
Community Service Fund	6,067,374	531,977	6,599,351
Debt Service Fund	12,316,688	(97,122)	12,219,566
<u>Expenditures</u>			
General Fund	\$ 135,767,437	\$ 268,261	\$ 136,035,698
Special Revenue Funds:			
Food Service Fund	3,879,852	1,186,420	5,066,272
Community Service Fund	5,833,129	(214,267)	5,618,862
Capital Projects Fund	1,776,263	(118,318)	1,657,945
Debt Service Fund	11,359,615	120,385	11,480,000

Budget provisions for the Debt Service Fund are set by state law governing required debt service levels.

At the end of each fiscal year, if the General Fund has a net unassigned deficit fund balance, calculated in accordance with the uniform financial accounting and reporting standards for Minnesota school districts which excludes certain restricted balances specified in Minnesota Statutes, exceeding 2.5% of expenditures, a condition referred to as “statutory operating debt” exists. That debt requires retirement through the accumulation of subsequent operating surpluses in accordance with a “special operating plan” approved by the Commissioner of the Department of Education.

F. Cash and Investments

Cash balances from all funds are combined and invested to the extent available in various securities as authorized by Minnesota Statutes. Earnings from the pooled investments are allocated to the respective funds on the basis of applicable cash balance participation by each fund. Highly liquid investments with maturities of three months or less are considered cash equivalents.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

F. Cash and Investments (Continued)

Cash and investments held by trustee include balances held in segregated accounts that are established for specific purposes.

Investments are stated at their fair value as determined by quoted market prices, except for money market investments and participating interest-earning investment contracts that have a remaining maturity at time of purchase of one year or less which are recorded at amortized cost, provided that the fair value of those investments is not significantly affected by the impairment of the credit standing of the issuer or by other factors.

Money market investments are short-term, highly liquid debt instruments including commercial paper, banker's acceptances, and U.S. Treasury and agency obligations. Investments in external investment pools are valued at net asset value.

G. Receivables

Represents amounts receivable from individuals, firms, and corporations for goods and services furnished by the District. No substantial losses are anticipated from present receivable balances, therefore, no allowance for uncollectible accounts is deemed necessary.

H. Inventories

Inventories are recorded using the consumption method of accounting and consist of purchased food, supplies, and surplus commodities received from the federal government. Food and supply purchases are recorded at invoice cost, computed on a first-in, first-out method, and surplus commodities are stated at standardized cost, as determined by the Department of Agriculture.

I. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepayments. Prepaid items are reported using the consumption method and recorded as an expense or expenditure at the time of consumption.

J. Property Taxes

Property tax levies are established by the School Board in December each year and are certified to the County for collection the following calendar year. In Minnesota, counties act as collection agents for all property taxes and are responsible for spreading all levies over taxable property. Such taxes become a lien on January 1. Taxes are generally due on May 15 and October 15 and counties generally remit taxes to the Districts at periodic intervals as they are collected. A portion of property taxes levied is paid through state credits which are included in revenue from state sources in the financial statements.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

J. Property Taxes (Continued)

Generally, tax revenue is recognized in the fiscal year ending June 30, following the calendar year in which the tax levy is collectible, while the current calendar year tax levy is recorded as a deferred inflow of resources (property taxes levied for subsequent year). The majority of District revenue in the General and Special Revenue Funds is determined annually by statutory funding formulas. The total revenue allowed by these formulas is then allocated between taxes and state aids by the Legislature based on education funding priorities. Changes in this allocation are periodically accompanied by a change in property tax revenue recognition referred to as the "tax shift."

In accordance with state law, the current tax shift consists of an amount equal to 31% of the District's 2000 Pay 2001 operating referendum levy (frozen at \$3,269,341) advance recognized as revenue in fiscal 2021 with no corresponding state aid adjustment. Certain other portions of the District's 2020 pay 2021 levy, normally revenue for the 2021-22 fiscal year, are also advance recognized as June 30, 2021, as required by state statute to match revenue with the same fiscal year as the related expenditures.

Taxes that remain unpaid are classified as delinquent taxes receivable. Revenue from these delinquent property taxes that is not collected within 60 days of year-end is deferred because it is not known to be available to finance the operations of the District in the current year. No allowance for uncollectible taxes has been provided as such amounts are not expected to be material. Current levies of local taxes, less the amount recognized as revenue in the current period, including portions assumed by the state which will be recognized as revenue in the next fiscal year beginning July 1, 2021, are included in the Property Taxes Levied for Subsequent Year account to indicate that, while they are current assets, they will not be recognized as revenue until the following year.

K. Capital Assets

Capital assets that are purchased or constructed by the District are recorded at historical cost or estimated historical cost. Donated capital assets are recorded at their acquisition value at the date of donation. The District defines capital assets as those with an initial, individual cost of \$5,000 or more, which benefit more than one fiscal year. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. See Note 1 N for a description of right-to-use assets related to leases.

Capital assets are recorded in the Government-wide financial statement, but are not reported in the Fund financial statements. Capital assets are depreciated or amortized using the straight-line method over their estimated useful lives. Since surplus assets are sold for an immaterial amount when declared as no longer needed for public school purpose by the District, no salvage value is taken into consideration for depreciation or amortization purposes. Useful lives vary from 20 to 50 years for land improvements and buildings, and 5 to 15 years for equipment.

Capital assets not being depreciated include land and construction in process.

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

K. Capital Assets (Continued)

The District does not possess any material amounts of infrastructure capital assets. Items such as sidewalks and other land improvements are considered to be part of the cost of buildings or other improvable property.

L. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position and balance sheet will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The District has three items that qualify for reporting in this category. The first is related to the recording of defined pension benefits as further explained in Note 7. The second is the deferred losses on the refunding of certain bond issuances of the District. The third is related to the recording of the other postemployment benefits as further explained in Note 6.

In addition to liabilities, the financial statements will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The District has several types of items which occur related to revenue recognition. The first occurs because property tax receivables are recorded in the current year, but the revenue will be recorded in the subsequent year. Another type of deferred inflow of resources occurs because governmental fund revenues are not recognized until available (collected not later than 60 days after the end of the District's year-end) under the modified accrual basis of accounting. The District also has four other items that qualify for reporting in this category. The first is related to the recording of defined pension benefits as further explained in Note 7. The second is the deferred gains on the refunding of certain bond issuances of the District. The third is related to the recording of other postemployment benefits, as further explained in Note 6. The fourth is related to future lease receivable amounts that are being amortized over the life of the contract.

M. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenses.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

N. Leases

The District determines if an arrangement is a lease at inception. Lessee leases are included in right-to-use assets and lease liabilities in the statements of net position. Lessor leases are included in lease receivables and deferred inflows of resources in the statements of net position and fund financial statements.

Lease receivables represent the District's claim to receive lease payments over the lease term, as specified in the contract, in an exchange or exchange-like transaction. Lease receivables are recognized at commencement date based on the present value of expected lease payments over the lease term, reduced by any provision for estimated uncollectible amounts. Interest revenue is recognized ratably over the contract term.

Deferred inflows of resources related to leases are recognized at the commencement date based on the initial measurement of the lease receivable, plus any payments received from the lessee at or before the commencement of the lease term that relate to future periods, less any lease incentives paid to, or on behalf of, the lessee at or before the commencement of the lease term. The deferred inflows related to leases are recognized as lease revenue in a systematic and rational manner over the lease term.

The District has elected to recognize payments received for short-term leases with a lease term of 12 months or less as revenue as the payments are received. These leases are not included as lease receivables or deferred inflows on the statements of net position and fund financial statements.

Right-to-use assets represent the District's control of the right to use an underlying asset for the lease term, as specified in the contract, in an exchange or exchange-like transaction. Right-to-use assets are recognized at the commencement date based on the initial measurement of the lease liability, plus any payments made to the lessor at or before the commencement of the lease term and certain direct costs. Right-to-use assets are amortized in a systematic and rational manner over the shorter of the lease term or the useful life of the underlying asset.

Lease liabilities represent the District's obligation to make lease payments arising from the lease. Lease liabilities are recognized at the commencement date based on the present value of expected lease payments over the lease term, less any lease incentives. Interest expense is recognized ratably over the contract term.

The lease term may include options to extend or terminate the lease when it is reasonably certain that the District will exercise that option. The District has elected to recognize payments for short-term leases with a lease term of 12 months or less as expenses as incurred, and these leases are not included as lease liabilities or right-to-use assets on the statements of net position.

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NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

N. Leases (Continued)

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the District has elected to use their incremental borrowing rate to calculate the present value of expected lease payments.

The District accounts for contracts containing both lease and non-lease components as separate contracts when possible. In cases where the contract does not provide separate price information for lease and non-lease components, and it is impractical to estimate the price of such components, the District treats the components as a single lease unit.

O. Compensated Absences

Eligible employees accrue vacation and sick leave at varying rates as specified by contract, portions of which may be carried over to future years. Employees are reimbursed for any unused, accrued vacation upon termination. Unused sick leave enters into the calculation of severance benefits for some employees upon termination. Compensated absences are accrued in the governmental fund statements only to the extent they have been used or otherwise matured prior to year-end. Unused vacation is accrued as it is earned in the government-wide financial statements.

P. Severance Benefits

Under the terms of collectively bargained employment contracts, certain district employee groups, including teachers, may become eligible to receive lump sum severance benefits. Eligibility is based on years of service and/or minimum age requirements. Severance benefits are calculated by converting a portion of unused, accrued sick leave times a pay rate specified in the employee's collectively bargained contract. Severance benefits based on convertible sick leave are recorded as a liability in the Internal Service Fund as they are earned and it becomes probable they will vest at some point in the future.

In accordance with Minnesota Statutes, no employee can receive severance or retirement incentive benefits that exceed one year's salary.

Q. Pensions

For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net positions of the Public Employees Retirement Association (PERA) and Teachers Retirement Association (TRA) and additions to/deductions from PERA's and TRA's fiduciary net position have been determined on the same basis as they are reported by PERA and TRA. For this purpose, plan contributions are recognized as of employer payroll paid dates and benefit payments and refunds are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

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JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

R. Fund Balance

In the fund financial statements, governmental funds report fund balances in classifications that disclose constraints for which amounts in those funds can be spent. These classifications are as follows:

Nonspendable – portions of fund balance related to prepaids, inventories, long-term receivables, and corpus on any permanent fund.

Restricted – funds are constrained from outside parties (statute, grantors, bond agreements, etc.).

Committed – funds are established and modified by a resolution approved by the Board of Education.

Assigned – consists of internally imposed constraints approved by a majority vote of the school board.

Unassigned – is the residual classification for the general fund and also reflects negative residual amounts in other funds.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, it is the District's policy to use restricted first, then unrestricted fund balance.

When an expenditure is incurred for purposes for which committed, assigned, and unassigned amounts are available, it is the District's policy to use committed first, then assigned, and finally unassigned amounts.

The District formally adopted a fund balance policy for the General Fund. The policy establishes a year-end minimum unassigned fund balance of 8% of the annual budget for fiscal year 2022.

S. Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The District purchases insurance coverage for such risks from various providers.

There has been no significant reduction in insurance coverage from the previous year in any of the District's policies. Settled claims resulting from these risks have not exceeded insurance coverage in any of the past three fiscal years.

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

T. Net Position

Net position represents the difference between assets/deferred outflows and liabilities/deferred inflows in the Government-wide, Proprietary Fund, and Fiduciary Fund financial statements. Net investment in capital assets consist of capital assets, net of accumulated depreciation and amortization, reduced by the outstanding balance of any long-term debt used to build or acquire the capital assets. Net position is reported as restricted in the Government-wide financial statements when there are limitations imposed on its use through external restrictions imposed by creditors, grantors, laws, or regulations of other governments.

U. Comparative Data

The basic financial statements include certain prior-year summarized comparative information in total but not at the level of detail required for a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the District's financial statements for the year ended June 30, 2021, from which the summarized information was derived.

V. Adoption of New Accounting Standards

In June 2017, the Governmental Accounting Standards Board (GASB) issued GASB Statement No. 87, Leases. This standard requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating lease and as inflows of resources or outflows of resources recognized on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this standard, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources.

The District adopted the requirements of the guidance effective July 1, 2021, and has applied the provisions of this standard to the beginning of the period of adoption. The implementation of this standard did not result in the restatement of fund balances or net position. The implementation of this standard resulted in the District reporting right-to-use assets and a lease liability as disclosed in Note 4 and Note 5. It also resulted in the reporting of a lease receivable and a related deferred inflow of resources.

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NOTE 2 DEPOSITS AND INVESTMENTS

A. Deposits

The District maintains a cash and investment pool that is available for use by all funds. Each fund type's portion of this pool is displayed on the statement of net position and the balance sheet as "Cash and Investments." In accordance with Minnesota Statutes, the District maintains deposits at financial institutions which are authorized by the School District's Board.

Custodial Credit Risk – Custodial credit risk for deposits is the risk that in the event of a bank failure, the School District's deposits may not be returned to it. The School District does have a deposit policy that will minimize Custodial Credit Risk by obtaining collateral or bond for all uninsured amounts on deposit, and by obtaining necessary documentation to show compliance or bond for all uninsured amounts on deposit, and by obtaining necessary documentation to show compliance with state law and a perfected security interest under federal law. Minnesota Statutes require that all deposits be protected by insurance, surety bond, or collateral. The market value of collateral pledged must equal 110% of the deposits not covered by insurance or corporate surety bonds. Authorized collateral include: U.S. government treasury bills, notes, or bonds; issues of a U.S. government agency; general obligations of a state or local government rated "A" or better; revenue obligations of a state or local government rated "AA" or better; irrevocable standby letter of credit issued by a Federal Home Loan Bank; and time deposits insured by a federal agency. Minnesota Statutes require securities pledged as collateral be held in safekeeping in a restricted account at the Federal Reserve Bank or at an account at a trust departments of a commercial bank or other financial institution not owned or controlled by the depository.

The carrying value and bank balance of the District's deposits in banks at June 30, 2022 are both \$24,005,563 and were entirely covered by federal depository insurance or by surety bonds and collateral in accordance with Minnesota Statutes. At June 30, 2022, the District's petty cash fund totaled \$3,880.

B. Investments

The District may also invest idle funds as authorized by Minnesota Statutes as follows:

- Direct obligations or obligations guaranteed by the United States or its agencies
- Shares of investment companies registered under the Federal Investment Company Act of 1940 and received the highest credit rating, is rated in one of the two highest rating categories by a statistical rating agency, and all of the investments have a final maturity of 13 months or less
- General obligations rated "A" or better; revenue obligations rated "AA" or better
- General obligations of the Minnesota Housing Finance Agency rate "A" or better
- Bankers acceptances of United States banks eligible for purchase by the Federal Reserve System

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
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JUNE 30, 2022**

NOTE 2 DEPOSITS AND INVESTMENTS (CONTINUED)

B. Investments (Continued)

- Commercial paper issued by United States banks corporations or their Canadian subsidiaries, of highest quality category by at least two nationally recognized rating agencies, and maturing in 270 days or less
- Guaranteed investment contracts guaranteed by United States commercial banks or domestic branches of foreign banks or United States insurance companies if similar debt obligations of the issuer or the collateral pledged by the issuer is in the top two rating categories
- Repurchase or reverse purchase agreement and securities lending agreements financial institutions qualified as a “depository” by the government entity, with banks that are members of the Federal Reserve System with capitalization exceeding \$10,000,000, a primary reporting dealer in U.S. government securities to the Federal Reserve Bank of New York, or certain Minnesota securities broker-dealers
- Investments related to the OPEB Revocable Trust Fund may be invested in accordance with Minnesota statute 356A.06

At June 30, 2022, the District’s investment balances were as follows:

	Fair Value
Negotiable Certificates of Deposit With Maturity at Purchase of Greater Than One Year	\$ 1,946,344
Municipal Bonds	6,118,915
Vanguard Total Bond Market ETF	1,574,145
Vanguard Total Stock Market ETF	3,486,492
Total Investments at Fair Value	\$ 13,125,896
	Amortized Cost
Money Markets	\$ 22,939,581
MN Trust Term Series	5,000,000
MN Trust Limited Term Duration Series	10,028,541
MSDLAF+ Max Class	4,276,506
MSDLAF+ Liquid Class	6,537,600
Total Investments at Amortized Cost	48,782,228
Total District Investments	\$ 61,908,124

The MN trust Investment Shares, MN Trust Term Series, MN Trust Limited Term Duration Series, and MDLAF+ funds are external investment pools and the investments within these pools are valued at amortized cost. The pools do not have any credit risk policies. There are no unfunded commitments in relation to these external investment pools. The MN Trust Limited Term Duration Series has a 30-day advance notice required for withdrawals.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 2 DEPOSITS AND INVESTMENTS (CONTINUED)

B. Investments (Continued)

Credit Risk – Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The District’s investment policies do not limit the maturities of investments; however, when purchasing investments the District considers such things as interest rates and cash flow needs.

The credit ratings and maturities of the District’s investments are as follows:

Type	Total	Maturity Duration in Years			No Maturities	Rating
		Less Than 1	1 to 5	More Than 5		
MSDLAF+ Max Class	\$ 4,276,506	\$ -	\$ -	\$ -	\$ 4,276,506	AAAm
MN Trust Term Series	5,000,000	5,000,000	-	-	-	AAAm
MSDLAF+ Liquid Class	6,537,600	-	-	-	6,537,600	AAAm
MN Trust Limited Term Duration	10,028,541	10,028,541	-	-	-	NR
Municipal Bonds	6,118,915	1,647,237	4,471,678	-	-	AA to AAA
Negotiable CDs	1,946,344	490,429	1,455,915	-	-	NR
Money Market Funds	22,939,581	-	-	-	22,939,581	AAAm
Vanguard Total Bond Market ETF	1,574,145	-	-	-	1,574,145	NR
Vanguard Total Stock Market ETF	3,486,492	-	-	-	3,486,492	NR
Total	<u>\$ 61,908,124</u>	<u>\$ 17,166,207</u>	<u>\$ 5,927,593</u>	<u>\$ -</u>	<u>\$ 38,814,324</u>	

Custodial Credit Risk – For an investment, custodial risk is the risk that, in the event of failure of the counterparty, the School District will not be able to recover the value of its investment or collateral securities that are in the possession of an outside party. Although the District’s investment policies do not directly address custodial credit risk, it typically limits its exposure by purchasing insured or registered investments, or by the control of who holds the securities.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of a government’s investment in a single issuer, excluding U.S. guaranteed investments, investment pools, and mutual funds. The Districts investment policies do not address concentration risk. At June 30, 2022, the District did not have any single investments comprising 5% or more of total investments.

The deposits and investments are presented in the financial statements as follows:

Cash and Investments - Statement of Net Position	\$ 85,917,567
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C. Fair Value Measurements

The District uses fair value measurements to record fair value adjustments to certain assets and liabilities and to determine fair value disclosures.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
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NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 2 DEPOSITS AND INVESTMENTS (CONTINUED)

C. Fair Value Measurements (Continued)

The District follows an accounting standard which defines fair value, establishes a framework for measuring fair value, establishes a fair value hierarchy based on the quality of inputs used to measure fair value, and requires expanded disclosures about fair value measurements. In accordance with this standard, the District has categorized its investments, based on the priority of the inputs to the valuation technique, into a three-level fair value hierarchy. The fair value hierarchy gives the highest priority to quotes prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used to measure the financial instruments fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement of the instrument.

Financial assets and liabilities recorded on the combined statements of financial position are categorized based on the inputs to the valuation techniques as follows:

Level 1 – Financial assets and liabilities are valued using inputs that are unadjusted quoted prices in active markets accessible at the measurement date of identical financial assets and liabilities.

Level 2 – Financial assets and liabilities are valued based on quoted prices for similar assets or inputs that are observable, either directly or indirectly, for substantially the full term through corroboration with observable market data.

Level 3 – Financial assets and liabilities are valued using pricing inputs which are unobservable for the asset, inputs that reflect the reporting entity’s own assumptions about the assumptions market participants would use in pricing the asset.

Assets of the District measured at fair value on a recurring basis:

Investment	Level 1	Level 2	Level 3	Total
Municipal Bonds	\$ -	\$ 6,118,915	\$ -	\$ 6,118,915
Negotiable Certificates of Deposit	-	1,946,344	-	1,946,344
Vanguard Total Bond Market ETF	-	1,574,145	-	1,574,145
Vanguard Total Stock Market ETF	-	3,486,492	-	3,486,492
Total	<u>\$ -</u>	<u>\$ 13,125,896</u>	<u>\$ -</u>	<u>13,125,896</u>
Investments Measured at Amortized Cost				48,782,228
Total				<u>\$ 61,908,124</u>

Debt and equity securities as well as governmental agencies securities classified in Level 1 of the fair value hierarchy are valued using prices quoted in active markets for those securities. Debt securities classified in Level 2 of the fair value hierarchy are valued using a matrix pricing technique. Matrix pricing is used to value securities based on securities’ relationship to benchmark quoted prices.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 3 LEASES RECEIVABLE

The District, acting as lessor, leases the premises at 2140 Diffley Road, Eagan, Minnesota under long-term, non-cancelable lease agreement. The lease expires at June 30, 2024. During the year ended June 30, 2022, the District recognized \$232,513 and \$23,651 in lease revenue and interest revenue, respectively, pursuant to the contract.

Total future minimum lease payments to be received under the lease agreement are as follows:

<u>Year Ending June 30,</u>	<u>Lease Receivable</u>	
	<u>Principal</u>	<u>Interest</u>
2023	\$ 244,714	\$ 14,834
2024	259,105	4,769
Total Minimum Lease Payments	<u>\$ 503,819</u>	<u>\$ 19,603</u>

NOTE 4 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2022 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Governmental Activities				
Capital Assets, Not Being Depreciated:				
Land	\$ 3,119,968	\$ -	\$ (17,500)	\$ 3,102,468
Construction in Progress	75,552	-	(75,552)	-
Total Capital Assets, Not Being Depreciated	3,195,520	-	(93,052)	3,102,468
Capital Assets, Being Depreciated:				
Land Improvements	19,842,793	285,691	-	20,128,484
Buildings and Improvements	272,430,261	3,557,813	(5,191,499)	270,796,575
Equipment	10,575,603	546,142	(7,240)	11,114,505
Right-to-Use Assets, Being Amortized:				
Equipment	9,517 *	187,949	-	197,466
Total Capital Assets, Being Depreciated/Amortized	302,858,174	4,577,595	(5,198,739)	302,237,030
Accumulated Depreciation for:				
Land Improvements	(13,117,746)	(777,184)	-	(13,894,930)
Buildings and Improvements	(149,997,643)	(7,953,398)	1,825,436	(156,125,605)
Equipment	(7,141,956)	(551,557)	7,240	(7,686,273)
Accumulated Amortization for:				
Equipment	-	(10,659)	-	(10,659)
Total Accumulated Depreciation/Amortization	<u>(170,257,345)</u>	<u>(9,292,798)</u>	<u>1,832,676</u>	<u>(177,717,467)</u>
Total Capital Assets, Being Depreciated/Amortized, Net	<u>132,600,829</u>	<u>(4,715,203)</u>	<u>(3,366,063)</u>	<u>124,519,563</u>
Governmental Activities Capital Assets, Net	<u>\$ 135,796,349</u>	<u>\$ (4,715,203)</u>	<u>\$ (3,459,115)</u>	<u>\$ 127,622,031</u>

* The beginning balance of capital assets was revised to record right-to-use assets due to the implementation of GASB Statement No. 87.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
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NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 4 CAPITAL ASSETS (CONTINUED)

Depreciation and amortization expense for the year ended June 30, 2022 was charged to the following governmental functions:

Governmental Activities		
Administration		\$ 16,576
District Support Services		122,176
Regular Instruction		8,894,145
Vocational Education Instruction		1,856
Special Education Instruction		21,349
Community Education		6,498
Instructional Support		90,037
Pupil Support		4,642
Food Service		65,903
Sites and Buildings		69,616
Total Depreciation/Amortization Expense, Governmental Activities		<u>\$ 9,292,798</u>

NOTE 5 LONG-TERM LIABILITIES

A. General Obligation Bonds Payable

The District currently has the following general obligation bonds and other longer liabilities outstanding:

Issue Date	Net Interest Rate	Series Number	Original Issue	Maturities	Principal Outstanding	
					Due Within One Year	Total
5/7/2015	2.00% - 4.00%	2015A	\$ 64,485,000	2017-2036	\$ 1,745,000	\$ 56,955,000
3/15/2016	2.00% - 3.00%	2016A	36,715,000	2018-2033	2,390,000	27,740,000
2/1/2017	0.6% - 2.80%	2016B	13,990,000	2017-2029	1,195,000	8,880,000
11/4/2020	2.00% - 4.00%	2020A	11,485,000	2022-2030	1,020,000	10,595,000
11/4/2021	5.00%	2021A	9,680,000	2023-2030	790,000	9,680,000
Total General Obligation Bonds					7,140,000	113,850,000
Bond Premiums					-	6,442,825
Lease Liability					64,526	187,187
Financed Purchases Payable					78,105	160,460
Severance Benefits Payable					164,167	682,675
Compensated Absences Payable					799,326	799,326
Total					<u>\$ 8,246,124</u>	<u>\$ 122,122,473</u>

The 2015A G.O. School Building Bonds were issued to finance the acquisition, maintenance, renovation and/or construction of capital facilities. The 2016A G.O. Alternative Facilities Refunding Bonds, 2020A G.O. Alternative Facilities Refunding Bonds, and 2021A G.O. Alternative Facilities Refunding Bonds were issued to refinance (refund) previous bond issues that had previously funded the acquisition, maintenance, renovation and/or construction of capital facilities. The 2016B G.O. OPEB Refunding Bonds were issued to refinance (refund) the 2009A G.O. OPEB Bonds which had been issued to finance OPEB benefits and the District's OPEB revocable trust.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
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NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 5 LONG-TERM LIABILITIES (CONTINUED)

A. General Obligation Bonds Payable (Continued)

Assets of the Debt Service Fund, together with scheduled future ad valorem tax levies, are dedicated for the retirement of these bonds. The annual future debt service levies authorized are equal to 105% of the principal and interest due each year. These levies are subject to reduction if fund balance amounts exceed limitations imposed by Minnesota law.

On November 4, 2021 the District issued the Series 2021A General Obligation Alternative Facilities Refunding Bonds for the purpose of currently refunding the \$11,705,000 outstanding principal of the Series 2012A General Obligation Alternative Facilities Bonds as of a February 1, 2022 call date. The refunding resulted in net debt service cashflow savings of \$941,672 and a net present value benefit of \$942,005.

B. Financed Purchases

During the fiscal year ended June 30, 2009, the District entered into a financed purchase agreement to finance improvements to the athletic facilities at Burnsville High School. The financed purchase proceeds of \$875,000 carry an interest rate of 5.37% with a final maturity of 2024. The assets acquired through the financed purchase agreement are included in land improvements as of June 30, 2022. The financed purchase agreement will be repaid through the General Fund.

C. Lease Liability

The District leases equipment for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through 2025.

Right-to-use assets acquired through outstanding leases are shown below, by underlying asset class:

	Governmental Activities
Equipment	\$ 197,466
Less: Accumulated Amortization	(10,659)
Total	\$ 186,807

D. Compensated Absences

Compensated absences payable represents the outstanding liability at year-end for any unused, accrued vacation. Compensated absences are paid by the General Fund.

E. Severance Benefits Payable

Severance benefits payable consist of early retirement incentive pay (based on convertible sick leave) payable to employees upon retirement. Severance benefits are paid by the Severance Benefits Internal Service Fund.

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NOTE 5 LONG-TERM LIABILITIES (CONTINUED)

F. Minimum Debt Payments

Minimum annual principal and interest payments to maturity for general obligation bonds, financed purchases and lease liabilities are as follows:

Year Ending June 30,	General Obligation Bonds Payable		Financed Purchases Payable	
	Principal	Interest	Principal	Interest
	2023	\$ 7,140,000	\$ 4,211,512	\$ 78,105
2024	7,550,000	3,802,240	82,355	3,332
2025	7,640,000	3,539,833	-	-
2026	7,935,000	3,247,945	-	-
2027	8,205,000	2,987,155	-	-
2028-2032	42,000,000	10,168,713	-	-
2033-2037	33,380,000	2,927,063	-	-
Total	<u>\$ 113,850,000</u>	<u>\$ 30,884,461</u>	<u>\$ 160,460</u>	<u>\$ 10,914</u>

Year Ending June 30,	Lease Liability	
	Principal	Interest
2023	\$ 64,526	\$ 6,292
2024	62,825	3,763
2025	59,836	1,203
Total	<u>\$ 187,187</u>	<u>\$ 11,258</u>

G. Changes in Long-Term Liabilities

	June 30, 2021	Additions	Retirements	June 30, 2022
Bonds Payable	\$ 122,960,000	\$ 9,680,000	\$ 18,790,000	\$ 113,850,000
Bond Premiums	6,094,114	2,143,678	1,794,967	6,442,825
Lease Liability	9,517 *	187,949	10,279	187,187
Financed Purchases Payable	234,534	-	74,074	160,460
Severance Benefits Payable	974,069	13,928	305,322	682,675
Compensated Absences Payable	792,400	799,326	792,400	799,326
Total	<u>\$ 131,064,634</u>	<u>\$ 12,824,881</u>	<u>\$ 21,767,042</u>	<u>\$ 122,122,473</u>

* The beginning balance of long-term liabilities was revised to record the District's lease liability due to the implementation of GASB Statement No. 87.

NOTE 6 FUND BALANCES AND NET POSITION

Certain portions of fund balance are restricted based on state requirements to track special program funding, to provide for funding on certain long-term liabilities, or as required by other outside parties. A description of deficit balance restrictions is included herein since the District has specific statutory authority to levy taxes for such deficits.

Restricted, Committed, and Assigned fund balances at June 30, 2022 are as follows:

A. Restricted for Student Activities – Represents available resources available for the extracurricular activity funds raised by students in accordance with state statute.

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NOTE 6 FUND BALANCES AND NET POSITION (CONTINUED)

- B. Restricted for Capital Projects Levy – This amount represents resources from the capital projects levy to be used for building construction and other projects under Minnesota Statutes.
- C. Restricted for Operating Capital – This balance represents amounts available for capital expenditure equipment purchases, facility projects and personnel costs directly related to acquisition, operation, and maintenance of computers, related equipment, and network and applications software. Revenue to finance these expenditures is derived primarily from state aid revenue.
- D. Restricted for Community Education – This amount represents available resources for community education classes. Revenues are derived from local tax levies and state aids and expenditures are for salaries, benefits, and supplies. The account is allowed to go into a deficit to the extent there is future revenues to eliminate the deficit.
- E. Restricted for Early Childhood and Family Education – This represents amounts restricted to provide service for early childhood family education programming under Minnesota Statute §124D.135. Includes aids, levies, fees, grants and all other revenues received by the school district for early childhood education programs. This restricted/reserved account is allowed to go into deficit.
- F. Restricted for Area Learning Center – This represents amounts restricted for students attending area-learning centers. Each district that sends students to an area learning center must reserve an amount equal to at least 90% of the district average General Education Revenue, minus .0485 times the formula allowance per pupil unit, times the number of pupils attending area learning centers. Refer to Minnesota Statute §123A.05, Subd. 2.
- G. Restricted for School Readiness – This amount represents available resources to provide services for learning readiness programs.
- H. Restricted for Adult Basic Education – This amount represents the balance of carryover monies for all activity involving Adult Basic Education. This would include all state aid and any grants or local funding used in support of Adult Basic Education.
- I. Restricted for Long-Term Facilities Maintenance – This amount represents resources to be used for LTFM projects in accordance with the 10-year plan.
- J. Restricted for Medical Assistance – This amount represents resources to be used for Medical Assistance expenditures in Finance Code 372 in accordance with Minnesota Statute § 125A.21, subd. 3).
- K. Restricted for Other Purposes – Represents amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.

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NOTE 6 FUND BALANCES AND NET POSITION (CONTINUED)

- L. Committed for Program Carryover – Noncapital – Represents noncapital amounts allocated to the District's budget units which were unspent during the year.
- M. Committed for Program Carryover – Facilities Rental – Represents facilities rental amounts allocated to the District's budget units which were unspent during the year.
- N. Committed for Pro Pay Program – Represents amounts that are committed for professional development through the District's Q-Comp Program.
- O. Assigned for Planned Budget Deficit for 2023 – Represents fund balance assigned to cover the excess of budgeted expenditures and other financing uses over budgeted revenues and other financing uses in the fiscal year 2023 budget.

The District presents certain portions of net position as net investment in capital assets. This amount represents the net amounts invested in capital assets (original cost net of accumulated depreciation and amortization) less capital related debt including the outstanding balances of any long-term, capital related liabilities and the corresponding unamortized premiums, discounts, and gains or losses on refunding. Below is the calculation of the District's net investment in capital assets at June 30, 2022:

Capital Assets, Net of Accumulated Depreciation/Amortization	\$ 127,622,031
Capital-Related Long-Term Liabilities	(105,317,647)
Contracts Payable Related to Capital Assets	(120,723)
Unamortized Premiums on Capital-Related Debt	(6,442,825)
Deferred Inflows and Deferred Outflows on Refundings	(106,808)
Unspent Bond Proceeds	120,723
Net Investment in Capital Assets	\$ 15,754,751

NOTE 7 OTHER POSTEMPLOYMENT BENEFIT PLANS

The District engaged an actuary to determine the District's liability for postemployment healthcare benefits other than pensions.

A. Plan Description

The District provides postemployment insurance benefits to certain eligible employees through its Other Postemployment Benefits Plan, a single-employer defined benefit plan administered by the District. All postemployment benefits are based on contractual agreements with employee groups. Eligibility for these benefits is based on years of service and/or minimum age requirements. These contractual agreements do not include any specific contribution or funding requirements. The plan does not issue a publicly available financial report.

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NOTE 7 OTHER POSTEMPLOYMENT BENEFIT PLANS (CONTINUED)

A. Plan Description (Continued)

Employees that meet certain age and/or length of service requirements are eligible for postretirement healthcare benefits. For teachers hired before July 1, 1989 and certain other employee groups, the District is contractually required to pay health insurance premiums for the period from retirement until eligibility for Medicare. The amount to be paid is equal to the single coverage insurance premium benefit available to full-time employees in the bargaining group.

The District is legally required to include any retirees for whom it provides health insurance coverage in the same insurance pool as its active employees, whether the premiums are paid by the District or the retiree. Consequently, participating retirees are considered to receive a secondary benefit known as an "implicit rate subsidy." This benefit relates to the assumption that the retiree is receiving a more favorable premium rate than they would otherwise be able to obtain if purchasing insurance on their own, due to being included in the same pool with the District's younger and statistically healthier active employees.

The District plan has 1,133 plan participants. 1,085 of these participants are active, 40 are retirees receiving payments, and the remaining 8 are spouses receiving payments.

B. Funding Policy

The required contribution is based on projected pay-as-you-go financing requirements, with additional amounts to pre-fund benefits as determined annually by the District. The District issued \$18,580,000 of general obligation OPEB bonds in 2009 and contributed the proceeds to a revocable trust account to be used for other postemployment benefit (OPEB) payments.

The District has established a separate internal service fund to account for these obligations and the assets accumulated to finance them.

The OPEB trust does not meet criteria for GASB 74 because it is a revocable trust.

C. Actuarial Methods and Assumptions

The District's OPEB liability was measured as of July 1, 2021, and the total OPEB liability used to calculate the OPEB liability was determined by an actuarial valuation as of July 1, 2021.

The total OPEB liability was determined by an actuarial valuation as of July 1, 2021, using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

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NOTE 7 OTHER POSTEMPLOYMENT BENEFIT PLANS (CONTINUED)

C. Actuarial Methods and Assumptions (Continued)

Inflation	2.00%
Discount Rate	2.10%
20-Year Municipal Bond Yield	2.10%
	6.50%
Health Care Trend Rates	Decreasing to 5.00% Over 6 Years

The salary scale used to value GASB 75 liabilities is similar to the table used to value pension liabilities for Minnesota school district employees. The rates for teachers, principals and the superintendent are based on the Teacher Retirement Association of Minnesota actuarial experience study for the period July 1, 2014 through June 30, 2018 and a study of economic assumptions dated November 2017. The rates for other employees are based on the Public Employees Retirement Association of Minnesota most recent four-year experience study for the General Employees Plan completed in 2019 and a review of the inflation assumption.

Mortality rates were based on the Pub-2010 Public Retirement Plans Headcount-Weighted Mortality Tables (General, Teachers) with MP-2020 Generational Improvement Scale

The actuarial assumptions used in the July 1, 2021 valuation were based on the results of an actuarial experience study for the period of July 1, 2021 to June 30, 2022.

The discount rate used to measure the total OPEB liability was 2.10%. Since the plan is not funded by an irrevocable trust, the discount rate is equal to the 20-year Municipal Bond Yield.

Since the prior GASB Statement No. 75, *Other Postemployment Benefits* valuation, the following changes have been made:

Benefit Changes:

- None.

Assumption Changes:

- The healthcare trend rates, mortality tables, salary increase rates for non-teachers, termination rates, and percentage of future retirees not eligible for a subsidy who are assumed to continue on the District's medical plan post-employment were updated.
- The inflation rate changed from 2.50% to 2.00%.
- The discount rate changed from 2.40% to 2.10%.

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NOTE 7 OTHER POSTEMPLOYMENT BENEFIT PLANS (CONTINUED)

D. Changes in the OPEB Liability

The following table shows the components of the changes in the District's OPEB Liability:

Measurement Date	<u>July 1, 2021</u>
Total OPEB Liability	
Service Cost	\$ 639,535
Interest	243,940
Plan Changes	-
Differences Between Expected and Actual Experience	(425,805)
Changes of Assumptions	(253,114)
Benefit Payments	<u>(874,929)</u>
Net Change in Total OPEB Liability	<u>(670,373)</u>
Total OPEB Liability - Beginning	<u>9,959,504</u>
Total OPEB Liability - Ending (a)	<u><u>\$ 9,289,131</u></u>

E. OPEB Liability Sensitivity

The following presents the OPEB liability if the District, as well as what the District's OPEB liability would be if it were calculated using a discount rate one percentage point lower or one percentage point higher than the current discount rate:

	<u>1% Decrease (1.1%)</u>	<u>Discount Rate (2.1%)</u>	<u>1% Increase (3.1%)</u>
Net OPEB Liability	\$ 9,727,346	\$ 9,289,131	\$ 8,855,817

The following presents the OPEB liability of the District, as well as what the District's OPEB liability would be if it were calculated using healthcare cost trend rates that are 1% point lower (6.5% decreasing to 4.00% over 5 years) or 1% point higher (7.5% decreasing to 6.00% over 5 years) than the current healthcare cost trend rates:

	<u>Healthcare Cost</u>		
	<u>1% Decrease (5.5% Decreasing to 4.00% over 6 Years)</u>	<u>Current Trend Rates (6.5% Decreasing to 5.00% over 6 Years)</u>	<u>1% Increase (7.5% Decreasing to 6.00% over 6 Years)</u>
Net OPEB Liability	\$ 8,577,509	\$ 9,289,131	\$ 10,115,514

F. OPEB Liability Costs

For the year ended June 30, 2022, the District recognized OPEB expense of \$647,166 in the OPEB revocable trust, and a decrease to OPEB expense of \$128,643 when booking the change in the liability and related deferred outflows of resources for the year ended June 30, 2022.

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NOTE 7 OTHER POSTEMPLOYMENT BENEFIT PLANS (CONTINUED)

F. OPEB Liability Costs (Continued)

At June 30, 2022, the District reported OPEB deferred outflows of resources and deferred inflows of resources, and its contributions subsequent to the measurement date, related to pensions from the following sources:

Description	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference Between Expected and Actual Liability	\$ -	\$ 779,093
Change of Assumptions	174,263	286,832
Contributions Between Measurement Date and Reporting Date	775,812	-
Total	<u>\$ 950,075</u>	<u>\$ 1,065,925</u>

A total of \$775,812 of deferred outflows of resources resulting from District contributions subsequent to the measurement date which will be recognized as a reduction of the OPEB liability in the year ending June 30, 2023. Other expense amounts reported as deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30,	Future Recognition
2023	\$ (236,309)
2024	(236,309)
2025	(236,302)
2026	(69,590)
2027	(113,152)
Total	<u>\$ (891,662)</u>

NOTE 8 DEFINED BENEFIT PENSION PLANS

Substantially all employees of the District are required by state law to belong to pension plans administered by Teachers' Retirement Association (TRA) or Public Employees' Retirement Association (PERA), all of which are administered on a statewide basis. Disclosures relating to these plans follow:

A. Plan Description

The District participates in the following cost-sharing multiple-employer defined benefit pension plans administered by the Public Employees Retirement Association of Minnesota (PERA) and Teachers Retirement Fund (TRA). PERA's and TRA's defined benefit pension plans are established and administered in accordance with Minnesota Statutes, Chapters 353 and 356. PERA's and TRA's defined benefit pension plans are tax-qualified plans under Section 401(a) of the Internal Revenue Code.

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NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

A. Plan Description (Continued)

1. General Employees Retirement Plan (General Employees Plan)

The General Employees Retirement Plan covers certain full time and part-time employees of the District. General Employees Plan members belong to the Coordinated Plan. Coordinated Plan members are covered by Social Security.

2. Teachers Retirement Fund (TRA)

The Teacher's Retirement Association (TRA) is an administrator of a multiple employer, cost-sharing, defined benefit retirement fund. TRA administers a Basic Plan (without Social Security coverage) and a Coordinated Plan (with Social Security coverage) in accordance with Minnesota Statutes, Chapters 354 and 356. TRA is a separate statutory entity and administered by a Board of Trustees. The Board consists of four active members, one retired member, and three statutory officials.

Educators employed in Minnesota's public elementary and secondary schools, charter schools, and certain other TRA-covered educational institutions maintained by the state are required to be TRA members (except those employed by St. Paul schools or Minnesota State Colleges and Universities).

B. Benefits Provided

PERA and TRA provide retirement, disability, and death benefits. Benefit provisions are established by state statute and can only be modified by the state Legislature. Vested, terminated employees who are entitled to benefits, but are not receiving them yet, are bound by the provisions in effect at the time they last terminated their public service.

1. General Employees Plan Benefits

General Employees Plan benefits are based on a member's highest average salary for any five successive years of allowable service, age, and years of credit at termination of service. Two methods are used to compute benefits for PERA's Coordinated Plan members. Members hired prior to July 1, 1989, receive the higher of Method 1 or Method 2 formulas. Only Method 2 is used for members hired after June 30, 1989. Under Method 1, the accrual rate for Coordinated members is 1.2% for each of the first 10 years of service and 1.7% for each additional year. Under Method 2, the accrual rate for Coordinated members is 1.7% for all years of service. For members hired prior to July 1, 1989 a full annuity is available when age plus years of service equal 90 and normal retirement age is 65. For members hired on or after July 1, 1989, normal retirement age is the age for unreduced Social Security benefits capped at 66.

Benefit increases are provided to benefit recipients each January. The postretirement increase is equal to 50% of the cost-of-living adjustment (COLA) announced by the SSA, with a minimum increase of at least 1% and a maximum of 1.5%. Recipients that have been receiving the annuity or benefit for at least a full year as of the June 30 before the effective date of the increase will receive the full increase.

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NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

B. Benefits Provided (Continued)

1. General Employee Plan Benefits (Continued)

Recipients receiving the annuity or benefit for at least one month but less than a full year as of the June 30 before the effective date of the increase will receive a reduced prorated increase. For members retiring on January 1, 2024, or later, the increase will be delayed until normal retirement age (age 65 if hired prior to July 1, 1989, or age 66 for individuals hired on or after July 1, 1989). Members retiring under Rule of 90 are exempt from the delay to normal retirement.

2. TRA Benefits

TRA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by Minnesota Statute and vest after three years of service credit. The defined retirement benefits are based on a member's highest average salary for any five consecutive years of allowable service, age, and a formula multiplier based on years of credit at termination of service.

Two methods are used to compute benefits for TRA's Coordinated and Basic Plan members. Members first employed before July 1, 1989, receive the greater of the Tier I or Tier II benefits as described.

Tier 1 Benefits

Tier 1	Step Rate Formula	Percentage
Basic	First Ten Years of Service	2.2% per Year
	All Years After	2.7% per Year
Coordinated	First Ten Years if Service Years Are Up to July 1, 2006	1.2% per Year
	First Ten Years if Service Years Are July 1, 2006 or After	1.4% per Year
	All Other Years of Service if Service Years Are Up to July 1, 2006	1.7% per Year
	All Other Years of Service if Service Years Are July 1, 2006 or After	1.9% per Year

With these provisions:

- (a) Normal retirement age is 65 with less than 30 years of allowable service and age 62 with 30 or more years of allowable service.
- (b) 3% per year early retirement reduction factor for all years under normal retirement age.
- (c) Unreduced benefits for early retirement under a Rule-of-90 (age plus allowable service equals 90 or more).

or

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NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

B. Benefits Provided (Continued)

2. TRA Benefits (Continued)

Tier II Benefits

For years of service prior to July 1, 2006, a level formula of 1.7% per year for Coordinated Plan members and 2.7% per year for basic members. For years of service July 1, 2006 and after, a level formula of 1.9% per year for Coordinated Plan members and 2.7% for Basic members applies. Beginning July 1, 2015, the early retirement reduction factors are based on rates established under Minnesota Statute. Smaller reductions, more favorable to the member, will be applied to individuals who reach age 62 and have 30 years or more of service credit.

Members first employed after June 30, 1989, receive only the Tier II calculation with a normal retirement age that is their retirement age for full Social Security retirement benefits, but not to exceed age 66.

Six different types of annuities are available to members upon retirement. The No Refund Life Plan is a lifetime annuity that ceases upon the death of the retiree - no survivor annuity is payable. A retiring member may also choose to provide survivor benefits to a designated beneficiary(ies) by selecting one of the five plans that have survivorship features. Vested members may also leave their contributions in the TRA Fund upon termination of service in order to qualify for a deferred annuity at retirement age. Any member terminating service is eligible for a refund of their employee contributions plus interest.

The benefit provisions stated apply to active plan participants. Vested, terminated employees who are entitled to benefits but not yet receiving them are bound by the plan provisions in effect at the time they last terminated their public service.

C. Contributions

1. General Employees Plan Contributions

Minnesota Statutes, Chapter 353 sets the rates for employer and employee contributions. Contribution rates can only be modified by the state Legislature. Coordinated Plan members were required to contribute 6.50% of their annual covered salary in fiscal year 2022 and the District was required to contribute 7.50% for Coordinated Plan members. The District's contributions to the General Employees Fund for the year ended June 30, 2022 were \$1,507,841. The District's contributions were equal to the required contributions as set by state statute.

2. TRA Contributions

Per Minnesota Statutes, Chapter 354 rates for the fiscal year for coordinated were 7.5% for the employee and 8.34% for the employer. Basic rates were 11.00% for the employee and 12.34% for the employer. The District's contributions to TRA for the plan's fiscal year ended June 30, 2022 were \$4,794,266. The District's contributions were equal to the required contributions for each year as set by state statute.

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NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

D. Pension Costs

1. General Employees Plan Pension Costs

At June 30, 2022, the District reported a liability of \$11,291,065 for its proportionate share of the General Employees Fund's net pension liability. The District's net pension liability reflected a reduction due to the state of Minnesota's contribution of \$16 million. The state of Minnesota is considered a non-employer contributing entity and the state's contribution meets the definition of a special funding situation. The state of Minnesota's proportionate share of the net pension liability associated with the District totaled \$344,712, for a total net pension liability of \$11,635,777 associated with the District. The net pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date.

The District's proportionate share of the net pension liability was based on the District's contributions received by PERA during the measurement period for employer payroll paid dates from July 1, 2020 through June 30, 2021, relative to the total employer contributions received from all of PERA's participating employers. The District's proportionate share was 0.2644% at the end of the measurement period and 0.2833% for the beginning of the period.

For the year ended June 30, 2022, the District recognized pension expense of \$(616,336) for its proportionate share of the General Employees Plan's pension expense. In addition, the District recognized an additional \$27,813 as pension expense (and grant revenue) for its proportionate share of the State of Minnesota's contribution of \$16 million to the General Employees Fund.

At June 30, 2022, the District reported its proportionate share of General Employees Plan's deferred outflows of resources and deferred inflows of resources from the following sources:

Description	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual		
Economic Experience	\$ 69,369	\$ 345,539
Changes in Actuarial Assumptions	6,894,090	249,765
Net Difference Between Projected and Actual		
Earnings on Plan Investments	-	9,778,537
Changes in Proportion and Differences Between District Contributions and Proportionate Share of Contributions	-	1,292,617
District Contributions Subsequent to the Measurement Date	1,507,841	-
Total	<u>\$ 8,471,300</u>	<u>\$ 11,666,458</u>

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JUNE 30, 2022**

NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

D. Pension Costs (Continued)

1. General Employees Plan Pension Costs (Continued)

A total of \$1,507,841 reported as deferred outflows of resources related to pensions resulting from District contributions to the General Employee Plan subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. Other amounts reported as deferred outflows and inflows of resources related to the General Employee Plan pensions will be recognized in pension expense as follows:

<u>Year Ending June 30,</u>	<u>Pension Expense Amount</u>
2023	\$ (1,079,383)
2024	(581,164)
2025	(375,334)
2026	(2,667,118)
2027	-
Thereafter	-

2. TRA Pension Costs

At June 30, 2022, the District reported a liability of \$40,752,096 for its proportionate share of TRA's net pension liability. The net pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on the District's contributions to TRA in relation to total system contributions including direct aid from the State of Minnesota, City of Minneapolis, and Minneapolis School District. The District's proportionate share was 0.9312% at the end of the measurement period and 1.0079% at the beginning of the period.

The pension liability amount reflected a reduction due to direct aid provided to TRA. The amount recognized by the District as its proportionate share of the net pension liability, the direct aid, and total portion of the net pension liability that was associated with the District were as follows:

<u>Description</u>	<u>Amount</u>
District's Proportionate Share of the TRA Net Pension Liability	\$ 40,752,096
State's Proportionate Share of the Net Pension Liability Associated with the District	3,436,859
Total Net Pension Liability	<u>\$ 44,188,955</u>

For the year ended June 30, 2022, the District recognized pension expense of \$(2,150,889). It also recognized \$(329,250) as pension expense and grant revenue for the support provided by direct aid.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
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NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

D. Pension Costs (Continued)

2. TRA Pension Costs (Continued)

At June 30, 2022, the District reported its proportionate share of the TRA's deferred outflows of resources and deferred inflows of resources, and its contributions subsequent to the measurement date, related to pensions from the following sources:

Description	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual		
Economic Experience	\$ 1,103,746	\$ 1,154,280
Changes in Actuarial Assumptions	14,934,106	36,767,027
Net Difference Between Projected and Actual		
Earnings on Plan Investments	-	34,170,398
Changes in Proportion and Differences Between District Contributions and Proportionate Share of Contributions	1,475,421	12,390,779
District Contributions Subsequent to the Measurement Date	4,794,266	-
Total	<u>\$ 22,307,539</u>	<u>\$ 84,482,484</u>

A total of \$4,794,266 reported as deferred outflows of resources related to pensions resulting from District contributions to TRA subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2023. Other amounts reported as deferred outflows and inflows of resources related to TRA will be recognized in pension expense as follows:

Year Ending June 30,	Pension Expense Amount
2023	\$ (29,839,207)
2024	(22,975,586)
2025	(6,949,147)
2026	(8,702,646)
2027	1,497,375
Thereafter	-

3. Pension Totals

The District reported the following totals for PERA and TRA net pension liabilities, deferred outflows of resources, deferred inflows and resources, and pension expense:

Pension Totals	GERF	TRA	Total
Net Pension Liability	\$ 11,291,065	\$ 40,752,096	\$ 52,043,161
Deferred Outflows of Resources	8,471,300	22,307,539	30,778,839
Deferred Inflows of Resources	11,666,458	84,482,484	96,148,942
Pension Expense	576,936	10,030,914	10,607,850

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

E. Actuarial Assumptions

The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions:

Assumptions	GERF	TRA
Inflation	2.25% per Year	2.50% per Year 2.85% before July 1, 2028 and
Salary Growth	3.00% per Year	3.25% to 9.25% after June 30, 2028
Investment Rate of Return	6.50%	7.00%

Inflation is assumed to be 2.25% for the General Employees Plan. Benefit increases after retirement are assumed to be 1.25% for the General Employees Plan. Salary growth assumptions in the General Employees Plan range in annual increments from 10.25% after one year of service to 3.0% after 29 years of service and 6.0% per year thereafter. Mortality rates for the General Employees Plan are based on the Pub-2010 General Employee Mortality Table.

Actuarial assumptions for the General Employees Plan are reviewed every four years. The most recent four-year experience study for the General Employees Plan was completed in 2019. The assumption changes were adopted by the Board and became effective with the July 1, 2020 actuarial valuation.

The following changes for General Employees Fund occurred in 2021:

Changes in Actuarial Assumptions:

- The investment return and single discount rates were changed from 7.5% to 6.5%, for financial reporting purposes.
- The mortality improvement scale was changed from Scale MP-2019 to Scale MP-2020.

Changes in Plan Provisions:

- There were no changes in plan provisions since the previous valuation.

TRA pre-retirement mortality rates were based on the RP-2014 white collar employee table, male rates set back 6 years and female rates set back 5 years. Generational projection uses the MP-2015 scale. Postretirement mortality rates were based on the RP-2014 white collar annuitant table, male rates set back 3 years and female rates set back 3 years, with further adjustments of the rates.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

E. Actuarial Assumptions (Continued)

Generational projection uses the MP-2015 scale. Post-disability mortality rates were based on the RP-2014 disabled retiree mortality table, without adjustment. TRA cost of living benefit increases 1.0% for January 2020 through January 2023, then increasing by 0.1% each year up to 1.5% annually.

The following changes in actuarial assumptions for TRA occurred in 2021:

- The investment return assumption was changed from 7.5% to 7.0%.

The State Board of Investment, which manages the investments of PERA and TRA, prepares an analysis of the reasonableness on a regular basis of the long-term expected rate of return using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce an expected long-term rate of return by weighting the expected future rates of return by the target asset allocation percentages.

The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity	35.50 %	5.10 %
International Equity	17.50	5.30
Fixed Income	20.00	0.75
Private Markets	25.00	5.90
Unallocated Cash	2.00	-
Totals	100.00 %	

F. Discount Rate

The discount rate used to measure the PERA General Employees Plan liability in 2021 was 6.50%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at rates set in Minnesota statutes. Based on these assumptions, the fiduciary net positions of the General Employees Fund were projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 8 DEFINED BENEFIT PENSION PLANS (CONTINUED)

F. Discount Rate (Continued)

The discount rate used to measure the TRA pension liability was 7.00%. The discount rate used to measure the total pension liability at the prior measurement date was 7.50%. The projection of cash flows used to determine the discount rate assumed that employee contribution will be made at the fiscal year 2021 contribution rate, contributions from school districts will be made at contractually required rates (actuarially determined), and contributions from the state will be made at current statutorily required rates. Based on those assumptions, the pension plan’s fiduciary net position was not projected to be depleted and, as a result, the Municipal Bond Index Rate was not used in the determination of the Single Equivalent Interest Rate (SEIR).

G. Pension Liability Sensitivity

The following presents the District’s proportionate share of the net pension liability for all plans it participates in, calculated using the discount rate disclosed in the preceding paragraph, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate one percentage point lower or one percentage point higher than the current discount rate:

Description	1% Decrease	Current Discount Rate	1% Increase
<u>GERF Discount Rate</u>	5.50%	6.50%	7.50%
District’s Proportionate Share of the GERF Net Pension Liability	\$ 23,028,008	\$ 11,291,065	\$ 1,660,186
 <u>TRA Discount Rate</u>	 6.00%	 7.00%	 8.00%
District’s Proportionate Share of the TRA Net Pension Liability	 \$ 82,321,218	 \$ 40,752,096	 \$ 6,662,103

H. Pension Plan Fiduciary Net Position

Detailed information about the General Employees Plan’s fiduciary net position is available in a separately issued PERA financial report. That report may be obtained on the internet at www.mnpera.org.

Detailed information about TRA’s fiduciary net position is available in a separately issued TRA financial report. That report can be obtained at www.MinnesotaTRA.org; by writing to TRA at 60 Empire Drive #400, St. Paul, Minnesota, 55103-2088; or by calling (651) 296-2409 or 1-800-657-3669.

NOTE 9 FLEXIBLE BENEFIT PLANS

The District has a flexible benefit plan classified as a “cafeteria plan” (the Plan) under §125 of the Internal Revenue Code. All employee groups of the District are eligible if and when the collective bargaining agreement or contract with their group allows eligibility. Eligible employees can elect to participate by contributing pre-tax dollars withheld from payroll checks to the Plan for health insurance, healthcare, and dependent care benefits. Payments are made from the Plan to participating employees upon submitting a request for reimbursement of eligible expenses actually incurred by the participant.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

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NOTE 9 FLEXIBLE BENEFIT PLANS (CONTINUED)

Before the beginning of the Plan year, which is from July 1 to June 30, each participant designates a total amount of pre-tax dollars to be contributed to the Plan during the year. At June 30, the District is contingently liable for claims against the total amount of participants' annual contributions to the medical reimbursement portion of the Plan, whether or not such contributions have been made.

The dependent care and medical expense reimbursement portions of the Plan are administered by an independent contract administrator, with the activity reported by the District in an employee benefits trust fund. Health insurance premium reimbursements are administered by the District and are accounted for in the District's General Fund and special revenue funds.

All property of the Plan and income attributable to that property is solely the property of the District, subject to the claims of the District's general creditors. Participants' rights under the Plan are equal to those of general creditors of the District in an amount equal to the eligible healthcare and dependent care expenses incurred by the participants. The District believes that it is unlikely that it will use the assets to satisfy the claims of general creditors in the future.

NOTE 10 DENTAL SELF-INSURANCE PLAN

The District established an Internal Service Fund to account for and finance its uninsured risk of loss for employee dental insurance plans. Under these plans, the Internal Service Fund provides coverage to participating employees and their dependents for various dental costs as described in the plan. There have been no significant reductions in insurance coverage from the prior year.

The District makes premium payments to the Internal Service Fund on behalf of the program participants based on provisional rates determined by insurance company estimates of monthly claims paid for each coverage class, plus the stop-loss health insurance premium costs and administrative service charges.

District claim liabilities are reported when it is probable that a loss has occurred and the amount of that loss can be reasonably estimated. Liabilities include an amount for claims that have been incurred, but not reported. Because actual claim liabilities depend on complex factors such as inflation, changes in legal doctrines, and damage awards, the process used in computing a claim liability does not necessarily result in an exact amount. Claim liabilities are evaluated periodically to take into consideration recently settled claims, the frequency of claims, and other economic and social factors.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 10 DENTAL SELF-INSURANCE PLAN (CONTINUED)

Changes in the balance of dental claim liabilities for the year were as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Beginning of Fiscal Year Liability</u>	<u>Current Year Claims and Changes in Estimates</u>	<u>Claims Payments</u>	<u>Balance At Fiscal Year End</u>
2022	\$ 51,132	\$ 835,266	\$ 834,825	\$ 51,573
2021	20,404	877,372	846,644	51,132
2020	18,031	759,594	757,221	20,404

NOTE 11 HEALTH SELF-INSURANCE PLAN

The District's health benefits plan is a partially self-insured plan and maintains an Internal Service Fund to account for and finance a program for health benefits. District management believes it is more economical to manage its risks internally and set aside assets for claim settlement. The Internal Service Fund currently services all claims and risk of loss to which the District is exposed for health expenses. There have been no significant reductions in insurance coverage from the prior year.

Participants in the program make premium payments to the fund based on the composite insurance premium. The excess amount received above current year claims is used to establish a reserve for future claims. The District had pre-funded the self-insurance fund with an initial transfer of \$2,600,000 at June 30, 2010. At June 30, 2022, there is a reserve of \$7,350,460 resulting from fund operations.

District liabilities are reported when it is probable that a loss has occurred and the amount of that loss can be reasonably estimated. Liabilities include an amount for claims that have been incurred but not reported. Because actual claim liabilities depend on such complex factors as inflation, changes in legal doctrines, and damage awards, the process used in computing a claim liability does not necessarily result in an exact amount. Claims liabilities are re-evaluated periodically to take into consideration recently settled claims, the frequency of claims, and other economic and social factors.

Claims paid through June 30, 2022 were in excess of premiums received by \$1,105,171. There is a possibility for loss if claims are in excess of the premiums collected up to the amounts covered by the District for single and family coverage. The District held \$13,496,695 in cash and investments at June 30, 2022, for payment of claims and carryover balances.

Changes in the balance of medical claim liabilities for the year were as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Beginning of Fiscal Year Liability</u>	<u>Current Year Claims and Changes in Estimates</u>	<u>Claims Payments</u>	<u>Balance At Fiscal Year End</u>
2022	\$ 2,652,208	\$ 22,518,961	\$ 22,252,227	\$ 2,918,942
2021	1,843,205	21,655,372	20,846,369	2,652,208
2020	1,951,459	20,293,814	20,402,068	1,843,205

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 12 COMMITMENTS AND CONTINGENCIES

A. Federal and State Revenues

Amounts received or receivable from federal and state agencies are subject to agency audit and adjustment. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of funds which may be disallowed by the agencies cannot be determined at this time although the District expects such amounts, if any, to be immaterial.

B. Legal Claims

The District has the usual and customary types of legal claims pending at year-end, mostly of a minor nature and usually covered by insurance carried for that purpose. The District's management believes that the District will not incur any material liabilities relating to these claims, and none have been accrued at year-end.

NOTE 13 STEWARDSHIP AND ACCOUNTABILITY

Excess of Expenditures Over Budget

Expenditures exceeded budgeted amounts in the following funds at June 30, 2022.

	<u>Budget</u>	<u>Expenditures</u>	<u>Excess</u>
Capital Projects Fund	\$ 1,657,945	\$ 1,658,133	\$ 188

The overages were considered by District management to be the result of necessary expenditures critical to operations approved by the Board.

NOTE 14 INTERFUND BALANCES AND TRANSFERS

The District had the following interfund receivables, or payables for the year ended June 30, 2022 due to the interrelationship of the self-insurance funds, the OPEB Revocable Trust, and the General Fund, and the year-end timing of the related payments of premiums and reimbursements for the implicit rate subsidy.

	<u>Due from Other Fund</u>	<u>Due to Other Fund</u>
General Fund	\$ 461,554	\$ -
Internal Service Fund:		
Self Insurance Dental	5,875	-
Self-Insurance Health	308,383	-
OPEB Revocable Trust	-	775,812
Total	<u>\$ 775,812</u>	<u>\$ 775,812</u>

REQUIRED SUPPLEMENTARY INFORMATION

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
SCHEDULE OF CHANGES IN THE DISTRICT'S NET OPEB LIABILITY AND RELATED RATIOS
JUNE 30, 2022**

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Measurement Date	July 1, 2021	July 1, 2020	July 1, 2019	July 1, 2018	July 1, 2017
Total OPEB Liability					
Service Cost	\$ 639,535	\$ 669,075	\$ 588,655	\$ 606,199	\$ 588,543
Interest	243,940	300,786	338,166	338,690	334,217
Plan Changes	-	70,000	711,831	-	-
Differences Between Expected and Actual Experience	(425,805)	-	(848,509)	-	-
Changes of Assumptions	(253,114)	261,394	(151,810)	-	-
Benefit Payments	(874,929)	(745,184)	(1,174,779)	(714,584)	(901,552)
Net Change in Total OPEB Liability	(670,373)	556,071	(536,446)	230,305	21,208
Total OPEB Liability - Beginning	9,959,504	9,403,433	9,939,879	9,709,574	9,688,366
Total OPEB Liability - Ending (a)	\$ 9,289,131	\$ 9,959,504	\$ 9,403,433	\$ 9,939,879	\$ 9,709,574
Covered-Employee Payroll	\$ 70,214,895	\$ 74,070,254	\$ 71,912,868	\$ 75,383,452	\$ 73,187,817
District's Total OPEB Liability as a Percentage of Covered-Employee Payroll	13%	13%	13%	13%	13%

Note: The District implemented GASB Statement No. 75 in fiscal year 2018, and the above table will be expanded to 10 years of information as the information becomes available.

**Notes to Schedule:
Benefit Changes**

- For the fiscal year ending June 30, 2019: None.
- For the fiscal year ending June 30, 2020: Twenty-one Teachers received an Early Retirement Incentive of \$25,000 each (paid to an HRA) during June 2019. The change in liability also includes a corresponding increase in the implicit rate subsidy for these Teachers.
- For the fiscal year ending June 30, 2021: One Principal received an Early Retirement Incentive of \$70,000 (paid to an HRA). We have assumed this payment will be recognized during the fiscal year ending June 30, 2021.
- For the fiscal year ending June 30, 2022: None

Assumption Changes

- For the fiscal year ending June 30, 2019: None.
- For the fiscal year ending June 30, 2020:
 - The health care trend rates, mortality tables, and salary increase rates were updated.
 - The discount rate was changed from 3.40% to 3.10%.
- For the fiscal year ending June 30, 2021:
 - The discount rate was changed from 3.10% to 2.40%.
- For the fiscal year ending June 30, 2022:
 - The healthcare trend rates, mortality tables, and salary increase rates for non-teachers, termination rates, and percentage of future retirees not eligible for subsidy who are assumed to continue on the District's medical plan post-employment were updated.
 - The inflation rate changed from 2.50% to 2.00%.
 - The discount rate changed from 2.40% to 2.10%.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
TRA SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE
OF THE NET PENSION LIABILITY
LAST EIGHT MEASUREMENT PERIODS ***

	Measurement Date							
	6/30/2021	6/30/2020	6/30/2019	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
District's Proportion of the Net Pension Liability	0.9312%	1.0079%	1.0754%	1.0441%	1.0605%	1.0785%	1.1189%	1.1800%
District's Proportionate Share of the Net Pension Liability	\$ 40,752,096	\$ 74,465,003	\$ 68,546,222	\$ 65,576,988	\$ 211,695,037	\$ 257,247,983	\$ 69,215,031	\$ 54,373,550
State's Proportionate Share of the Net Pension Liability Associated with District	3,436,859	6,240,583	6,066,291	6,161,373	20,463,614	25,822,002	8,489,588	3,825,072
Total	<u>\$ 44,188,955</u>	<u>\$ 80,705,586</u>	<u>\$ 74,612,513</u>	<u>\$ 71,738,361</u>	<u>\$ 232,158,651</u>	<u>\$ 283,069,985</u>	<u>\$ 77,704,619</u>	<u>\$ 58,198,622</u>
District's Covered Payroll	\$ 56,610,246	\$ 58,151,692	\$ 60,324,630	\$ 57,861,520	\$ 57,279,773	\$ 56,085,280	\$ 56,788,600	\$ 53,863,414
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Employee Payroll	71.99%	128.05%	113.63%	113.33%	369.58%	458.67%	121.88%	100.95%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	86.63%	75.48%	78.21%	78.07%	51.57%	44.88%	76.80%	81.50%

* Note: The District implemented GASB Statement No. 68 in fiscal year 2015, and the above table will be expanded to 10 years of information as the information becomes available.

See Notes to District's Pension Required Supplementary Information following the related required supplementary information tables.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
TRA SCHEDULE OF DISTRICT CONTRIBUTIONS
LAST NINE FISCAL YEARS ENDED JUNE 30***

	Fiscal Year Ended June 30,								
	2022	2021	2020	2019	2018	2017	2016	2015	2014
Statutorily Required Contribution	\$ 4,794,266	\$ 4,602,413	\$ 4,605,614	\$ 4,651,029	\$ 4,339,614	\$ 4,295,983	\$ 4,206,396	\$ 4,259,145	\$ 3,770,439
Contributions in Relation to the Statutorily Required Contribution	(4,794,266)	(4,602,413)	(4,605,614)	(4,651,029)	(4,339,614)	(4,295,983)	(4,206,396)	(4,259,145)	(3,770,439)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 57,485,204	\$ 56,610,246	\$ 58,151,692	\$ 60,324,630	\$ 57,861,520	\$ 57,279,773	\$ 56,085,280	\$ 56,788,600	\$ 53,863,414
Contributions as a Percentage of Employee Payroll	8.34%	8.13%	7.92%	7.71%	7.50%	7.50%	7.50%	7.50%	7.00%

* Note: The District implemented GASB Statement No. 68 in fiscal year 2015, and the above table will be expanded to 10 years of information as the information becomes available.

See Notes to District's Pension Required Supplementary Information following the related required supplementary information tables.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
PERA SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE
OF THE NET PENSION LIABILITY
LAST EIGHT MEASUREMENT PERIODS***

	Measurement Date							
	6/30/2021	6/30/2020	6/30/2019	6/30/2018	6/30/2017	6/30/2016	6/30/2015	6/30/2014
District's Proportion of the Net Pension Liability	0.2644%	0.2833%	0.2911%	0.3028%	0.3073%	0.2932%	0.3049%	0.3144%
District's Proportionate Share of the Net Pension Liability	\$ 11,291,065	\$ 16,985,130	\$ 16,094,267	\$ 16,798,103	\$ 19,617,829	\$ 23,806,386	\$ 15,801,500	\$ 14,768,937
State's Proportionate Share of the Net Pension Liability Associated with District	344,712	523,696	500,224	550,951	246,666	310,890	-	-
Total	<u>\$ 11,635,777</u>	<u>\$ 17,508,826</u>	<u>\$ 16,594,491</u>	<u>\$ 17,349,054</u>	<u>\$ 19,864,495</u>	<u>\$ 24,117,276</u>	<u>\$ 15,801,500</u>	<u>\$ 14,768,937</u>
District's Covered Payroll	\$ 19,104,933	\$ 20,203,947	\$ 20,176,920	\$ 20,481,240	\$ 19,893,240	\$ 18,288,267	\$ 17,923,892	16,502,952
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Employee Payroll	59.10%	84.07%	79.77%	82.02%	98.62%	130.17%	88.16%	89.49%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	87.00%	79.06%	80.23%	79.53%	75.90%	68.90%	78.20%	78.70%

* Note: The District implemented GASB Statement No. 68 in fiscal year 2015, and the above table will be expanded to 10 years of information as the information becomes available.

See Notes to District's Pension Required Supplementary Information following the related required supplementary information tables.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
PERA SCHEDULE OF DISTRICT CONTRIBUTIONS
LAST NINE FISCAL YEARS ENDED JUNE 30***

	Fiscal Year Ended June 30,								
	2022	2021	2020	2019	2018	2017	2016	2015	2014
Statutorily Required Contribution	\$ 1,507,841	\$ 1,432,870	\$ 1,515,296	\$ 1,513,269	\$ 1,536,093	\$ 1,491,993	\$ 1,371,620	\$ 1,321,887	\$ 1,196,464
Contributions in Relation to the Statutorily Required Contribution	(1,507,841)	(1,432,870)	(1,515,296)	(1,513,269)	(1,536,093)	(1,491,993)	(1,371,620)	(1,321,887)	(1,196,464)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 20,104,547	\$ 19,104,933	\$ 20,203,947	\$ 20,176,920	\$ 20,481,240	\$ 19,893,240	\$ 18,288,267	\$ 17,923,892	\$ 16,502,952
Contributions as a Percentage of Employee Payroll	7.50%	7.50%	7.50%	7.50%	7.50%	7.50%	7.50%	7.38%	7.25%

* Note: The District implemented GASB Statement No. 68 in fiscal year 2015, and the above table will be expanded to 10 years of information as the information becomes available.

See Notes to District's Pension Required Supplementary Information following the related required supplementary information tables.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO DISTRICT'S PENSION REQUIRED SUPPLEMENTARY INFORMATION**

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CHANGES IN SIGNIFICANT PENSION PLAN PROVISIONS, ACTUARIAL METHODS, AND ASSUMPTIONS

The following changes were reflected in the valuation performed on behalf of the Public Employees Retirement Association for the year ended June 30:

General Employees Fund

2021

Changes in Actuarial Assumptions

- The investment return and single discount rates were changed from 7.5% to 6.5%.
- The mortality improvement scale was changed from Scale MP-2019 to Scale MP-2020.

Changes in Plan Provisions

- There were no changes in plan provisions since the previous valuation.

2020

Changes in Actuarial Assumptions

- The price inflation assumption was decreased from 2.50% to 2.25%.
- The payroll growth assumption was decreased from 3.25% to 3.00%.
- Assumed salary increase rates were changed as recommended in the June 30, 2019 experience study. The net effect is assumed rates that average 0.25% less than previous rates.
- Assumed rates of retirement were changed as recommended in the June 30, 2019 experience study. The changes result in more unreduced (normal) retirements and slightly fewer Rule of 90 and early retirements.
- Assumed rates of termination were changed as recommended in the June 30, 2019 experience study. The new rates are based on service and are generally lower than the previous rates for years 2-5 and slightly higher thereafter.
- Assumed rates of disability were changed as recommended in the June 30, 2019 experience study. The change results in fewer predicted disability retirements for males and females.
- The base mortality table for healthy annuitants and employees was changed from the RP-2014 table to the Pub-2010 General Mortality table, with adjustments. The base mortality table for disabled annuitants was changed from the RP-2014 disabled annuitant mortality table to the PUB-2010 General/Teacher disabled annuitant mortality table, with adjustments.
- The mortality improvement scale was changed from Scale MP-2018 to Scale MP-2019.
- The assumed spouse age difference was changed from two years older for females to one year older.
- The assumed number of married male new retirees electing the 100% Joint & Survivor option changed from 35% to 45%. The assumed number of married female new retirees electing the 100% Joint & Survivor option changed from 15% to 30%. The corresponding number of married new retirees electing the Life annuity option was adjusted accordingly.

Changes in Plan Provisions

- Augmentation for current privatized members was reduced to 2.0% for the period July 1, 2020 through December 31, 2023 and 0.0% after. Augmentation was eliminated for privatizations occurring after June 30, 2020.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO DISTRICT'S PENSION REQUIRED SUPPLEMENTARY INFORMATION**

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CHANGES IN SIGNIFICANT PENSION PLAN PROVISIONS, ACTUARIAL METHODS, AND ASSUMPTIONS (CONTINUED)

2019

Changes in Actuarial Assumptions

- The mortality projection scale was changed from MP-2017 to MP-2018.

Changes in Plan Provisions

- The employer supplemental contribution was changed prospectively, decreased from \$31.0 million to \$21.0 million per year. The State's special funding contribution was changed prospectively, requiring \$16.0 million due per year through 2031.

2018

Changes in Actuarial Assumption

- The mortality projection scale was changed from MP-2015 to MP-2017.
- The assumed postretirement benefit increase was changed from 1.0% per year through 2044 and 2.50% per year thereafter to 1.25% per year.

Changes in Plan Provisions

- The augmentation adjustment in early retirement factors is eliminated over a five-year period starting July 1, 2019, resulting in actuarial equivalence after June 30, 2024.
- Interest credited on member contributions decreased from 4.00% to 3.00%, beginning July 1, 2018.
- Deferred augmentation was changed to 0.00%, effective January 1, 2019. Augmentation that has already accrued for deferred members will still apply.
- Contribution stabilizer provisions were repealed.
- Postretirement benefit increases were changed from 1.00% per year with a provision to increase to 2.50% upon attainment of 90.00% funding ratio to 50.00% of the Social Security Cost of Living Adjustment, not less than 1.00% and not more than 1.50% beginning January 1, 2019.
- For retirements on or after January 1, 2024, the first benefit increase is delayed until the retiree reaches normal retirement age; does not apply to Rule of 90 retirees, disability benefit recipients, or survivors.
- Actuarial equivalent factors were updated to reflect revised mortality and interest assumptions.

2017

Changes in Actuarial Assumption

- The Combined Service Annuity (CSA) loads were changed from 0.8% for active members and 60% for vested and nonvested deferred members. The revised CSA loads are now 0.0% for active member liability, 15.0% for vested deferred member liability and 3.0% for nonvested deferred member liability.
- The assumed postretirement benefit increase rate was changed from 1.0% per year for all years to 1.0% per year through 2044 and 2.5 % per year thereafter.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO DISTRICT'S PENSION REQUIRED SUPPLEMENTARY INFORMATION**

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CHANGES IN SIGNIFICANT PENSION PLAN PROVISIONS, ACTUARIAL METHODS, AND ASSUMPTIONS (CONTINUED)

2017 (Continued)

Changes in Plan Provisions

- The State's contribution for the Minneapolis Employees Retirement Fund equals \$16,000,000 in 2017 and 2018, and \$6,000,000 thereafter.
- The Employer Supplemental Contribution for the Minneapolis Employees Retirement Fund changed from \$21,000,000 to \$31,000,000 in calendar years 2019 to 2031. The state's contribution changed from \$16,000,000 to \$6,000,000 in calendar years 2019 to 2031.

2016

Changes in Actuarial Assumptions

- The assumed postretirement benefit increase rate was changed from 1.00% per year through 2035 and 2.50% per year thereafter to 1.00% per year for all future years.
- The assumed investment return was changed from 7.90% to 7.50%. The single discount rate was changed from 7.90% to 7.50%.
- Other assumptions were changed pursuant to the experience study dated June 30, 2015. The assumed future salary increases, payroll growth, and inflation were decreased by 0.25% to 3.25% for payroll growth and 2.50% for inflation.

Changes in Actuarial Plan Provisions

- There have been no changes since the prior valuation.

2015

Changes in Actuarial Assumptions

- The assumed postretirement benefit increase rate was changed from 1.00% per year through 2030 and 2.50% per year thereafter to 1.00% per year through 2035 and 2.50% per year thereafter.

Changes in Plan Provisions

- On January 1, 2015, the Minneapolis Employees Retirement Fund was merged into the General Employees Fund, which increased the total pension liability by \$1.1 billion and increase the fiduciary plan net position by \$892 million. Upon consolidation, state and employer contributions were revised; the State's contribution of \$6.0 million, which meets the special funding situation definition, was due September 2015.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO DISTRICT'S PENSION REQUIRED SUPPLEMENTARY INFORMATION**

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The following changes were reflected in the valuation performed on behalf of the Teachers Retirement Association for the year ended June 30:

2021

Changes in Actuarial Assumptions

- The investment return assumption was changed from 7.5% to 7.0%.

Changes in Plan Provisions

- There have been no changes since the prior valuation.

2020

Changes in Actuarial Assumptions

- Assumed termination rates were changed to more closely reflect actual experience.
- The pre-retirement mortality assumption was changed to the RP-2014 white collar employee table, male rates set back 5 years and female rates set back 7 years.
- Generational projection uses the MP-2015 scale. Assumed form of annuity election proportions were changed to more closely reflect actual experience for female retirees.

Changes in Plan Provisions

- There have been no changes since the prior valuation.

2019

Changes in Actuarial Assumptions

- There have been no changes since the prior valuation.

Changes in Plan Provisions

- There have been no changes since the prior valuation.

2018

Changes in Actuarial Assumptions

- The investment return assumption was changed from 8.5% to 7.5%.
- The price inflation assumption was lowered from 3.0% to 2.5%.
- The payroll growth assumption was lowered from 3.5% to 3.0%.
- The wage inflation assumption (above price inflation) was reduced from 0.75% to 0.35% for the next 10 years, and 0.75% thereafter.
- The total salary increase assumption was adjusted by the wage inflation change.
- The amortization date for the funding of the Unfunded Actuarial Accrual Liability (UAAL) was reset to June 30, 2048 (30 years).
- The mechanism in the law that provided the TRA Board with some authority is set contribution rates was eliminated.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO DISTRICT'S PENSION REQUIRED SUPPLEMENTARY INFORMATION**

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2018 (Continued)

Changes in Plan Provisions

- The COLA was reduced from 2.0% each January 1 to 1.0%, effective January 1, 2019. Beginning January 1, 2024, the COLA will increase 0.1% each year until reaching the ultimate rate of 1.5% in January 1, 2028.
- Beginning July 1, 2024, eligibility for the first COLA changes to normal retirement age (age 65 to 66, depending on date of birth). However, members who retire under Rule of 90 and members who are at least age 62 with 30 years of service credit are exempt.
- The COLA trigger provision, which would have increased the COLA to 2.5% if the funded ratio was at least 90% for two consecutive years, was eliminated.
- Augmentation in the early retirement reduction factors is phased out over a five-year period beginning July 1, 2019 and ending June 30, 2024 (this reduces early retirement benefits). Members who retire and are at least age 62 with 30 years of service are exempt.
- Augmentation on deferred benefits will be reduced to zero percent beginning July 1, 2019. Interest payable on refunds to members was reduced from 4.0% to 3.0%, effective July 1, 2018. Interest due on payments and purchases from members, employers is reduced from 8.5% to 7.5%, effective July 1, 2018.
- The employer contribution rate is increased each July 1 over the next 5 years, (7.92% in 2019, 8.13% in 2020, 8.34% in 2021, 8.55% in 2022, and 8.75% in 2023). In addition, the employee contribution rate will increase from 7.50% to 7.75% on July 1, 2023. The state provides funding for the higher employer contribution rate through an adjustment in the school aid formula.

2017

Changes in Actuarial Assumptions

- The cost of living adjustment (COLA) was assumed to increase from 2.0% annually to 2.5% annually on July 1, 2045.
- Adjustment were made to the combined service annuity loads. The active load was reduced from 1.4% to 0.0%, the vested inactive load increased from 4.0% to 7.0% and the nonvested inactive load increased from 4.0% to 9.0%.
- The investment return assumption was changed from 8.0% to 7.5%.
- The COLA was not assumed to increase to 2.5%, but remain at 2.0% for all future years.
- The price inflation assumption was lowered from 2.75% to 2.5%.
- The payroll growth assumption was lowered from 3.5% to 3.0%.
- The general wage growth assumption was lowered from 3.5% to 2.85% for 10 years followed by 3.25% thereafter.
- The salary increase assumption was adjusted to reflect the changes in the general wage growth assumption.

Changes in Plan Provisions

- There have been no changes since the prior valuation.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
NOTES TO DISTRICT'S PENSION REQUIRED SUPPLEMENTARY INFORMATION**

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2016

Changes in Actuarial Assumptions

- The cost of living adjustment was not assumed to increase (it remained at 2.0% for all future years).
- The price inflation assumption was lowered from 3.0% to 2.75%.
- The general wage growth and payroll growth assumptions were lowered from 3.75% to 3.5%.
- Minor changes at some durations for the merit scale of the salary increase assumption.
- The pre-retirement mortality assumption was changed to the RP-2014 white collar employee table, male rates set back 6 years, and female rates set back 5 years. Generational projection uses the MP-2015 scale.
- The postretirement mortality assumption was changed to the RP-2014 white collar annuitant table, male rates set back 3 years and female rates set back 3 years, with further adjustments of the rates. Generational projection uses the MP-2015 scale.
- The post-disability mortality assumption was changed to the RP-2014 disabled retiree mortality table, without adjustments.
- Separate retirement assumptions for members hired before or after July 1, 1989 were created to better reflect each group's behavior in light of different requirements for retirement eligibility.
- Assumed termination rates were changed to be based solely on years of service in order to better fit the observed experience.
- A minor adjustment and simplification of the assumption regarding the election of optional forms of payment at retirement were made.

Changes in Plan Provisions

- There have been no changes since the prior valuation.

2015

Changes in Actuarial Assumptions

- The cost of living adjustment was assumed to increase from 2.0% annually to 2.5% annually on July 1, 2037.
- The investment return assumption was changed from 8.25% to 8.0%.

Changes in Plan Provisions

- The Duluth Teachers Retirement Fund Association was merged into TRA on June 30, 2015. This also resulted in a state-provided contribution stream of \$14.377 million until the System becomes fully funded.

2014

Changes in Actuarial Assumptions

- The cost of living adjustment was assumed to increase from 2.0% annually to 2.5% annually once the legally specified criteria was met. This was estimated to occur July 1, 2031.

Changes in Plan Provisions

- The increase in the postretirement benefit adjustment (COLA) will be made once the System is 90% funded (on a market value basis) in two consecutive years, rather than just one year.

SUPPLEMENTARY INFORMATION

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
GENERAL FUND
BALANCE SHEET
JUNE 30, 2022**

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(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	2022	2021
ASSETS		
Cash and Investments	\$ 39,763,328	\$ 43,122,678
Receivables:		
Current Taxes	15,529,083	16,033,699
Delinquent Taxes	248,865	322,463
Accounts and Interest Receivable	63,144	174,090
Due from Other Minnesota School Districts	93,304	29,631
Due from Minnesota Department of Education	10,205,611	7,679,075
Due from Federal Through the Minnesota Department of Education	6,272,284	3,073,614
Due from Other Governmental Units	525,277	41,283
Due from Other Funds	461,554	476,151
Prepays	254,436	382,338
Total Assets	\$ 73,416,886	\$ 71,335,022
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE		
Liabilities:		
Salaries and Compensated Absences Payable	\$ 4,655,219	\$ 4,799,539
Payroll Deductions and Employer Contributions Payable	5,455,014	5,423,475
Accounts and Contracts Payable	3,649,198	4,300,301
Due to Other Minnesota School Districts	1,312,268	216,024
Due to Other Governmental Units	62,827	44,424
Unearned Revenue	3,092	1,545
Total Liabilities	15,137,618	14,785,308
Deferred Inflows:		
Unavailable Revenue - Property Taxes Levied for Subsequent Year	25,556,300	26,838,224
Unavailable Revenue - Delinquent Taxes	201,068	189,610
Total Deferred Inflows of Resources	25,757,368	27,027,834
Fund Balance:		
Nonspendable:		
Prepays	254,436	382,338
Restricted for:		
Student Activities	231,296	215,674
Capital Projects Levy	521,753	794,657
Operating Capital	3,325,929	3,195,287
Area Learning Center	5,173,831	4,406,743
Long-Term Facilities Maintenance	212,365	114,943
Medical Assistance	376,714	204,234
Other Purposes	-	89,244
Committed for:		
Program Carryover - Non Capital	725,527	915,450
Program Carryover - Facilities Rental	446,149	371,898
Pro Pay Program	665,341	562,142
Assigned for:		
Planned Budget Deficit for 2023	1,810,980	5,081,823
Unassigned	18,777,579	13,187,447
Total Fund Balance	32,521,900	29,521,880
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	\$ 73,416,886	\$ 71,335,022

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
GENERAL FUND**

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**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	2022		Over (Under)	2021
	Final Budget	Actual Amounts	Final Budget	Actual Amounts
REVENUES				
Local Sources:				
Property Taxes	\$ 30,673,407	\$ 30,955,773	\$ 282,366	\$ 31,896,090
Earnings and Investments	100,000	(33,326)	(133,326)	85,161
Other	2,770,471	3,115,759	345,288	2,621,829
State Sources	87,610,045	87,017,209	(592,836)	91,092,466
Federal Sources	14,431,794	14,965,232	533,438	8,950,841
Total Revenues	135,585,717	136,020,647	434,930	134,646,387
EXPENDITURES				
Current:				
Administration:				
Salaries	3,733,181	3,756,271	23,090	3,433,998
Employee Benefits	1,416,112	1,382,197	(33,915)	1,278,773
Purchased Services	246,216	109,436	(136,780)	145,216
Supplies and Materials	145,119	119,774	(25,345)	82,700
Other Expenditures	89,936	61,455	(28,481)	62,143
Total Administration	5,630,564	5,429,133	(201,431)	5,002,830
District Support Services:				
Salaries	2,079,308	2,051,684	(27,624)	1,817,176
Employee Benefits	1,667,890	1,554,975	(112,915)	1,477,069
Purchased Services	804,896	643,399	(161,497)	604,814
Supplies and Materials	233,572	205,321	(28,251)	168,809
Other Expenditures	36,560	36,372	(188)	22,582
Total District Support Services	4,822,226	4,491,751	(330,475)	4,090,450
Elementary and Secondary Regular Instruction:				
Salaries	37,015,096	35,811,566	(1,203,530)	34,241,427
Employee Benefits	15,379,054	14,742,066	(636,988)	14,208,253
Purchased Services	3,273,643	3,185,996	(87,647)	2,251,138
Supplies and Materials	1,892,175	2,005,710	113,535	1,041,285
Other Expenditures	361,802	289,925	(71,877)	245,417
Total Elementary and Secondary Regular Instruction	57,921,770	56,035,263	(1,886,507)	51,987,520

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
GENERAL FUND**

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**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	2022		Over (Under) Final Budget	2021
	Final Budget	Actual Amounts		Actual Amounts
EXPENDITURES (Continued)				
Current (Continued):				
Vocational Education Instruction:				
Salaries	\$ 1,417,871	\$ 1,423,344	\$ 5,473	\$ 1,409,303
Employee Benefits	598,954	594,090	(4,864)	566,364
Purchased Services	76,900	91,514	14,614	73,530
Supplies and Materials	104,675	99,655	(5,020)	29,030
Other Expenditures	7,053	7,790	737	10,131
Total Vocational Education Instruction	2,205,453	2,216,393	10,940	2,088,358
Special Education Instruction:				
Salaries	16,460,640	16,400,544	(60,096)	16,101,667
Employee Benefits	7,840,155	7,226,727	(613,428)	7,072,053
Purchased Services	919,669	2,018,544	1,098,875	852,871
Supplies and Materials	277,150	256,585	(20,565)	134,098
Other Expenditures	168,608	144,317	(24,291)	151,029
Total Special Education Instruction	25,666,222	26,046,717	380,495	24,311,718
Instructional Support Services:				
Salaries	8,204,879	8,197,181	(7,698)	8,454,516
Employee Benefits	2,299,995	2,235,149	(64,846)	2,272,418
Purchased Services	291,290	141,993	(149,297)	229,868
Supplies and Materials	568,571	2,302,816	1,734,245	2,519,451
Other Expenditures	62,454	76,684	14,230	37,126
Total Instructional Support Services	11,427,189	12,953,823	1,526,634	13,513,379
Pupil Support Services:				
Salaries	1,861,990	1,812,793	(49,197)	1,892,820
Employee Benefits	799,882	739,460	(60,422)	762,258
Purchased Services	8,768,639	8,889,981	121,342	6,851,109
Supplies and Materials	145,900	212,091	66,191	146,072
Other Expenditures	52,515	42,388	(10,127)	183,456
Total Pupil Support Services	11,628,926	11,696,713	67,787	9,835,715

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
GENERAL FUND**

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**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	2022		Over (Under)	2021
	Final Budget	Actual Amounts	Final Budget	Actual Amounts
EXPENDITURES (Continued)				
Current (Continued):				
Sites and Buildings:				
Salaries	\$ 4,003,050	\$ 3,800,908	\$ (202,142)	\$ 3,828,500
Employee Benefits	1,685,892	1,568,439	(117,453)	1,664,173
Purchased Services	3,732,144	4,141,263	409,119	3,300,013
Supplies and Materials	864,610	929,279	64,669	1,221,918
Other Expenditures	109,861	19,101	(90,760)	83,204
Total Sites and Buildings	<u>10,395,557</u>	<u>10,458,990</u>	<u>63,433</u>	<u>10,097,808</u>
Fiscal and Other Fixed Costs:				
Purchased Services	455,000	426,427	(28,573)	391,943
Capital Outlay:				
Administration	104,754	14,086	(90,668)	17,282
District Support Services	206,440	90,367	(116,073)	770
Regular Instruction	69,670	30,631	(39,039)	90,859
Vocational Education Instruction	10,500	31,493	20,993	-
Special Education Instruction	613,000	321,645	(291,355)	391,289
Instructional Support Services	2,628,380	745,347	(1,883,033)	842,317
Sites and Buildings	2,164,360	2,408,131	243,771	2,523,198
Total Capital Outlay	<u>5,797,104</u>	<u>3,656,490</u>	<u>(2,140,614)</u>	<u>3,865,715</u>
Debt Service:				
Principal	74,074	84,637	10,563	245,430
Interest and Fiscal Charges	11,613	12,239	626	19,668
Total Debt Service	<u>85,687</u>	<u>96,876</u>	<u>11,189</u>	<u>265,098</u>
Total Expenditures	<u>136,035,698</u>	<u>133,508,576</u>	<u>(2,527,122)</u>	<u>125,450,534</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(449,981)	2,512,071	2,962,052	9,195,853
OTHER FINANCING SOURCES				
Sale of Real Property	300,000	300,000	-	-
Lease Proceeds	-	187,949	187,949	-
Total Other Financing Sources	<u>300,000</u>	<u>487,949</u>	<u>187,949</u>	<u>-</u>
NET CHANGE IN FUND BALANCE	<u>\$ (149,981)</u>	<u>3,000,020</u>	<u>\$ 3,150,001</u>	<u>9,195,853</u>
FUND BALANCE				
Beginning of Year		29,521,880		20,326,027
End of Year		<u>\$ 32,521,900</u>		<u>\$ 29,521,880</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
FOOD SERVICE SPECIAL REVENUE FUND
BALANCE SHEET
JUNE 30, 2022**

(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	2022	2021
ASSETS		
Cash and Investments	\$ 2,397,696	\$ 427,610
Receivables:		
Accounts and Interest Receivable	729	-
Due from Minnesota Department of Education of Education	4,856 319,362	- 956,389
Inventory	253,940	182,267
Total Assets	\$ 2,976,583	\$ 1,566,266
 LIABILITIES AND FUND BALANCE		
Liabilities:		
Salaries and Compensated Absences Payable	\$ 165,971	\$ 138,414
Payroll Deductions and Employer Contributions Payable	140,157	133,629
Accounts and Contracts Payable	63,437	71,411
Due to Other Governmental Units	24	-
Unearned Revenue	95,532	103,687
Total Liabilities	465,121	447,141
Fund Balance:		
Nonspendable:		
Inventory	253,940	182,267
Restricted for:		
Other Purposes	2,257,522	936,858
Total Fund Balance	2,511,462	1,119,125
Total Liabilities and Fund Balance	\$ 2,976,583	\$ 1,566,266

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
FOOD SERVICE SPECIAL REVENUE FUND**

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**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	2022		2021	
	Final Budget	Actual Amounts	Over (Under) Final Budget	Actual Amounts
REVENUES				
Local Sources:				
Earnings and Investments	\$ 1,000	\$ (1,195)	\$ (2,195)	\$ 484
Other - Primarily Meal Sales	64,750	83,907	19,157	14,229
State Sources	160,000	168,745	8,745	104,895
Federal Sources	5,733,107	6,053,199	320,092	4,338,323
Total Revenues	5,958,857	6,304,656	345,799	4,457,931
EXPENDITURES				
Current:				
Salaries	1,963,023	1,994,326	31,303	1,911,797
Employee Benefits	590,692	566,599	(24,093)	574,300
Purchased Services	98,614	95,112	(3,502)	79,332
Supplies and Materials	2,386,943	2,250,328	(136,615)	1,775,457
Other Expenditures	7,000	7,432	432	4,804
Capital Outlay	20,000	7,497	(12,503)	18,658
Total Expenditures	5,066,272	4,921,294	(144,978)	4,364,348
EXCESS OF REVENUES OVER EXPENDITURES	892,585	1,383,362	490,777	93,583
OTHER FINANCING SOURCES				
Sale of Equipment	10,000	8,975	(1,025)	338
NET CHANGE IN FUND BALANCE	<u>\$ 902,585</u>	1,392,337	<u>\$ 489,752</u>	93,921
FUND BALANCE				
Beginning of Year		1,119,125		1,025,204
End of Year		<u>\$ 2,511,462</u>		<u>\$ 1,119,125</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
COMMUNITY SERVICE SPECIAL REVENUE FUND
BALANCE SHEET
JUNE 30, 2022**

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(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	2022	2021
ASSETS		
Cash and Investments	\$ 4,074,258	\$ 3,140,377
Receivables:		
Current Taxes	847,350	855,576
Delinquent Taxes	13,565	17,885
Accounts and Interest Receivable	41,738	110,942
Due from Other Minnesota School Districts	112,074	-
Due from Minnesota Department of Education	209,684	246,287
Due from Federal Through the Minnesota Department of Education	79,761	16,837
Total Assets	\$ 5,378,430	\$ 4,387,904
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE		
Liabilities:		
Salaries and Compensated Absences Payable	\$ 217,216	\$ 155,257
Payroll Deductions and Employer Contributions Payable	160,999	122,609
Accounts and Contracts Payable	82,177	176,587
Due to Other Governmental Units	50	325
Unearned Revenue	108,989	209,658
Total Liabilities	569,431	664,436
Deferred Inflows of Resources:		
Property Taxes Levied for Subsequent Year	1,602,379	1,640,765
Unavailable Revenue - Delinquent Taxes	11,110	10,071
Total Deferred Inflows of Resources	1,613,489	1,650,836
Fund Balance:		
Restricted for:		
Community Education	2,375,459	1,430,281
Early Childhood and Family Education	212,310	12,334
School Readiness	577,712	588,050
Adult Basic Education	29,077	-
Other Purposes	952	41,967
Total Fund Balance	3,195,510	2,072,632
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	\$ 5,378,430	\$ 4,387,904

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
COMMUNITY SERVICE SPECIAL REVENUE FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

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	2022			2021
	Final Budget	Actual Amounts	Over (Under) Final Budget	Actual Amounts
REVENUES				
Local Sources:				
Property Taxes	\$ 1,640,765	\$ 1,635,122	\$ (5,643)	\$ 1,805,658
Earnings and Investments	5,000	(3,429)	(8,429)	5,351
Other - Primarily Tuition and Fees	2,931,875	2,971,983	40,108	2,294,756
State Sources	1,730,589	1,532,851	(197,738)	1,761,222
Federal Sources	291,122	259,906	(31,216)	247,722
Total Revenues	6,599,351	6,396,433	(202,918)	6,114,709
EXPENDITURES				
Current:				
Salaries	3,398,547	3,321,122	(77,425)	3,236,009
Employee Benefits	1,137,967	1,089,103	(48,864)	1,215,278
Purchased Services	603,053	509,555	(93,498)	383,051
Supplies and Materials	360,296	312,618	(47,678)	321,235
Other Expenditures	36,499	26,461	(10,038)	28,717
Capital Outlay	82,500	14,696	(67,804)	1,037
Total Expenditures	5,618,862	5,273,555	(345,307)	5,185,327
NET CHANGE IN FUND BALANCE	\$ 980,489	1,122,878	\$ 142,389	929,382
FUND BALANCE				
Beginning of Year		2,072,632		1,143,250
End of Year		\$ 3,195,510		\$ 2,072,632

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
 INDEPENDENT SCHOOL DISTRICT NO. 191
 CAPITAL PROJECTS – BUILDING CONSTRUCTION FUND
 BALANCE SHEET
 JUNE 30, 2022**

(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	2022	2021
ASSETS		
Cash and Investments	\$ 120,723	\$ 1,725,207
LIABILITIES AND FUND BALANCE		
Liabilities:		
Accounts and Contracts Payable	120,723	67,512
Fund Balance:		
Restricted for:		
Restricted for Other Purposes	-	1,657,695
Total Liabilities and Fund Balance	\$ 120,723	\$ 1,725,207

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
CAPITAL PROJECTS – BUILDING CONSTRUCTION FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	2022		Over (Under) Final Budget	2021
	Final Budget	Actual Amounts		Actual Amounts
REVENUES				
Local Sources:				
Earnings and Investments	\$ 250	438	\$ 188	\$ 246
EXPENDITURES				
Current:				
Purchased Services	105,000	209,530	104,530	107,290
Capital Outlay	1,552,945	1,448,603	(104,342)	326,524
Total Expenditures	<u>1,657,945</u>	<u>1,658,133</u>	<u>188</u>	<u>433,814</u>
NET CHANGE IN FUND BALANCE	<u>\$ (1,657,695)</u>	(1,657,695)	<u>\$ -</u>	(433,568)
FUND BALANCE				
Beginning of Year		1,657,695		2,091,263
End of Year		<u>\$ -</u>		<u>\$ 1,657,695</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
DEBT SERVICE FUND
BALANCE SHEET
JUNE 30, 2022**

(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	Regular Debt Service	OPEB Debt Service	Totals	
			2022	2021
ASSETS				
Cash and Investments	\$ 9,617,358	\$ 1,013,878	\$ 10,631,236	\$ 9,703,699
Receivables:				
Current Taxes	4,830,053	685,277	5,515,330	6,160,655
Delinquent Taxes	84,604	12,250	96,854	117,473
Due from Minnesota Department of Education	16,597	-	16,597	26,524
Leases Receivable	503,819	-	503,819	-
	<u>\$ 15,052,431</u>	<u>\$ 1,711,405</u>	<u>\$ 16,763,836</u>	<u>\$ 16,008,351</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE				
Deferred Inflows:				
Leases Receivable	\$ 465,027	\$ -	\$ 465,027	\$ -
Property Taxes Levied for Subsequent Year	9,133,673	1,295,891	10,429,564	11,814,259
Unavailable Revenue - Delinquent Taxes	67,513	9,840	77,353	70,377
Total Deferred Inflows of Resources	<u>9,666,213</u>	<u>1,305,731</u>	<u>10,971,944</u>	<u>11,884,636</u>
Fund Balance:				
Restricted for:				
Restricted for Other Purposes	<u>5,386,218</u>	<u>405,674</u>	<u>5,791,892</u>	<u>4,123,715</u>
	<u>\$ 15,052,431</u>	<u>\$ 1,711,405</u>	<u>\$ 16,763,836</u>	<u>\$ 16,008,351</u>
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	<u>\$ 15,052,431</u>	<u>\$ 1,711,405</u>	<u>\$ 16,763,836</u>	<u>\$ 16,008,351</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
DEBT SERVICE FUND**

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**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	2022				2021	
	Final Budgeted Amounts	Regular Debt Service	OPEB Debt Service	Total Actual Amounts	Over (Under) Final Budget	Actual Amounts
REVENUES						
Local Sources:						
Property Taxes	\$ 11,814,259	\$ 10,304,794	\$ 1,467,314	\$ 11,772,108	\$ (42,151)	\$ 10,922,497
Earnings and Investments	24,634	(14,687)	(1,002)	(15,689)	(40,323)	19,188
Other	217,371	256,163	-	256,163	38,792	214,127
State Sources	163,302	157,543	3	157,546	(5,756)	267,375
Total Revenues	<u>12,219,566</u>	<u>10,703,813</u>	<u>1,466,315</u>	<u>12,170,128</u>	<u>(49,438)</u>	<u>11,423,187</u>
EXPENDITURES						
Debt Service:						
Bond Principal	7,085,000	5,920,000	1,165,000	7,085,000	-	7,090,000
Bond Interest	4,271,665	4,038,895	232,770	4,271,665	-	4,511,871
Paying Agent Fees and Other	123,335	120,245	475	120,720	(2,615)	171,857
Total Expenditures	<u>11,480,000</u>	<u>10,079,140</u>	<u>1,398,245</u>	<u>11,477,385</u>	<u>(2,615)</u>	<u>11,773,728</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	739,566	624,673	68,070	692,743	(46,823)	(350,541)
OTHER FINANCING SOURCES (USES)						
Sale of Bonds	9,680,000	9,680,000	-	9,680,000	-	11,485,000
Bond Premium	2,143,678	2,143,678	-	2,143,678	-	1,477,046
Payment to Refunded Bond Escrow Agent	(11,705,000)	(11,705,000)	-	(11,705,000)	-	(12,785,000)
Sale of Real Property	856,756	856,756	-	856,756	-	-
Total Other Financing Sources (Uses)	<u>975,434</u>	<u>975,434</u>	<u>-</u>	<u>975,434</u>	<u>-</u>	<u>177,046</u>
NET CHANGE IN FUND BALANCE	<u>\$ 1,715,000</u>	1,600,107	68,070	1,668,177	<u>\$ (46,823)</u>	(173,495)
FUND BALANCE						
Beginning of Year		3,786,111	337,604	4,123,715		4,297,210
End of Year		<u>\$ 5,386,218</u>	<u>\$ 405,674</u>	<u>\$ 5,791,892</u>		<u>\$ 4,123,715</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
INTERNAL SERVICE FUND
COMBINING STATEMENT OF NET POSITION
JUNE 30, 2022**

(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2021)

	Self- Insurance Dental	Self- Insurance Health	Severance Benefits	OPEB Revocable Trust	Totals	
					2022	2021
ASSETS						
Cash and Investments	\$ 553,066	\$ 13,496,695	\$ 3,339,726	\$ 11,540,839	\$ 28,930,326	\$ 31,969,039
Accounts Receivable	460	70,233	-	-	70,693	25,014
Interest Receivable	-	-	-	9,694	9,694	49,117
Due from Other Funds	5,875	308,383	-	-	314,258	398,778
Total Assets	<u>559,401</u>	<u>13,875,311</u>	<u>3,339,726</u>	<u>11,550,533</u>	<u>29,324,971</u>	<u>32,441,948</u>
LIABILITIES						
Current Liabilities:						
Health and Dental Claims Payable	51,573	2,918,942	378,438	-	3,348,953	2,854,954
Due to Plan Participants	-	3,546,826	-	-	3,546,826	3,896,172
Severance Benefits Payable	-	-	164,167	-	164,167	195,574
Due to Other Funds	-	-	-	775,812	775,812	874,929
Unearned Revenue	10,631	59,083	-	-	69,714	56,712
Total Current Liabilities	<u>62,204</u>	<u>6,524,851</u>	<u>542,605</u>	<u>775,812</u>	<u>7,905,472</u>	<u>7,878,341</u>
Noncurrent Liabilities:						
Severance Benefits Payable	-	-	518,508	-	518,508	778,495
Total Liabilities	<u>62,204</u>	<u>6,524,851</u>	<u>1,061,113</u>	<u>775,812</u>	<u>8,423,980</u>	<u>8,656,836</u>
NET POSITION						
Unrestricted	<u>\$ 497,197</u>	<u>\$ 7,350,460</u>	<u>\$ 2,278,613</u>	<u>\$ 10,774,721</u>	<u>\$ 20,900,991</u>	<u>\$ 23,785,112</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
INTERNAL SERVICE FUND**

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**COMBINING STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN NET POSITION
YEAR ENDED JUNE 30, 2022
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)**

	Self-	Self-	Severance Benefits	OPEB	Totals	
	Insurance Dental	Insurance Health		Revocable Trust	2022	2021
OPERATING REVENUES						
Charges for Services	\$ 844,904	\$ 20,817,564	\$ 291,394	\$ -	\$ 21,953,862	21,448,411
Other Services	27,470	584,358	-	-	611,828	675,133
Total Operating Revenues	<u>872,374</u>	<u>21,401,922</u>	<u>291,394</u>	<u>-</u>	<u>22,565,690</u>	<u>22,123,544</u>
OPERATING EXPENSES						
Health Insurance Claim Payments	-	22,518,961	-	-	22,518,961	21,655,372
Dental Insurance Claim Payments	835,266	-	-	-	835,266	877,372
Severance Payments	-	-	460,363	-	460,363	537,408
OPEB Payments	-	-	-	795,812	795,812	921,177
Total Operating Expenses	<u>835,266</u>	<u>22,518,961</u>	<u>460,363</u>	<u>795,812</u>	<u>24,610,402</u>	<u>23,991,329</u>
OPERATING INCOME (LOSS)	37,108	(1,117,039)	(168,969)	(795,812)	(2,044,712)	(1,867,785)
NONOPERATING INCOME						
Earnings on Investments	(466)	11,868	(3,516)	(847,295)	(839,409)	1,494,808
CHANGE IN NET POSITION	36,642	(1,105,171)	(172,485)	(1,643,107)	(2,884,121)	(372,977)
Net Position - Beginning	<u>460,555</u>	<u>8,455,631</u>	<u>2,451,098</u>	<u>12,417,828</u>	<u>23,785,112</u>	<u>24,158,089</u>
NET POSITION - ENDING	<u>\$ 497,197</u>	<u>\$ 7,350,460</u>	<u>\$ 2,278,613</u>	<u>\$ 10,774,721</u>	<u>\$ 20,900,991</u>	<u>\$ 23,785,112</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
INTERNAL SERVICE FUND
COMBINING STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022**

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(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2021)

	Self- Insurance Dental	Self- Insurance Health	Severance Benefits	OPEB Revocable Trust	Totals	
					2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES						
Receipts from Interfund Services Provided	\$ 876,017	\$ 21,450,122	\$ 291,394	\$ -	\$ 22,617,533	\$ 22,712,065
Payments for Health and Dental Claims	(834,825)	(22,601,573)	-	-	(23,436,398)	(21,441,549)
Payments to Employee OPEB	-	-	-	(894,929)	(894,929)	(980,763)
Payments for Severance Benefits	-	-	(524,933)	-	(524,933)	(377,490)
Net Cash Provided (Used) by Operating Activities	41,192	(1,151,451)	(233,539)	(894,929)	(2,238,727)	(87,737)
CASH FLOWS FROM INVESTING ACTIVITIES						
Interest Received	(466)	11,868	(3,516)	(807,872)	(799,986)	1,571,208
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	40,726	(1,139,583)	(237,055)	(1,702,801)	(3,038,713)	1,483,471
Cash and Cash Equivalents - Beginning	512,340	14,636,278	3,576,781	13,243,640	31,969,039	30,485,568
CASH AND CASH EQUIVALENTS - ENDING	<u>\$ 553,066</u>	<u>\$ 13,496,695</u>	<u>\$ 3,339,726</u>	<u>\$ 11,540,839</u>	<u>\$ 28,930,326</u>	<u>\$ 31,969,039</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES						
Operating Income (Loss)	\$ 37,108	\$ (1,117,039)	\$ (168,969)	\$ (795,812)	\$ (2,044,712)	\$ (1,867,785)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:						
(Increase) in Accounts Receivable	(460)	(45,219)	-	-	(45,679)	(25,000)
Decrease in Due from Other Funds	1,723	82,797	-	-	84,520	600,062
Increase in Claims Payable	441	266,734	226,824	-	493,999	862,762
Increase in Due to Plan Participants	-	(349,346)	-	-	(349,346)	251,464
(Decrease) in Severance Benefits Payable	-	-	(291,394)	-	(291,394)	136,887
(Decrease) in Due to Other Funds	-	-	-	(99,117)	(99,117)	(59,586)
Increase in Unearned Revenues	2,380	10,622	-	-	13,002	13,459
Total Adjustments	4,084	(34,412)	(64,570)	(99,117)	(194,015)	1,780,048
Net Cash Provided (Used) by Operating Activities	<u>\$ 41,192</u>	<u>\$ (1,151,451)</u>	<u>\$ (233,539)</u>	<u>\$ (894,929)</u>	<u>\$ (2,238,727)</u>	<u>\$ (87,737)</u>
Total Cash and Investments per Statement of Net Position	<u>\$ 553,066</u>	<u>\$ 13,496,695</u>	<u>\$ 3,339,726</u>	<u>\$ 11,540,839</u>	<u>\$ 28,930,326</u>	<u>\$ 31,969,039</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
UNIFORM FINANCIAL ACCOUNTING AND REPORTING STANDARDS
COMPLIANCE TABLE
YEAR ENDED JUNE 30, 2022**

	AUDIT	UFARS	DIFFERENCE
01 GENERAL FUND			
Total Revenue	\$ 136,020,647	\$ 136,020,648	\$ (1)
Total Expenditures	\$ 133,508,576	\$ 133,508,578	\$ (2)
<i>Nonspendable:</i>			
460 Nonspendable Fund Balance	\$ 254,436	\$ 254,436	\$ -
<i>Restricted:</i>			
401 Student Activities	\$ 231,296	\$ 231,296	\$ -
402 Scholarships	\$ -	\$ -	\$ -
403 Staff Development	\$ -	\$ -	\$ -
405 Deferred Maintenance	\$ -	\$ -	\$ -
406 Health and Safety	\$ -	\$ -	\$ -
407 Capital Project Levy	\$ 521,753	\$ 521,753	\$ -
408 Cooperative Programs	\$ -	\$ -	\$ -
413 Projects Funded by COP	\$ -	\$ -	\$ -
414 Operating Debt	\$ -	\$ -	\$ -
416 Levy Reduction	\$ -	\$ -	\$ -
417 Taconite Building Maintenance	\$ -	\$ -	\$ -
424 Operating Capital	\$ 3,325,929	\$ 3,325,930	\$ (1)
426 \$25 Taconite	\$ -	\$ -	\$ -
427 Disabled Accessibility	\$ -	\$ -	\$ -
428 Learning and Development	\$ -	\$ -	\$ -
434 Area Learning Center	\$ 5,173,831	\$ 5,173,831	\$ -
435 Contracted Alternative Programs	\$ -	\$ -	\$ -
436 State-Approved Alternative Programs	\$ -	\$ -	\$ -
438 Gifted and Talented	\$ -	\$ -	\$ -
440 Teacher Development and Evaluations	\$ -	\$ -	\$ -
441 Basic Skills Programs	\$ -	\$ -	\$ -
445 Career and Technical Programs	\$ -	\$ -	\$ -
448 Achievement and Integration	\$ -	\$ -	\$ -
449 Sage Schools Crime Levy	\$ -	\$ -	\$ -
451 QZAB Payments	\$ -	\$ -	\$ -
452 OPEB Liability Not Held in Trust	\$ -	\$ -	\$ -
453 Unfunded Severance & Retirement Levy	\$ -	\$ -	\$ -
464 Restricted Fund Balance	\$ -	\$ -	\$ -
467 LTFM	\$ 212,365	\$ 212,365	\$ -
472 Medical Assistance	\$ 376,714	\$ 376,714	\$ -
<i>Committed:</i>			
418 Committed for Separation	\$ -	\$ -	\$ -
461 Committed Fund Balance	\$ 1,837,017	\$ 1,837,017	\$ -
<i>Assigned:</i>			
462 Assigned Fund Balance	\$ 1,810,980	\$ 1,810,980	\$ -
<i>Unassigned:</i>			
422 Unassigned Fund Balance	\$ 18,777,579	\$ 18,777,575	\$ 4
02 FOOD SERVICE			
Total Revenue	\$ 6,304,656	\$ 6,304,656	\$ -
Total Expenditures	\$ 4,921,294	\$ 4,921,295	\$ (1)
<i>Nonspendable:</i>			
460 Nonspendable Fund Balance	\$ 253,940	\$ 253,940	\$ -
<i>Restricted:</i>			
452 OPEB Liability Not Held in Trust	\$ -	\$ -	\$ -
464 Restricted Fund Balance	\$ 2,257,522	\$ 2,257,520	\$ 2
<i>Unassigned:</i>			
463 Unassigned Fund Balance	\$ -	\$ -	\$ -
04 COMMUNITY SERVICE			
Total Revenue	\$ 6,396,433	\$ 6,396,431	\$ 2
Total Expenditures	\$ 5,273,555	\$ 5,273,554	\$ 1
<i>Nonspendable:</i>			
460 Nonspendable Fund Balance	\$ -	\$ -	\$ -
<i>Restricted:</i>			
426 \$25 Taconite	\$ -	\$ -	\$ -
431 Community Education	\$ 2,375,459	\$ 2,375,460	\$ (1)
432 E.C.F.E.	\$ 212,310	\$ 212,310	\$ -
440 Teacher Development and Evaluations	\$ -	\$ -	\$ -
444 School Readiness	\$ 577,712	\$ 577,712	\$ -
447 Adult Basic Education	\$ 29,077	\$ 29,076	\$ 1
452 OPEB Liability Not Held in Trust	\$ -	\$ -	\$ -
464 Restricted Fund Balance	\$ 952	\$ 952	\$ -
<i>Unassigned:</i>			
463 Unassigned Fund Balance	\$ -	\$ -	\$ -

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
UNIFORM FINANCIAL ACCOUNTING AND REPORTING STANDARDS
COMPLIANCE TABLE (CONTINUED)
YEAR ENDED JUNE 30, 2022**

	AUDIT	UFARS	DIFFERENCE
06 BUILDING CONSTRUCTION			
Total Revenue	\$ 438	\$ 438	\$ -
Total Expenditures	\$ 1,658,133	\$ 1,658,133	\$ -
<i>Nonspendable:</i>			
460 Nonspendable Fund Balance	\$ -	\$ -	\$ -
<i>Restricted:</i>			
407 Capital Projects Levy	\$ -	\$ -	\$ -
409 Alternative Facility Program	\$ -	\$ -	\$ -
413 Projects Funded by COP	\$ -	\$ -	\$ -
464 Restricted Fund Balance	\$ -	\$ -	\$ -
467 LTFM	\$ -	\$ -	\$ -
<i>Unassigned:</i>			
463 Unassigned Fund Balance	\$ -	\$ -	\$ -
07 DEBT SERVICE			
Total Revenue	\$ 10,703,813	\$ 10,703,814	\$ (1)
Total Expenditures	\$ 10,079,140	\$ 10,079,140	\$ -
<i>Nonspendable:</i>			
460 Nonspendable Fund Balance	\$ -	\$ -	\$ -
<i>Restricted:</i>			
425 Bond Refunding	\$ -	\$ -	\$ -
451 QZAB and QSCB Payments	\$ -	\$ -	\$ -
464 Restricted Fund Balance	\$ 5,386,218	\$ 5,386,218	\$ -
<i>Unassigned:</i>			
463 Unassigned Fund Balance	\$ -	\$ -	\$ -
08 TRUST			
Total Revenue	\$ -	\$ -	\$ -
Total Expenditures	\$ -	\$ -	\$ -
<i>Net Position:</i>			
422 Net Position	\$ -	\$ -	\$ -
18 CUSTODIAL FUND			
Total Revenue	\$ -	\$ -	\$ -
Total Expenditures	\$ -	\$ -	\$ -
<i>Net Position:</i>			
401 Student Activities	\$ -	\$ -	\$ -
402 Scholarships	\$ -	\$ -	\$ -
422 Net Position	\$ -	\$ -	\$ -
20 INTERNAL SERVICE			
Total Revenue	\$ 22,573,576	\$ 22,573,576	\$ -
Total Expenditures	\$ 23,814,590	\$ 23,814,592	\$ (2)
<i>Net Position:</i>			
422 Net Position	\$ 10,126,270	\$ 10,126,269	\$ 1
25 OPEB REVOCABLE TRUST			
Total Revenue	\$ (847,295)	\$ (847,295)	\$ -
Total Expenditures	\$ 795,812	\$ 795,812	\$ -
<i>Net Position:</i>			
422 Net Position	\$ 10,774,721	\$ 10,774,721	\$ -
45 OPEB IRREVOCABLE TRUST			
Total Revenue	\$ -	\$ -	\$ -
Total Expenditures	\$ -	\$ -	\$ -
<i>Net Position:</i>			
422 Net Position	\$ -	\$ -	\$ -
47 OPEB DEBT SERVICE			
Total Revenue	\$ 1,466,315	\$ 1,466,315	\$ -
Total Expenditures	\$ 1,398,245	\$ 1,398,245	\$ -
<i>Nonspendable:</i>			
460 Nonspendable Fund Balance	\$ -	\$ -	\$ -
<i>Restricted:</i>			
425 Bond Refunding	\$ -	\$ -	\$ -
464 Restricted Fund Balance	\$ 405,674	\$ 405,673	\$ 1
<i>Unassigned:</i>			
463 Unassigned Fund Balance	\$ -	\$ -	\$ -

STATISTICAL SECTION (UNAUDITED)

This part of the Independent School District No. 191 annual comprehensive financial report presents detailed information as a context for understanding the information in the financial statements, note disclosures, and required supplementary information says about the District's overall financial health.

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Financial Trends	
These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over time.	106
Revenue Capacity	
These schedules contain information to help the reader assess the District's most significant local revenue source, the property tax.	114
Debt Capacity	
These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.	122
Demographic and Economic Information	
These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.	127
Operating Information	
These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to services the District provides and the activities it performs.	129

Sources: Unless otherwise noted, the information in these tables is derived from the comprehensive financial reports for the relevant year.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
 INDEPENDENT SCHOOL DISTRICT NO. 191
 NET POSITION BY COMPONENT
 LAST TEN FISCAL YEARS
 (ACCRUAL BASIS OF ACCOUNTING)
 (UNAUDITED)**

	Fiscal Year			
	2013	2014	2015	2016
Governmental Activities				
Net Investment in Capital Assets	\$ 30,342,438	\$ 30,452,283	\$ 27,062,458	\$ 22,196,478
Restricted	6,159,342	5,749,042	7,527,306	6,488,027
Unrestricted	22,916,072	21,984,806	(58,671,372)	(51,635,923)
Total Governmental Activities Net Position	\$ 59,417,852	\$ 58,186,131	\$ (24,081,608)	\$ (22,951,418)

Source: District's financial records.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
 INDEPENDENT SCHOOL DISTRICT NO. 191
 NET POSITION BY COMPONENT (CONTINUED)
 LAST TEN FISCAL YEARS
 (ACCRUAL BASIS OF ACCOUNTING)
 (UNAUDITED)**

Fiscal Year					
2017	2018	2019	2020	2021	2022
\$ 17,935,621	\$ 21,465,486	\$ 17,556,925	\$ 18,169,748	\$ 18,451,265	\$ 15,754,751
6,015,244	5,821,544	7,213,277	10,055,184	12,222,610	15,559,970
<u>(82,095,271)</u>	<u>(132,084,628)</u>	<u>(102,679,715)</u>	<u>(104,737,977)</u>	<u>(99,949,434)</u>	<u>(88,670,448)</u>
<u>\$ (58,144,406)</u>	<u>\$ (104,797,598)</u>	<u>\$ (77,909,513)</u>	<u>\$ (76,513,045)</u>	<u>\$ (69,275,559)</u>	<u>\$ (57,355,727)</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
CHANGES IN NET POSITION
LAST TEN FISCAL YEARS
(ACCRUAL BASIS OF ACCOUNTING)
(UNAUDITED)**

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	Fiscal Year			
	2013	2014	2015	2016
Expenses				
Governmental Activities:				
Administration	\$ 5,017,728	\$ 5,222,596	\$ 5,495,447	\$ 5,372,409
District Support Services	3,558,217	3,395,055	3,719,700	2,732,153
Elementary and Secondary Regular Instruction	50,949,918	51,729,124	52,233,831	51,786,010
Vocational Education Instruction	1,312,146	1,236,118	1,376,740	1,399,185
Special Education Instruction	20,061,117	22,197,325	24,497,781	23,575,099
Instructional Support Services	7,811,846	10,268,318	10,962,774	10,534,435
Pupil Support Services	9,868,782	10,347,505	10,621,468	9,691,454
Sites and Buildings	17,070,641	15,688,853	16,747,542	19,295,728
Fiscal and Other Fixed Cost Programs	295,956	359,332	378,575	398,068
Food Service	4,900,535	4,945,020	5,059,060	5,535,377
Community Service	5,011,420	5,852,106	6,151,189	6,580,796
Interest and Fiscal Charges on Debt	4,274,825	4,487,298	6,948,424	6,781,498
Total Governmental Activities Expenses	<u>130,133,131</u>	<u>135,728,650</u>	<u>144,192,531</u>	<u>143,682,212</u>
Program Revenues				
Governmental Activities:				
Charges for Services:				
Administration	1,029	3,075	194,914	210,784
District Support Services	109,146	107,339	-	-
Regular Instruction	938,224	835,616	716,947	800,869
Vocational Education Instruction	2,168	-	-	-
Special Education Instruction	314,860	401,262	351,834	381,559
Instructional Support Services	777	725	262	112
Pupil Support Services	53,446	52,946	164,802	64,797
Sites and Buildings	236,430	399,322	273,804	223,790
Food Service	1,961,046	1,807,330	1,688,935	1,621,218
Community Service	3,250,050	3,389,114	3,457,191	3,390,724
Operating Grants and Contributions	27,428,931	29,387,695	29,737,748	29,394,748
Capital Grants and Contributions	903,453	985,391	1,398,776	1,236,991
Total Governmental Activities Program Revenues	<u>35,199,560</u>	<u>37,369,815</u>	<u>37,985,213</u>	<u>37,325,592</u>
Net Expense				
Governmental Activities	(94,933,571)	(98,358,835)	(106,207,318)	(106,356,620)
General Revenues and Other Changes in Net Position				
Governmental Activities:				
Property Taxes:				
Property Taxes, Levied for General Purposes	24,589,073	15,967,774	21,784,467	22,877,675
Property Taxes, Levied for Capital Projects	-	-	-	1,200,000
Property Taxes, Levied for Community Service	985,656	484,038	1,077,297	1,238,633
Property Taxes, Levied for Debt Service	8,982,183	9,373,229	10,125,067	9,742,800
General Grants and Aids	61,702,475	71,455,903	68,576,907	70,513,775
Other General Revenues	278,153	294,357	728,393	1,071,088
Investment Earnings	77,510	348,647	322,603	842,839
Total Governmental Activities	<u>96,615,050</u>	<u>97,923,948</u>	<u>102,614,734</u>	<u>107,486,810</u>
Change in Net Position	<u>\$ 1,681,479</u>	<u>\$ (434,887)</u>	<u>\$ (3,592,584)</u>	<u>\$ 1,130,190</u>

Source: District's financial records.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
CHANGES IN NET POSITION (CONTINUED)
LAST TEN FISCAL YEARS
(ACCRUAL BASIS OF ACCOUNTING)
(UNAUDITED)**

	Fiscal Year					
	2017	2018	2019	2020	2021	2022
\$ 7,177,258	\$ 7,064,664	\$ 4,498,702	\$ 6,283,726	\$ 5,166,623	\$ 5,146,405	
4,591,300	5,416,849	3,580,259	4,499,129	4,169,348	4,541,713	
84,957,113	84,580,748	46,871,276	67,088,099	64,783,060	63,294,480	
2,662,664	2,727,220	1,425,163	2,291,553	2,236,379	2,107,317	
32,487,928	31,733,029	17,808,445	26,266,898	26,088,835	24,494,292	
15,404,303	15,039,975	11,229,401	13,321,257	15,008,017	13,021,759	
12,265,084	12,947,885	10,957,678	12,442,456	9,996,462	11,406,634	
9,334,739	10,134,372	11,424,974	7,998,838	9,705,716	11,129,335	
353,822	313,683	336,761	393,852	391,943	426,427	
5,989,896	5,952,121	5,940,220	5,603,072	4,397,704	4,955,498	
7,763,673	8,255,773	6,684,160	6,232,992	5,246,669	4,995,800	
7,150,741	5,109,211	4,401,719	4,254,002	3,968,235	2,951,742	
<u>190,138,521</u>	<u>189,275,530</u>	<u>125,158,758</u>	<u>156,675,874</u>	<u>151,158,991</u>	<u>148,471,402</u>	
226,224	222,431	190,346	212,676	217,776	272,600	
-	4,349	5,225	11,610	3,040	4,207	
640,147	541,823	560,837	303,228	203,657	307,145	
-	420	490	560	-	-	
363,885	531,289	384,019	381,426	568,522	784,954	
-	15	534	12,818	1,102	17,383	
79,865	88,931	87,135	61,562	22,230	67,427	
278,415	276,796	307,817	310,907	315,763	336,262	
1,653,583	1,679,706	1,578,052	1,118,791	-	47,741	
3,266,333	3,495,283	3,630,543	3,011,600	2,021,666	2,608,216	
32,886,488	30,630,308	27,140,691	33,011,399	37,491,428	42,182,191	
1,153,072	1,417,759	1,464,809	1,353,380	1,085,774	1,948,280	
<u>40,548,012</u>	<u>38,889,110</u>	<u>35,350,498</u>	<u>39,789,957</u>	<u>41,930,958</u>	<u>48,576,406</u>	
(149,590,509)	(150,386,420)	(89,808,260)	(116,885,917)	(109,228,033)	(99,894,996)	
25,712,820	26,224,210	30,350,044	30,536,476	31,931,034	30,967,231	
-	-	-	-	-	-	
1,545,989	1,554,844	1,403,837	1,536,763	1,807,827	1,636,161	
11,915,513	10,476,105	10,401,754	11,720,386	10,931,280	11,779,084	
72,447,212	72,254,897	72,209,515	71,259,679	68,832,548	66,786,109	
1,259,886	843,809	571,326	1,729,530	1,357,592	1,538,853	
1,516,101	1,603,649	1,759,869	1,404,935	1,605,238	(892,610)	
<u>114,397,521</u>	<u>112,957,514</u>	<u>116,696,345</u>	<u>118,187,769</u>	<u>116,465,519</u>	<u>111,814,828</u>	
<u>\$ 35,192,988</u>	<u>\$ (37,428,906)</u>	<u>\$ 26,888,085</u>	<u>\$ 1,301,852</u>	<u>\$ 7,237,486</u>	<u>\$ 11,919,832</u>	

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
FUND BALANCES, GOVERNMENTAL FUNDS
LAST TEN FISCAL YEARS
(MODIFIED ACCRUAL BASIS OF ACCOUNTING)
(UNAUDITED)**

	Fiscal Year			
	2013	2014	2015	2016
General Fund				
Nonspendable	\$ 270,695	\$ 256,197	\$ 647,352	\$ -
Restricted	3,867,464	3,633,869	3,831,642	4,196,553
Committed	1,903,201	2,067,348	1,393,434	1,176,269
Assigned	-	-	-	-
Unassigned	17,472,471	16,003,177	14,805,438	15,748,008
Total General Fund	<u>\$ 23,513,831</u>	<u>\$ 21,960,591</u>	<u>\$ 20,677,866</u>	<u>\$ 21,120,830</u>
All Other Governmental Funds				
Nonspendable	\$ 22,033	\$ 26,984	\$ 67,157	\$ 122,264
Restricted, Reported in:	23,784,859	15,889,247	77,192,716	74,776,954
All Other Governmental Funds	<u>\$ 23,806,892</u>	<u>\$ 15,916,231</u>	<u>\$ 77,259,873</u>	<u>\$ 74,899,218</u>
Total All Funds	<u>\$ 47,320,723</u>	<u>\$ 37,876,822</u>	<u>\$ 97,937,739</u>	<u>\$ 96,020,048</u>

Source: District's financial records

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
FUND BALANCES, GOVERNMENTAL FUNDS (CONTINUED)
LAST TEN FISCAL YEARS
(MODIFIED ACCRUAL BASIS OF ACCOUNTING)
(UNAUDITED)**

Fiscal Year					
2017	2018	2019	2020	2021	2022
\$ 328,969	\$ 374,535	\$ 469,392	\$ 435,457	\$ 382,338	\$ 254,436
4,027,713	4,158,407	5,847,738	7,878,828	9,020,782	9,841,888
1,293,948	1,257,804	1,550,194	1,735,209	1,849,490	1,837,017
-	-	-	-	5,081,823	1,810,980
14,466,101	10,024,458	7,417,075	10,276,533	13,187,447	18,777,579
<u>\$ 20,116,731</u>	<u>\$ 15,815,204</u>	<u>\$ 15,284,399</u>	<u>\$ 20,326,027</u>	<u>\$ 29,521,880</u>	<u>\$ 32,521,900</u>
\$ 177,574	\$ 190,617	\$ 2,452,384	\$ 244,230	\$ 182,267	\$ 253,940
40,759,460	8,370,219	5,147,420	8,312,697	8,790,900	11,244,924
<u>\$ 40,937,034</u>	<u>\$ 8,560,836</u>	<u>\$ 7,599,804</u>	<u>\$ 8,556,927</u>	<u>\$ 8,973,167</u>	<u>\$ 11,498,864</u>
<u>\$ 61,053,765</u>	<u>\$ 24,376,040</u>	<u>\$ 22,884,203</u>	<u>\$ 28,882,954</u>	<u>\$ 38,495,047</u>	<u>\$ 44,020,764</u>

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
CHANGES IN FUND BALANCES, GOVERNMENTAL FUNDS
LAST TEN FISCAL YEARS
(MODIFIED ACCRUAL BASIS OF ACCOUNTING)
(UNAUDITED)**

342

	Fiscal Year			
	2013	2014	2015	2016
Revenues				
Local Sources:				
Property Taxes	\$ 34,586,475	\$ 25,795,703	\$ 33,212,333	\$ 35,053,016
Earnings on Investments	49,189	73,673	68,245	454,848
Other	8,356,020	8,627,885	8,026,353	8,191,071
State Sources	82,364,820	92,656,912	91,607,137	92,498,905
Federal Sources	6,438,224	7,584,795	7,654,305	7,860,618
Total Revenues	<u>131,794,728</u>	<u>134,738,968</u>	<u>140,568,373</u>	<u>144,058,458</u>
Expenditures				
Current:				
Administration	4,989,116	5,165,097	5,381,925	5,536,309
District Support Services	3,554,671	3,413,639	3,683,322	3,531,663
Elementary and Secondary Regular Instruction	50,345,903	51,801,948	53,893,564	54,043,785
Vocational Education Instruction	1,313,835	1,239,045	1,363,572	1,452,112
Special Education Instruction	19,864,118	22,223,518	24,169,675	24,455,459
Instructional Support Services	7,436,464	10,207,507	10,702,294	10,819,656
Pupil Support Services	9,865,911	10,358,327	10,576,978	9,766,662
Sites and Buildings	9,226,327	10,722,992	9,415,493	9,573,137
Fiscal and Other Fixed Cost Programs	295,956	359,332	378,575	398,068
Food Service	4,633,338	4,934,679	5,016,679	5,546,232
Community Service Fund	4,996,977	5,879,995	6,069,954	6,615,805
Capital Outlay	10,265,759	7,425,642	5,597,264	42,659,773
Debt Service:				
Principal	5,333,428	5,921,060	6,037,478	6,133,104
Interest and Fiscal Charges	4,537,801	4,780,920	5,753,097	6,263,031
Total Expenditures	<u>136,659,604</u>	<u>144,433,701</u>	<u>148,039,870</u>	<u>186,794,796</u>
Deficiency of Revenues Under Expenditures	(4,864,876)	(9,694,733)	(7,471,497)	(42,736,338)
Other Financing Sources (Uses)				
Proceeds from Debt Issuance	16,910,000	-	68,450,000	36,715,000
Premium on Bonds	612,872	-	2,609,184	3,913,835
Payments to Refunded Bond Escrow Agent	-	-	(4,015,000)	-
Capital Leases	-	-	503,645	318,585
Proceeds from Sale of Property	-	-	-	-
Proceeds from Sale of Equipment	7,081	5,535	-	-
Proceeds from Insurance Recovery	21,124	245,297	4,818	359,861
Transfers In	-	-	-	-
Transfers Out	-	-	-	-
Total Other Financing Sources (Uses)	<u>17,551,077</u>	<u>250,832</u>	<u>67,552,647</u>	<u>41,307,281</u>
Net Change in Fund Balances	<u>\$ 12,686,201</u>	<u>\$ (9,443,901)</u>	<u>\$ 60,081,150</u>	<u>\$ (1,429,057)</u>
Debt Service as a Percentage of Noncapital Expenditures	7.81%	7.81%	8.28%	8.45%

Sources: District's financial records

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
CHANGES IN FUND BALANCES, GOVERNMENTAL FUNDS (CONTINUED)
LAST TEN FISCAL YEARS
(MODIFIED ACCRUAL BASIS OF ACCOUNTING)
(UNAUDITED)**

Fiscal Year					
2017	2018	2019	2020	2021	2022
\$ 39,094,623	\$ 38,097,535	\$ 42,385,297	\$ 43,831,187	\$ 44,624,245	\$ 44,363,003
540,031	653,809	911,976	735,602	110,430	(53,201)
8,484,173	8,609,002	7,919,917	7,905,510	5,144,941	6,427,812
93,346,633	95,558,484	96,762,424	95,745,693	93,225,958	88,876,351
8,631,725	7,806,378	7,985,785	9,050,890	13,536,886	21,278,337
<u>150,097,185</u>	<u>150,725,208</u>	<u>155,965,399</u>	<u>157,268,882</u>	<u>156,642,460</u>	<u>160,892,302</u>
5,519,388	5,680,528	5,774,945	5,933,083	5,002,830	5,429,133
4,185,606	5,027,862	3,396,407	4,170,798	4,090,450	4,491,751
54,976,422	55,398,654	55,816,055	53,440,674	51,987,520	56,035,263
1,876,990	2,150,295	2,036,313	2,138,054	2,088,358	2,216,393
24,027,079	24,767,930	25,398,748	24,625,186	24,311,718	26,046,717
10,862,353	10,888,211	12,205,567	11,014,880	13,513,379	12,953,823
11,000,503	11,877,743	11,884,787	12,120,045	9,835,715	11,696,713
9,302,350	9,535,036	10,138,616	9,787,117	10,097,808	10,668,520
353,822	313,683	336,761	393,852	391,943	426,427
5,733,255	5,829,895	5,902,901	5,536,006	4,345,690	4,913,797
6,875,455	7,443,701	7,324,705	6,050,923	5,184,290	5,258,859
28,169,017	6,718,409	5,699,115	4,060,380	4,319,224	5,127,286
6,726,213	6,037,595	6,720,495	7,409,689	7,335,430	7,169,637
7,520,641	6,444,307	4,828,185	4,691,853	4,703,396	4,404,624
<u>177,129,094</u>	<u>158,113,849</u>	<u>157,463,600</u>	<u>151,372,540</u>	<u>147,207,751</u>	<u>156,838,943</u>
(27,031,909)	(7,388,641)	(1,498,201)	5,896,342	9,434,709	4,053,359
13,990,000	-	-	-	11,485,000	9,680,000
-	-	-	-	1,477,046	2,143,678
(22,620,346)	(29,330,000)	-	-	(12,785,000)	(11,705,000)
-	-	-	-	-	187,949
-	-	-	-	-	1,156,756
-	-	-	7,793	338	8,975
187,105	40,916	6,364	-	-	-
27,082	-	-	-	-	-
(27,082)	-	-	-	-	-
<u>(8,443,241)</u>	<u>(29,289,084)</u>	<u>6,364</u>	<u>7,793</u>	<u>177,384</u>	<u>1,472,358</u>
<u>\$ (35,475,150)</u>	<u>\$ (36,677,725)</u>	<u>\$ (1,491,837)</u>	<u>\$ 5,904,135</u>	<u>\$ 9,612,093</u>	<u>\$ 5,525,717</u>
9.42%	8.12%	7.44%	8.22%	8.37%	7.60%

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
 INDEPENDENT SCHOOL DISTRICT NO. 191
 GENERAL GOVERNMENTAL TAX REVENUES BY SOURCE AND LEVY TYPE
 LAST TEN FISCAL YEARS
 (MODIFIED ACCRUAL BASIS OF ACCOUNTING)
 (UNAUDITED)**

Fiscal Year	Property Tax				Total
	General Fund	Community Service	Capital Projects - Building Construction Fund	Debt Service	
2013	\$ 24,610,109	\$ 986,499	\$ -	\$ 8,989,867	\$ 34,586,475
2014	15,949,634	483,488	-	9,362,581	25,795,703
2015	21,933,388	1,084,662	-	10,194,283	33,212,333
2016	22,874,885	1,237,759	1,200,000	9,740,372	35,053,016
2017	25,663,259	1,542,386	-	11,888,978	39,094,623
2018	26,115,688	1,548,150	-	10,433,697	38,097,535
2019	30,501,788	1,413,236	-	10,470,273	42,385,297
2020	30,562,243	1,538,149	-	11,730,795	43,831,187
2021	31,896,090	1,805,658	-	10,922,497	44,624,245
2022	30,955,773	1,635,122	-	11,772,108	44,363,003

Source: District's financial records

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
TAX CAPACITIES AND MARKET VALUE
LAST TEN FISCAL YEARS
(UNAUDITED)**

For Taxes Collectible	Tax Capacity Valuation			
	Agricultural	Non-Agricultural	Fiscal Disparities	
			Contribution	Distribution
Dakota County				
2013	\$ -	\$ 51,366,003	\$ (8,772,069)	\$ 6,412,676
2014	-	52,188,920	(8,671,256)	5,990,040
2015	-	56,421,607	(8,676,317)	5,954,015
2016	-	58,689,449	(9,336,149)	6,108,398
2017	-	59,771,813	(9,204,390)	6,571,222
2018	-	65,136,255	(9,024,255)	6,931,010
2019	-	70,058,732	(9,590,323)	7,349,467
2020	-	75,835,267	(10,407,209)	7,943,503
2021	-	79,720,661	(11,208,648)	8,293,216
2022	-	84,184,980	(12,005,956)	9,055,616
Scott County				
2013	\$ 25,851	\$ 15,105,539	\$ (2,725,855)	\$ 1,482,916
2014	52,993	15,700,702	(2,700,526)	1,377,863
2015	43,898	17,077,271	(2,698,085)	1,416,364
2016	76,637	18,097,758	(3,064,523)	1,523,727
2017	37,415	19,869,873	(3,175,091)	1,709,580
2018	29,841	21,039,808	(3,770,912)	1,782,864
2019	20,259	22,823,684	(3,868,467)	1,871,118
2020	3,959	24,655,629	(4,053,563)	2,031,820
2021	4,110	27,223,848	(4,506,916)	2,175,584
2022	4,012	28,767,419	(5,226,924)	2,372,103

Source: School Tax Report issued by the Minnesota Department of Education and Scott and Dakota

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
TAX CAPACITIES AND MARKET VALUE (CONTINUED)
LAST TEN FISCAL YEARS
(UNAUDITED)**

<u>Tax Increment</u>	<u>Total Taxable</u>	<u>Taxable Market Value</u>	<u>Tax Capacity as a Percentage of Market Value</u>
\$ (3,304,385)	\$ 45,702,225	\$ 4,281,610,850	1.07
(1,304,367)	48,203,337	4,345,185,225	1.11
(1,832,040)	51,867,265	4,692,482,625	1.11
(3,169,684)	52,292,014	4,865,451,265	1.07
(3,378,035)	54,661,226	5,003,279,610	1.09
(3,902,924)	60,088,642	5,447,134,772	1.10
(4,413,182)	64,337,435	5,840,024,400	1.10
(3,891,891)	70,881,145	6,276,544,125	1.13
(3,836,225)	74,366,311	6,562,525,800	1.13
(7,097,927)	78,023,994	6,905,405,825	1.13
\$ (25,738)	\$ 13,862,713	\$ 1,263,549,300	1.10
(25,738)	14,405,294	1,318,625,200	1.09
-	15,839,448	1,430,354,300	1.11
(81,937)	16,551,662	1,505,076,100	1.10
(138,187)	18,729,804	1,618,071,200	1.16
(159,437)	19,467,664	1,704,789,900	1.14
(166,937)	21,231,291	1,844,550,200	1.15
(188,073)	23,059,234	1,988,017,400	1.16
(218,881)	25,313,649	2,155,452,700	1.17
(234,595)	26,494,935	2,288,792,997	1.16

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
PROPERTY TAX RATES – DIRECT AND OVERLAPPING GOVERNMENTS
LAST TEN YEARS
(UNAUDITED)**

Rate	Tax Collection Year	ISD No. 191	Overlapping Rates				
			Municipalities				
			Apple Valley	Burnsville	Eagan	Savage	Shakopee
Tax Capacity Rate	2013	26.168%	49.210%	47.021%	38.272%	55.508%	41.996%
Market Value Rate	2013	0.29632%	0.02122%	--	0.01726%	0.01688%	0.00467%
Tax Capacity Rate	2014	25.661%	47.891%	46.670%	38.250%	55.278%	41.437%
Market Value Rate	2014	0.26308%	0.02124%	--	0.01696%	0.01609%	0.00524%
Tax Capacity Rate	2015	24.554%	45.274%	44.790%	36.525%	51.742%	37.862%
Market Value Rate	2015	0.26015%	0.02036%	--	0.00016%	0.01482%	0.00536%
Tax Capacity Rate	2016	31.065%	44.721%	46.525%	37.097%	49.905%	37.902%
Market Value Rate	2016	0.24692%	0.01994%	--	0.01490%	0.01410%	0.00605%
Tax Capacity Rate	2017	27.529%	44.473%	46.557%	37.385%	47.841%	38.522%
Market Value Rate	2017	0.23336%	0.23336%	--	0.01451%	0.01344%	--
Tax Capacity Rate	2018	25.759%	42.475%	46.670%	36.378%	47.117%	37.212%
Market Value Rate	2018	0.29246%	0.01798%	--	0.01359%	0.01100%	--
Tax Capacity Rate	2019	26.202%	39.603%	43.595%	35.227%	44.474%	34.943%
Market Value Rate	2019	0.24409%	0.01719%	--	0.01235%	0.01000%	--
Tax Capacity Rate	2020	23.765%	38.782%	43.148%	35.262%	42.357%	33.965%
Market Value Rate	2020	0.23263%	0.01646%	--	0.01159%	0.00900%	--
Tax Capacity Rate	2021	23.699%	38.192%	42.853%	36.333%	42.254%	32.105%
Market Value Rate	2021	0.20745%	0.01622%	--	--	0.00600%	--
Tax Capacity Rate	2022	20.273%	38.182%	43.054%	36.119%	40.326%	32.111%
Market Value Rate	2022	0.19053%	0.01591%	--	--	--	--

Source: Certificates as to Taxes and Taxable Property, furnished by Dakota and Scott Counties.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
PROPERTY TAX RATES – DIRECT AND OVERLAPPING GOVERNMENTS (CONTINUED)
LAST TEN YEARS
(UNAUDITED)**

Counties		Special Taxing Jurisdictions		Total*	
Dakota County	Scott County	Dakota County	Scott County	Burnsville Resident	Savage Resident
33.421%	40.674%	5.341%	5.701%	111.951%	128.051%
--	--	--	--	0.29632%	0.31320%
31.827%	39.720%	4.993%	5.568%	109.151%	126.227%
--	--	--	--	0.26308%	0.27917%
29.633%	36.638%	4.567%	5.169%	103.544%	118.103%
--	--	--	--	0.26015%	0.27497%
28.570%	36.175%	4.614%	5.130%	110.774%	122.275%
--	--	--	--	0.24692%	0.26102%
28.004%	35.896%	4.458%	4.979%	106.548%	116.245%
--	--	--	--	0.23336%	0.24680%
26.580%	35.114%	3.878%	5.090%	102.887%	113.080%
--	--	--	--	0.29246%	0.30346%
25.386%	33.841%	3.824%	4.891%	99.007%	109.408%
--	--	--	--	0.24409%	0.25409%
24.133%	32.718%	3.767%	4.583%	94.813%	103.423%
--	--	--	--	0.23263%	0.24163%
22.716%	31.025%	4.342%	4.768%	93.610%	101.746%
--	--	--	--	0.20745%	0.21345%
21.630%	30.492%	4.252%	5.026%	89.209%	96.117%
--	--	--	--	0.19053%	0.19053%

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
PRINCIPAL PROPERTY TAXPAYERS
FISCAL YEAR 2022 AND 2013
(UNAUDITED)**

349

Taxpayer	2022			2013		
	Net Tax Capacity	Rank	Percentage of Tax Capacity Value	Net Tax Capacity	Rank	Percentage of Tax Capacity Value
Xcel Energy	\$ 3,333,074	1	3.19%	\$ 2,181,818	1	3.08%
Paragon Outlets Eagan	1,699,250	2	1.63%			
Flats at Cedar Grove LLC	580,982	3	0.56%	467,196	3	0.66%
FLT Summit Park Apartments LLC	536,510	4	0.51%			
PRCP-Minnesota Stone LLC	497,879	5	0.56%			
Bigos Willow Pond	492,592	6	0.48%			
GEP X West Park LLC	467,650	7	0.45%			
View Pointe Apartments LLC	460,124	8	0.47%			
PC Felix LLC	459,616	9	0.43%			
Affinity at Eagan LLC	447,599	10	0.44%			
Individual				295,066	7	0.42%
Kraus Anderson, Inc.				358,536	4	0.51%
Shakopee Crossings Ltd Ptnshp				237,824	9	0.34%
Cargill Inc.				316,375	5	0.45%
Walmart				209,250	10	0.30%
Menards, Inc.				296,204	6	0.42%
Minnegasco, Inc.				520,024	2	0.73%
Costco Wholesale Corporation						0.00%
Aurora Investments LLC				292,530	8	0.41%
Total	\$ 8,975,276		8.70%	\$ 5,174,823		7.31%

Source: Certificates as to Taxes and Taxable Property, furnished by Dakota and Scott Counties.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
PROPERTY TAX LEVIES, COLLECTIONS, AND RECEIVABLES
LAST TEN FISCAL YEARS
(UNAUDITED)**

350

For Taxes Collectible	Original Levy				Collections	
	Local Spread	Fiscal Disparities	Property Tax Credits	Total Spread	First Year Levy Recognized	
					Amount	Percentage of Levy
2013	\$ 30,296,042	\$ 4,092,005	\$ -	\$ 34,388,047	\$ 15,292,779	44.5
2014	29,362,825	4,222,030	-	33,584,855	15,248,908	45.4
2015	31,025,345	3,839,822	-	34,865,167	16,303,858	46.8
2016	35,119,563	3,851,095	-	38,970,658	18,419,963	47.3
2017	33,374,272	4,659,195	-	38,033,467	17,616,603	46.3
2018	37,936,271	4,466,731	-	42,403,002	19,671,004	46.4
2019	38,771,436	4,929,600	-	43,701,036	20,547,965	47.0
2020	39,179,819	5,063,180	-	44,242,999	20,222,791	45.7
2021	39,226,223	4,884,931	-	44,111,154	21,109,293	47.9
2022	36,389,401	5,008,766	-	41,398,167	19,506,403	47.1

* Property tax credits replaced by homestead market value exclusion in 2012

Note 1: A portion of the total spread levy is paid through various property tax credits which are paid through state aids and have been included in collections.

Note 2: Delinquent taxes receivable are written off after seven years. The amount of collections has been adjusted to reflect the write off of delinquent taxes receivable.

Note 3: Only a portion of the taxes levied for the most recent fiscal year is collected by June 30.

Source: State of Minnesota School Tax Report

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
PROPERTY TAX LEVIES, COLLECTIONS, AND RECEIVABLES (CONTINUED)
LAST TEN FISCAL YEARS
(UNAUDITED)**

Received in Subsequent Years	Collections		Uncollected Taxes Receivable as of June 30, 2022			
	Total to Date		Delinquent		Current	
	Amount	Percentage of Levy	Amount	Percent	Amount	Percent
\$ 19,095,268	\$ 34,388,047	100.0	\$ -	-	\$ -	-
18,335,947	33,584,855	100.0	-	-	-	-
18,561,309	34,865,167	100.0	-	-	-	-
20,501,641	38,921,604	99.9	49,054	0.1	-	-
20,406,170	38,022,773	100.0	10,694	0.0	-	-
22,709,945	42,380,949	99.9	22,053	0.1	-	-
23,129,483	43,677,448	99.9	23,588	0.1	-	-
23,971,853	44,194,644	99.9	48,355	0.1	-	-
22,806,320	43,915,613	99.6	195,541	0.4	-	-
21,891,764	41,398,167	100.0	-	-	21,891,763	52.9
			<u>\$ 349,285</u>		<u>\$ 21,891,763</u>	

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
RATIOS OF OUTSTANDING DEBT BY TYPE
LAST TEN FISCAL YEARS
(UNAUDITED)**

Fiscal Year	Governmental Activities				Percentage of Personal Income (1)	Per Capita (1)
	General Obligation Bonds	Lease Liability and Financed Purchases	Special Assessments	Total Primary Government		
2013	\$ 108,795,000	\$ 3,406,148	\$ 6,721	\$ 112,207,869	4.00	\$ 1,666
2014	103,405,000	2,875,088	-	106,280,088	3.64	1,578
2015	162,490,000	2,691,255	-	165,181,255	5.53	2,452
2016	193,640,000	2,447,817	-	196,087,817	6.57	2,911
2017	186,029,667	1,871,605	-	187,901,272	5.83	2,789
2018	150,839,845	1,270,148	-	152,109,993	4.64	2,258
2019	144,096,605	884,653	-	144,981,258	4.29	2,152
2020	136,683,365	479,964	-	137,163,329	3.53	2,009
2021	129,054,114	234,534	-	129,288,648	3.33	1,894
2022	120,292,825	347,647	-	120,640,472	2.90	1,767

N/A - Not Available

(1) See the Schedule of Demographic and Economic Statistics for personal income and population data.

Note: Details regarding the District's outstanding debt can be found in the notes to basic financial statements.

Source: Annual school district census, U.S. census, National Center for Education Statistics

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
RATIO OF NET GENERAL OBLIGATIONS BONDED DEBT
TO TAX CAPACITY AND NET GENERAL OBLIGATIONS BONDED DEBT PER CAPITA
LAST TEN FISCAL YEARS
(UNAUDITED)**

Fiscal Year	Gross Bonded Debt	Less Debt Service Funds on Hand (1)	Net Bonded Debt	Tax Capacity	Percent Net Debt to Tax Capacity	Percent of Estimated Actual Market Value of Property (2)	Estimated Population	Net Bonded Debt per Capita
2013	\$ 108,795,000	\$ 1,971,332	\$ 106,823,668	\$ 59,564,938	179.34	1.83	67,370	\$ 1,586
2014	103,405,000	1,524,486	101,880,514	62,608,631	162.73	1.84	67,370	1,512
2015	162,490,000	3,168,468	159,321,532	67,706,713	235.31	2.81	67,370	2,365
2016	193,640,000	42,042,331	151,597,669	68,843,676	220.21	2.48	67,370	2,250
2017	186,029,667	32,620,732	153,408,935	73,391,030	209.03	2.32	67,370	2,277
2018	150,839,845	3,161,989	147,677,856	79,556,306	185.63	2.06	67,370	2,192
2019	144,096,605	3,464,971	140,631,634	85,568,726	164.35	1.83	67,370	2,087
2020	136,683,365	4,297,210	132,386,155	93,940,379	140.93	1.62	68,261	1,939
2021	129,054,114	4,123,715	124,930,399	108,981,830	114.63	1.43	68,261	1,830
2022	120,292,825	5,753,099	114,539,726	104,518,929	109.59	1.25	68,261	1,678

(1) - Debt service monies available include amounts restricted in the debt service funds repaying the related debt.

(2) - See the Schedule of Tax Capacities and Market Value for information on the market value of the District's property.

Source: Annual school district census, U.S. census, National Center for Education Statistics

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
DIRECT AND OVERLAPPING DEBT
JUNE 30, 2022
(UNAUDITED)**

Governmental Unit	2021/2022 Taxable Net Tax Capacity	Bonded Debt ¹	Percent Allocable to ISD No. 191	Portion Allocable to ISD No. 191
Independent School District No. 191	\$ 95,463,314	\$ 120,292,825	100.0000 %	\$ 120,292,825
Overlapping Debt				
Dakota County	592,845,544	-	11.1451%	-
Scott County	246,955,150	105,915,000	10.2503%	108,566
City of Apple Valley	65,761,993	15,905,000	0.7818%	1,243
City of Burnsville	83,623,614	45,060,000	66.0633%	297,681
City of Eagan	108,780,866	38,465,000	9.4818%	36,472
City of Savage	49,426,157	31,085,000	44.0701%	136,992
City of Shakopee	70,028,033	45,920,000	5.0430%	23,157
Metropolitan Council	5,197,211,231	218,520,000 ²	1.7584%	38,424
Total Overlapping Debt				<u>642,536</u>
Total Direct and Overlapping Debt				<u>\$ 120,935,361</u>

1) Does not include non-general obligation debt, self-supporting general obligation revenue debt, short-term general obligation debt, or general obligation tax/aid anticipation certificates of indebtedness.

2) The above debt includes all outstanding general obligation debt supported by taxes of the Metropolitan Council. The Council also has general obligation sewer revenue, wastewater revenue, and radio revenue bonds and lease obligations outstanding all of which are supported entirely by revenues and have not been included in Overlapping Debt.

Source: Official Statements obtained on EMMA, the Municipal Advisor's records, and Certificates as to Taxes and Taxable Property, furnished by Dakota and Scott Counties.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
 INDEPENDENT SCHOOL DISTRICT NO. 191
 LEGAL DEBT MARGIN
 LAST TEN FISCAL YEARS
 (UNAUDITED)**

	Fiscal Year			
	2013	2014	2015	2016
Debt Limit	\$ 884,832,770	\$ 906,296,696	\$ 951,986,716	\$ 1,011,131,704
Total Net Debt Applicable to Limit	<u>89,723,574</u>	<u>165,642,782</u>	<u>143,240,787</u>	<u>142,090,806</u>
Legal Debt Margin	<u>\$ 795,109,196</u>	<u>\$ 740,653,914</u>	<u>\$ 808,745,929</u>	<u>\$ 869,040,898</u>
Total Net Debt Applicable to the Limit as a Percentage of Debt Limit	10.14%	18.28%	15.05%	14.05%

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
LEGAL DEBT MARGIN (CONTINUED)
LAST TEN FISCAL YEARS
(UNAUDITED)**

356

Fiscal Year					
2017	2018	2019	2020	2021	2022
\$ 1,067,125,043	\$ 1,150,340,516	\$ 1,239,580,812	\$ 1,249,694,940	\$ 1,384,802,766	\$ 1,389,585,525
153,878,208	131,225,000	126,015,000	107,540,180	114,010,460	108,218,568
<u>\$ 913,246,835</u>	<u>\$ 1,019,115,516</u>	<u>\$ 1,113,565,812</u>	<u>\$ 1,142,154,760</u>	<u>\$ 1,270,792,306</u>	<u>\$ 1,281,366,957</u>
14.42%	11.41%	10.17%	8.95%	7.79%	7.79%

Legal Debt Margin Calculation for Fiscal Year 2022

Economic Market Value	\$ 9,263,903,500 ⁽¹⁾
Debt Limit (15% of Market Value)	1,389,585,525
Debt Applicable to Limit:	
General Obligation Bonds	113,850,000
Annual Appropriation Debt	160,460
Less: Amount Set Aside for Repayment of	
General Obligation Debt	<u>(5,791,892)</u>
Total Net Debt Applicable to Limit	<u>108,218,568</u>
Legal Debt Margin	<u>\$ 1,281,366,957</u>

(1) Economic Market Value - Assessment Year 2021 for taxes payable in 2022.

Source: Minnesota Department of Revenue.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
DEMOGRAPHIC AND ECONOMIC STATISTICS
LAST TEN FISCAL YEARS
(UNAUDITED)**

Calendar Year	Population (1)	Estimated Personal Income (1)	Per Capita Personal Income (2)	Total ISD No. 191 Population (3)	School Enrollment (4)	City of Burnsville Unemployment Rate (1)
2012	61,061	\$ 2,865,287,425	\$ 46,925	67,370	9,478	5.2
2013	61,300	2,933,572,800	47,856	67,370	9,341	4.5
2014	61,747	3,007,758,117	48,711	67,370	9,213	3.7
2015	61,908	3,128,892,228	50,541	67,370	8,989	3.5
2016	61,849	3,223,384,333	52,117	67,370	8,914	3.5
2017	62,239	3,383,249,801	54,359	67,370	8,563	3.2
2018	62,657	3,800,209,707	60,651	67,370	8,874	2.5
2019	62,785	3,887,270,490	61,914	67,370	8,603	3.0
2020	62,785	3,887,270,490	61,914	68,261	8,010	6.8
2021	64,317	4,164,397,116	64,748	68,261	7,744	3.9

Note 1: Student enrollment numbers are estimated for the most recent fiscal year.

Note 2: Annual average unemployment rates compiled by the Minnesota Department of Employment and Economic Development.

Sources:

- (1) City of Burnsville Comprehensive Annual Financial Report for the year ended December 31, 2020
- (2) Estimated personal income is calculated by multiplying the per capital personal income by the City of Burnsville population
- (3) Annual school district census, U.S. census, and National Center for Education Statistics
- (4) ISD No. 191 - average daily membership (for students served or tuition paid)

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
PRINCIPAL EMPLOYERS
CURRENT YEAR AND NINE YEARS AGO
(UNAUDITED)**

Employer	2022		2013	
	Employees	Rank	Employees	Rank
UTC Aerospace Systems	1,800	1		
Independent School District No. 191	1,300	2	1,271	2
Pepsi Bottling Group	500	3	530	4
Ames Construction	400	4		
Northern Tool & Equipment	300	5	500	5
Target Stores	300	6	315	8
Telex Communications	300	7		
Yellow Freight System, Inc. (YRC)	300	8	400	7
City of Burnsville	340	9	275	10
Fabcon Precast	275	10	296	9
Goodrich Corporation - Aircraft Sensors			950	3
Fairview Ridges Hospital			1,400	1
Mackin Educational Resources			400	6
Total	5,815		6,337	

Sources: Ehlers

Note: Information regarding the percentage of total employment for each employer was not available.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
EMPLOYEES BY CLASSIFICATION
LAST TEN FISCAL YEARS
(UNAUDITED)**

359

Employees	Fiscal Years									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Administrators/Principals	54	54	60	43	51	49	50	50	48	47
Confidential/Support Specialist*	-	-	-	24	43	47	48	51	49	43
Teachers	731	773	779	732	730	741	721	680	649	612
Clerical	74	66	66	63	64	65	58	59	51	47
Paraprofessionals	207	209	211	211	214	213	214	221	190	163
Nurses	12	16	18	16	15	14	14	11	10	13
Operations/Maintenance Supervisors	4	3	3	3	3	3	3	2	2	3
Technical Specialists	6	5	5	10	10	10	11	12	14	13
Community Education	36	36	36	39	51	60	61	56	59	55
Cafeteria	76	75	74	78	76	73	79	88	68	47
Custodians	75	72	73	74	82	80	77	78	73	66
Total	1,275	1,309	1,325	1,293	1,339	1,355	1,336	1,308	1,213	1,109

Note 1: This schedule is a headcount based on contract group. If an employee has multiple contract groups, they are reflected multiple times. Full and part-time employees count the same.

* New Category effective for 2016

Source: STAR report and District payroll records.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STUDENT TO STAFF RATIOS
LAST TEN FISCAL YEARS
(UNAUDITED)**

Fiscal Year	ISD No. 191 Student to Teacher Ratios (1)	Minnesota Department of Education Student to Staff Ratio (2)		
		ISD No. 191	Dakota County Average	State Average
2012	16.04	13.75	14.67	13.53
2013	15.62	13.31	14.34	13.33
2014	14.92	12.57	14.33	13.17
2015	14.37	11.95	13.89	12.92
2016	14.83	12.43	14.04	12.84
2017	15.27	12.41	13.82	12.72
2018	15.00	12.00	13.36	13.00
2019	15.00	12.00	13.40	13.00
2020	16.00	13.00	13.45	13.00
2021	15.00	12.00	13.00	12.00

Note 1: Information is not yet available for 2022.

Sources: Minnesota Department of Education

- (1) This data is computed using only full-time equivalent licensed classroom teaching staff.
- (2) This data is computed by dividing total students (MDE enrollment numbers pre-kindergarten through Grade 12) by total certified staff. Certified staff includes classroom teachers, administrators, special education teachers, and all other licensed professionals measured in full-time equivalents.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
OPERATING INDICATORS BY FUNCTION
STANDARDIZED TESTING AND GRADUATION RATES
LAST TEN FISCAL YEARS
(UNAUDITED)**

	Fiscal Years									
	2013	2014	2015	2016	2017	2018	2019	2020 (2)	2021 (3)	2022
Standardized Tests										
MCA Reading (See Note 1)										
Grade 3	52.1 %	49.6 %	53.2 %	45.9 %	43.7 %	48.7 %	45.4 %		34.4 %	36.7 %
Grade 5	58.0	60.0	58.3	67.7	62.0	55.0	52.9		49.9	52.9
Grade 7	48.0	50.0	45.4	56.6	53.1	51.0	47.6		40.3	32.8
Grade 10	61.0	61.0	51.8	58.9	38.3	54.5	55.4		50.9	45.9
MCA Math (See Note 1)										
Grade 3	66.0	64.0	63.6	69.4	54.0	58.4	56.6		44.1	45.3
Grade 5	54.0	50.0	59.7	58.8	49.9	45.0	41.5		31.1	33.3
Grade 7	49.0	48.0	44.3	56.2	48.4	40.1	39.1		18.4	27.0
Grade 11	44.0	40.0	39.6	47.1	35.3	39.1	38.1		26.1	21.6
ACT										
Independent School District No. 191										
Average Composite Score	23.0	23.0	23.0	21.3	21.2	20.3	20.4	20.0	19.9	19.9
State Average Composite Score (1)	23.0	22.9	22.7	21.1	21.5	21.3	21.4	21.3	21.6	21.6

Note 1: Percent of students scoring at or above proficiency on the Minnesota Comprehensive Assessment Test.

Note 2: Due to COVID-19 Pandemic, student participation in the MCA was only 50% district wide

(1) - Per ESSA School districts must offer a college and career readiness assessment, however the state no longer mandates ACT. State Average Composite Scores are available through MN Office of Higher Education.

(2) - Due to COVID-19 Pandemic, MCA and ACT testing did not occur in the 2019-2020 school year. Tests were administered fall of 2020 for the class of 2020.

(3) - Due to COVID-19 Pandemic, student participation in the MCA was only 50% district wide.

Source: MDE Report Card.

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
SCHOOL FACILITIES
JUNE 30, 2022
(UNAUDITED)**

362

<u>Facility</u>	<u>Use</u>	<u>Constructed</u>	<u>Acres</u>	<u>Classrooms</u>	<u>Square Footage</u>	<u>Capacity</u>	<u>Enrollment (1)</u>
Gideon Pond Elementary	School	1965/1971/1995	13.00	17	75,700	425	396
Edward Neill Elementary	School	1968/1976/1995	10.00	19	68,550	475	337
Vista View Elementary	School	1950/1954/1957					
Williams Byrne Elementary	School	1963/1971/1995	16.50	18	80,069	450	300
Rahn Elementary	School	1967/1971/1995/2016	10.50	24	79,856	450	525
Sky Oaks Elementary	School	1969/1995	16.00	18	67,448	450	306
Hidden Valley Elementary	School	1975	11.00	24	85,850	600	435
Harriet Bishop Elementary	School	1989	16.00	24	89,525	600	440
Eagle Ridge Junior High	School	1996	17.36	25	78,107	625	557
Nicollet Junior High	School	1996	31.00	45	132,000	875	553
Burnsville Senior High	School	1970/1995	35.00	50	188,772	900	655
		1955/1958/1962					
		1971/1976/1977	63.50	112	524,283	2,800	2,090
		1980/1993/1998/2016					
BES Transition Program	School	1978	1.27	3	12,054	193	28
Cedar School	School	1961/1971	10.00	12	60,952	300	84
Diamondhead Education	Office	1971	11.50	16	140,000	430	N/A
WH/Maintenance		1958/1962/1980	Part of BHS Acreage	N/A	20,780	N/A	N/A

N/A - Not Available

(1) Source: 2021-22 MN Department of Education School ADM Served Report

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
FOOD SERVICE
SCHOOL LUNCH PROGRAM DATA
LAST TEN FISCAL YEARS
(UNAUDITED)**

Fiscal Year	Average Daily Attendance (1)	Total Lunches Served	Days	Average Daily Participation	Participation as a Percent of Average Daily Attendance
2013	9,001	1,074,606	172	6,248	69.41
2014	8,901	1,057,173	166	6,369	71.55
2015	8,792	1,074,200	169	6,356	72.30
2016	8,752	1,067,859	170	6,282	71.77
2017	8,693	1,082,421	174	6,221	71.56
2018	8,563	1,040,408	174	5,979	69.83
2019	8,336	1,030,144	169	6,096	73.12
2020 (2)	8,086	697,480	116	6,013	74.36
2021 (3)	--	--	--	--	--
2022 (4)	--	--	--	--	--

- (1) Based on State Food and Nutrition Department guidelines, attendance is deemed to be 94% of enrollment.
- (2) Due to COVID-19 Pandemic, School Lunch Program Data is through March 13th, 2020, at which time ISD191 went fully virtual learning and meal service operations transitioned to Summer Feeding
- (3) Due to COVID-19 Pandemic, ISD 191 utilized Summer Food Program, which allowed students to receive free meals throughout the school year. Summer Food numbers - 395,527 breakfasts, 465,531 lunches in 2020-21
- (4) Due to COVID-19 Pandemic, ISD 191 utilized Summer Food Program, which allowed students to receive free meals throughout the school year. Summer Food numbers - 550,409 breakfasts, 816,238 lunches, and 27,813 snacks in 2021-22

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
FOOD SERVICE
SCHOOL LUNCH PROGRAM DATA (CONTINUED)
LAST TEN FISCAL YEARS
(UNAUDITED)

Free Lunch		Reduced Lunch	
Number Served	Percent of Total	Number Served	Percent of Total
508,951	47.36	95,527	8.89
520,432	49.23	87,674	8.29
533,864	49.70	102,744	9.56
545,887	51.12	97,590	9.14
545,677	50.41	110,524	10.21
512,908	49.30	115,231	11.08
475,065	46.12	134,711	13.08
322,177	46.19	100,312	14.38
--	--	--	--
--	--	--	--

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
SCHEDULE OF INSURANCE COVERAGE
JUNE 30, 2022
(UNAUDITED)**

365

Type of Coverage	Amount of Coverage
Property Coverage:	
Real and Personal Property (Blanketed)	\$ 350,000,000
Unscheduled Locations	None
Valuable Papers and Records	5,000,000
Accounts Receivable - On Premises	1,000,000
Boiler and Machinery Coverage:	
Property Damage	Included in Property Limit
Crime Coverage:	
Employee Dishonesty	500,000
Forgery or Alteration	500,000
Computer Fraud	500,000
Theft of Money and Securities - Inside the Premises	135,000
Theft of Money and Securities - Outside the Premises	270,000
General Liability Coverages:	
General:	
Each Occurrence	1,000,000
General Aggregate Limit	3,000,000
Medical Expense Limit - Any One Person	10,000
Damage to Premises Rented to You	1,000,000
Products/Completed Operations Aggregate	3,000,000
Personal & Advertising Injury	1,000,000
Umbrella Liability:	
Each Occurrence	4,000,000
Aggregate	4,000,000
Self-Insured Retention	0
Business Automobile Liability Coverage:	
Bodily Injury and Property Damage	1,000,000
Personal Injury Protection	Basic
Uninsured Motorists	1,000,000
Underinsured Motorists	1,000,000
Collision	1,000
Comprehensive	500
Educators Legal Liability (Professional)/Employment Practices Liability	
Each Wrongful Act	1,000,000
Aggregate	3,000,000
Educators Legal Liability Deductible	25,000
Employment Practices Liability Deductible	25,000
Storage Tank Environmental Impairment Liability	
Per Pollution Condition	1,000,000
Aggregate	1,000,000
Self-Insured Retention	25,000
Cyber Risk Liability	
Policy Aggregate Limit of Liability	1,000,000

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
STUDENT ENROLLMENT
LAST TEN FISCAL YEARS
(UNAUDITED)**

<u>Year Ended June 30,</u>	<u>Pre-Kindergarten and Handicapped Kindergarten</u>	<u>Kindergarten</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Total</u>	<u>Total Pupil Units</u>
2013	211	768	4,295	4,302	9,576	10,976
2014	191	730	4,323	4,224	9,468	10,864
2015	192	670	4,319	4,122	9,303	10,127
2016	209	600	4,253	4,059	9,121	9,933
2017	180	642	4,174	4,113	9,109	9,932
2018	251	657	3,918	4,015	8,841	9,644
2019	268	646	3,784	3,976	8,673	9,468
2020	264	653	3,555	3,883	8,355	9,131
2021	232	618	3,332	3,644	7,826	8,554
2022	263	600	3,261	3,590	7,714	8,432

Note 1: Student enrollment numbers are estimated for the most recent fiscal year.

Note 2: Beginning in fiscal 2004, ADM is limited to 1.0 ADM per student.

Note 3: ADM is weighted as follows in computing pupil units:

	<u>Pre-Kindergarten</u>	<u>Handicapped Kindergarten</u>	<u>Kindergarten</u>	<u>Elementary 1-3</u>	<u>Elementary 4-6</u>	<u>Secondary</u>
Fiscal 2009 through 2014	1.250	1.000	0.612	1.115	1.060	1.300
Fiscal 2015 through 2022	1.000	1.000	1.00	1.00	1.00	1.20

Source: Minnesota Department of Education student reporting system

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 191
EXPENDITURES PER STUDENT
YEAR ENDED JUNE 30, 2021
(UNAUDITED)**

367

	State Average 2021	ISD No. 191 2021
Expenditures Per Student (ADM) (1)		
General Fund:		
District Level Administration	\$ 703	\$ 611
School Level Administration	542	671
Regular Instruction	5,842	6,349
Career and Technical Instruction	183	262
Special Education	2,641	3,056
Student Activities/Athletics	298	185
Instructional Support Services	787	1,587
Pupil Support Services	471	402
Operations, Maintenance, and Other	1,061	1,208
Student Transportation	739	838
Equipment	539	493
Land and Buildings	361	114
Total General Fund Expenditures	\$ 14,167	\$ 15,777
ADM Used Per Profile Model Format		7,926

(1) Average daily membership (ADM) is a measure of student attendance.

Note: School District Profiles Report not available for June 30, 2022.

Source: Minnesota Department of Education School District Profiles Report

**INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA**

**SCHEDULE OF EXPENDITURES OF FEDERAL
AWARDS AND OTHER REQUIRED REPORTS**

JUNE 30, 2022



**INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA
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SINGLE AUDIT AND OTHER REQUIRED REPORTS



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Education
Independent School District No. 191
Burnsville, Minnesota

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 191, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Independent School District No. 191's basic financial statements, and have issued our report thereon dated October 27, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Independent School District No. 191's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Independent School District No. 191's internal control. Accordingly, we do not express an opinion on the effectiveness of Independent School District No. 191's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Independent School District No. 191's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Minneapolis, Minnesota
October 27, 2022



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH
MAJOR FEDERAL PROGRAM, REPORT ON INTERNAL CONTROL OVER
COMPLIANCE, AND REPORT ON THE SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE**

Board of Education
Independent School District No. 191
Burnsville, Minnesota

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Independent School District No. 191's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Independent School District No. 191's major federal programs for the year ended June 30, 2022. Independent School District No. 191's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Independent School District No. 191 complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Independent School District No. 191 and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Independent School District No. 191's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Independent School District No. 191's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Independent School District No. 191's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Independent School District No. 191's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Independent School District No. 191's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Independent School District No. 191's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Independent School District No. 191's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item 2022-001. Our opinion on each major federal program is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on Independent School District No. 191's response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. Independent School District No. 191's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify a certain deficiency in internal control over compliance that we consider to be a significant deficiency.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2022-001 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on Independent School District No. 191's response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Independent School District No. 191's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the governmental activities, each major fund, and the remaining fund information of Independent School District No. 191 as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Independent School District No. 191's basic financial statement. We have issued our report thereon dated October 27, 2022, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.



CliftonLarsonAllen LLP

Minneapolis, Minnesota
October 27, 2022

**INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2022**

Federal Agency/Pass-Through Grantor/Program Title	Pass-Through Entity Number	Federal Assistance Listing Number	Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE			
Passed Through Minnesota Department of Education:			
School Breakfast Program	202020N109942	{a} 10.553	\$ 1,422,714
National School Lunch Program	202020N109942	{a} 10.555	3,709,659
Food Distribution (& Commodity Rebate Program):			
Cash Assistance	202020N109942	{a} 10.555	433,403
Child and Adult Care Food Program	202020N109942	10.558	46,722
Summer Food Service Program for Children	202020N109942	{a} 10.559	247,592
Fresh Fruit and Vegetable Program	202020N109942	{a} 10.582	52,369
COVID-19 Pandemic EBT Administrative Costs	212MN101S9007	10.649	7,284
Total U.S. Department of Agriculture			5,919,743
U.S. DEPARTMENT OF TREASURY			
Passed Through Minnesota Department of Education:			
COVID-19 American Rescue Plan (ARP) Summer Academic Enrichment and Mental Health	S425U210045	21.027	320,026
COVID-19 Local Fiscal Recovery Fund	S425U210045	21.027	305,462
COVID-19 Summer Preschool Program	S425U210045	21.027	92,376
COVID-19 Adult Basic Education	S425U210045	21.027	90,624
Total U.S. Department of Treasury			808,488
U.S. DEPARTMENT OF EDUCATION			
Passed Through Minnesota Department of Education:			
Adult Education - Basic Grants to States	V002A200024	84.002	68,482
IDEA, Part B - Special Education Grants to States	H027A210087	{b} 84.027	1,905,720
COVID-19 ARP - Special Education Grants to States (IDEA, Part B)	H027X210087	{b} 84.027	427,339
Special Education - Preschool Grants	H173A210086	{b} 84.173	68,246
COVID-19 ARP - Special Education - Preschool Grants	H173X210086	{b} 84.173	37,148
Special Education - Grants for Infants and Families	H181A210029	84.181	55,380
Title VIII - Homeless Children and Youth	S013A200024	84.196	30,653
Javits Gifted and Talented Students Education	S206A190022	84.206	62,487
Title I - Part A - Improving Academic Achievement	S010A200023	84.010	2,073,807
Title II - Part A - Teacher and Principal Training	S367A200022	84.367	475,180
Title III - Part A - English Language Acquisition Grants	S365A200023A	84.365	252,701
Title IV - Part A - Student Support and Academic Enrichment Education Stabilization Fund	S424A20002	84.424	90,396
COVID-19 Governor's Emergency Education Relief (GEER I) Fund	S425C200015	84.425C	524
COVID-19 Elementary and Secondary School Emergency Relief (ESSER II) Fund	S425D200045	84.425D	8,001,983
ARP Homeless Children and Youth (I and II) Total Education Stabilization Fund	S425W210024-21A	84.425W	97,317
			8,099,824
Total U. S. Department of Education Passed Through Minnesota Department of Education:			13,647,363
Passed Through Independent School District No. 196:			
Carl Perkins Vocational & Applied Technology	*	84.048	105,679
Indian Education Grants to Local Educational Agencies	N/A - Direct	84.060	11,428
Total U. S. Department of Education			13,764,470
U.S. Federal Communications Commission			
COVID-19 Emergency Connectivity Funds	N/A - Direct	32.009	274,480
U.S. Department of Health and Human Services			
Passed Through Minnesota Department of Education:			
COVID-19 Epidemiology and Laboratory Capacity for Infectious Diseases	NU50CK000508	93.323	467,480
Total Expenditures of Federal Awards			\$ 21,234,661

{a} = Child Nutrition Cluster Total = \$5,865,737
{b} = Special Education Cluster Total = \$2,438,453

* Pass-through entity number is unknown
Note: the District did not have any subrecipients in the current fiscal year.

**INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2022**

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NOTE 1 BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Independent School District No. 191 under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of 2 CFR Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Because the Schedule presents only a selected portion of the operations of Independent School District No. 191, it is not intended to and does not present the financial position, changes in position, or cash flows of Independent School District No. 191.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance for all awards with the exception of ALN 21.027, which follows criteria determined by the Department of Treasury for allowability of costs. Under these principles, certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. Independent School District No. 191 does not charge indirect costs to its federal programs, however if they were to charge indirect costs they would use the indirect cost rate provided to them by the Minnesota Department of Education (the pass-through entity) rather than use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.



INDEPENDENT AUDITORS' REPORT ON MINNESOTA LEGAL COMPLIANCE

Board of Education
Independent School District No. 191
Burnsville, Minnesota

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Independent School District No. 191 as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated October 27, 2022

In connection with our audit, nothing came to our attention that caused us to believe that Independent School District No. 191 failed to comply the provisions of the contracting-bid laws, depositories of public funds and public investments, conflicts of interest, public indebtedness, claims and disbursements, miscellaneous provisions, and uniform financial accounting and reporting standards sections of the Minnesota Legal Compliance Audit Guide for School Districts, promulgated by the State Auditor pursuant to Minn. Stat. § 6.65, insofar as they relate to accounting matters. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the District's noncompliance with the above-referenced provisions, insofar as they relate to accounting matters.

The purpose of this report is solely to describe the scope of our testing of compliance relating to the provisions of the *Minnesota Legal Compliance Audit Guide for School Districts* and the results of that testing, and not to provide an opinion on compliance. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Minneapolis, Minnesota
October 27, 2022

**INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022**

Section I – Summary of Auditors’ Results

Financial Statements

1. Type of auditors’ report issued: Unmodified
2. Internal control over financial reporting:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
- Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? x yes _____ none reported
2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs

Assistance Listing Number(s)	Name of Federal Program or Cluster
21.027	State and Local Fiscal Recovery Fund
10.553, 10.555, 10.556, 10.559, and 10.582	Child Nutrition Cluster
84.425C, 84.425D, and 84.425W	Education Stabilization Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$ 750,000

Auditee qualified as low-risk auditee? _____ yes x no

INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2022

Section II – Financial Statement Findings

None such findings noted.

Section III – Findings and Questioned Costs – Major Federal Programs

FINDING: 2022-001 SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER PROCUREMENT – STATE AND LOCAL FISCAL RECOVERY FUNDS

Condition: During our audit we noted no formal record was retained of a comparison of rates or prices to other emotional health services for a procurement purchase over the threshold of \$250,000.

Criteria or specific requirement: The District should have controls in place to ensure compliance with procurement requirements of the State and Local Fiscal Recovery Fund program. This includes approving all purchases and performing a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-Federal entity must make independent estimates before receiving bids or proposals.

Effect: Lack of proper procedures and controls related to the procurement could result in improper contracts being paid with federal funds. The District could also possibly award a contract to a vendor that would charge more than other responsible bidders due to not having performed cost analysis.

Cause: The vendor has been utilized by the District for over ten years as a professional service. The District recently charged it to federal funds to supplant some of their other costs. The District was unable to locate the original documents for the contract to determine if they were still under a professional services contract or not, and was not able to come up with any other type of documentation showing the required cost analysis.

Questioned Costs: \$50,000

Context: One of the five contracts tested did not have supporting documentation following procurement guidelines.

Recommendation: We recommend that the District ensures it retains documentation of its controls over all procurements going forward. We also recommend that the district keep documentation of price analysis for procurement items over the micro purchase threshold of \$10,000.

Prior Year Finding? No

Views of responsible officials: There is no disagreement with the audit finding.

INDEPENDENT SCHOOL DISTRICT NO. 191
BURNSVILLE, MINNESOTA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2022

Section IV – Minnesota Legal Compliance Findings

None such findings noted.



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**Agenda V.B.
November 10, 2022**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Lesley Chester, chair

Date: November 3, 2022

Re: Discuss Continuous Improvement of Financial Governance



**Agenda V.C.
November 10, 2022**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Scott Hume, vice chair

Date: November 3, 2022

Re: Discuss the 2023 Legislative Platform

Supporting all students and addressing inequity in education

On behalf of the students, educators, families and community members of Burnsville-Eagan-Savage School District 191, the District 191 Legislative Committee asks the Minnesota State Legislature and U.S. Congress to take the actions described in this platform in 2023.

Platform items

Reduce the cross subsidy for special education and English Learner funding

Provide a legislative exemption to allow local control of property sale proceeds

Remove 15-day residency requirement for students enrolled in online schools

Increase Safe Schools funding to expand mental health supports

Provide targeted funding to increase diversity among teachers

Make funding for Voluntary Pre-Kindergarten (VPK) permanent and increase access to school-based pre-kindergarten programs.

Continue medicaid eligibility as a means of direct certification for a student to receive free school meals.

Details to be included similar to back-page of [2022 Legislative Platform](#)