



### Regular Meeting Agenda

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN 55337  
February 8, 2024  
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 Director Mursal Safio and Director Alt

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

II. Approval of Agenda

III. Information

- A. Report about Harriet Bishop Elementary School, Vista View Elementary School, and K-5th Grade Virtual Academy 3  
**Speaker(s):** Dr. Chris Bellmont, Assistant Superintendent, Mr. Ken Essay, Principal, and Dr. Angie Pohl, Principal, Niaka Dunbar, Student Systems Leadership Specialist and Ashley Berryman, Teacher
- B. Indian Education Programming & Vote of Concurrence or Nonconcurrence 18  
**Speaker(s):** Rebecca Mousseau and Madison McKinney, Indigenous Cultural Liaisons, Kelly Sundquist, Advisory Chair, and Rachael Theis, Staff Member
- C. Report about Firewall Purchase for Technology Department 48  
**Speaker(s):** Rachel Gorton, Director of Technology
- D. Report about the Mid-Year Review for Superintendent Dr. Battle 49  
**Speaker(s):** Anna Werb, Vice Chair
- E. Student Representative Report

F. Superintendent Report	52
G. Board Member Reports	53
IV. Business Meeting	54
A. Consent Agenda	
<b>Description:</b> Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.	
1. Approve Minutes	60
2. Approve Personnel Recommendations	64
3. Adopt a Resolution to Accept Donations	65
4. Receive a Report about the Listening Session	67
B. New Business	70
1. Approve Indian Education Programming & Vote of Concurrence or Nonconcurrence	76
<b>Speaker(s):</b> Isis Buchanan, Director of Educational Equity	
2. Approve Firewall Purchase	79
<b>Speaker(s):</b> Rachel Gorton, Director of Technology	
3. Closed Session, as permitted by MN State Statute 13D. 05 Subd. 3 for Real Estate Discussion on Modified Purchase Agreement for the Diamondhead Education Center Outlot	80
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services, and Stacie Kvilvang, Ehlers Senior Municipal Advisor	
4. Consider/Approve an Offer to Modify Purchase Agreement Dates for the Diamondhead Education Center Outlot	
<b>Speaker(s):</b> Chair Miller	
5. Closed Session, as permitted by MN State Statute 13D.05 Subd. 3, for Real Estate Discussion on Purchase Proposal for the Metcalf Property	81
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services and Stacie Kvilvang, Ehlers Senior Municipal Advisor	
V. Work Session to Review FY25 Budget: Initial Feedback, Budget Scenarios and Timeline	82
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services	
VI. Closed Session, as permitted by Minnesota Statutes Section 13D.03, to Discuss Labor Negotiations Strategy	104
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Administrative Services	
VII. Adjourn	

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



**Agenda III.A.  
February 8, 2024**

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

**From:** Dr. Chris Belmont, assistant superintendent, Mr. Ken Essay and Dr. Angie Pohl, principals, Niaka Dunbar, student systems leadership specialist and Ashley Berryman, teacher

**Date:** February 8, 2024

**Re:** Report about Harriet Bishop Elementary School, Vista View Elementary School, and K-5<sup>th</sup> Grade Virtual Academy

Receive a report about Harriet Bishop Elementary School, Vista View Elementary School, and K-5<sup>th</sup> Grade Virtual Academy from Dr. Chris Belmont, assistant superintendent, Mr. Ken Essay and Dr. Angie Pohl, principals, Niaka Dunbar, student systems leadership specialist and Ashley Berryman, teacher

# **Harriet Bishop Elementary**

# **Vista View Elementary**

# **K-5 Virtual Academy**

Ashley Berryman  
Niaka Dunbar  
Angie Pohl  
Ken Essay

# Profile of a Learner

## Profile of a Learner

### ACADEMICALLY READY

- Thinks critically
- Collaborates and communicates with others
- Solves problems
- Applies knowledge and skills

### FINANCIALLY READY

- Budgets and manages money responsibly
- Sets short- and long-term financial goals
- Understands consumer finance practices
- Differentiates between needs and wants

### CIVIC-MINDED

- Aware of community & current events
- Participates in civic engagement
- Willing to serve
- Understands personal accountability

### FUTURE READY

- Identifies aptitudes, interests, and passions
- Engages in networking and self-advocacy
- Pursues attainable goals
- Is adaptive and open-minded

### CULTURALLY PROFICIENT

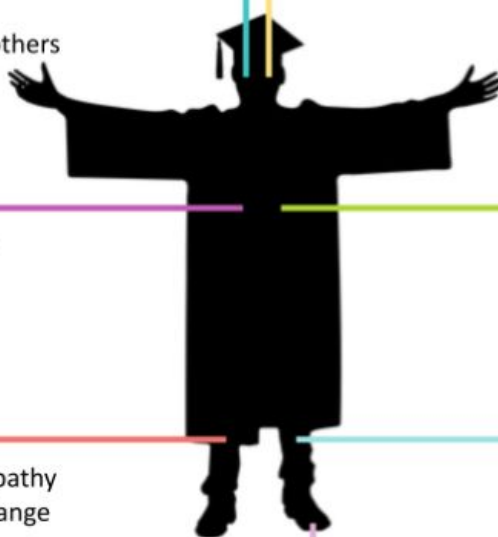
- Sees various perspectives & shows empathy
- Demonstrates advocacy for positive change
- Seeks diverse experiences
- Understands impacts of worldview and biases

### LIFE READY

- Treats others respectfully
- Exhibits a growth mindset
- Demonstrates strong interpersonal relationship skills
- Regulates emotions & cares for self

### WORKPLACE READY

- Values work and effort
- Demonstrates perseverance
- Manages and organizes time
- Exhibits professionalism



# HB - Home



# VV Kindergarten

Vista View students share their favorite things about kindergarten



# VA Testimonial

One91 Virtual Academy Students and Family Share Their Perspectives



# SSLS- Student Systems Leadership Specialist



Niaka "Na- Kee- Ah" Dunbar

**Systems**  
**Student**  
Family Connections  
**Leadership**  
Academics  
Behavior

**Support**  
**Pedagogy**  
**Love**



# Our SIP in Action - HB

- WIN
- ML Implementation
- Heggerty PreK-2
- SoR Exploration

- Service Club
- Service Day Saturday



- Speak Up

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- Catalyst
- High Expectations for Everyone

- RRES
- Second Step

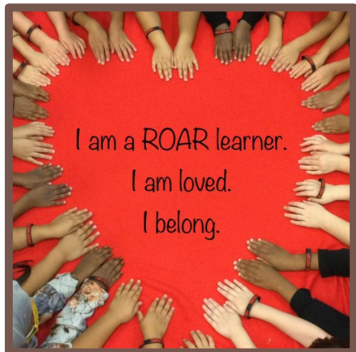
### HARRIET BISHOP ELEMENTARY EMBEDDED SPARK EXPERIENCES

**VISION:**  
To spark interest in Pathways through embedded enrichment opportunities for all students.

**SPARK**  
Wonder  
**FUEL**  
Exploration  
**BLAZE**  
Your Path

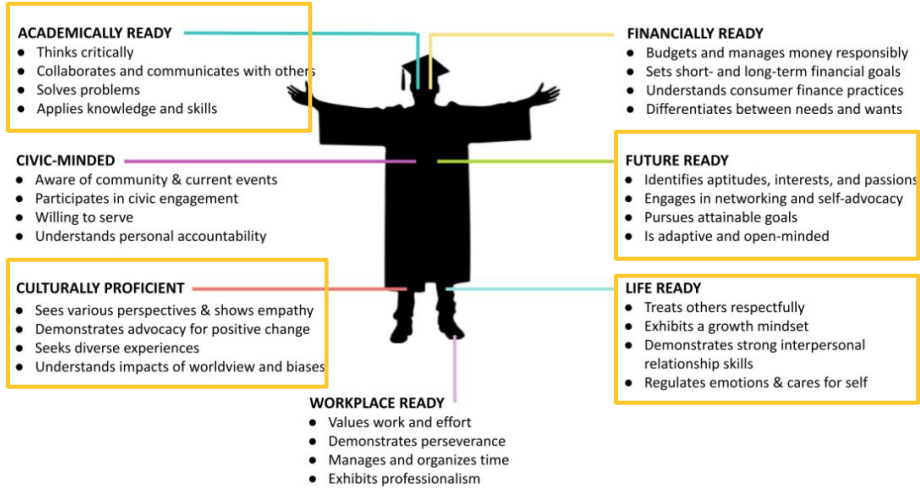
# Our SIP in Action - VV

- Focus on developing foundational phonemic awareness and phonics



- Incorporate tier I PBIS strategies to support academic achievement

## Profile of a Learner



- Teacher teams include learning specialists, ML teachers, and sped teachers and regularly use student data

- Create and administer a survey to families to measure how welcome they feel at Vista View.
- Make connections with families through regular family meetings

VISTA VIEW		Vista View Elementary First Grade - CT Notes	
CT	First Grade		
CT Members	Kim Steeg, Alisha Bolling, Sam Gaylord, Kerianne Green		
CT Working Agreements	1. Student and Solution focused 2. Come prepared with necessary materials & documents 3. Listen to understand and collaborate		
Important Links	VV SIP One Pager / VV SIP 1st Grade CT Goal 1st Grade Literacy Coaching Meeting Stipends Pacing Guide Hegarty and C.C.C. Guidance Literacy Grade Level Guarantees Math Grade Level Guarantees	Elementary Required Assessments 7 Norms of Collaboration CPSS Tools B.T. Feedback Form PBIS Feedback Form VV Meeting P.V. Schedule	
CT Notes			
Date:	1/20/24	Team Members Present: Alisha, Kim, Sam, Kerianne	
Agenda/Notes	<ul style="list-style-type: none"> <li>● Finish data dive discussions and WIN Planning</li> <li>● What do you want students to know and be able to do in the next week? How will you know if you learned what you want them to learn? What will you do when they've learned it? What will you do when they haven't (WIN time planning)?</li> <li>● Next week: District CT on Tuesday</li> </ul>		
To Do! Takeaways	<ul style="list-style-type: none"> <li>● Discussed W.I.N. group configuration                             <ul style="list-style-type: none"> <li>○ Alisha used sight word flashcards and nonsense word flashcards last year. Nonsense word flashcards will be implemented this week for W.I.N. time for students that will not be pulled due to Access Testing.</li> <li>○ Sam is using sight word flashcard check-ins with his W.I.N. groups.</li> <li>○ Sam expressed interest in using sight word stories. Kim pulled some from the literacy library for him to use.</li> </ul> </li> </ul>		



**PBIS** Positive Behavioral Interventions & Supports

SCHOOL CLIMATE SURVEY

**School Climate Survey: Family**

Please answer all of the questions on your answer won't be recorded, but you can mark "prefer not to answer" if you don't want to answer a question about you.

**DEMOGRAPHICS**

Please indicate the gender of your student or student.

Gender of your student:

Male  
 Female  
 Prefer not to answer

What is your ethnicity?

Hispanic or Latinx/Latina  
 Black or African American  
 White  
 Asian or Pacific Islander  
 Middle Eastern, North African, or South Asian  
 Other

What is your race? (check all that apply)

Black  
 White  
 Hispanic or Latinx/Latina  
 Asian or Pacific Islander  
 Middle Eastern, North African, or South Asian  
 Other

What is your gender identity?

Male  
 Female  
 Transgender or other  
 Prefer not to answer

Would you like to be part of a focus group with which you identify?

Yes  
 No

**SCREENING QUESTIONS**

Teaching and Learning

1. Teachers at my student's school have high standards for achievement.

Strongly Disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly Agree

2. Teachers at my student's school work hard to make sure that students do well.

Strongly Disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly Agree

3. Teachers at my student's school promote academic success for all students.

Strongly Disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly Agree

School Safety

4. My student's school sets clear rules for behavior.

Strongly Disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly Agree

5. My student feels safe at school.

Strongly Disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly Agree

6. My student feels safe going to and from school.

Strongly Disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly Agree

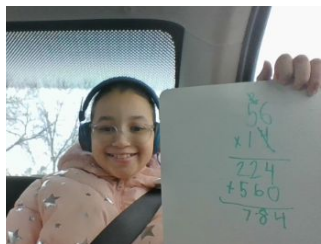
7. School rules are consistently enforced at my student's school.

Strongly Disagree  
 Disagree  
 Neutral  
 Agree  
 Strongly Agree



# Our SIP in Action - VA

- Focus on developing foundational phonemic awareness and phonics
- Math expressions focus on math talk and on multiple ways to solve problems



- Connecting with Families
- Sharing ideas for home support for learning
- Listening to families and what is working and what is not



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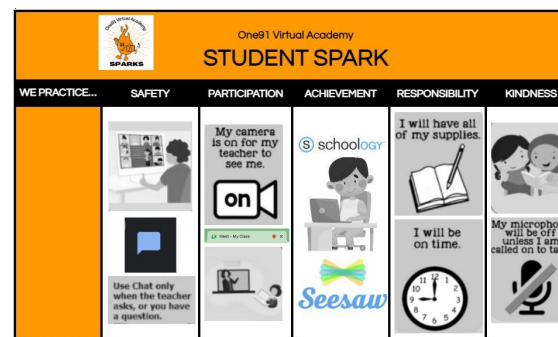
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### WORKPLACE READY

- Values work and effort
- Demonstrates perseverance
- Manages and organizes time
- Exhibits professionalism



- Engagement in specialists, pathway experiences, and field trips focused on STEM and literacy

- PBIS SPARK Expectations
- Second Step lessons focused on kindness, empathy, growth mindset



# Where Are We Headed? HB

In the next 3 years.....

- 70% of our students will be showing typical or aggressive growth in reading
- Tier 3 students will be showing 70% aggressive growth in reading
- At least 60% of student will be proficient on MCA reading and the discrepancy between White and BIPOC students will be eliminated
- 20% of our ML students exiting yearly through Access Testing

## FAST Reading Over Time

Year	Test	Risk	Growth
Fall 2022	Letter Names/Sounds Early Reading	High Risk  Some risk	K Baseline
Spring 2023	Letter Names/Sounds Early Reading	Low Risk  Low risk	Aggressive Growth
Fall 2023	Early Reading	Low Risk	1st grade baseline
Winter 2024	Early Reading CBM	Low Risk Exceeds	Aggressive Growth

**Primary Student**

**Home language:  
Spanish**

## Hope for the Future

- Strong core instruction
- MRC early reading intervention in K
- Heggerty
- PBIS, Second Step
- Quality ML Instruction
- Family Partnership

# Where Are We Headed? VV

In the next 3 years.....

- 70% of our students will be showing typical or aggressive growth in reading
- At least 50% of student will be proficient on MCA reading and the discrepancy between White and BIPOC students will be eliminated
- 90% of our families will feel welcome and connected in our school

## FAST Reading Over Time

**Primary Student**

**Home language:  
Somali**

Year	Test	Risk	Growth
Fall 2022	Letter Names/Sounds Early Reading	High Risk  Some risk	K Baseline
Spring 2023	Letter Names/Sounds Early Reading	Low Risk  Low risk	Aggressive Growth
Fall 2023	Early Reading	Low Risk	1st grade baseline
Winter 2024	Early Reading CBM	Low Risk Exceeds	Aggressive Growth

## Hope for the Future

- Strong core instruction
- MRC early reading intervention in K
- Heggerty
- PBIS, Second Step, and Zones of Regulation
- Family Partnership

# Where Are We Headed? VA

In the next 3 years.....

- 70% of our students will be showing typical or aggressive growth in reading
- At least 50% of students will be proficient on MCA reading
- We will continue to grow our enrollment and will be the online school choice for families in our region!

**Intermediate Student**

**Home Language: English**

Year	FAST a Reading Risk + Percentile	CBM Risk Level
Winter 2023	High Risk (14th percentile)	High Risk
Spring 2023	Some Risk (20th percentile)	Some Risk
Fall 2023	Some Risk (30th percentile)	Some Risk
Winter 2024	Some Risk (34th percentile)	Low Risk

## Hope for the Future

- VA helps any student attend school regularly, despite health concerns, and be in community with peers.
- Open-enrolled with us! We are attracting students from outside of One91.
- Receive strong core instruction and also mixed-grade small groups at the student's level to meet them at their level
- Approaching grade level expectations in reading! Student has shown aggressive growth in their CBMs!

# Community Strong



# Thank you

**Ken Essay, Principal of Harriet Bishop Elementary**

**kessay@isd191.org**

**Angie Pohl, Principal of Vista View Elementary and**

**One91 Virtual Academy K-5**

**apohl@isd191.org**





**Agenda III.B.  
February 8, 2024**

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

**From:** Rebecca Mousseau and Madison McKinney, indigenous cultural liaisons, and Kelly Sundquist, advisory chair

**Date:** February 8, 2024

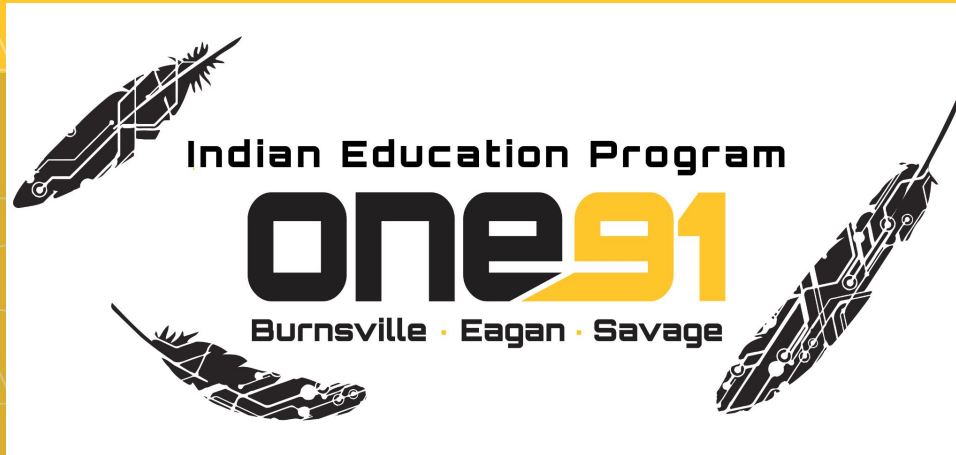
**Re:** Report about Indian Education Programming & Resolution of Concurrence

Receive a report about Indian Education Programming & Resolution of Concurrence from Rebecca Mousseau and Madison McKinney, indigenous cultural liaisons, and Kelly Sundquist, advisory Chair and Rachael Theis, Staff Member

February 08, 2024

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# One91 American Indian Education Program



# Overview

- » AIE Program Overview
- » Student Programming & Family Engagement Collaboration Across Districts
- » American Indian Legislation Passed 2023



## ❖ Rebecca Mousseau

- Specialist of American Indian, Indigenous Cultural Liaison

## ❖ Madison McKinney

- Indigenous Cultural Liaison (for Secondary Students)

## ❖ Kelly Sundquist

- AIPAC Chairperson

## ❖ Rachael Theis

- AIPAC Member, 191 Staff Member at Gideon Pond Elementary

# Purpose and Goals

22



1. **Academic achievement** of Indigenous students (American Indian, Alaska Native).
2. **Post-secondary preparation** for Indigenous students.
3. **Relevant curriculum** to the needs, interests, and cultural heritage of Indigenous students.
4. **Positive reinforcement of self-image** of Indigenous students.
5. **Intercultural awareness** among students, parents, and staff.
6. **Supplemental** educational and co-curricular programs.

# American Indian Students

<u>School</u>	<u>Student Count</u>
Burnsville Alternative High School	14
Burnsville High School	46
Eagle Ridge Middle School	20
Early Education Program & Services	4
Edward Neill Elementary School	10
Gideon Pond Elementary School	5
Harriet Bishop Elementary School	12
Hidden Valley Elementary School	15
Nicollet Middle School	28
ONE91 Virtual Academy - Elementary	2
ONE91 Virtual Academy - High School	1
ONE91 Virtual Academy - Middle School	2
Rahn Elementary School	12
Sky Oaks Elementary School	7
Vista View Elementary School	14
William Byrne Elementary School	8
<b>Grand Total</b>	<b>200</b>

High School, 9-12th grade - 61

Middle School, 6-8th grades - 50

Elementary, Pre K-5 grades - 85

Early Childhood - 4



# Data Report

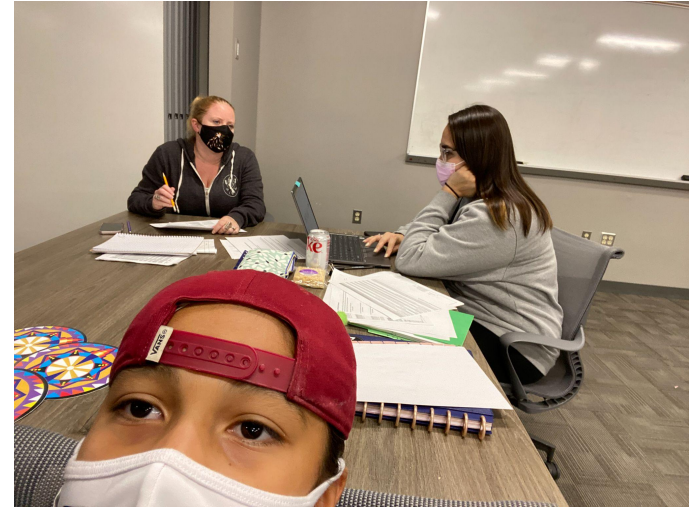
	Specific to Native Identified Students within the District:	Number	Percentage	
23-24	Native American Students as reported in Viewpoint (state ethnicity definition) (	141	1.80%	of Burnsville-Eagan-Savage students have been identified as Native American.
	-How many students do we have in Special Education?			
		39	27.66%	of Native identified students receive special education services.
		6	4.26%	of Native identified students receive services associated with a 504 plan.
22-23	-How many students took the ACT, SAT, PSAT in Spring 22-23?			
	ACT (grade 11)	2	18.18%	of Native identified 11th graders took the ACT in Spring 2023.
	Pre-ACT (grades 9-10)	14	58.33%	of Native identified 9th and 10th graders took the Pre-ACT in Spring 2023.
	-Are we able to identify individuals or even the schools who score low on the MCAs?			
	MCA Reading	67	76.14%	of Native identified students that should have taken MCA Reading did take MCA Reading.
	Exceeds	4	5.97%	of Native identified students <b>exceeded</b> MCA Reading grade-level proficiency.
	Meets	14	20.90%	of Native identified students <b>met</b> MCA Reading grade-level proficiency.
	Partially Meets	17	25.37%	of Native identified students <b>partially met</b> MCA Reading grade-level proficiency.
	Does Not Meet	32	47.76%	of Native identified students <b>did not meet</b> MCA Reading grade-level proficiency.
	MCA Math	63	75.90%	of Native identified students that should have taken MCA Math did take MCA Math.
Exceeds	3	4.76%	of Native identified students <b>exceeded</b> MCA Math grade-level proficiency.	
Meets	16	25.40%	of Native identified students <b>met</b> MCA Math grade-level proficiency.	
Partially Meets	11	17.46%	of Native identified students <b>partially met</b> MCA Math grade-level proficiency.	
Does Not Meet	33	52.38%	of Native identified students <b>did not meet</b> MCA Math grade-level proficiency.	
MCA Science	26	72.22%	of Native identified students that should have taken MCA Science did take MCA Science.	
Exceeds	0	0.00%	of Native identified students <b>exceeded</b> MCA Science grade-level proficiency.	
Meets	6	23.08%	of Native identified students <b>met</b> MCA Science grade-level proficiency.	
Partially Meets	7	26.92%	of Native identified students <b>partially met</b> MCA Science grade-level proficiency.	
Does Not Meet	13	50.00%	of Native identified students <b>did not meet</b> MCA Science grade-level proficiency.	

# Role of Parent Advisory Committee

25

## The American Indian Parent Advisory Committee (AIPAC)

- **Critical** to the achievement and success of American Indian students
- **Composed** of parents of children eligible to be enrolled in American Indian education programs
- **Serves** in an advisory role and help ensure that American Indian students are receiving culturally relevant and equitable educational opportunities
- **Offers** a valuable opportunity to strengthen community partnerships



# AIPAC Recommendations

26

- ❖ Cultural Proficiency Training for all staff in the district
  - Specifically on cultural heritage, generational trauma and tribal nations
- ❖ More American Indian representation in the schools and district
  - Tribal maps of Minnesota and the district Land Acknowledgement in every classroom and in entry ways in all district facilities
- ❖ Review of the names of schools in the district
  - In the near future, changes to building names
  - Specifically Gideon exposure
  - Dakota/Lakota/Ojibwe/Oceti Sakowin(Sioux). Tribes native to Minnesota
- ❖ More American Indian representation in school newsletters regarding
  - South Of The River Pow Wow, Indigenous Peoples Day, Orange Shirt Day, other special observances of American Indian Cultural Heritage and Peoples.
- ❖ District Wide Smudging Policy
  - Use of sacred sage, sweetgrass, cedar, and tobacco in building with American Indian Students.
- ❖ More support for American Indian Education Programming overall and the Liaisons
  - Student count and subsequent data

■ Special Education Services

**We are gathered here on the unceded land of the Dakota and Ojibwe peoples. This institution, School District 191, acknowledges those Indigenous communities, their elders both past and present, and future generations. This institution also acknowledges that it was founded upon exclusions and erasures of many Indigenous peoples including those on whose land this institution is located. This active acknowledgement demonstrates a commitment to working to dismantle the ongoing legacies of settler colonialism.**

## **Land Acknowledgement**

# Land Acknowledgement

Vista View Elementary  
Display Case (for  
example)



# Student & Family Programming

29

## Remainder of 2023

- ❖ MMIR Awareness “Red Shirt Day” February 14
- ❖ Craft Circles - Sewing & Beading Classes
- ❖ MIEA Conference
- ❖ Culture Week - Traditional Foods
- ❖ Graduate Honoring
- ❖ South of the River Powwow

## School Year 2024

- ❖ School Supplies (annual)
- ❖ “Orange Shirt Day”
- ❖ Indigenous People’s Day
- ❖ Native American Heritage Month
- ❖ College Fairs
- ❖ South of the River Collaboration
- ❖ “Red Shirt Day”
- ❖ MIEA Conference
- ❖ Culture Week
- ❖ Graduate Honoring
- ❖ Powwow

# Indigenous Graduates 2023

30



Graduates receive a Pendleton stole, a blanket; and an eagle feather or plume.

# Graduate Honoring 2023

- ❖ 2 participants in the Graduate Honoring May 3, 2023
  - Gia Smith Grant, Dakota - BAHS
  - Nunpa ThunderHawk - BHS





# Craft Circles





# MIEA Conference Youth Day 2023



MINNESOTA INDIAN EDUCATION ASSOCIATION  
ANNUAL CONFERENCE



# Indigenous Student Council



## Student Leaders:

1. Camille Balbuena  
- BHS 11 grade
2. Tehya Talks - BHS  
10 Grade





# Orange Shirt Day 2023



## ORANGE SHIRT DAY FRIDAY SEPTEMBER 29

Indigenous Student Council & One91 American Indian Education Program asks you to wear an orange shirt on Friday, September 29 in the spirit of healing, resiliency, and reconciliation.

### WHAT CAN YOU DO?

- Wear your orange shirt.
- Read books by Indigenous authors.
- Educate yourself on boarding/residential schools
- Identify & connect with local Indigenous organizations.
  - National Native American Boarding School Healing Coalition:

A Night of Remembrance event, in Minneapolis  
<https://boardingschoolhealing.org/a-night-of-remembrance/>

### WHAT IS ORANGE SHIRT DAY?

Orange Shirt Day (internationally recognized on September 30) is a movement to recognize and acknowledge the experiences of survivors of the United States Indian Boarding School Era and Canadian Indian Residential Schools, and those [Indian students] who did not make it home. Also known as National Day for Truth and Reconciliation, or National Day of Remembrance for U.S. Indian Boarding Schools, the day honors the Indigenous children forced into boarding schools and brings awareness of the generational harm done to Indigenous children, lifeways, and cultures.

**PLEASE CONNECT WITH REBECCA,  
RMOUSSEAU@ISD191.ORG  
TO PICK UP YOUR FREE ORANGE  
TSHIRT.**





# Native American Heritage Month 2023



# American Indian Education Legislation 2023

41

**All effective July 1, 2023 unless indicated otherwise.**

1. Data Sharing with Tribal Nations
2. Dedicated American Indian Education Coordinator
3. American Indian Culture and Language Classes Required
4. Shared Time Enrollment
5. American Indian Education Aid
6. Indigenous Peoples Day
7. Indigenous Education For All Students
8. American Indian Mascots Prohibited
9. Tribal Regalia at Graduation Ceremonies
10. Sacred Tobacco Allowed

# Continued...

42

1. Embed Indigenous Education in Academic Standards, Ethnic Studies
2. Minnesota Indian Teacher Training Program
3. Minnesota Indian Teacher Training Program Grant Appropriations
4. American Indian Education Aid – Carry Forward of Funds
5. American Indian Student Definition
6. American Indian Education Aid Allowed Sites
7. American Indian Parent Advisory Committees
8. MDE Using State Count of American Indian Students
9. American Indian History and Culture Licensure Renewal
10. American Indian History and Culture Licensure Renewal for Teachers
11. Native Language Revitalization Grants



# SOUTH OF THE RIVER DRUM AND DANCE 43

## CLASSES

Open Gym 4:30 - 5:30 PM

Wednesdays at 5:30 -  
7:00 PM

October 25, 2023

November 8, 2023

November 29, 2023

December 13, 2023

January 10, 2024

January 24, 2024

February 7, 2024

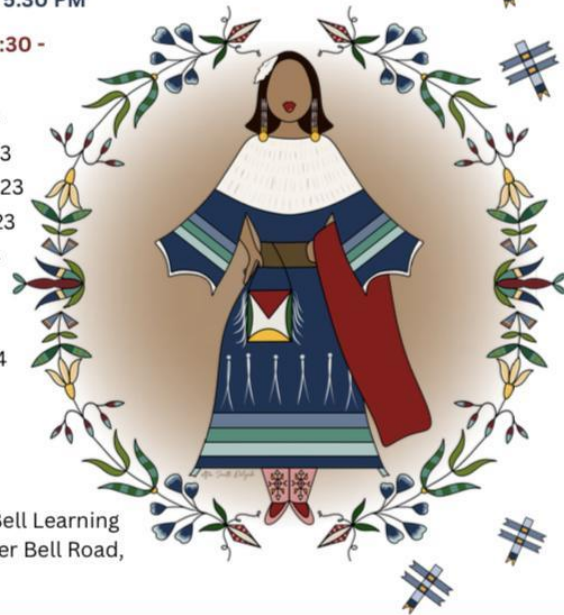
February 21, 2024

March 13, 2024

April 10, 2024

April 24, 2024

Location: Silver Bell Learning  
Center, 2120 Silver Bell Road,  
Eagan, MN



Students *must* be enrolled in one of the South Metro school districts to participate.

Please contact your District's American Indian Liaison/Staff for more information.



South of the River Indian Education  
Powwow Committee Presents

# South of the River Powwow

May 4th, 2024  
Burnsville High School

# South of the River Indian Education Collaborative

45

## Collaboration on Drum & Dance Classes

## Collaboration on Powwow Planning

- District 191: Burnsville, Eagan, Savage
- District 192: Farmington Area Schools
- District 194: Lakeville Area Schools
- District 196: Rosemount, Apple Valley, Eagan
- District 197: West St. Paul, Mendota Heights, Eagan Area Schools
- Hastings Public Schools
- Prior Lake-Savage Area Schools
- Richfield Public Schools



# Future Plans



- More partnership & collaboration with Community Education
  - Community Feast
- Student Leadership Field Trip to Smithsonian / Washington DC.
  - Art Display of Dakota Artist's work.
- American Indian / Indigenous Studies Course at High School
- Advisory Class/es for American Indian Students (BHS)
- Dakota and Ojibwe Language Classes



Indian Education Program

**one91**

Burnsville · Eagan · Savage



**Agenda III.C.  
February 8, 2024**

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

**From:** Rachel Gorton, Director of Technology

**Date:** February 8, 2024

**Re:** Report about Firewall Purchase for Technology Department

Receive a report about a Firewall Purchase for the Technology Department.

Our existing firewalls were purchased in 2017 and firewalls generally have a five-year life expectancy. We have pushed our existing firewalls to seven years but they are now needing to be replaced to keep current with increased internet traffic and cybersecurity needs.

Firewalls are critical network security devices that monitor and allow or disallow traffic to and from our network. Their role is to provide a security gateway to ensure viruses, malware, and other security threats do not reach our internal network resources. Firewalls are required for K12 schools in the Children's Internet Protection Act (CIPA) and are mandated in order to receive federal ERATE funds which provide substantial discounts on internet services to schools, including ISD191.

Three vendors proposed five options for firewalls. Firewalls are partially reimbursable by ERATE funds and the ERATE RFP and bid process was used to solicit bids in accordance with the requirements.

This request for approval is to allow us to enter into final contract negotiations with these vendors to ensure we are securing the most effective firewalls at the best price.

The total cost to the district will be below \$367,000. Exact ERATE discounts will be determined as we final contracts.

Technology Levy funds have been budgeted for this purchase.

It is recommended the board approve the allocation of funds to replace our two firewalls and authorize the Executive Director of Business Services to finalize contracts up to \$367,000.



**Agenda III.D.  
February 8, 2024**

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

**From:** Anna Werb, vice chair

**Date:** February 8, 2024

**Re:** Report about the Mid-Year Review for Superintendent Dr. Battle

Receive a report from Director Werb about the Mid-Year Review for Superintendent Dr. Battle.

## **Superintendent's Mid-Year Review - February 8, 2024**

### **Statement by Board Vice Chair Anna Werb**

On January 25th, 2024, the District 191 School Board and Superintendent Dr. Theresa Battle met in a closed session for her annual mid-year review.

The school board uses the mid-year review as a gauge during the year to assess where Dr. Battle is at for meeting her Performance Goals that have been set and for the Board to also provide any constructive feedback for her current performance that will allow her to see what adjustments can be made before the final performance review in June.

Last year the board came to the decision to provide the mid-year review the same way we conduct the final performance review in a closed session for efficiency and consistency.

The review consisted of evaluating where Dr. Battle is as far as meeting her personal goals for the 2023-2024 school year as well as providing feedback of her performance and areas of strengths and areas for improvement.

There are three personal goals for Superintendent Battle during the 2023-24 school year:

Professional development goal:

**Goal 1:** Improve competency in moving toward adaptation in Cultural Competency as described by the Intercultural Development Continuum. Linking knowledge of my culture and other cultures to increase skill of "shifting perspectives" and to link my cognitive ability to generate cultural appropriateness in my affect and behavior.

Direct focused goals:

**Goal 1:** Monitor schools' progress toward achieving their site student achievement goals for the One91 Roadmap dashboard metrics.

**Goal 2:** Increase knowledge of best practices to achieve effectiveness of district Operations (Food and Nutrition, Buildings and Grounds, Financial and Business Services, and Technology) by requiring the use of a project management tool.

The board is in agreement that Dr. Battle is working towards and taking the steps needed to complete the goals she has set for herself. The board also provided constructive feedback. We would like to recognize Dr. Battle for her dedication and enthusiasm for our district and its students. She is a continued source of positivity and encouragement to those around her.



**Agenda III.E.  
February 8, 2024**

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

**From:** Cody Hoang, student board representative

**Date:** February 8, 2024

**Re:** Student Board Representative Report

Receive a report from Cody Hoang, student board representative.



**Agenda III.F.  
February 8, 2024**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** February 8, 2024  
**Re:** Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.G.  
February 8, 2024**

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

**From:** Eric Miller, board chair

**Date:** February 8, 2024

**Re:** Board Member Reports

Receive reports from board members.



<p>3. Same as last year, I would like to see 9-12 enrollment by class for Semester 2 to understand the distribution of our students at secondary at this point in time.</p> <p>4. Will there be an interactive budget spreadsheet at the work session for us to work with?</p>	<p>3. See table. The table on the left is each course section and the table on the right is the average enrollment for each course.</p> <p><a href="#">23-24 BHS Teacher Sections by Semester 2</a></p> <p>4. No.</p>
<p>On slide 16 of the budget presentation, there are 4 proposed Board Parameter options. However, two of them appear to be identical (the two on the bottom - Maintain Class Size; Reduce Spending by \$1.7m; Reduce Fund Balance by 2% (\$2.7m). Should one of these two be a different option? I assume so, since the slide title indicates that 4 different options are being presented to the Board and since the later slides appear to have more differences in the options being suggested.</p>	<p>Two of the slides are identical for FY25. Stacey will speak to the path that they can diverge for FY26 in the following slides. This is what it would look like if the Board wanted to have a second 2% spend down of fund balance in year two or if they wanted to maintain the fund balance and make reductions in year 2. These options are about FY25, but we want to share the long term implications and strategies available.</p>

## (Indian Education Programming and Vote of Concurrence or Nonconcurrence)

Board Member Question	Staff Response
<p>What are the consequences to the district regarding the vote of non-concurrence, beyond the need to reply to each of the AIPAC recommendations within 60 days?</p>	<p>A non concurrent vote is an opportunity and not necessarily a consequence for the school board and the superintendent to have a conversation about the status (academic, cultural, and emotional) of American Indian students in our district. This is the opportunity to talk about the issues that are important to our American Indian PAC.</p>
<p>Are we required to complete each item the AIPAC is recommending?</p>	<p>Our responses will be about how the district can help American Indian students succeed and the true authentic care we have for American Indian students.</p>
<p>Are there financial consequences for the district if we do not meet each of their recommendations?</p>	<p>A review of MN statutes does not show a financial implication connected to non concurrency.</p> <p>Yes, it is required that the board respond to each recommendation to the best of our ability.</p>
<p>Will there be another vote of concurrence after we have responded to the recommendations, or is the next vote not until next winter/ spring, regardless of how we respond?</p>	<p>Another vote happens in 2025. Parents will complete the self assessment rubric and share their vote.</p>
<p>Also, with the request to allow sacred tobacco, I assume that would mean that the PRC would need to review and revise the district tobacco use policy at some point.</p>	<p>Policy 419 Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices was last revised 11/9/23.</p> <p>IV. EXCEPTIONS</p> <p>A. A violation of this policy does not occur when a Native American adult lights tobacco on school district property as a part of a traditional Native American spiritual or</p>

	<p>cultural ceremony. A Native American student may carry a medicine pouch containing loose tobacco intended as observance of traditional or cultural practices. A Native American is a person who is a member of a Native American tribe as defined under Minnesota law and/or self identifies as a Native American.</p>
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(Firewall)

Board Member Question	Staff Response
<p>To the best of my recollection, I believe this is the first time the board has been asked to approve 'contracts up to' a certain value.</p> <p>Will the board be presented with the final contract language and value to approve, once negotiated?</p>	<p>ERate is complex, so the response is lengthy.</p> <p>There are a few occurrences of utilizing "contracts up to \$\$" in the past specifically when working with ERATE eligible items. Due to the ERATE timing, our approach is to take the conservative method to ensure the highest possible amount is board approved. The highest possible amount is the pre-reimbursement amount. We budget at the pre-reimbursement amount, so we are confident that we have the costs covered for the project should anything odd happen in the ERATE reimbursement process.</p> <p>Only budgeting the post-reimbursement amount and school board approval of the post-reimbursement amount may cause an issue in the complex ERATE process, possibly leaving a deficit in their budget to make up. We'd like to ensure that we can handle the full amount and count the reimbursement when it is received.</p> <p>Firewalls are particularly tricky as even though our ERATE reimbursement rate is</p>

80%, there are many line items to a firewall purchase including hardware, connective equipment, licenses, and support services. Unlike access points or switches that we have purchased recently, each of these firewall components is ERATE reimbursed at different percentages and how you bundle them can increase (or decrease) their reimbursement rate. We believe that the district portion after reimbursement will actually be under \$200,000 but won't have the definitive number until the ERATE Funding Commitment Decision Letter is received.

#### Timeline for ERATE

Form 470 Window Open is until February 28, 2024. The Form 470 is the RFP and bid process to ensure a competitive bid process. We have received these bids and are in the process of evaluating. Our next step is to sign a contract and file the Form 471.

Form 471 - FCC Form 471 Filing Window Closes (March 27, 2024) - By March 27th, we have to have a signed contract with a vendor and file form 471 with the FCC. This process takes time and generally should be completed by March 1st to ensure we don't miss any deadlines. We are signing the contract for the full amount with the vendor but don't yet get to know how much reimbursement will be (thus the request for approval for the highest amount). Once we sign the contract and file form 471 we wait.

We wait. The district will receive an ERATE Funding Commitment Decision Letter telling us what our reimbursement will be.

Unfortunately, this wait can be many months. All districts move ahead with the purchase and installation of the equipment during this wait time assuming that the reimbursement will come through. Usually this is a pretty standard process but firewalls are more complex so the potential

	<p>that funding is adjusted from the amount we asked for in the Form 471 could be lower. This odd timing of the ERATE process is the reason we are asking the board to approve the "contracts up to" amount. That is the amount we will budget for knowing that we will pay less but not yet knowing exactly how much the reimbursement will be.</p>

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 January 25, 2024

The regular meeting of the Board of Education was called to order by Chair Miller 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, Mursal, Werb, Conner, Chester, and Chair Miller were present. Director Hume was absent. Superintendent Dr. Battle, Student Representative Cody Hoang, administrators, staff and members of the public were also present.

Attendance

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

Pledge of Allegiance

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

Agenda

Recognition was given for individual or team that qualified for a state tournament, and individual or team that qualified for a national or global event/competition.

Recognition

Received a report from the Student Performance and Achievement Committee with a Literacy Update, presented by Imina Oftedahl, Director of Curriculum, Instruction and Assessment, Amy Piotrowski, Director of Student Support Services, Christine McDonald, Elementary Curriculum Coordinator, Jaimie Howe, MTSS/Title I Coordinator and Katie Ness, Literacy Implementation.

Student Performance and Achievement Committee

Received a report about Burnsville Alternative High School, Burnsville High School and Secondary One91 Virtual Academy from Kelly Ronn, Principal, Jesús Sandoval, Principal, and Building Leadership Team Member's Stephanie Meilleur, Angela Morris and Amy Hill.

Reports

Received a report about FY24 Revised Budget from Director of Finance, Tyler Dehne.

Received reports from Chester on behalf of the Legislative Committee and ISD 917, Mursal on behalf of the Policy Review Committee, Alt on behalf of Negotiations and Firemuster, and Conner on AMSD.

Moved by Alt, seconded by Conner, to approve the consent agenda:  
 -Approve minutes of the regular board meeting on January 11, 2024.  
 -Approve personnel recommendations for Amanda Ewers, Andrew Tofte, Anne McGee, JoAnne Schlink, Kathryn Hauman, Cherise Barnes, Timothy Lundahl, Aarin Emanuelson, Axmad Kaahiye, Kassi McCullough, Madison McKinney, Sirah Ali, Zulma Diaz, Christina Bussler, Kathy Miller, McKenna

Consent Agenda  
 Minutes  
 Personnel  
 Recommendations  
 Donations  
 checks, receipt,

## Rogness

-Adopt a resolution to approve and accept donations as presented.  
 -November payroll checks in the net amount of \$4,152,107.42. November claims to date, wire transfers and adjustments totaling \$10,902,219.81. Also, that the Board accepts November receipts of \$14,275,213.16 and investments for the General Fund and OPEB of \$82,071,598.04 as of November 30, 2023.

-Accepts the Budget Analysis for the month ending November 30, 2023.  
 -Receive a report about the Listening Session on January 11, 2024.  
 -Approve the committee assignments, board appointments, and school assignments for 2024.

The motion carried unanimously (6,0).

Moved by Werb, seconded by Mursal, to approve the FY24 Revised Budget. The motion carried unanimously (6,0).

Moved by Mursal, seconded by Conner, to approve the Secondary Course Catalog. The motion carried unanimously (6,0).

Moved by Miller, seconded by Chester to move to a recess at 8:47 p.m. until 8:55 p.m. before starting the board work session.

The work session to hear an overview of Student Support Services from Student Support Services Director Amy Piotrowski, and Supervisors Dana Thompson, and Dr. Jennifer Middendorf started at 8:59 p.m. and concluded at 9:30 p.m.

Moved by Chester, seconded by Werb, to move to a closed session at 9:32 p.m. to discuss Labor Negotiations under Minnesota Statutes Section 13D.03. The motion carried unanimously (6,0).

The closed session to discuss labor negotiations started at 9:36 p.m. In attendance were Chair Miller, Directors Werb, Chester, Mursal, Alt, and Conner, Communications Director Aaron Tinklenberg, Executive Director of Administrative Services Stacey Sovine, Superintendent Dr. Theresa Battle, and Assistant Superintendent Dr. Chris Bellmont. The discussion on Labor Negotiations ended at 9:43 p.m.

Moved by Mursal, seconded by Conner, to move to an additional closed session to discuss Superintendent Dr. Battle's Mid-Year Evaluation as permitted by MN State Statute 13D.05 Subd 3. The motion carried unanimously (6,0).

The closed session to discuss the Superintendent's Mid-Year evaluation started at ended at 9:46 p.m. and in attendance were Chair Miller, Directors Werb, Chester, Mursal, Alt, and Conner, and Dr. Theresa Battle. The Mid-year evaluation closed discussion ended at 10:24 pm. and the group went back to the open meeting.

claims and  
investments

Budget Analysis  
Listening Session  
2024 Committee

Approve FY24  
Revised Budget

Course Catalog

Recess

Work Session

Closed Session to  
Discuss Labor  
Negotiations

Closed Session to  
Discuss  
Superintendent's  
Mid-Year  
Evaluation

The meeting adjourned 10:25 p.m.

Adjourn

Abigail Alt, Clerk

February 8, 2024  
Date Approved

DRAFT

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 January 30, 2024

The ISD 191 Board of Education and the Burnsville City Council met for a special work session on with the Board of Directors of Independent School District 191 at Burnsville High School, 600 E. Hwy 13, Burnsville, Minnesota, on the 30<sup>th</sup> day of January, 2024.

Call to Order

Council Present: D. Gustafson, E. Kautz, D. Kealey, C. Schulz, V. Workman

Attendance

Staff Present: G. Lindberg, B. Brewer, J. Rhode, H. McPhee, T. Schwartz, B. Jungmann, C. Larsen, M. Hamilton

ISD 191 Board Present: A. Alt, L. Chester, M. Hume, E. Miller, S. Mursal, A. Werb

ISD 191 Staff Present: T. Battle, S. Olsen-Dickhausen

Welcome

Dr. Theresa Battle welcomed everyone to the meeting. She facilitated introductions and an activity for attendees to get to know one another better.

Matt Deutsch, the Burnsville High School (BHS) culinary teacher, shared information about the Culinary Pathway program, which has a full enrollment and expanded class options. The BHS culinary class served dinner to the meeting participants.

Council member Kealey arrived at 5:50 p.m.

Purpose

The Council and School Board members discussed the following topics: 2023-2024 school district enrollment update and projections, communication protocols for emergency situations, opportunities for expanding partnership and sharing our story and engaging students for future employment opportunities

Adjourn

The meeting was adjourned at 7:25 p.m.

/s/  
 Abigail Alt, clerk

February 8, 2024  
 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 Administrative Services

DATE: February 8, 2024

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Alexis Kleeberger	*	Nicollet Middle School	Speech and Language Pathologist	02/05/2024	1.0 FTE
Certified	Resignation	Jennifer Davis	*	Community Education	Early Childhood Family Educator	02/01/2024	.8 FTE
Certified	Resignation	Lindsay Richter		Hidden Valley Elementary	Teacher	06/07/2024	1.0 FTE
Certified	Resignation	Noah Grant		Burnsville Alternative High School	Teacher	01/23/2024	1.0 FTE
Certified	Retirement	Michelle McCue		Nicollet Middle School	Teacher	06/07/2024	1.0 FTE
Certified	Retirement	Shelly Erickson		BEST	Teacher	06/07/2024	1.0 FTE
Classified	Appointment	Ashanti Jimenez		Nicollet Middle School	Educational Assistant	01/29/2024	6.5 hours/day
Classified	Appointment	Cornelle Horton	*	Eagle Ridge Middle School	Educational Assistant	02/05/2024	7.25 hours/day
Classified	Appointment	Eleanor Nesseth	*	Community Education	Community Education Coordinator II	02/05/2024	8 hours/day
Classified	Appointment	Grace Lee	*	Vista View Elementary School	Educational Assistant	02/01/2024	5.5 hours/day
Classified	Appointment	Juana Ruiz		District-wide	Custodial	01/23/2024	8 hours/day
Classified	Appointment	Lillian Arteaga		Burnsville High School	Food Service Associate	01/30/2024	7 hours/day
Classified	Appointment	Paul Nesseth		Burnsville High School	Boys Tennis- Head Coach	Spring Season	1.0 FTE Stipend
Classified	Change of Assignment	Mary Alvarado		District-wide	Custodial	02/05/2024	8 hours/day
Classified	Leave of Absence	Intisar Warsame		Rahn Elementary School	Educational Assistant	01/22/2024-02/14/2024	7.25 hours/day
Classified	Resignation	Aarin Emanuelson	*	Hidden Valley Elementary	Educational Assistant	01/29/2024	7.25 hours/day
Classified	Resignation	Agnes Turmire	*	Burnsville High School	Food Service Associate	02/01/2024	3.75 hours/day
Classified	Resignation	Cintra Godfrey		ECSE Center	Educational Assistant	01/30/2024	6.5 hours/day
Classified	Resignation	Krystal Ebel	*	Burnsville High School	Clerical	02/19/2024	8 hours/day
Classified	Resignation	Lillian Dolentz		Community Education	Community Education Supervisor	02/02/2024	8 hours/day
Classified	Resignation	Noah Grant	*	Burnsville High School	Boys Basketball- Assistant Coach	01/23/2024	Stipend
Classified	Resignation	Paul Nesseth		Burnsville High School	Baseball- Assistant Coach	Spring Season	Stipend
Classified	Resignation	Solomon Rosenthal		Burnsville High School	Boy Tennis- Assistant Coach	01/29/2024	Stipend
Classified	Retirement	Loi Huberty		Nicollet Middle School	Food Service Manager	02/09/2024	7.5 hours/day



**Agenda IV.A.3  
February 8, 2024**

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

**From:** Tyler Dehne, director of finance

**Date:** February 8, 2024

**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 February 8, 2024.

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

**Total monetary donation received: \$0.00**

**Agenda IV.A.4.  
February 8, 2024**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** February 8, 2024  
**Re:** Report about the Listening Session

**Recommendation:** Receive a report about the Listening Session on January 25, 2024

**Danny O'Brien** (parent educator) spoke about ECFE and ABE on the importance and impact of ECFE and ABE on our community in ISD 191. Mr. O'Brien shared how ECFE provides a truly unique-to-Minnesota experience for young children and their caregivers. ECFE provides opportunities for both caregivers and children to learn and grow in a supportive environment. Participants are able to share development milestones and parenting styles in a confidential and supportive space, an experience that he feels is not possible without highly qualified staff.

Mr. O'Brien shared examples of how ABE provides wonderful opportunities to the ISD 191 community.

He asked everyone present at the listening session to picture a scenario where One91 accompanies a "new to the country" family with programming and resources found within ECFE, ABE and preschool programming and multilingual teachers. He feels work in these areas are examples of staff showcasing the core values of the district.

These licensed and highly qualified educators are not on the same salary schedule as other BEA members. He feels they deserve to be recognized and respected as equals among their BEA colleagues by adding ECFE and ABE to the main salary schedule on the BEA contract.

**Jessa Derusha** (Voluntary Pre-kindergarten teacher) shared why early learning teachers should be on the main BEA salary schedule. There are teachers in elementary school buildings working 40 hours a week that are considered part-time employees.

Ms. Derusha shared examples of VPK teachers who work the same hours and days as teachers following the main salary schedule, but are not eligible for benefits. The few that are currently eligible for benefits are required to teach summer school. She shared information from Kindergarten Fastbridge and Heggerty Phonemic Awareness Preschool curriculum administered at three of our elementary school sites as examples of how well the programs work. She feels the results shared highlight what an important foundation these elements are for our students.

Ms. Derusha requests the district show our Early learning teachers that they are equal and valued members of our great school district by putting them on the main salary schedule and giving them full benefits.

**Cara Slattery** (parent, staff, district staff) stated that her understanding was that the district has a 22 million surplus, yet doesn't have a Pathways program in elementary. She shared that our district looks for anything an elementary pathway school might do and call it pathways, rather than provide the vision, materials and resources for staff to deliver it. She shared that 65% of teachers and principals had no idea what Pathways is. She described that in 2020-2021 a full time position was created, but nothing was created or shared with teachers. In 2021-2024 another administrator position was created and school buildings have not received resources, funding, or time. She enquired about how the board is holding administrators accountable? She suggested allocating funds for the current administrative positions to assign a pathways specialist in each of our elementary buildings. She encouraged board members to come and visit school and talk to teachers and students.

**Angie Arias** (parent and staff member) shared that the One91 Pathways program has yet to be established in elementary schools and that most of what is billed as "Pathways" existed before Pathways was established. Core math, DLS, Advanced Learning, Makerspaces, Band and Orchestra and Health and well-being career exploration are our advertised pathways on the 191 website, yet digital learning has taught design and coding units for years, and band and orchestra is solely for 5<sup>th</sup> grader students. She shared that the district's advanced learning focuses on 10% of elementary learners and she is unaware of any current health and well-being Pathways programming. She shared that Second Step is a core curriculum, not a Pathways program. Ms Arias expressed a desire to see increased visual arts, performing arts opportunities and Maker Space programming.

Ms. Arias asks where the programming is from the funds spent on Pathways? She would like to hold administrators accountable in this area.

**Kari Hill** (parent and staff member) shared that she feels the Pathways posters displayed in the elementary schools are for show and not based on reality. District leaders need to give the same time, attention and funding to our Pathways programming at the elementary level.

Ms. Hill expressed her desire to see the district stop spending on administrators and assign someone at the building level to execute Embedded Spark experience as well as sessions of art and choir. She also inquired about how much has been assigned to elementary Pathways in the last 4 years. She would like to see the district spend the money on Pathways specialists and resources in our buildings that will directly deliver Pathways to our elementary students.

**Andrea Parent** (education pathways instructor) shared how she feels teachers are disrespected in many ways. They have not been offered a contract that values teachers. She would like the board of education to value teachers with a fair contract.

**Kaitlin King** (staff) spoke about Safety and Security. She shared that last week teachers experienced a traumatic day at NMS. There were five fights and physical altercations, and that since that time, she felt not much had changed at NMS. She shared concerns about the impact to students and staff, and the effect of trauma lasting for more than a day. She asked who takes care of teachers after they break up fights. She inquired about how building and district administrators should help support staff in handling their trauma. She shared that teachers who were directly involved were checked on by administration or taken out of their rooms for a while, but other staff were left to handle the trauma on their own. She shared that teachers were not given time to process the events and that experiences were minimalized. She is looking for assurances of their safety and security and would like to know what systems are in place to handle the next fight. She addressed the teacher's unsettled contract and encouraged an honest and long overdue discussion about safety and security language, as well as settling the BEA contract quickly.

**Scott Kosloski** (staff) spoke about the traveling teacher's schedule in our district and how proposed changes to the contract with BEA will benefit all parties involved. Scott Kosloski shared he has been a traveling teacher and shared ways the life of a traveling teacher can be rewarding. He shared examples from his experiences and highlighted how the opportunity has allowed him to teach students in the orchestra

program from 6<sup>th</sup> grade to graduation. He also shared challenges he faces as a traveling teacher such as setting up lesson times and ensuring adequate traveling time. 69

New proposed language clarifies a traveling teacher as one who travels between at least two brick and mortar buildings during the school day. With the advent of Virtual Academy added to traveling teachers workloads, he expressed concern that the current teacher contract language is outdated.

## February 8, 2024 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(FY25 Budget)

Board Member Question	Staff Response
<p><b>1. Please confirm budget enrollment estimates vs end-of-year (EOY) actuals by year:</b></p> <p>1a. FY21 Budget K-12 estimate for board: 7,606.</p> <p><b>Actual EOY enrollment:</b></p> <p>1b. FY22 Budget K-12 estimate for board: 7,296-7,311.</p> <p><b>Actual EOY enrollment:</b></p> <p>1c. FY23 Budget K-12 estimate for board: 7219.</p> <p>Actual EOY enrollment:</p> <p>1d. FY24 K-12 Budget for board: 7363.</p> <p>Current FY24 actual:</p>  <p><b>2. Same for FTE actual end-of-year:</b></p> <p>2a. FY21</p> <p>2b. FY22</p> <p>2c. FY23</p> <p>2d. FY24 current:</p>	<p>1a. 7596</p>  <p>1b. 7456</p>  <p>1c. 7219</p>  <p>1d. As of 10/2/23 enrollment was 7,224 and 2/5/2024 K-12 enrollment is 7,232</p> <p><a href="#">Student Enrollment Audit FY23</a></p> <p><a href="#">Enrollment Budget FY24</a></p> <p><a href="#">Enrollment 2 Budget FY24</a></p>  <p>2a. FY21 1,213</p> <p>2b. FY22 1,109</p> <p>2c. FY23 1,162</p> <p>2d. FY24 current: 1,185</p> <p>See tables below that can be found in Budget documents and in the Audit book for more information.</p> <p><a href="#">FY24 FTE as of 2.25.24</a></p> <p><a href="#">FTE's audit FY23</a></p>

<p>3. Same as last year, I would like to see 9-12 enrollment by class for Semester 2 to understand the distribution of our students at secondary at this point in time.</p> <p>4. Will there be an interactive budget spreadsheet at the work session for us to work with?</p>	<p>3. See table. The table on the left is each course section and the table on the right is the average enrollment for each course.</p> <p><a href="#">23-24 BHS Teacher Sections by Semester 2</a></p> <p>4. No.</p>
<p>On slide 16 of the budget presentation, there are 4 proposed Board Parameter options. However, two of them appear to be identical (the two on the bottom - Maintain Class Size; Reduce Spending by \$1.7m; Reduce Fund Balance by 2% (\$2.7m). Should one of these two be a different option? I assume so, since the slide title indicates that 4 different options are being presented to the Board and since the later slides appear to have more differences in the options being suggested.</p>	<p>Two of the slides are identical for FY25. Stacey will speak to the path that they can diverge for FY26 in the following slides. This is what it would look like if the Board wanted to have a second 2% spend down of fund balance in year two or if they wanted to maintain the fund balance and make reductions in year 2. These options are about FY25, but we want to share the long term implications and strategies available.</p>

## (Indian Education Programming and Vote of Concurrence or Nonconcurrence)

Board Member Question	Staff Response
<p>What are the consequences to the district regarding the vote of non-concurrence, beyond the need to reply to each of the AIPAC recommendations within 60 days?</p> <p>Are we required to complete each item the AIPAC is recommending?</p> <p>Are there financial consequences for the district if we do not meet each of their recommendations?</p> <p>Will there be another vote of concurrence after we have responded to the recommendations, or is the next vote not until next winter/ spring, regardless of how we respond?</p> <p>Also, with the request to allow sacred tobacco, I assume that would mean that the PRC would need to review and revise the district tobacco use policy at some point.</p>	<p>A non concurrent vote is an opportunity and not necessarily a consequence for the school board and the superintendent to have a conversation about the status (academic, cultural, and emotional) of American Indian students in our district. This is the opportunity to talk about the issues that are important to our American Indian PAC.</p> <p>Our responses will be about how the district can help American Indian students succeed and the true authentic care we have for American Indian students.</p> <p>A review of MN statutes does not show a financial implication connected to non concurrency.</p> <p>Yes, it is required that the board respond to each recommendation to the best of our ability.</p> <p>Another vote happens in 2025. Parents will complete the self assessment rubric and share their vote.</p> <p>Policy 419 Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices was last revised 11/9/23. IV. EXCEPTIONS A. A violation of this policy does not occur when a Native American adult lights tobacco on school district property as a part of a traditional Native American spiritual or</p>

	<p>cultural ceremony. A Native American student may carry a medicine pouch containing loose tobacco intended as observance of traditional or cultural practices. A Native American is a person who is a member of a Native American tribe as defined under Minnesota law and/or self identifies as a Native American.</p>
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(Firewall)

Board Member Question	Staff Response
<p>To the best of my recollection, I believe this is the first time the board has been asked to approve 'contracts up to' a certain value.</p> <p>Will the board be presented with the final contract language and value to approve, once negotiated?</p>	<p>ERate is complex, so the response is lengthy.</p> <p>There are a few occurrences of utilizing "contracts up to \$\$" in the past specifically when working with ERATE eligible items. Due to the ERATE timing, our approach is to take the conservative method to ensure the highest possible amount is board approved. The highest possible amount is the pre-reimbursement amount. We budget at the pre-reimbursement amount, so we are confident that we have the costs covered for the project should anything odd happen in the ERATE reimbursement process.</p> <p>Only budgeting the post-reimbursement amount and school board approval of the post-reimbursement amount may cause an issue in the complex ERATE process, possibly leaving a deficit in their budget to make up. We'd like to ensure that we can handle the full amount and count the reimbursement when it is received.</p> <p>Firewalls are particularly tricky as even though our ERATE reimbursement rate is</p>

80%, there are many line items to a firewall purchase including hardware, connective equipment, licenses, and support services. Unlike access points or switches that we have purchased recently, each of these firewall components is ERATE reimbursed at different percentages and how you bundle them can increase (or decrease) their reimbursement rate. We believe that the district portion after reimbursement will actually be under \$200,000 but won't have the definitive number until the ERATE Funding Commitment Decision Letter is received.

#### Timeline for ERATE

Form 470 Window Open is until February 28, 2024. The Form 470 is the RFP and bid process to ensure a competitive bid process. We have received these bids and are in the process of evaluating. Our next step is to sign a contract and file the Form 471.

Form 471 - FCC Form 471 Filing Window Closes (March 27, 2024) - By March 27th, we have to have a signed contract with a vendor and file form 471 with the FCC. This process takes time and generally should be completed by March 1st to ensure we don't miss any deadlines. We are signing the contract for the full amount with the vendor but don't yet get to know how much reimbursement will be (thus the request for approval for the highest amount). Once we sign the contract and file form 471 we wait.

We wait. The district will receive an ERATE Funding Commitment Decision Letter telling us what our reimbursement will be.

Unfortunately, this wait can be many months. All districts move ahead with the purchase and installation of the equipment during this wait time assuming that the reimbursement will come through. Usually this is a pretty standard process but firewalls are more complex so the potential

	<p>that funding is adjusted from the amount we asked for in the Form 471 could be lower. This odd timing of the ERATE process is the reason we are asking the board to approve the "contracts up to" amount. That is the amount we will budget for knowing that we will pay less but not yet knowing exactly how much the reimbursement will be.</p>



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

**Agenda IV.B.1  
February 8, 2024**

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

**From:** Isis Buchanan, Director of Educational Equity

**Date:** February 8, 2024

**Re:** 2023-2024 Resolution of Concurrence or Nonconcurrence,  
American Indian Parent Advisory Committee

**RECOMMENDATION:** Pursuant Minnesota Statute, section 124D.78 Subdivision 2, it is recommended that the school board accept the American Indian Parent Advisory Committee (AIPAC) vote of non-concurrence and review the recommendations for improvement.

**Information:**

State law and School Board Policy require the establishment of an American Indian Parent Advisory Committee (AIPAC). At the January 17, 2024 AIPAC meeting the committee voted the resolution of nonconcurrence to express their views concerning all aspects of American Indian education and the educational needs of the American Indian students enrolled in ISD 191 school(s) and program(s). The AIPAC has included recommendations for improvement to the school district.

The school district must respond to each recommendation the American Indian Parent Advisory Committee shared in writing within 60 days and also share a copy of the written responses to the Office of American Indian Education.

# The American Indian Parent Advisory Committee Resolution

**WHEREAS**, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

**WHEREAS**, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

**WHEREAS**, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

**WHEREAS**, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

**THEREFORE BE IT RESOLVED**, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

\_\_\_\_\_ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

\_\_\_\_\_ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

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*AIPAC Chairperson Printed Name and Signature*

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*Date*

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: District 191 Burnsville-Eagan-Savage Schools

The American Indian Parent Advisory Committee Vote

       *The AIPAC Issued a Vote of Concurrence*

Date of Concurrent Vote: \_\_\_\_\_

Date the AIPAC presented to the school board: \_\_\_\_\_

  X   *The AIPAC Issued a Vote of Nonconcurrence*

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: Jan. 17, 2024

Date the AIPAC presented to the school board: Feb. 8, 2024

Date the written response from the school board is due: \_\_\_\_\_

       *The District/School Does Not Have an AIPAC*

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

**Required signatures**

*\*Digital signatures are accepted*

\_\_\_\_\_  
School Board Chairperson Date

\_\_\_\_\_  
Superintendent or Charter/Tribal School Director Date

Kelly G Jan 17<sup>th</sup> 2024  
AIPAC Chairperson Date



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

**Agenda IV.B.2.  
February 8, 2024**

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

**From:** Rachel Gorton, director of technology

**Date:** February 8, 2024

**Re:** Approve Firewall Purchase

**RECOMMENDATION:** That the Board of Education approve the allocation of funds to replace the two network firewalls and authorize the Executive Director of Business Services to finalize contracts up to \$367,000.



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**Agenda IV.B.3  
February 8, 2024**

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

**From:** Stacey Sovine, Executive Director of Administrative Services and Stacie Kvilvang, Ehlers Senior Municipal Advisor

**Date:** February 8, 2024

**Re:** Real Estate Discussion on Modified Purchase Agreement for the Diamondhead Education Center Outlot

Closed session, as permitted by MN State Statute 13D.05 Subd 3, to discuss the Diamondhead Education Center Outlot Purchase Agreement Modifications.



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**Agenda IV.B.5.  
February 8, 2024**

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

**From:** Stacey Sovine, Executive Director of Administrative Services and Stacie Kvilvang,  
Ehlers Senior Municipal Advisor

**Date:** February 8, 2024

**Re:** Real Estate Discussion about Metcalf Property Purchase Proposal

Closed session, as permitted by MN State Statute 13D. 05 Subd 3, to discuss the purchase proposal of the Metcalf property.



**Agenda V**  
**February 8, 2024**

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

**From:** Stacey Sovine, executive director of administrative services

**Date:** February 8, 2024

**Re:** Review FY25 Budget: Initial Feedback, Budget Scenarios and Timeline

# **2024-25 Budget:** ***Initial Information and Parameters***

**Dr. Theresa Battle, superintendent,  
and  
Stacey Sovine, executive director of administrative services**

**February 8, 2024**

# Agenda

- Timeline
- Enrollment for 2024-2025 school year
- Current reality (revenue and expenses)
- Our approach (values/strategies/research)
- Initial input
- Board guidance and parameters

# Timeline

- **January - February**
  - Board approves FY24 revised budget
  - Board receives report on FY25 budget assumptions and Parameter Options
- **March**
  - Superintendent presents initial budget recommendations to the Board
- **March -May**
  - Staff and community presentations and feedback opportunities
  - Board workshops
- **June 13** - FY25 Adopted Budget presented
- **June 20** - FY25 Adopted Budget approved

# Revenue



Students we serve

$$\times \$ =$$

State and local  
tax dollars per  
student served

Total revenue  
used to pay  
for programs  
and services



# Restricted Revenue



Technology Levy



Title Funds



Long Term Facility  
Maintenance Funds

# COVID Relief Funds

## **\$8.5 million going away**

The federal government provided school districts with temporary funding to help respond to and recover from the effects of the COVID pandemic.

District 191 used some of those funds to ensure stability in current program and some for new, temporary positions specifically in response to student needs through and after the pandemic.



## **Supplement - \$4.5 million**

- Lower class sizes K-2
- Math interventionists
- Credit recovery teachers
- Free summer programming



## **Supplant - \$4.0 million**

- Cover existing expenses
- Help build reserve to provide long-term stability

# Expenses



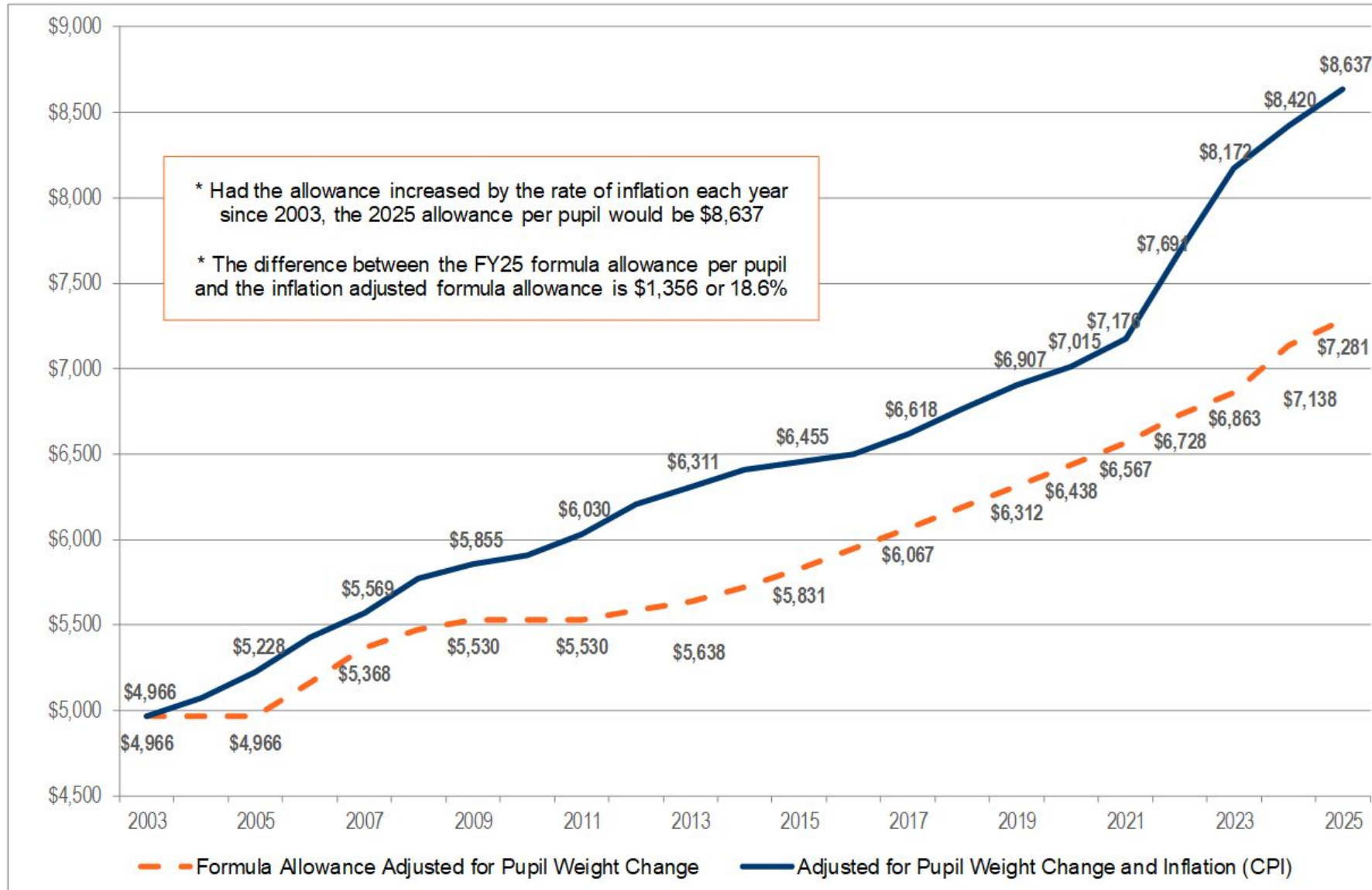
80% of our expenditures are People

- Teachers
- Clerical Staff
- Educational Assistants
- Nurses
- Social Workers
- Cultural Liaisons
- Cooks and Servers
- Principals
- Administration
- Custodians
- Support Professionals

Other expenses: Utilities, transportation, technology, materials & supplies, contracted services.

# General Education Formula Allowance, 2003-2025

Adjusted for Pupil Weight Change and Inflation (CPI)



# Revenue and Expense Changes

## Increased Revenue

- 2% or \$143 per student on general aid (approximately \$1 million).
- English Learner (EL):
  - Supplemental aid \$50,000 (flat over FY24).
  - No formula increase per eligible student (over FY24).
- Special Education (SPED):
  - Cross Subsidy \$1.5 million over FY24.
- Capital Projects levy:
  - Increase \$500k
- Other miscellaneous new funding (\$500k)

## Increased Expenses

- 2.5% increase to salary schedules (\$1.7 million, not including built in increases due to step advancement).
- 9% insurance increase (\$1.5 million).
- 3% transportation increase per 5 year contract (\$300k; does not include increase in costs for activities, athletics, primary age transportation, and mandated needs. Contract has an adjustment clause up to 5% based on Consumer Price Index (CPI).
- Other areas including utilities, supplies, capital, etc with modest inflationary increase (2.5%, \$480,000).

# Strategies for Structurally Sustainable Budget

- Provide resources for creating conditions to support One91 Strategic Roadmap ([Vision Statement](#), [Core Values](#), [Strategic Directions](#))
- Prioritize investment for instructional priorities, including PK-12 Pathways. ***In-Depth Update February 22nd Board Meeting***
- Maintain current class size parameters (Enrollment Rightsizing).
- Maintain balance in expenditures and revenue for restricted funds.
- Use of restricted funds before general undesignated funds.
- Understand ebb and flow of revenue streams and expenses.



# Research Themes and Considerations

## Research about class size impact:



[University of Minnesota Center for Applied Research and Educational Improvement](#)

One91 Staffing allocations provided to building principals based on current Board approved class size averages.

- K-5 average : 24.5 students per class with fewer students in Kindergarten and more in 5th grade classes.
- 6-8 average : 21 students per FTE\*
- 9-12 average : 26 students per FTE\*

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

# Research Themes and Considerations

- **Strategic Roadmap** (Vision Statement, Core Values, Strategic Directions)
  - Dashboard Metrics
  - Principals as instructional leaders
- **Stabilization of enrollment and support for students**
  - Virtual Academy
  - Washburn Center For Children
  - Care Solace
  - Social Workers
  - Behavior Analysts
- **School Culture and Climate**
  - Culturally Proficient School System
  - Positive Behavior Interventions and Supports (PBIS)
- **Operational needs**
  - Ongoing efficiencies, cost savings, and adjustments



# Initial Input Survey Summary

- **Community Input (23 responses as of Feb. 1)**
  - More specialist opportunities (Pathways programming, music, arts)
  - Increased staff compensation
  - Smaller class sizes
  - Targeted student supports (EL, social workers, early grades)
  - Mental health and behavior support
  - Reduce administration
- **Principal Feedback**
  - Non-licensed support for instruction / behaviors
  - Instructional support for Multi-language students
  - Full-time specialists
  - Additional clerical support
  - Smaller class sizes
  - Continued Behavior Analyst support
  - Middle School House model
  - Reading Specialist

## Next Steps for Budget Feedback

- March 15: Online feedback survey open, closes April 21st
- March and May:
  - School- & program-level parent meetings
  - Presentation shared with families & staff, multiple opportunities to provide feedback
- Community presentation offered to all families and public
  - **April 17th, 6 pm Diamondhead Education Center**

# Board Parameters

## Four Proposed Options

- Maintain Fund Balance
- Reduce Spending by \$4.3 million

- Maintain Class Size
- No other spending reductions
- Reduce Fund Balance by 3.2%, \$4.3 million

- Maintain Class Size
- Reduce Spending by \$1.7 million
- Reduce Fund Balance by 2%, \$2.7 million

- Maintain Class Size
- Reduce Spending by \$1.7 million
- Reduce Fund Balance by 2%, 2.7 million

# Board Parameters

- Maintain Fund Balance
- Reduce Spending by \$4.3 million

## General Fund Budget Comparative Summary

	Actual Results 2021-22	Actual Results 2022-23	Adopted Budget 2023-24	Revised Budget 2023-24	Projected 2024-25	Projected 2025-26
<b>Total Beginning Fund Balance</b>	\$ 29,521,880	\$ 32,521,898	\$ 32,474,122	\$ 37,483,214	\$ 44,088,212	\$ 43,500,710
<b>Revenues</b>	126,974,993	132,752,660	148,085,390	151,684,494	152,694,092	154,221,033
Federal Relief Revenues for current costs	3,902,488	4,349,350	3,400,000	4,029,706	-	-
Federal Relief Revenues for new costs	5,443,165	5,172,694	4,829,226	4,472,051	-	-
<b>Expenditures</b>	127,877,463	132,090,694	148,663,759	149,109,202	153,281,594	154,530,042
Federal Relief Expenditures for new costs	5,443,165	5,222,694	4,829,226	4,472,051	-	-
<b>Variance (Revenues - Expenditures)</b>	3,000,018	4,961,316	2,821,631	6,604,998	(587,502)	(309,009)
<b>Total Ending Fund Balance</b>	\$ 32,521,898	\$ 37,483,214	\$ 35,295,753	\$ 44,088,212	\$ 43,500,710	\$ 43,191,702
<b>Breakdown of Fund Balance Categories</b>						
Nonspendable	\$ 254,436	\$ 603,936	\$ 254,436	\$ 603,936	\$ 503,936	\$ 403,936
Restricted	9,841,890	12,855,738	12,350,354	13,589,347	13,089,347	12,589,347
Committed	1,837,017	1,505,311	1,016,319	1,385,058	1,485,058	1,585,058
Assigned	1,810,980	-	-	-	-	-
Unassigned	18,777,575	22,518,230	21,674,644	28,509,871	28,422,369	28,613,361
<b>Total Ending Fund Balance</b>	\$ 32,521,898	\$ 37,483,214	\$ 35,295,753	\$ 44,088,212	\$ 43,500,710	\$ 43,191,702
<b>Unassigned Fund Balance %</b>	14.08%	16.40%	14.12%	18.56%	18.54%	18.52%

## Option 1

- Maintain class sizes (rightsizing)
- Reductions:
  - \$4.3 million in FY25
  - \$3.4 million in FY26
- Unassigned fund balance spend down:
  - \$87k in FY25
  - \$191k increase in FY26
- Unassigned fund balance percentage decreases:
  - .02% to 18.54% in FY25
  - .02% to 18.52% in FY26
- Board's minimum in policy 8%

# Board Parameters

- Maintain Class Size
- No other spending reductions
- Reduce Fund Balance by 3.2%, \$4.3 million

## General Fund Budget Comparative Summary

	Actual Results 2021-22	Actual Results 2022-23	Adopted Budget 2023-24	Revised Budget 2023-24	Projected 2024-25	Projected 2025-26
Total Beginning Fund Balance	\$ 29,521,880	\$ 32,521,898	\$ 32,474,122	\$ 37,483,214	\$ 44,088,212	\$ 39,200,710
Revenues	126,974,993	132,752,660	148,085,390	151,684,494	152,694,092	154,221,033
Federal Relief Revenues for current costs	3,902,488	4,349,350	3,400,000	4,029,706	-	-
Federal Relief Revenues for new costs	5,443,165	5,172,694	4,829,226	4,472,051	-	-
Expenditures	127,877,463	132,090,694	148,663,759	149,109,202	157,581,594	162,309,042
Federal Relief Expenditures for new costs	5,443,165	5,222,694	4,829,226	4,472,051	-	-
Variance (Revenues - Expenditures)	3,000,018	4,961,316	2,821,631	6,604,998	(4,887,502)	(8,088,009)
Total Ending Fund Balance	\$ 32,521,898	\$ 37,483,214	\$ 35,295,753	\$ 44,088,212	\$ 39,200,710	\$ 31,112,702
Breakdown of Fund Balance Categories						
Nonspendable	\$ 254,436	\$ 603,936	\$ 254,436	\$ 603,936	\$ 503,936	\$ 403,936
Restricted	9,841,890	12,855,738	12,350,354	13,589,347	13,089,347	12,589,347
Committed	1,837,017	1,505,311	1,016,319	1,385,058	1,485,058	1,585,058
Assigned	1,810,980	-	-	-	-	-
Unassigned	18,777,575	22,518,230	21,674,644	28,509,871	24,122,369	16,534,361
Total Ending Fund Balance	\$ 32,521,898	\$ 37,483,214	\$ 35,295,753	\$ 44,088,212	\$ 39,200,710	\$ 31,112,702
Unassigned Fund Balance %	14.08%	16.40%	14.12%	18.56%	15.31%	10.19%

## Option 2

- Maintain class sizes (rightsizing)
- No other reductions
- Unassigned fund balance spend down:
  - \$4.4 million in FY25
  - \$7.6 million in FY26
- Unassigned fund balance percentage decreases:
  - 3.26% to 15.31% in FY25
  - 5.12% to 10.19% in FY26
- Board's minimum in policy 8%

# Board Parameters

- Maintain Class Size
- Reduce Spending by \$1.7 million
- Reduce Fund Balance by 2%, \$2.7 million

## General Fund Budget Comparative Summary

	Actual Results 2021-22	Actual Results 2022-23	Adopted Budget 2023-24	Revised Budget 2023-24	Projected 2024-25	Projected 2025-26
<b>Total Beginning Fund Balance</b>	\$ 29,521,880	\$ 32,521,898	\$ 32,474,122	\$ 37,483,214	\$ 44,088,212	\$ 40,900,710
<b>Revenues</b>	126,974,993	132,752,660	148,085,390	151,684,494	152,694,092	154,221,033
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Federal Relief Expenditures for new costs	5,443,165	5,222,694	4,829,226	4,472,051	-	-
<b>Variance (Revenues - Expenditures)</b>	3,000,018	4,961,316	2,821,631	6,604,998	(3,187,502)	(662,009)
<b>Total Ending Fund Balance</b>	\$ 32,521,898	\$ 37,483,214	\$ 35,295,753	\$ 44,088,212	\$ 40,900,710	\$ 40,238,702
<b>Breakdown of Fund Balance Categories</b>						
Nonspendable	\$ 254,436	\$ 603,936	\$ 254,436	\$ 603,936	\$ 503,936	\$ 403,936
Restricted	9,841,890	12,855,738	12,350,354	13,589,347	13,089,347	12,589,347
Committed	1,837,017	1,505,311	1,016,319	1,385,058	1,485,058	1,585,058
Assigned	1,810,980	-	-	-	-	-
Unassigned	18,777,575	22,518,230	21,674,644	28,509,871	25,822,369	25,660,361
<b>Total Ending Fund Balance</b>	\$ 32,521,898	\$ 37,483,214	\$ 35,295,753	\$ 44,088,212	\$ 40,900,710	\$ 40,238,702
<b>Unassigned Fund Balance %</b>	14.08%	16.40%	14.12%	18.56%	16.57%	16.57%

## Option 3

- Maintain class sizes (rightsizing)
- Reductions:
  - \$1.7 million in FY25
  - \$5.7 million in FY26
- Unassigned fund balance spend down:
  - \$2.7 million in FY25
  - \$162k in FY26
- Unassigned fund balance percentage decreases:
  - 2% to 16.57% in FY25
  - 0% to 16.57% in FY26
- Board's minimum in policy 8%

# Board Parameters

- Maintain Class Size
- Reduce Spending by \$1.7 million
- Reduce Fund Balance by 2%, 2.7 million

## General Fund Budget Comparative Summary

	Actual Results 2021-22	Actual Results 2022-23	Adopted Budget 2023-24	Revised Budget 2023-24	Projected 2024-25	Projected 2025-26
<b>Total Beginning Fund Balance</b>	\$ 29,521,880	\$ 32,521,898	\$ 32,474,122	\$ 37,483,214	\$ 44,088,212	\$ 40,900,710
<b>Revenues</b>	126,974,993	132,752,660	148,085,390	151,684,494	152,694,092	154,221,033
Federal Relief Revenues for current costs	3,902,488	4,349,350	3,400,000	4,029,706	-	-
Federal Relief Revenues for new costs	5,443,165	5,172,694	4,829,226	4,472,051	-	-
<b>Expenditures</b>	127,877,463	132,090,694	148,663,759	149,109,202	155,881,594	157,558,042
Federal Relief Expenditures for new costs	5,443,165	5,222,694	4,829,226	4,472,051	-	-
<b>Variance (Revenues - Expenditures)</b>	3,000,018	4,961,316	2,821,631	6,604,998	(3,187,502)	(3,337,009)
<b>Total Ending Fund Balance</b>	\$ 32,521,898	\$ 37,483,214	\$ 35,295,753	\$ 44,088,212	\$ 40,900,710	\$ 37,563,702
<b>Breakdown of Fund Balance Categories</b>						
Nonspendable	\$ 254,436	\$ 603,936	\$ 254,436	\$ 603,936	\$ 503,936	\$ 403,936
Restricted	9,841,890	12,855,738	12,350,354	13,589,347	13,089,347	12,589,347
Committed	1,837,017	1,505,311	1,016,319	1,385,058	1,485,058	1,585,058
Assigned	1,810,980	-	-	-	-	-
Unassigned	18,777,575	22,518,230	21,674,644	28,509,871	25,822,369	22,985,361
<b>Total Ending Fund Balance</b>	\$ 32,521,898	\$ 37,483,214	\$ 35,295,753	\$ 44,088,212	\$ 40,900,710	\$ 37,563,702
<b>Unassigned Fund Balance %</b>	14.08%	16.40%	14.12%	18.56%	16.57%	14.59%

## Option 4

- Maintain class sizes (rightsizing)
- Reductions:
  - \$1.7 million in FY25
  - \$3.0 million in FY26
- Unassigned fund balance spend down:
  - \$2.7 million in FY25
  - \$2.8 million in FY26
- Unassigned fund balance percentage decreases:
  - 2% to 16.57% in FY25
  - 2% to 14.59% in FY26
- Board's minimum in policy 8%

**Thank You.**



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

**Agenda VI  
February 8, 2024**

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

**From:** Stacey Sovine, Executive Director of Administrative Services

**Date:** February 8, 2024

**Re:** Labor Negotiations Strategy

Closed session, as permitted by MN State Statute 13D. 03 to discuss labor negotiation strategy.