



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
March 27, 2025
6:30 PM

Strategic Directions:

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

5:45 PM Listening Session with Director Hume and Director Mikkelsen

In the case of inclement weather, the Board of Education's regularly scheduled meetings will be rescheduled to the following Monday at the same time and place, unless that Monday is a holiday, in which case a special meeting may be called.

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance
- C. Oath of Office

II. Approval of Agenda

III. Information

- A. Student Performance and Achievement Committee Report on Addressing Disparities: Academic, Multilingual, and Discipline/Exclusion 4
Speaker(s): Isis Buchanan, Director of Educational Equity, Imina Oftedahl, Director of Curriculum, Instruction and Assessment, and Amy Piotrowski, Director of Student Support Services
- B. Bond Resolution Presentation 26
Speaker(s): Stacey Sovine, Executive Director of Administrative Services and Matthew Hammer, Ehlers Senior Municipal Advisor

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.

C. Report about Written Response to Vote of Nonconcurrency	33
Speaker(s): Isis Buchanan, Director of Educational Equity	
D. FY26 Preliminary Budget	37
Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Stacey Sovine, Executive Director of Administrative Services	
E. Update Regarding Guidelines for Sharing School Board Meetings	58
Speaker(s): Abigail Alt, Vice Chair	
F. Board Retreat Report	
Speaker(s): Anna Werb, Board Chair	
G. Committee, Board Appointment and School Assignment Reports	61
IV. Business Meeting	63
A. Consent Agenda	
Description: Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.	
1. Approve Minutes	65
2. Approve Personnel Recommendations	68
3. Approve Payroll, Receipts, Expenses and Investments	69
4. Accept the Budget Analysis	129
5. Receive a Report about the Listening Session	134
6. Approve, on a First and Final Reading, Non-substantive Changes to Policy 522: Title IX - Sex Non Discrimination	135
7. Approve, on a First and Final Reading, Non-substantive Changes to Policies: 516: <i>Student Medication and Telehealth</i> , 621: <i>Literacy and the Read Act</i> , 906: <i>Community Notification and Predatory Offenders</i> , 601: <i>School District Curriculum and Instruction Goals</i> and 616: <i>School District Systems Accountability</i>	154
8. Approve Scheduling a Special Board of Education Meeting on March 28, 2025 at 3:00 p.m. to Discuss and Decide the Superintendent Search Timeline, Hiring Criteria, Stakeholder Involvement and Procedures	187
9. Approve 2025 Updated School Board Committee Assignments, other Board Assignments and Board School Assignments	188
B. New Business	
1. Adopt Amended and Restated Bond Resolution	190
Speaker(s): Stacey Sovine, Executive Director of Administrative Services	
2. Approve the Written Response to the Vote of Nonconcurrency	196
Speaker(s): Isis Buchanan, Director of Educational Equity	
3. Approve, on a First Reading Basis, Changes to Policy 519: <i>Interviews of Students by Outside Agencies</i>	200
Speaker(s): Dr. Chris Bellmont, Assistant Superintendent	

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4. Approve, on a First Reading Basis, Changes to Policies 701: <i>Establishment and Adoption of School District Budget</i> , 721: <i>Uniform Grant Guidance Regarding Federal Revenue Sources</i> and 704: <i>Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System</i>	204
Speaker(s): Stacey Sovine, Executive Director of Administrative Services	
5. Approve, on a First Reading Basis, Changes to Policies 899: <i>Name School Buildings or Facilities</i> and 512: <i>School-Sponsored Student Publications and Activities</i>	228
Speaker(s): Aaron Tinklenberg, Director of Communications	
6. Approve Selection of Minnesota School Board Association for Conducting the 2025 Superintendent Search	236
Speaker(s): Anna Werb, Board Chair	
7. Approve Updates to Guidelines for Sharing School Board Meetings	276
Speaker(s): Abigail Alt, Vice Chair	
V. Work Session	
A. Insurance Plan Review	279
Speaker(s): Stacey Sovine, Executive Director of Administrative Services and George Vander Weit, One Digital Insurance Representative	
B. Facilities Needs Assessment	287
Speaker(s): Stacey Sovine, Executive Director of Administrative Services	
VI. Closed Session, as permitted by Minn. Stat. Section 13D. 03, to Discuss Labor Negotiation Strategy	306
Speaker(s): Stacey Sovine, Executive Director of Administrative Services	
VII. Adjourn	

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**Agenda III.A.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Isis Buchanan, director of educational equity, Amy Piotrowski, director of student support services and Imina Oftedahl, director of curriculum, instruction and assessment

Date: March 27, 2025

Re: Student Performance and Achievement Committee Report on Addressing Disparities: Academic, Multilingual, and Discipline/Exclusion

Addressing Disparities

March 27, 2025

Imina Oftedahl, director of curriculum, instruction and assessment

Amy Piotrowski, director of student services

Isis Buchanan, director of educational equity

Addressing Disparities

- Academic
- Discipline
- Multilingual

Strategic Dashboard

**Strategic Direction:
Actively leading by
developing and
sustaining a diverse and
equitable education
system**



MN Comprehensive Assessment

MCA Reading Grades 3-10 Percent Meeting Benchmark Trend



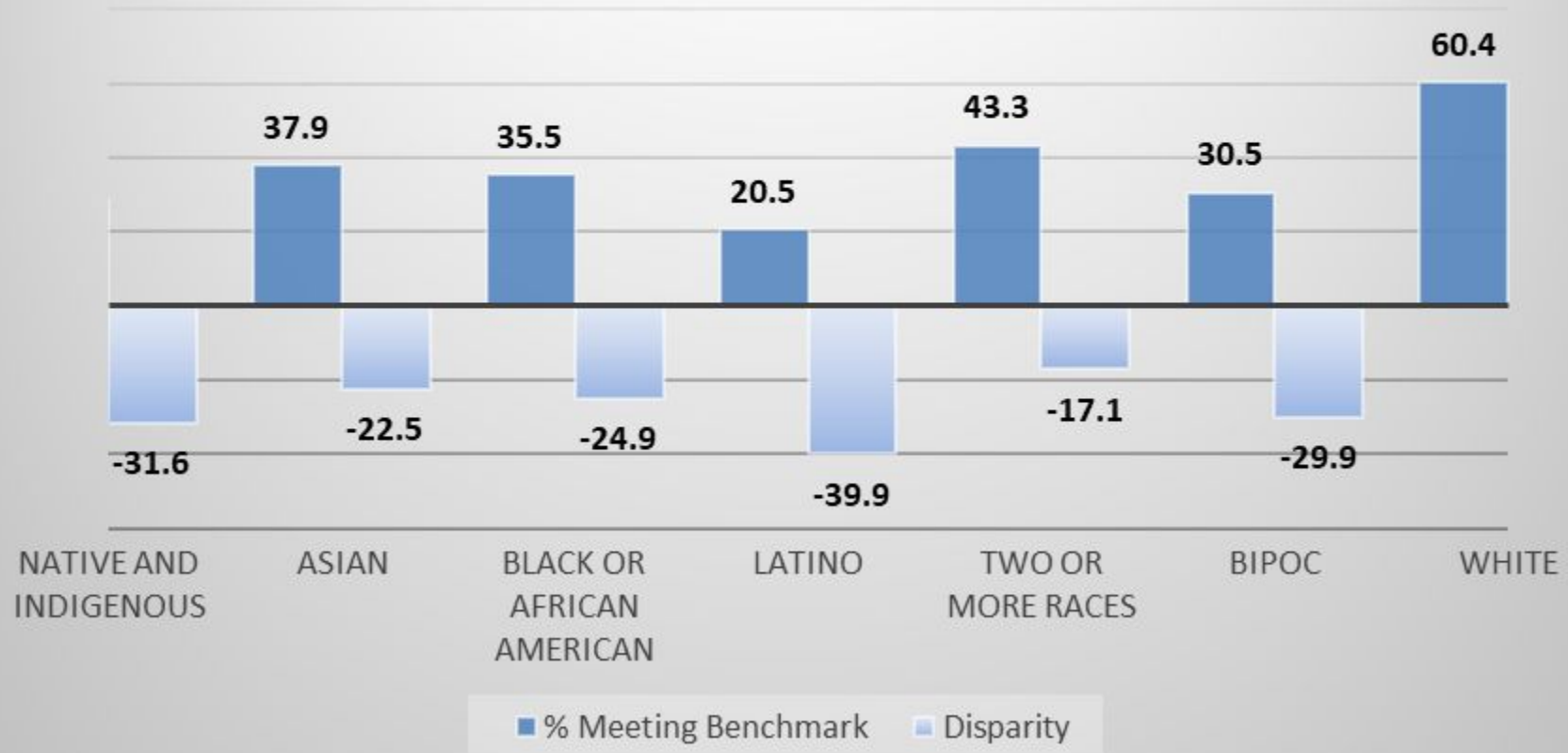
Comprehensive Achievement and Civic Readiness (CACR)

Reduce proficiency disparities in Spring 2024 Reading MCA

Goal: 18.5%

MN Comprehensive Assessment

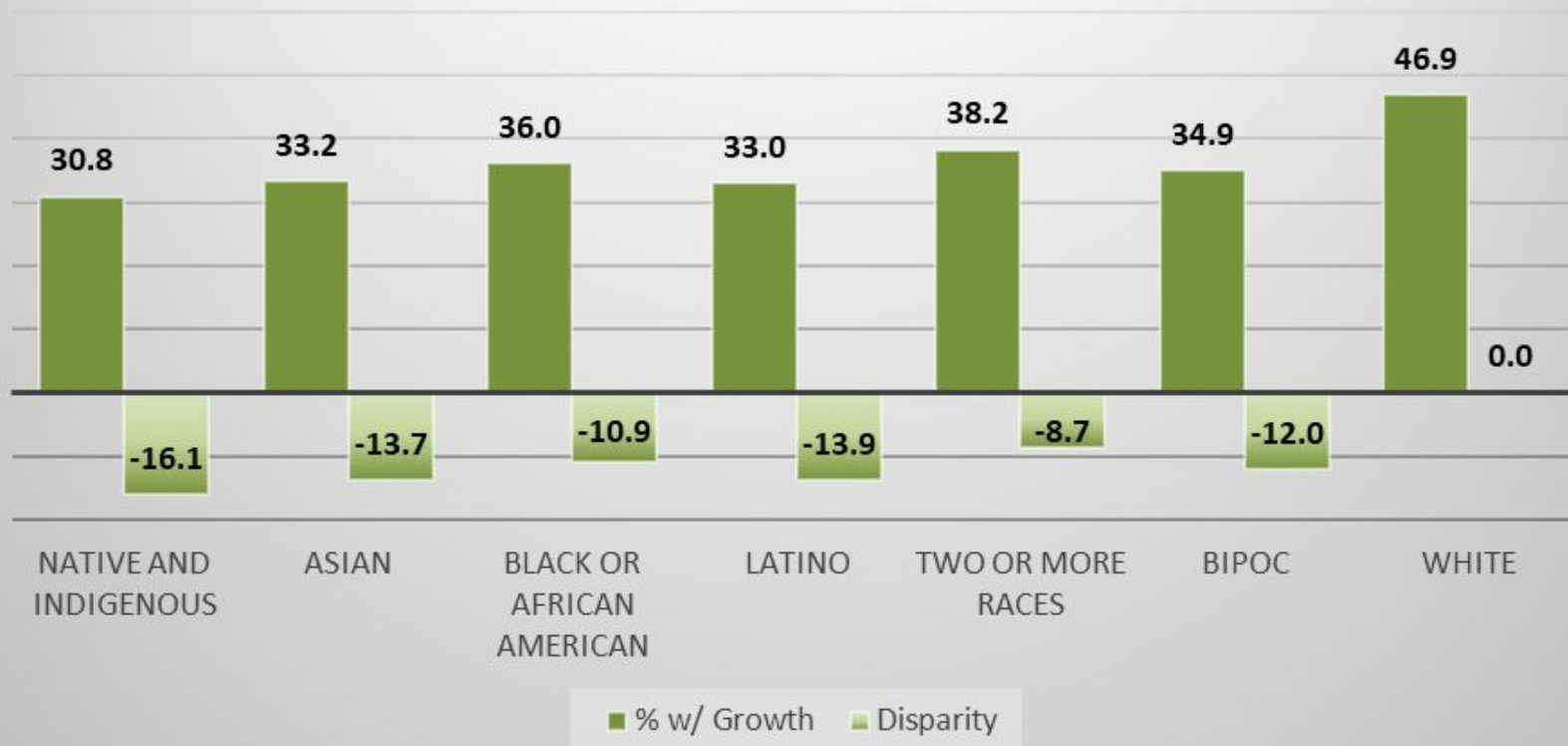
**MCA Reading Grades 3-10
Percent Meeting Benchmark**



Spring 2024
**Disparities viewed
by race / ethnicity
demographic
groups**

aReading Growth Fall to Spring

aReading Grades 3-8
Percent with Significant Growth
Fall to Spring 2023-24



Fall 2023 - Spring 2024

Students demonstrating at least one year to more than one year of growth

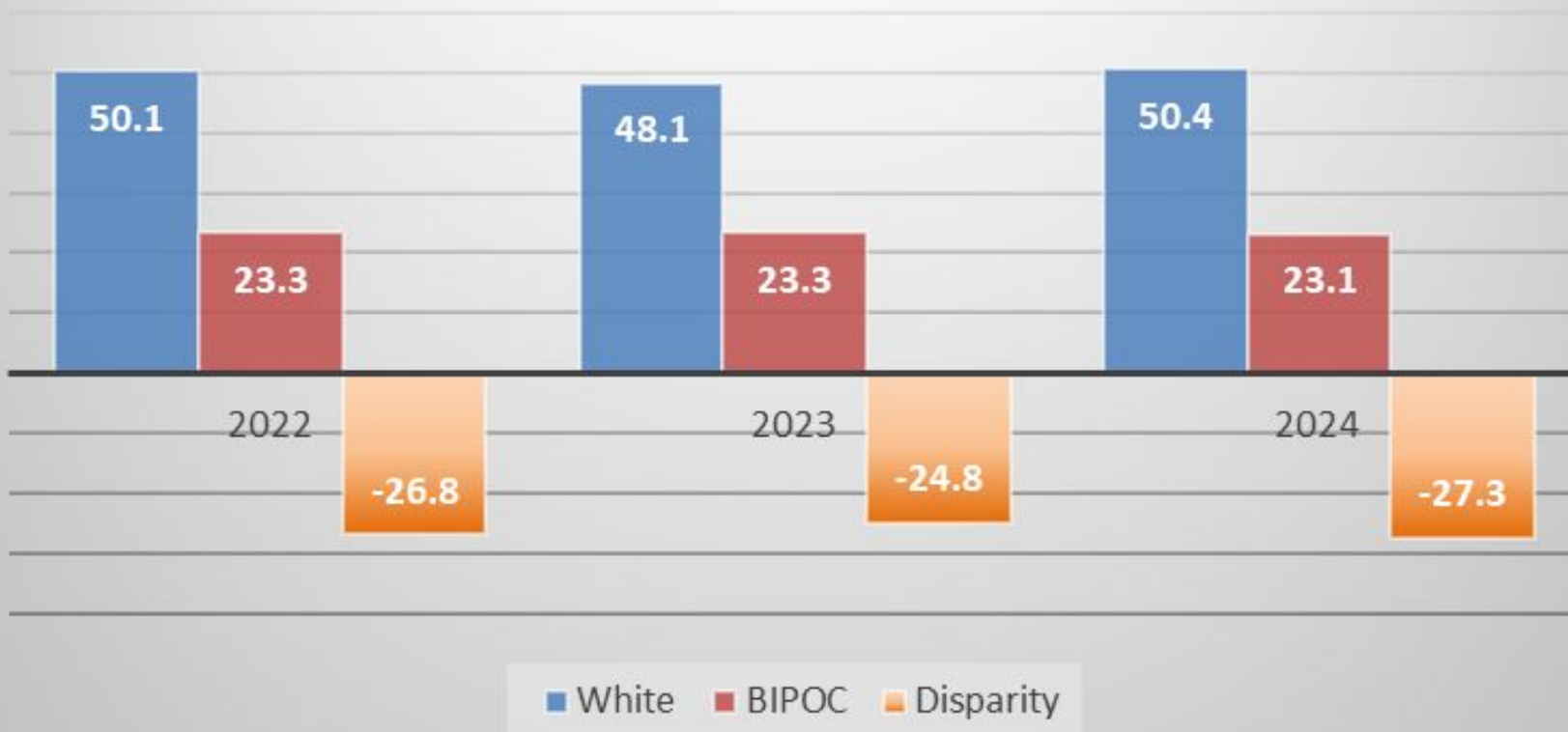
Strategic Response

- Foundational literacy curriculum - Heggerty Bridge to Reading (grade 3)
- Functional Phonics & Morphology curriculum (grades 4-5)
- Literacy training for READ Act: CAREIALL
- ADSIS (alternative delivery of specialized instructional services) intervention
- MN MTSS (multi-tiered systems of support) - data analysis and Tier 1 academic recommendations for action
- Pilot for MS FLEX/WIN time



MN Comprehensive Assessment

MCA Math Grades 3-11 Percent Meeting Benchmark Trend



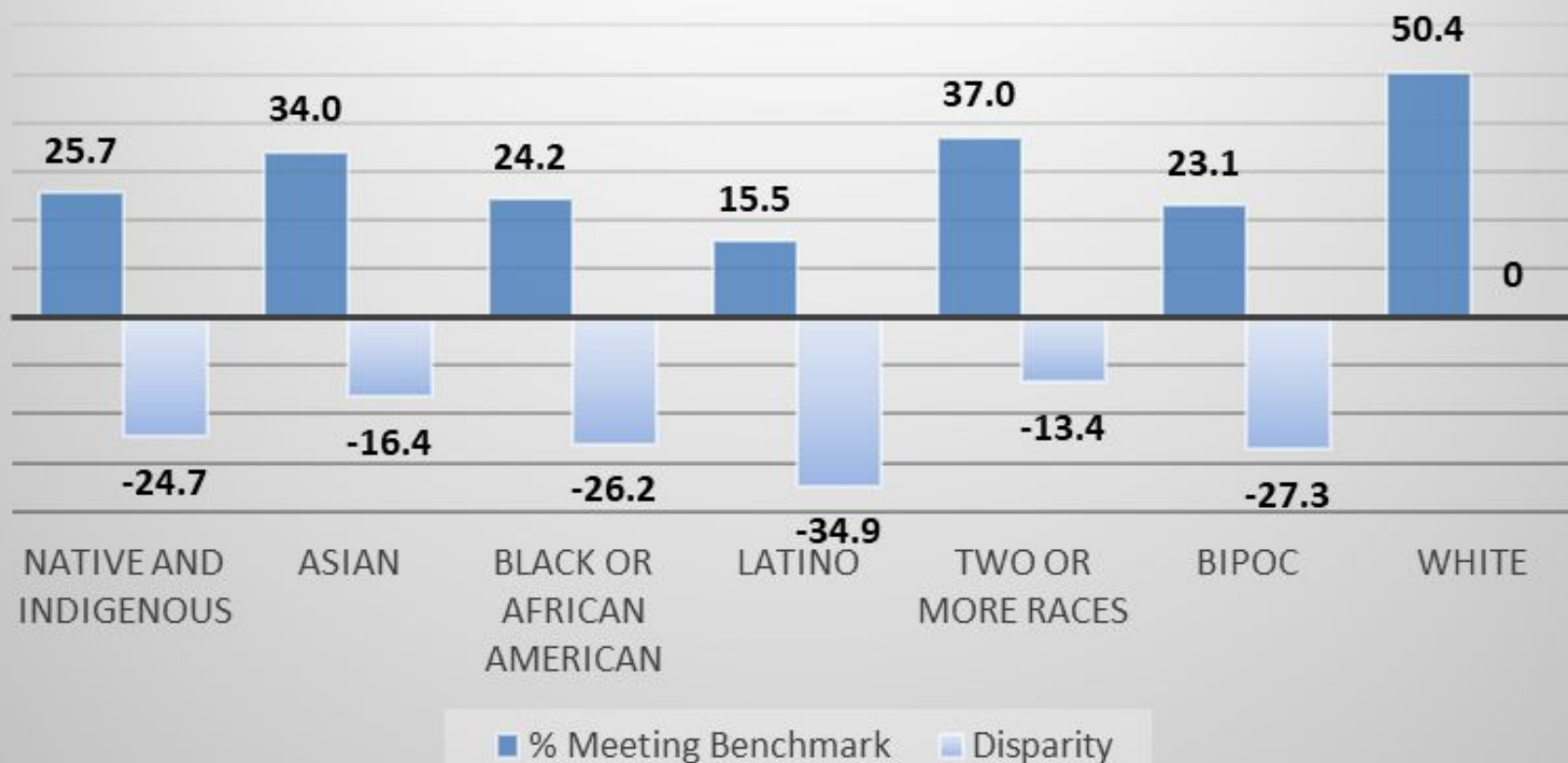
Comprehensive Achievement and Civic Readiness (CACR)

Reduce proficiency disparities in Spring 2024 Math MCA

Goal: 18.5%

MN Comprehensive Assessment

MCA Math Grades 3-11 Percent Meeting Benchmark

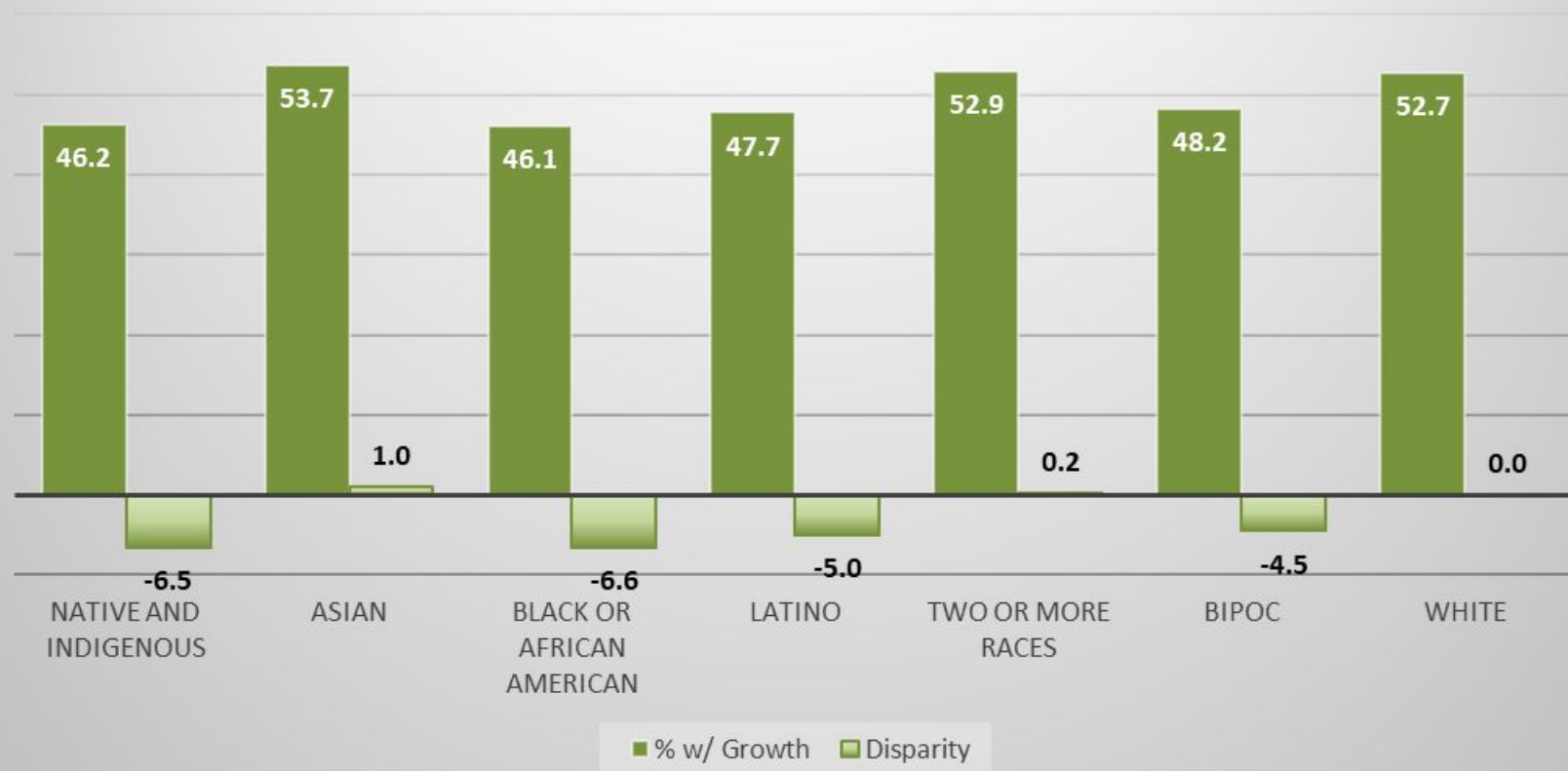


Spring 2024

Disparities viewed
by race / ethnicity
demographic
groups

aMath Growth Fall to Spring

aMath Grades 3-8
Percent with Significant Growth
Fall to Spring 2023-24



Fall 2023 - Spring 2024

Students demonstrating at least one year to more than one year of growth

Strategic Response



- High school math curriculum review - year 1 focus on pedagogy
- Advanced math in grades 4 and 5
- ADSIS (alternative delivery of specialized instructional services) intervention
- MN MTSS (multi-tiered systems of support) - data analysis and Tier 1 academic recommendations for action
- Pilot for MS FLEX/WIN time

Suspensions Discipline

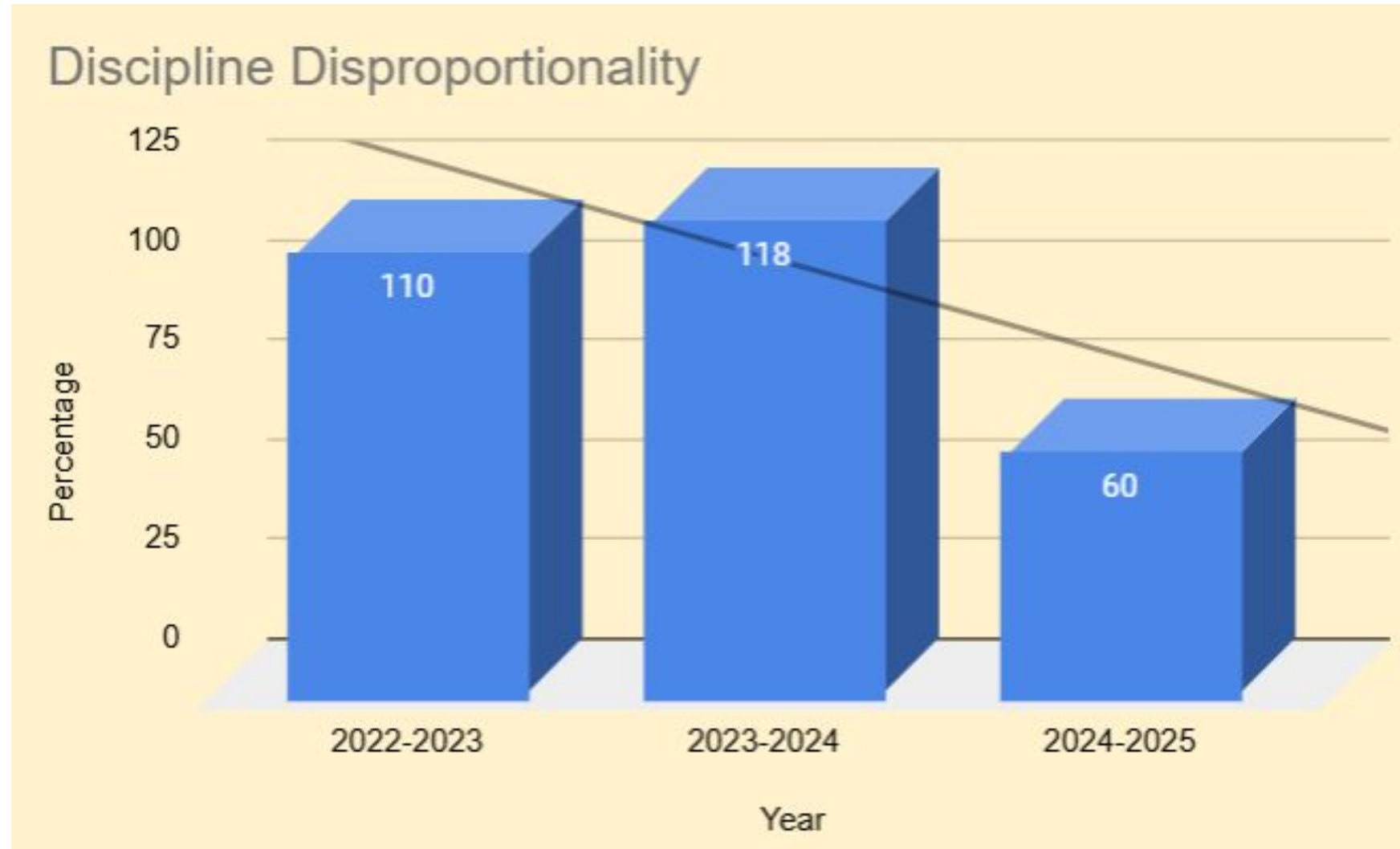
Suspensions

SY 2024-2025			Semester 1
Federal Race	All Students in Racial Group (N)	Students Suspended at Least Once (N)	Students Suspended at Least Once (%)
BIPOC	5665	174	3.071%
WHITE	2031	39	1.920%
Disproportionality of suspensions between student racial groups			60%

Expulsion

SY 2024-2025			Semester 1
Federal Race	All Students in Racial Group (N)	Students Expelled at Least Once (N)	Students Expelled at Least Once (%)
BIPOC	5665	0	0.000%
WHITE	2031	0	0.000%
Disproportionality of expulsions between student racial groups			0%

Discipline



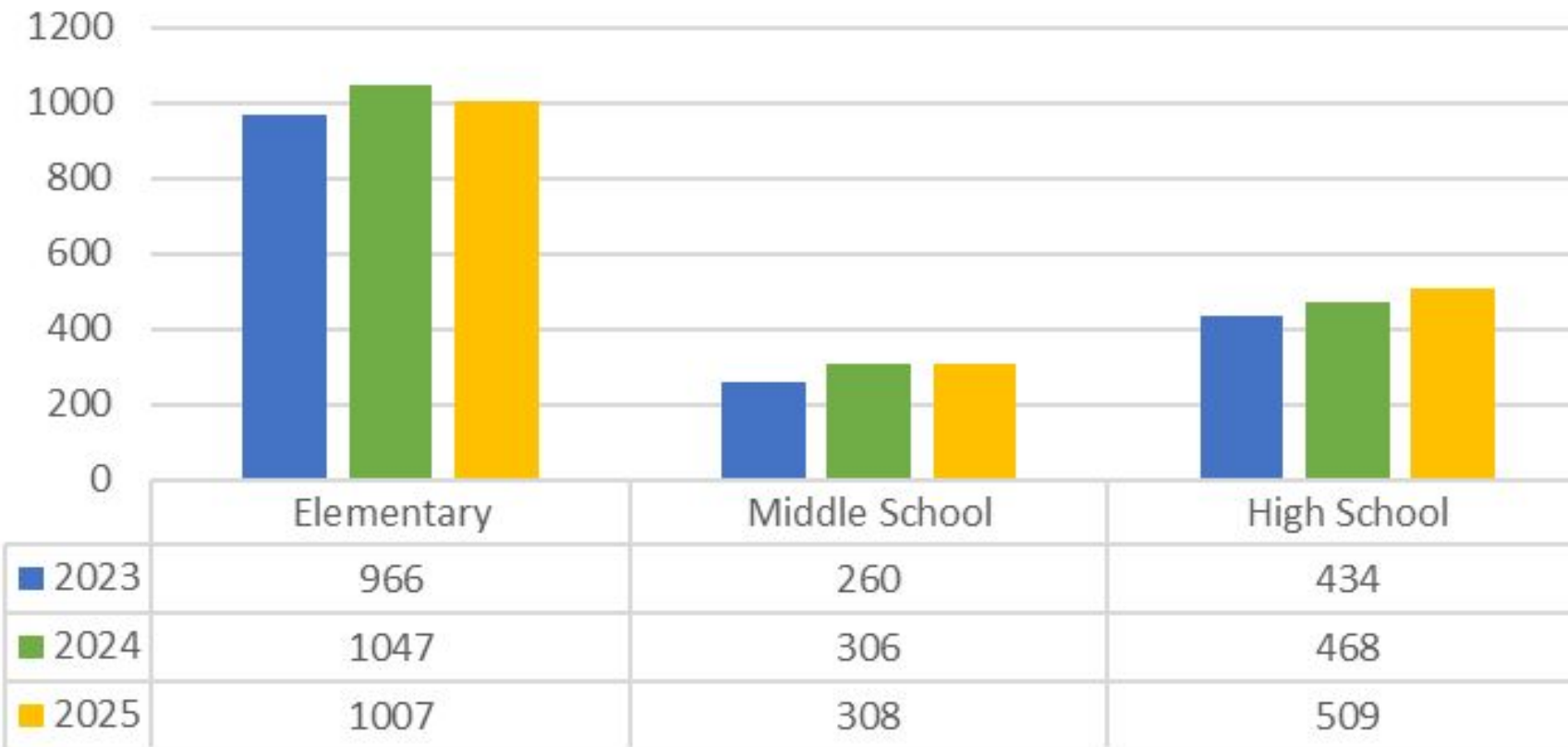
Strategic Response

- Continued partnership with the Minnesota Department of Education and MN MTSS (multi-tiered systems of support)
- MnMTSS Committee Work
- Positive Behavior Interventions and Supports (PBIS)
- Student Support Teams & Problem-Solving Models
- Expansion of Board Certified Behavior Analysts (BCBAs)
- Regular Non-Exclusionary Discipline (NED) administrative meetings



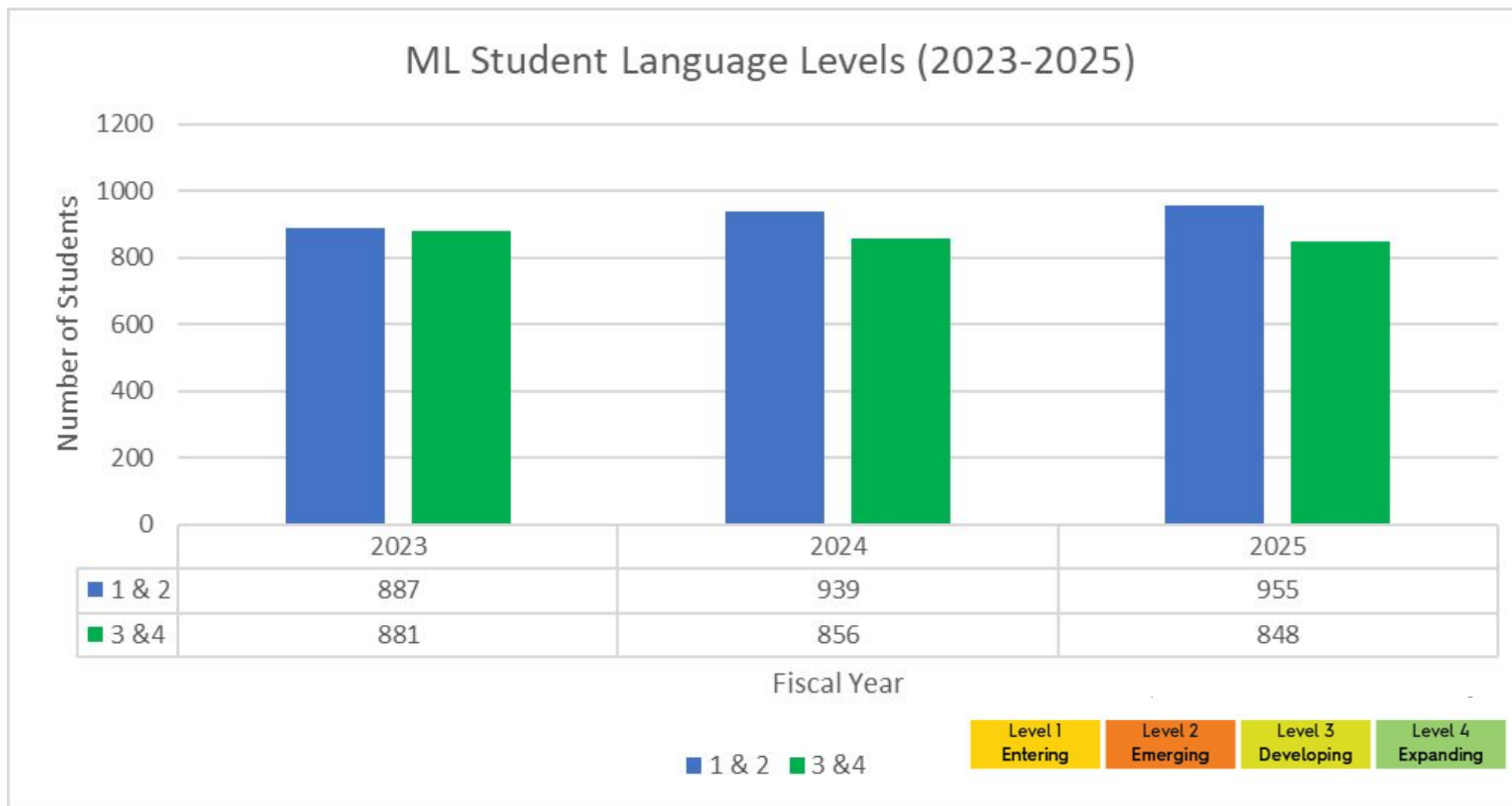
Multilingual Student Enrollment

District 191 Multilingual Student Enrollment



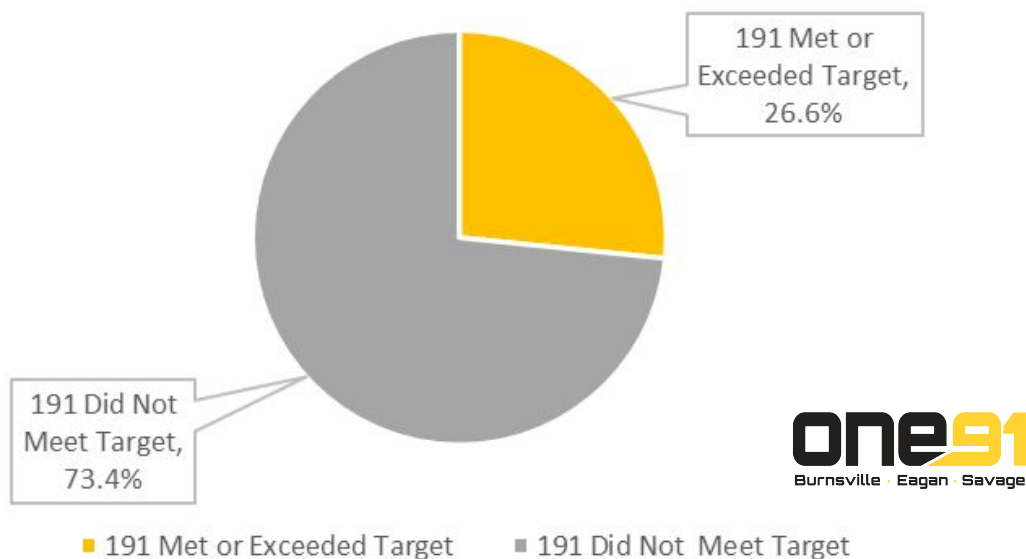
■ 2023 ■ 2024 ■ 2025

Multilingual Students in One91

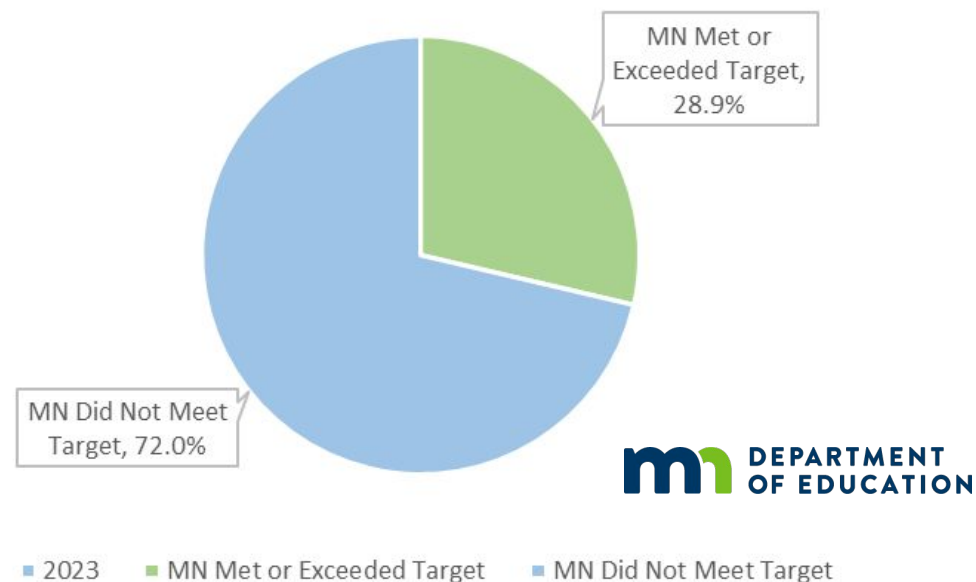


English Language Acquisition 2023 Growth Targets

2023 District 191 Percentage of Multilingual Learners Meeting Language Growth Target

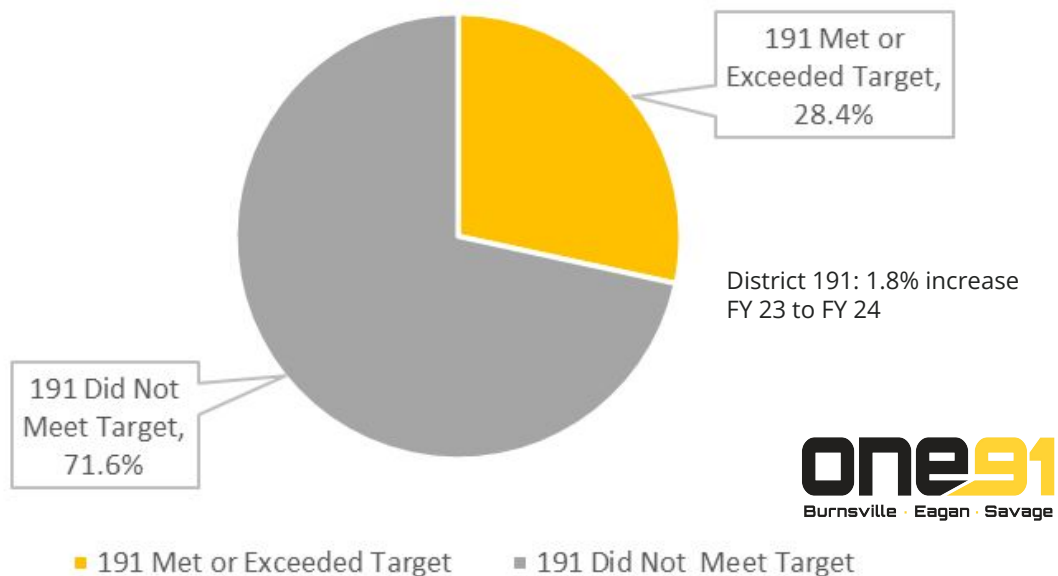


2023 Minnesota Percentage of Multilingual Learners Meeting Language Growth Target

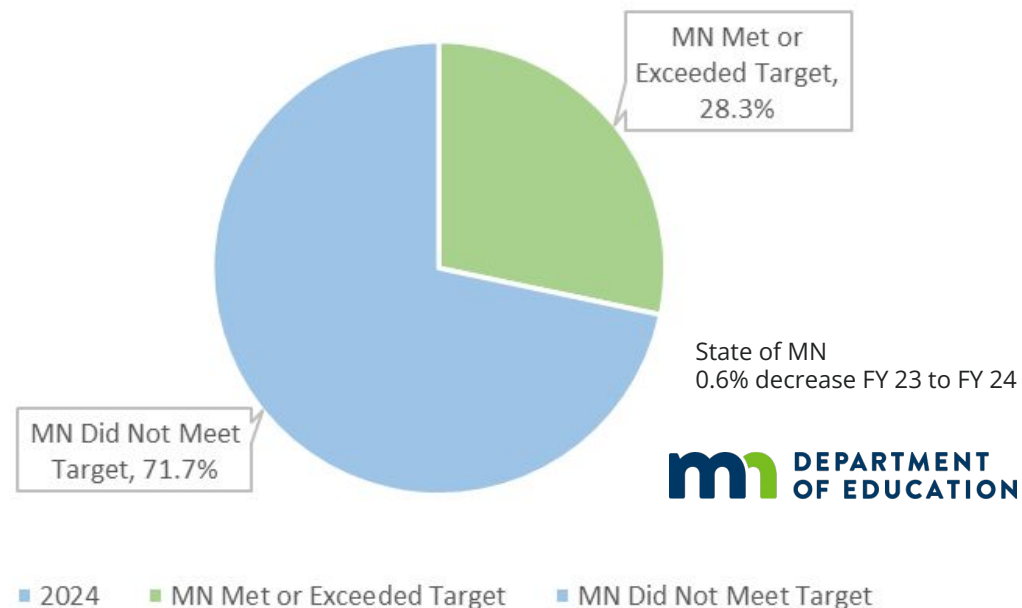


English Language Acquisition 2024 Growth Targets

2024 District 191 Percentage of Multilingual Learners Meeting Language Growth Target

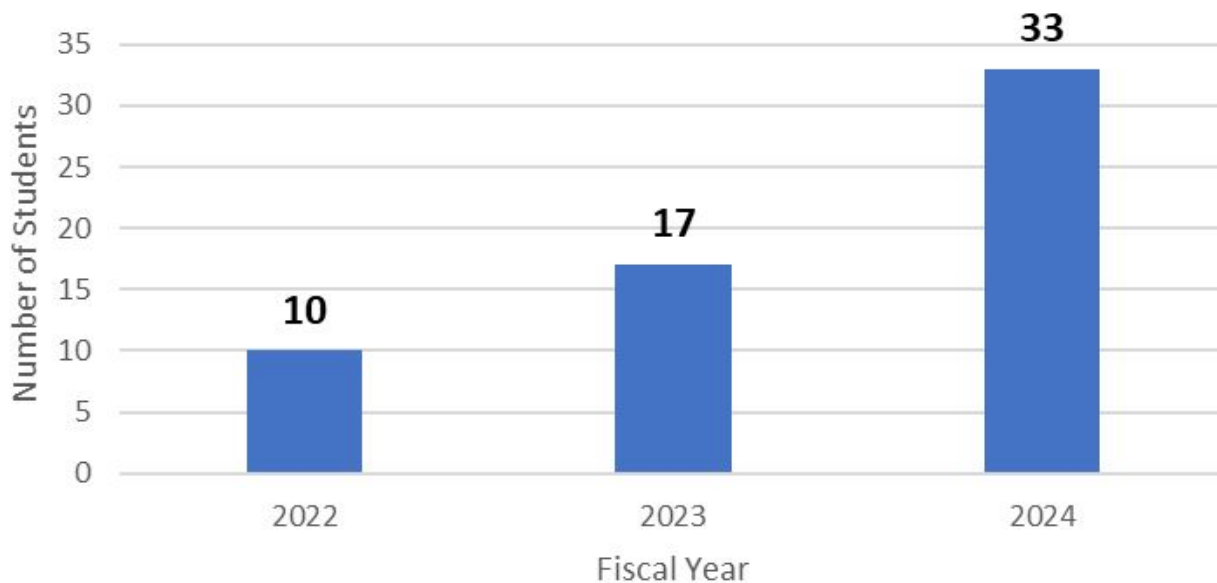


2024 Minnesota Percentage of Multilingual Learners Meeting Language Growth Target

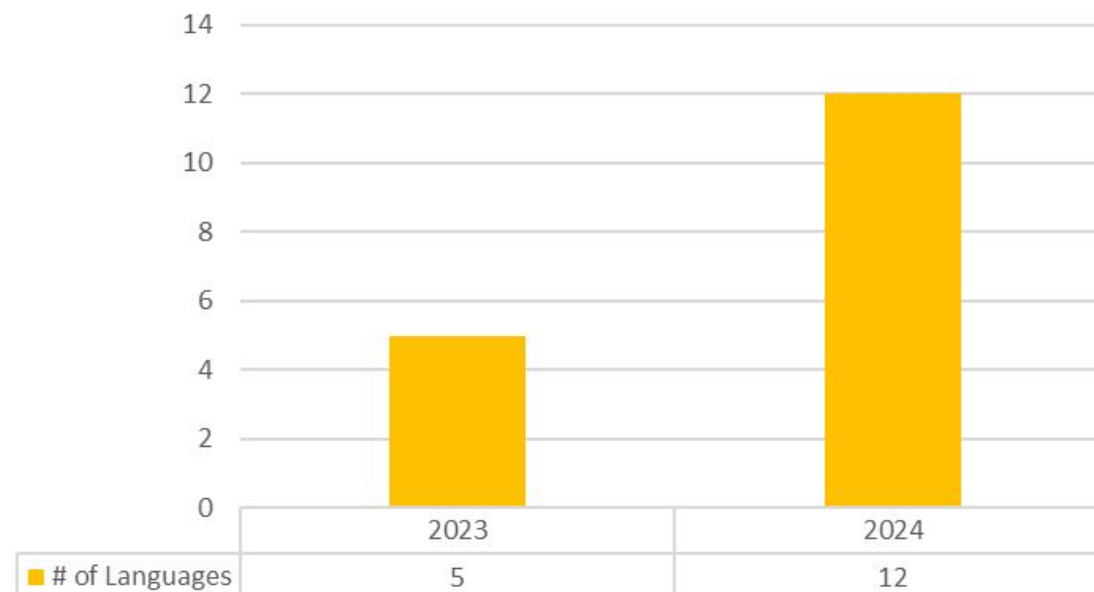


Bilingual Seals and World Language Proficiency

Number of District 191 Students Participating in Minnesota Bilingual Seals Program



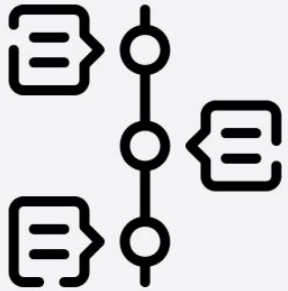
Number of Languages



2023: French, Mandarin, Oromo, Somali, and Spanish

2024: French, Hindi, Japanese, Polish, Portuguese, Russian, Somali, Spanish, Swahili, Tagalog, Uzbek and Vietnamese

FY 25 Multilingual Program Areas of Focus



- **Communication**
 - Increase two-way communication with multilingual families using Parent Square for real time communication in various languages
 - Created an English Learner Program guide that includes details about English Learner programming in District 191
- **Professional Learning for ML Teachers**
 - English Language Development (ELD) Standards Alignment
 - Student Goal Setting and Progress Monitoring Alignment
- **Data Support and Monitoring**
 - ELlevation-Online system to monitor student progress
- **CPSS & SIOP Strategy Implementation Lesson Look Fors**
 - Ongoing professional development

Thank you



**Agenda II.B.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Stacey Sovine, executive director of administrative services and Matthew Hammer,
Ehlers Senior Municipal Advisor

Date: March 27, 2025

Re: Bond Resolution Presentation

Receive an overview report of proposed bond refunding resolution.



Burnsville-Eagan-Savage School District 191
March 27, 2025

Overview of Proposed Bond Refunding

Overview/Purpose of Refunding Bond Issues

28

- Similar to refinancing a mortgage, but subject to certain restrictions and requirements under state law and federal regulations
- Basic concept is to issue new refunding bonds at lower interest rates and use proceeds to pay off existing bonds
- “Current Refunding” (refinancing) of existing debt
 - ✓ Federal regulations allow a current refunding – closing on bonds no earlier than 90 days prior to call date (11/03/2024)
 - ✓ Tax-exempt interest rates
 - ✓ Opportunity to reduce future debt service payments and tax levies

GO School Building Bonds, Series 2015A

29

- Par amount of \$64,485,000
- Result of successful election held February 24, 2015
 - ✓ Financed acquisition and betterment of school sites and facilities
 - including the construction and equipping of additions and improvements to the Burnsville High School site and facility to allow that facility to serve grades 9 to 12 and to construct an activity center at that site; the renovation of various portions of the Diamondhead Education Center and the Administrative Services Center; the construction of additional space at various elementary school sites and facilities and the remodeling of existing elementary classrooms; and the acquisition and construction of safety and security upgrades to various district sites and facilities and the construction of secure controlled entries to various schools

GO School Building Bonds, Series 2015A

30

- Annual principal payments (maturities) on February 1, 2017 – 2036
- \$51,605,000 of callable principal (eligible to be prepaid)
- Call date of February 1, 2025 (can refund 2026 – 2036 maturities)
- Existing rates range from 3.00% to 4.00%
- School Board approved Intent Resolution on October 10, 2024 meeting
- Put refunding on hold due to change in interest rates

GO Alt. Fac. Refunding Bonds, Series 2016A

31

- Par amount of \$36,715,000
- Refunded GO Alternative Facilities Bonds, Series 2007A and GO Alternative Facilities Bonds, Series 2008A
 - ✓ Both issues financed various deferred maintenance and repairs, health and safety projects and handicapped accessibility projects

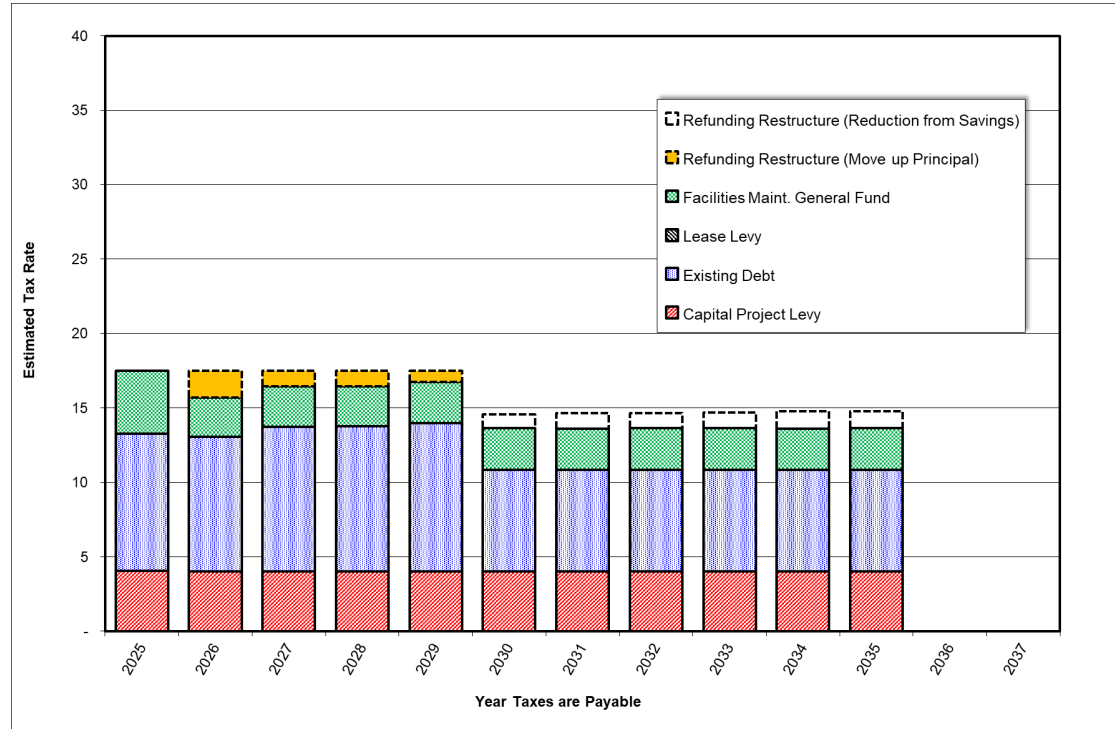
GO Alt. Fac. Refunding Bonds, Series 2016A

32

- Annual principal payments (maturities) on February 1, 2018 – 2033
- \$22,815,000 of callable principal (eligible to be prepaid)
- Call date of February 1, 2025 (can refund 2026 – 2033 maturities)
- Existing rates range from 3.00% to 4.00%
- School Board has not taken action to refund 2016A bonds

Refunding Bonds Series 2025A

- Refund Certain Maturities 2015A & 2016A Issues
- Restructure to manage levies
- Estimated Savings: \$1.5m to \$2m based on current market conditions



Proposed Bond Issuance Timeline

34

- March 27, 2025: School Board Meeting
 - ✓ Board adopts Revised Authorizing Resolution – authorizes the sale of 2025A Refunding Bonds to Refund 2015A and 2016A bonds
- May 8, 2025: Sale Day / School Board Meeting
 - ✓ Ehlers accepts bids on behalf of district
 - ✓ Board adopts Award Resolution – awards the sale of the Refunding Bonds to the lowest bidder
- May 28, 2025: Bond closing
 - ✓ Bond proceeds transferred to escrow account
- July 3, 2025: Redemption date on old bonds
 - ✓ 2015A and 2016A bonds are refunded

**Agenda III.C.
March 27, 2025**

To: Board of Education
Dr. Chris Belmont, assistant superintendent

From: Isis Buchanan, director of educational equity

Date: March 27, 2025

Re: Report about Written Response to Vote of Nonconcurrency

Overview:

On January 29, 2025, the American Indian Parent Advisory Committee (AIPAC) voted the resolution of nonconcurrency to express their views concerning all aspects of American Indian education and the educational needs of American Indian students enrolled in District 191 schools and programs. Burnsville-Eagan-Savage School District 191 was presented with a letter of nonconcurrency at the February 27, 2025, school board meeting. The American Indian Parent Advisory Committee outlined five areas to be addressed and shared ideas for improvement. Our strategic directions include creating a space and opportunity for each and every voice to be heard. We value the insight and critical perspectives provided by the American Indian Parent Advisory Committee. Your contributions are fundamental to strengthening our partnership and guiding our collective efforts. We are committed to ensuring that this work supports increased awareness and understanding of American Indian histories, cultures, and contributions. It is our intention that these efforts lead to more equitable and affirming experiences and outcomes for Indigenous students, families, and staff throughout our district.

The five recommendations from AIPAC are listed below along with the school district's response to each recommendation.

AIPAC Recommendation 1

Review disciplinary actions and review data of middle school American Indian students

- *In-depth American Indian cultural proficiency training for teaching staff across the district*

District Response:

- District 191 has created a Data Wall using Educlimber to monitor student attendance, grades, and discipline referrals
- Student data at the middle school level will be reviewed with site administrators and shared with school staff
- We will continue to embed professional development training focused on American Indian culture, history, and language

AIPAC Recommendation 2

More recognition by/from the individual buildings of Indigenous Peoples Day and other observances of American Indian Cultural Heritage

- *More active engagement by non-Native staff, sharing of 191 AIEP events with the AI students and families*

District Response:

- District One91 will review lessons used for Indigenous People's Day and making revisions to prepare for FY 26
- Each site will develop a communication plan to share lesson information and details about American Indian Cultural observances

AIPAC Recommendation 3

Salaries of American Indian Education Program Staff need to come out of the General Education fund

- *Reserving program funding resources for its intended purpose, American Indian Students - many districts such as Osseo, 196, and Cottage Grove pay their Indian Education staff directly from General Education Funding*

District Response:

- District 191 is in the process of developing the FY 26 budget and will review the source of funds used to pay for the American Indian Cultural Specialist and Indigenous Cultural Liaison and share the information with AIPAC members

AIPAC Recommendation 4

Provide cultural space and staffing for smudging space in each building

- *Section 1.[121.A.08] Minnesota Statutes*

District Response:

- District 191 has reviewed and revised policy 419-Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery devices to include MN Statute language about smudging
- District 191 will seek clarification on the request for space and identify staff members who will be trained to support students who may smudge during the school day

AIPAC Recommendation 5

Provide cultural trunks for each school for staff to use

- *These trunks are to be a collection of culturally appropriate pieces provided by the district and approved by AIPAC. Currently our 191 AIEP has one learning trunk that teachers across the district are able to check out throughout the school year to help support their teaching of American Indian Curriculum. They Include Ojibwe, Dakota, and Powwow trunks. These trunks are in high demand during a variety of units that are being taught throughout the year and it would be beneficial for students to have their own trunks to support teaching the AI state standards.*

District Response:

- District 191 will create a plan to create cultural trunks for each school site and work with AIPAC to identify what resources should be included in each site's cultural trunk
- District 191 will review budgetary costs of the items and establish a timeline for completion
- District 191 will work with our SISA team to ensure the cultural trunk resources connect to MN state standards and align with grade level learning outcomes

Conclusion:

The District 191 School board has an unwavering commitment to foster a welcoming and supportive environment for each student. We deeply appreciate the collaboration and partnership shared with our American Indian Parent Advisory Committee. The collaboration and engagement between our dedicated parents and staff members are paramount as we work to ensure we are meeting the needs of American Indian students.



**Agenda III.D.
March 27, 2025**

To: Board of Education

From: Dr. Chris Bellmont, assistant superintendent and Stacey Sovine, executive director of administrative services

Date: March 27, 2025

Re: FY26 Preliminary Budget

2025-26 Budget Initial Recommendations

March 27, 2025

Stacey Sovine, executive director of administrative services

Dr. Chris Bellmont, assistant superintendent

Agenda

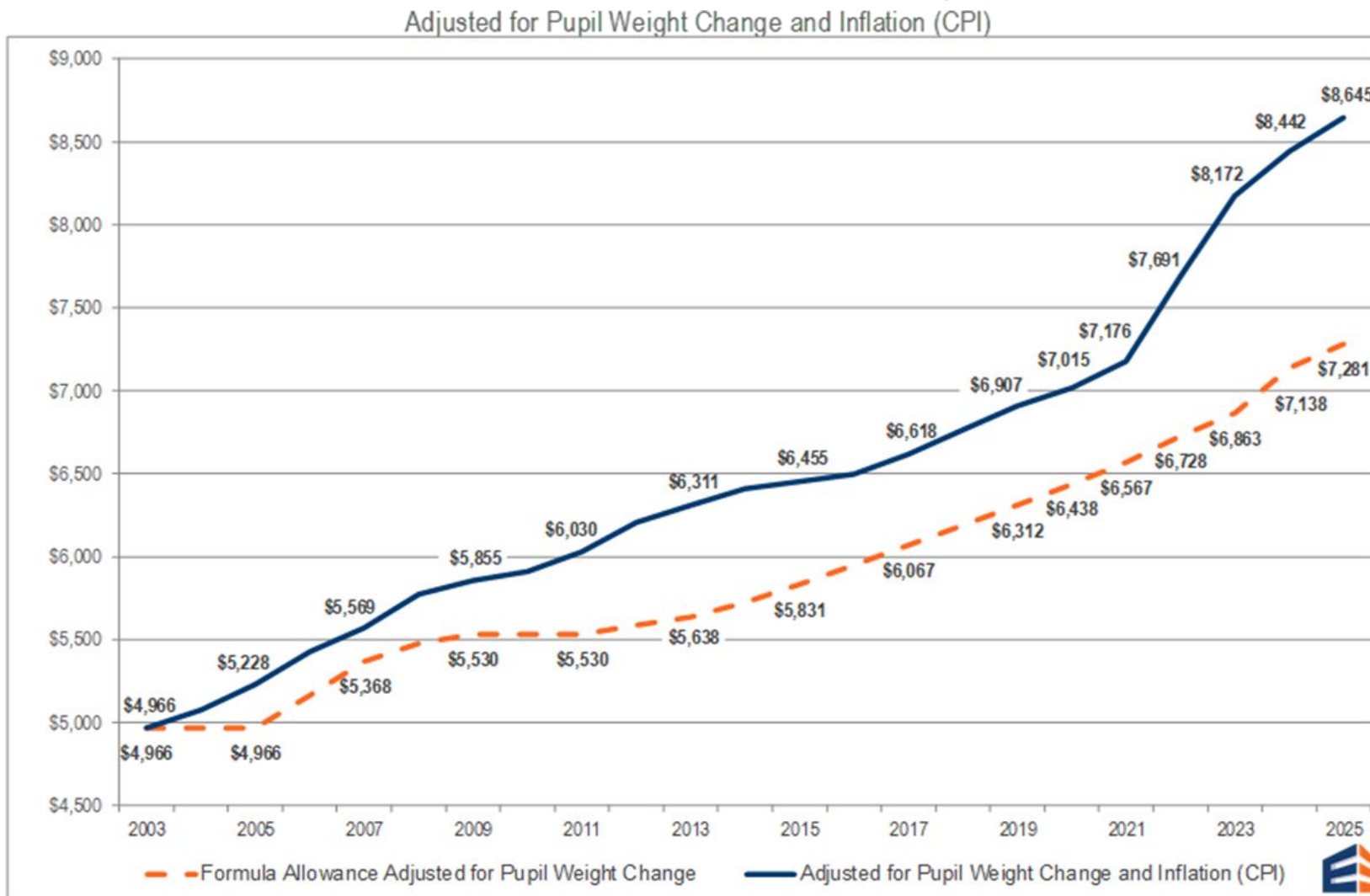
- Timeline
- What's affecting our budget for 2025-2026
- Current reality
- Our approach (values/strategies)
- Proposed Adjustments

Timeline

- **January - February**
 - Board approves FY25 revised budget
 - Board receives report on FY26 budget assumptions and Parameter Options
- **March**
 - Superintendent presents initial budget recommendations to the Board
- **March-April**
 - Staff and community presentations and feedback opportunities
 - Board report on feedback and board work session
- **June 12** - FY26 Adopted Budget presented
- **June 26** - FY26 Adopted Budget approved

Considerations for 2025-26

Inflation



Source: MDE June 2024 Inflation Estimates and Minnesota Laws 2023

Other Changes

Increased Revenue

- 2.74% or \$200 per student on general aid, resulting in a total state aid increase of about \$519,000.
- English Learner (EL):
 - \$0 increase per eligible student.
- Special Education (SPED):
 - Sped Formula increase \$1.0 million.
- Property tax levy
 - Capital Projects increase \$338,000.
 - LTFM increase \$2.3 million.
 - General tax levy decreased \$5.5 million.
- Compensatory decrease \$2.06 million (formula change).
- Miscellaneous one time funding (-\$577k).

Increased Expenses

- 2.5% increase to salary schedules (\$4.9 million).
- 5.0% insurance increase (\$1.1 million).
- 5% transportation increase per 5 year contract (\$582,000 not including activities, athletics, primary age transportation, and mandated needs)
- Other areas including utilities, supplies, capital, contracted services, etc with modest inflationary increase (5.0%, \$1.1 million).
- LTFM \$2.3 million in project costs (Sept 26, 2024).

Current Reality

Current Reality

Expenses are outpacing revenues

If the district makes no changes, the result is an unsustainable budget deficit.

- For 2025-26
 - Revenues = \$158.3 million
 - Expenses = \$169.7 million
 - Unassigned Fund Balance = \$28.5 million (16.8%)
- For 2026-27
 - Revenues = \$161.4 million
 - Expenses = \$174.7 million
 - Unassigned Fund Balance = \$15.3 million (8.8%)

To address this, Board direction is

On Feb. 13, the Board of Education directed the superintendent to use a mix of spending reductions and fund balance in next year's budget.

- For 2024-25
 - Reductions = \$2.1 million
 - Reserve Spending = \$9.3 million

Unassigned Fund balance ends at \$30.3 million, (18%)

District 191 Budget Approach

Budget Strategies & Values

Values reflected in the budget process

- **Cultural Proficiency:** The district will not develop a budget that creates greater systemic inequities.
- **Inclusive Partnership:** The budget will be built in a transparent process that includes constituents' perspectives and input.

Strategies for creating a sustainable budget

- Provide resources for creating conditions to support the [One91 Strategic Roadmap](#)
- 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

Maintaining Class Size

- 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 FY26: 3216, 136 FTE's									
Grade	FTE's	Enrollment	Average		Min	Max	Targ	+/-	Avg
K	25.4	493	19.41		20	25	22.5	-3.09	19.41
1	21.3	511	23.99		24	28	26	-2.01	23.99
2	25.3	569	22.49		25	29	27	-4.51	22.49
3	20.4	525	25.74		26	30	28	-2.26	25.74
4	21.3	563	26.43		27	31	29	-2.57	26.43
5	22.3	555	24.89		28	32	30	-5.11	24.89
					25	29	24.5	1.86	26.36
22.67	136	3216	23.65						

Proposed Budget

Strategic Roadmap/Pathways

Continue offering

- Current Pathways courses at BHS
- AVID, social-emotional learning, academic exploration at middle schools
- Spark experiences, career-field aligned specialist modules, advanced learning at elementary
- Associate of Arts Degree program at BHS
- 8 FTE Advanced Learning Specialists at elementary

Adjustments

Rightsizing

- Reduce 8.55 teaching positions across K-12 to maintain class size

Additions

- New teacher resources for supporting English Learners
- “Catalyst” training - proactive student behavior program
- Expanding middle school intervention (School Within A School) program
- Targeted support for students transitioning from elementary to middle and from middle to high school
- Additional educational assistant hours to support technology distribution/collection

Adjustments

Reductions or additional revenue

- Increase secondary walking distance from 1.5 to 2.0 miles
- Increase athletics fees by 15%
- Reduce student services compliance and finance position at district office

Initial Budget Adjustments

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)	-8.55	Various	-\$845,250.00	Various	Maintaining class sizes based on enrollment
2 Strategic Roadmap						
2.1	Community Based Mentoring Program			\$35,000.00	Various	Leverage new methods to improve student outcomes by engaging and providing targeted support for students in grades 5-6 and grades 8-9. Additionally, to provide professional development for athletic coaches to successfully engage our communities.
2.2	Technology Tool ELLevation Platform and Strategies (On Demand PD)		7060	\$69,000.00	Data & Assessment, Curriculum, PD, Technology, MLL	Equip students to meet rigorous academic challenges - All teachers have access to the ELLevation resource to look at strategies to support students. The Strategies component of the program would be an additional component that includes on demand PD in the area of English Learner support to teachers and administrators.
2.3	Barr Program		21000	\$0.00	Various	Student Agency- to motivate and engage students to attend school regularly. Use Attendance grant funds to pay for program.
2.4	CATALYST TRAINING		15010	\$40,000.00	Various	Caring community - proactive behavior management to build connection to and build a community of learners
3 Preliminary Adjustments						
3.1	Middle School (School within a School)	2	10010	\$240,000.00	Various	Maximizing Schedule to fund additional SWAS positions. Restrict funds no impact to Unassigned.
3.2	Special Education TOSA	1	09010	\$0.00	Various	Realignment within Department
3.3	Secondary 2 mile walk	-1	18010	-\$136,000.00	03 E 005 760 720 361 000	Increase walking distance by .5 mile. Bussing still available for annual fee.
3.4	Capital Projects and Repairs	1	19020	-\$500,000.00	Various	Coding Repairs and Replacements to Long Term Facilities Maintenance
3.5	Increase athletic Fees 15%		Revenue	-\$50,000.00	Various	Pending Board approval. Align with conference rates and address inflationary increase in transportation, referees, and equipment
3.6	Student Svcs Acct Specialist	-1	09010	-\$130,000.00	01 E 200 420 372 170 000	Move services into Finance
3.7	Elem Media EA's +2 hours	2	14020	\$72,000.00	01 E 200 630 795 172 000	Tech collection and distribution at elementary sites
3.8	VPK sliding fee structure	1	Revenue	-\$90,000.00	01 R xxx 200 000 040 000	State requires sliding fee schedule and payments for VPK students that don't qualify.

[Complete List in PDF Format](#)

Recommended Budget FY 25

General Fund Budget Comparative Summary

	Actual Results 2022-23	Actual Results 2023-24	Adopted Budget 2024-25	Revised Budget 2024-25	Projected 2025-26	Projected 2026-27
Total Beginning Fund Balance	\$ 32,521,898	\$ 37,483,214	\$ 44,088,212	\$ 53,791,906	\$ 56,311,345	\$ 47,605,951
Revenues	132,752,660	156,983,853	154,353,629	161,980,777	158,595,219	161,767,123
Federal Relief Revenues for current costs	4,349,350	4,736,812	-	-	-	-
Federal Relief Revenues for new costs	5,172,694	3,867,316	-	-	-	-
Expenditures	132,090,694	145,411,973	157,791,210	159,461,338	167,300,613	172,319,631
Federal Relief Expenditures for new costs	5,222,694	3,867,316	-	-	-	-
Variance (Revenues - Expenditures)	4,961,316	16,308,692	(3,437,581)	2,519,439	(8,705,394)	(10,552,508)
Total Ending Fund Balance	\$ 37,483,214	\$ 53,791,906	\$ 40,650,631	\$ 56,311,345	\$ 47,605,951	\$ 37,053,443
Breakdown of Fund Balance Categories						
Nonspendable	\$ 603,936	\$ 342,496	\$ 503,936	\$ 342,496	\$ 242,496	\$ 142,496
Restricted	12,855,738	15,547,817	13,269,854	15,213,346	15,213,346	15,213,346
Committed	1,505,311	1,207,116	988,221	786,199	1,536,199	1,436,199
Assigned	-	-	-	250,000	250,000	250,000
Unassigned	22,518,230	36,694,478	25,888,620	39,719,305	30,363,911	20,011,403
Total Ending Fund Balance	\$ 37,483,214	\$ 53,791,906	\$ 40,650,631	\$ 56,311,345	\$ 47,605,951	\$ 37,053,443
Unassigned Fund Balance %	16.40%	24.58%	16.41%	24.91%	18.15%	11.61%

FY26 Assumptions

- 5% expenditure increase
- 5% for health insurance increase
- 1% for dental insurance increase
- 2.74% increase for revenue
- 7,021 K-12 students
- Salary increases for unsettled contracts

Adjustments	\$2,365,250	\$0
Total	\$2,365,250	

Next Steps for Budget Feedback

- March 14: Online [feedback survey open](#), closes April 18th
- March and April:
 - School- & program-level parent meetings
 - Presentation shared with families & staff, multiple opportunities to provide feedback
- Community presentation offered to all families and public
 - **Early April - Outreach and presentations shared with Somali & Spanish parent groups**
 - **April 16th, 6 p.m., Diamondhead Education Center**

Thank You!



**Agenda III.E.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Abigail Alt, vice chair

Date: March 27, 2025

Re: Update Regarding Guidelines for Sharing School Board Meetings

Notes:

“Guidelines for Sharing Board Meetings” was first approved by the Board of Education during its meeting on March 12, 2020. A report was given about changes to the guidelines on January 27, 2022. The guidelines were reviewed by the Board during a workshop on September 29, 2022 and were approved on October 27, 2022. Attached are some suggested updates to these guidelines based on the most recent board vacancy process as well as the need for a superintendent search.

Attachments: “Guidelines for Sharing Board Meetings” Redlined Draft

Guidelines for Sharing School Board Meetings

Statement of Purpose:

It is our responsibility as a school district to be transparent with our community.

Expectations:

The school board expects that, wherever possible, meetings will be live-streamed and recorded as noted below. In the event that live-streaming and/or recording of audio-visual transmissions is not possible, the school board meeting will proceed as scheduled.

Regular and Special Board Meetings:

1. Full audio-visual transmissions using multiple cameras. Presentations shared as part of live-streaming.
2. Live access online www.isd191.org and on BCTV, as possible.
3. Recordings will be posted online www.isd191.org, as well as via BCTV and Savage TV, where possible.
4. All Regular Board Meetings will be live-streamed and recorded, as possible.
5. All Special Board Meetings except those involving expulsions, [superintendent searches, and filling a school board opening](#) will be live-streamed and recorded, as possible.
6. Special Board Meetings addressing student expulsions will not be recorded or live-streamed.
7. [Special Board Meetings whose purpose is to complete a superintendent search or to fill a school board opening will not be live-streamed. Recordings will become public once the opening has been filled.](#)

Legislative Committee, Policy Review Committee, Workshops, and Work Sessions:

- Full audio-visual transmissions using a single stationary camera and microphones, where possible. Presentations are not shared as part of live-streaming.
- Live access online www.isd191.org and on BCTV, as possible.
- Recordings will be posted online www.isd191.org, as well as via BCTV and Savage TV, where possible.
- All **Legislative Committee Meetings, Policy Review Committee meetings, Workshops, and Work Sessions** will be live-streamed and recorded, as possible.

Policy references:

205 Open Meetings and Closed Meetings

206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations



**Agenda III.F.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Anna Werb, board chair

Date: March 27, 2025

Re: Committee, Board Appointment and School Assignment Reports

Receive reports on Board committees, appointments, and school assignments.

Board Committee	Board Member(s) Assigned
Legislative	Lesley Chester (Chair), Annemarie Anderson, Rachael Mikkelsen
Policy Review	Abigail Alt (Chair), Scott Hume, Annemarie Anderson
Negotiations	Scott Hume (Chair), Abigail Alt, Rachael Mikkelsen

Other Board Assignments

Board Committee	Board Member(s) Assigned
Association of Metropolitan School Districts (AMSD)	Annemarie Anderson (primary) Scott Hume (alternate)
Burnsville Chamber of Commerce Policy Committee	Scott Hume (primary) Lesley Chester (alternate)
ISD 917	Lesley Chester (primary)
Foundation 191	Annemarie Anderson (primary) Rachael Mikkelsen (alternate)
MN School Board Association (MSBA)	Scott Hume (primary) Annemarie Anderson (alternate)
Burnsville Festival & Fire Muster	Abigail Alt
MN State HS League (MSHSL)	Scott Hume

School Assignments

School Name	Board Member Assigned
Burnsville Alternative HS (BAHS)	Rachael Mikkelson
Burnsville HS	Annemarie Anderson
Nicollet Middle School	Abigail Alt
William Byrne Elementary	Lesley Chester
Edward Neill Elementary	Scott Hume

March 27, 2025 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(Addressing Disparities)

Board Member Question	Staff Response
<p>Looking at the Discipline slide, this slide is really all about One91 suspensions, is it not? There have been no expulsions for years, to my knowledge.</p> <p>If yes, please find a way to visually delineate the fact that there have been no expulsions.</p>	<p>That is correct. For 24-25 SY, we have had two recommendations for expulsion that were ultimately finalized as agreements in lieu of expulsion. Slides have been updated to reflect that there are no expulsions during the first semester.</p>

(Topic)

Board Member Question	Staff Response

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(Topic)

Board Member Question	Staff Response

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
March 13, 2025

The regular meeting of the Board of Education was called to order by Chair Werb at 6:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Alt, Anderson, Chester, Hume, Mikkelsen and Chair Werb were present. Superintendent Dr. Battle, Substitute Student Representative Mackinley Shannon, administrators, staff and members of the public were also present.

Attendance

Chair Werb welcomed the audience and asked Director Mikkelsen to lead the Pledge of Allegiance.

Pledge of Allegiance

Superintendent Dr. Battle made a statement announcing her retirement, effective June 30, 2025.

Statement

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

Agenda

Received school reports from Burnsville Alternative High School, Vista View Elementary School and Virtual Academy from Dr. Chris Bellmont, assistant superintendent, Dr. Angie Pohl, principal and school staff Pat Mosey, Amy Hill, Elizabeth Eiler, Larry Norton, Amy Kirchner and Angela Morris.

Reports

Received a report from Mackinley Shannon, substitute student board representative.

Received a report from Dr. Theresa Battle, superintendent.

Received a report from Director Chester and Hume about the MSBA/MASA Day at the Capitol.

Moved by Alt, seconded by Hume, to approve the consent agenda. Chair Werb requested that Policy 634 be removed from the consent agenda and considered as a separate item:

Consent Agenda
Minutes
Personnel
Recommendation
Listening Session
Policies

-Approve minutes of the regular board meeting on February 27, 2025 and the board retreat on February 7, 2025.

-Approve personnel recommendations for Karissa Nicholson, Rodney McGinnis, Hannah Garza, Michael Curley, Ashly Gagner, Michelle Dyrhaug, Roxanne Rudolph, Vincent Varpness, Steven McGee, Riley Armstrong, Nicole Kocur, Joshua Wastvedt, Hannah Coleman, Erika Sasseville, Adonya Gray, Maisee Meyega-Vue, Jessica Moryn, Safa Ahmed, Soada Abdirahman, Luis Molina Urgiles, Milaher Garcia, Delayne Poitra, Asher Giese, Rebecca Johnson, Kamilah Gobran, Nathan Strand,

Briseida Gonzalez, AnaLiisa Olson, Bronwyn Coddington, Keith French, Heidi Smith, Eric Otto, Emma Chapman, Emily Najjar-Field, and Jordyn Queen,

-Receive a report about the Listening Session on February 13, 2025.

-Approve, on a Second Reading Basis, Changes to Policy 504: *Student Dress and Appearance*

-Approve, on a Second Reading Basis, Changes to Policies 613: *Graduation Requirements*

-Approve *Scheduling Board Retreat for March 19, 2025*

The motion carried unanimously (6,0).

Moved by Anderson, seconded by Mikkelsen, to approve, on a second reading basis, changes to Policy 634: *Electronic Technologies Acceptable Use*. The motion carried unanimously (6,0).

Policy 634

Moved by Chester, seconded by Alt, to Adopt a Resolution to Accept Donations. The motion carried unanimously (6,0).

Resolution to Accept Donations

Moved by Anderson, seconded by Chester, to approve an application for preliminary approval of an extended field trip for the national Middle School Chess Tournament in to Orlando, Florida. The motion carried unanimously after discussion (6,0).

Field Trips

Moved by Werb, seconded by Chester, to move to a recess at 8:20 p.m. before starting the board work session. The motion carried unanimously (6,0).

Recess

A work session was held to discuss the FY 26 Initial Budget Presentation, Vote of Non-concurrence Response Planning, and the Board and Superintendent Communication Practices.

Work session

The meeting adjourned at 9:20 p.m.

/s/
Scott Hume, Clerk

March 27, 2025
Date Approved

Adjourn

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
March 19, 2025

The retreat of the Board of Education was called to order by Chair Werb at 6:25 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Alt, Anderson, Chester, Hume, Mikkelsen, Sachse and Chair Werb, were present. Others in attendance were Barb Dorn from MSBA, and District Staff Sarah Olsen-Dickhausen, Aaron Tinklenberg and Wendy Drugge.

Attendance

The purpose of the retreat was to learn about options and timelines related to the need to prepare for a new superintendent search.

Purpose

Adjourn

The meeting adjourned at 8:45 p.m.

/s/
Scott Hume

3.27.25
Date approved

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

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

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: March 27, 2025
RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	William Soderholm		Burnsville Alternative High School	Teacher- Long-Term Substitute	03/24/2025	1.0 FTE
Certified	Appointment	Rodney McGinnis		Rahn Elementary School	Teacher- Long-Term Substitute	10/07/2024	1.0 FTE
Certified	Leave of Absence	Siri Mehring		Harriet Bishop Elementary	Teacher	09/10/2024-09/17/2024	1.0 FTE
Certified	Leave of Absence	Anne Poliquin		Eagle Ridge Middle School	Teacher	11/22/2024-11/25/2024	1.0 FTE
Certified	Leave of Absence	Katie Reeson		Rahn Elementary School	Teacher	8/26/2024-10/06/2024	1.0 FTE
Certified	Leave of Absence	Amanda Wagner		Community Education	Ready to Grow/Ready to Learn Teacher	10/24/2024-12/22/2024	1.0 FTE
Certified	Resignation	Melissa Persons		Burnsville High School	Teacher	06/06/2025	1.0 FTE
Certified	Retirement	Cynthia Sampers		Diamondhead Education Center	Early Learning Coordinator	06/30/2025	1.0 FTE
Certified	Retirement	Melissa Anderson		Harriet Bishop Elementary	Teacher	06/06/2025	1.0 FTE
Certified	Retirement	Theresa Battle		Diamondhead Education Center	Superintendent	06/30/2025	1.0 FTE
Classified	Appointment	Madeline Stuart		Burnsville High School	Musical Director	Spring Stipend	.869 FTE Stipend
Classified	Appointment	Emily Najjar-Field		Burnsville High School	Musical Vocal Director	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Brandon Kubitz		Burnsville High School	Boys Tennis- Assistant Coach	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Elijah Lindsey		Burnsville High School	Baseball- Assistant Coach	Spring Stipend	.395833 FTE Stipend
Classified	Appointment	Raquel Silva		Burnsville High School	Food Service Associate	04/07/2025	3.75 hours/day
Classified	Change of Assignment	Mark Gorzycki		Rahn Elementary School	Custodian	02/10/2025	8 hours/day
Classified	Resignation	Sopponie Phan		Burnsville High School	Winter JV Dance- Head Coach	03/04/2025	.66666 FTE
Classified	Resignation	Soada Abdirahman		Hidden Valley Elementary	Educational Assistant	03/20/2025	7.25 hours/day



**Agenda IV.A.3
March 27, 2025**

**To: Board of Educators
Dr. Chris Bellmont, assistant superintendent**

From: Tyler Dehne, director of finance

Date: March 20, 2025

Re: January Payroll, Claims and Receipts

Recommendation: That the Board approves January payroll checks in the net amount of \$4,612,945.61. January claims to date, wire transfers and adjustments totaling \$20,990,320.75. Also, that the Board accepts January receipts of \$18,609,221.66 and investments for the General Fund and OPEB of \$89,447,914.15 as of January 31, 2025.

January payroll, wire transfers, claims and receipts have been prepared under the direction of Tyler Dehne, Director of Finance, and are presented for approval by the School Board.

TD/mw

**INDEPENDENT SCHOOL DISTRICT 191
FINANCIAL REPORT
January 2025**

Cash Receipts

Receipts	
Miscellaneous Adjustments	\$18,609,221.66

TOTAL JANUARY CASH RECEIVED	\$18,609,221.66
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CASH DISBURSEMENTS

Jan Payroll	\$4,612,945.61
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A/P Jan Claims	Checks 494543-494808	\$2,355,728.30
	Virtual Card 6000002008-6000002039	\$84,836.75
	ACH-Emp/Vend 9000006805-9000006991	\$513,821.98

Jan A/P Wires+P-card	\$18,035,276.63
Jan Bank Fees	\$657.09

TOTAL JANUARY CASH DISBURSED	\$25,603,266.36
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TOTAL TO BE APPROVED	\$25,603,266.36
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	<u>Money Market</u>	<u>(Original Cost) Investments</u>	<u>1/31/2025</u>
GENERAL FUND	\$14,300,745.76	\$63,546,127.35	\$77,846,873.11
OPEB	\$437,926.67	\$451,718.48	\$889,645.15
OPEB EQUITY INV	\$138,123.19	\$10,573,272.70	\$10,711,395.89
	\$14,876,795.62	\$74,571,118.53	\$89,447,914.15

Note: The attached investment reports are provided by our investment advisor, PMA Financial Network, Inc. These reports include our investment and money market balances.

Burnsville ISD 191 (31134-101 - General Fund)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
IS		01/31/2025			IS Balance	\$14,300,745.76	\$14,300,745.76	\$14,300,745.76	71
LTD		01/31/2025			LTD Balance		\$16,402,255.76	\$16,402,255.76	
SDA	SDA-1348596-1	01/31/2025			Savings Deposit Account - MNTrust Term Series-Flex (VNB)	\$12,112,036.21	\$12,112,036.21	\$12,112,036.21	
SEC	SEC-58541-1	02/02/2023	02/03/2025	3511	WELLS FARGO BANK NA	\$248,691.31	\$248,000.00	\$248,000.00	4.355
SEC	SEC-61293-1	08/30/2023	02/28/2025	65722	FREEDOM NORTHWEST CU	\$248,519.78	\$248,000.00	\$248,000.00	5.354
CD	CD-1346973-1	03/16/2023	03/14/2025	4256	First National Bank	\$227,550.00	\$249,866.48	\$227,550.00	4.819
CD	CD-1346975-1	03/16/2023	03/14/2025	14028	First Guaranty Bank	\$227,800.00	\$249,638.84	\$227,800.00	4.800
CD	CD-1346976-1	03/16/2023	03/14/2025	58741	Fieldpoint Private Bank & Trust	\$227,550.00	\$249,610.79	\$227,550.00	4.770
CD	CD-1346978-1	03/16/2023	03/14/2025	4185	First Priority Bank	\$227,550.00	\$249,610.79	\$227,550.00	4.770
SEC	SEC-62444-1	11/30/2023	05/30/2025	66847	EAGLE CMTY CREDIT UNION	\$248,516.34	\$248,000.00	\$248,000.00	5.455
CD	CD-1357805-1	01/10/2024	07/08/2025	57416	Patriot Bank	\$233,050.00	\$249,870.80	\$233,050.00	4.834
CD	CD-1357806-1	01/10/2024	07/08/2025	68430	LATINO COMMUNITY CREDIT UNION	\$232,700.00	\$249,868.39	\$232,700.00	4.941
SEC	SEC-62977-1	01/17/2024	07/17/2025	639	BANK OF NEW YORK MELLON	\$244,507.46	\$244,000.00	\$244,000.00	4.455
SEC	SEC-62982-1	01/17/2024	07/17/2025	65378	MID AMERICAN CREDIT UNIO	\$248,522.79	\$248,000.00	\$248,000.00	4.704
CD	CD-1366312-1	08/08/2024	07/25/2025	57665	Veritex Community Bank	\$239,700.00	\$249,859.60	\$239,700.00	4.407
CD	CD-1366313-1	08/08/2024	07/25/2025	58534	Solera National Bank	\$238,350.00	\$249,858.52	\$238,350.00	5.021
CD	CD-1366596-1	08/15/2024	07/25/2025	68251	UNITED HERITAGE CREDIT UNION	\$239,800.00	\$249,846.12	\$239,800.00	4.445
TS	TS-298471-1	08/21/2024	07/25/2025		MN TRUST TERM SERIES	\$1,000,000.00	\$1,040,745.21	\$1,000,000.00	4.400
CD	CD-1352469-1	08/17/2023	08/18/2025	61093	VIBRANT CREDIT UNION	\$225,550.00	\$249,642.18	\$225,550.00	5.216
SEC	SEC-61291-1	08/25/2023	08/25/2025	66538	CONNEXUS CREDIT UNION	\$248,679.47	\$248,000.00	\$248,000.00	5.206
SEC	SEC-61294-1	08/28/2023	08/28/2025	60784	CALIFORNIA CREDIT UNION	\$243,653.17	\$243,000.00	\$243,000.00	5.257
SEC	SEC-63791-1	03/19/2024	09/19/2025	9396	VALLEY NATL BK WAYNE	\$243,505.19	\$243,000.00	\$243,000.00	4.905
SEC	SEC-63783-1	03/20/2024	09/22/2025	32992	MORGAN STANLEY BANK NA	\$243,508.72	\$243,000.00	\$243,000.00	4.855
SEC	SEC-63784-1	03/20/2024	09/22/2025	34221	MORGAN STANLEY PVT BANK	\$243,508.72	\$243,000.00	\$243,000.00	4.855
SEC	SEC-63788-1	03/21/2024	09/22/2025	3510	BANK OF AMERICA NA	\$243,506.08	\$243,000.00	\$243,000.00	4.855
SEC	SEC-63790-1	03/26/2024	09/26/2025	57512	WESTERN ALLIANCE BANK	\$243,504.94	\$243,000.00	\$243,000.00	4.905
TS	TS-1370876-1	11/15/2024	11/14/2025		MNTrust TERM SERIES	\$3,000,000.00	\$3,127,186.86	\$3,000,000.00	4.251
CD	CD-1355830-1	11/17/2023	11/18/2025	35518	The Federal Savings Bank	\$226,100.00	\$249,852.60	\$226,100.00	5.137
CD	CD-1355831-1	11/17/2023	11/18/2025	3887	First National Bank	\$226,950.00	\$249,869.26	\$226,950.00	5.036
TS	TS-297799-1	05/17/2024	11/18/2025		MN TRUST TERM SERIES	\$6,000,000.00	\$6,444,541.65	\$6,000,000.00	4.917
CD	CD-1371335-1	12/03/2024	12/03/2025	60377	Minnesota Power Employees Credit Union	\$239,700.00	\$249,887.25	\$239,700.00	4.250
SEC	SEC-67384-1	12/06/2024	12/05/2025	24808	SKYLA FEDERAL CU	\$248,355.36	\$248,000.00	\$248,000.00	4.253
TS	TS-298044-1	06/21/2024	12/17/2025		MN TRUST TERM SERIES	\$4,000,000.00	\$4,292,120.55	\$4,000,000.00	4.900
CD	CD-1357803-1	01/10/2024	01/12/2026	34607	First Internet Bank of Indiana	\$228,800.00	\$249,859.51	\$228,800.00	4.509
CD	CD-1366311-1	08/08/2024	01/26/2026	24888	WEST VIRGINIA CENTRAL FEDERAL CREDIT UNION	\$234,600.00	\$249,852.38	\$234,600.00	4.427
CD	CD-1373354-1	01/28/2025	01/26/2026	58626	GBank	\$239,800.00	\$249,760.08	\$239,800.00	4.176
CD	CD-1373355-1	01/28/2025	01/26/2026	29209	NexBank	\$240,000.00	\$249,887.52	\$240,000.00	4.143
CD	CD-1373356-1	01/28/2025	01/26/2026	29510	Affinity Bank, National Association	\$239,900.00	\$249,758.64	\$239,900.00	4.132
TS	TS-1370875-1	11/15/2024	01/26/2026		MNTrust TERM SERIES	\$3,500,000.00	\$3,677,954.82	\$3,500,000.00	4.247
TS	TS-1373353-1	01/30/2025	01/26/2026		MNTrust TERM SERIES	\$1,750,000.00	\$1,820,963.70	\$1,750,000.00	4.100
SEC	SEC-63786-1	03/20/2024	03/20/2026	57565	UBS BANK USA	\$248,684.57	\$248,000.00	\$248,000.00	4.655

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
SEC	SEC-63789-1	03/20/2024	03/20/2026	27572	COMMUNITY WEST BANK NA	\$248,685.17	\$248,000.00	\$248,000.00	4.605
SEC	SEC-63785-1	03/26/2024	03/26/2026	58311	COMMUNITY BANK DELAWARE	\$244,662.69	\$244,000.00	\$244,000.00	4.656
SEC	SEC-63787-1	03/27/2024	03/27/2026	34603	MVB BANK INC	\$248,684.57	\$248,000.00	\$248,000.00	4.657 ²
CD	CD-1371332-1	12/03/2024	06/01/2026	33686	Bank Hapoalim B.M.	\$235,300.00	\$249,880.54	\$235,300.00	4.150
CD	CD-1366309-1	08/08/2024	07/27/2026	31840	Financial Federal Bank	\$230,200.00	\$249,898.18	\$230,200.00	4.350
CD	CD-1366310-1	08/08/2024	07/27/2026	57993	ServisFirst Bank	\$229,150.00	\$249,850.26	\$229,150.00	4.592
CD	CD-1366595-1	08/15/2024	07/27/2026	34966	First Capital Bank	\$231,900.00	\$249,925.70	\$231,900.00	3.990
TS	TS-298442-1	08/21/2024	07/27/2026		MN TRUST TERM SERIES	\$1,250,000.00	\$1,345,368.16	\$1,250,000.00	3.950
SEC	SEC-67357-1	12/04/2024	11/30/2026		US TREASURY N/B	\$1,998,730.47	\$2,110,000.00	\$1,998,730.47	4.036
SEC	SEC-68076-1	01/29/2025	01/15/2027		US TREASURY N/B	\$1,496,833.48	\$1,499,000.00	\$1,496,833.48	4.077
					Sub Totals →	\$59,718,042.25	\$77,846,873.11	\$76,110,601.68	
					Totals →	\$59,718,042.25	\$77,846,873.11	\$76,110,601.68	

Time and Dollar Weighted Average Portfolio Yield: 4.43%

Weighted Average Portfolio Maturity: 261.41 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

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Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
SDA	15.58	\$12,112,036.21	SDA Account
SEC	9.89	\$7,687,690.01	Securities
CD	7.07	\$5,495,954.43	Certificate of Deposit
TS	27.97	\$21,748,880.95	Term Series
IS	18.39	\$14,300,745.76	IS Account
LTD	21.10	\$16,402,255.76	LTD Account

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Cost is comprised of the total amount you paid for the investment including any fees and commissions.

Rate is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par is the amount received at maturity for fixed rate investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".

CD - Certificates of Deposit, **CP** - Commercial Paper, **ISC** - Investment Shares Class, **MMA** - Money Market Account, **SEC** - Government Securities, **TS** - Term Series



Total Portfolio Report CAR

Report as of 1/31/2025

PMA Financial Network
 2135 CityGate Lane
 7th Floor
 Naperville, IL 60563 74
 Phone: 630-657-6400
 Fax: 630-718-8701

Burnsville ISD 191 (31134-301 - 2009 Opeb Trust)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
MMA	MMA-1360995-1	01/21/2025			MMA Balance	\$437,926.67	\$437,926.67	\$437,926.67	
CD	CD-1345485-1	12/27/2022	11/17/2025	29657	Great Midwest Bank, S.S.B.	\$222,800.00	\$249,847.31	\$222,800.00	4.196
CD	CD-1345555-1	12/28/2022	11/28/2025	33306	CIBC Bank USA	\$180,000.00	\$201,871.17	\$180,000.00	4.160
Sub Totals →						\$840,726.67	\$889,645.15	\$840,726.67	
Totals →						\$840,726.67	\$889,645.15	\$840,726.67	

Time and Dollar Weighted Average Portfolio Yield: 4.18%

Weighted Average Portfolio Maturity: 294.92 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
MMA	49.22	\$437,926.67	MMA Account
CD	50.78	\$451,718.48	Certificate of Deposit

Index

Cost is comprised of the total amount you paid for the investment including any fees and commissions.

Rate is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par is the amount received at maturity for fixed rate investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".

CD - Certificates of Deposit, **CP** - Commercial Paper, **ISC** - Investment Shares Class, **MMA** - Money Market Account, **SEC** - Government Securities, **TS** - Term Series



**Burnsville ISD 191 OPEB
Investment Review**
January 1 - January 31, 2025

CLIENT
Burnsville ISD 191 OPEB

INCEPTION DATE
11/01/2014

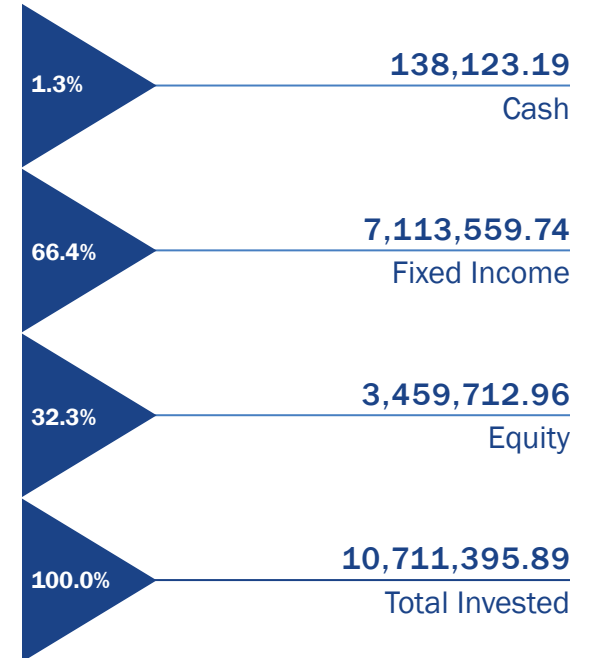
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Institutional Portfolio
Manager
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kshelland@pmanetwork.com

Steve Pumper
VP, Investment Services
(612) 509-2565
SPumper@pmanetwork.com

PORTFOLIO OVERVIEW

	Value
Beginning Market Value	10,578,043.34
Contributions	0.00
Withdrawals	0.00
Net Investment Income	(3,893.36)
Unrealized Gain/Loss	137,245.91
Realized Gain/Loss	0.00
Ending Market Value	10,711,395.89

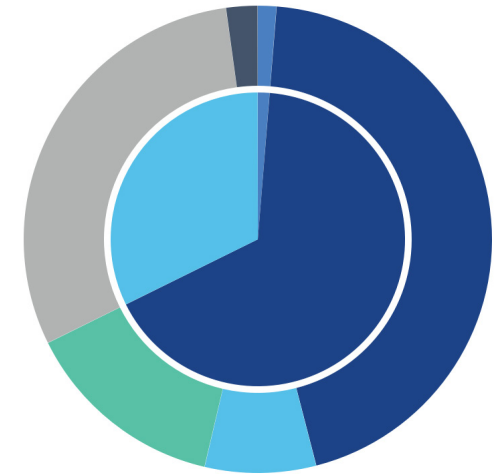
Compliance	Status
As of 01/31/2025	Compliant



INVESTMENT ALLOCATION

Sector	Amount	Allocation	Change	%
Cash				
TOTAL Cash	138,123.19	1.29%	(3,893.36)	(2.74%)
Fixed Income				
TOTAL Credit	4,788,122.70	44.70%	26,394.02	0.55%
Funds - Corporate	4,788,122.70	44.70%	26,394.02	0.55%
TOTAL Below Investment Grade	821,275.44	7.67%	11,023.14	1.36%
Funds - Below Investment Grade	821,275.44	7.67%	11,023.14	1.36%
TOTAL Mortgage Backed Security	1,504,161.60	14.04%	8,576.36	0.57%
Funds - MBS	1,504,161.60	14.04%	8,576.36	0.57%
TOTAL Fixed Income	7,113,559.74	66.41%	45,993.52	0.65%
Equity				
TOTAL Domestic Equity	3,227,729.60	30.13%	83,674.47	2.66%
Funds - Large Cap	3,002,302.00	28.03%	78,088.00	2.67%
Funds - Small Cap	225,427.60	2.10%	5,586.47	2.54%
TOTAL International Equity	231,983.36	2.17%	7,577.92	3.38%
Funds - International	231,983.36	2.17%	7,577.92	3.38%
TOTAL Equity	3,459,712.96	32.30%	91,252.39	2.71%
TOTAL Invested	10,711,395.89	100.00%	133,352.55	1.26%

CURRENT PERIOD ALLOCATION



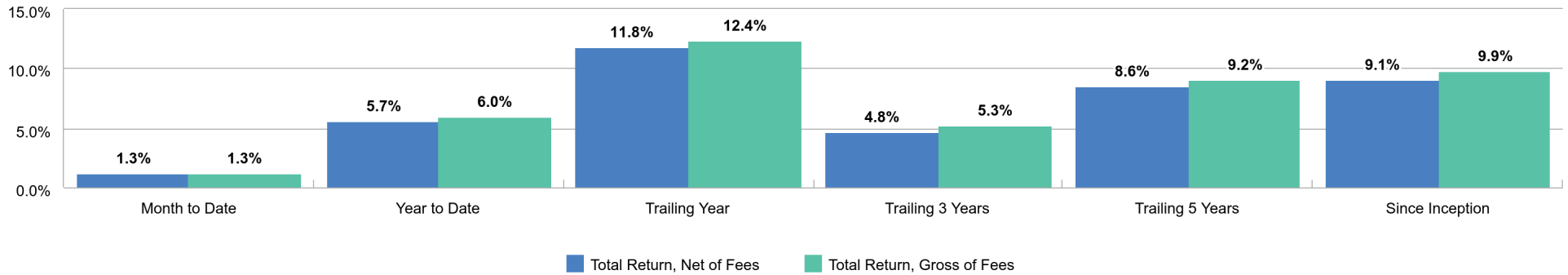
Asset Class

- Cash - 1.3%
- Fixed Income - 66.4%
- Equity - 32.3%

Sector

- Cash - 1.3%
- Credit - 44.7%
- Below Investment Grade - 7.7%
- Mortgage Backed Security - 14.0%
- Domestic Equity - 30.1%
- International Equity - 2.2%

HISTORICAL PERFORMANCE



HISTORICAL PERFORMANCE

	Month to Date	Year to Date	Trailing Year	Trailing 3 Years	Trailing 5 Years	Since Inception
Total Return, Net of Fees	1.26%	5.71%	11.81%	4.79%	8.56%	9.08%
Total Return, Gross of Fees	1.30%	6.02%	12.37%	5.32%	9.18%	9.89%

Since Inception Date: November 01, 2014

Periods greater than 1 year are annualized. Year to Date returns are presented fiscal year to date.

PERFORMANCE BY ASSET CLASS

Asset Class	Ending Market Value	Weight	Gross Total Return	Contribution
Cash	138,123.19	1.33%	0.37%	0.00%
Fixed Income	7,113,559.74	66.49%	0.65%	0.43%
Equity	3,459,712.96	32.18%	2.71%	0.86%
Portfolio Total	10,711,395.89	100.00%	1.30%	1.30%

Trade Date	Settle Date	Quantity	Security	Ticker	Identifier	Unit Price	Amount	Gain / Loss
Cash								
<i>Management Fee</i>								
01/22/2025	01/22/2025	(4,407.52)	US DOLLAR	USD	CCYUSD	—	(4,407.52)	0.00
—	—	(4,407.52)	Total Management Fee	—	—	—	(4,407.52)	0.00
<i>Money Market Fund Interest</i>								
01/31/2025	01/31/2025	0.00	GOLDMAN:FS GOVT INST	FGTXX	38141W273	—	514.16	—
—	—	0.00	Total Money Market Fund Interest	—	—	—	514.16	—

Ticker	Identifier	Current Units	Description	Rating	Coupon Rate	Effective Maturity	Final Maturity	Original Cost	Market Price	Market Value + Accrued	Interest / Dividend Income	Dividend Yield	Yield	Book Yield
Cash														
Cash														
FGTXX	38141W273	137,609.03	GOLDMAN:FS GOVT INST	AAA	4.28%	01/31/2025	01/31/2025	137,609.03	1.0000	137,609.03	4,784.18	—	4.31%	4.31%
USD	CCYUSD	514.16	Receivable	AAA	0.00%	01/31/2025	01/31/2025	514.16	1.0000	514.16	0.00	—	0.00%	0.00%
—	—	138,123.19	—	AAA	4.26%	—	—	138,123.19	—	138,123.19	4,784.18	—	4.29%	4.29%
Fixed Income														
Mortgage Backed Security														
Funds – MBS														
VMBS	92206C771	32,986.00	VANGUARD MTG-BK IDX ETF	—	—	—	—	1,486,923.12	45.6000	1,504,161.60	35,207.39	3.59%	—	—
—	—	32,986.00	—	NA	—	—	—	1,486,923.12	—	1,504,161.60	35,207.39	3.59%	—	—
Credit														
Funds - Corporate														
BND	921937835	49,295.00	VANGUARD TOT BD ETF	—	—	—	—	3,870,395.62	72.3400	3,566,000.30	79,114.50	3.65%	—	—
BSV	921937827	15,749.00	VANGUARD SH-TM B ETF	—	—	—	—	1,216,188.16	77.6000	1,222,122.40	10,568.78	3.37%	—	—
—	—	65,044.00	—	NA	—	—	—	5,086,583.78	—	4,788,122.70	89,683.28	3.58%	—	—
Below Investment Grade														
Funds - Below Investment Grade														
HYG	464288513	10,302.00	ISHARES:IBOXX \$HY CORP	—	—	—	—	792,026.00	79.7200	821,275.44	32,578.30	5.93%	—	—
—	—	10,302.00	—	NA	—	—	—	792,026.00	—	821,275.44	32,578.30	5.93%	—	—
Equity														
Domestic Equity														
Funds - Large Cap														
ESGU	46435G425	22,700.00	ISHARES:ESG A MSCI USA	—	—	—	—	2,666,294.33	132.2600	3,002,302.00	20,183.67	1.15%	—	—
—	—	22,700.00	—	—	—	—	—	2,666,294.33	—	3,002,302.00	20,183.67	1.15%	—	—
Funds - Small Cap														

Ticker	Identifier	Current Units	Description	Rating	Coupon Rate	Effective Maturity	Final Maturity	Original Cost	Market Price	Market Value + Accrued	Interest / Dividend Income	Dividend Yield	Yield	Book Yield
VTWO	92206C664	2,461.00	VANGUARD RUS 2000 ID ETF	—	—	—	—	201,512.84	91.6000	225,427.60	1,593.95	1.18%	—	—
—	—	2,461.00	—	—	—	—	—	201,512.84	—	225,427.60	1,593.95	1.18%	—	—
<i>International Equity</i>														
<i>Funds - International</i>														
VXUS	921909768	3,808.00	VANGUARD TOT I S ETF	—	—	—	—	234,168.01	60.9200	231,983.36	5,384.22	3.26%	—	—
—	—	3,808.00	—	—	—	—	—	234,168.01	—	231,983.36	5,384.22	3.26%	—	—
Total Invested		275,424.19	—	AAA	4.26%	—	—	10,605,631.27	—	10,711,395.89	189,414.99	3.01%	4.29%	4.29%

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In computing the market value of any asset of the Account, each security listed on any national securities exchange shall be valued at the last quoted sale price on the valuation date on the principal exchange on which such security is traded. The market values of many fixed income securities are provided by pricing services companies which utilize pricing evaluations based on various market and industry inputs. A hierarchy of pricing sources, which may include prices provided by PMA, is used to provide a price for each security on this report. Although PMA believes the price to be reliable, the values of the investments do not always represent the prices at which the investments could have been bought or sold. Performance is calculated for positions managed by PMA only. Market values for Unmanaged Assets are shown based on information provided by you or your custodian.

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In order to better serve you, we request that you promptly notify us of any material change in your investment policy, investment objective or financial situation.

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Review of Report

Please review the pages of this report carefully. If you think there are any errors, missing account information or if you need more information about transactions, please contact PMA within 60 days of receipt. If you have other questions or concerns, you should contact your Institutional Portfolio Manager.



PMA Asset Management, LLC

2135 CityGate Lane, 7th Floor

Naperville, IL 60563

630-657-6400

For more information visit www.pmanetwork.com

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AP Check Register

AP Run: 20250114 AP — Post Date: 2025-01-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/14/2025	494543	Check	A.J. Moore Electric Inc	928491	AP Merch	9,847.26
01/14/2025	494544	Check	Action Overhead Garage Door	924370	AP Merch	575.00
01/14/2025	494545	Check	Advanced Commercial Kitchens	930100	AP Merch	3,057.55
01/14/2025	494546	Check	Advanced Imaging Solutions	928551-1	AP Merch	5,924.63
01/14/2025	494547	Check	Amergis Healthcare Staffing Inc	931201	AP Merch	25,943.00
01/14/2025	494548	Check	Arrow Lift	926468	AP Merch	1,302.00
01/14/2025	494549	Check	BerganKDV Ltd	930820	AP Merch	22,000.00
01/14/2025	494550	Check	Bimbo Bakeries USA	902333-1	AP Merch	3,094.01
01/14/2025	494551	Check	Bingham, Mark	929416	AP Merch	95.00
01/14/2025	494552	Check	Bix Produce Company	900477	AP Merch	39,803.57
01/14/2025	494553	Check	Blick Art Materials	900172-1	AP Merch	896.80
01/14/2025	494554	Check	Britt, Kevin	927066	AP Merch	95.00
01/14/2025	494555	Check	Brown's Ice Cream Co	904655	AP Merch	786.00
01/14/2025	494556	Check	Burnsville Ice Center	900435	AP Merch	2,910.50
01/14/2025	494557	Check	Cantone, Mike	923663	AP Merch	95.00
01/14/2025	494558	Check	Capernaum Pediatric Therapy	930712	AP Merch	10,398.74
01/14/2025	494559	Check	Centerpoint Energy	902519	AP Merch	5,232.70
01/14/2025	494560	Check	CESO HR, LLC	930763	AP Merch	8,097.50
01/14/2025	494561	Check	CESO Transportation LLC	930220	AP Merch	16,177.08

AP Check Register

AP Run: 20250114 AP — Post Date: 2025-01-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/14/2025	494562	Check	Children's Theatre Company	908621-1	AP Merch	420.00
01/14/2025	494563	Check	City of Burnsville	900673	AP Merch	3,510.00
01/14/2025	494564	Check	City of Burnsville - Utilities	904226	AP Merch	11,885.80
01/14/2025	494565	Check	City of Eagan - Utilities	901002	AP Merch	1,838.41
01/14/2025	494566	Check	City of Savage - Utilities	909588	AP Merch	4,560.77
01/14/2025	494567	Check	Comcast	926565-1	AP Merch	5,220.42
01/14/2025	494568	Check	Conference Technologies Inc	931339	AP Merch	270.00
01/14/2025	494569	Check	Conquer Ninja Athletics	929462-2	AP Merch	1,040.00
01/14/2025	494570	Check	Cory, Brent	924816	AP Merch	750.00
01/14/2025	494571	Check	Crunstedt, Robert	923540	AP Merch	82.00
01/14/2025	494572	Check	Dakota County Financial Services	907393-3	AP Merch	4,616.00
01/14/2025	494573	Check	Dakota County Tech College	900906	AP Merch	3,000.00
01/14/2025	494574	Check	Dakota Outdoors LLC	922059	AP Merch	24,827.50
01/14/2025	494575	Check	DASH Sports LLC	930957	AP Merch	1,056.50
01/14/2025	494576	Check	Decker Equipment	928984	AP Merch	415.91
01/14/2025	494577	Check	Dewald, Rina C	920524	AP Merch	300.00
01/14/2025	494578	Check	Dialog One LLC	927732	AP Merch	783.00
01/14/2025	494579	Check	Diehl, Geoffrey	931349	AP Merch	145.00
01/14/2025	494580	Check	Dotas, Gene	930086	AP Merch	134.00
01/14/2025	494581	Check	Eagan Dance Team Booster Club	931344	AP Merch	300.00

AP Check Register

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AP Run: 20250114 AP — Post Date: 2025-01-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/14/2025	494582	Check	Education Minnesota	928531	AP Merch	74.00
01/14/2025	494583	Check	Edwards, Daniel	931347	AP Merch	145.00
01/14/2025	494584	Check	Electro Watchman Inc	901078	AP Merch	23,844.80
01/14/2025	494585	Check	Enpointe	929863	AP Merch	595.00
01/14/2025	494586	Check	Essig, Bradley	931144	AP Merch	95.00
01/14/2025	494587	Check	Farmington High School	902495-1	AP Merch	120.00
01/14/2025	494588	Check	Fedex	901463	AP Merch	37.99
01/14/2025	494589	Check	Foundation 191	928202	AP Merch	125.66
01/14/2025	494590	Check	Frank, Anthony Lee	930433	AP Merch	750.00
01/14/2025	494591	Check	GreatAmerica Financial Services	929729	AP Merch	621.00
01/14/2025	494592	Check	Gurstel Law Firm PC	920324	AP Merch	122.86
01/14/2025	494593	Check	Gutierrez Beltran, Maria	931352	AP Merch	910.00
01/14/2025	494594	Check	Hanuschak, Oksana	930258	AP Merch	160.00
01/14/2025	494595	Check	Hastings Bus Company	907139	AP Merch	1,976.92
01/14/2025	494596	Check	Heartland Tire, Inc.	930160	AP Merch	2,409.21
01/14/2025	494597	Check	Heinemann Educational Books	901436-2	AP Merch	78.25
01/14/2025	494598	Check	Hemphill, Trevor	930388	AP Merch	134.00
01/14/2025	494599	Check	High Point Networks LLC	929536	AP Merch	3,957.52
01/14/2025	494600	Check	Hooks, Desmond	930379	AP Merch	190.00
01/14/2025	494601	Check	Horizon Equipment LLC	901324	AP Merch	11,574.99

AP Check Register

AP Run: 20250114 AP — Post Date: 2025-01-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/14/2025	494602	Check	Hughes, Dennis Scott	927986	AP Merch	95.00
01/14/2025	494603	Check	Imperial Dade	904186-1	AP Merch	23,837.76
01/14/2025	494604	Check	Ind School Dist 625	901826	AP Merch	743.90
01/14/2025	494605	Check	Indiana State Central Collection Unit	931335	AP Merch	48.59
01/14/2025	494606	Check	Innovative Office Solutions LLC	924274	AP Merch	5,979.45
01/14/2025	494607	Check	Jensen, Randy	907850	AP Merch	134.00
01/14/2025	494608	Check	Johnson Controls Fire Protection LP	903587	AP Merch	4,792.82
01/14/2025	494609	Check	Joroensen, Kathleen	931343	AP Merch	223.30
01/14/2025	494610	Check	Kellen, Jason	930822	AP Merch	2,717.80
01/14/2025	494611	Check	Kellen, Mitchell	931350	AP Merch	135.00
01/14/2025	494612	Check	Keystone Interpreting Solutions Inc	924514	AP Merch	5,232.00
01/14/2025	494613	Check	Kiecker, Dana	927044	AP Merch	201.00
01/14/2025	494614	Check	Korba, Jerry	906519	AP Merch	134.00
01/14/2025	494615	Check	Koy, Zenith	930721	AP Merch	280.00
01/14/2025	494616	Check	Kraus-Anderson Ins Agency Inc	902102	AP Merch	16,047.00
01/14/2025	494617	Check	Lamprecht, John	928748	AP Merch	70.98
01/14/2025	494618	Check	Link Interpret	929933	AP Merch	885.96
01/14/2025	494619	Check	Marshall, James	908647	AP Merch	142.00
01/14/2025	494620	Check	Marshall, Jen	926427	AP Merch	142.00
01/14/2025	494621	Check	Math Masters of MN	909951	AP Merch	4,125.00

AP Check Register

AP Run: 20250114 AP — Post Date: 2025-01-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/14/2025	494622	Check	Mayerhofer, Kim	931346	AP Merch	134.00
01/14/2025	494623	Check	McAllister, Ciera	931342	AP Merch	400.00
01/14/2025	494624	Check	MEI Total Elevator Solutions	908999-1	AP Merch	1,575.84
01/14/2025	494625	Check	Messerli & Kramer PA	923866	AP Merch	403.01
01/14/2025	494626	Check	Messerli & Kramer PA	923866	AP Merch	60.89
01/14/2025	494627	Check	Metropolitan State University	928476	AP Merch	3,300.00
01/14/2025	494628	Check	Midwest Playground Contractors Inc	925369	AP Merch	180.00
01/14/2025	494629	Check	Midwest Playscapes Inc	922012	AP Merch	272.12
01/14/2025	494630	Check	Minnesota Energy Resources	903029	AP Merch	8,087.67
01/14/2025	494631	Check	Minnesota Valley Electric Cooperative	907448	AP Merch	17,116.52
01/14/2025	494632	Check	Mission Filtration	931116	AP Merch	500.05
01/14/2025	494633	Check	MN Assoc of Secondary School Principal (MASSP)	908338	AP Merch	405.00
01/14/2025	494634	Check	MN Elementary School Principals Assoc (MESPA)	902538	AP Merch	500.00
01/14/2025	494635	Check	Mohammoud, Zahra Ali	928322	AP Merch	240.00
01/14/2025	494636	Check	Naseema Omer LLC	930381	AP Merch	766.50
01/14/2025	494637	Check	Navarro, Raymond	930827	AP Merch	134.00
01/14/2025	494638	Check	NCPERS Group Life Ins	908769	AP Merch	32.00
01/14/2025	494639	Check	Nelson, Varinia	931189	AP Merch	140.00
01/14/2025	494640	Check	Norcostco Inc	902765	AP Merch	105.20

AP Check Register

AP Run: 20250114 AP — Post Date: 2025-01-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/14/2025	494641	Check	Office of MNIT Services	906477	AP Merch	2,297.40
01/14/2025	494642	Check	Olive, Matt	931114	AP Merch	95.00
01/14/2025	494643	Check	Orkin Commercial Services	926086	AP Merch	2,316.00
01/14/2025	494644	Check	Perez, Melissa M	924879	AP Merch	2,128.00
01/14/2025	494645	Check	Price, Rachel	928721	AP Merch	95.00
01/14/2025	494646	Check	Proshek, Nathan	930385	AP Merch	95.00
01/14/2025	494647	Check	Push Pedal Pull Inc	900569-1	AP Merch	175.00
01/14/2025	494648	Check	QBS LLC	930033	AP Merch	42.00
01/14/2025	494649	Check	RAK Construction Inc	929749	AP Merch	2,680.12
01/14/2025	494650	Check	Raspberry, Jamel	931341	AP Merch	134.00
01/14/2025	494651	Check	Rodriguez Embroidery	930774	AP Merch	1,844.95
01/14/2025	494652	Check	Ryan Mechanical Inc	923241	AP Merch	34,545.00
01/14/2025	494653	Check	Safeway Driving School	926796	AP Merch	17,430.00
01/14/2025	494654	Check	Sannes, Drew	931348	AP Merch	95.00
01/14/2025	494655	Check	Sarhan, Sabah	019780	AP Merch	100.00
01/14/2025	494656	Check	School Services Employees Local 284	907382	AP Merch	3,109.66
01/14/2025	494657	Check	Shibley, Jeremy	928797	AP Merch	95.00
01/14/2025	494658	Check	Siemens Industry Inc	902217	AP Merch	3,794.30
01/14/2025	494659	Check	SNA Depository	926552	AP Merch	20.00
01/14/2025	494660	Check	Southwest Metro - Dean Lakes Education Center	928611	AP Merch	1,300.24

AP Check Register

AP Run: 20250114 AP — Post Date: 2025-01-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/14/2025	494661	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	10,873.04
01/14/2025	494662	Check	Struss, Bobbie	501343	AP Merch	6.75
01/14/2025	494663	Check	Struzyk, Todd	931046	AP Merch	134.00
01/14/2025	494664	Check	Sunbelt Staffing LLC	930586	AP Merch	44,786.04
01/14/2025	494665	Check	Sutherland, Shandon	931105	AP Merch	134.00
01/14/2025	494666	Check	Temp Social Work	931320	AP Merch	4,762.68
01/14/2025	494667	Check	The Formidable Genealogist, LLC	930975	AP Merch	20.00
01/14/2025	494668	Check	The Hartford	924486	AP Merch	57,785.30
01/14/2025	494669	Check	The Stepping Stones Group LLC	931308	AP Merch	4,000.00
01/14/2025	494670	Check	Thurrow, Josh	903545	AP Merch	95.00
01/14/2025	494671	Check	True Mechanical LLC	931322	AP Merch	5,513.75
01/14/2025	494672	Check	Unique Software Corporation	905900	AP Merch	1,666.60
01/14/2025	494673	Check	Upper Lakes Foods Inc	929826	AP Merch	130,855.44
01/14/2025	494674	Check	Vestis Services LLC	901365	AP Merch	1,011.63
01/14/2025	494675	Check	Viking Electric Supply Inc	904243	AP Merch	101.91
01/14/2025	494676	Check	Vivacity Tech PBC	930460	AP Merch	9,476.00
01/14/2025	494677	Check	Vogel, Cory	926996	AP Merch	95.00
01/14/2025	494678	Check	Washburn Center for Children	931077	AP Merch	52,333.33
01/14/2025	494679	Check	Xcel Energy	902776	AP Merch	10,334.27

AP Check Register

AP Run: 20250114 AP — Post Date: 2025-01-14 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/14/2025	494680	Check	Zepole Restaurant Supply Company	931243	AP Merch	4,905.97
01/14/2025	494681	Check	Zeyen, Don	922288	AP Merch	134.00
Total:						\$781,145.59

20250114 AP Summary

Type	Count	Amount
Regular	139	781,145.59
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	139	\$781,145.59

AP Check Register

AP Run: 20250128 AP — Post Date: 2025-01-28 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/28/2025	494682	Check	A.J. Moore Electric Inc	928491	AP Merch	11,969.89
01/28/2025	494683	Check	Alpha Video and Audio Inc	900216	AP Merch	3,587.05
01/28/2025	494684	Check	Amergis Healthcare Staffing Inc	931201	AP Merch	17,392.00
01/28/2025	494685	Check	Anchor Solar Investments LLC	929704	AP Merch	2,187.12
01/28/2025	494686	Check	Armstrong Torseth Skold & Rydeen Inc	926500	AP Merch	16,158.75
01/28/2025	494687	Check	Armstrong, Maureen	900778	AP Merch	210.00
01/28/2025	494688	Check	Arvig	928649	AP Merch	2,857.20
01/28/2025	494689	Check	Backupify Inc	928803	AP Merch	1,547.31
01/28/2025	494690	Check	Bix Produce Company	900477	AP Merch	4,679.51
01/28/2025	494691	Check	Blacksmith, Timberly	501348	AP Merch	48.00
01/28/2025	494692	Check	Burgduff, Emilie	501344	AP Merch	20.00
01/28/2025	494693	Check	Carlson, Ashleigh	922414	AP Merch	60.00
01/28/2025	494694	Check	Cengage Learning	903622-1	AP Merch	7,877.50
01/28/2025	494695	Check	Centerpoint Energy	902519	AP Merch	120,581.87
01/28/2025	494696	Check	CESO HR, LLC	930763	AP Merch	8,531.25
01/28/2025	494697	Check	City of Burnsville	900673	AP Merch	170.00
01/28/2025	494698	Check	Clear Lens Consulting	931263	AP Merch	3,250.00
01/28/2025	494699	Check	Conney Safety Products	900552-1	AP Merch	187.15
01/28/2025	494700	Check	Consolidated Communications	906231	AP Merch	5,197.98
01/28/2025	494701	Check	Cub Foods	900645	AP Merch	105.46

AP Check Register

AP Run: 20250128 AP — Post Date: 2025-01-28 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/28/2025	494702	Check	Dakota Electric Association	900809	AP Merch	61,750.44
01/28/2025	494703	Check	Dant, Elena	930824	AP Merch	225.00
01/28/2025	494704	Check	Derau Construction LLC	929211	AP Merch	4,000.00
01/28/2025	494705	Check	Dewald, Rina C	920524	AP Merch	120.00
01/28/2025	494706	Check	Digital Insurance, LLC	929385	AP Merch	6,250.00
01/28/2025	494707	Check	Dotas, Gene	930086	AP Merch	134.00
01/28/2025	494708	Check	Educators Benefit Consultants LLC	926262-1	AP Merch	850.27
01/28/2025	494709	Check	Ehlers	920802-1	AP Merch	4,425.00
01/28/2025	494710	Check	Enpointe	929863	AP Merch	7,795.00
01/28/2025	494711	Check	Ford & Harrison LLP	931097	AP Merch	109.50
01/28/2025	494712	Check	GreatAmerica Financial Services	929729	AP Merch	621.00
01/28/2025	494713	Check	Gregory, Loris Sofia	927443	AP Merch	45.00
01/28/2025	494714	Check	Gurstel Law Firm PC	920324	AP Merch	96.84
01/28/2025	494715	Check	Hanuschak, Oksana	930258	AP Merch	160.00
01/28/2025	494716	Check	Hills, Elizabeth	501346	AP Merch	32.35
01/28/2025	494717	Check	Holiday Stationstores LLC	930483	AP Merch	49.50
01/28/2025	494718	Check	Horizon Commercial Pool Supply	904818	AP Merch	25,000.00
01/28/2025	494719	Check	Hovick, Nicholas	930560	AP Merch	95.00
01/28/2025	494720	Check	Hyvee	929410	AP Merch	869.09
01/28/2025	494721	Check	Imperial Dade	904186-1	AP Merch	18,662.08

AP Check Register

AP Run: 20250128 AP — Post Date: 2025-01-28 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/28/2025	494722	Check	Ind School Dist 252	922753	AP Merch	225.00
01/28/2025	494723	Check	Indiana State Central Collection Unit	931335	AP Merch	48.59
01/28/2025	494724	Check	Innovational Water Solutions, Inc.	930169	AP Merch	6,658.80
01/28/2025	494725	Check	Inver Hills Community College	901029	AP Merch	37,500.00
01/28/2025	494726	Check	Jensen, Randy	907850	AP Merch	134.00
01/28/2025	494727	Check	John A Dalsin & Son Inc	905816	AP Merch	2,208.44
01/28/2025	494728	Check	Johnson Controls Fire Protection LP	903587	AP Merch	245.43
01/28/2025	494729	Check	Johnson, Kelby	931357	AP Merch	145.00
01/28/2025	494730	Check	Junior Achievement North	923140	AP Merch	1,720.00
01/28/2025	494731	Check	Kafka, Kim	931092	AP Merch	111.36
01/28/2025	494732	Check	Kemmetmueller Photography Inc	931196	AP Merch	360.00
01/28/2025	494733	Check	Kennedy and Graven Chartered	908356	AP Merch	975.00
01/28/2025	494734	Check	Klein, Ian	930376	AP Merch	70.00
01/28/2025	494735	Check	Korba, Jerry	906519	AP Merch	134.00
01/28/2025	494736	Check	Koy, Zenith	930721	AP Merch	140.00
01/28/2025	494737	Check	Kyllo, Karlea	930610	AP Merch	95.00
01/28/2025	494738	Check	Link Interpret	929933	AP Merch	1,256.81
01/28/2025	494739	Check	Marshall, James	908647	AP Merch	142.00
01/28/2025	494740	Check	MASA Jobsite	909181-2	AP Merch	1,173.00

AP Check Register

AP Run: 20250128 AP — Post Date: 2025-01-28 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/28/2025	494741	Check	McDonald V, Daniel	931360	AP Merch	95.00
01/28/2025	494742	Check	McDonough, Patrick	928710	AP Merch	95.00
01/28/2025	494743	Check	Messerli & Kramer PA	923866	AP Merch	403.58
01/28/2025	494744	Check	Midwest Band Instrument Service	902491	AP Merch	11,325.00
01/28/2025	494745	Check	Minnesota Energy Resources	903029	AP Merch	304.09
01/28/2025	494746	Check	Minnesota School Boards Association - MSBA	902540	AP Merch	1,095.00
01/28/2025	494747	Check	Minnesota True Team Track	930640	AP Merch	200.00
01/28/2025	494748	Check	MN Assoc of Secondary School Principal (MASSP)	908338	AP Merch	2,275.00
01/28/2025	494749	Check	MN Dept of Labor and Industry	907914-2	AP Merch	100.00
01/28/2025	494750	Check	Mohamed Hussein, Faduma	930998	AP Merch	60.00
01/28/2025	494751	Check	Mosyle Corporation	931254	AP Merch	1,948.50
01/28/2025	494752	Check	MRI Software LLC	929957	AP Merch	92.00
01/28/2025	494753	Check	Munoz, Maribel	924243	AP Merch	60.00
01/28/2025	494754	Check	Nelson, Blake	931167	AP Merch	95.00
01/28/2025	494755	Check	New Dominion School	924335	AP Merch	2,849.43
01/28/2025	494756	Check	Northwest Passage LTD	931326	AP Merch	3,120.00
01/28/2025	494757	Check	Nuvera	902483	AP Merch	205.81
01/28/2025	494758	Check	OPG-3 Inc	924471	AP Merch	205.00
01/28/2025	494759	Check	Orkin Commercial Services	926086	AP Merch	1,158.00

AP Check Register

AP Run: 20250128 AP — Post Date: 2025-01-28 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/28/2025	494760	Check	Overhead Door Company Of The Northland	903695	AP Merch	1,478.00
01/28/2025	494761	Check	Owatonna Wrestling Association	909636	AP Merch	100.00
01/28/2025	494762	Check	Patel, Jiten	931134	AP Merch	300.00
01/28/2025	494763	Check	Per Mar Security Services	930354	AP Merch	1,562.86
01/28/2025	494764	Check	Perez, Melissa M	924879	AP Merch	1,418.00
01/28/2025	494765	Check	Pioneer SecureShred	930098	AP Merch	465.00
01/28/2025	494766	Check	Poellinger, Dawn	931355	AP Merch	82.00
01/28/2025	494767	Check	Precision Signs & Imaging LLC	930404	AP Merch	25,511.20
01/28/2025	494768	Check	Proshek, Nathan	930385	AP Merch	95.00
01/28/2025	494769	Check	QiVitality LLC	929413	AP Merch	150.50
01/28/2025	494770	Check	RAK Construction Inc	929749	AP Merch	31,838.34
01/28/2025	494771	Check	Reading & Math Inc	928293	AP Merch	850.00
01/28/2025	494772	Check	Rotary Club of Burnsville	903691	AP Merch	200.00
01/28/2025	494773	Check	Ryan Mechanical Inc	923241	AP Merch	5,551.95
01/28/2025	494774	Check	Schmit, Jeff	904844	AP Merch	95.00
01/28/2025	494775	Check	Schmitt & Sons - Contract	909331-2	AP Merch	887,960.36
01/28/2025	494776	Check	Schmitt & Sons Inc	909331	AP Merch	25,934.15
01/28/2025	494777	Check	Second Harvest Heartland	928183	AP Merch	3,483.28
01/28/2025	494778	Check	SFM	923848	AP Merch	22,870.15
01/28/2025	494779	Check	South Metro Sports	903413	AP Merch	345.00

AP Check Register

AP Run: 20250128 AP — Post Date: 2025-01-28 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/28/2025	494780	Check	St Louis Park Schools	908481	AP Merch	190.00
01/28/2025	494781	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	4,043.86
01/28/2025	494782	Check	Struzyk, Todd	931046	AP Merch	134.00
01/28/2025	494783	Check	Subscription Services Of America Inc	903658	AP Merch	261.05
01/28/2025	494784	Check	Summit 360	930892	AP Merch	504.36
01/28/2025	494785	Check	Sunbelt Staffing LLC	930586	AP Merch	39,636.15
01/28/2025	494786	Check	Sutherland, Shandon	931105	AP Merch	95.00
01/28/2025	494787	Check	Temp Social Work	931320	AP Merch	6,902.62
01/28/2025	494788	Check	The Food Group	928651	AP Merch	2,343.92
01/28/2025	494789	Check	The Trophy House Inc	903986	AP Merch	424.15
01/28/2025	494790	Check	Thomsen Systems Inc	927274	AP Merch	180.00
01/28/2025	494791	Check	Tilley, Shannon	501349	AP Merch	14.00
01/28/2025	494792	Check	T-Mobile	929345	AP Merch	4,252.35
01/28/2025	494793	Check	T-Mobile	929345	AP Merch	137.28
01/28/2025	494794	Check	Total Filtration Services Inc	922123-1	AP Merch	2,504.85
01/28/2025	494795	Check	True Mechanical LLC	931322	AP Merch	10,082.50
01/28/2025	494796	Check	Tschida, Brian	930309	AP Merch	82.00
01/28/2025	494797	Check	UHL Company, Inc.	931094	AP Merch	10,497.00
01/28/2025	494798	Check	Unique Software Corporation	905900	AP Merch	436.00
01/28/2025	494799	Check	Upper Lakes Foods Inc	929826	AP Merch	57,547.07

AP Check Register

AP Run: 20250128 AP — Post Date: 2025-01-28 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/28/2025	494800	Check	Vinar, Jessica	501347	AP Merch	22.00
01/28/2025	494801	Check	Vogel, Cory	926996	AP Merch	95.00
01/28/2025	494802	Check	Wachungtsang, Tsering	501345	AP Merch	34.50
01/28/2025	494803	Check	Yondr Inc	931359	AP Merch	2,435.00
01/28/2025	494804	Check	Zeyen, Don	922288	AP Merch	134.00
01/28/2025	494805	Check	Zillyon Solutions, LLC	931104	AP Merch	1,050.00
Total:						\$1,571,266.40

20250128 AP Summary		
Type	Count	Amount
Regular	124	1,571,266.40
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	124	\$1,571,266.40

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AP Run: 20250128 AP2 — Post Date: 2025-01-28 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/28/2025	494806	Check	Education Minnesota	928531	AP Merch	74.00
01/28/2025	494807	Check	Foundation 191	928202	AP Merch	125.66
01/28/2025	494808	Check	School Services Employees Local 284	907382	AP Merch	3,116.65
Total:						\$3,316.31

20250128 AP2 Summary

Type	Count	Amount
Regular	3	3,316.31
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	3	\$3,316.31

AP Check Register

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Fund	Total
01 - General	1,136,911.52
02 - Food Service	273,890.89
03 - Transportation	906,395.04
04 - Community Service	38,065.36
16 - Facility Rental	105.49
50 - Student Activity Fund	360.00
	\$2,355,728.30

AP Check Register

AP Run: 20250108 VACH — Post Date: 2025-01-08 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/08/2025	9000006805	ACH	Association Of Clerical Employees	904895	AP Merch	432.00
01/08/2025	9000006806	ACH	Burnsville Association of Educational Assistants	909991	AP Merch	972.00
01/08/2025	9000006807	ACH	Carlson, Gerri	929243	AP Merch	282.60
01/08/2025	9000006808	ACH	Casperson, Julie	928973	AP Merch	324.50
01/08/2025	9000006809	ACH	Nelson, Jared	931190	AP Merch	840.00
01/08/2025	9000006810	ACH	Richert Speech Therapy LLC	931202	AP Merch	5,376.25
01/08/2025	9000006811	ACH	Sachs, Alice	925562	AP Merch	217.50
01/08/2025	9000006812	ACH	Teachers On Call	929847	AP Merch	118,856.10
Total:						\$127,300.95

20250108 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	8	127,300.95
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	8	\$127,300.95

AP Check Register

AP Run: 20250110 EACH — Post Date: 2025-01-10 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/10/2025	9000006813	ACH	Albersheim-Carter, Marcina	018646	AP Merch	6.43
01/10/2025	9000006814	ACH	Alvarado, Angel	016566	AP Merch	19.00
01/10/2025	9000006815	ACH	Bear, Jill M	018765	AP Merch	50.00
01/10/2025	9000006816	ACH	Blazquez, Laura A	020571	AP Merch	50.00
01/10/2025	9000006817	ACH	Blomquist, Stephanie	017796	AP Merch	20.64
01/10/2025	9000006818	ACH	Broge, Dawndra S	020951	AP Merch	30.62
01/10/2025	9000006819	ACH	Burt, Emily T	021370	AP Merch	19.03
01/10/2025	9000006820	ACH	Campen, Kim A.	009752	AP Merch	75.00
01/10/2025	9000006821	ACH	Carroll, Michele	008784	AP Merch	15.54
01/10/2025	9000006822	ACH	Carson, Tiffany A	021499	AP Merch	85.00
01/10/2025	9000006823	ACH	Challgren, Peg Ten	006842	AP Merch	75.00
01/10/2025	9000006824	ACH	Christopherson, Ingrid R	021284	AP Merch	11.26
01/10/2025	9000006825	ACH	Cloutier, Dana	016633	AP Merch	67.54
01/10/2025	9000006826	ACH	Coddington, Bronwyn M	021393	AP Merch	16.55
01/10/2025	9000006827	ACH	Coleman, Colleen M	013413	AP Merch	2,000.00
01/10/2025	9000006828	ACH	Czapar, Kelly N	017322	AP Merch	39.06
01/10/2025	9000006829	ACH	Dale, Maricela	018971	AP Merch	117.12
01/10/2025	9000006830	ACH	DeJong, Lindsay L	021394	AP Merch	18.09
01/10/2025	9000006831	ACH	Delmont, Brooke	012100	AP Merch	50.00
01/10/2025	9000006832	ACH	Discher, Tracy L	016311	AP Merch	70.69

AP Check Register

AP Run: 20250110 EACH — Post Date: 2025-01-10 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/10/2025	9000006833	ACH	Edmonson, Susan L	017464	AP Merch	1,000.00
01/10/2025	9000006834	ACH	Elkins, Amby M	021036	AP Merch	50.00
01/10/2025	9000006835	ACH	Elmi, Morgan	021122	AP Merch	100.00
01/10/2025	9000006836	ACH	Erickson, Kayla M	020006	AP Merch	112.69
01/10/2025	9000006837	ACH	Ewert, Casey B	019158	AP Merch	127.04
01/10/2025	9000006838	ACH	Flogio-Stamper, Justyne K	021490	AP Merch	22.24
01/10/2025	9000006839	ACH	Funston, Kathy L	017175	AP Merch	50.00
01/10/2025	9000006840	ACH	Geesman, Garrett D	019738	AP Merch	75.00
01/10/2025	9000006841	ACH	Gonnella, Ashley	018924	AP Merch	75.00
01/10/2025	9000006842	ACH	Gries, Brenda J	014219	AP Merch	48.64
01/10/2025	9000006843	ACH	Griffin, Lyndsay K	014006	AP Merch	160.18
01/10/2025	9000006844	ACH	Hagen, Aimee E	016614	AP Merch	18.83
01/10/2025	9000006845	ACH	Hall, Tony J	021254	AP Merch	24.66
01/10/2025	9000006846	ACH	Hall, Jennifer J	018216	AP Merch	120.94
01/10/2025	9000006847	ACH	Hammoud, Hanaa	018979	AP Merch	75.00
01/10/2025	9000006848	ACH	Harris, Whitney M	021124	AP Merch	144.05
01/10/2025	9000006849	ACH	Harrison, Scott	013371	AP Merch	75.00
01/10/2025	9000006850	ACH	Harsted, Tiffany K	021413	AP Merch	96.48
01/10/2025	9000006851	ACH	Hartl, Aran J	014112	AP Merch	19.00
01/10/2025	9000006852	ACH	Henderson, Michelle A	018025	AP Merch	1,590.00

AP Check Register

AP Run: 20250110 EACH — Post Date: 2025-01-10 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/10/2025	9000006853	ACH	Henderson, Sean M	017644	AP Merch	179.69
01/10/2025	9000006854	ACH	Holden, Matt J	009267	AP Merch	219.22
01/10/2025	9000006855	ACH	Howe, Jaimie K	020412	AP Merch	51.20
01/10/2025	9000006856	ACH	James, Rosalyn	021469	AP Merch	85.00
01/10/2025	9000006857	ACH	Janey, Karen A	021241	AP Merch	10.79
01/10/2025	9000006858	ACH	Jordan, Joanna	014624	AP Merch	18.56
01/10/2025	9000006859	ACH	Jungers, Gail	018410	AP Merch	100.00
01/10/2025	9000006860	ACH	Kaytor, Linda K	019592	AP Merch	50.00
01/10/2025	9000006861	ACH	Kennedy, Jennifer K	013375	AP Merch	23.05
01/10/2025	9000006862	ACH	Keuler, Lori J	016667	AP Merch	75.00
01/10/2025	9000006863	ACH	Kirchner, Amy	014600	AP Merch	37.05
01/10/2025	9000006864	ACH	Kleiner, Kevin T	020910	AP Merch	458.31
01/10/2025	9000006865	ACH	Koch, Rebecca M	018297	AP Merch	100.00
01/10/2025	9000006866	ACH	Kronabetter, Julie R	016789	AP Merch	110.82
01/10/2025	9000006867	ACH	Lake, David	017436	AP Merch	240.53
01/10/2025	9000006868	ACH	Leake, Donald	007490	AP Merch	100.00
01/10/2025	9000006869	ACH	Lorincz, Kristen L	018602	AP Merch	83.75
01/10/2025	9000006870	ACH	McDowell, Morgan	018635	AP Merch	46.90
01/10/2025	9000006871	ACH	McGraw, Nick K	021415	AP Merch	145.61
01/10/2025	9000006872	ACH	Meyer, Tanya L	012306	AP Merch	139.43

AP Check Register

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AP Run: 20250110 EACH — Post Date: 2025-01-10 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/10/2025	9000006873	ACH	Moreno, Monserrat J	021501	AP Merch	85.00
01/10/2025	9000006874	ACH	Neal, Bryeny B	013693	AP Merch	11.59
01/10/2025	9000006875	ACH	Nelson, Katie L	015010	AP Merch	35.38
01/10/2025	9000006876	ACH	Nemeth, Heather	014991	AP Merch	32.63
01/10/2025	9000006877	ACH	Niemiec, Alicia	013692	AP Merch	260.63
01/10/2025	9000006878	ACH	Niesen, Elizabeth A	015962	AP Merch	31.49
01/10/2025	9000006879	ACH	Niffenegger, Kamala N	018055	AP Merch	63.72
01/10/2025	9000006880	ACH	Nordeen, Denise M	020415	AP Merch	134.67
01/10/2025	9000006881	ACH	O'Laughlin, John M	020956	AP Merch	42.81
01/10/2025	9000006882	ACH	Pearson, Genevieve L	019994	AP Merch	109.81
01/10/2025	9000006883	ACH	Petersen, Holly M	018849	AP Merch	30.95
01/10/2025	9000006884	ACH	Proctor, Beth	011315	AP Merch	50.00
01/10/2025	9000006885	ACH	Retzlaff, Billie Jean	020995	AP Merch	31.16
01/10/2025	9000006886	ACH	Riggs, Jeanine L	015803	AP Merch	15.54
01/10/2025	9000006887	ACH	Risteau, Joseph S	007763	AP Merch	128.78
01/10/2025	9000006888	ACH	Robran, Kimberly J	020836	AP Merch	38.39
01/10/2025	9000006889	ACH	Ruiz, Jessica	018675	AP Merch	75.00
01/10/2025	9000006890	ACH	Schatzlein, Rachel	018718	AP Merch	75.00
01/10/2025	9000006891	ACH	Akerson, Rebecca D	018702	AP Merch	95.88
01/10/2025	9000006892	ACH	Silberman, Kevin	013468	AP Merch	75.00

AP Check Register

AP Run: 20250110 EACH — Post Date: 2025-01-10 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/10/2025	9000006893	ACH	Smith, Brittney M	019790	AP Merch	13.67
01/10/2025	9000006894	ACH	Smith, Heidi M	021478	AP Merch	85.00
01/10/2025	9000006895	ACH	Solomon, Desiree M	021494	AP Merch	85.00
01/10/2025	9000006896	ACH	Sweeney, Michael J	016376	AP Merch	132.66
01/10/2025	9000006897	ACH	Tarnofsky, John J	020438	AP Merch	52.66
01/10/2025	9000006898	ACH	Thomas, Paulette	021482	AP Merch	85.00
01/10/2025	9000006899	ACH	Voigt, Pamela M	017183	AP Merch	36.92
01/10/2025	9000006900	ACH	Warmka, Cheri R	007858	AP Merch	48.71
01/10/2025	9000006901	ACH	Wolfram, Michael	018192	AP Merch	332.32
01/10/2025	9000006902	ACH	Wood, Kimberly R	017247	AP Merch	32.16
01/10/2025	9000006903	ACH	Yost, Molly M	019831	AP Merch	51.66
01/10/2025	9000006904	ACH	Zondag-Hamer, Kimberly	014127	AP Merch	110.35
01/10/2025	9000006905	ACH	Zyskowski, Karly M	021041	AP Merch	80.74

Total: \$11,666.51

20250110 EACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	93	11,666.51
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	93	\$11,666.51

AP Check Register

AP Run: 20250121 VACH — Post Date: 2025-01-21 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/21/2025	9000006906	ACH	Adan, Naimo	020732	AP Merch	744.08
01/21/2025	9000006907	ACH	Association Of Clerical Employees	904895	AP Merch	432.00
01/21/2025	9000006908	ACH	Burnsville Association of Educational Assistants	909991	AP Merch	945.00
01/21/2025	9000006909	ACH	Carlson, Gerri	929243	AP Merch	336.60
01/21/2025	9000006910	ACH	Teachers On Call	929847	AP Merch	160,086.28
Total:						\$162,543.96

20250121 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	5	162,543.96
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	5	\$162,543.96

AP Check Register

AP Run: 20250123 EACH — Post Date: 2025-01-23 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/23/2025	9000006911	ACH	Braun, Catherine A	020019	AP Merch	97.40
01/23/2025	9000006912	ACH	Coleman, Colleen M	013413	AP Merch	41.14
01/23/2025	9000006913	ACH	Deutsch, Matt R	014970	AP Merch	346.19
01/23/2025	9000006914	ACH	Discher, Tracy L	016311	AP Merch	33.84
01/23/2025	9000006915	ACH	Dykstra, Bryan G.	012673	AP Merch	9.96
01/23/2025	9000006916	ACH	Eppel, Elizabeth M	021285	AP Merch	46.29
01/23/2025	9000006917	ACH	Harris, Whitney M	021124	AP Merch	158.79
01/23/2025	9000006918	ACH	Hill, Kari L	008255	AP Merch	34.00
01/23/2025	9000006919	ACH	Holden, Nichole L	012521	AP Merch	32.56
01/23/2025	9000006920	ACH	Kleeberger, Alexis S	021235	AP Merch	10.99
01/23/2025	9000006921	ACH	Kleiner, Kevin T	020910	AP Merch	18.02
01/23/2025	9000006922	ACH	Lake, Lisa L	017600	AP Merch	44.10
01/23/2025	9000006923	ACH	Lattery, Sharleen M	010482	AP Merch	150.00
01/23/2025	9000006924	ACH	Le Vvintre, Jennifer K	020845	AP Merch	190.45
01/23/2025	9000006925	ACH	Mayer, Lucia Jane	016712	AP Merch	29.35
01/23/2025	9000006926	ACH	Meyer, Nancy L	009216	AP Merch	2,000.00
01/23/2025	9000006927	ACH	Mousseau, Rebecca J	020278	AP Merch	190.00
01/23/2025	9000006928	ACH	Otto, Caron	018846	AP Merch	21.11
01/23/2025	9000006929	ACH	Sellars, Jason A	019217	AP Merch	19.60
01/23/2025	9000006930	ACH	Speltz, Ashley	021326	AP Merch	65.64

AP Check Register

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AP Run: 20250123 EACH — Post Date: 2025-01-23 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/23/2025	9000006931	ACH	Sweeney, Michael J	016376	AP Merch	87.90
01/23/2025	9000006932	ACH	Vogt, Kathrine M	020837	AP Merch	9.31
01/23/2025	9000006933	ACH	Wakal, Kimberly B	020416	AP Merch	29.75
01/23/2025	9000006934	ACH	Wesley, Janet M	018000	AP Merch	1,029.15
01/23/2025	9000006935	ACH	Zupke, Samuel	009298	AP Merch	45.61
Total:						\$4,741.15

20250123 EACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	25	4,741.15
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	25	\$4,741.15

AP Check Register

AP Run: 20250124 VACH — Post Date: 2025-01-24 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/24/2025	9000006936	ACH	CDW Government Inc	920289-1	AP Merch	15,253.16
01/24/2025	9000006937	ACH	Multilingual Word Inc	922324	AP Merch	1,300.00
01/24/2025	9000006938	ACH	Normandale Community College	902136	AP Merch	3,000.00
01/24/2025	9000006939	ACH	Teachers On Call	929847	AP Merch	75,056.10
01/24/2025	9000006940	ACH	Teamworks International Inc	924234	AP Merch	875.00
Total:						\$95,484.26

20250124 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	5	95,484.26
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	5	\$95,484.26

AP Check Register

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AP Run: 20250131 EACH — Post Date: 2025-01-31 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/31/2025	9000006941	ACH	Ahmed, Dulmar Y	021212	AP Merch	170.00
01/31/2025	9000006942	ACH	Arias, Angela Joy	017003	AP Merch	16.98
01/31/2025	9000006943	ACH	Battle, Theresa F	019927	AP Merch	500.00
01/31/2025	9000006944	ACH	Bear, Jill M	018765	AP Merch	50.00
01/31/2025	9000006945	ACH	Bellmont, Chris	014183	AP Merch	200.00
01/31/2025	9000006946	ACH	Berge, Kristy K	011193	AP Merch	50.00
01/31/2025	9000006947	ACH	Boucher, Jodi L	020967	AP Merch	50.00
01/31/2025	9000006948	ACH	Brown, Ruth	011513	AP Merch	50.00
01/31/2025	9000006949	ACH	Cadwell, Ann M	015565	AP Merch	125.00
01/31/2025	9000006950	ACH	Challgren, Peg Ten	006842	AP Merch	175.00
01/31/2025	9000006951	ACH	Cunnien, Laurie A	016885	AP Merch	50.00
01/31/2025	9000006952	ACH	Dale, Maricela	018971	AP Merch	75.00
01/31/2025	9000006953	ACH	Dehne, Tyler	020322	AP Merch	200.00
01/31/2025	9000006954	ACH	Dykstra, Bryan G.	012673	AP Merch	9.68
01/31/2025	9000006955	ACH	Elkins, Amby M	021036	AP Merch	50.00
01/31/2025	9000006956	ACH	Engberg, Denise G	012072	AP Merch	75.00
01/31/2025	9000006957	ACH	Frank, Sharon M	015516	AP Merch	100.00
01/31/2025	9000006958	ACH	Gierada, Barbara L	008128	AP Merch	50.00
01/31/2025	9000006959	ACH	Gilbertson, Sherry A	016244	AP Merch	50.00
01/31/2025	9000006960	ACH	Gomez, Oscar A	011401	AP Merch	50.00

AP Check Register

AP Run: 20250131 EACH — Post Date: 2025-01-31 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/31/2025	9000006961	ACH	Gorton, Rachel	016735	AP Merch	300.00
01/31/2025	9000006962	ACH	Green, Kelli L	018905	AP Merch	26.87
01/31/2025	9000006963	ACH	Gutama, Nadia J	021431	AP Merch	85.00
01/31/2025	9000006964	ACH	Hermes, Shelley	011475	AP Merch	125.00
01/31/2025	9000006965	ACH	Howe, Jaimie K	020412	AP Merch	50.00
01/31/2025	9000006966	ACH	Kerber, Stephanie J	020104	AP Merch	100.00
01/31/2025	9000006967	ACH	Kitzman, Jessica L	021405	AP Merch	8.04
01/31/2025	9000006968	ACH	Kolstad, Michele M	007847	AP Merch	9.31
01/31/2025	9000006969	ACH	Kramer, Krista	018749	AP Merch	50.00
01/31/2025	9000006970	ACH	Krzewki, Catherine D	013422	AP Merch	75.00
01/31/2025	9000006971	ACH	Lau, Guek	020411	AP Merch	100.00
01/31/2025	9000006972	ACH	Leake, Donald	007490	AP Merch	50.00
01/31/2025	9000006973	ACH	Molina Alejandro, Lisbeth O	021272	AP Merch	170.00
01/31/2025	9000006974	ACH	Nordeen, Denise M	020415	AP Merch	124.62
01/31/2025	9000006975	ACH	O'Laughlin, John M	020956	AP Merch	26.82
01/31/2025	9000006976	ACH	Oscarson Wanzek, Kristi R	012479	AP Merch	50.00
01/31/2025	9000006977	ACH	Petersen, Holly M	018849	AP Merch	10.05
01/31/2025	9000006978	ACH	Proctor, Beth	011315	AP Merch	75.00
01/31/2025	9000006979	ACH	Scalzo, Kristi	016194	AP Merch	50.00
01/31/2025	9000006980	ACH	Schut, Jennie A	021071	AP Merch	286.18

AP Check Register

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AP Run: 20250131 EACH — Post Date: 2025-01-31 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/31/2025	9000006981	ACH	Sovine, Stacey	017487	AP Merch	200.00
01/31/2025	9000006982	ACH	Thompson, Dana K	018310	AP Merch	129.24
01/31/2025	9000006983	ACH	Tinklenberg, Aaron D	017462	AP Merch	200.00
Total:						\$4,397.79

20250131 EACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	43	4,397.79
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	43	\$4,397.79

AP Check Register

AP Run: 20250131 VACH — Post Date: 2025-01-31 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/31/2025	9000006984	ACH	Association Of Clerical Employees	904895	AP Merch	444.00
01/31/2025	9000006985	ACH	Burnsville Association of Educational Assistants	909991	AP Merch	945.00
01/31/2025	9000006986	ACH	CDW Government Inc	920289-1	AP Merch	58,882.05
01/31/2025	9000006987	ACH	Coronado Speech Therapy, LLC	931324	AP Merch	12,960.00
01/31/2025	9000006988	ACH	FaxSIPit Services Inc.	930948	AP Merch	231.00
01/31/2025	9000006989	ACH	Richert Speech Therapy LLC	931202	AP Merch	2,127.50
01/31/2025	9000006990	ACH	Solutran, Inc	928660	AP Merch	4,926.21
01/31/2025	9000006991	ACH	Teachers On Call	929847	AP Merch	27,171.60
Total:						\$107,687.36

20250131 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	8	107,687.36
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	8	\$107,687.36

AP Check Register

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Fund	Total
01 - General	498,153.21
02 - Food Service	1,220.98
04 - Community Service	6,121.58
22 - Internal Service - Health Insurance	8,326.21
	\$513,821.98

AP Check Register

AP Run: 20250120 CB — Post Date: 2025-01-20 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/20/2025	6000002008		Advanced Imaging Solutions	928551	AP Merch	5,457.73
01/20/2025	6000002009		Cintas Corp	903681	AP Merch	493.02
01/20/2025	6000002010		Dicks Sanitation Service Inc	900641	AP Merch	11,568.85
01/20/2025	6000002011		ECM Publishers Inc	909272	AP Merch	207.90
01/20/2025	6000002012		Flinn Scientific Inc	901231-1	AP Merch	1,103.87
01/20/2025	6000002013		Game One	928417	AP Merch	3,329.00
01/20/2025	6000002014		Grainger	904387-1	AP Merch	4,882.66
01/20/2025	6000002015		Kelleher Helmrich and Associates Inc	908955	AP Merch	523.50
01/20/2025	6000002016		Kully Supply Inc	901434	AP Merch	80.88
01/20/2025	6000002017		Lightspeed Technologies Inc	926151	AP Merch	9,947.00
01/20/2025	6000002018		Northern Air Corporation	920320	AP Merch	4,653.77
01/20/2025	6000002019		Occupational Health of MN, PC	929919	AP Merch	591.00
01/20/2025	6000002020		Reach Media Network	924469	AP Merch	413.00
01/20/2025	6000002021		Scholastic Inc	903196-6	AP Merch	63.80
01/20/2025	6000002022		Scholastic Inc	903196-15	AP Merch	927.81
01/20/2025	6000002023		The Language Banc	924523	AP Merch	105.00
01/20/2025	6000002024		Trane US Inc	904045	AP Merch	5,231.00
01/20/2025	6000002025		Trio Supply	903802	AP Merch	13,508.07
Total:						\$63,087.86

AP Check Register

AP Run: 20250120 CB — Post Date: 2025-01-20 — AP Run Type: R

<u>Check Date</u>	<u>Check Number</u>	<u>Payment Type</u>	<u>Name</u>	<u>Vendor Number</u>	<u>Bank Account Code</u>	<u>Check Amount</u>
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20250120 CB Summary

<u>Type</u>	<u>Count</u>	<u>Amount</u>
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	18	63,087.86
Total:	18	\$63,087.86

AP Check Register

119

AP Run: 20250131 Virtual — Post Date: 2025-01-31 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/31/2025	6000002026		Barnes & Noble Inc	900386	AP Merch	1,990.39
01/31/2025	6000002027		Continental Clay Company	903866	AP Merch	2,048.32
01/31/2025	6000002028		General Parts LLC	901541-1	AP Merch	779.95
01/31/2025	6000002029		Grainger	904387-1	AP Merch	1,512.27
01/31/2025	6000002030		Groth Music Company	900575	AP Merch	261.88
01/31/2025	6000002031		Lightspeed Technologies Inc	926151	AP Merch	10.00
01/31/2025	6000002032		Mackin Educational Resources	902196	AP Merch	2,590.70
01/31/2025	6000002033		Meca Sportswear	924921	AP Merch	326.00
01/31/2025	6000002034		Occupational Health of MN, PC	929919	AP Merch	609.00
01/31/2025	6000002035		ODP Business Solutions LLC	902489	AP Merch	32.96
01/31/2025	6000002036		Schmitt Music	903532	AP Merch	1,758.23
01/31/2025	6000002037		School Health Supply Co Inc	903537	AP Merch	1,843.05
01/31/2025	6000002038		The Language Banc	924523	AP Merch	90.00

AP Check Register

120

AP Run: 20250131 Virtual — Post Date: 2025-01-31 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
01/31/2025	6000002039		Trio Supply	903802	AP Merch	7,896.14
Total:						\$21,748.89

20250131 Virtual Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	14	21,748.89
Total:	14	\$21,748.89

AP Check Register

121

Fund	Total
01 - General	58,947.76
02 - Food Service	22,242.35
04 - Community Service	3,233.64
16 - Facility Rental	413.00
	<hr/>
	\$84,836.75

Monthly Void/Wire Report

122

AP Run: 20250115 Wires PR — Post Date: 2025-01-15 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
01/15/2025	8000001163	Wire Transfer	Commissioner Of Revenue	136,575.25
01/15/2025	8000001164	Wire Transfer	Educators Benefit Consultants	194,162.47
01/15/2025	8000001165	Wire Transfer	Internal Revenue Service	795,126.12
01/15/2025	8000001166	Wire Transfer	ISD 191 Flex Account	46,360.70
01/15/2025	8000001167	Wire Transfer	ISD 191 Self Insurance Account	1,081,870.62
01/15/2025	8000001168	Wire Transfer	MN Child Support	3,229.10
01/15/2025	8000001169	Wire Transfer	MN Dept of Revenue	277.04
01/15/2025	8000001170	Wire Transfer	Mn Teachers Retirement Assoc	449,538.51
01/15/2025	8000001171	Wire Transfer	PERA	117,909.33
01/15/2025	8000001172	Wire Transfer	Teachers Federal Credit Union	36,943.32
Total:				\$2,861,992.46

20250115 Wires PR Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	10	2,861,992.46
Epayables:	0	0.00
Total:	10	\$2,861,992.46

Monthly Void/Wire Report

123

AP Run: 20250131 Wires PR — Post Date: 2025-01-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
01/31/2025	8000001173	Wire Transfer	Commissioner Of Revenue	139,489.43
01/31/2025	8000001174	Wire Transfer	Educators Benefit Consultants	190,837.63
01/31/2025	8000001175	Wire Transfer	Internal Revenue Service	819,011.07
01/31/2025	8000001176	Wire Transfer	ISD 191 Flex Account	46,332.00
01/31/2025	8000001177	Wire Transfer	ISD 191 Self Insurance Account	1,058,373.10
01/31/2025	8000001178	Wire Transfer	MN Child Support	3,229.10
01/31/2025	8000001179	Wire Transfer	MN Dept of Revenue	116.11
01/31/2025	8000001180	Wire Transfer	Mn Teachers Retirement Assoc	460,359.24
01/31/2025	8000001181	Wire Transfer	PERA	120,612.42
01/31/2025	8000001182	Wire Transfer	Teachers Federal Credit Union	37,070.84
Total:				\$2,875,430.94

20250131 Wires PR Summary		
Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	10	2,875,430.94
Epayables:	0	0.00
Total:	10	\$2,875,430.94

Monthly Void/Wire Report

124

AP Run: 20250131 Wires 4MnTrus — Post Date: 2025-01-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
01/31/2025	13	Wire Transfer	Bond Trust Services Corporation	9,410,866.25
Total:				\$9,410,866.25

20250131 Wires 4MnTrus Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	9,410,866.25
Epayables:	0	0.00
Total:	1	\$9,410,866.25

Monthly Void/Wire Report

125

AP Run: 20250131 Wires 20 S.Ins — Post Date: 2025-01-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
01/31/2025	212	Wire Transfer	Further	136,148.91
01/31/2025	213	Wire Transfer	Paydhealth	8,355.38
01/31/2025	214	Wire Transfer	UMR, Inc	2,557,804.09
Total:				\$2,702,308.38

20250131 Wires 20 S.Ins Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	3	2,702,308.38
Epayables:	0	0.00
Total:	3	\$2,702,308.38

Monthly Void/Wire Report

126

AP Run: 20250131 Wires 8 Flex — Post Date: 2025-01-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
01/31/2025	77	Wire Transfer	Further	49,665.45
Total:				\$49,665.45

20250131 Wires 8 Flex Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	49,665.45
Epayables:	0	0.00
Total:	1	\$49,665.45

Monthly Void/Wire Report

127

AP Run: 20250131 Wires MerMain — Post Date: 2025-01-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
01/31/2025	8000001183	Wire Transfer	Delta Dental Plan Of Minnesota	55,660.98
01/31/2025	8000001184	Wire Transfer	FP Mailing Solutions	110.00
01/31/2025	8000001185	Wire Transfer	MN Dept of Revenue-Sales Tax	565.00
Total:				\$56,335.98

20250131 Wires MerMain Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	3	56,335.98
Epayables:	0	0.00
Total:	3	\$56,335.98

Monthly Void/Wire Report

128

Burnsville-Eagan-Savage SD 191, MN

<u>Fund</u>	<u>Total</u>
01 - General	5,458,562.37
02 - Food Service	114,024.23
04 - Community Service	207,512.35
07 - Debt Service Fund	8,093,006.25
16 - Facility Rental	7,664.90
20 - Internal Service - Dental	55,660.98
22 - Internal Service - Health Insurance	2,702,308.38
47 - OPEB Debt Service	1,317,860.00
	\$17,956,599.46



**Agenda IV.A.4
March 27, 2025**

**To: Board of Education
Dr. Chris Bellmont, assistant superintendent**

From: Tyler Dehne, director of finance

Date: March 20, 2025

Re: Budget Analysis for the Month Ending January 31, 2025

Recommendation: That the Board accepts the Budget Analysis for the month ending January 31, 2025.

The January Budget Reports are presented for Board information and review. The reports indicate the following:

	Year-to-Date Revenue	% of Adopted Budget	Year-to-Date Expenditures	% of Adopted Budget
All Funds	\$ 94,669,296	43.52%	\$ 112,978,978	52.34%
General Fund	\$ 65,590,521	40.49%	\$ 77,227,031	48.43%

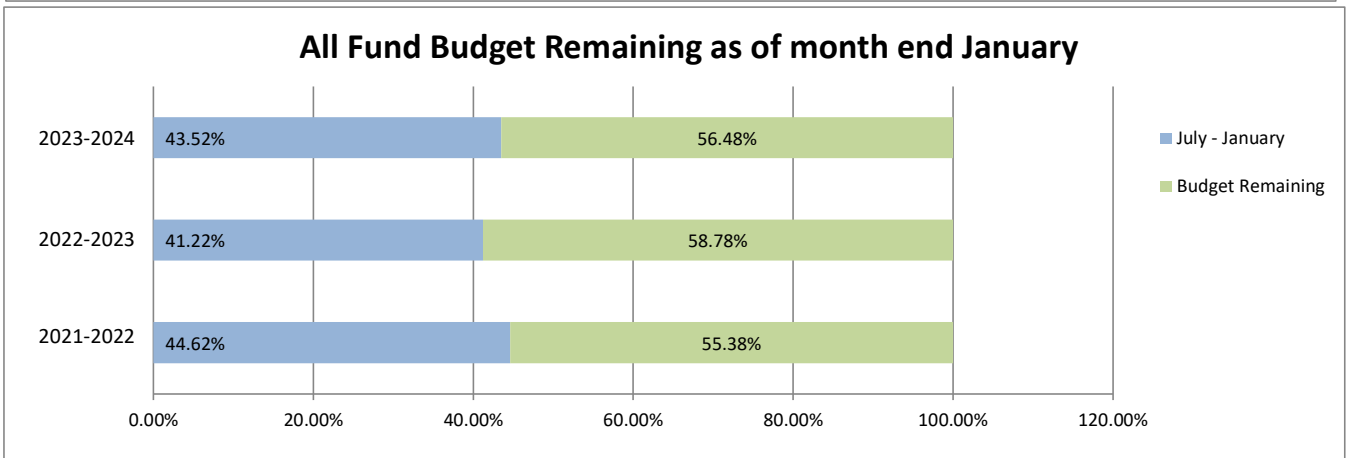
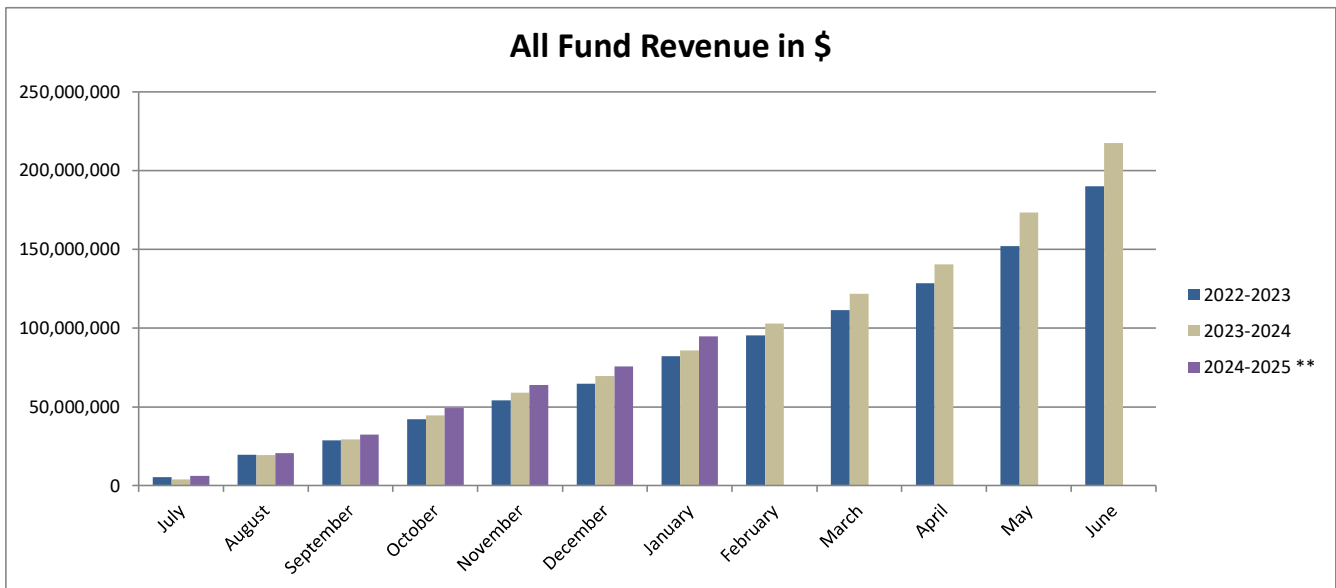
To assist the Board in monitoring monthly financial activity and to help identify budget-to-actual deviations, the following graphs have been developed for all funds and the general fund:

Revenues Year-to-Date for Last two years and Current year
Expenditures Year-to-Date for Last two years and Current year

All of the reports and graphs show last year's actual figures, this year's budget and this year's activity to date. Additional detail is available upon request.

**REVENUE COMPARISON
ALL FUNDS**

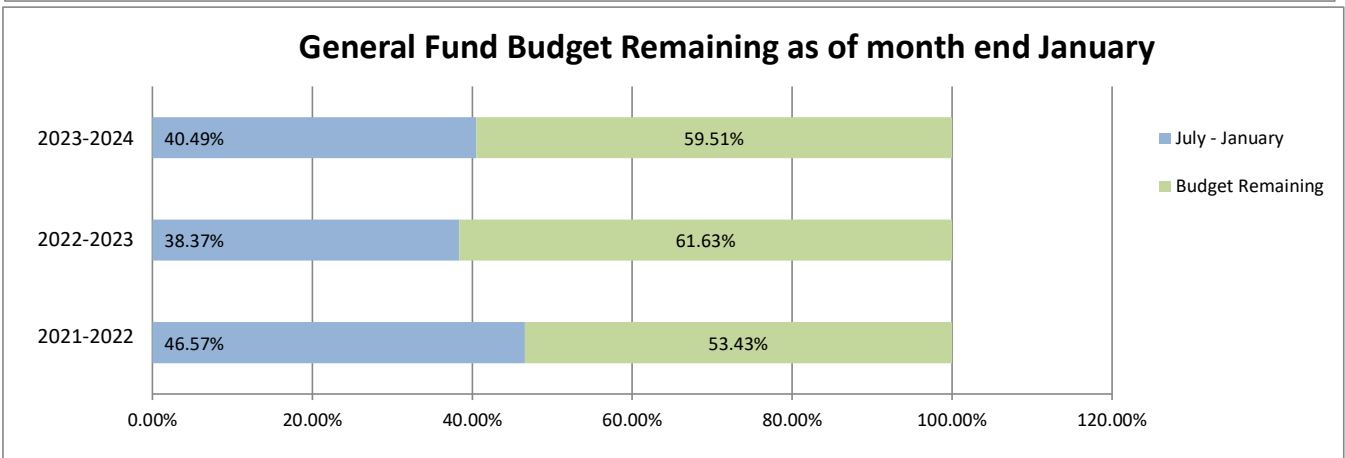
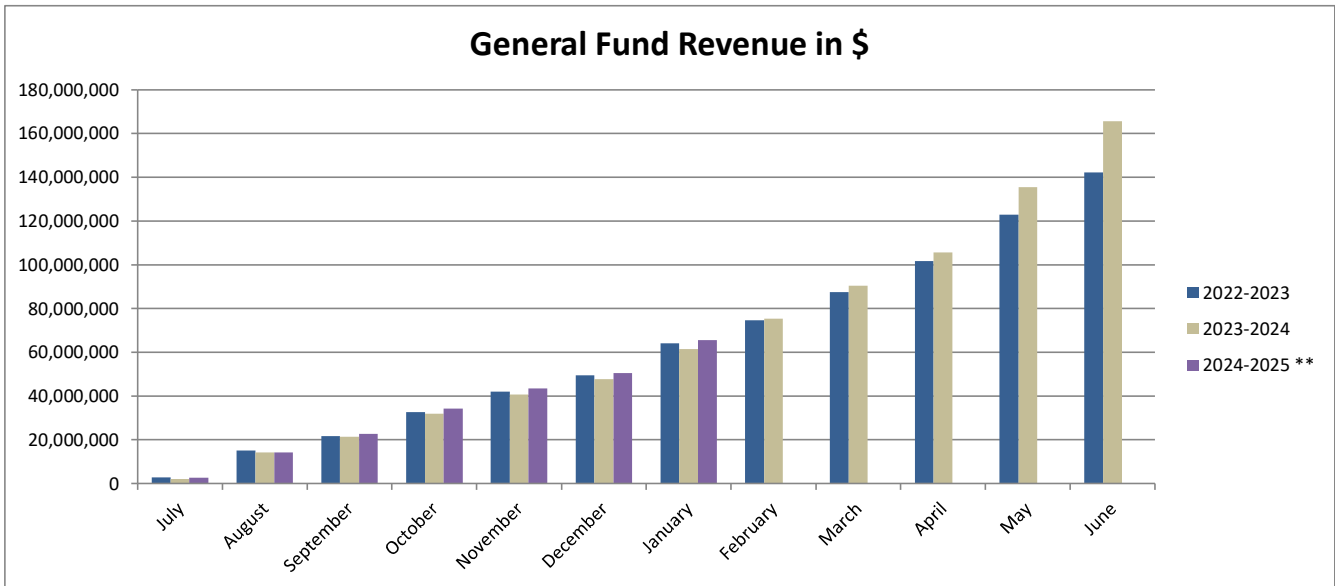
	2022-2023		2023-2024		2024-2025 **	
	\$	%	\$	%	\$	%
July	5,211,222	2.83%	3,923,767	1.88%	6,225,705	2.86%
August	19,546,851	10.63%	19,367,531	9.29%	20,740,144	9.53%
September	28,812,784	15.67%	29,426,322	14.11%	32,399,332	14.89%
October	42,091,259	22.89%	44,587,953	21.38%	49,364,366	22.69%
November	54,008,523	29.37%	58,912,738	28.25%	63,757,139	29.31%
December	64,648,180	35.15%	69,535,132	33.34%	75,701,192	34.80%
January	82,067,715	44.62%	85,949,535	41.22%	94,669,296	43.52%
February	95,325,754	51.83%	102,919,054	49.35%	0	0.00%
March	111,508,111	60.63%	121,657,811	58.34%	0	0.00%
April	128,551,918	69.90%	140,495,577	67.37%	0	0.00%
May	152,059,166	82.68%	173,364,073	83.13%	0	0.00%
June	190,043,786	103.33%	217,399,399	104.26%	0	0.00%
BUDGET	183,913,084	100.00%	208,539,165	100.00%	217,519,765	100.00%



** The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

**REVENUE COMPARISON
GENERAL FUND**

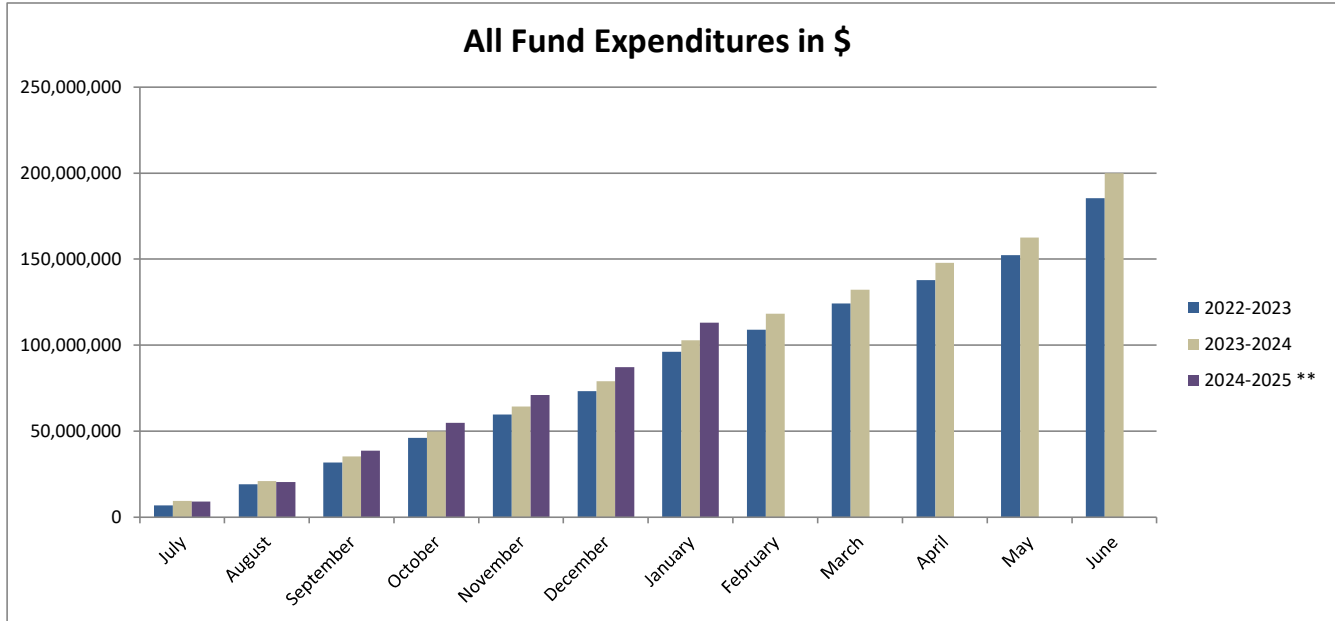
	2022-2023		2023-2024		2024-2025 **	
	\$	%	\$	%	\$	%
July	2,782,571	2.02%	2,054,035	1.28%	2,730,267	1.69%
August	15,069,992	10.94%	14,217,775	8.88%	14,246,069	8.79%
September	21,696,447	15.75%	21,337,010	13.32%	22,663,634	13.99%
October	32,616,003	23.68%	31,945,444	19.94%	34,311,930	21.18%
November	42,025,977	30.51%	40,706,009	25.41%	43,485,919	26.85%
December	49,535,706	35.96%	47,800,679	29.84%	50,561,608	31.21%
January	64,158,526	46.57%	61,461,736	38.37%	65,590,521	40.49%
February	74,679,348	54.21%	75,447,748	47.10%	0	0.00%
March	87,518,465	63.53%	90,432,887	56.45%	0	0.00%
April	101,791,548	73.89%	105,750,808	66.02%	0	0.00%
May	122,924,136	89.23%	135,431,731	84.55%	0	0.00%
June	142,274,703	103.28%	165,587,981	104.32%	0	0.00%
BUDGET	137,755,710	100.00%	160,186,251	100.00%	161,980,777	100.00%



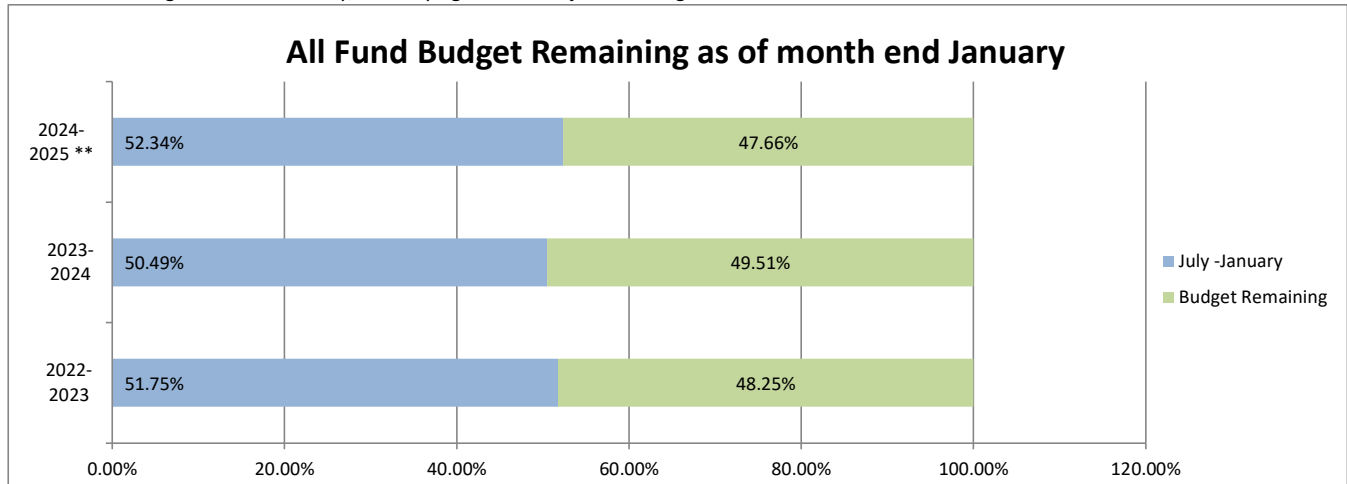
** The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

**EXPENDITURE COMPARISON
ALL FUNDS**

	2022-2023		2023-2024		2024-2025 **	
	\$	%	\$	%	\$	%
July	6,846,145	3.69%	9,311,625	4.58%	8,925,532	4.13%
August	18,979,577	10.22%	20,942,388	10.30%	20,436,074	9.47%
September	31,646,042	17.05%	35,122,008	17.27%	38,557,636	17.86%
October	46,123,533	24.85%	49,720,835	24.45%	54,696,951	25.34%
November	59,574,576	32.09%	64,276,579	31.61%	70,880,340	32.84%
December	73,187,172	39.43%	78,945,654	38.82%	87,062,371	40.33%
January	96,054,702	51.75%	102,672,354	50.49%	112,978,978	52.34%
February	108,872,180	58.65%	118,252,837	58.15%	0	0.00%
March	124,261,557	66.94%	132,146,998	64.98%	0	0.00%
April	137,800,461	74.24%	147,830,013	72.69%	0	0.00%
May	152,188,528	81.99%	162,388,218	79.85%	0	0.00%
June	185,336,975	99.85%	200,012,729	97.47%	0	0.00%
BUDGET	185,621,470	100.00%	203,361,619	100.00%	215,865,457	100.00%

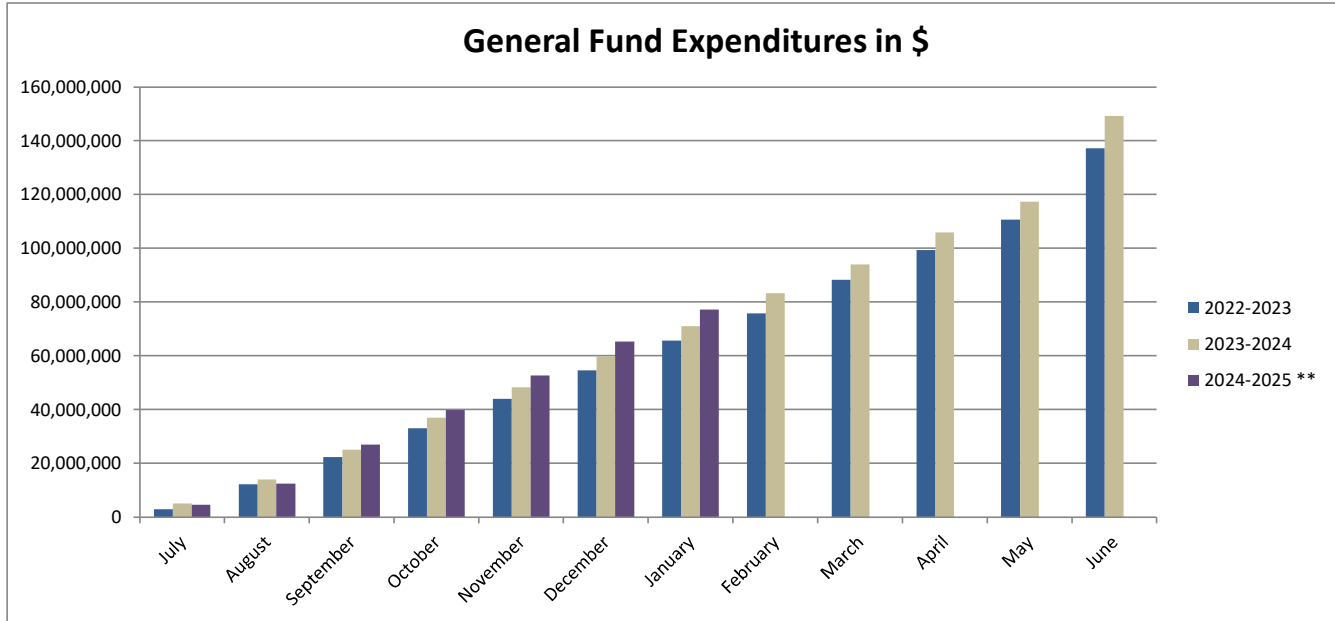


**based on timing of financial activity, monthly figures are subject to change

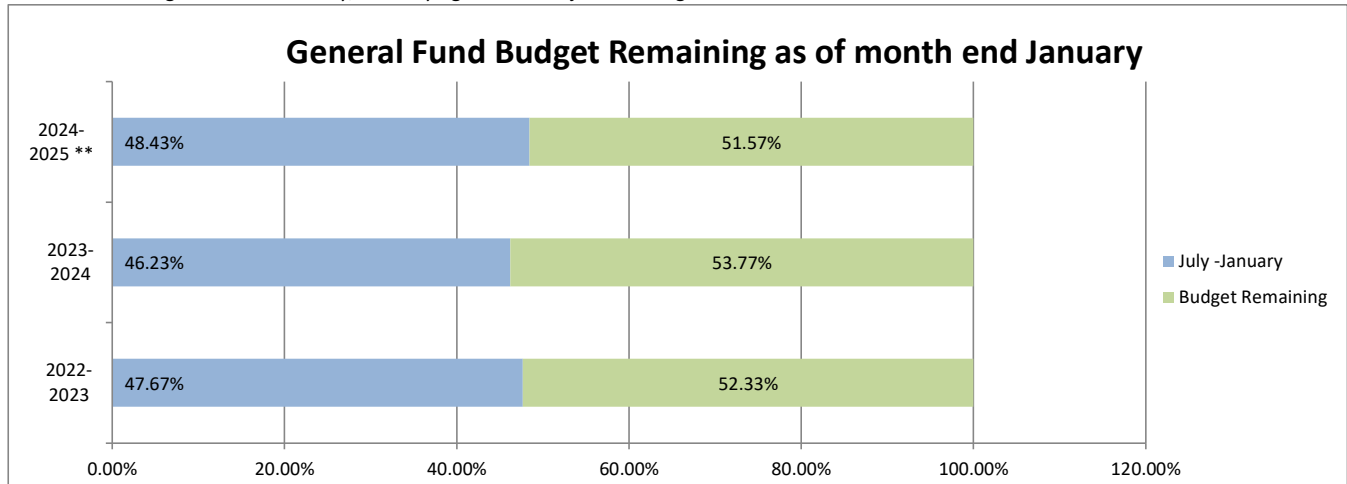


**EXPENDITURE COMPARISON
GENERAL FUND**

	2022-2023		2023-2024		2024-2025 **	
	\$	%	\$	%	\$	%
July	2,991,235	2.17%	5,034,065	3.28%	4,587,428	2.88%
August	12,150,968	8.82%	14,041,027	9.14%	12,396,981	7.77%
September	22,316,375	16.19%	24,985,208	16.27%	26,951,894	16.90%
October	33,077,014	24.00%	36,953,232	24.06%	39,837,090	24.98%
November	44,001,209	31.93%	48,220,445	31.40%	52,681,856	33.04%
December	54,594,640	39.62%	59,804,086	38.94%	65,257,054	40.92%
January	65,687,324	47.67%	70,996,511	46.23%	77,227,031	48.43%
February	75,861,166	55.05%	83,195,216	54.17%	0	0.00%
March	88,349,602	64.11%	94,048,702	61.24%	0	0.00%
April	99,274,558	72.04%	105,915,624	68.96%	0	0.00%
May	110,663,496	80.31%	117,328,149	76.39%	0	0.00%
June	137,313,387	99.64%	149,279,289	96.75%	0	0.00%
BUDGET	137,803,486	100.00%	153,581,253	100.00%	159,461,338	100.00%



**based on timing of financial activity, monthly figures are subject to change





**Agenda IV.A.5.
March 27, 2025**

To: Board of Education
From: Dr. Chris Bellmont, assistant superintendent
Date: March 27, 2025
Re: Report about the Listening Session

Recommendation: Receive a report about the Listening Session on March 13, 2025

The following speakers spoke at the Board of Education Listening Session on March 13, 2025:

Speaker	Relationship to School District	Topic
Jason Jensen	Parent of 191 Student and District Resident	Sioux Trail Elementary
Theresa Gomez	District Resident and Taxpayer	Sioux Trail Elementary

**Agenda IV.A.6.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Stacey Sovine, Executive Director of Administrative Services

Date: March 27, 2025

Re: Approve, on First and Final Reading, Non-Substantive Changes to Policy 522: *Title IX - Sex Non Discrimination Policy*

Recommendation: That the Board of Education approve, on a first and final reading, non-substantive changes to Policy 522: *Title IX - Sex Non Discrimination Policy*

This policy was reviewed at the Policy Review Committee Meeting on March 18, 2025.

Summary of Changes:

- **522** - Update contacts

Adopted: 10/99

Burnsville-Eagan-Savage School District Policy 522

Reviewed: 9/14/2023PRC -March 2025

Revised: 11/17/2022

Rescinds: AC / JB / JBR

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

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

~~Hailey Busker~~Ariel Olson, Human Resources Coordinator

952-707-2011

Diamondhead Education Center

200 W Burnsville Pkwy.

Burnsville, Minnesota 55337

arolson@isd191.org hbusker@isd191.org

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

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

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

II. DEFINITIONS

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

an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

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

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

the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

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

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

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

B. Objective and Unbiased Evaluation of Complaints

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

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

D. Confidentiality

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

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

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

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

F. Notice

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

G. Consolidation

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

H. Evidence

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

I. Burden of Proof

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

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within ten (10) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

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

IV. REPORTING PROHIBITED CONDUCT

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

otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

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

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

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

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

B. Employee Administrative Leave

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

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

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

VIII. DISMISSAL OF A FORMAL COMPLAINT

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

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

IX. INVESTIGATION OF A FORMAL COMPLAINT

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

source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

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

X. DETERMINATION REGARDING RESPONSIBILITY

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

activity will be provided by the school district to the complainant; and

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

XI. APPEALS

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

result.

- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

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

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 1. The Title IX definition of sexual harassment;
 2. The scope of the school district's education program or activity;
 3. How to conduct an investigation and grievance process, appeals, and

informal resolution processes, as applicable;

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

XIV. DISSEMINATION OF POLICY

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

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

XV. RECORDKEEPING

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

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
 Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and
Campus Crime Statistics Act (“Clery Act”))

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

**Agenda IV.A.7.
March 27, 2025**

To: Board of Education

From: Dr. Chris Bellmont, assistant superintendent

Date: March 27, 2025

Re: Approve, on First and Final Reading, Non-Substantive Changes to Policy 516: *Student Medication and Telehealth*, 621: *Literacy and the Read Act*, 906: *Community Notification and Predatory Offenders*, 601: *School District Curriculum and Instruction Goals* and 616: *School District Systems Accountability*

Recommendation: That the Board of Education approve, on a first and final reading, non-substantive changes to Policy 516: *Student Medication and Telehealth*, 621: *Literacy and the Read Act*, 906: *Community Notification and Predatory Offenders*, 601: *School District Curriculum and Instruction Goals* and 616: *School District Systems Accountability*

This policy was reviewed at the Policy Review Committee Meeting on March 18, 2025.

Summary of Changes:

- **516** - Non-substantive MSBA update to correct formatting
- **621** - Non-substantive MSBA update to statutory reference
- **906** - Non-substantive MSBA update to rearrange Articles II & III
- **601 and 616** - Non-substantive changes to final policies to update language from "World's Best Work Force" to "Comprehensive Achievement and Civic Readiness".

Adopted: 1/99

Burnsville-Eagan-Savage School District Policy 516

Reviewed: 11/7/2024 PRC – MSBA Update 2/2025

Revised: 11/21/2024

Rescinds: JLCD

516 STUDENT MEDICATION AND TELEHEALTH

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication or telehealth during the school day. The school district's licensed school nurse, or designee such as a health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. DRUG AND MEDICATION REQUIREMENTS

A. Administration of Drugs and Medicine

1. The administration of medication or drugs at school requires a completed signed request from the student's parent or guardian. (The administration of prescription and non-prescription medication at school requires authorization from a person licensed to prescribe medications and a completed signed request from the student's parent or guardian.)
2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:
 - a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;
 - b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;
 - c. with a public or private health-related organization, in a district that contracts with a public or private health or health-related organization, according to Minnesota Statutes, 121A.21; or

- d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.

3. Exclusions

The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

- a. purchased without a prescription;
- b. used by a pupil who is 18 years old or older;
- c. used in connection with services for which a minor may give effective consent;
- d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;
- e. used off the school grounds;
- f. used in connection with athletics or extracurricular activities;
- g. used in connection with activities that occur before or after the regular school day;
- h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;
- i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - (1)~~a~~. the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;
 - (2)~~b~~. the inhaler is properly labeled for that student; and
 - (3)~~e~~. the parent has not requested school personnel to administer the medication to the student.

In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written

verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

- j. epinephrine auto-injectors, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that

- ~~(1)a.~~ the pupil may possess the epinephrine or

- ~~(2)b.~~ the pupil is unable to possess the epinephrine and requires immediate access to epinephrine auto-injectors that the parent provides properly labeled to the school for the pupil as needed.

- k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.

- l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes section 152.22, subdivision 6.

2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.

3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.

4. Prescription medications are not to be carried by the student, but will be

with the school district personnel. Exceptions to this requirement: prescription asthma medications self-administered with an inhaler (See Paragraph III.A.3(i) above and medications administered as noted in a written agreement between the school district and the parent or guardian or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).

5. The school must be notified immediately by the parent or guardian or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

6. The school nurse, or designated person, shall be responsible for the filing of the Medication Authorization form in the health records section of the student file. The school nurse, or designee, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

7. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

8. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

C. Nonprescription Medication.

A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian and medical doctor permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy

The school district will not administer medications, including herbal medicines that are not approved by the Food and Drug Administration agency.

D. Possession and Use of Epinephrine Auto-Injectors

At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent or guardian, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

1. possess epinephrine auto-injectors; or
2. if the parent or guardian and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as eight hours for each student contact day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's Section 504 plan.

Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

Effective July 1, 2024, registered nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine auto-injector is to be administered, when caring for a patient whose condition falls within the protocol.

A district or school may enter into arrangements with manufacturers of epinephrine

auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

E. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

F. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

- A. Beginning October 1, 2024, to the extent space is available, the school district must provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.
- B. The space must provide a student privacy to receive mental health care.
- C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.
- D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 148.171 (Definitions; Title)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Rule 8710.6100 (School Nurse)
20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education)

29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)

Cross References: Burnsville-Eagan-Savage School District Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: 10/26/2023

Burnsville-Eagan-Savage School District Policy 621

Reviewed: ~~10/12/2023~~ PRC – MSBA Update 2/2025

Revised:

Rescinds:

621 LITERACY AND THE READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under

Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help

beginning readers derive meaning through intentional, problem-solving thinking processes.

- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by ~~the Minnesota Department of Education (MDE)~~.
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 1. the student's reading proficiency as measured by a screener approved by MDE;
 2. reading-related services currently being provided to the student and the student's progress; and
 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the ~~MDE~~ Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for dyslexia;
 2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.11~~918~~, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.11~~918~~.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and

skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner ~~of MDE~~ by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the school district has adopted an an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;

- b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
- 9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner ~~of MDE~~ using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
 - 1. intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. special education teachers;
 - 4. curriculum directors;
 - 5. instructional support staff who provide reading instruction; and
 - 6. employees who select literacy instructional materials for a district.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics,

fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.11918;

4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.11~~9~~¹⁸ (Read Act Definitions)
 Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
 Minn. Stat. § 120B.123 (Read Act Implementation)
 Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
 Minn. Stat. § 124D.68 (Graduation Incentives Program)
 Minn. Stat. § 124D.98 (Literacy Incentive Aid)
 Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

Adopted: 6/1998
 Reviewed: 1/13/2022
 Revised: 1/27/2022
 Rescinds: KO

Burnsville-Eagan-Savage School District Policy 906

906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.
- B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.
- C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.

D. The "Sex Offender Community Notification Act" Minnesota Statutes, section 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to who it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender. [NOTE: Paragraph D. had appeared in the Definitions article below]

III. DEFINITIONS

[NOTE: The definitions under this section, with the exception of the "Sex Offender

Community Notification Act” which was moved to article II, have been reordered to align with MSBA -no words or language have changed. Everything has been alphabetized]

- A. “Criminal history conviction data” is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87) The “Sex Offender Community Notification Act,” Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender. [Note: This section has been moved to article II – General Statement of Policy]
- B. “Law enforcement agency” means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3)) “Risk Level Assessment” is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3)
- C. “Notification or Disclosure by Law Enforcement Agency”
1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
 2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
 3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

“Risk Levels”

1. “Level I” – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of re-offense.
2. “Level II” – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of re-offense.
3. “Level III” – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of re-offense.

(Minn. Stat. § 244.052, Subd. 3(e))

- D. “Offender Fact Sheet” is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.
1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II and Level III predatory offenders directly to the school district.
 2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.

“Notification or Disclosure by Law Enforcement Agency”

- ~~1. Risk Level I—The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.~~
- ~~2. Risk Level II—In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.~~
- ~~3. Risk Level III—In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.~~

(Minn. Stat. § 244.052, Subd. 4)

- E. “Risk Level Assessment” is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3) “Offender Fact Sheet” is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.
- ~~1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II and Level III predatory offenders directly to the school district.~~
 - ~~2. Level III Offender Fact Sheets will be distributed at a community meeting~~

~~conducted by the local law enforcement agency.~~

F. “Risk Levels”

1. “Level I” – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of re-offense.
2. “Level II” – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of re-offense.
3. “Level III” – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of re-offense.

~~“Law enforcement agency” means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3))~~

G. ~~“Criminal history conviction data” is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87)~~

IV. PROCEDURES

A. Level II Notification

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district’s care while they are on or near the school district’s premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent or designee shall forward the Offender Fact Sheet to all building principals and appropriate administrators. This would include transportation, food service, early childhood, special education, and buildings and grounds supervisors.
3. Principals of schools in close proximity to the Level II predatory offender’s residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.

4. The school or program administrator will share the Offender Fact Sheet with staff members at their site who are most likely to encounter visitors or others on or near the school grounds, including playground supervisors, custodians, secretaries and physical education teachers.

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.
2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.
3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the community meeting.
4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.
5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.
6. If the predatory offender is participating in programs offered by the school district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 244.052 (Community Notification)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 42 U.S.C. § 16901 *et seq.* (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)
 Dept. of Admin. Advisory Op. No. 98-004

Cross References: Burnsville-Eagan-Savage School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 Burnsville-Eagan-Savage School District Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 Burnsville-Eagan-Savage School District Policy 515 (Protection and

Privacy of Pupil Records)
Burnsville-Eagan-Savage School District Policy 903 (Visitors to School
District Buildings and Sites)

Adopted: 6/1986

Burnsville-Eagan-Savage School District Policy 601

Reviewed: 09/12/2024 PRC – March 2025

Revised: 09/26/2024

Rescinds: IA-AE (rescinded on 9/2012 by Policy 104)

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable in order to be real-world ready.

III. DEFINITIONS

A. “Academic standard” means a summary description of student learning in a required content area or elective content area.

B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions

C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

D. “Comprehensive Achievement and Civic Readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.

F. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

G. “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same

meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

H. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

I. “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

J. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

K. “Performance measures” are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, postsecondary enrollment options including concurrent enrollment, other statutorily recognized courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
2. student performance on the Minnesota Comprehensive Assessments;
3. high school graduation rates; and
4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2).
2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate

their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction affecting students' progress and growth toward career and college readiness and leading to the [Comprehensive Achievement and Civic Readinessworld's best workforce](#);

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, Subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5; strategies for improving instruction, curriculum, and student achievement and, where practicable, the native language development and the academic achievement of English learners;
4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and;
7. an annual budget for continuing to implement the school district plan; and
8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that

accurately reflect the diversity of the state of Minnesota.

The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
 Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.147, Subd. 3 (Principals)
 Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
 20 U.S.C. § 5801, *et seq.* (National Education Goals)
 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Burnsville Eagan Savage School District Policy 104 (School District Mission Statement)
 Burnsville Eagan Savage School District Policy 613 (Graduation Requirements)
 Burnsville Eagan Savage School District Policy 614 (School District Testing Plan and Procedure)
 Burnsville Eagan Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 Burnsville Eagan Savage School District Policy 616 (School District System Accountability)

Adopted: 05/1986

Burnsville-Eagan-Savage School District Policy 616

Reviewed: ~~09/12/2024~~ PRC - 2025

Revised: 09/12/2024

Rescinds: IE

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the K-12 Minnesota Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of one semester of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Comprehensive achievement and civic readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students, between students living in poverty and students not living in poverty, between English language learners and non-English language learners, between students who receive or do not receive special education; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals K-12

are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's SASIAC Advisory Committee.

2. The SASIAC Advisory Committee is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
 3. The improvement goals should address recommendations identified through the district continuous improvement process. The school district's goal setting process will include consideration of individual site goals. School district goals will be developed through the district's continuous improvement process.
 4. The district's continuous improvement process will ensure:
 - a. The identification of the strengths and weaknesses of instruction and curriculum affecting students' progress;
 - b. A plan for improving instruction and curriculum; and
 - c. An instruction plan that includes educational effectiveness processes integrating instruction, curriculum, assessment, and technology.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40, or 122A.41.
- C. Advisory Committee (Student Achievement and Systems Improvement Advisory Committee - SASIAC)
1. By November 1 of each year, the advisory committee will meet to advise and assist the school district in the implementation of the school district system accountability and continuous improvement process.
 2. The Student Achievement and Systems Improvement Advisory Committee (SASIAC), working in cooperation with other committees of the school district, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan,

with emphasis on implementing the Minnesota K-12 Academic Standards;

- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and
 - d. Advising the school board about development of the annual budget.
3. The committee shall meet the following criteria:
- a. SASIAC shall ensure active community participation in planning for instruction and curriculum affecting achievement.
 - b. SASIAC shall give input to the school board on school district-wide standards, assessments, and program evaluation.
4. The committee shall meet four times annually.
5. Committee members will be nominated by their building principal in consultation with the PTO (Parent Teacher Organization) or other equivalent parent organization.
6. Term of Office
- a. Committee representatives will serve up to two years.
 - b. Members may be reappointed to serve no more than one additional two-year term if there is difficulty recruiting a representative.

D. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, Subd. 1, the school board shall publish the [Comprehensive Achievement and Civic ReadinessWorld's Best Workforce](#) report on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its

summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the Commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)

Minn. Stat. § 120B.36 (School Accountability;) Minn. Stat. § 122A.40 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the FirstClass; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making, Individualized Learning Agreement; Other Agreements)

Minn. Stat. § 123B.147 (Principals)

Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)

Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)Minn. Rules

Parts 3501.0900-3501.0960 (Academic Standards in Science)Minn. Rules

Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)

Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education)

Burnsville-Eagan-Savage School District Policy 601 (School District

Curriculum and Instruction Goals)

Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)

Burnsville-Eagan-Savage School District Policy 614 (School District Assessment Program)

Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Burnsville-Eagan-Savage School District Policy 620 (Credit for Learning)



**Agenda IV.A.8.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Anna Werb, board chair

Date: March 19, 2025

Re: Approve Scheduling a Special Board of Education meeting on March 28, 2025 at 3:00 p.m. to Discuss and Decide the Superintendent Search Timeline, Hiring Criteria, Stakeholder Involvement and Procedures

Recommendation: That the Board of Education approve scheduling a special Board of Education meeting on March 28, 2025 at 3:00 p.m. to Discuss and Decide the Superintendent Search Timeline, Hiring Criteria, Stakeholder Involvement and Procedures.



Agenda IV.A.9.
March 27, 2025

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Anna Werb, board chair

Date: March 25, 2025

Re: Updated Committee Assignments, other Board Assignments and Board School Assignments for 2025

Recommendation: that the Board of Education approves the updated committee assignments, board appointments, and school assignments for 2025

Board Committee Assignments, other Board Assignments, and Board School Assignments for 2025.

Board Committee	Board Member(s) Assigned
Legislative	Lesley Chester (Chair), Annemarie Anderson, Rachael Mikkelsen
Policy Review	Abigail Alt (Chair), Scott Hume, Tyler Sachse
Negotiations	Scott Hume (Chair), Abigail Alit, Rachael Mikkelsen

Other Board Assignments

Board Committee	Board Member(s) Assigned
Association of Metropolitan School Districts (AMSD)	Annemarie Anderson (primary) Scott Hume (alternate)
Burnsville Chamber of Commerce Policy Committee	Scott Hume (primary)

	Lesley Chester (alternate)
ISD 917	Lesley Chester (primary)
Foundation 191	Annemarie Anderson (primary) Rachael Mikkelsen (alternate)
MN School Board Association (MSBA)	Scott Hume (primary) Annemarie Anderson (alternate)
Burnsville Festival & Fire Muster	Abigail Alt
MN State HS League (MSHSL)	Tyler Sachse
Burnsville HS Hall of Fame Committee	Rachael Mikkelsen

School Assignments

School Name	Board Member Assigned
Burnsville Alternative HS (BAHS)	Rachael Mikkelsen
Burnsville HS	Annemarie Anderson
Nicollet Middle School	Abigail Alt
William Byrne Elementary	Lesley Chester
Edward Neill Elementary	Scott Hume
Hidden Valley Elementary	Tyler Sachse
Eagle Ridge Middle School	



**Agenda IV.B.1.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Stacey Sovine, executive director of administrative services

Date: March 27, 2025

Re: Adopt Amended and Restated Bond Resolution

Recommendation: That the Board of Education adopt the the attached **Amended and Restated Resolution** related to the anticipated issuance of the School District's General Obligation Refunding Bonds, Series 2025A. This Resolution amends and restates the Intent Resolution initially adopted by the School Board on October 10, 2024. added.

Attachment: Amended and Restated Bond Resolution

Notes:

Per guidance from Ehlers, the Resolution now includes as a component the refunding of all or a portion of the Series 2015A Bonds and the Series 2016A Bonds. Additionally, a "future value savings" parameter has been

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 191
(BURNSVILLE-EAGAN-SAVAGE)
DAKOTA AND SCOTT COUNTIES, MINNESOTA

Pursuant to due call and notice thereof a regular meeting of the School Board of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota, was held in the School District on March 27, 2025 at 6:30 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION AMENDING AND RESTATING PRIOR
RESOLUTION TO STATE THE INTENTION OF THE SCHOOL
BOARD TO ISSUE GENERAL OBLIGATION REFUNDING
BONDS, SERIES 2025A, IN THE AGGREGATE PRINCIPAL
AMOUNT OF APPROXIMATELY \$73,135,000; AND TAKING
OTHER ACTIONS WITH RESPECT THERETO**

BE IT RESOLVED by the School Board (the “Board”) of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota (the “District”), as follows:

1. Amendment and Restatement of Prior Resolution. On October 10, 2024, the Board adopted a resolution (the “Prior Resolution”) stating its intention to issue General Obligation School Building Refunding Bonds, Series 2024A in the aggregate principal amount not to exceed \$46,910,000. The Board hereby amends and restates the Prior Resolution as follows:

2. Background. It is hereby determined that:

(a) The District is authorized by Minnesota Statutes, Chapter 475, as amended (the “Act”), including Minnesota Statutes, Section 475.67, as amended (“Section 475.67”), to issue and sell its general obligation bonds to refund outstanding bonds when determined by the Board to be necessary and desirable for the reduction of debt service costs of the District.

(b) On May 7, 2015, the District issued its General Obligation School Building Bonds, Series 2015A (the “Series 2015A Bonds”), in the original aggregate principal amount of \$64,485,000, pursuant to the Act and a special election held February 24, 2015, for the purpose of financing the acquisition and betterment of school sites and facilities in the District. The Series 2015A Bonds are currently outstanding in the principal amount of \$51,605,000 of which \$51,605,000 is subject to optional redemption and prepayment on or after February 1, 2025.

(c) On March 15, 2016, the District issued its General Obligation Alternative Facilities Refunding Bonds, Series 2016A (the “Series 2016A Bonds”), pursuant to the Act, including Section 475.67, to refund in advance of their stated maturities, through a crossover refunding, the District’s General Obligation Alternative Facilities Bonds, Series 2007A and the District’s General Obligation Alternative Facilities Bonds, Series 2008A. The Series 2016A Bonds are currently outstanding in the principal amount of \$20,235,000 of which \$20,235,000 is subject to optional redemption and prepayment on or after February 1, 2025.

(d) The Board hereby finds and determines that it is necessary and desirable for the reduction of debt service costs to the District that the District issue its General Obligation Refunding Bonds, Series 2025A in the aggregate principal amount of approximately \$73,135,000 (the “Bonds”), pursuant to the Act, including Section 475.67, to optionally redeem and prepay all or a portion of the Series 2015A Bonds and the Series 2016A Bonds.

3. Covenant as to State Credit Enhancement.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education (the “Commissioner”) of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the “Credit Enhancement Act”) to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the paying agent for the Bonds (the “Paying Agent”), or any successor paying agent, three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner that it will be unable to make all or a portion of that payment. The Paying Agent is authorized and directed to notify the Commissioner if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds on deposit with the Paying Agent to make that payment. The District understands that as a result of its covenant to be bound by the provisions of the Credit Enhancement Act, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Minnesota Departments of Management and Budget and Education pursuant to subdivision 2(c) of the Credit Enhancement Act and otherwise to take such actions as necessary to comply with that section. The Board Chair, Clerk, Treasurer, Superintendent, or Executive Director of Business Services of the District are authorized to execute any applicable Minnesota Department of Education forms.

4. Sale of Bonds. The Board has retained Ehlers and Associates, Inc. (the “Municipal Advisor”), to serve as the District’s independent municipal advisor with respect to the offer and sale of the Bonds and, therefore, is authorized by Section 475.60, subdivision 2(9), of the Act to sell the Bonds other than pursuant to a competitive sale.

5. Procedure for Review of Proposals and Selection of Purchaser. The Board hereby authorizes and directs the Superintendent or Executive Director of Business Services and any Board member (the “Authorized Officials”), with the advice of the Municipal Advisor, to review proposals for the purchase of the Bonds and award the sale of the Bonds to the prospective purchaser (the “Purchaser”) based on the recommendation of the Municipal Advisor and the following parameter: a minimum estimated future value savings amount of \$500,000.

6. Acceptance of Proposal. The Board will meet at a regular or special meeting on the first practicable date after acceptance by the Authorized Officials of the proposal of the Purchaser, to ratify such acceptance and take any other appropriate actions with respect to the Bonds.

7. Authority of Municipal Advisor. The Municipal Advisor is authorized and directed to assist the District in the preparation and dissemination of a Preliminary Official Statement to be distributed to potential purchasers of the Bonds. The Municipal Advisor is further authorized and directed to assist the District in the award and sale of the Bonds on behalf of the District after receipt of written proposals and to assist the District in the preparation and dissemination of a final Official Statement with respect to the Bonds.

8. Authority of Bond Counsel. The law firm of Kennedy & Graven, Chartered, is authorized to act as bond counsel for the District (“Bond Counsel”), and to assist in the preparation and review of necessary documents, certificates, and instruments related to the Bonds. The officers, employees, and agents of the District are hereby authorized to assist Bond Counsel in the preparation of such documents, certificates, and instruments.

The motion for the adoption of the foregoing resolution was duly seconded by _____, and upon vote being taken thereon, the following members voted in favor of the motion:

and the following voted against:

whereupon the resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)
 COUNTIES OF DAKOTA)
 & SCOTT) ss.
)
 INDEPENDENT SCHOOL)
 DISTRICT NO. 191)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota (the “District”), hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the School Board of the District held on the date specified above, with the original minutes on file in my office and the extract is a full, true, and correct copy of the minutes, insofar as they relate to authorizing the issuance of the District’s General Obligation Refunding Bonds, Series 2025A, in the aggregate principal amount of approximately \$73,135,000.

WITNESS My hand as such Clerk this ____ day of March, 2025.

Clerk of the School Board
 Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota



**Agenda IV.B.2.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Isis Buchanan, director of educational equity

Date: March 27, 2025

Re: Approve Written Response to Vote of Nonconcurrency

Recommendation: It is recommended that the Board of Education Approve the Written Response to the Vote of Nonconcurrency.

Attachments: Letter of District Response to the Vote of Nonconcurrency

Overview:

On January 29, 2025, the American Indian Parent Advisory Committee (AIPAC) voted the resolution of nonconcurrency to express their views concerning all aspects of American Indian education and the educational needs of American Indian students enrolled in District 191 schools and programs. Burnsville-Eagan-Savage School District 191 was presented with a letter of nonconcurrency at the February 27, 2025, school board meeting. The American Indian Parent Advisory Committee outlined five areas to be addressed and shared ideas for improvement. Our strategic directions include creating a space and opportunity for each and every voice to be heard. We value the insight and critical perspectives provided by the American Indian Parent Advisory Committee. Your contributions are fundamental to strengthening our partnership and guiding our collective efforts. We are committed to ensuring that this work supports increased awareness and understanding of American Indian histories, cultures, and contributions. It is our intention that these efforts lead to more equitable and affirming experiences and outcomes for Indigenous students, families, and staff throughout our district.

The five recommendations from AIPAC are listed below along with the school district's response to each recommendation.

AIPAC Recommendation 1

Review disciplinary actions and review data of middle school American Indian students

- *In-depth American Indian cultural proficiency training for teaching staff across the district*

District Response:

- District 191 has created a Data Wall using Educlimber to monitor student attendance, grades, and discipline referrals
- Student data at the middle school level will be reviewed with site administrators and shared with school staff
- We will continue to embed professional development training focused on American Indian culture, history, and language

AIPAC Recommendation 2

More recognition by/from the individual buildings of Indigenous Peoples Day and other observances of American Indian Cultural Heritage

- *More active engagement by non-Native staff, sharing of 191 AIEP events with the AI students and families*

District Response:

- District One91 will review lessons used for Indigenous People's Day and making revisions to prepare for FY 26
- Each site will develop a communication plan to share lesson information and details about American Indian Cultural observances

AIPAC Recommendation 3

Salaries of American Indian Education Program Staff need to come out of the General Education fund

- *Reserving program funding resources for its intended purpose, American Indian Students - many districts such as Osseo, 196, and Cottage Grove pay their Indian Education staff directly from General Education Funding*

District Response:

- District 191 is in the process of developing the FY 26 budget and will review the source of funds used to pay for the American Indian Cultural Specialist and Indigenous Cultural Liaison and share the information with AIPAC members

AIPAC Recommendation 4

Provide cultural space and staffing for smudging space in each building

- *Section 1.[121.A.08] Minnesota Statutes*

District Response:

- District 191 has reviewed and revised policy 419-Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery devices to include MN Statute language about smudging
- District 191 will seek clarification on the request for space and identify staff members who will be trained to support students who may smudge during the school day

AIPAC Recommendation 5

Provide cultural trunks for each school for staff to use

- *These trunks are to be a collection of culturally appropriate pieces provided by the district and approved by AIPAC. Currently our 191 AIEP has one learning trunk that teachers across the district are able to check out throughout the school year to help support their teaching of American Indian Curriculum. They include Ojibwe, Dakota, and Powwow trunks. These trunks are in high demand during a variety of units that are being taught throughout the year and it would be beneficial for students to have their own trunks to support teaching the AI state standards.*

District Response:

- District 191 will create a plan to create cultural trunks for each school site and work with AIPAC to identify what resources should be included in each site's cultural trunk
- District 191 will review budgetary costs of the items and establish a timeline for completion
- District 191 will work with our SISA team to ensure the cultural trunk resources connect to MN state standards and align with grade level learning outcomes

Conclusion:

The District 191 School board has an unwavering commitment to foster a welcoming and supportive environment for each student. We deeply appreciate the collaboration and partnership shared with our American Indian Parent Advisory Committee. The collaboration and engagement between our dedicated parents and staff members are paramount as we work to ensure we are meeting the needs of American Indian students.

IN WITNESS WHEREOF, the District 191 school board has approved this Non Concurrent response at their regular board meeting on **March 27, 2025** at 6:30 PM.

DISTRICT 191 BURNSVILLE EAGAN SAVAGE SCHOOL BOARD

Date: **March 27, 2025**

By _____
Anna Werb, School Board Chair

By _____
Abigail Alt, School Board Vice-Chair

By _____
Scott Hume, School Board Clerk

By _____
Lesley Chester, School Board Treasurer

By _____
Annemarie Anderson, School Board Director

By _____
Rachael Mikkelsen, School Board Director

By _____
Tyler Sachse, School Board Director



**Agenda IV.B.3.
March 27, 2025**

To: Board of Education
From: Dr. Chris Bellmont, assistant superintendent
Date: March 27, 2025
Re: Approve, on a First Reading Basis, Changes to Policies: 519: *Interviews of Students by Outside Agencies.*

Recommendation: That the Board of Education approve, on a first reading basis, changes to policies: 519: *Interviews of Students by Outside Agencies.*

This policy was reviewed at the Policy Review Committee Meeting on March 18, 2025.

Summary of Changes:

- **519** – MSBA Update to statutory interview information in Art. III.A.

Adopted: 2/1996 *Burnsville-Eagan-Savage School District Policy 519*
 Reviewed: 4/14/2022 PRC March 2025
 Revised: 4/28/2022
 Rescinds: JIH

519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, the principal shall be responsible for determining whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Report of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. When it is possible and the report alleges substantial child endangerment or sexual abuse, the ~~The~~ interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official of the alleged offender and may take place prior to any interviews of the alleged offender.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that

school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.

- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References: Burnsville-Eagan-Savage School District Policy 103 (Complaints –

Students, Employees, Parents, Other Persons)

Burnsville-Eagan-Savage School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)

Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)

**Agenda IV.B.4.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Stacey Sovine, executive director of administrative services

Date: March 27, 2025

Re: Approve, on a First Reading Basis, Changes to Policies: 701: *Establishment and Adoption of School District Budget*, 721: *Uniform Grant Guidance Regarding Federal Revenue Sources*, 704: *Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System*.

Recommendation: That the Board of Education approve, on a first reading basis, changes to policies: 701: *Establishment and Adoption of School District Budget*, 721: *Uniform Grant Guidance Regarding Federal Revenue Sources*, 704: *Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System*.

These policies were reviewed at the Policy Review Committee Meeting on March 18, 2025.

Summary of Changes:

- **701** – MSBA - Adds explicit authority for the board to use reserve funds
- **721** – MSBA - Update Uniform Grant Guidance equipment definition and small purchase procedure dollar amount; add cybersecurity requirement and removal of MSBA notes
- **704** – MSBA recommendation to update GASB guidance on asset capitalization

Adopted: 2/1991, 8/1996 *Burnsville-Eagan-Savage School District Policy 701*
 Reviewed: 3/9/2023 PRC – March 2025
 Revised: 3/23/2023
 Rescinds: DBH

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral and collaborative part of program planning so that the annual budget will effectively express and implement school board goals and align with the school district mission and core values of the school district.

III. REQUIREMENT

- A. The superintendent or designee shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected. When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota Statutes, section 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure

budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the ~~Minnesota~~ Commissioner of the Minnesota Department of Education (Commissioner) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes, section 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including the link to the school district's report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. The school district shall make such reports to the ~~Minnesota~~ Commissioner ~~of Education~~ as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
 Minn. Stat. § 123B.76 (Expenditures; Reporting)
 Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting)

Requirements)

Cross References: Burnsville-Eagan-Savage School District Policy 701.1 (Modification of School District Budget)
Burnsville-Eagan-Savage School District Policy 702 (Accounting)

Adopted: 10/13/2016 Burnsville-Eagan-Savage School District Policy 721
 Reviewed: ~~12/8/2022~~PRC – March 2025
 Revised: 1/12/2023
 Rescinds:

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

~~*[Note: School districts are required by the federal Uniform Grant Guidance regulations, 2 Code of Federal Regulations Part 200, to have the policies which establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs (\$250,000) and micro-purchase (\$10,000).]*~~

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. Grants

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

~~*[Note: All of the requirements outlined in this policy apply to both direct grants and state-administered grants.]*~~

- B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.
- C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:
 1. a. The federal financial assistance that a non-federal entity receives

directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability); or

- b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101 (Applicability).
 2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations, section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$10,000, except as otherwise discussed in 48 Code of Federal Regulations Subpart 2.1 or as periodically adjusted for inflation).

~~[Note: Minnesota school districts may choose to increase their federal micro-purchase threshold to \$25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold and the justification for using the higher threshold. Acceptable reasons for justification must meet one of the following criteria: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations section 200.520; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]~~

2. “Procurement by small purchase procedures” are those relatively simple

and informal procurement methods for securing services, supplies, or other property that do not cost more than \$250,000 (periodically adjusted for inflation).

3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.
- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$105,000.
- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.

- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if ~~he or she~~ they ~~has~~ have a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of their ~~his or her~~ immediate family, their ~~his or her~~ partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.
- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district’s procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors

possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned business, and labor surplus area firms are ~~-considered used when possible~~.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
 - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 - 3. Procurement by sealed bids (formal advertising).
 - 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting

technical evaluations of the proposals received and for selecting recipients;

- d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
- e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:

- a. The item is available only from a single source;
- b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
- d. After solicitation of a number of sources, competition is determined inadequate.

I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

- 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
 - K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed the threshold defined within (FCPM).
 - L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

C. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;
2. Information that the federal agency or pass-through entity designates as sensitive; and
3. Other information that the school district considers sensitive and is consistent with applicable Federal, State, local and tribal laws regarding privacy and responsibility over confidentiality.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved

program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should ~~align be in compliance~~ with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with the United States Constitution, federal statutes, regulations, and the terms and conditions of the federal award.

The school district must ~~also~~ evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must ~~also~~ take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting

the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

3. “Omni Circular” or “2 Code of Federal Regulations, Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 Code of Federal Regulations, Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;

15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law. 2 Code of Federal Regulations, Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;

12. Interest, except interest specifically stated in 2 Code of Federal Regulations, section 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

- c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.
- G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.
1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
 2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
 3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the Federal agency, the agency's Office of Inspector General, and pass-through entity (if applicable). School districts are also required to report matters related to recipient integrity and performance in accordance with Appendix XII of this part. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

3.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

- 4.1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
- 5.2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

4.

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
- b. The costs are equitably allocated to all related activities, including federal awards; and
- c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

- 2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

- 6.3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
- 7.4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
- 8.5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
- 9.6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

~~*[Note: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 C.F.R. § 200.207 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 C.F.R. Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.]*~~

- Legal References:**
- 2 C.F.R. § 200.12 (Capital Assets)
 - 2 C.F.R. § 200.112 (Conflict of Interest)
 - 2 C.F.R. § 200.113 (Mandatory Disclosures)
 - 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals ~~Risk Posed by Applicants~~)
 - 2 C.F.R. § 200.214 (Suspension and Debarment)
 - 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)

- 2 C.F.R. § 200.302 (Financial Management)
- 2 C.F.R. § 200.303 (Internal Controls)
- 2 C.F.R. § 200.305(b)(1) (Payment)
- 2 C.F.R. § 200.310 (Insurance Coverage)
- 2 C.F.R. § 200.311 (Real Property)
- 2 C.F.R. § 200.313(d) (Equipment)
- 2 C.F.R. § 200.314 (Supplies)
- 2 C.F.R. § 200.315 (Intangible Property)
- 2 C.F.R. § 200.318 (General Procurement Standards)
- 2 C.F.R. § 200.319(c) (Competition)
- 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
- 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms)
- ~~2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)~~
- 2 C.F.R. § 200.328 (Financial Reporting)
- 2 C.F.R. § 200.339 (Remedies for Noncompliance)
- 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
- 2 C.F.R. § 200.430 (Compensation – Personal Services)
- 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
- 2 C.F.R. § 200.447 (Insurance and Indemnification)
- 2 C.F.R. § 200.463 (Recruiting Costs)
- 2 C.F.R. § 200.464 (Relocation Costs of Employees)
- 2 C.F.R. § 200.474 (Transportation Costs)
- 2 C.F.R. § 200.475 (Travel Costs)

Cross References:

- Burnsville-Eagan-Savage School District Policy 208 (Development, Adoption, and MSBA Implementation of Policies)
- Burnsville-Eagan-Savage School District Policy 210 (Conflict of Interest – School Board Members)
- ~~Burnsville-Eagan-Savage School District Policy 210.1 (Conflict of Interest—Charter School Board Members)~~
- Burnsville-Eagan-Savage School District Policy 412 (Expense Reimbursement)
- Burnsville-Eagan-Savage School District Policy 701 (Establishment and Adoption of School District Budget)
- Burnsville-Eagan-Savage School District Policy 701.1 (Modification of School District Budget)
- Burnsville-Eagan-Savage School District Policy 702 (Accounting)
- Burnsville-Eagan-Savage School District Policy 703 (Annual Audit)

Adopted: 3/10/2016 *Burnsville-Eagan-Savage School District Policy 704*
Reviewed: 3/9/2023 PRC-March 2025
Revised: 3/23/2023
Rescinds:

704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or designee be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS), with a capitalization level that equals or exceeds \$5,000. Group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is \$25,000. Capital assets are defined as those with an initial, individual cost of \$5,000 or more, which benefit more than one fiscal year. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district as part of the annual audit.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)
[GASB Implementation Guide 2021-1](#)

Cross References: Burnsville-Eagan-Savage School District Policy 702 (Accounting)

**Agenda IV.B.5.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Aaron Tinklenberg, director of communications

Date: March 27, 2025

Re: Approve, on a First Reading Basis, Changes to Policies: 899: *Naming School Buildings and Facilities*, 512: *School-Sponsored Student Publications and Activities*.

Recommendation: That the Board of Education approve, on a first reading basis, changes to policies: 899: *Naming School Buildings and Facilities*, 512: *School-Sponsored Student Publications and Activities*.

These policies were reviewed at the Policy Review Committee Meeting on March 18, 2025.

Summary of Changes:

- **899** – Board and administrative recommended updates
- **512** – MSBA Update - Removes language potentially at odds with Minnesota Statutes 121A.80 (Student Journalism; Student Expression)

Adopted: 10/1992 Burnsville-Eagan-Savage School District Policy 899
 Reviewed: ~~4/13/2023~~ PRC – March 2025
 Revised: 4/27/2023
 Rescinds: FFB

899 NAMING SCHOOL BUILDINGS OR FACILITIES

I. PURPOSE

The purpose of this policy is to provide guidance for naming school buildings or facilities.

II. GENERAL STATEMENT OF POLICY

The naming or renaming of school buildings or facilities is the responsibility of the school board. ~~Names will be land or nature based, reflecting geographic locations or topographical character. If a building or facility is to be named after an individual, that person shall have attained local or national prominence via significant contributions in a field of endeavor. The contributions or the significance of their place in history shall be clearly established beyond the generation of the contribution.~~

The policy of the school board is to name school buildings at the time of construction. Major components of school buildings (media centers, theaters, gymnasiums, fields, etc.) may be named at any time on recommendation from the building principal or by action of the school board.

~~The School board reserves all rights in the naming or renaming of school buildings, facilities or components of school buildings.~~

~~Whether naming a building, facility, or building component, the aforementioned criteria shall apply. The school board may establish a committee including five to seven residents. The committee will consult with local tribal nations and, which will receive suggestions from the community, staff, and students. This committee shall be representative of the entire school district and will propose a name or names to the school board. The school board reserves all rights in the naming or renaming of school buildings, facilities, or components of school buildings.~~

Collections of works or other major gifts to the school district may be acknowledged and named by individual schools, subject to the district's gift policy.

III. NAMING PROCESS

~~The school board may direct the superintendent or designee to establish a committee for the purpose of recommending no more than three name options for the school or facility. The committee membership shall be representative of the entire community.~~

and its work shall engage the entire community. The process may include receiving suggestions from students, staff and community members.

The committee shall include the following in its recommendations:

- A summary of any research of historical and community-based information used to make the recommendation;
- A summary of the suggestions/comments received from students, staff and community members;
- For names after persons, examples of the criteria for character, contributions or achievements that the recommended name exemplifies.

IV. GUIDING PRINCIPLES FOR NAMING SCHOOL BUILDINGS OR FACILITIES

Whether naming or renaming a building, facility, or building component, the school board shall choose names that are likely to retain meaning for students and community members during the projected life of the facility. Names may be land- or nature-based, or reflect geographic locations, topographical character or prominent persons who have attained regional, state or national repute via significant contribution in a field of endeavor.

In all cases, the name selected shall reflect and uphold the core values of District 191.

Legal References:

Cross References: Burnsville-Eagan-Savage District Policy 706 (Acceptance of Gifts)

Adopted: 9/24/2015
 Reviewed: 09/12/2024
 Revised 09/26/2024
 Rescinds:

Burnsville-Eagan-Savage School District Policy 512

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of school-sponsored publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

A. ~~The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.~~

A. B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

B. C. Students who believe their right to free expression has been unreasonably restricted in a school-sponsored media publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing school-sponsored media publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.

2. School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by electronic means and/or means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting, or displaying material, or placing materials in internal staff or student mailboxes.

B "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- C. "Minor" means any person under the age of eighteen (18).
- D. "Material and substantial disruption" of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.
- In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
- E. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- F. "School-sponsored media" means material that is:
1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;

2. distributed or generally made available to students in the school; and
3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

- G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.
- H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

- A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.
- B. Student expression in school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:
1. is obscene to minors;
 2. is defamatory;
 3. is profane, harassing, threatening, or intimidating;
 4. constitutes an unwarranted invasion of privacy;
 5. violates federal or state law;
 6. causes a material and substantial disruption of school activities;
 7. is directed to inciting or producing imminent lawless action on school

premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;

8. advertises or promotes any product or service not permitted for minors by law;
 9. ~~expresses or~~ advocates sexual, gender identity or expression, racial, or religious harassment or violence or prejudice; or
 10. is distributed or displayed in violation of time, place, and manner regulations.
- C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.
- D. Notwithstanding the rights or freedoms of this Policy or the First Amendment of the United States Constitution, nothing in this Policy inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.
- E. These professional standards may include, but are not limited to, the following:
1. assuring that participants learn whatever lessons the activity is designed to teach;
 2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
 3. assuring that the views of the individual speaker are not erroneously attributed to the school;
 4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
 5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
 6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

F. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed and/or by electronic means approved by district administration.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Morse v. Frederick, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)
 Minn. Stat. § 121A.03 (Model Policy)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Cross References: Burnsville-Eagan-Savage School District Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)



**Agenda IV.B.6.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Anna Werb, Chair

Date: March 19, 2025

Re: Approve Selection of the Minnesota School Board Association for Conducting the 2025 Superintendent Search

Recommendation: That the Board of Education approve selecting the Minnesota School Board Association for Conducting the 2025 Superintendent Search

Notes:

- Superintendent Dr. Theresa Battle announced her retirement at the March 13th, 2025 Regular Meeting of the Board of Education
- Her retirement is scheduled to be accepted by the Board of Education in the Personnel Report under the Consent Agenda on March 27th, 2025



**MSBA EXECUTIVE SEARCH
SCOPE OF SERVICES**

**BURNSVILLE-EAGAN-SAVAGE
SCHOOL DISTRICT 191**

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ONE91

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March 20, 2025





Where Minnesota School Boards Learn to Lead

March 20, 2025

Anna Werb, Chair
Burnsville-Eagan-Savage School District 191
Diamondhead Education Center
200 W. Burnsville Pkwy
Burnsville, MN 55337

Dear Chair Werb and Members of the District 191 School Board:

On behalf of the Minnesota School Boards Association, thank you for the opportunity to assist Burnsville-Eagan-Savage School District 191 with its upcoming superintendent search! One of the school board's most important responsibilities is to hire and oversee your district's leader, and MSBA looks forward to working with you to secure ISD 191's next superintendent.

As we move through the process MSBA will assist the school board with crafting the district's leadership profile, facilitating stakeholder involvement, interview processes and procedures, and guiding the board through understanding the impact of Minnesota's Open Meeting Law and Government Data Practices Act on search activities. MSBA's role as a trusted resource for Minnesota school boards ensures our deep understanding of the breadth and depth of issues your board faces, including throughout the superintendent search process.

The information contained in this document outlines MSBA's process in greater detail for your review. Please feel free to contact me with any questions regarding this process, but keep in mind we will design the search to best fit the needs of Burnsville-Eagan-Savage School District 191 and its constituencies. This is your search, not MSBA's, and we will support the school board in every way possible over the coming months.

Thank you again for selecting MSBA to partner with you on this important endeavor. We are honored to assist, and I look forward to seeing you again soon at the March 28 search planning meeting.

Sincerely,

A handwritten signature in blue ink that reads "Barb Dorn".

Barb Dorn
MSBA Director of Leadership Development and Executive Search

Scope of Services for District 191

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One of the most important decisions a school board will ever make is to choose a new superintendent. As the school district's chief executive officer, the superintendent is responsible for providing district-wide leadership, implementing the school board's policies, and ensuring the school board's priorities are met. Effective superintendents ensure that all students are learning at high levels. Ultimately, hiring the right superintendent — someone who possesses the skills and attributes needed to help achieve your school district's vision and strategic priorities — requires time, thoughtful planning, and sound recruitment and employment processes and procedures.

The Minnesota School Boards Association (MSBA) is pleased to present the school board of District 191 with this information regarding our executive search services. MSBA has been providing Minnesota school boards with search services for more than 14 years, and as a result brings a strong school board perspective to the search and its outcome. As your association, we have a vested interest in helping your school board find and hire the best person for its superintendent.

MSBA-led searches are based on one clear premise: all searches are conducted through the lens of school board leadership. This means we understand and prioritize the needs of the board, and the district itself, above all else. Also, throughout the search MSBA will professionally handle every detail and guide the school board through the process, allowing the board to concentrate on the most important aspects of the search — interviewing the most qualified candidates and selecting the next superintendent.

TESTIMONIALS FOR MSBA EXECUTIVE SEARCH SERVICES

MSBA provided guidance and recommendations that helped the board tremendously with our search. Throughout our work with them, they continually reinforced that this is a board decision that they are assisting with. Giving the board that level of ownership while providing expertise throughout the process was extremely appreciated."

- Cory Johnson, Board Chair, Rosemount-Apple Valley-Eagan ISD 196

MSBA far surpassed our expectations. They are the perfect guide to help school boards navigate the search process, and I would absolutely recommend MSBA because of their depth of expertise and ability to empower boards to make informed decisions. Also - and this is no small thing - the superintendent candidates they brought forward were exceptional. I cannot imagine how we could have navigated this experience without them.

- Dr. Jean Marvin, Board Chair, Rochester Public Schools

MSBA was willing to allow our board to customize the process to fit our needs. They were thorough, flexible, excellent listeners, and their patience and dedication brought us to a successful finish line..

- ReNae Bowman Board Chair, Robbinsdale Area Schools

Throughout the selection process of two superintendent searches in Hastings, MSBA's calm, competent demeanor, and commitment to transparency, schedule, and accountability provided invaluable leadership to our Board. We have been so fortunate to have MSBA at our side throughout the last few years

- Lisa Hedin, Board Chair, Hastings Public Schools



Initial Planning Meeting

An MSBA search begins with an initial planning meeting between the school board and the search team. At the planning meeting, MSBA will work with the school board to establish the search timeline, hiring criteria and leadership profile, as well as determine methods of stakeholder involvement, identify the district's position in the marketplace, select advertising venues, and finalize all processes, procedures, and expectations for conducting the search.

Some school boards also choose to begin their search by participating in MSBA's "Hiring the Right Superintendent" workshop at no additional charge. This workshop may be utilized as a kick-off to the search, providing board members with a solid foundation of what to expect during the entire process. The workshop booklet has also proven to be a valuable resource and useful tool over the months-long search, particularly for school board members unfamiliar with the search process. Again, this workshop is available (but optional) for all MSBA searches depending upon the needs and circumstances of each individual district.

Determining Hiring Criteria and Leadership Profile

Your district is unique, and an important initial step in the search process is to identify the personal and professional skills and attributes the school board most desires in a superintendent. This in turn will provide the basis for the position leadership profile and hiring criteria. Stakeholder input will also be considered in developing the leadership profile, as will the district's strategic plan and mission.

Early in the process MSBA's search team will lead the school board through crafting the profile, which will then be used throughout the duration of the search as a guideline for selecting finalists, creating interview questions, and assessing superintendent candidates to find the best fit for District 191. In other words, the leadership profile and hiring criteria serve as a beacon to help guide the school board in its search from the beginning to end of the process.



Stakeholder Input

Several stakeholder involvement-related opportunities are included in the search package, including:

- an online **survey**, open to all staff, parents, students, community members, and district stakeholders
 - ◇ This survey will include gathering quantitative information regarding stakeholder priorities for candidate background, skill set, experience, and personal characteristics.
 - ◇ It will also gather qualitative information through open-ended questions regarding the opportunities and challenges facing District 191, and what type of individual could most effectively lead the district.
 - ◇ This survey will be offered in multiple languages per the district’s request, as well as hard copies to ensure access for those unable or uninterested in taking the survey electronically.
- an **informational Q&A session** for staff and community members regarding the superintendent search process. This session is hosted virtually by MSBA, and is recorded to ensure all district stakeholders have access to accurate information regarding search processes and expectations. The recording will then be made available on the district website throughout the duration of the search. Launched two years ago, these proprietary **Q&A with MSBA** sessions have proven to be one of the most effective tools a district can utilize to increase both the credibility and transparency of their search, and to limit toxic misinformation. Through leveraging the power of sharing information, these unique Q&A sessions have solidified MSBA’s reputation as a provider of clear, accessible, and stakeholder-inclusive superintendent search services.
- finally, stakeholder **Input Forums** or **Interview Committees** may be offered in conjunction with the second round of interviews. Several options will be provided to the board for consideration, along with a review of the opportunities and pitfalls tied to involving stakeholders in the interview process. If selected as an option, MSBA will also train participants to ensure adherence to all legal requirements involved in the process.

A la carte Options

Additional options for the school board to consider in gathering stakeholder input early in the process is through holding **Focus Groups** and/or **Listening Sessions** across multiple stakeholder constituencies. These group sessions are a traditional methodology utilized by many search firms as the primary source of stakeholder input; however, these sessions must be carefully designed and implemented. MSBA will conduct them if requested, although the board should also consider the value of 24/7 stakeholder access to the survey as the initial (and sole) early feedback opportunity. The availability and anonymity of the survey contrasts significantly with the tendency of group sessions to amplify some voices over others, and the inequities which can result from access (or lack thereof) to participate. The decision of why and how to conduct group sessions must be carefully considered before initiating a search, and MSBA will guide this conversation to ensure the best possible and most equitable decision is made regarding stakeholder input for your district’s superintendent search process.

Toward the end of the process the board may also consider additional stakeholder **input** or **interaction** opportunities with the finalists, and if desired, those will be custom-designed in conjunction with the board to ensure that the purpose, goals, and outcomes of these opportunities align with the school board’s intentions.

NOTE: If requested, MSBA’s a la carte fee for these services is \$1,395 per day or \$300 per group.



To create, sustain and heighten interest in your district's position, MSBA will utilize and leverage our resources and connections on both a statewide and national scale.

Locally, MSBA's search team will directly contact Superintendents, Assistant/Associate Superintendents, Cabinet Members, Principals, and Assistant Principals across the state to inform them of the vacancy and application procedures. Emails are sent directly to these individuals at regular intervals throughout the search, as well as phone contact to ensure this opportunity remains top of mind particularly for candidates who most closely match the candidate profile as established by the school board. Finally, the vacancy announcement will be posted on the following statewide job opportunity sites:

- Minnesota School Boards Association (MSBA). MSBA's superintendent job openings page receives more than 6,000 hits per month during search season, including many from out-of-state applicants as well as former Minnesota administrators looking to return to the state for their own personal or professional reasons
- Minnesota Association of School Administrators (MASA)
- Minnesota EdPost (hosted by St. Cloud State University)

Nationally, MSBA will reach out to contacts across the country through our search team's personal and professional relationships, our contacts at the National Affiliation of Superintendent Searchers (NASS), and by posting the position on the following nationwide job sites:

- American Association of School Administrators (AASA)
- National Alliance of Black School Educators (NABSE)
- Association of Latino Administrators and Superintendents (ALAS)
- Top School Jobs (EdWeek)
- National Indian Education Association (NIEA)
- Revelus (a proprietary application database utilized exclusively by NASS members and accessible to candidates through the highly-viewed school board association superintendent job boards)
- In addition, MSBA boosts our postings through AASA to ensure they reach a variety of diversity-focused jobs boards to share the opportunity with the widest swath of potential applicants possible

Facilitating the complexities of the advertising, recruitment, and application process is one of the MSBA search team's greatest strengths. Not only will we develop all application procedures, handle applicants' calls and correspondences concerning the vacancy, collect and review applicants' files, and develop a recommended pool of candidates for school board consideration, but through our extensive statewide and national contacts MSBA will aggressively market the opportunity to secure a diversified pool of high-quality individuals interested in the unique opportunity to lead District 191 as its next Superintendent.



Interview Training and Preparation

One of the things unique to superintendent search activities in Minnesota are the ramifications of our state's Open Meeting Law. Therefore, prior to the application deadline the search team will meet with the school board to help it prepare for and conduct the first and second rounds of interviews and reference checks. Interview training will include information to help school board members conduct interviews in open sessions, as well as abide by all requirements of the Data Practices Act.

The search team will also help the school board develop interview questions that fit the candidate profile, that do not violate the law either directly or indirectly, and that standardize the interview process to ensure a level playing field for all candidates. In addition, the search team will assist the school board with planning second interviews and additional reference checks.

Because hiring the superintendent is the school board's role, MSBA recommends that only its members participate in the finalists' interviews with the board. If the school board decides to involve non-school board members in the interview process, however, the search team will help the school board develop a process that makes clear the advisory nature of the non-school board members' roles that does not infringe upon the school board's role as the sole hiring authority for the position of superintendent. The search team will provide guidelines and training for the non-school board members, and review all questions submitted by group members. By following these recommendations, the school board is able to standardize interview questions and format, provide more control over the selection process, and reduce the school district's risk of liability.

Without question, interview training and preparation is key to a successful superintendent search. MSBA's long-standing reputation for high-quality training programs carries over to our executive search services, and in addition to providing a firm foundation for search decision-making, many boards have found MSBA's training and guidance throughout the process to have strengthened their board relationships as well. This result has become an unexpected bonus for those districts striving to become a more high-functioning school board, as the consensus-building aspects of MSBA's search process helps them become a stronger and more unified team.



Screen Applications, Vet Candidates, and Select Finalists

After the application deadline has passed, MSBA’s search team will review applicant files in relationship to the position leadership profile established by the school board in order to identify the applicants who best meet the school board’s hiring criteria. The search team will then conduct preliminary verification of references and pre-interviews of the applicants who best meet the school board’s identified profile. This vetting process involves MSBA staff as well as former superintendents and school board members serving as MSBA service providers during the executive search process.

IMPORTANT: ALL COMPLETED APPLICATIONS will be made available to school board members to review prior to the candidate selection meeting. A foundational belief of MSBA’s executive search service is that it is crucial for board members, as the district’s hiring authority, to have the opportunity to review all applications in order to make the most informed decision possible. This information is confidential and must be treated in accordance with Minnesota’s Data Practices Act, and MSBA’s training services during the search will outline all board responsibilities regarding data privacy issues.

Once the screening, preliminary verification of references, pre-interviews, and vetting have been completed by MSBA, the search team will meet with the school board to recommend those candidates MSBA feels best fit your district’s leadership profile and assist the school board in selecting those to be interviewed. The next page in this proposal outlines MSBA’s vetting process in greater detail.

Following the school board’s selection of finalists, the search team will prepare a draft news release for the district to send to staff, the media, and community including the names of those to be interviewed, as well as the schedule of remaining search-related activities.



After the application deadline has passed, a team of MSBA service providers and staff review all completed applications. MSBA will look at their licensure, references and recommendations, and work and educational history. We then align each applicant's background, experience and application information with the district's hiring criteria, leadership profile, and feedback gathered from district stakeholders on the next superintendent's desirable skills, traits, and experience.

After reviewing all completed applications, each member of the vetting team rates all applicants on a 5-point scale and an aggregate rating is compiled.

Next the team meets to discuss the ratings and evaluate which applicants have risen to the top and why. Following a lengthy discussion, consensus is reached on which applicants to consider presenting to the board due to their alignment with the hiring criteria and the district's needs.

This results in the team conducting additional vetting on 6-10 applicants. This vetting includes team members conducting a phone interview with each applicant, holding conversations with at least three of their listed references, and a closer look into each applicant's qualifications. The result is the final list of applicants MSBA recommends be presented to the board for interview consideration.

At the candidate presentation meeting with the board, MSBA will share our recommendations. After hearing short verbal presentations on each applicant, the board will then discuss the applicant pool (by alphabet identifier only to abide by data privacy laws) and request clarification from MSBA as needed (recognizing our responses will also be somewhat limited due to privacy laws). The board then has three options:

- Accept the recommendations made by MSBA for first round interviews as presented.
- Accept some applicants recommended by MSBA but replace others with candidates identified by the school board.
- Forfeit all candidates recommended by MSBA and select an entirely new slate of applicants identified by the school board.

A motion will then be made, seconded, and passed (again, using alphabet identifiers only). Once this motion has passed, the board chair or MSBA will read aloud the names of those selected for first round interviews. These names will be in no particular order and not tied to their alphabet identifiers.

MSBA will then call these applicants to congratulate them, confirm their interest in the position, and inform them they will receive an email from MSBA's application software (Revelus) to schedule their interview. Once all interviews are scheduled, MSBA will send each interviewee an email containing final information for their interview. Finally, applicants not selected for interviews will receive an email thanking them for their interest in the position, and notifying them that the board has chosen to proceed with other candidates who more closely align with the district's hiring criteria.



Decisions, Contract, and Announcement

The search team will guide the school board through the process of contacting the lone finalist to offer the position. MSBA recommends the school board use the MSBA/MASA Model Superintendent Contract as the basis for negotiating the superintendent's contract, and will provide comparative superintendent salary and benefit information to assist the district in negotiating an appropriate compensation package. MSBA's search team will not negotiate the contract for the school board, however, as it is the board's responsibility to set and negotiate all hiring parameters for the new superintendent. The search team will draft a news release for the district to send to staff, the media, and community announcing the new superintendent.

The search team will also personally contact the non-selected finalists.

Transition Plan and Follow-up Services

Once the search is concluded and the parties have a signed contract, the search team will continue to provide support for the school board and superintendent. Past clients have found MSBA's search services follow-through to be invaluable in setting expectations and ensuring success for the new board-superintendent team.

For example, to strengthen the school board and superintendent's working relationship, and to provide support to the new superintendent, the search team will:

- assist in developing a transition plan for the new superintendent, if requested;
- facilitate a Transition Workshop to develop goals and/or performance expectations for the school board and superintendent within six months after the new superintendent begins work in the school district;
- visit the new superintendent during their first year of school district employment; and
- be available to answer the new superintendent's and the school board's questions during the transition and beyond via phone, email, workshop, etc.

NOTE: There are **no additional charges** for any of the above transition services.



The proposed search for ISD 191 includes the services outlined below.

The MSBA Search Team will:

- Conduct an initial planning meeting with the school board to establish the search timeline, discuss hiring criteria and public involvement, identify the district's position in the marketplace, determine advertising venues, and finalize all processes and procedures for conducting the search.
- Collect public input through an online qualifications and quantitative data survey (in multiple languages as requested by the district). Results will be summarized for the school board by MSBA.
- Hold **Search Preview meetings** with district leadership to share information and answer their questions.
- Conduct focus groups and/or listening sessions with a cross-section of district constituencies if requested by the district. Results will be summarized for the school board by MSBA.
- Host an online informational proprietary **Q&A with MSBA** session regarding the superintendent search process, and provide the recording for placement on the district's website.
- Develop a color vacancy announcement to post on both statewide and national job sites, place in Revelus through the national NASS network, and share with your district for placement on its website.
- Directly contact Superintendents, Assistant/Associate Superintendents, Cabinet Members, Principals, and Assistant Principals across the state to inform them of the vacancy and application procedures.
- Directly contact potential candidates outside the state of Minnesota to recruit and inform them of the vacancy and application procedures
- Develop all application procedures, handle applicants' calls and correspondence, collect and review applicants' files, and receive applicants' credentials.
- Screen the applicant pool against the school board's hiring criteria, leadership profile, and public survey results.
- Conduct preliminary verification of references and pre-interviews and vetting of applicants who best meet the school board's hiring criteria and leadership profile as determined by MSBA's screening team.
- Conduct a meeting with the school board for purposes of interview training, developing interview questions, and clarifying interview schedules.
- Conduct a meeting with the school board for purposes of presenting candidate recommendations so the school board can select finalists for interviews, and clarifying remaining steps of the search process.
- Coordinate with finalists and be present during the first and second rounds of interviews.
- Prepare a news release for the district to send to the media, school district staff, and community that includes the names of the finalists who will be interviewed.
- Facilitate public involvement in the second round of interviews, if requested.
- Prepare a news release for the district to send to the media, school district staff, and community introducing the new superintendent.
- Assist in developing a transition plan for the new superintendent, if requested.
- Visit the new superintendent during their first year of employment.
- Facilitate a Transition Workshop to develop goals and/or expectations for the school board and superintendent within six months after the new superintendent begins work in the school district.



The estimated fee range for District 191's superintendent search is **\$19,500 - \$24,500**. This includes the MSBA search team's time and all expenses, in-person attendance at all search-related activities, stakeholder survey facilitation and summary report, **Search Preview** meetings, **Q&A with MSBA** session, development of vacancy brochure, statewide and national postings on jobs boards, all application procedures, applicant screening, finalist recommendations, board interview training, preparation of news releases, and MSBA's Transition Workshop. This range also includes in-depth background checks of all semi-finalists and finalists, comprised of national criminal background checks as well as verification of employment, educational credentials, and professional licensure.

All of the above services are included for the base fee of **\$19,500**. Any additional costs would be due to adding a la carte options of Focus Groups and/or Listening Sessions (held concurrently with the stakeholder survey) for \$1,395 per day or \$300 per group, or the design and implementation of any customized stakeholder involvement in the search process. These options would be added solely at the discretion of the school board and discussed in greater detail to help balance creating the most inclusive stakeholder involvement possible with the board's inherent role as the sole hiring authority for the position of superintendent.

In addition, MSBA does not charge for consultant travel, attendance at interviews, transition services, or any initial or ongoing support of the new board team. As noted earlier, MSBA's "Hiring the Right Superintendent" workshop is also included in our full search services at no additional charge; however, and is offered only if the board would like to participate in this workshop prior to launching the search.

Any language interpretation, refreshments, childcare costs, or school board member stipends or expenses associated with finalists' interviews (i.e. travel and lodging for candidates) are not included in this fee range.

Finally, MSBA has no potential conflicts of interest in providing these search services to District 191, and the level of services and fee included in this proposal are negotiable based on the school board's needs.

Satisfaction Guarantee

MSBA conducts all superintendent searches from a strong school board perspective, and with impartiality and professionalism while focusing on the board's identified hiring criteria and leadership profile. If, at any time during the first year of the new superintendent's contract the board releases the superintendent, MSBA will conduct a second superintendent search for no additional fee. However, the school board would be responsible for new direct expenses, if any, incurred by MSBA for the second search.

NOTE: this guarantee is dependent upon two contingencies. One, participation in the Transition Workshop, which must be held within six months after the new superintendent begins work in the district. And two, that the candidate hired as superintendent was included in MSBA's recommended slate of applicants. Having seen all applications the board may choose to interview candidates not recommended by MSBA; however, the search guarantee is only applicable if the new superintendent was a part of our original slate of applicants recommended upon conclusion of MSBA's vetting process.



One of the most important decisions a school board will ever make is to choose a new superintendent. As part of MSBA's commitment to board leadership, we offer a **Hiring the Right Superintendent** workshop to help school boards learn about the process for conducting a successful superintendent search. Workshop topics include:

- Whether to use a consultant
- How to work with a consultant
- Setting a timeline
- Developing qualifications and selection criteria
- Involving stakeholders and the media
- Dealing with internal candidates
- Legal pitfalls
- Interviewing Do's and Don'ts
- Deliberating in public
- Q & A re: superintendent search options and best practices

Each board member receives a booklet with sample vacancy announcement, application form, interview questions, reference check form, and other material board members can adapt for their district's specific needs.

The foundational knowledge this workshop provides helps school boards feel confident in the board's decision-making process regarding the superintendent search, as well as fully prepared to take their next steps. Cost is \$1,395 in-district (\$1,095 virtual) and includes all time and materials. This workshop is available only to MSBA members.

For more information please contact Barb Dorn, Director of Leadership Development and Executive Search, at 507-508-5501 (cell), or bdorn@mnmsba.org.



In addition to the factors outlined in this proposal's cover letter, MSBA believes the following distinguishing features truly differentiate our services in both the philosophy and implementation of executive search services.

1. LENS OF SCHOOL BOARD LEADERSHIP

MSBA understands not only the best practices of conducting a superintendent search, but also the myriad of challenges and opportunities facing school boards today. In addition we know how to balance Minnesota's Open Meeting Law with our state's Data Practices Act, the increasing pressure on public education to provide an equitable education to each and every student, the impact of data requests on board work, and the vital leadership role a school board must fill in finding its next superintendent. As stated by a school board member after one of last year's MSBA-led searches: *"The best part of the search was MSBA's focus on finding the person that was best for our district, instead of the way other consultants seem more focused on finding jobs for their candidates."* MSBA's strong school board perspective is core to our search process and truly makes us unique among all firms submitting proposals to conduct superintendent searches across the state.

2. TRANSPARENCY AND COMMUNICATION

Every facet of a superintendent search depends upon clear and open communications amongst the school board, search firm, and the public. To ensure transparency we offer our **Search Preview meetings** and **Q&A with MSBA** session, and to better inform the board we share ALL applications with board members to ensure you make the most informed decisions possible. We understand the additional work this creates for the district's search firm, but believe our ability to conduct the labor-intensive legwork yet guide the process clearly and appropriately, empowers school boards to confidently take ownership of finding the right leader for their district.

3. NO HIDDEN FEES

Search costs quickly escalate when firms charge for consultant travel, multi-language surveys, attendance at finalist interviews, transition services, workshops, etc. MSBA stands behind all fee options as outlined in this proposal so your board can rest assured that total search costs will not exceed your expectations.

4. POST-HIRING SUPPORT

A new superintendent's first year can feel overwhelming due to volume of workload coupled with a steep and intense learning curve. MSBA firmly believes our transition and follow-up services provided to the new Board-Superintendent Team make a significant difference in ensuring a successful first year. Our Transition Workshop helps you discuss expectations, clarify goals, and lay the groundwork for that year's superintendent performance evaluation process. We also provide a transition plan outline upon request, visit the new superintendent during their first year, and remain fully available by phone, text, email, or workshop to continue building trust and collaboration among board members and their new superintendent. Together all of these MSBA commitments help a superintendent's first year start (and stay) strong.



MSBA has compiled a team for the District 191 superintendent search possessing a wealth of experience across numerous fields in public education. These individuals include former:

- School board members
- Superintendents
- Associate Superintendents
- Cabinet-level administrators
- Human Resources professionals
- General counsel attorneys
- Cultural diversity trainers
- Teachers and coaches
- Communications specialists
- Project managers

The breadth and depth of qualifications on this team is enormous, and the experience these individuals have in the realm of public education numbers in the hundreds of years. Beyond the statistics, however, a passion for PreK-12 education drives the work we do. Every single person on MSBA's superintendent search team believes in, supports, and advocates for Minnesota's students who attend our state's public schools, and we will bring that same dedication and commitment to the search for District 191's next superintendent.

But don't just take our word for it, as school board members from last year's MSBA searches had this to say:

For MSBA to come into a district where tensions were high and structure unstable, was remarkable. They took on the challenge and made everything very straightforward. I will forever be grateful for the time they took to explain things and reach out to those who had questions. Throughout the search their attitudes remained positive and comforting.

Working with MSBA on our superintendent search was an amazing experience. The entire process was completed with professionalism and dedication. Everything from preparing the hiring criteria to the interviewing of candidates was done transparently. MSBA is an industry leader and our search was successful because of them.

As you'll see in this proposal, MSBA team members' tangible qualifications and experience are viewable on our resumes. The collective background of our team members is impressive. However, the intangibles are what we feel make the biggest differences for our clients. We listen carefully, communicate clearly, and deeply understand the complexities and emotions involved in a superintendent search, not only for the school board, but for staff, students, parents, and community members as well.



A bonus to working with MSBA is the expertise provided in the search process AND the expertise they have in school board law and process. - Board Chair, Rochester Public Schools

MSBA was both easy to work with and made a daunting process manageable and enjoyable. I believe it also helped draw our board closer. - Board member, Byron Public Schools

The process was clear from the beginning and the information supporting the process was extremely organized. There were no extraneous steps or information that complicated the process, so the Board and the community could all be on the same page at all times.

- Board member, Rochester Public Schools

MSBA was invaluable in guiding our district's search process. Their training and guidance were exemplary as they helped the board navigate the decisions we needed to make – reminding us that this was our process every step of the way.

- Board member, Bloomington Public Schools

Many thanks to MSBA for the work they did to help us focus on our community's needs. This is the best search process we've ever had!

- Board member, Red Wing Public Schools

The training and support throughout the entire process was spot-on! MSBA was always available with expert, professional advice.

- Board member, Intermediate School District 917

MSBA's integrity speaks to all. They had well-researched candidates, were very easy to work with and extremely trustworthy during the entire process. There were no surprises and I felt very well-informed throughout. This was my second time having MSBA conduct our district's search, and both times they were simply amazing. I would highly recommend MSBA for any superintendent search.

- Board member, Hastings Public Schools

The search process was very professional and straightforward, and I always felt we were ultimately in charge of the process.

- Board member, Austin Public Schools

MSBA was the best search partner we could have used!

- Board member, Lake City Public Schools

The process was very organized and as chair of the board I always felt comfortable working with MSBA. I trusted their advice, appreciated their insights, and felt validated and respected. I can only say good things about the process.

- Board Chair, Bloomington Public Schools



Late March 2025 to Early April 2025

- School board holds initial planning meeting with MSBA search team to establish the search timeline, review hiring criteria, identify district's position in the marketplace, discuss stakeholder involvement, and finalize all processes and procedures for conducting the search.
- School board approves all materials, including hiring criteria, leadership profile, and vacancy brochure.
- MSBA search team finalizes application procedures, advertises the vacancy, and recruits candidates.
- MSBA hosts an informational **Q&A with MSBA** session regarding the superintendent search process.
- MSBA's search team collects stakeholder input through qualitative and quantitative data survey.
- MSBA prepares summary of stakeholder input for board to review and integrate into the search process.

Early April 2025 to Mid-April 2025

- MSBA search team continues to advertise the vacancy, recruit candidates, and receive applications.
- MSBA search team conducts initial screening of applicants.
- MSBA search team conducts vetting of applicants, preliminary verification of references, and pre-interviews with candidates most aligned with the district's leadership profile.

Mid-April 2025 to Late April 2025

- MSBA's search team meets with the school board to conduct interview training, develop interview questions, clarify interview procedures, and facilitate applicant screening conducted by the school board to select finalists for interviews.

Late April 2025 to Mid-May 2025

- School board conducts Round 1 interviews.
- School board conducts reference checks.
- School board conducts Round 2 interviews and invites stakeholder feedback, if desired.
- School board selects lone finalist.

Mid-May 2025

- School board negotiates terms and conditions of superintendent's contract.
- School board meets to approve the superintendent's employment contract.

July 1, 2025

- Superintendent reports to work.

Late July to Late December 2025

- New Board-Superintendent Team participates in MSBA's Transition Workshop.

NOTE: This timeline provides a starting point for considering and adopting a superintendent search timeline. Specific dates and times will be determined at the initial planning meeting.



2024-2025 MSBA-LED SEARCHES

* AS OF 3.3.25

- Albert Lea Area Schools
- Brainerd Public Schools
- Byron Public Schools
- Crosby-Ironton School District
- Eden Valley-Watkins ISD 463
- Elk River ISD 728
- Kasson-Mantorville School District
- Kelliher Public School District 36
- La Crescent-Hokah Public Schools
- Lake of the Woods School
- Lynd Public School
- MACCRAY Public Schools
- Mahnomon ISD 432
- McGregor ISD 4
- Melrose Area Public Schools
- Montevideo Public Schools
- Nevis Public School
- Northwest Service Cooperative
- Plainview-Elgin-Millville Community Schools
- Proctor Public Schools
- Red Lake County Central ISD 2906
- Red Lake Falls Schools
- St. Croix Preparatory Academy
- Saint Peter Public Schools
- Worthington ISD 518

MSBA 2024-2025 SEARCH SERVICE REFERENCES *

* AVAILABLE UPON REQUEST

The searches listed above are currently underway or recently concluded. MSBA does not request reference check contact information until the end of search season; however, if you know board members in any of these districts, feel free to reach out and inquire about their experiences with MSBA's search services thus far.

All new searches will be added to the above list as we continue to serve our membership with MSBA's Executive Search services for the 2024-2025 search season, and reference information will be provided when search season wraps up this spring. In the meantime, please contact Barb Dorn if you would like contact information for any of those references sooner than that and it will be made available.



- AFSA Charter School
- Badger Independent School District
- Brainerd Public Schools
- Cleveland Public School
- DaVinci Academy of Arts + Science
- East Grand Forks Public Schools
- Greenbush-Middle River-Tri County Schools
- Hill City School
- International Falls Independent School District
- Kasson-Mantorville Public Schools
- Lac qui Parle Valley School District
- Litchfield Public Schools
- Montevideo Public Schools
- MN River Valley Education District
- New York Mills Public School
- Ogilvie Public Schools
- Plainview-Elgin-Millville Community Schools
- Red Wing Public Schools
- Robbinsdale Area Schools
- Rosemount-Apple Valley-Eagan District 196
- Sartell-St. Stephen ISD 748
- St. Charles Public Schools
- St. Louis Park Public Schools
- St. Paul City School
- Warren-Alvarado-Oslo School District
- Win-E-Mac Schools

MSBA 2023-2024 SEARCH SERVICE REFERENCES *

* MORE AVAILABLE UPON REQUEST

1. Cory Johnson, School Board Chair, **Rosemount-Apple Valley-Eagan District 196**, cory.johnson@district196.org
2. ReNae Bowman, School Board Chair, **Robbinsdale Area Schools**, renae_bowman@rdale.org
3. Colin Cox, School Board Chair, **St. Louis Park Public Schools**, cox.colin@slpschools.org
4. Kevin Boyles, School Board Chair, **Brainerd Public Schools**, kevin.boyles@isd181.org
5. Kent Harfmann, School Board Chair, **Kasson-Mantorville Public Schools**, k.harfmann@komets.k12.mn.us
6. Tricia Meling, School Board Chair, **Sartell-St. Stephen ISD 748**, tricia.meling@isd748.org



- Chisago Lakes School District
- Crookston Public Schools
- Dawson-Boyd Public Schools
- East Grand Forks Public Schools
- Foley Public Schools
- Hastings Public Schools
- Howard Lake-Waverly-Winsted Public Schools
- Kaleidoscope Charter School
- Lake City Public Schools
- MACCRAY Public Schools
- Northwest Suburban Integration School District
- Pipestone Area Schools
- Red Wing Public Schools
- ROCORI School District
- Thief River Falls Public Schools
- Tri-County/Greenbush-Middle River Schools
- Wabasha-Kellogg School District
- Winona Area Public Schools
- Zumbrota-Mazeppa Public Schools

MSBA 2022-2023 SEARCH SERVICE REFERENCES *

* MORE AVAILABLE UPON REQUEST

1. Lori Berg, School Board Chair, **Chisago Lakes School District**, lberg@isd2144.org
2. Frank Fee, School Board Chair, **Crookston Public Schools**, ffee@rrv.net
3. Bruce Lund, School Board Chair, **Dawson-Boyd Public Schools**, blund@dwby.k12.mn.us
4. Lisa Hedin, School Board Chair, **Hastings Public Schools**, lhedin@isd200.org
5. Heath Oeltjen, School Board Chair, **Lake City Public Schools**, hoeltjen@lake-city.k12.mn.us
6. Jim Bryant, School Board Chair, **Red Wing Pubic Schools**, jrbryant@rwps.org
7. Phil Rosendale, School Board Chair, **Wabasha-Kellogg School District**, philrosendale@wkfalcons.org
8. Nancy Denzer, School Board Chair, **Winona Area Public Schools**, nancy.denzer@winona.k12.mn.us
9. Angie Bredehoft, School Board Chair, **Zumbrota-Mazeppa Public Schools**, angie.bredehoft@zmsch.k12.mn.us



- ACGC Public Schools
- Albert Lea Area Schools
- Bemidji Area Schools
- Cass Lake-Bena Public Schools
- Clinton-Graceville-Beardsley Schools
- Dover-Eyota Public Schools
- Fosston Public Schools
- Greenway Public Schools (Limited)
- Kingsland Public Schools (Limited)
- La Crescent-Hokah Public Schools
- Long Prairie-Grey Eagle Public Schools
- Menahga School District
- Mid-State Education District (Limited)
- New London-Spicer School District
- Ortonville Public Schools
- Pequot Lakes Public Schools
- Plainview-Elgin-Millville Community Schools
- Proctor Public Schools
- Red Lake Schools
- ROCORI School District
- South St. Paul Public Schools
- Stillwater Area Public Schools
- Swanville School District (Limited)
- Thief River Falls Public Schools
- Tri-City United Public Schools
- Tri-County / Greenbush-Middle River Schools
- Ulen-Hitterdal Public Schools
- Underwood School District (Limited)
- Verndale Public School (Limited)
- Waconia Public Schools
- Waterville-Elysian-Morristown Public Schools
- West Central Area School District
- Windom Area Schools

MSBA 2021-2022 SEARCH SERVICE REFERENCES *

* MORE AVAILABLE UPON REQUEST

1. Neal Skaar, School Board Chair, **Albert Lea Area Schools**, neal.skaar@alschools.org
2. Carol Johnson, School Board Chair, **Bemidji Area Schools**, Carol_Johnson@isd31.net
3. Eric Morken, School Board Chair, **La Crescent-Hokah Schools**, eric.morken@isd300.k12.mn.us
4. Kim Bolz-Andolshek, School Board Chair, **Pequot Lakes Public Schools**, kbolz@isd186.org
5. Jennifer McDonald, School Board Chair, **Proctor Public Schools**, jennmcd777@gmail.com
6. Alison Sherman, School Board Chair, **Stillwater Area Schools**, shermana@stillwaterschools.org
7. Dana Geller, School Board Chair, **Waconia Public Schools**, dgeller@isd110.org
8. Gary Michael, School Board Chair, **W-E-M Public Schools**, sba.email@yahoo.com



- Austin Public Schools
- Bloomington Public Schools (Limited)
- Byron Public Schools
- Clinton-Graceville-Beardsley Schools
- Cook County ISD 166
- Dilworth-Glyndon-Felton Public Schools
- Greenway Public Schools
- Houston Public Schools
- Intermediate School District 917
- La Crescent-Hokah Public Schools
- Lac qui Parle Valley School District
- Lake Park Audubon School District
- Lynd Public School (Limited)
- Montevideo Public Schools
- Rochester Public Schools
- Royalton Public Schools
- Tri-County Schools
- Ulen-Hitterdal Public Schools

Member districts:

Bloomington, Burnsville-Eagan Savage, Farmington, Hastings, Inver Grove Heights, Lakeville, Randolph, South St. Paul, and West St. Paul-Mendota Heights-Eagan

MSBA EXECUTIVE SEARCH SERVICE REFERENCES 2020-2021 SEARCHES

* MORE AVAILABLE UPON REQUEST

1. Kathy Green, School Board Chair, **Austin Public Schools**, kathy.green@austin.k12.mn.us
2. Nelly Korman, School Board Chair, **Bloomington Public Schools**, nkorman@isd271.org
3. Harvey Bergh, School Board Chair, **Byron Public Schools**, harvey.bergh@byron.k12.mn.us
4. Lindsey Leach, School Board Chair, **DGF Public Schools**, lleach@dgf.k12.mn.us
5. Dr. DeeDee Currier, School Board Chair, **Intermediate School District 917**, dcurrier@isd191.org
6. Kelly Snell, School Board Member, **Montevideo Public Schools**, ksnell@montevideoschools.org
7. Dr. Jean Marvin, School Board Chair, **Rochester Public Schools**, jemarvin@rochesterschools.org



2019-2020 MSBA-LED SEARCHES

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- Adrian Public Schools
- Alexandria Public Schools
- Browns Valley Public School (Interim)
- Carlton Public Schools (Interim)
- Detroit Lakes Public Schools
- Hastings Public Schools (Interim)
- Hastings Public Schools
- Hermantown Community Schools
- Kenyon-Wanamingo Public Schools
- LeRoy-Ostrander Public Schools
- Lewiston-Altura Public School District
- McGregor Public Schools
- Mora Public Schools
- Ortonville Public Schools
- Pine River-Backus Schools
- St. Clair Public School
- St. James Public Schools
- St. Peter Public Schools
- Thief River Falls Public Schools
- Tri-City United Public Schools
- Warren-Alvarado-Oslo School District

MSBA EXECUTIVE SEARCH SERVICE REFERENCES 2019-2020 SEARCHES

* MORE AVAILABLE UPON REQUEST

1. Kelsey Waits, School Board Chair, **Hastings Public Schools**, kwaits@hastings.k12.mn.us
2. Ben Leonard, School Board Chair, **St. Peter Public Schools**, ben.leonard@stpeterschools.org
3. Dean Anderson, School Board Chair, **Alexandria Public Schools**, dadds7@gmail.com
4. Dianne Mathews, School Board Chair, **Hermantown Community Schools**, dmathews@isd700.org
5. Marsha Franek, School Board Chair, **Tri-City United Public Schools**, MFranek@tcu2905.us
6. Jack May, School Board Chair, **St. Clair Public School**, jmay@stclaircyclones.org
7. Chris Cunningham, **Pine River-Backus Schools**, ccunningham@prbschools.org



MSBA's search team is comprised of experienced MSBA staff and service providers. Search team members understand that selecting a superintendent is one of the board's most important duties and have a vested interest in the success of your search. Below are brief résumés of MSBA's search team.

▪ **BARB DORN**

Barb will be serving as Search Lead for the District 191 superintendent search. She has more than 30 years of experience in nonprofit leadership, marketing and communications, consulting, and process facilitation. She has worked across public, private, and nonprofit sectors to build collaborative and viable partnerships, deliver high-impact workshops, and produce outcomes based on common goals and shared decision-making processes. Barb has also served on the Boards of Directors for Greater Mankato's City Center Partnership and the area chapter of Leave a Legacy. She joined MSBA in 2019 and is a member of the National Affiliation of Superintendent Searchers.

WORK HISTORY

- Minnesota School Boards Association (MSBA): Director of Leadership Development and Executive Search
- YWCA Mankato: Executive Director
- March of Dimes: Division Director
- Minnesota State University Mankato: Adjunct Professor
- Pathways Marketing: Owner / Marketing Consultant
- DLR Group: Business Development / Referendum Consultant

RELEVANT WORK EXPERIENCE

- Individual school board in-services: Superintendent Search, Mutual Expectations, and Superintendent Evaluation
- Presenter — MSBA workshops, seminars, and conferences:
 - o Superintendent Evaluation
 - o Superintendent Search
 - o Various other topics
- Program and Brand Management, Marketing, and Public Relations
- Daily telephone/email responses to MSBA school board member questions
- Contributor to The MSBA *Leader* newsletter
- Presenter at other professional workshops and conferences:
 - o Leadership Development Series including:
 - Collaboration and Teamwork
 - Diversity, Equity, and Inclusion
 - Conflict Management
 - Resiliency
 - Communication and Team-Building
 - o Community Relations
 - o Strategy and Visioning



■ AMY JORDAN

With more than 25 years of leadership experience primarily in the nonprofit sector, Amy is a collaborative leader committed to serving the public, with a focus on youth. She has experience in recruitment, training, creating partnerships, policy and compliance, and program management and evaluation. As an empathetic partner, Amy is skilled at finding commonalities and consensus amongst diverse groups. The development of her action plan led her team's work to receive national recognition for exceeding key performance indicators in diversity and inclusion while working for a national nonprofit. With strengths in execution and relationship building, she is a natural cultivator of the potential in others and strives for continuous improvement. Amy is goal-oriented, ethical, deliberative, and possesses basic language skills in both Spanish and ASL (American Sign Language).

WORK HISTORY

- MN School Boards Assoc. (MSBA): Associate Director of Leadership Development & Executive Search
- Miracle League of North Mankato: Executive Director
- YWCA Mankato: Director of Programs for Women and Girls
- Girls on the Run of Greater Mankato: Council Director
- The Artisan Gallery: Manager

RELEVANT WORK EXPERIENCE

- Leadership of and engagement with multiple community groups
- Collaborator with cooperative working relationships with multiple stakeholder groups
- Leadership of multiple community programs for women, girls, immigrant and refugee women and their families, and people with disabilities
- Policy development and compliance
- Evaluation management
- Plan development to put best practices into action
- Brand management and communications
- Facilitated the national training for hundreds of leaders on:
 - Inclusive language and conversations
 - Facilitation
 - Context
 - Conflict resolution
 - Relationship-building/Teambuilding
 - Mastery experiences for self-efficacy
- Presenter — MSBA workshops, seminars, and conferences
- Daily telephone/email responses to MSBA school board member questions
- Contributor to The MSBA *Leader* newsletter



▪ GARY LEE

Gary has 30+ years of experience in private business — both in a large corporate setting and as an owner/president of small rural businesses. Gary is a former member of the Fertile-Beltrami School Board. Gary also served on the MSBA Board of Directors, the Northwest Service Cooperative Board of Directors, the Minnesota Service Cooperatives Board of Directors, the MSBA Insurance Trust Board of Directors, and the Big Three working group. Gary joined MSBA in 2009.

WORK HISTORY

- Minnesota School Boards Association (MSBA): Deputy Executive Director
- Lee Nursery, Inc.: Owner and President
- Lee Nursery Supplies, Inc.: Owner and President
- Sondreli Business Services: Owner
- UNISYS (formerly Sperry) Defense Systems: IT Manager

RELEVANT WORK EXPERIENCE

- Individual school board in-services: Superintendent Search and School Board-Superintendent Relationships
- Presenter — MSBA workshops, seminars, and conferences
- Analyze superintendent employment contracts and negotiations

▪ TIFFANY GUSTIN, MBA

Tiffany has 15+ years of experience working in and with public schools. She served as a school business official for ten years before joining MSBA in 2019. Her experience with district operations includes responsibility for all aspects of finance and human resources, as well as oversight of food service, transportation, and facilities. She is pursuing a doctorate in Leadership in K12 Administration.

WORK HISTORY

- Minnesota School Boards Association (MSBA): Director of Management and Insurance Trust Services
- ISD #1 – Aitkin Public Schools: Business Manager
- Technical Services of Duluth: Programmer/Data Analyst
- Aitkin County: Administration and Human Resources Specialist
- Computer Associates International: Software Engineer

RELEVANT WORK EXPERIENCE

- School board in-services: Negotiations, Leadership Foundations - School Finance and Management, Officers' Workshop - Treasurer
- Facilitation and oversight of the MSBA Insurance Trust
- Presenter: MSBA webinars, workshops, seminars, and conferences
- Presenter: Other professional organization workshops and conferences



▪ **SHELBY HERRERA**

Shelby has more than 20 years of experience in education — as a classroom teacher, a paraprofessional, and a teaching assistant at the university level. Shelby joined MSBA in 2019.

WORK HISTORY

- Minnesota School Boards Association (MSBA): Administrative Assistant to Strategic Governance
- Mankato Public Schools: Science Teacher
- Mankato Public Schools: Paraprofessional
- Minnesota State University, Mankato: Teaching assistant

RELEVANT WORK EXPERIENCE

- Conduct research and compile data
- Handle information requests
- Interact with a wide range of staff, business partners, and members
- Prepare reports, memos, letters, and other documents, using word processing, spreadsheet, database, etc.
- Assist applicants and board members with Revelus, MSBA's proprietary application platform

▪ **BRUCE LOMBARD**

Bruce has more than 15 years of experience providing a full range of administrative support services. Bruce joined MSBA in 2008.

WORK HISTORY

- Minnesota School Boards Association (MSBA): Associate Director of Communications and Marketing
- Mankato Free Press: Copy Editor
- Washington Unified School District (West Sacramento, California): Substitute Teacher
- Sogon University Language Program (Seoul, South Korea): English Language Instructor

RELEVANT WORK EXPERIENCE

- Answers and directs phone calls to appropriate parties
- Handles information requests
- Posts job openings on MSBA Jobs webpage and in MSBA Leader newsletter
- Posts job openings on national job sites, if necessary
- Interacts with a wide range of staff, business partners, and members



■ MARIA SHINABARGER, JD

Juris Doctor and educator with over 10 years' experience as a community servant. Maria joined MSBA in 2018.

WORK HISTORY

- Minnesota School Boards Association (MSBA): Associate Director of Management Services and Charter School Liaison
- Marshall Brennan Constitutional Literacy Project Fellow
- Law Clerk at Hennepin County Attorney's Office
- Cambridge Academy East (Mesa, Arizona): Fifth/Sixth Grade English Teacher, Director of Professional Development
- Milan C-2 School District (Milan, Missouri): Fifth/Sixth Grade Reading Teacher

RELEVANT WORK EXPERIENCE

- Facilitate community, staff, and student input sessions
- Ensure compliance with data privacy statutes by redacting resumes
- Consolidate staff and community responses to surveys and interviews
- Help members interpret state and federal statutes regarding human resources, data practices and contracts

■ JOEL STENDEL, CPA

Joel has more than 20 years of accounting and auditing experience providing a full range of support services. Joel joined MSBA in 2017.

WORK HISTORY

- Minnesota School Boards Association (MSBA): Director of Association Finance
- Eide Bailly LLP: Audit Manager

RELEVANT WORK EXPERIENCE

- School District Auditor
- Answer and direct phone calls to appropriate parties
- Interact with a wide range of staff, business partners, and members
- Gathers salary information for Districts selected
- Assists with EMD analysis submitted by school board members



▪ **BERNADEIA H. JOHNSON, EdD**

Dr. Johnson’s extensive background includes leadership roles in several districts in Minnesota and Tennessee ranging from 36,000 to 125, 000 PK-12 students. Her last district position was serving as Superintendent of Minneapolis Public Schools. Recent work includes coaching school principals and superintendents, teaching, advising, and researching leadership and school district policies that impact students’ mental health and academic achievement across Minnesota. She has been a keynote speaker, panelist, and presenter, and has served on local and national Boards to promote education as a public good. She teaches in the graduate school, in the administrative licensure graduate program, and advises doctoral students through the Department of Educational Leadership at Minnesota State University, Mankato, Twin Cities Campus. Bernadeia received her doctorate in Educational Leadership from the University of Minnesota, Twin Cities, and her undergraduate degree from Alabama A & M University. Today, Bernadeia turns her efforts to speaking on her experience living with Stage Five kidney disease and the importance of prevention of kidney disease. She received a kidney transplant in April 2024.

SUPERINTENDENT EXPERIENCE

- Minneapolis Public Schools
 - ◇ Superintendent of Schools
 - ◇ Deputy Superintendent of Schools/Chief Academic Officer
- Memphis City Schools
 - ◇ Deputy Superintendent of Schools

▪ **JOSH PAULY**

Josh has 13 years of experience in education. He completed Georgetown’s McCourt School of Public Policy Education Finance program, Minnesota’s Education Policy Fellowship program, and was a Fellow at the Center for Policy Design. During his educational career, Josh served as a teacher and school board member. While working in the private sector he advised companies on partnerships and solutioning for K-12 schools and nonprofits. He also mentors school board members across the country through School Board Fellows and co-founded the Get on Board Minnesota program. He received the University of MN’s Rising Alumni Award in 2018 .

WORK HISTORY

- Get on Board Minnesota: Co-Founder
- Future Focused Solutions: Director of Strategic Partnerships
- Books on Wings: Executive Director
- Minneapolis Public Schools: School Board member (Chair of Policy Committee & Supt Evaluation Committee)
- People Sourced Policy: Executive Director
- Minneapolis Public Schools: Teacher

RELEVANT WORK EXPERIENCE

- Created a leadership development program to support individuals as they consider running for school board.
- Developed school board policies, created an evaluation tool with metrics for board members to use with their superintendent, and provided leadership in district strategic planning and goal-setting processes.



▪ JOHN WARD, JD, Ph.D

John holds 30+ years of experience in Minnesota public education, with his last 25 spent working for the Mounds View Public School District. There he served in a variety of leadership roles, finishing his career as Assistant Superintendent. John also holds a bachelor's degree in political science from St. John's, his Juris Doctorate from William Mitchell College of Law, and a Ph.D from the University of Minnesota.

WORK HISTORY

- MN School Boards Assoc. (MSBA): Associate Director of Leadership Development & Executive Search
- Mounds View Public Schools
 - ◊ Assistant Superintendent
 - ◊ Director of H.R. and Operations
 - ◊ Director of Secondary Schools
 - ◊ General Counsel/Assistant to the Superintendent

RELEVANT WORK EXPERIENCE

- Leadership team participant in district strategic planning, implementation and assessment initiatives
- Negotiation of over twenty labor contracts with teachers and other bargaining groups
- Leadership of district/community task force groups in facilities, community education and athletics
- Led district safe school initiatives and response preparation
- Managed student behavior issues and advised and managed district policy and legal issues

▪ CONNIE HAYES

Connie has 40 years of experience in education, including 23 years as a superintendent. She retired from Northeast Metro 916 after 15 years. During her educational career, Connie also served in coordinator positions and as a school psychologist. While working in the private sector she advised districts on public financing.

WORK HISTORY

- Northeast Metro 916 Intermediate School District: Superintendent
- Springsted: Vice-President
- La Crescent-Hokah Public Schools: Superintendent
- McGregor Independent School District #4: Superintendent
- Lynd Public School District and Marshall Public Schools: Superintendent and Curriculum Coordinator
- SW/WC ECSU: Coordinator and School Psychologist

RELEVANT WORK EXPERIENCE

- Provided leadership in district strategic planning and goal-setting processes
- Built consensus across participating school districts in a long-range facility planning, financing, and construction of three specialized facilities for unique learners
- Facilitated construction of a major addition to a secondary building and improved district finances



▪ **LEE WARNE, Ed. S.**

Lee has 48+ years of experience in education, including serving as a superintendent, high school principal, service cooperative executive director, Minnesota Rural Education Association executive director, and Association of Educational Service Agencies executive director. Lee has served at all levels of leadership in local, state, and national organizations, and has been leading MSBA searches across the state for more than five years. Lee has also received numerous awards at the regional, state, and national levels.

WORK HISTORY

- Greenway Public Schools: Interim Superintendent
- RTR (Russell-Tyler-Ruthton) Schools: Interim Superintendent
- Association of Educational Service Agencies: Executive Director
- MN Rural Education Association: Executive Director
- Lake Benton School: Interim Superintendent
- SW/WC Service Cooperative: Executive Director
- West Central Area Schools: Superintendent
- Norman County West: High School Principal
- Halstad Public School: High School Principal

RELEVANT WORK EXPERIENCE

- Facilitated numerous superintendent searches and school district strategic planning sessions
- Provided assistance to school boards and superintendents in various aspects of leadership and training

▪ **BRUCE KLAEHN**

Bruce has recently retired from 41 years as a Minnesota educator, serving as a teacher, coach, principal, and superintendent, as well as an adjunct college instructor in educational administration. He has extensive experience in financial budgeting, school construction projects, administrative mentoring, and contract negotiations.

WORK HISTORY

- Southeast Service Cooperative: Educational Consultant
- Winona State University: Adjunct Instructor
- Dover-Eyota Public School District: Superintendent
- Grand Meadow Public Schools: Superintendent
- Granada-Huntley-East Chain School District: Principal
- Madelia Public Schools: Teacher and Coach

RELEVANT WORK EXPERIENCE

- Experience facilitating superintendent searches
- Mentor of new superintendents in southeast Minnesota



■ DAVE THOMPSON, Ed.D.

Dave has more than 45 years of educational experience including serving as superintendent (Stewartville Public Schools, 2000-2017), director of secondary education and middle school principal (Farmington Public Schools, 1993-2000), high school principal (Stewartville Public Schools, 1986-1993), high school principal (Goodhue Public Schools, 1984-1986), and athletic director, teacher, and coach (Elgin-Millville Public Schools, 1977-1984). Dave has served on several local and regional organization committees.

WORK HISTORY

- Kasson-Mantorville Interim Superintendent
- Kenyon-Wanamingo Interim Superintendent
- Stewartville Public Schools: Superintendent
- Farmington Public Schools: Director of Secondary Education & Middle School Principal
- Stewartville Public Schools: High School Principal
- Goodhue Public Schools: High School Principal
- Elgin-Millville Public Schools: Athletic Director/ Teacher / Coach

RELEVANT WORK EXPERIENCE

- Led four successful operating levy campaigns and two successful bond levy campaigns
- Led and implemented district's long-range facility plan and Strategic Plans
- Coach/Teacher of Minnesota Aspiring Superintendent's Academy

■ PAUL CARLSON

Paul has 38 years of experience in education as a teacher, principal, and 21 years as a superintendent. He is committed to delivering effective guidance for educational excellence to ensure optimal education opportunities for all students.

WORK HISTORY

- ACGC Public Schools: Interim Superintendent (8 months)
- Hancock Public Schools: Part-time Superintendent (4 Years)
- New London-Spicer Schools: Superintendent (17 years)
- New London-Spicer Schools: High School Principal
- Sleepy Eye Public Schools: High School Principal
- Sleepy Eye Public Schools: Business Education Teacher

RELEVANT WORK EXPERIENCE

- Implemented long-range planning and goal-setting processes gathering community input and student achievement data resulting in facilities maintenance and energy project
- Led five successful operating levy campaigns and two successful bond levy campaigns
- Budget skills including all facets of revenue and expenditures planning and implementation



▪ SANDI NOVAK, Ed. S.

Sandi has 40 years of experience as a teacher, principal, curriculum director, assistant superintendent, acting superintendent, education consultant, and author. Specifically, she served as the acting superintendent in Butterfield-Odin School District (February-June 2016), as assistant superintendent in the Burnsville-Eagan-Savage Schools (2004-2010), and has served on the Board of Minnesota ASCD.

WORK HISTORY

- Butterfield-Odin Schools: Acting Superintendent
- Burnsville-Eagan-Savage Schools: Assistant Superintendent
- Burnsville-Eagan-Savage Schools: Curriculum/Professional Development Director
- Burnsville-Eagan-Savage Schools: Principal
- Owatonna Schools: Interim Principal
- Burnsville-Eagan-Savage Schools: Teacher/Coach
- Mazeppa Elementary School: Teacher

RELEVANT WORK EXPERIENCE

- Presenter at NSBA, MSBA, ASCD and other national conferences
- Coached leadership teams across the country on effective literacy instructional practices

▪ RENAE TOSTENSON, Ed.S.

Renaë has nearly 40 years of experience in education. She has served as superintendent (Lac qui Parle Valley Schools, 2011-2017), principal (Appleton Elementary School, 2007-2011), teacher coach (Lac qui Parle Valley Schools, 2005-2007), and as an elementary school teacher.

WORK HISTORY

- Lac qui Parle Valley Schools: Superintendent
- Lac qui Parle Valley Schools: Principal
- Lac qui Parle Valley Schools: Teacher coach

RELEVANT WORK EXPERIENCE

- Presenter at MASA and MSBA conferences and workshops
- Facilitated superintendent searches



▪ GARY KUPHAL

Gary has 47 years of experience in education, all but four years in Minnesota. He has served as a high school principal in Henderson, assistant high school principal and middle school principal in La Crescent, and superintendent in Southland, LeRoy-Ostrander, Plainview-Elgin-Millville, and Mabel-Canton.

WORK HISTORY

- Mable-Canton Schools: Superintendent
- La Crescent-Hokah Public Schools: Interim Superintendent
- Kingsland Public Schools: Interim Superintendent
- Southland School District: Superintendent
- LeRoy-Ostrander School District: Superintendent
- Plainview-Elgin-Millville Community Schools: Superintendent
- La Crescent-Hokah Public Schools: Middle School Principal
- Henderson School District: High School Principal
- Henderson School District: Counselor
- Cleveland School District: Counselor
- Union-Whitten School District (Iowa): Teacher

RELEVANT WORK EXPERIENCE

- Facilitated superintendent searches, board development, and school district strategic planning sessions
- Facilitated community task force on facilities planning

▪ STEVE NIKLAUS

Steve Niklaus brings 43 years of experience in education including serving as superintendent (Annandale Public Schools, 1992-2017) and principal (Annandale High School, 1986-1992, and Atwater-Grove City High Schools, 1980-1986). Steve has served on several state and regional professional boards and committees. Steve has worked in both Minnesota and North Dakota school districts.

WORK HISTORY

- Annandale Public Schools: Superintendent
- Annandale Public Schools: Principal
- Atwater-Grove City High Schools: Principal
- Welcome High School: Principal
- Oakes High School, Oakes, North Dakota: High School Teacher

RELEVANT WORK EXPERIENCE

- Led six successful operating levy elections and four successful building bond elections
- Experience facilitating with superintendent searches



■ **BILL TOMHAVE, Ph.D.**

Bill has more than 45 years of extensive experience in education starting as a high school mathematics teacher and including 40 years in higher education involved with teacher preparation. Bill was elected to the Moorhead Area Schools Board of Directors in 2001, serving through 2018. He was also recognized with the Minnesota All-State School Board award in January 2015.

WORK HISTORY

- Concordia College, Moorhead, Minnesota: Assistant/Associate/Professor, Mathematics
- University of Minnesota, Morris, Minnesota: Assistant Professor, Mathematics
- Iowa State University, Ames, Iowa: Instructor, Mathematics
- Oregon Consolidated Schools, Oregon: Teacher, High School Mathematics

RELEVANT WORK EXPERIENCE

- Director of Moorhead Area School Board 2002-2018, held positions of Chair, Vice-Chair, and Treasurer
- Board of Directors for Lakes Country Service Cooperative 2007-2018
- Experience assisting with community discussions and candidate screenings and interviews
- Ambassador, Minnesota School Boards Association (MSBA), 2006—2009
- Region 1 Joint Powers Board, 2010—2018; Vice Chair 2012—2018



NATIONAL AFFILIATION OF SUPERINTENDENT SEARCHERS



August 2, 2023

Dear School Board Members:

You are facing one of the most significant decisions you will make as a school board member – selecting a superintendent. No other staff member will likely have a more long-term impact on your school district. Choosing the most highly qualified individual, who also represents the ideal fit in your community, will be critical. Please consider using your state school board association’s superintendent search service to facilitate your next search for a superintendent.

The members of the National Affiliation of Superintendent Searchers (NASS) stand ready – as the most experienced network of search professionals in the United States – to execute a national campaign to find your district’s next superintendent. NASS consultants are located in 39 states and include more than 100 consultants serving as superintendent searchers for school board associations throughout the country. NASS harnesses the skills and experiences of many search professionals with proven track records of accomplishment. Consultants in NASS are characterized by integrity, passion, and focus. Your state school board association’s search professionals know state and local laws, know your district, and appreciate that each search is unique. They know your school board wants a customized search to meet your community’s specific needs, and understand the need to maintain a successful, long-term relationship between your board and your state school board association.

NASS members serve school boards every day. As Chair of NASS, I can promise you will receive individual, customized attention and a commitment from your NASS professional to assist in a dedicated and confidential manner, following the specific laws of your state. The successful executive search begins with a strong team of professional search consultants and ends with a solid, long-term relationship between the school district and its top administrative leaders. The NASS mission is *finding top executive leadership for school districts throughout the United States through our core values – ethics, integrity, leadership, and teamwork*. If retaining a successful, long-term leader is a priority for your district, rely on a NASS consultant!

Regards,

Shari Becker

Shari Becker
NASS Chair





**National Affiliation of Superintendent Searchers
(NASS members)**

- | | |
|----------------------|-----------------------|
| Alabama | New Hampshire |
| Alaska | New Jersey |
| Arizona | New Mexico |
| Connecticut | North Carolina |
| Florida | North Dakota |
| Georgia | Ohio |
| Idaho | Oklahoma |
| Illinois | Oregon |
| Indiana | Pennsylvania |
| Kansas | South Carolina |
| Kentucky | South Dakota |
| Maine | Tennessee |
| Maryland | Texas |
| Massachusetts | Utah |
| Michigan | Vermont |
| Minnesota | Virginia |
| Mississippi | West Virginia |
| Missouri | Wisconsin |
| Montana | Wyoming |
| Nebraska | |



**Agenda IV.B.7.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Abigail Alt, Vice Chair

Date: March 27, 2025

Re: Approve Updates to Guidelines for Sharing School Board Meetings

Recommendation: That the Board of Education approve updates to the Guidelines for Sharing School Board Meetings.

Notes:

“Guidelines for Sharing Board Meetings” was first approved by the Board of Education during its meeting on March 12, 2020. A report was given about changes to the guidelines on January 27, 2022. The guidelines were reviewed by the Board during a workshop on September 29, 2022 and were approved on October 27, 2022. Attached are some suggested updates to these guidelines based on the most recent board vacancy process as well as the need for a superintendent search.

Attachments: “Guidelines for Sharing Board Meetings” Redlined Draft

Guidelines for Sharing School Board Meetings

Statement of Purpose:

It is our responsibility as a school district to be transparent with our community.

Expectations:

The school board expects that, wherever possible, meetings will be live-streamed and recorded as noted below. In the event that live-streaming and/or recording of audio-visual transmissions is not possible, the school board meeting will proceed as scheduled.

Regular and Special Board Meetings:

1. Full audio-visual transmissions using multiple cameras. Presentations shared as part of live-streaming.
2. Live access online www.isd191.org and on BCTV, as possible.
3. Recordings will be posted online www.isd191.org, as well as via BCTV and Savage TV, where possible.
4. All Regular Board Meetings will be live-streamed and recorded, as possible.
5. All Special Board Meetings except those involving expulsions, [superintendent searches, and filling a school board opening](#) will be live-streamed and recorded, as possible.
6. Special Board Meetings addressing student expulsions will not be recorded or live-streamed.
7. [Special Board Meetings whose purpose is to complete a superintendent search or to fill a school board opening will not be live-streamed. Recordings will become public once the opening has been filled.](#)

Legislative Committee, Policy Review Committee, Workshops, and Work Sessions:

- Full audio-visual transmissions using a single stationary camera and microphones, where possible. Presentations are not shared as part of live-streaming.
- Live access online www.isd191.org and on BCTV, as possible.
- Recordings will be posted online www.isd191.org, as well as via BCTV and Savage TV, where possible.
- All **Legislative Committee Meetings, Policy Review Committee meetings, Workshops, and Work Sessions** will be live-streamed and recorded, as possible.

Policy references:

205 Open Meetings and Closed Meetings

206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations



**Agenda V.A.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Stacey Sovine, executive director of administrative services and George Vander
Weit, One Digital insurance representative

Date: March 27, 2025

Re: Insurance Plan Review

2025-2026 Medical and Dental funding recommendations

Burnsville Eagan Savage School District #191

Benefits Advisory Group

- Representative from various employee groups are part of the benefits advisory group
- The group is advisory only, and makes a recommendation to District
- The group meets regularly during the school year to review the insurance plans and provide feedback from their members

Health Insurance Transparency Act (HITA) RFP

- MN Statute 471.6161 requires a public school to seek proposals for their medical insurance plan every 2 years unless the largest employment group and the District agree otherwise
- RFP process started on December 27, 2024 when the RFP was released to the marketplace
- First round offers were due on Jan 17, 2025 and opened on Jan 20 2025. Committee met on Feb 3, 2025 to review and discuss.
- Best and final offers were due on Feb 13, 2025 and opened on Feb 14, 2025. Committee met on Mar 13, 2025 to review and make final recommendation.

Health Insurance Transparency Act (HITA) RFP

- First round offers were received by UMR (United Health), Blue Cross Blue Shield of Minnesota (BCBS) and Public Employee Insurance Pool (PEIP). HealthPartners and Medica declined to quote.
- PEIP was reviewed but since they don't match current plan and they are not a self insured option the committee didn't think moving to PEIP with a 15.50% increase was a good decision.
- UMR offered a net increase to fixed costs of 52.74% with a second year stop loss cap of 29% and admin increase of 2.5%
- BCBS offered a net increase to fixed costs of 17.28% with a second year stop loss cap of 19.5% and admin cap of 2.5%. BCBS provided \$200,000 in various implementation dollars for the 2 year contract.

Health Insurance Transparency Act (HITA) RFP

- Best and final offers were received by UMR (United Health) and Blue Cross Blue Shield of Minnesota (BCBS).
- UMR reduced stop loss rates by adding 2 lasers. Net increase to fixed costs improved to 21.67%. Stop loss cap improved to 19.5%, admin rate hold for the 2 years.
- BCBS offered a net increase to fixed costs of 14.67%, improved their second year stop loss cap to 17% and admin rate hold for the 2 years. BCBS provided \$200,000 in various implementation dollars for the 2 year contract.
- Stop loss offers to increase the deductible from \$225k to \$250k yields a fixed cost savings of \$310k, which is the equivalent of +12 people exceeding the current deductible levels, past and future data shows this is favorable to increase the risk slightly for the fixed cost savings.

Medical Recommendation

- The benefits advisory group discussed the past member experience and troubles that members had with claims and customer service of UMR.
- The benefits advisory group reviewed the network disruption reports of claims for the past 17 months with UMR having 97.09% in network and BCBS having 99.48% of spend in network.
- Given the very comparable expected costs of both carrier offers, only separated by \$123k. Based on the recommendation of increasing funding by 5% regardless of the carrier selected, the benefits advisory group is recommending a move to BCBS.

Dental Recommendation

- The benefits advisory group reviewed the results of the RFP of the dental carriers and the dental plan performance.
- The benefits advisory group expressed no desire to change dental plan administrators based on current performance of Delta and the access to care.
- Dental fund balance is adequate currently at 6 months of claim spend in reserve (\$506k), yet this year to date the fund has depleted by \$63k, some of this is the seasonality of the dental plan.
- An increase to dental rates by 1.5% is being recommended.



**Agenda V.B.
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Stacey Sovine, executive director of administrative services

Date: March 27, 2025

Re: Facilities Needs Assessment

Long Term Facilities Planning Recap and Update

March 27, 2025

Stacey Sovine, executive director of administrative services

Facilities Recap

Why this discussion now?

- *Recent closed session on safety & security*
- *Recent work session to discuss use of open facilities sales proceeds*
 - *DEC Outlot sold on September 30, 2024*
 - *Metcalf Middle and Sioux Trail Elementary anticipated closing 2025-2026*
- *Presentation on November 7, 2024*

Desire to take planful, comprehensive approach to addressing these & other facilities needs

Purpose and Commitment

Purpose:

One91 Facilities should address changing student needs and programming in a fashion that is welcoming, safe, and efficiently uses one-time capital expenses to reduce ongoing inefficient operational expenses (overhead).

- Identify and prioritize district needs for today in a manner that provides flexibility for the future
- Leverage our resources to maximize the use and efficacy of One91 Facilities

Purpose and Commitment

District 191 is Committed to:

- Students, student learning, and offering the best possible learning environments and opportunities
- Creating welcoming and safe buildings and spaces
- Engaging our community in this process and hearing from many voices
- An open and transparent communication and decision making process
- A cost effective use of our facilities and resources
- Reducing inequities and racially or socioeconomically identifiable schools

Safety and Facility Updates

Initial list of identified safety and facility updates:

- Structural changes to several front entrances
- Structural improvements for open concept buildings
- Redesign parking, bus drop off, and parent pick up zones
- Dedicated instructional spaces and secure entrances for Early Childhood at 8 buildings
- Enterprise infrastructure



Safety and Facility Updates

Initial list of identified safety and facility updates:

- Structural changes to several front entrances
 - Welcoming: intuitive, traffic flow, regulated environment
 - Security: multiple layers, vision, communication
 - Efficiency: reduce need for multiple dedicated personnel



Safety and Facility Updates

Initial list of identified safety and facility updates:

- Structural improvements for open concept buildings
 - Evaluate open concept buildings for return on investment
 - Install floor-to-ceiling walls in buildings with $\frac{3}{4}$ walls
 - Install classroom doors in buildings designed for open concept



Safety and Facility Updates

Initial list of identified safety and facility updates:

Several sites' student pickup zones were never designed for the level of traffic they are experiencing.

- Redesign parking, bus drop off, and parent pick up zones;
 - Welcoming: intuitive, traffic flow, convenient entrance access
 - Safety: separation of zones, improved vision, clear permanent markings and signage
 - Efficiency: reduce need for multiple dedicated personnel to direct traffic and set-up



Safety and Facility Updates

Initial list of identified safety and facility updates:

- Dedicated instructional spaces and secure entrances for Early Childhood at 8 buildings;
 - Voluntary Pre-Kindergarten and Project Kids programs are available at all elementary buildings
 - Program hours do not align with K-5 programming (before / after school and half day)
 - Provide appropriate instructional spaces including primary age bathrooms for these programs with dedicated secure entrances

Safety and Facility Updates

Initial list of identified safety and facility updates:

- Address enterprise infrastructure;
 - Resources dedicated to increasing capacity for security cameras, communication, and next generation flexibility

Identified Needs

Process

- **December:** David Lake and Stacey Sovine toured each site with principals and directors to identify building specific needs
- **January through early March:** Lake and Sovine meet with building leadership teams for each site to review and update lists
- **February:** Lake and Sovine met with representatives from athletics.

Compiled a list of **695 items** across the district.

Identified Needs

Row Labels	Athletics/Activities	Burnsville High School	Cedar School	Diamondhead Education Center	Eagle Ridge Middle	Edward Neill Elementary	Gideon Pond Elementary	Hidden Valley Elementary	Nicollet Middle	Rahn Elementary	Sky Oaks Elementary	Vista View Elementary	William Byrne Elementary	Harriet Bishop Elementary	Grand Total
ADA Accessibility	3	1		1					2				3		10
Audio / Visual / Accoustics	1	9		2	2		1	1	3	4	1		3	1	28
Bottle Filling Stations		1							1	2		2		1	7
Bus Drop Zones				2	1	2	1	2	4		1		1		14
Cluster Departments		2		1	1		1	1	2			1			9
Electrical Outlets		8		1			1		1	1	1		3		16
Entryway upgrade	1	1	2	6	1	5	2	1	2	1	3	4	1	2	32
Field upgrades	23	5	1		2	3		1	13			1	1	3	53
Flexible Instructional Spaces		2	1	9	2	10	4	3	5	1	1	3	3	10	54
Furniture Upgrades	1	11		1	4	1	1	1	6	2	3	5	5	2	43
HVAC Air Quality	1	1			1				2	2			2		9
Interior Security	1	6	1	5	3	6	1	6	7	2			1	2	41
Lighting	1	1				1			1		1		1		6
Limited Space	6	7		9	2	1	1	2	9	1	2	3		2	45
Grand Total	38	55	5	37	19	29	13	18	58	16	13	19	24	23	367

Identified Needs

Row Labels	Athletics/Activities	Burnsville High School	Cedar School	Diamondhead Education Center	Eagle Ridge Middle	Edward Neill Elementary	Gideon Pond Elementary	Hidden Valley Elementary	Nicollet Middle	Rahn Elementary	Sky Oaks Elementary	Vista View Elementary	William Byrne Elementary	Harriet Bishop Elementary	Grand Total
Locker Room Upgrade	5	2			1				1						9
Locks / Doors	1	5		3	1	4	2	1	5	5	2	2	6	2	39
Mechanical Upgrades	1	6		1				2	11	3	2	1	2		29
Meeting Spaces	4	4		2					3	1	2	1	1		18
Nursing Rooms				2					1					1	4
Office Spaces	1	1	1	1	1	2	1	2	3	1	3	5	1	1	24
Performing Arts	1	2							3						6
Playgrounds / Outdoor Learning		2		3		7	2	2	2	1	1	7	1	2	30
Repurpose Space	1	12		1			1			1	2			2	20
Restrooms	4	13	2	1	4	6	2	2	5	3	3	4	8	1	58
Signage	4	7			2				1				1		15
Storage Needs	7	4		8		2	1	2	7	2	2	6	5	3	49
Technology Infrastructure		4	1	1	3	1			1	1					12
Windows		4		3	2			1	3				2		15
Grand Total	29	66	4	26	14	22	9	12	46	18	17	26	27	12	328

Identified Needs

Row Labels	Burnsville High School Athletics/Activities	Cedar School	Diamondhead Education Center	Eagle Ridge Middle	Edward Neill Elementary	Gideon Pond Elementary	Hidden Valley Elementary	Nicollet Middle	Rahn Elementary	Sky Oaks Elementary	Vista View Elementary	William Byrne Elementary	Harriet Bishop Elementary	Grand Total	
ADA Accessibility	3	1	1				2					3		10	
Audio / Visual / Accoustics	1	9	2	2		1	1	3	4	1		3	1	28	
Bottle Filling Stations		1					1	2			2		1	7	
Bus Drop Zones			2	1	2	1	2	4		1		1		14	
Cluster Departments		2	1	1		1	1	2			1			9	
Electrical Outlets		8		1		1		1	1	1		3		16	
Entryway upgrade	1	1	2	6	1	5	2	1	2	1	3	4	1	2	32
Field upgrades	23	5	1		2	3		1	13			1	1	3	53
Flexible Instructional Spaces		2	1	9	2	10	4	3	5	1	1	3	3	10	54
Furniture Upgrades	1	11		1	4	1	1	1	6	2	3	5	5	2	43
HVAC Air Quality	1	1			1			2	2				2		9
Interior Security	1	6	1	5	3	6	1	6	7	2			1	2	41
Lighting	1	1				1			1		1		1		6
Limited Space	6	7		9	2	1	1	2	9	1	2	3		2	45
Locker Room Upgrade	5	2			1				1						9
Locks / Doors	1	5		3	1	4	2	1	5	5	2	2	6	2	39
Mechanical Upgrades	1	6		1				2	11	3	2	1	2		29
Meeting Spaces	4	4		2					3	1	2	1	1		18
Nursing Rooms				2					1					1	4
Office Spaces	1	1	1	1	1	2	1	2	3	1	3	5	1	1	24
Performing Arts	1	2							3						6
Playgrounds / Outdoor Learning		2		3		7	2	2	2	1	1	7	1	2	30
Repurpose Space	1	12		1		1			1	2				2	20
Restrooms	4	13	2	1	4	6	2	2	5	3	3	4	8	1	58
Signage	4	7			2				1				1		15
Storage Needs	7	4		8		2	1	2	7	2	2	6	5	3	49
Technolgy Infrastructure		4	1	1	3	1			1	1					12
Windows		4		3	2			1	3				2		15
Grand Total	67	121	9	63	33	51	22	30	104	34	30	45	51	35	695

[Needs Assessment Summary](#)

[Needs Assessment Complete List](#)

How do we do projects now?

- Majority of projects are planned up to ten years in advance through Long Term Facility Maintenance (LTFM)
- Some projects are unexpected:
 - Enrollment shifts
 - Special needs
 - Breakdowns and malfunctions
 - Changing programming pressures
- Some major projects are outside of the scope of LTFM, such as significant structural changes which take additional steps in development

How do we do projects now?

We pay for the different projects through:

- Long Term Facility and Maintenance
 - 10 year adjustable plan to replace and repair structural and some capital expenses
 - These items may include new roofs, boilers, flooring, etc.
- Annual Operations Department Budget
- Safe Schools
- Special Education
- Reassigning Unassigned funds
- Bond Referendums

Update for Next Steps

In the next one to two months we will:

- Gather more information on potential facility needs that align with our purpose.
 - *One91 Facilities should address changing student needs and programming in a fashion that is welcoming, safe, and efficiently use one-time capital expenses to reduce ongoing inefficient operational expenses (overhead).*
- Based upon initial information, develop guiding change document to identify the essential questions and structure a decision making process to explore priorities, options, and desired outcomes.
- Board explores funding options.

[Thank you]



**Agenda VI
March 27, 2025**

To: Board of Education
Dr. Chris Bellmont, assistant superintendent

From: Stacey Sovine, executive director of administrative services

Date: March 27, 2025

Re: Labor Negotiations Strategy

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