



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
March 14, 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 Abigail Alt and Toni Conner

- I. Call to Order
 - A. Welcome
 - B. Pledge of Allegiance
- II. Approval of Agenda
- III. Information
 - A. Report about Eagle Ridge and Nicollet Middle Schools 3
Speaker(s): Dr. Chris Bellmont, Assistant Superintendent, Dave Helke and Carolyn Allston Trenteetun, Principals, Jay Lepper, Associate Principal and Shelli McCue and Jessica Thomas, Teachers
 - B. Early Childhood Screening Report 16
Speaker(s): Jason Sellars, Director of Community Education, Cynthia Sampers, Early Learning Coordinator, and Daniel O'Brien, Teacher
 - C. Student Representative Report 33
 - D. Superintendent Report 34
 - E. Board Member Reports 35
- IV. Business Meeting 36
 - A. Consent Agenda

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.

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	40
2. Approve Personnel Recommendations	43
3. Adopt a Resolution to Accept Donations	44
4. Receive a Report about the Listening Session	46
5. Approve No Changes to Policies 497: <i>Employee Work Day</i> , 409: <i>Employee Publications, Instructional Materials, Inventions and Creations</i> and 612.1 <i>Development of Parental Involvement Policies for Title I Programs</i>	47
6. Approve Partnership Agreement Duration and Authorization with Collaborative Student Transportation	54
7. Authorization for Use of Facsimile Signatures	67
8. Resolution Authorizing Transfer of Funds	69
B. New Business	
1. Approve, on a First Reading Basis, Changes to Policy 606: <i>Instructional Materials</i> Speaker(s): Imina Oftedahl, Director of Curriculum, Instruction, and Assessment	71
2. Approve, on First Reading Basis, Changes to Policy 416: <i>Drug, Alcohol and Cannabis Testing</i> Speaker(s): Stacey Sovine, Executive Director of Administrative Services	79
V. Work Session	
A. Safe and Healthy Schools Speaker(s): Dr. Theresa Battle, Superintendent, Dr. Chris Bellmont, Assistant Superintendent, and Stacey Sovine, Executive Director of Administrative Services	81
B. FY25 Preliminary Budget Speaker(s): Dr. Theresa Battle, Superintendent and Stacey Sovine, Executive Director of Administrative Services	102
VI. Closed Session, as permitted by Minnesota Statutes Section 13D.03, to Discuss Labor Negotiations Strategy. Speaker(s): Stacey Sovine, Executive Director of Administrative Services	126
VII. Adjourn	



**Agenda III.A.
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Dr. Chris Bellmont, assistant superintendent, Dave Helke and Carolyn Allston-Trenteetun, principals, Jay Lepper, associate principal and Jessica Thomas and Shelli McCue, teachers

Date: March 14, 2024

Re: Report about Eagle Ridge and Nicollet Middle Schools

Receive a report about Eagle Ridge and Nicollet Middle Schools from Dr. Chris Bellmont, assistant superintendent, Dave Helke and Carolyn Allston-Trenteetun, principals, Jay Lepper, associate principal and Jessica Thomas and Shelli McCue, teachers

Eagle Ridge Middle School

Nicollet Middle School

Carolyn Allston Trenteetun, principal
Jay Lepper, associate principal
Shelli McCue, teacher

Dave Helke, principal
Jessica Thomas, teacher

March 14, 2024

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

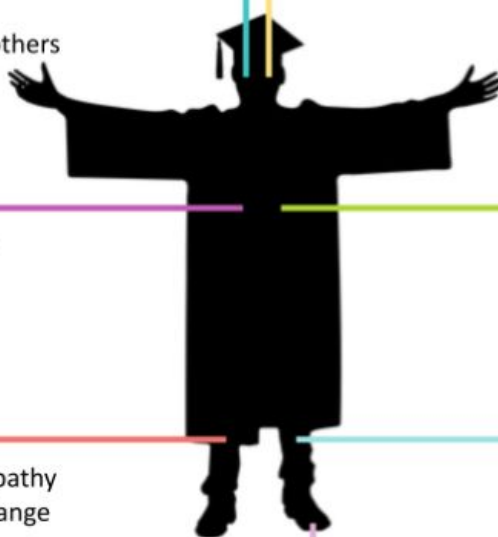
- Sees various perspectives & shows empathy
- Demonstrates advocacy for positive change
- Seeks diverse experiences
- Understands impacts of worldview and biases

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



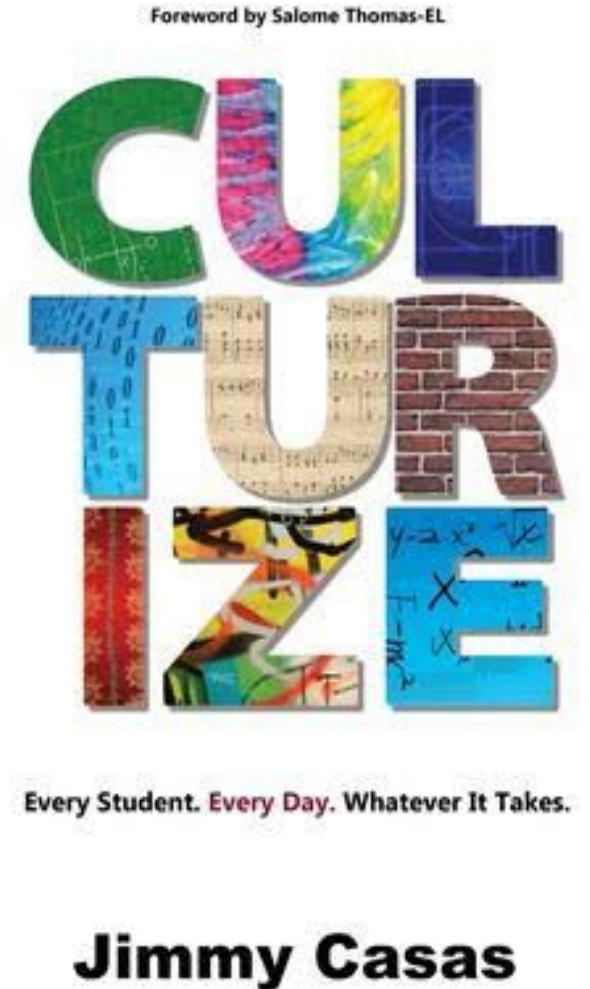
Our Story Through Stories

Building culture so **Every Student**
will be a successful learner!

Honor Our Learner's Identity

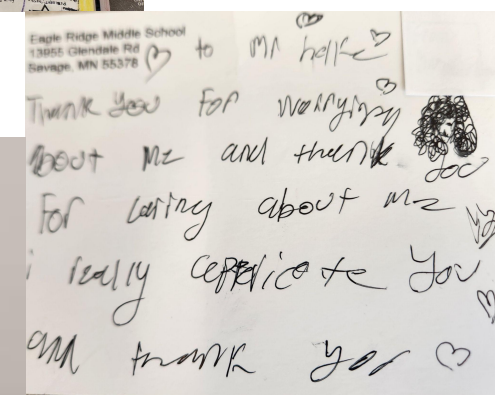
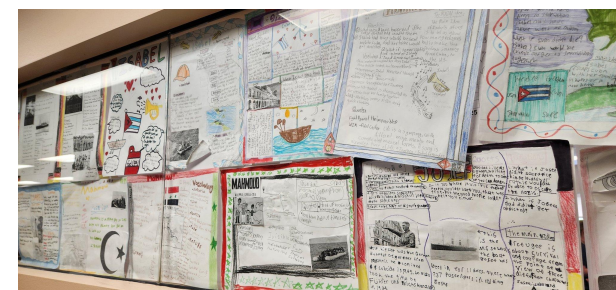
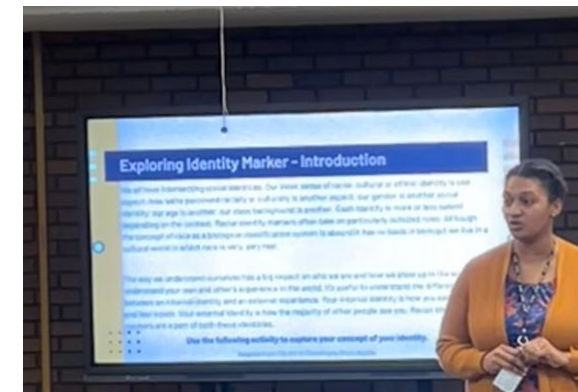
Create Space for Our Learner's Voice

Continuously Improve our Practice



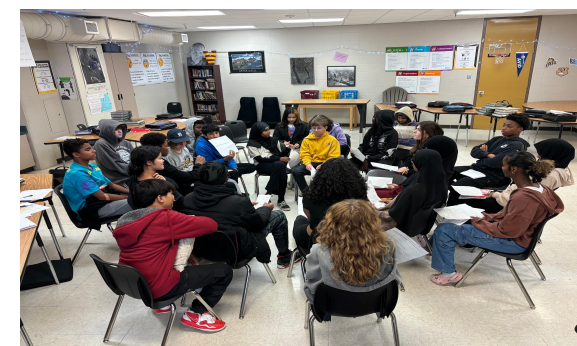
Honor Our Learner's Identity

- Ensuring students see themselves throughout the building - images, student work, messages
- Creating spaces for teachers to reflect on their own identity and how it impacts the ways they “show up” and interact with students each day
- Emphasizing the importance of building relationships with students beyond surface level



Create Space for Our Stakeholders Voice

- Placing emphasis on intentionality - incorporating relatable content and opportunities for students to share personal experiences
- Creating frequent opportunities for students to engage in discourse in the classroom around academic and personal topics
- WEB leaders, Town Hall assemblies, feedback opportunities intentional curriculum planning
- Creating a culture of feedback



Staff Shout Outs & Appreciations

To: Shelli McCue

S/O to Shelli for being such a great partner in crime. Thank you for keeping me grounded when I begging to space. Thanks for all your continued support to help ALL students be the best versions of themselves. You're someone that this world needs more of. Stay salty! **From: Anonymous**

To Steve Orth

Excellent leadership of the 7th grade Team. Thanks for all you do, Steve and Shelli. **From: Peg Chalgren**

To: Gabbi Ayers

Gabbi is known for putting in extra time and effort to help her students and athletes! However, this shout-out is to thank her for staying late to help ME with multiple ProTraxx issues... Thank you so much, Gabbi! **From: Beth Proctor**

[Staff Shout Out Form](#) - Submit a shout out!

Continuously Improve our Practice

- Identifying our “standard of excellence” to drive our work
- Emphasis on meeting ALL student needs (social emotional, academic, behavioral, etc)
- Curriculum planning work and standards deepdives
- Reviewing assessment data to inform planning practices



Our Standard of Excellence

Taken from:

Dr. Theresa Perry's Culture of Achievement Indicators

A school has a culture of achievement if students are told explicitly, over and over again, in ways that are meaningful and compelling, that academic achievement demands the same kind of hard work that is required to become the best in other arenas—at baseball, basketball, playing video games, being a spoken word artist and so on. (ERMS & NMS)

A school has a culture of achievement if it structures multiple opportunities for students to learn and practice, in the context of academic work, the behaviors and practices that are necessary to be an achiever—persistence, doing one's best, thoroughness, hard work. (ERMS)

Excellence requires practice, persistence, and hard work. It requires thoroughness. It often requires doing things over and over again, that at first glance might appear boring, but necessary in order to acquire fluency and expertise in an area of study or performance.

The Profile in Action



AVID School-Wide

WICOR




Rigor for All

AVID 6




Focused Notetaking Process


Name Verb Finish


3 -2 -1

Philosophical Chairs




Socratic Seminar

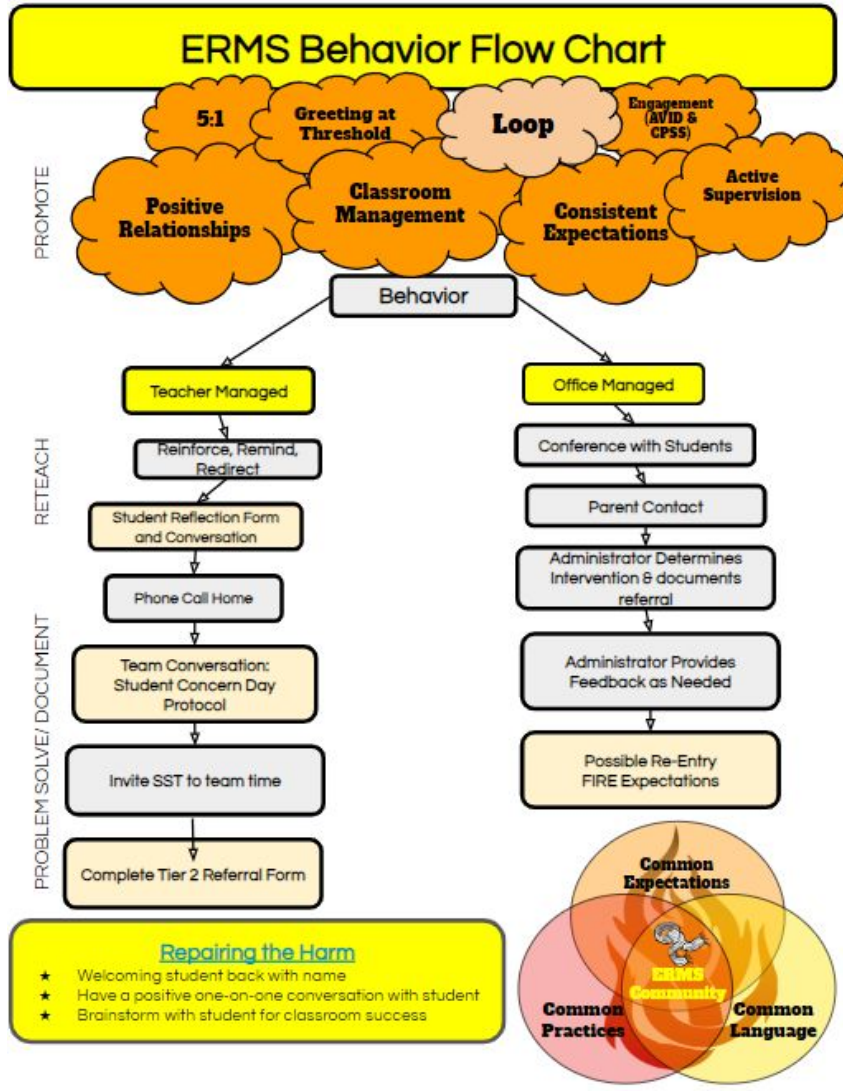


3 Big Questions

???



The Profile in Action



Non-Exclusionary Practices



NMS Behavior Response Menu Alternative to Suspensions

Student: _____ Administrator: _____

Behavior is a form of communication. When there are persistent behaviors that continue to impact student learning experiences, it is important for us to approach the student in a way to build their skills and help them to identify alternative behaviors that are appropriate and have the outcome they seek. As an alternative to suspension, a few of the options below should be selected and monitored in support of the student making progress.

- Conflict resolution workshop** - collaborate with the counselors to identify the frequency of sessions to support the student will learning appropriate and effective communication and conflict resolution skills
- Restorative Justice Circle** - using a circle facilitated by the dean and/or SST, invite parties involved in the conflict to come together to discuss their issues, make amends and find resolutions
- Counseling** - Collaborate with SST to provide student with counseling services, either individual or group depending on need (anger management, coping skills, unpacking emotions leading to aggression)
- Mentorship** - Pair student with a positive role model (in the building) who can offer guidance, support and encouragement
- Peer Mediation** - Dean facilitates a mediation between the students involved in the conflict
- Behavioral Contract** - In collaboration with the student and family, establish a clear behavior contract that outlines the expectations (expected behavior, supports offered to ensure success, consequence if expectation is not met)
- Community Service** - Assign student community service within the school as a way to restore and give back to the community their actions negatively impacted.
- Collaboration with Health Office** - Establish a plan for the student to receive instruction about the health impact of their behavior from the nurse or a healthcare professional
- Threat Assessment Process** - Complete the TAP to identify the level of threat, antecedent to the behavior and to establish a support plan.
- Restriction** - Identify the antecedent to the behavior (ex. The behavior occurs during transitions, repeatedly) and determine the restriction to put in place to support success.

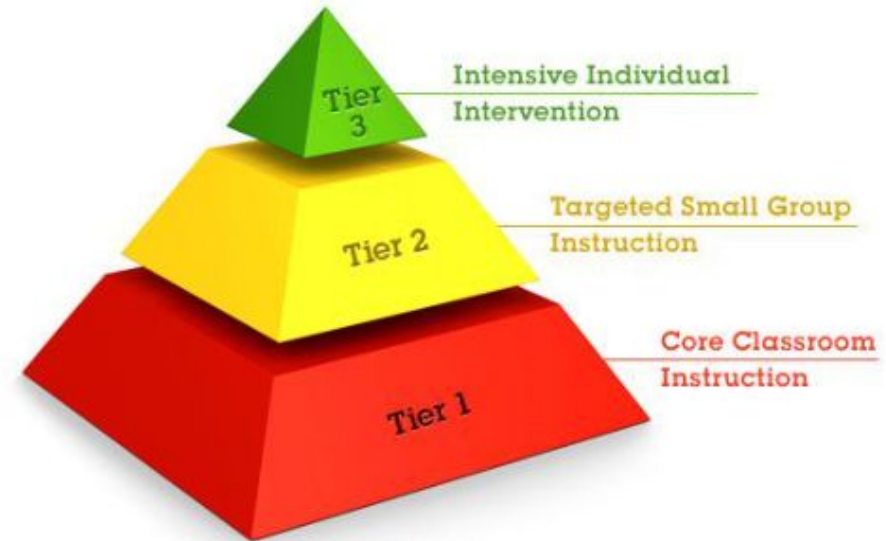
Once these strategies have been identified and the plan has been established to support the student and their skill development, use the options below to capture how the plan and student progress will be monitored.

The Profile in Action

Systems of Supports & Interventions

Academic

Social-Emotional



3 Tiers of Support

This Time Next Year.....

While recognizing the unique communities at ERMS and NMS, our vision is to be aligned in the right work to achieve the outcomes One91 has for all of our learners.

- Curriculum and Lesson Development inclusive of student voice and choice
- Maximized Systems of Intervention and Supports
- Building data knowledge & confidence as tool for feedback, celebrations and continuous improvement

Appreciation and Thank You

Thank you to the ERMS & NMS team for all of their endless hard work, collaboration and dedication to our students and families!



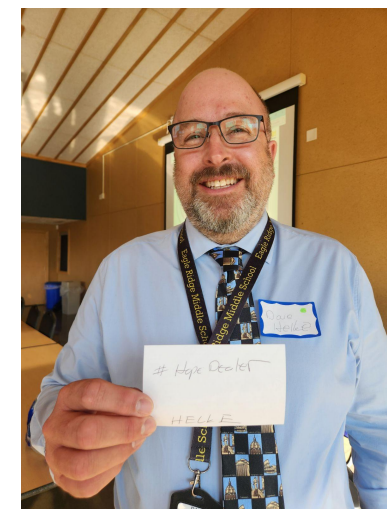
Thank you

Dave Helke, Eagle Ridge Principal

dhelke@isd191.org

Carolyn Allston Trenteetun, Nicollet Principal

callstontrenteetun@isd191.org





**Agenda III.B.
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Jason Sellars director of community education, Cynthia Sampers, early learning coordinator, and Daniel O'Brien, teacher

Date: March 14, 2024

Re: Report about Early Childhood Screening

Receive a report about Early Childhood Screening from Jason Sellars, director of community education, Cynthia Sampers, early learning coordinator, and Daniel O'Brien, teacher

Early Childhood Screening (ECS)

ECFE Parent Educator/Screening – Danny O’Brien

Coordinator of Early Childhood – Cynthia Sampers

Director of Community Education – Jason Sellars

Early Childhood Screening - The Basics

What is Early Childhood Screening (ECS)?

- A health and development assessment for 3-7yr olds to help families identify how their child may benefit from district and community resources prior to kindergarten enrollment
- Includes: hearing, vision, health history, fine and gross motor skills, speech and language, cognition, social emotional skills and development, a parent survey of observed behaviors, and parent summary conversation of the results of the screening
- The ECS process takes ~60 minutes per family (more when using interpreters)

Early Childhood Screening - The Statutes

Statutes 121A.16 to 121A.19 indicate:

- Early Childhood Screening (ECS) is mandated for all children prior to kindergarten enrollment with a focus on children ages 3-4 year old, or within the first 30 days of kindergarten enrollment, up to 7 years of age
- Early Childhood Screening may be bypassed if:
 - a child has received a special education *evaluation* from Early Childhood Special Education within the last 365 days
 - is currently receiving special education services
 - a parent/guardian has signed and notarized a conscientious objection form

Early Childhood Screening - Challenges

Pre-Pandemic - MDE statutes followed

Pandemic (March 2020-August 2023)

- MDE relaxed statutes, allowing families to forego screening
- MDE allowed “virtual screenings” - phone call with parents, no objective evidence or health assessment
- Many students across the state did not receive ECS or received a “virtual screening” during the pandemic (now K, 1st, & 2nd graders)

Post-Pandemic

- MDE reinstated all required screening components
- MDE broadened age range to 3-7 yr olds to allow districts to “play catch up”

Early Childhood Screening - The Funding

Statute 121A.19 indicates that compensation from the state for ECS is:

- \$98 for every 3 yr old screened
- \$65 for every 4 yr old screened
- \$52 for every 5 yr old screened
- \$39 for students older than 5 OR screened within first 30 days of kindergarten enrollment

State aid is allocated based on a calculation of the total number of children screened in the above age categories. If state aid is insufficient for screening program services, “districts may permanently transfer from the general fund”

Early Childhood Screening - The Funding

121A.19 DEVELOPMENTAL SCREENING AID

If this amount of aid is insufficient, the district may permanently transfer from the general fund an amount that, when added to the aid, is sufficient.

- Increase of 30% in state aid reimbursement for early childhood health and developmental screening (Minn. Stat. 121A.19 [2023])
- Also, beginning July 1, 2023, early childhood screening programs will provide virtual developmental screening upon request to parents/guardians with immunocompromised health or other health concerns (Minnesota Statutes 2023, section 121A.17)

Early Childhood Screening - The Data

- 21/22: 608* students screened in ISD 191
- 22/23: 563 students screened in ISD 191 (7.2% of student population)
- 23/24: 570 students screened in ISD 191 as of 3/4/24

How does our data compare to surrounding districts?

ISD 194: 7.05% of student population

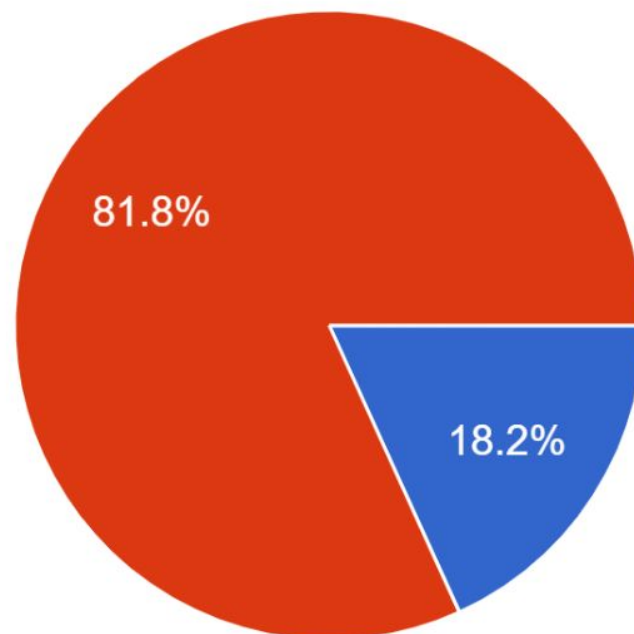
ISD 196: 6.8% of student population

ISD 271: 8.1% of student population

Early Childhood Screening - The Data

Was there a vision REFERRAL made?

560 responses



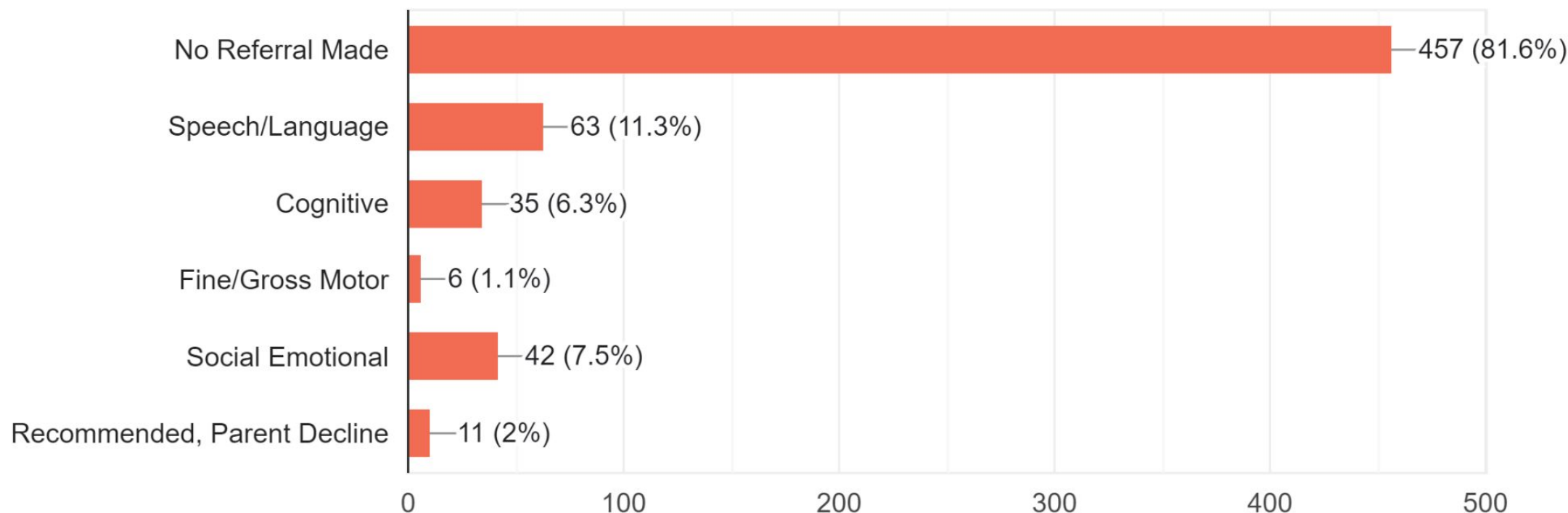
● Yes
● No

18.2% = 102 vision referrals

Early Childhood Screening - The Data

Was there a REFERRAL made for a new potential developmental concern?

560 responses



157 referrals out of 560 screenings is a referral rate of 28%

Early Childhood Screening - Challenges

Misinformation across district and community

- ECS is not: a kindergarten entrance exam, a special education evaluation, a kindergarten assessment (Eg. A child cannot fail a screening)
- Some parents think they should wait until the summer prior to kindergarten to get a screening because they equate screening to Kindergarten readiness
- Some parents think the screening is a special education evaluation
- Children may enroll and start kindergarten without completing an ECS

Early Childhood Screening - Communication Campaign

- Inbound marketing (email & social delivery of content that's useful to our target audience)
- Direct contact (phone calls & postcards to known families with eligible children who haven't been screened)
- Delivering information to community partners (postcards & posters)
- Passive Communication (flyers, emails, posters, etc) have been the main method

*Many families in ISD 191 are multilingual. Appropriately communicating screening information to families is a priority for the screening team.

Early Childhood Screening - Our Reality

Increases in Staffing:

- Nurse at .8 FTE (4 days a week)
- 2 Screeners at .5 FTE (1.0 FTE total)
- Various Voluntary PreKindergarten (VPK) Teachers - as assigned
- Interpreters as needed

Current staffing is significantly more than during the pandemic.

The goal is to limit screening backlogs that exist every fall, thus an increase in staffing and resources was required.

Early Childhood Screening - Action Steps

- We currently offer up to 23 screenings per week at DEC
- Saturday screenings available to be more accessible to all families
- In 22/23 we offered 128 summer screenings appointments across 8 dates and we are planning to offer 225 screening appointments across 15 dates this summer
- We are partnering with local childcare facilities to provide screenings for ISD 191 residents in childcare center locations (no other districts are doing this)
- We screened over 100 kindergarteners on site in our elementary schools this fall (most surrounding districts do not do this)

Early Childhood Screening - Action Steps

- We screen our VPK and preschool students at their school sites (most other districts do not do this)
- We ensure that all Kindergarten Jumpstart students are screened
- We have partnered with Early Childhood Special Education to ensure referral follow-up and tracking for families receiving services
- We have partnered with Communications to create new video content about screening, new flyers and posters, robo-call messages, and created slides to be included at kindergarten information nights
- We have partnered with the Enrollment Center to create and maintain up-to-date records of kindergarten eligible students in need of ECS

Early Childhood Screening - Conclusion

We are on pace to screen more students in ISD 191 this year than at any point in recent history.

We continue to refine and strengthen our screening team, including the relationship between the screening team, early childhood special education services, our kindergarten teachers, and our community partners.

Thank You

*Thank
you!*



**Agenda III.C.
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Cody Hoang, student board representative

Date: March 14, 2024

Re: Student Board Representative Report

Receive a report from Cody Hoang, student board representative.



**Agenda III.D.
March 14, 2024**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: March 14, 2024
Re: Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.E.
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Eric Miller, board chair

Date: March 14, 2024

Re: Board Member Reports

Receive reports from board members.

March 14, 2024 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(Safe and Healthy Schools)

Board Member Question	Staff Response
<p>1. This first part is more of an fyi, and does not need a response in advance...more info leading up to the work session. Looking at the MDE list as a general fyi, I will be interested in learning how we are implementing each Tier districtwide and by level.</p> <ul style="list-style-type: none"> • Which items are One91 focusing on? Is there a difference by level? • If so, how are we implementing differently? • If so, it will be helpful to have a list denoting differences by level, for transparency's sake. <p>2. MDE list - Separately, questions at secondary:</p>	<p>1. The following are our focuses in One91, currently. Please note that this does not mean other interventions are not utilized:</p> <ol style="list-style-type: none"> a. Tier 1 <ol style="list-style-type: none"> i. Routines and procedures ii. Intentional relationship building iii. Re-teaching iv. Differentiated instruction v. Family partnership vi. Proximity vii. Nonverbal prompts and redirection b. Tier 2 <ol style="list-style-type: none"> i. Check-In Check-Out ii. Classroom sensory spaces with built routines iii. Restorative circles iv. Skill building groups c. Tier 3 <ol style="list-style-type: none"> i. Crisis intervention ii. Mental health / wraparound services iii. Family involvement <p>MDE gives us a menu of options to choose from and the strategies can be site specific.</p> <p>2. Responses to secondary specific questions:</p>

2a) Detention and Temporary Alternative Educational Setting in the building (current number of students YTD vs FY23 by school)

2b) BHS Students sent to BAHS (current number of students YTD vs FY23).

2c) Detention by school: number of students YTD vs FY23.

Kindly provide data for each of the items above.

3. Slide 13 - Please add YTD24 OSS for consistency.

4. Slide 16 - It would be more accurate visually if the same scale is used for NMS and ERMS. Please update and use the same scale for both schools.

a. Detention (after school) is not being utilized in our system at present. Students are engaged with various after school opportunities as decided through Tiers 1-3 intervention spaces.

b. Students are not sent to BAHS. It is a decision made with the wraparound team with the family as a final decision maker. To date, 57 students have transitioned from BHS to BAHS during the 23-24 SY.

c. Detention (lunch) has been implemented 234 times this school year at Nicollet MS as of 3-11-24. This intervention is not being used at BHS and ERMS.

3. For this particular chart, we are taking a longitudinal, annual, perspective. We could add a YTD view, however, that may confuse the data picture. Let me know if it would be helpful to explain this further.

4. We have updated the charts using the same scale.

(Topic)

Board Member Question	Staff Response

(Topic)

Board Member Question	Staff Response

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 February 22, 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, 55333.

Call to Order

Directors Alt, Hume, Werb, Conner, Chester, and Chair Miller were present. Director Mursal was absent. Superintendent Dr. Battle, Substitute Student Representative Hamza Sigal, administrators, staff and members of the public were also present.

Attendance

Chair Miller welcomed the audience and held a brief moment of silence in recognition of the recent deaths of two Burnsville police officers and a paramedic responding to an emergency situation.

Pledge of Allegiance

Chair Miller asked Director Hume to lead the Pledge of Allegiance.

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

Agenda

Received a report about Gideon Pond Elementary School and Sky Oaks Elementary School from Dr. Chris Bellmont, assistant superintendent, Salma Hussein and Dr. Renee Brander, principals and Terese Trezell, and Nikki Harves, teachers.

Reports

Received a report about Intermediate School District 917 from Dr. Michael Favor, superintendent of ISD 917.

Received a report about FY25 Budget Preliminary Investments and Achievement and Integration Budget FY25 from Dr. Theresa Battle, superintendent, Imina Oftedahl, director of curriculum, instruction and assessment, Isis Buchanan, director of educational equity, and Dr. Kathy Funston, director of strategic partnerships and pathways.

Received a report about Revisions to the 2024-2025 Academic Calendar from Dr. Chris Bellmont, assistant superintendent, Wendy Drugge, BEA president and Brad Robb, elementary principal.

Received a report about a Banking Request for Proposal from Tyler Dehne, director of finance.

Received reports on Board committees, appointments and school assignments: Director Werb reported on the Legislative Committee and their plans for MSBA Day at the Capital, Director Conner reported on the Policy Review Committee meeting, Director Alt gave an update for the Negotiations Committee, Director Conner gave an update on AMSD,

Director Werb reported on the most recent Chamber Policy Meeting and Director Chester reported on ISD 917.

Moved by Chester, seconded by Werb, to approve the consent agenda:

- Approve minutes of the regular board meeting on February 8, 2024.
- Approve personnel recommendations for Julie Daly, Michelle Baumann, Reese Moore, Samsa Fidow, Kayla Zwicke, Susanne Meulebroeck, David Van Hattum, Grace Lee, Karen Janey, Marielle Jenquin, Michelle Henderson, Sarah Whitehurst, Sean Simmons, Christina Kauffman, Lucia Quast, Megann Johnson, Sila Adam, Sirah Ali, Tyler Music, Diandre Raggs, Anoulack Phousirith, Brandon Peterson, Carolyn Cherry, Edward Byrne, Jean Reesen, Lillian Arteaga, Muna Warsame, Robert Weber, Shams Haile.
- Adopt a resolution to approve and accept donations as presented.
- December payroll checks in the net amount of \$4,067,498.98. December claims to date, wire transfers and adjustments totaling \$10,831,428.03. Also, that the Board accepts December receipts of \$10,641,656.15 and investments for the General Fund and OPEB of \$79,688,780.32 as of December 31, 2023.
- Accepts the Budget Analysis for the month ending December 31, 2023.
- Receive a report about the Listening Session on February 8, 2024.
- Designation of Official Depositories.

The motion carried unanimously (6,0).

Moved by Conner, seconded by Alt, to approve Revisions to the 2024-2025 Academic Calendar. The motion carried unanimously (6,0).

Moved by Werb, seconded by Hume, to approve the Metro State Income Contract. The motion carried unanimously (6,0).

Moved by Alt, seconded by Chester, to approve the Achievement and Integration Budget FY25. The motion carried unanimously (6,0).

Moved by Hume, seconded by Chester, to approve the Updated Purchase Agreement for the Diamondhead Education Center Outlot. The motion carried unanimously (6,0).

Moved by Alt, seconded by Werb, to approve the Extension of Lease Terms for Intermediate School District 917. The motion carried unanimously (6,0).

Moved by Miller, seconded by Hume to move to a recess at 8:34 p.m. until 8:45 p.m.

The work session on the vote of Nonconcurrency Response planning, Superintendent and Board Communication and the FY25 budget Preliminary Investments began at 8:49 p.m. and ended at 10:19 p.m.

Consent Agenda
Minutes
Personnel
Recommendations
Donations
checks, receipt,
claims and
investments
Budget Analysis
Listening Session

Revisions to
Academic
Calendar

Metro State
Income Contract

Achievement and
Integration Budget

Purchase
Agreement for
DEC Outlot

ISD 917 Lease
Extension

Recess

Work Session

Moved by Chester, seconded by Alt, to move to a closed session at 10:20 p.m. to discuss Labor Negotiations Strategy under Minnesota Statutes Section 13D.03. The motion carried unanimously (6,0).

Closed Session to Discuss Labor Negotiations

The closed session to discuss labor negotiations started at 10:23 p.m. In attendance were Chair Miller, Director Werb, Director Chester, Director Conner, Director Hume, Director Alt, Stacey Sovine, executive director of administrative services, Aaron Tinklenberg, director of communication, Dr. Theresa Battle, superintendent, and Dr. Chris Belmont, assistant superintendent. The session ended at 10:43 p.m.

Adjourn

Moved by Hume and seconded by Conner to adjourn the meeting.

The meeting adjourned 10:44 p.m.

March 14, 2024

Abigail Alt, Clerk

Date Approved

DRAFT

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

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

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: March 14, 2024

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Alyson Worthington		Hidden Valley Elementary	Teacher	03/04/2024	1.0 FTE
Certified	Appointment	Brandon Kubitz		Burnsville Alternative High School	Teacher	02/22/2024	1.0 FTE
Certified	Appointment	Jonathan Mattern		Burnsville High School	Teacher	02/21/2024	1.0 FTE
Certified	Appointment	Sophie Koloski		Burnsville High School	Teacher	03/04/2024	1.0 FTE
Certified	Appointment	Suzanna Sieren		Burnsville High School	Teacher	03/11/2024	1.0 FTE
Certified	Leave of Absence	Emily Lemke		Vista View Elementary School	Social Worker	04/06/2024-05/23/2024	1.0 FTE
Certified	Leave of Absence	Molly Moran	*	Eagle Ridge Middle School	Teacher	04/27/2024-06/07/2024	1.0 FTE
Certified	Retirement	Debra Marshall		Harriet Bishop Elementary	Teacher	06/07/2024	1.0 FTE
Certified	Retirement	Jane Orndt		Harriet Bishop Elementary	Teacher	06/07/2024	1.0 FTE
Certified	Retirement	Michael Blair	*	Eagle Ridge Middle School	Teacher	06/07/2024	1.0 FTE
Classified	Appointment	Anthony Hall		Diamondhead Education Center	Technology Level 4	03/05/2024	8 hours/day
Classified	Appointment	Cameron Kirksey		Nicollet Middle School	Boys Basketball- Assistant Coach	Winter Stipend	.33 FTE Stipend
Classified	Appointment	Emma Ganion		Burnsville High School	Softball- Assistant Coach	03/11/2024	.5 FTE Stipend
Classified	Appointment	Hannah Coleman		Burnsville High School	Girls Track - Assistant Coach	Spring Stipend	.4 FTE Stipend
Classified	Appointment	Ines Arizaga Guaman		Burnsville High School	Food Service Associate	03/01/2024	3.75 hours/day
Classified	Appointment	Jeny Perez Sanchez		Rahn Elementary School	Food Service Associate	02/22/2024	3.75 hours/day
Classified	Appointment	Joanna Nochez		Nicollet Middle School	Food Service Associate	03/11/2024	3.75 hours/day
Classified	Appointment	Jordyn Queen	*	Eagle Ridge Middle School	Boys Track- Head Coach	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Karen Jimenez		Gideon Pond Elementary	Food Service Associate	03/11/2024	5.75 hours/day
Classified	Appointment	Keith Bunnell	*	Burnsville High School	Baseball- Assistant Coach	Spring Stipend	.58 FTE Stipend
Classified	Appointment	Reese Moore		Burnsville High School	Boys Golf- Assistant Coach	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Ryan King		Burnsville High School	Baseball- Assistant Coach	Spring Stipend	.625 FTE Stipend
Classified	Appointment	Sean Floersch	*	Burnsville High School	Baseball- Assistant Coach	Spring Stipend	.166 FTE Stipend
Classified	Appointment	Thomas Petersen		Eagle Ridge Middle School	Custodial	02/27/2024	8 hours/day
Classified	Appointment	Wayne Scholl		Burnsville High School	Baseball- Assistant Coach	Spring Stipend	.729 FTE Stipend
Classified	Change of Assignment	Courtney Mauser		Nicollet Middle School	Assistant Food Service Manager	02/26/2024	7.5 hours/day
Classified	Change of Assignment	Kimberly Wakal		Diamondhead Education Center	Interim Special Education Supervisor	02/27/2024	8 hours/day
Classified	Change of Assignment	Marci Plomski		Burnsville High School	Clerical	03/05/2024	8 hours/day
Classified	Leave of Absence	Jonathan Mattern		Burnsville High School	Educational Assistant	2/20/2024-06/06/2024	7.25 hours/day
Classified	Resignation	Angela Scott		WM. Byrne Elementary School	Educational Assistant	03/15/2024	7.25 hours/day
Classified	Resignation	Arnold Andreasen		Burnsville High School	Baseball- Assistant Coach	02/29/2024	.50 FTE Stipend
Classified	Resignation	Brian Duce		Burnsville High School	Baseball- Assistant Coach	02/28/2024	.1 FTE Stipend
Classified	Resignation	Cynthia Mullenbach		Burnsville High School	Softball- Assistant Coach	02/21/2024	.625 FTE Stipend
Classified	Resignation	Intisar Warsame		Rahn Elementary School	Educational Assistant	02/26/2024	7.25 hours/day
Classified	Resignation	Nate Dungey		Burnsville High School	Baseball- Assistant Coach	02/28/2024	.1 FTE Stipend
Classified	Resignation	Samsam Fidow		Harriet Bishop Elementary	Educational Assistant	03/06/2024	4.5 hours/day
Classified	Resignation	Tyler Anderson		Burnsville High School	Baseball- Assistant Coach	02/12/2024	.4 FTE Stipend
Classified	Retirement	Martha Dudley		Hidden Valley Elementary	Community Education	05/31/2024	8 hours/day



**Agenda IV.A.3
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Tyler Dehne, director of finance

Date: March 14, 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 March 14, 2024.

Clerk – Board of Education

2/21/2024	The Blackbaud Giving Fund	Gideon Pond Elementary	School support	\$2.00
2/7/2024	The Blackbaud Giving Fund	Gideon Pond Elementary	School support	\$2.00
2/21/2024	Harriet Bishop PTO	BrainPower in a Backpack	BrainPower in a Backpack	\$1,000
3/6/2024	Gary King	Community Education	Brainpower in a Backpack	\$250.00
3/6/2024	Minnesota Valley Electric Trust	Community Education	Brainpower in a Backpack	\$500.00
2/29/2024	Anonymous	District 191	General	\$6.00
3/3/2024	Joanne Morrissey	Community Education	Brainpower in a Backpack	\$100.00
3/2/2024	Rahn PTO	Community Education	Brainpower in a Backpack	\$850.00
3/2/2024	Janet Williams	Community Education	Brainpower in a Backpack	\$1,000.00
2/26/2024	Denise Vanbeusekom, Cargill Salt	Community Education	Brainpower in a Backpack	\$3,000.00

Total monetary donation received: \$6710.00

**Agenda IV.A.4.
March 14, 2024**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: March 14, 2024
Re: Report about the Listening Session

Recommendation: Receive a report about the Listening Session on February 22, 2024

Natalie Romero, parent at Rahn and PTO member – Ms. Romero expressed interest in understanding the process for the Listening Session. She wanted to know if concerns are addressed during a committee meeting or in another session. She also touched on an exchange about the percentages that were offered to the teacher's this year for their contract, and some questions she had about Metcalf with Dr. Battle. She wants to see that teachers are protected.

Ms. Romero also has frustrations over the Elementary Pathways program, although she shared her child does benefit from their Advanced Learning Specialist. She shared that the district is spending millions of dollars Rahn, yet PTO paid for a portion of the school garden. Ms. Romero also shared an experience from the October Walk to School Together. After the event, a button was pushed to have the school go on a lockdown and their 4th grader was terrified. They watched a teacher flip a table and the children hid in the classroom. Their teacher was ready to die for them. Ms. Romero is asking the district to modify the buildings so they are safer and more secure. She would like to see the funding currently spent on Pathways and sale of Metcalf, to go to support teacher safety. She also shared she would like to see to see the policies for nurse procedures put in place.

Tiffany Vogman, parent – Ms. Vogman shared that she is disappointed to know that teachers are not supported and are struggling. She shared that she is disappointed to see other districts offering choir and musical instruments in the 3rd grade. She shared that she believes Rahn used to offer more performing arts programs, but she hasn't seen anything like it in some time. Ms. Vogman shared that when she was in school, they learned to play instruments and sew, but she does not see those extra activities as part of the school day anymore. She expressed frustration that the Community Education prices are too high and that the instructors are not paid a fair wage. She implored the Board of Education to think about One91 families and to listen to their needs. She would like the district to explore more opportunities for elementary school families to be a part of the performing arts and music world.



**Agenda IV.A.5
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services and Imina Oftedahl, director of curriculum, instruction and assessment

Date: March 14, 2024

Re: Policies 497: *Employee Work Day*, 409: *Employee Publications, Instructional Materials, Inventions and Creations* and 612.1 *Development of Parental Involvement Policies for Title I Programs*

RECOMMENDATION: Approve no changes to Policies 497: *Employee Work Day*, 409: *Employee Publications, Instructional Materials, Inventions and Creations* and 612.1 *Development of Parental Involvement Policies for Title I Programs*

The policies were reviewed by the Policy Review Committee on February 20, 2024. The policies were revised as part of the annual policy review rotation.

Adopted: 3/1991
 Reviewed: ~~10/28/2021~~12/04/2023
 Revised: 11/10/2021
 Rescinds: DJGA

Burnsville-Eagan-Savage School District Policy 497

497 EMPLOYEE WORK DAY

I. PURPOSE

The purpose of this policy is to establish expectations for employees during their work days.

II. GENERAL STATEMENT OF POLICY

A. School District Business

Any contact by salespeople for the purpose for conducting school district business shall be related to employee's responsibilities and at the convenience of the district employee after first registering with the appropriate office. Sales contacts shall not be made during times that the employee has direct student supervisory responsibilities unless authorized in advance by the building principal.

B. Personal Business

Care shall be taken to ensure that the conduct of personal business during working hours does not interfere with job performance or responsibilities.

Any such personal business shall be limited to matters of a nominal, infrequent nature that cannot be reasonably conducted outside the workday.

C. For Profit Business

The conduct of business-for-profit by employees during working hours or on school property is prohibited. This prohibition does not apply to contractual arrangements to which the school district is a signator and the employee is paid through district payroll.

III. EMPLOYER'S RIGHTS

The school district reserves the right to regulate and monitor all activities occurring on school district premises or with employees during their workday.

Cross References: Burnsville-Eagan-Savage School District Policy 409 (Employee Publications, Instructional Materials, Inventions, and Creations)

Adopted: 2/1984 *Burnsville-Eagan-Savage School District Policy 409*
Reviewed: 10/28/2021 12/04/2023
Revised: ~~11/10/2021~~
Rescinds: GCQB

409 EMPLOYEE PUBLICATIONS, INSTRUCTIONAL MATERIALS, INVENTIONS, AND CREATIONS

I. PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of the school district to certain publications, instructional materials, inventions, and creations which employees may develop or create, or assist in developing or creating, while employed by the school district.

II. GENERAL STATEMENT OF POLICY

Unless the employee develops, creates or assists in developing or creating a publication, instructional material, computer program, invention or creation entirely on the employee's own time and without the use of any school district facilities or equipment, the employee shall immediately disclose and, on demand of the school district, assign any rights to publications, instructional materials, computer programs, materials posted on websites, inventions or creations which the employee develops or creates or assists in developing or creating during the term of employee's employment to the school district. In addition, employees shall sign such documents and perform such other acts as may be necessary to secure the rights of the school district relating to such publications, instructional materials, computer programs, materials posted on websites, inventions and/or creations, including domestic and foreign patents and copyrights.

Legal References: Minn. Stat. § 181.78 (Agreements; Terms Relating to Inventions)
 17 U.S.C. § 101 *et seq.* (Copyrights)

Cross References: Burnsville-Eagan Savage School District Policy 497 (Employee Work Day)
 Burnsville-Eagan-Savage School District Policy 634 (Electronic Technology Acceptable Use Policy)

Adopted: 05/2003

Burnsville-Eagan-Savage School District Policy 612.1

Reviewed: ~~10/14/2021~~ 12/04/2023

Revised: 10/28/2021

Rescinds: KAA

612.1 TITLE I FAMILY ENGAGEMENT

I. PURPOSE

The purpose of this policy is to encourage and facilitate engagement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental engagement in relation to decisions about the Title I services within the school district. The engagement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the school district is to comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEFINITIONS

For the purposes of this policy, “parent” is defined as a person or persons who look after and/or are legally responsible for a child who is a student in District 191.

IV. COMMUNICATION

The school board is committed to establishing and supporting planned and systematic two-way communication between the school district and its staff, students, parents, and community members. The Family Engagement Policy will provide direction for the communication activities between Title I schools and parents.

- A. Involve parents and family members in the joint development of the school district’s Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities

to improve student academic achievement and school performance, meaningful consultation with individuals with expertise in effectively engaging parents and family members in education;

- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs under other programs;
- D. Conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental engagement activities (including parents of students who have been historically underserved, students served by IEPs, and multilingual students); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the district-level policy and school-level parent and family engagement plans; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.
- G. A Title I school district website will be established that will include this Family Engagement Policy.
- H. Communication with parents will be provided in the parent's preferred language whenever reasonably possible.

V. PARENTING

The Family Engagement Plan of each Title I school will encourage high student achievement by sharing this responsibility between home and school.

- A. Parents will be notified of workshops and other programs that meet the needs expressed by parents.
- B. The Family-School Compact will be developed with input from families and will articulate the responsibilities parents, students, and schools share for students' success in achieving the state's high standards.

VI. DECISION-MAKING AND ADVOCACY

- A. The advisory committee is comprised of school district staff and parents who represent participating schools, public and nonpublic. The purpose of this committee is to accomplish the following:
1. Preview and provide input into the Family Engagement Policy;
 2. Disseminate information to parents;
 3. Be available to answer parents' questions; and
 4. Review the school district's Title I Program.

VII. VOLUNTEERING

Title I learners are best served by the active participation of all parents and citizens of their community. Volunteers help individualize instruction, promote school and community interaction, support school activities, provide multi-generational and multi-cultural experiences, and enrich the curriculum for all learners. The school district encourages the engagement of volunteers.

VIII. COLLABORATING WITH THE COMMUNITY

To ensure effective engagement of parents and to support a partnership among the school, parents, and community to improve academic achievement, Title I schools will coordinate with similar other programs, such as Head Start, Early Childhood Family Education, Parent-Teacher- Student Organizations, and Community Education Services.

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References:



**Agenda IV.A.6
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: March 14, 2024

Re: Approve Partnership Agreement Duration and Authorization with Collaborative Student Transportation

RECOMMENDATION: Approve Partnership Agreement Duration and Authorization with Collaborative Student Transportation (CST).

CTS is our current transportation provider for out of district, care and treatment and homeless and highly mobile students. This agreement would authorize services to continue through June 30, 2026.



CST Partnership
Burnsville-Eagan-Savage School District
Proposal for Pupil Transportation Services

2024 - 2026
Prepared By:
Paul St. Martin | Director of Network Development

Dear Mr. Lake,

We believe that transportation has the power to change lives and fuel a healthy community. Each time we connect schools to resources, drivers to routes and students to their education, we create opportunities for stability. But it isn't always easy, and that's where we come in. We are here to create solutions and partnerships that make transportation easier and more attainable by removing barriers in the process.

Founded in 2018, Collaborative Student Transportation (CST), set out with a mission to create stability for our nation's most vulnerable student populations while creating generational wealth for local community members. We support transportation departments across the United States by managing the extensive logistics needed to safely and effectively transport a district's special needs, and McKinney-Vento student population.

Who we are:

We are student centered transportation professionals who have united from a wide range of backgrounds including former K-12 educators, mechanical engineers, community communicators, social workers, programmers, technologists, and logistic experts. We understand the transportation difficulties schools face, and are here to facilitate connections to solve those problems and drive stability.

Our Mission:

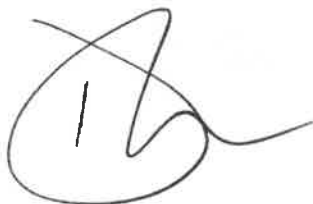
To provide educational stability for students and economic opportunity for communities through collaborative transportation.

How we do it:

We create a collaborative of school districts and vendor partners within a geographic area to partner and share resources that results in cost-effective, efficient, and eco-friendly transportation solutions for students. To manage & operate the collaborative, we provide comprehensive transportation services that include daily routing & planning, customer service, technology integration, safety & compliance, vendor management, reporting, and billing services.

On behalf of our organization, thank you for this opportunity to present the following proposal. It would be an honor to partner with you and the entire Burnsville-Eagan-Savage School District community.

Sincerely,



Dillon LaHaye
Chief Executive Officer
Collaborative Student Transportation



1.0

Scope of Work

At Collaborative Student Transportation, our mission is to provide educational stability for students and economic opportunity for communities through collaborative transportation. To ensure this for your community, we will deliver the following operations & services throughout the duration of our partnership for every student request sent to our organization.

Routing & Logistics

With our unique ability to view transportation requests from all partner districts within a region, our routing team captures every efficiency, through collaboration, to achieve maximum cost savings. Our routing team deliverables include:

- Create, maintain, and optimize routing for all student requests to ensure maximum efficiency and safety
- Evaluate, select, and assign route packages to eligible vendor partners based on their:
 - Geographic location
 - School location
 - Student location
 - Vehicle & driver availability
 - Vehicle capacity
 - Student ridership
 - Route time duration
- Process routing requests within 2-3 business days to ensure students remain in the classroom
- Ensure route times do not exceed 60 minutes without prior approval by both CST and Burnsville-Eagan-Savage School District

Student Experience

As a student centered organization, our student experience team is available at all hours, while our vehicles are on the road, to drive the effectiveness of the daily transportation experience. Transportation begins and concludes a student's educational day so we strive to make it a wonderfully consistent experience. We are available and eager to support your community through the following services:

- Live customer service phone support to help with questions, resolve transportation challenges, and find lost items. The following phone numbers are created and will be distributed for your community:
 - Line dedicated to school staff
 - Line dedicated to families & students
 - Line dedicated for emergencies that will be distributed to key staff members
- Email correspondence and management to ensure all questions & comments from families, staff members, and students are heard and supported.
- Daily vendor and driver accountability through correspondence and GPS monitoring
- Management of all student conduct reports and accident reports
 - Electronic historical files are kept for reference as needed



- Mass messaging services to promptly notify families & students of new bus information, time changes, and, weather delays

Safety & Compliance

Safety is paramount within Collaborative Student Transportation. Our team of safety professionals are trained and dedicated to understand the complexities of student transportation to ensure all safety and compliance requirements are met and delivered. Below are the practices implemented to ensure full compliance for all vendor partners, vehicles, and drivers within our collaborative network.

- Annual on-site review and inspection
 - Review & audit vehicles, facility, equipment, and employees files.
 - Random audits are conducted throughout the year to ensure continued compliance
- Continued insurance verification
 - Certificates of Insurance will be provided for all selected vendor partners upon request
- Ensure all contractors are compliant with state and federal regulations
- Ensure & verify driver training program verification
- Ensure that all vehicles are equipped with required safety equipment including, but not limited to:
 - Full HD Cameras
 - Video footage will be provided upon request
 - GPS Units
 - GPS data will be provided upon request
 - Fire Extinguisher
 - Seatbelt Cutter
 - Body Fluid Cleanup Kit
 - First Aid kit
 - Wheelchair Lifts (If Applicable)
 - Appropriate child restraint equipment such as car seats, boosters, safety vests and star seats (If Applicable)
- Ensure accurate and detailed vehicle and route signage
- Management & verification of vendor partner files including but not limited to:
 - Pre-trip inspections
 - Drug & Alcohol testing
 - Driver licensing
 - Inspection records

Finance & Billing

Our finance team is here to support your transportation department by managing the invoice & data reporting for all students requested and vendor partners utilized for daily transportation services. We are here to relieve the data challenges presented by a highly mobile student population. We will provide the following throughout our partnership:

- Fully customizable and complete monthly billing summary
- Contractor invoice verification for accuracy, remedy, and processing
- Detailed Invoice report for school admin featuring individual student mileage, pricing, route identification,, and finance codes
- Daily billing audits and evaluation to ensure monthly billing is accurate and on time
- Prepare the annual transportation report information for students transported



- Daily correspondence as needed to support school and vendor administration.
- Year end finance report and state reporting.

Technology Integration

Data accuracy and transparency is pivotal for coordination and for providing safe transportation for our student community. We utilize the latest technology to ensure seamless student transportation requests and active communication. Through our partnership agreement, Burnsville-Eagan-Savage School District will be offered unlimited user access to our Collaborative Portal. This platform offers unparalleled communication tools to ensure all parties have the most up to date information. We continue to add new features and are excited to share the following current features:

- Smart forms to quickly send:
 - New transportation requests student information
 - Modify current student transportation information
 - Cancel or postpone currently scheduled transportation
- View live student transportation information that features:
 - Current pickup / drop off times
 - Current vehicle & driver assignment
 - Start & end dates
- View historical transportation data for all students
- Receive alerts of transportation changes due to new efficiencies

2.0

Vendor Network

Collaborative Student Transportation is proud to introduce our reliable and extensive vendor network to Burnsville-Eagan-Savage School District. From the beginning, our goal has been to cultivate transformational partnerships with local transportation providers to help create economic opportunities in the communities we serve. With this, our team is purposeful in pursuing partnerships with local businesses owned and operated by Black, Indigenous, and People of Color (BIPOC) community members where, as of today, over 80% of our vendor network is made up of BIPOC business owners.

Our hope as an organization is to break down barriers for our vendor partners by offering supportive services to help launch, grow, and sustain their business while ultimately collaborating to ensure that all students have continued access to the classroom, regardless of their circumstances. Our vendors are located all across a geographic area so that we can help no matter where students are located.

As we partner together, below is a look at our vendor insurance requirements, operational requirements, and indemnification.



Insurance

Each vendor partner is required to have the following minimum insurance requirements throughout the duration of our partnership agreement. Insurance qualifications can be adjusted, as needed, to support your district's individual requirements.

School Bus Coverage:

a. General Liability:		
i. General Aggregate Limit -		
1.	Other than Products - Completed Operations	\$2,000,000
2.	Products-Completed Operations Aggregate	\$2,000,000
3.	Each Occurrence	\$1,000,000
4.	Personal and Advertising Injury	\$1,000,000
5.	Damage to Premises Rented to You	\$200,000
6.	Medical Expense	\$10,000
b.	Commercial Automobile-Combined Single Limit	\$1,000,000
c. Workers Compensation:		Statutory
i.	Employers Liability - Each Accident	\$1,000,000
ii.	Employers Liability - Policy Limit	\$1,000,000
iii.	Employers Liability - Each Employee	\$1,000,000
d. Excess/Umbrella Coverage (over primary coverage listed above) -		
i. Limits -		
1.	Each Occurrence	\$5,000,000
2.	Aggregate	\$5,000,000

School Van Vehicle Coverage:

e. General Liability:		
i. General Aggregate Limit -		
1.	Other than Products - Completed Operations	\$2,000,000
2.	Products-Completed Operations Aggregate	\$2,000,000
3.	Each Occurrence	\$1,000,000
4.	Personal and Advertising Injury	\$1,000,000
5.	Damage to Premises Rented to You	\$200,000
6.	Medical Expense	\$10,000
f.	Commercial Automobile-Combined Single Limit	\$1,000,000
g. Workers Compensation:		Statutory
i.	Employers Liability - Each Accident	\$1,000,000
ii.	Employers Liability - Policy Limit	\$1,000,000
iii.	Employers Liability - Each Employee	\$1,000,000
h. Excess Coverage (over primary coverage listed above) -		
i. Limits -		
1.	Each Occurrence	\$3,000,000
2.	Aggregate	\$3,000,000



Operational Requirements

Below is an overview of our requirements for each vendor partner within our network:

- a. **Driver Selection & Training**
 - i. All vendors within the network are required to hire drivers who are qualified, trained and licensed in accordance with applicable federal and state laws and regulations prior to providing service.
 - ii. Minimum of 8 hours of in-service training for drivers is required annually. Vendors are required to create their own training program that is specific to their operations and the type of routes they service.
- b. **Pre-trip Inspections**
 - i. Vendors are required to have each driver or designee complete a thorough daily pre-trip inspection prior to operating Type III vans and school buses to ensure it is in safe operating condition.
- c. **Certificates**
 - i. Vendors are required to meet the standards and specifications that meet all local, State and Federal standards. School buses (Types III, A, B, C & D) and must display a valid State school bus inspection certificate (annual, interim or temporary.)
- d. **Vehicle Maintenance**
 - i. Vendors are required to maintain each vehicle in a safe and reliable operating condition by using a preventative maintenance program to mitigate vehicle breakdowns and service interruption during student transport.
- e. **Vehicle Signage**
 - i. Contractor's name must be clearly labeled on all vehicles used for CST routes. These vehicles must also display the route number in the window large enough for students and school staff to see from the curb.
- f. **Inspection Records**
 - i. Records detailing the past three (3) years of state inspection results of the vendor's fleet, this report must include average points lost per vehicle, number of vehicles placed out of service, vehicles receiving temporary permits, and any major defects found.
- g. **Reporting**
 - i. All vendors are required to provide the following reports:
 1. Crash (collision) reports
 2. Injury reports
 3. Incident reports
 4. Student discipline reports
 5. Daily bus ridership reports
 6. Late route reports
 7. First day departure without student reports



Indemnification

CST shall hold Burnsville-Eagan-Savage School District, its governing board, officers and employees harmless and does hereby indemnify Burnsville-Eagan-Savage School District, its governing board, officers and employees from and against every claim or demand which may be made by any person, firm or corporation, or other entity arising from or caused by any act of neglect, default or omission of CST, its officers, employees, and agents in the performance of this Agreement, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of Burnsville-Eagan-Savage School District, its agents or employees. CST also agrees to indemnify and save Burnsville-Eagan-Savage School District harmless from any claims involving personal injury or property damage arising out of, or in the course of, CST's acts in providing or coordinating the transportation of pupils.



3.0

Price Proposal

Transportation Services

Rates for each School Year will be effective beginning on July 1st of that year.

- Transportation Management Fee: 10% of total cost of the contracted services

Pricing for additional services, such as field trips and other special events, shall be billed separately on a case by case basis.

CST agrees that they are a fiduciary agent of ISD 191 in the selection of vendors and services in satisfying this agreement.

4.0

Billing Terms

The total cost of monthly transportation services will be invoiced by CST for every two week period that work is performed. An invoice for the previous two weeks of service will be invoiced by CST no more than 5 business days after the 15th and final days of each month. Payment will then be due upon receipt of the invoice with Net 35 terms.

In the event of school cancellations or shifts to e-learning due to inclement weather, emergency situations, or other cause, Burnsville-Eagan-Savage School District will be charged 0% for the first 2 days of a given school year. In the interest of driver and staff retention, for any additional days, Burnsville-Eagan-Savage School District shall be charged the full rate for scheduled transportation services.

5.0

Relationship

Each party is an independent entity under the terms of this Agreement. Neither party, by virtue of this Agreement, will have any right, power, nor authority to act or create any obligation, expressed or implied, on behalf of the other party. Except as otherwise provided, or as may hereafter be established by a written agreement executed by authorized representatives of the parties, all operational expenses incurred by either party will be borne by the party incurring the expense.



6.0

Government Law and Jurisdiction

This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Minnesota. Any dispute arising out of this Agreement shall be adjudicated in Hennepin County, MN.

This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived, in whole or in part, other than by written amendment signed by both parties.

In the event that any of the terms of this Agreement are in conflict with any rule, law, statutory provision or are otherwise unenforceable under the laws or regulations of any government or subdivision thereof, such terms shall be deemed stricken from this Agreement, but such invalidity or unenforceability of any such provisions hereof does substantial harm to or where the invalid or unenforceable provisions compromise an integral part of, or are otherwise inseparable from the remainder of this Agreement.



7.0

Partnership Agreement Duration & Authorization

Upon execution of the Contract by all parties below, the Contract will be effective immediately and will end on June 30, 2026. There is no minimum requirement of student requests needed to begin or continue our partnership.

As authorization to proceed under the Contract, please sign below, keep a copy for your records, and return a fully executed version to Collaborative Student Transportation, LLC.

Burnsville-Eagan-Savage School District

Abigail Alt
 Clerk, Board of Education
 200 West Burnsville Pkwy.
 Burnsville, MN 55337

Collaborative Student Transportation

Dillon LaHaye
 CEO | Owner
 615 1st Ave NE, Suite 115
 Minneapolis, MN 55413

Authorized Signature	Date	Authorized Signature
		Date
Authorized Printed		Authorized Printed





**Agenda IV.A.7.
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Tyler Dehne, director of finance

Date: March 7, 2024

Re: Authorization for Use of Facsimile Signatures

RECOMMENDATION: That the school board adopts the attached resolution authorizing the use of facsimile signatures on payroll and claim checks as prescribed in M.S. 47.41 and furthermore that the use of facsimile signatures be authorized for individual personnel contracts covered by board adopted master agreements.

ANNOTATION: The use of facsimile signatures on school district checks must be authorized by board resolution. Facsimile signatures are also used on individual personnel contracts covered by master agreements. Obviously, this is the only practical method of handling this task. The purpose of this recommendation is to add Merchants Bank to the resolution for use of facsimile signatures.

**CERTIFIED RESOLUTION
USE OF FACSIMILE SIGNATURES
BY PUBLIC OFFICIALS**

I _____ Clerk _____
(name of certifying official) (title or position)

of Independent School District #191
(name of governing body)

do hereby certify that the following resolution was duly adopted by said governing body at a meeting thereof duly convened and held on March 14, 2024, and is in full force and effect:

RESOLVED: That the use of facsimile signatures by the following named public officers _____

Chair Treasurer Clerk

on checks, drafts, warrants, warrant-checks, vouchers or other orders on public funds deposited in U.S. Bank of Minneapolis, Merchants Bank, and Associated Bank, WI and hereby is approved, and that each said named person may authorize said depository bank to honor any such instrument bearing his/her facsimile signature in such form as he/she may designate and to charge the same to the account in said depository bank upon which drawn, as fully as though it bore his/her manually written signature, and that instruments so honored shall be wholly operative and binding in favor of said depository bank although such facsimile signature shall have been affixed without his/her authority.

IN WITNESS WHEREOF, I have hereunto set my hand this 14th day of March, 2024.

CLERK _____
(certifying official)



**Agenda IV.A.8.
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Tyler Dehne, director of finance

Date: March 7, 2024

Re: Authorization for Transfer of Funds

RECOMMENDATION: That the school board adopts the attached resolution authorizing the Transfer of Funds

ANNOTATION: From time to time, ISD 191 orally requests Merchants Bank to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for transfer of funds.

In the annual organization meeting this same form was completed for US Bank, which at the time was our provider. As approved in the February 22, 2024 Board of Education Meeting, the district is moving forward with a change in banking providers to Merchants Bank and this is part of the paperwork required to be completed.

INDEPENDENT SCHOOL DISTRICT 191
RESOLUTION AUTHORIZING TRANSFER OF FUNDS

From time to time, Independent School District 191 orally requests Merchants Bank to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Stacey Sovine, the Executive Director of Admin Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with Merchants Bank providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2024, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on March 14, 2024, and that said resolution is in full force and effect.

I have hereunto subscribed my name this
14th day of March, 2024.

Clerk _____

Chairperson _____



**Agenda V.B.1
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative

Date: March 14, 2024

Re: Policy 606: *Instructional Materials*

Recommendation: Approve, on a first reading basis, changes to Policy 606:
*Instructional
Materials.*

The policy was reviewed at the Policy Review Committee on February 20, 2024.

Summary:

- Changes to policy are from MSBA incorporating the model MSBA 606.5 into the policy.

Adopted: 5/1985
 Reviewed: 5/12/2022
 Revised: 5/26/2022 MSBA 2023
 Rescinds: IIAA, IIAC, KLB, KLBA

Burnsville-Eagan-Savage School District Policy 606

606 TEXTBOOKS, INSTRUCTIONAL RESOURCES, AND LIBRARY MATERIALS INSTRUCTIONAL RESOURCES

I. PURPOSE

The purpose of this policy is to provide direction for selection and reconsideration of instructional resources and library materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of instructional resources is a vital component of the school district's curriculum, — and acknowledges that library materials serve to enrich the breadth of the curriculum as a whole by meeting the needs and interests of all students.

III. DEFINITIONS

A. “Library” is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term “library” includes a school library media center. The term also includes access to electronic materials.

The term “library refers to the resources within a specific school building at the multiple sites of ISD 191.

In accordance with Minnesota Statutes, section 124D.901 the library or library media center provides equitable and free access to students, teachers, and administrators and that the school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and

5. is served by a licensed school library media specialist or licensed school librarian.

B. “Library collection” consists of the library materials made available to students.

C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.

D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, promote reading for pleasure, and to administer media center operations, programming, and resources.

IVH. RESPONSIBILITY OF SELECTION

- A. The school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of instructional resources and library materials. Accordingly, the school board delegates to the superintendent or designee the responsibility to direct the professional staff in selections that meet school board criteria.
- B. Selection of instructional resources shall be consistent with the following criteria:
1. To consider the characteristics and philosophy of the ~~and~~ District when selecting resources.
 2. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the individuals served.
 3. To provide resources that will stimulate growth in critical reading and thinking, factual knowledge, literary appreciation, aesthetic values and ethical standards.
 4. To provide a background of information which will enable individuals to make intelligent judgments in their daily lives.

5. To foster respect and appreciation for cultural diversity and varied opinion.
6. To provide resources representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
7. To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection appropriate for the users.
8. To anticipate and meet needs through awareness of subjects of current interest.
9. To permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
10. Do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. €. Selection of library materials shall rest with the library media specialist and should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

3. Library materials shall not be excluded because of the race, color, creed, national origin, religion, sex, marital status, disability, sexual orientation, gender identity and expression, or political views of the writer;

4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, cultural and linguistic diversity, and needs and interests of the students for whom the materials were selected;

5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

a. Artistic quality and/or literary style;

- b. Authenticity;
- c. Critical thinking;
- d. Educational significance;
- e. Factual content;
- f. High interest for intended audience; and
- g. Readability.

D. The superintendent or designee shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of instructional resources by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF INSTRUCTIONAL RESOURCES

The superintendent or designee shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the instructional resource review and selection process.

V. RECONSIDERATION OF INSTRUCTIONAL RESOURCES AND LIBRARY MATERIALS

~~A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain instructional resources.~~

~~B. The superintendent or designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional resources.~~

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instructional program. A school district employee, student or parent or guardian of a school district student may request an opportunity to review materials and submit a request for reconsideration of the use of certain instructional resources or library materials on the basis of appropriateness.

B. A parent or guardian may request that access to specific instructional resources or library materials be restricted from their student. The school district shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific instructional resources or library materials from the classroom or library media center or restrictions upon any other student accessing the instructional resource or library materials.

C. The superintendent or designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional resources.

VI. PROCEDURE FOR HANDLING QUESTIONED MATERIALS

A. Each concern shall be directed to the building principal who will:

1. Treat each concerned person(s) request with confidentiality.
2. Provide and explain School Board Policy 606.
3. Inform concerned person(s) that his/her child is not required to be exposed to the questioned material. See Alternative Instruction Request Form.
4. Try to resolve the questions of the concerned person(s) during the initial contact using a Culturally Proficient School Systems (CPSS) lens.
5. Provide and explain use of the form “Statement of Concern About Educational Materials.”
6. Inform Assistant Superintendent or designee and appropriate staff member(s) when the above form is given to a concerned person.
7. Retain identified materials for use or place them in the reserve section in the school collection until review process is completed. Access to the duly-selected instructional material in review shall not be restricted during the review process, unless the Assistant Superintendent or designee has determined the material is in violation of the selection criteria of Section IV.B of this policy

B. Upon receipt of the signed “Statement of Concern About Educational Materials” form, the principal will:

1. Meet with the concerned person(s) and appropriate staff, including the library media specialist if related to library materials, to discuss the information on the completed form.
2. Appoint a building committee to investigate the questioned materials. (The committee will have representation from the administration, teaching staff, including the library media specialist if related to library materials, and citizens and use appropriate Culturally Proficient School Systems rubrics as a part of their investigation.)
3. Review the findings of the building committee.
4. Inform the concerned person(s) and Assistant Superintendent or designee of the committee’s findings in writing.

- C. If the concerned person(s) is not satisfied with the findings of the building committee, the principal will forward the concern to the Assistant Superintendent or designee who will:
1. Convene a Questioned Materials Committee. This committee shall consist of at least five (5) persons including:
 - a. Staff from grade and/or subject area (including library media specialist if related to library materials)
 - b. Building Principal
 - c. Assistant Superintendent or Designee
 - d. Citizen(s)
 2. Review the findings of the Questioned Materials Committee.
 3. Inform the concerned person(s) of the Questioned Materials Committee's findings.
- D. If the concerned person(s) is not satisfied with the Questioned Materials Committee's findings and the Assistant Superintendent or designee decision, he/she may appeal to the School Board.
- E. Once reviewed, instruction resources and library materials will not be reviewed again within three years.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)—Knowledge and Skills
 Minn. Stat. § 120B.235 (American Heritage Education)
 Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
 Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
 Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn Stat § 124D.901 (Public School Library and Media Centers)
 Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Bd of Educ., Island Trees Union Free Sch. Dist. No 26 v. Pico, 457 US 853 (1982)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)
Virginia State Bd. Of Educ., v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)
 Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)
Burnsville-Eagan-Savage School District Policy 706 (Acceptance of Gifts)



**Agenda IV.B.2.
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative

Date: March 14, 2024

Re: Policy 416: *Drug and Alcohol Testing*

Recommendation: Approve, on a first reading basis, changes to Policy 416:
Drug and Alcohol Testing

The policy was reviewed at the Policy Review Committee on February 20, 2024.

Summary:

- Updates made to include the MSBA and Legislative requirements
- In the November 28, 2023 meeting it was sent back to committee for clarification around the “beverage/THC Drinks language” and it was determined that our policy includes the correct references



**Agenda IV.B.2.
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative

Date: March 14, 2024

Re: Policy 416: *Drug, Alcohol and Cannabis Testing*

Recommendation: Approve, on a first reading basis, changes to Policy 416:
Drug, Alcohol and Cannabis Testing

The policy was reviewed at the Policy Review Committee on February 20, 2024.

Summary:

- Updates made to include the MSBA and Legislative requirements
- In the November 28, 2023 meeting it was sent back to committee for clarification around the “beverage/THC Drinks language” and it was determined that our policy includes the correct references



**Agenda V.A.
March 14, 2024**

To: Board of Education

From: Dr. Theresa Battle, superintendent and Dr. Chris Bellmont, assistant superintendent, Stacey Sovine, executive director of administrative services and Amy Piotrowski, director of student support services

Date: March 14, 2024

Re: Safe and Healthy Schools

82

Safe and Healthy Schools

Theresa Battle, Ed.D,
superintendent, Chris Bellmont,
Ed.D, assistant superintendent

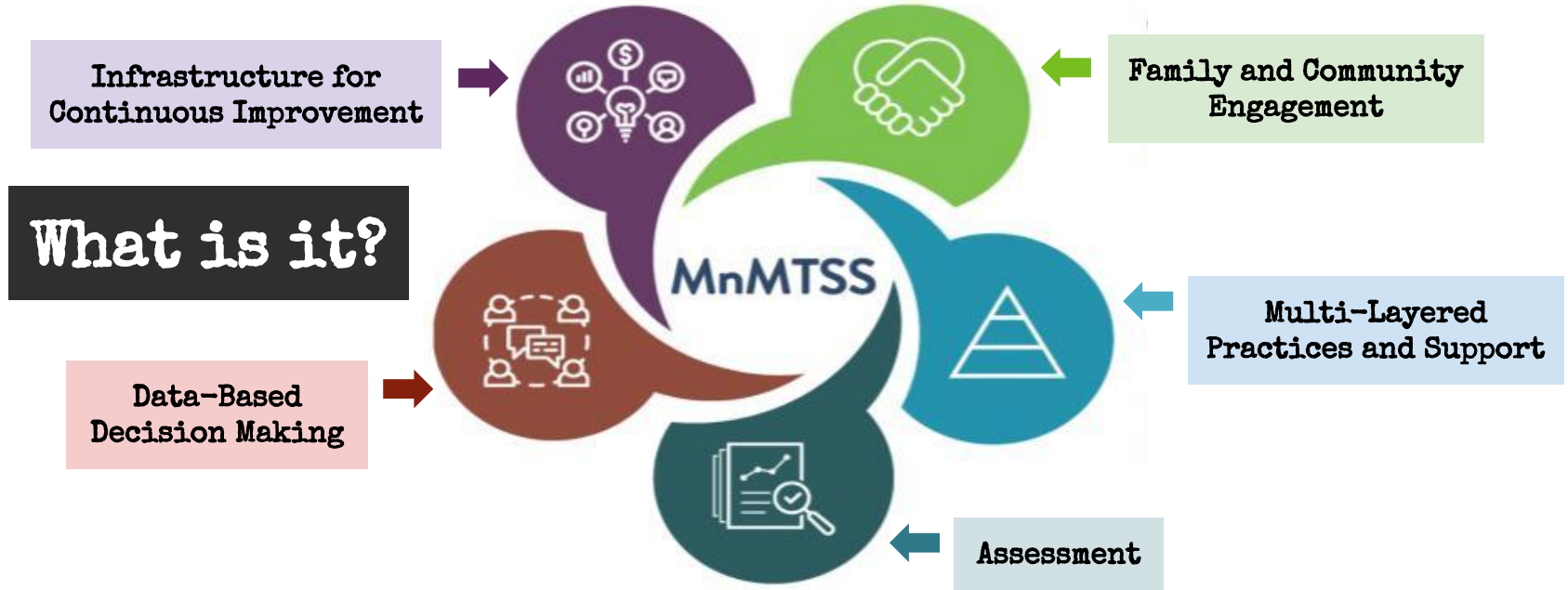
March 14, 2024

one91
Burnsville · Eagan · Savage

- » Effective Practices for Safe and Healthy Schools
 - supporting student positive behavior
 - response to misbehavior
- » One91 Student Handbook
 - Code of Conduct, Factors Impacting Discipline Decisions, Disciplinary Decisions, Rights to Continued Instruction
- » Disciplinary Data
- » District and School Frameworks
 - Positive Behavior Intervention and Support



Minnesota Multi-Tiered Systems of Support





Multi-Tiered Systems of Support MnMTSS Framework



Infrastructure for Continuous Improvement

District
Vision/Mission

School Climate

Leadership

Professional
Learning

Core Beliefs

Collaborative
Linked Teams



Family & Community Engagement

Reciprocal
Relationships

Family Voice

Link Families to
Learning

Partner with
Families

Continuous
Improvement

Transparent
Communication

School as a
Community Space



Multi-Layered Practices & Support

Tier 1
(Core)
Practices

Tier 2
(Supplemental)
Intervention

Tier 3 (Intensive)
Intervention



Assessment

Systems
Evaluation

Universal
Screening

Diagnostic
Assessment

Progress
Monitoring

Outcomes
Assessment



Data-Based Decision Making

Accessible &
Integrated Data

Educational
Decision Making

System
Performance



Theoretical Framework

Equity

We continue to review resources and partnerships to improve our work to create safe, inclusive, equitable and high quality learning environments. Culturally Proficient School Systems continues to be the district primary framework for our equity work. It is an inside-out approach for access, equity, and inclusive outcomes for students in a socially just manner.

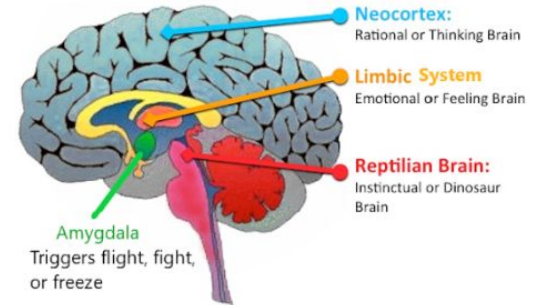
Student Engagement

At our schools we want all students to feel connected to our school community and find ways to be involved. We provide co-curricular and extra-curricular activities in academics, arts and athletics and student-interest clubs and activities. These clubs and activities provide students additional opportunities to extend their learning, develop and demonstrate leadership, impact their school and community, expand their social network, and grow to be supported cognitively, emotionally and socially. We are committed to providing the best facilities and guidance possible to support student-interest clubs and activities.



Theoretical Framework

- Improve the learning capacity for students.
- Create affective and cognitive approaches to interacting with expectations and content.
- Cultivate a growth mindset that is resilient, community based, and focused on excellence.
- Develop strategies to work through spaces of fight/flight to move back into a more cognitively pliable stance.



"In culturally responsive teaching, *relationships* are as important as the curriculum" (Zaretta Hammond, 2015).

Source: Hammond, Z. (2015) *Culturally Responsive Teaching and the Brain*

Student Handbook - Working the Systems

88

Applicable Incident Codes from Student Handbook:

- *Assault* - engaging in physical behavior that intentionally causes physical harm. (2-4)
- *Disorderly* - pushing, shoving, horseplay, body checking, necking, etc. but without severe or intentional physical harm. (1-4)
- *Disruption* - engaging in behavior that interferes with the educational setting and/or creates physical disorder. (1-4)
- *Fighting* - two or more people engaged in intentional bodily harm toward each other. (2-4)
- *Threat/Intimidation* - engaging in verbal behavior or posturing that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment or participating in school sponsored activities which could cause a reasonable person to have a reasonable apprehension of harm. Possessing, using or threatening to use a look alike or facsimile (e.g. water gun) weapon that is not dangerous. (3-4)
- *Verbal Abuse* - use of profane or obscene language towards a particular person. (1-4)

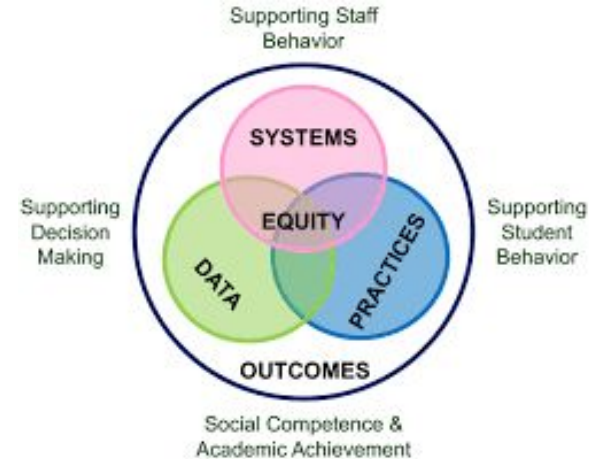


Tier 1 Practices - Example from the Field

90

Tardy Checks

- **Vision:** use predictable, consistent, and collaborative practices to ensure student success.
- **Features:**
 - Currently exists at two schools.
 - Use of the P.A. system
 - Initiates range of L1-3 interventions.
 - 2 to 5+ times per week.
- **Data:**
 - **BHS:** range of 19 to 181 students (52 avg)
 - **NMS:** range of 4 to 16 students (9 avg)

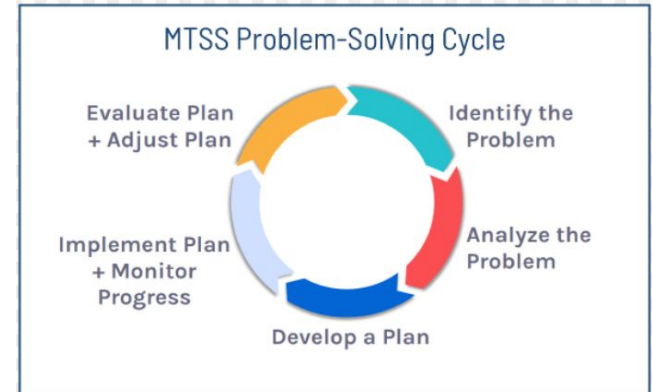


Tier 2 Practices

Identification through school-wide screening and assessments

Range of interventions that are intended to be timely, collaborative, and focused on releasing the student back into Tier 1. Must include increased attention, structure and teaching of expected behaviors.

Team monitors schoolwide data and shifts screeners and interventions accordingly.



Source: pbis.org

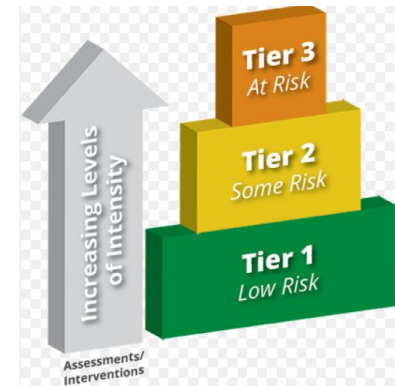
Tier 3 Practices

Identification through multiple measures.

Intensive, timely, interventions that include medical, social-emotional, and school based decision making.

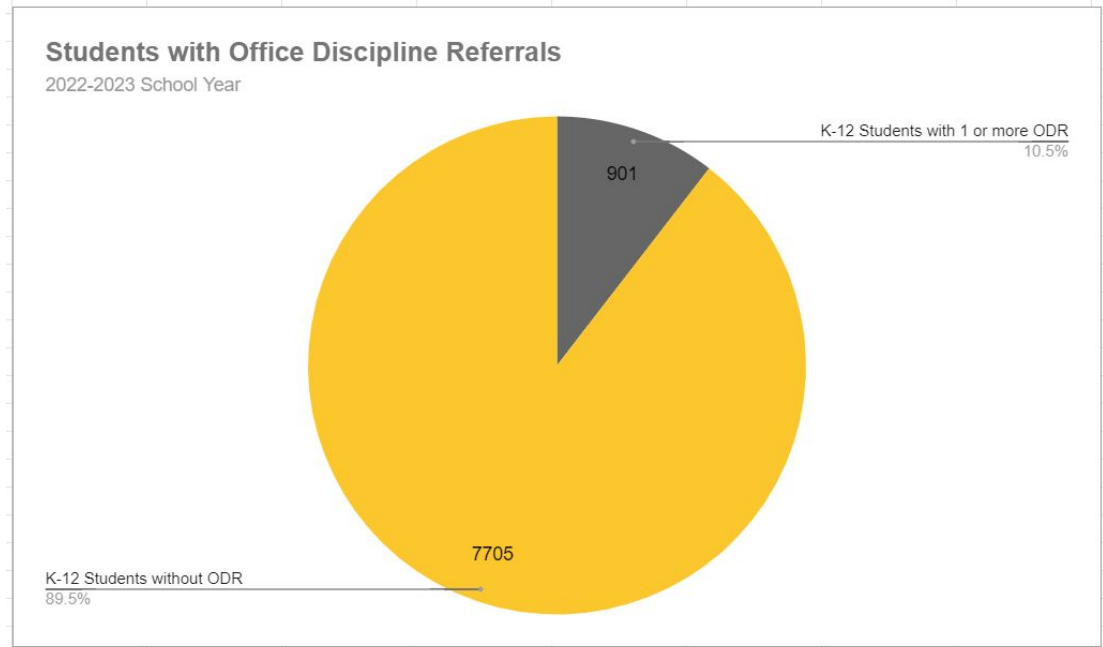
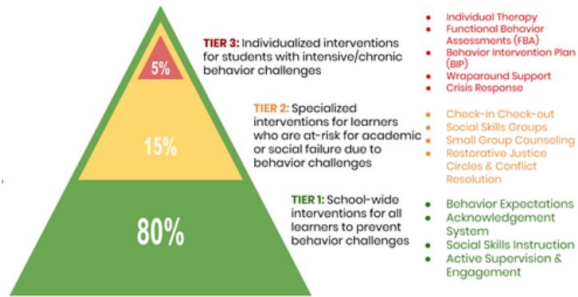
Significant relationship building and partnership stance with caregivers.

Collaborative progress monitoring with goal of gradual release into Tier 2.



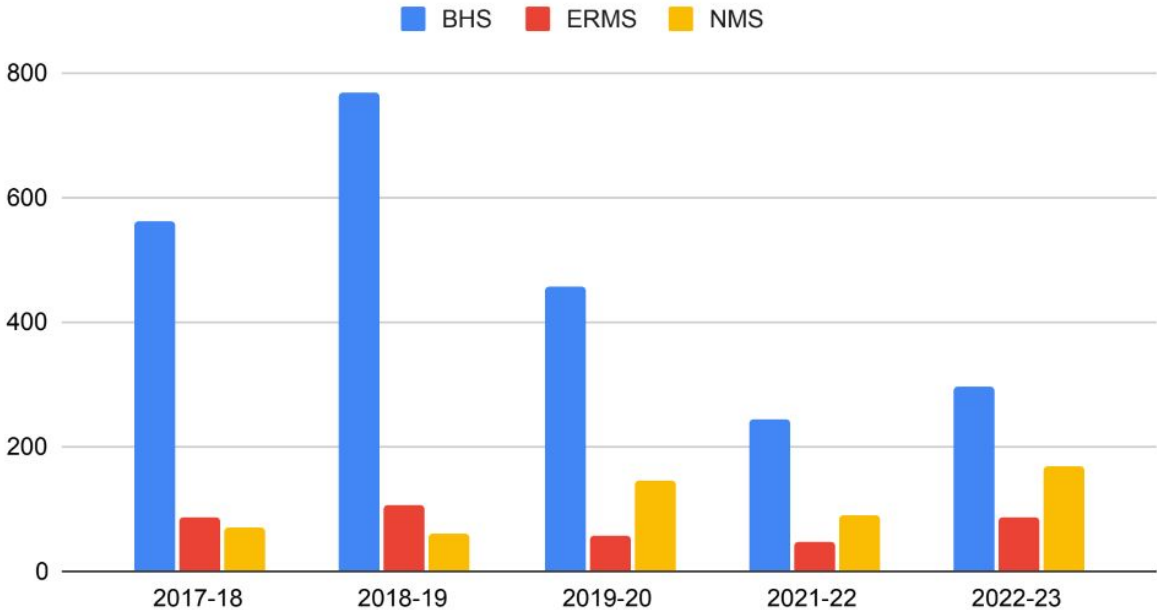
One91 Systems Assessment - Behavior

- Percentage of students displaying Tier 2 and Tier 3 behavior needs in 2022-23 in One91.



Data Picture - Out of School Suspensions

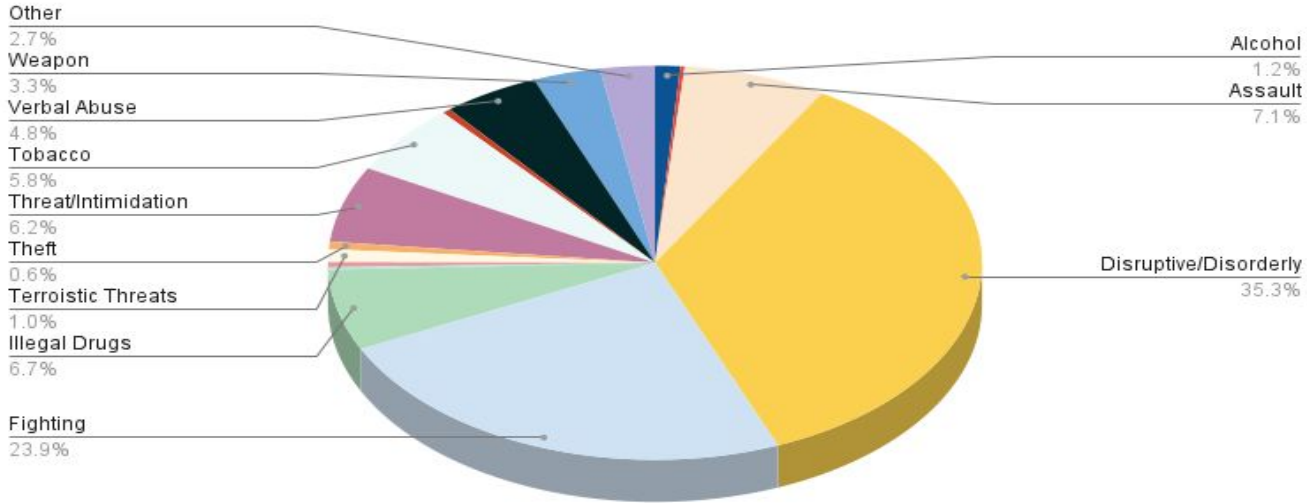
OSS Trend Data



Data Picture - OSS - Reasons (snapshot)

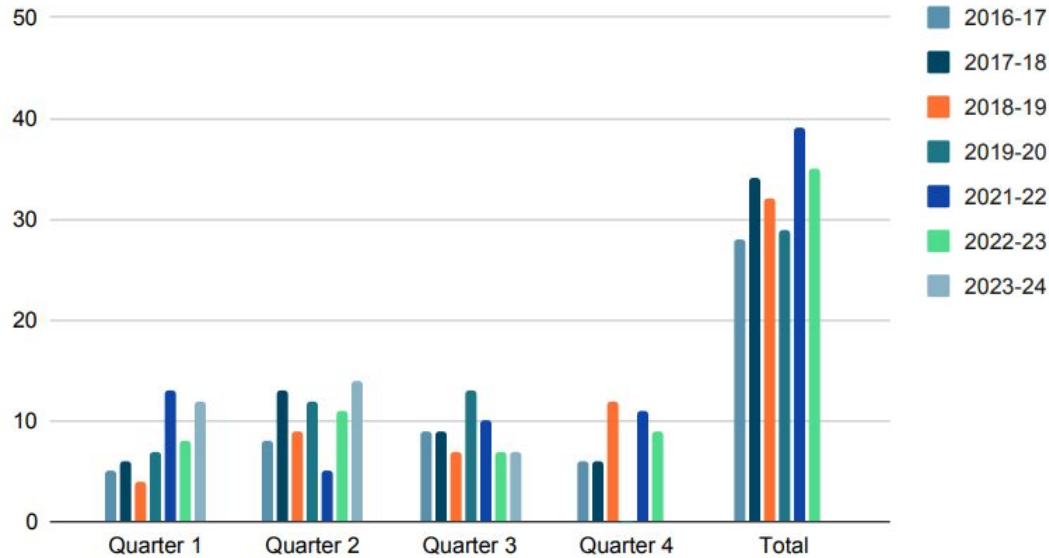
Secondary Incident Types

2022-2023



Data Picture - OSS - Incident Code: Fighting

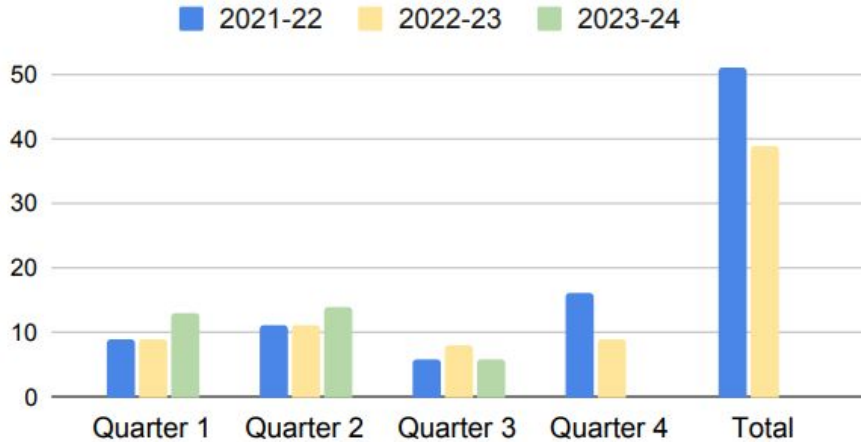
Burnsville High School / BAHS



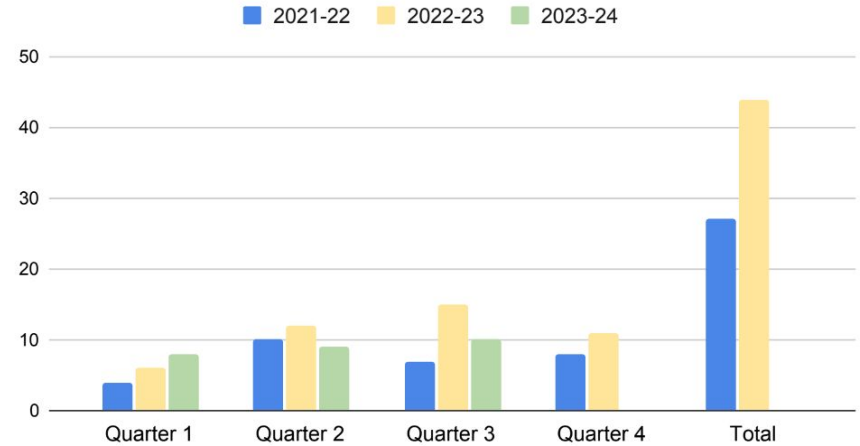
* No data for Q4 2019-20 as in-person school discontinued after 3-13-20.

Data Picture - OSS - Incident Code: Fighting

Nicollet Middle School



Eagle Ridge Middle School



OSHA Requirements

Occupational Safety and Health Act (OSHA) requires that each February through April, employers must post a summary of the injuries and illnesses recorded the previous year. ISD191 per line item 6111, Elementary and Secondary Schools, is a Partially Exempt Industry and only needs to report to OSHA any employee's fatality, in-patient hospitalization, amputation, or loss of an eye.

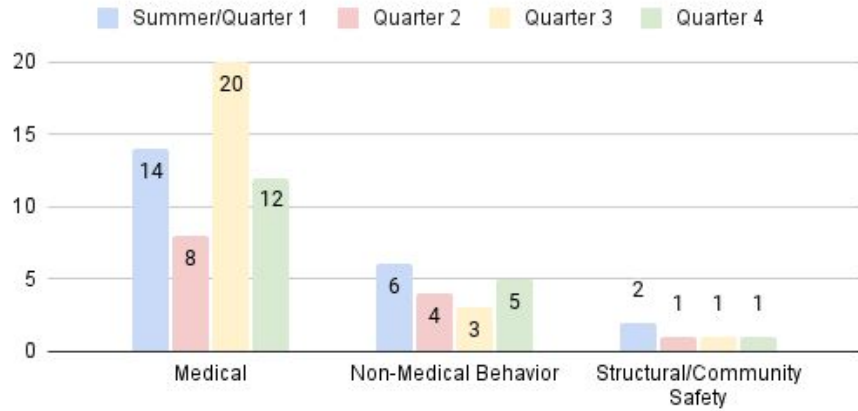
These are often posted at buildings in the same areas as other Federal Posters for employee rights.

Data Picture - Staff Report of Injury

Count or Claim Number	FY22	FY23	FY24	Total from FY22-FY24
All Staff	48	91	112	251

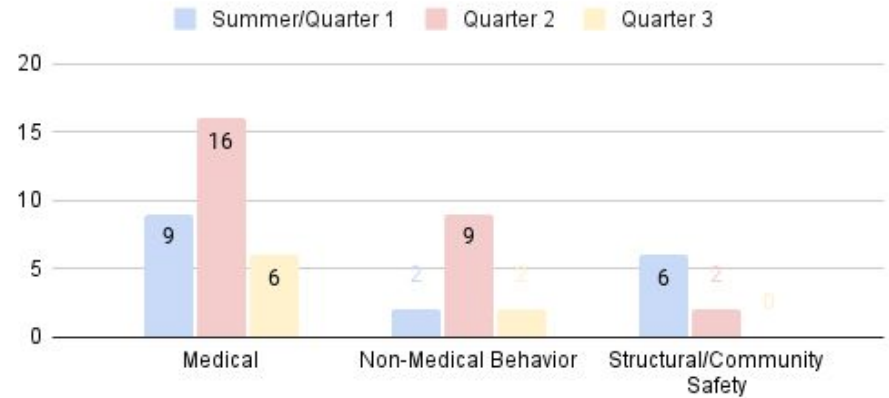
Data Picture - Incidents involving Emergency Response

Incident Reports Involving First Responders/SPR



2022-23

Incident Reports Involving First Responders/SPR



2023-24

Thank You



**Agenda V.B.
March 14, 2024**

To: Board of Education

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

Date: March 14, 2024

Re: FY25 Preliminary Budget

2024-25 Budget Initial Recommendations

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

March 14, 2024

Agenda

- Timeline
- What's affecting our budget for 2024-2025
- Current reality
- Our approach (values/strategies)
- Proposed Adjustments

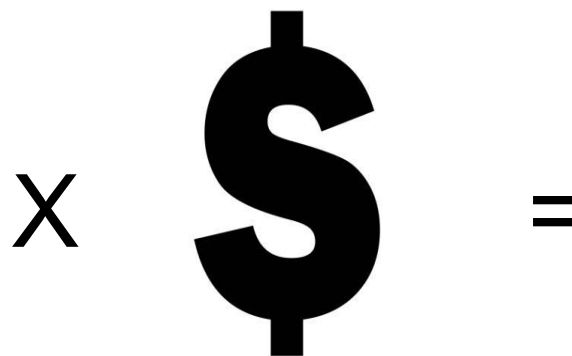
Timeline

- **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
- **April - May**
 - Staff and community presentations and feedback opportunities
 - Board report on feedback and board work session
- **June 13** - FY25 Adopted Budget presented
- **June 20** - FY25 Adopted Budget approved

Revenue



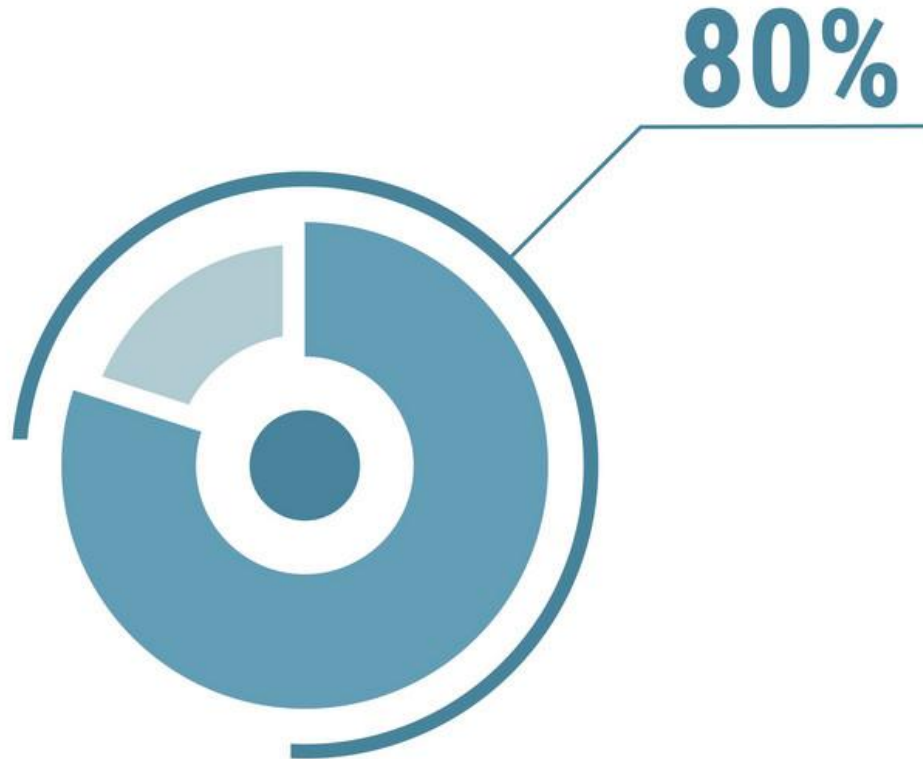
Students we serve



State and local
tax dollars per
student served

Total revenue
used to pay
for programs
and services

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.

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 programs 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



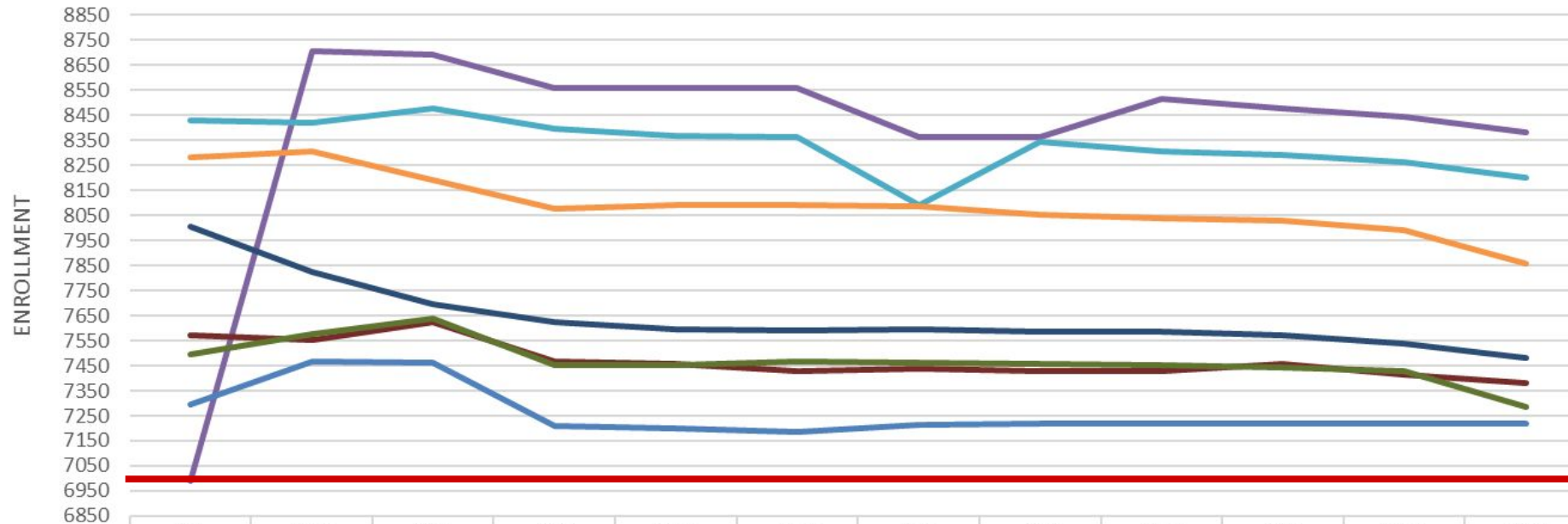
Supplant - \$4.0 million

Cover existing expenses

Help build reserve to provide long-term stability

Enrollment Projections

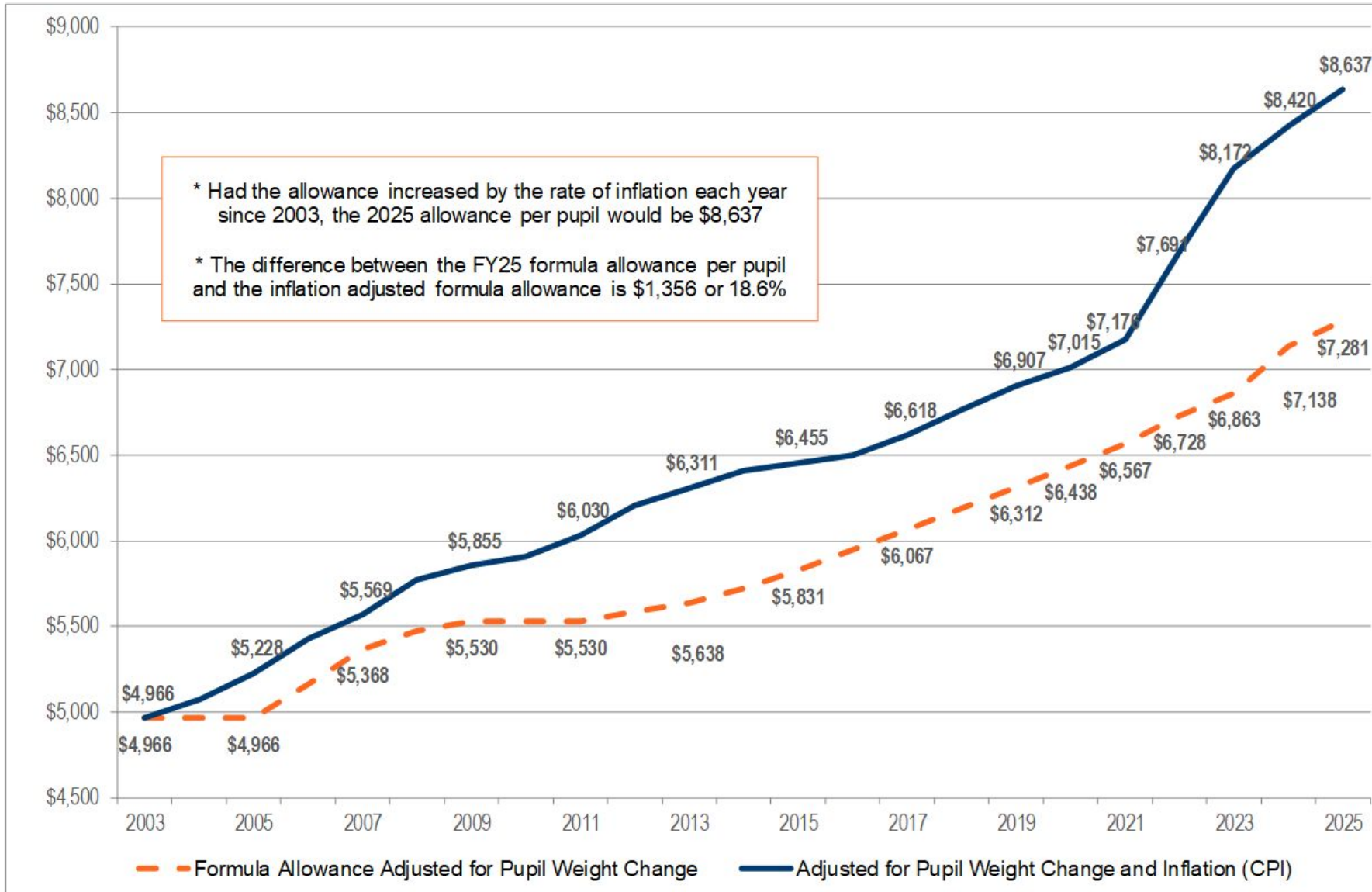
Year Over Year K-12 Enrollment: **FY25 Project 7,000 K-12 Students**



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2018	6991	8708	8693	8561	8557	8557	8364	8364	8516	8478	8446	8381
2019	8432	8419	8477	8395	8369	8364	8093	8343	8308	8291	8261	8201
2020	8283	8305	8191	8075	8093	8093	8086	8055	8041	8031	7994	7858
2021	8006	7825	7695	7626	7597	7593	7595	7587	7585	7571	7539	7480
2022	7572	7551	7624	7467	7458	7429	7440	7431	7431	7459	7415	7383
2023	7496	7579	7636	7452	7452	7469	7463	7458	7452	7443	7428	7286
2024	7293	7466	7464	7207	7202	7185	7212	7220	7220	7220	7220	7220

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)
- 18.5% insurance increase (~\$3.0 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

- Prioritize investment for instructional priorities, including PK-12 Pathways
- 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

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 Multilingual students
 - Full-time specialists
 - Additional clerical support
 - Smaller class sizes
 - Continued Behavior Analyst support
 - Middle School House model
 - Reading Specialist

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
Total Beginning Fund Balance	\$ 29,521,880	\$ 32,521,898	\$ 32,474,122	\$ 37,483,214	\$ 44,088,212	\$ 40,900,710
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	155,881,594	157,558,042
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	(3,187,502)	(3,337,009)
Total Ending Fund Balance	<u>\$ 32,521,898</u>	<u>\$ 37,483,214</u>	<u>\$ 35,295,753</u>	<u>\$ 44,088,212</u>	<u>\$ 40,900,710</u>	<u>\$ 37,563,702</u>
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	25,822,369	22,985,361
Total Ending Fund Balance	<u>\$ 32,521,898</u>	<u>\$ 37,483,214</u>	<u>\$ 35,295,753</u>	<u>\$ 44,088,212</u>	<u>\$ 40,900,710</u>	<u>\$ 37,563,702</u>
Unassigned Fund Balance %	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%

FY25 Adopted Budget: Process

- **Each budget manager is responsible for the following:**
 - Review the budget to ensure that all expenditures for 2023-24 school year have been coded correctly or for maximum efficiency
 - Identify priority expenditures
 - Identify any cost savings
 - Make decisions about discretionary funds
- Submit budget adjustments and/or request for additional funding
- Cross-functional team reviews before submission to Superintendent

FY24 Strategies: How we maintain class sizes

- 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 : **12** students per FTE*, **19.5** students per average class
 - 9-12 average : **16** students per FTE*, **25.7** students per average class

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

Elementary Master										
Staffing projection for FY25: 3249, 138 FTE's										
Grade	FTE's	Enrollment	Average		Min	Max	Targ	+/-	Avg	
				orig						
K	27.5	575	20.91	575	K	20	25	22.5	-1.6	20.9
1	24.5	541	22.08	541	1	24	28	26	-3.9	22.1
2	21.5	523	24.33	523	2	25	29	27	-2.7	24.3
3	20.5	530	25.85	530	3	26	30	28	-2.2	25.9
4	22.5	553	24.58	553	4	27	31	29	-4.4	24.6
5	21.5	527	24.51	527	5	28	32	30	-5.5	24.5
				3,249		25	29	24.5	-1	23.5
23	138	3249	23.54							

Rightsizing

Line Item	Adjustment Category and Item Description/ Department	F.T.E.	Budget Unit	Budget Adjustment	Account Code	Rationale and Implications
1.1	Maintaining Class Sizes (K-12)	-22.9	Various	-\$2,689,165.23	Various	Maintaining class sizes based on enrollment
1.2	EL Teacher	4.6	07060	\$529,000.00	01 E 005 219 339 143 000	Additional multi language students with lower levels of English Proficiency
1.3	Special Education Supervisor	-0.5	09010	-\$76,399.70	Various	Realignment within Department
1.4	Elementary Advanced Learning Specialist	4	13030	\$508,094.28	Various	Increase Advanced Learning Specialist positions to 1 per elementary building to provide support for elementary Pathways programming.

Strategic Roadmap

2 Strategic Roadmap						
2.1	Infinity Systems Orgametics and Equimetrics surveys	0		\$34,000.00		Identify gaps in the organization's alignment toward mission and vision and show us the areas where we can improve.

Initial Budget Adjustments

3 Preliminary Adjustments						
3.1	Elem LVL 3 EA's	7.68	13030	\$412,310.76	Various Compensatory Codes	Instruction / Behavior Support
3.2	Math Interventionist (MS)	2	13030	\$269,485.18	Various Compensatory Codes	Instruction Intervention
3.3	Elementary Classroom Teachers	9	13030	\$1,143,212.13	Various Compensatory Codes	Class size reductions
3.4	Finance Project Manager	0.5	16051	\$52,398.42	01 E 005 110 000 114 111	Coding Changes
3.5	Cultural Liaison	2	Various	\$120,448.18	Various Community Education Codes	Coding changes to Community Education
3.6	Middle School (School within a School)	2.8	10010	\$355,666.00	Various	Maximizing Schedule to fund additional SWAS positions.
3.7	BHS Credit Recovery	2	10010	\$151,894.54	Various	Coding changes to Alternative Learning Center restricted funds
3.8	BHS Boys Volleyball		11020	\$35,000.00	Various	Adding Athletic Programming
3.9	Student Svcs Acct Specialist	1	09010	\$119,618.82	Various	Coding changes to Third Party Billing
3.10	Cultural Liaison	0.5	13020	\$26,067.00	Various	.5 FTE Additional Spanish Cultural Liaison

Maximizing Federal Funding

4	Maximizing Federal Funding					
4.1	Elem LVL 3 EA's	-7.68	21100	-\$412,310.76	Various	Elimination of ESSR Funds June 30, 2024
4.2	BHS Class Size Reduction	-4.5	21100	-\$551,153.57	Various	Elimination of ESSR Funds June 30, 2024
4.3	VA Secondary	-2	21100	-\$208,419.88	Various	Elimination of ESSR Funds June 30, 2024
4.4	Math Interventionist (MS)	-2	21100	-\$269,485.18	Various	Elimination of ESSR Funds June 30, 2024
4.5	Elementary Classroom Teachers	-4	21100	-\$508,094.28	Various	Elimination of ESSR Funds June 30, 2024
4.6	Finance Project Manager	-1	21100	-\$104,796.83	Various	Elimination of ESSR Funds June 30, 2024
4.7	Behavior Analyst	-1	21100	-\$111,986.28	Various	Elimination of ESSR Funds June 30, 2024
4.8	Cultural Liaison	-3	21100	-\$180,672.27	Various	Elimination of ESSR Funds June 30, 2024
4.9	CE Social Services Specialist	-1	21100	-\$12,129.33	Various	Elimination of ESSR Funds June 30, 2024
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\$2,386,560 Million in Reductions in Unassigned

~\$500,000 recoded during budget process in FY24 to maximize remaining ESSR funds and other restricted areas

[Complete List in PDF Format](#)

Recommended Budget FY 25

General Fund Budget Comparative Summary

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Unassigned Fund Balance %	14.08%	16.40%	14.12%	18.56%	16.14%

Reductions \$2,386,560

Next Steps for Budget Feedback

- March 15: Online feedback survey open, closes April 21st
- March through April:
 - School- & program-level parent meetings
 - Presentation shared with families & staff, multiple opportunities to provide feedback
 - Community presentations offered to all families and public
 - Spanish speaking families March 27, 6:00 p.m. presentation
 - Somali speaking family meeting cancelled due to Ramadan and will be inviting families to attend April 17
 - April 17th, 6 p.m. Diamondhead Education Center

Thank You.



Future Ready. Community Strong.

**Agenda VI
March 14, 2024**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: March 14, 2024

Re: Labor Negotiations Strategy

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