



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
October 23, 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 Mikkelsen and Chair Werb

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

II. Approval of Agenda

III. Information

A. School Report: William Byrne Elementary School

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent, Kamala Niffenegger, Interim Principal, and Briana Benson, Multilingual Teacher

2



**Agenda III.A.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Belmont, assistant superintendent, Kamala Niffenegger, Interim Principal,
and Briana Benson, Multilingual Teacher

Date: October 23, 2025

Re: School Report: William Byrne Elementary School

Data Driving Success: William Byrne's Strategic Approach to Multilingual Achievement

October 23, 2025

Kamala Niffenegger: Interim Principal

Briana Benson: Multilingual (ML) Teacher

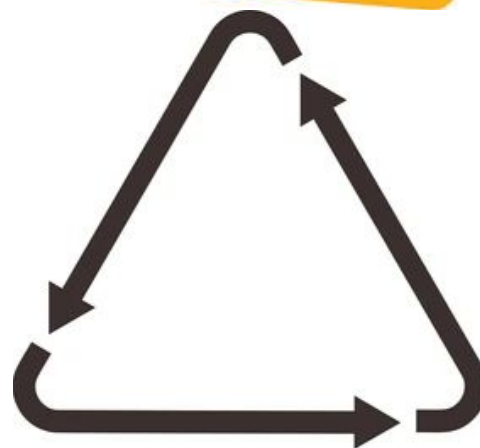
Systems

- Master Schedule
- WIN (What I Need)
- Small Group
- ML Support
- Co-Teaching
- Catalyst Strategies

Mindsets & Beliefs:



Data Driven Goals



Trend change indicator: 4th Grade

Cohort Exit - Spring Data 24-25

Students are deemed to be proficient and exit ML services when their cumulative score is 4.5 or higher with none of the four domains being below 3.5 (standardized state-wide)

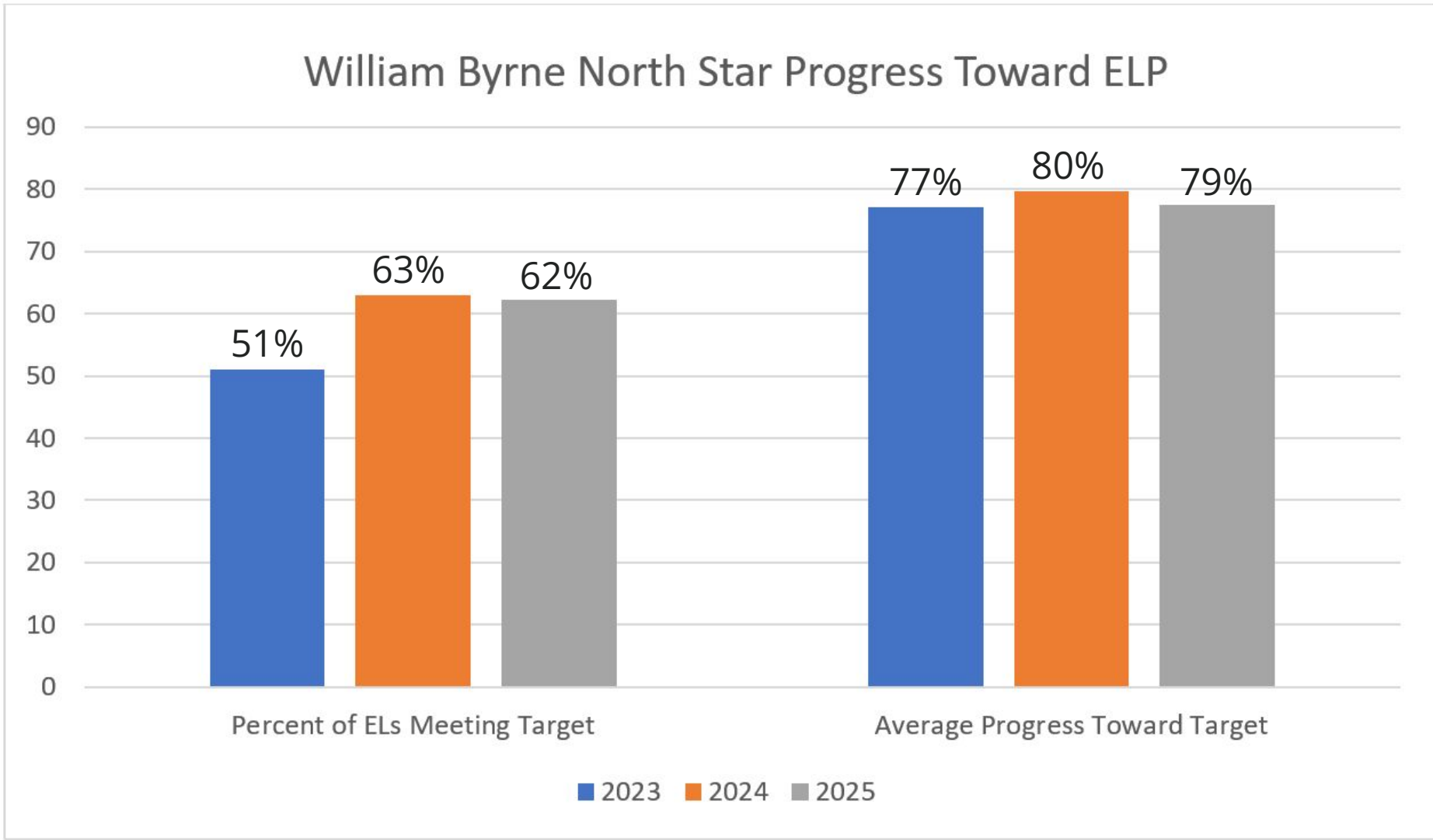


Grade	Listening	Speaking	Reading	Writing	Composite	Proficient
4	6.0	4.6	6.0	4.3	5.4	YES
4	6.0	3.8	2.7	5.7	4.7	YES
4	6.0	4.2	5.7	5.7	5.5	YES
4	6.0	5.7	5.0	5.1	5.6	YES
4	6.0	4.8	4.2	4.7	4.8	YES
4	6.0	4.2	5.7	5.1	5.2	YES
4	6.0	4.6	5.7	4.3	4.8	YES
4	5.8	5.0	4.6	4.3	4.7	YES
4	6.0	4.4	4.6	5.1	5.3	YES
4	6.0	4.2	5.0	4.7	4.9	YES
4	6.0	3.5	6.0	4.3	4.8	YES
4	6.0	4.8	2.9	4.3	4.5	YES
4	6.0	5.3	4.2	4.3	4.9	YES
4	6.0	4.4	5.5	4.0	4.7	YES
4	6.0	5.3	5.9	4.7	5.5	YES



Celebration of Growth

Trend change indicator - schoolwide ⁷



Future Focused

- ML Interventionist
- Piloting ML Curriculum
- Aligning Instruction with Tier 1 Curriculum
- Integrating CAREIALL knowledge and strategies

Thank you!

B. Comprehensive Achievement and Civic Readiness (CACR) / Achievement
& Integration Progress Report

11

Speaker(s): Imina Oftedahl, Director of Curriculum, Instruction, and Assessment
and Isis Buchanan, Director of Educational Equity



**Agenda III.B.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Isis Buchanan, director of educational equity and Imina Oftedahl, director of curriculum, instruction and assessment

Date: October 23, 2025

Re: 2024-2025 Comprehensive Achievement and Civic Readiness (CACR) /
Achievement & Integration Progress Report

2024-2025 Comprehensive Achievement and Civic Readiness (CACR) / Achievement & Integration Progress Report

October 23, 2025

Isis Buchanan, director of educational equity

Imina Oftedahl, director of curriculum, instruction and assessment

Overview

- Comprehensive Achievement and Civic Readiness (CACR) 2024-25
- Achievement and Integration (A&I)
- Goals and Results
- Strategies and Programming



Comprehensive Achievement and Civic Readiness

Comprehensive Achievement and Civic Readiness (CACR) 2024-25

- All children ready for school
- All racial and economic gaps between students closed
- All students ready for career and college
- All students graduate
- Life long learners

Achievement and Integration

- Pursue racial and economic integration
- Increase student achievement
- Create equitable educational opportunities
- Reduce academic disparities based on racial, ethnic, and economic backgrounds



CACR - Ready for Kindergarten

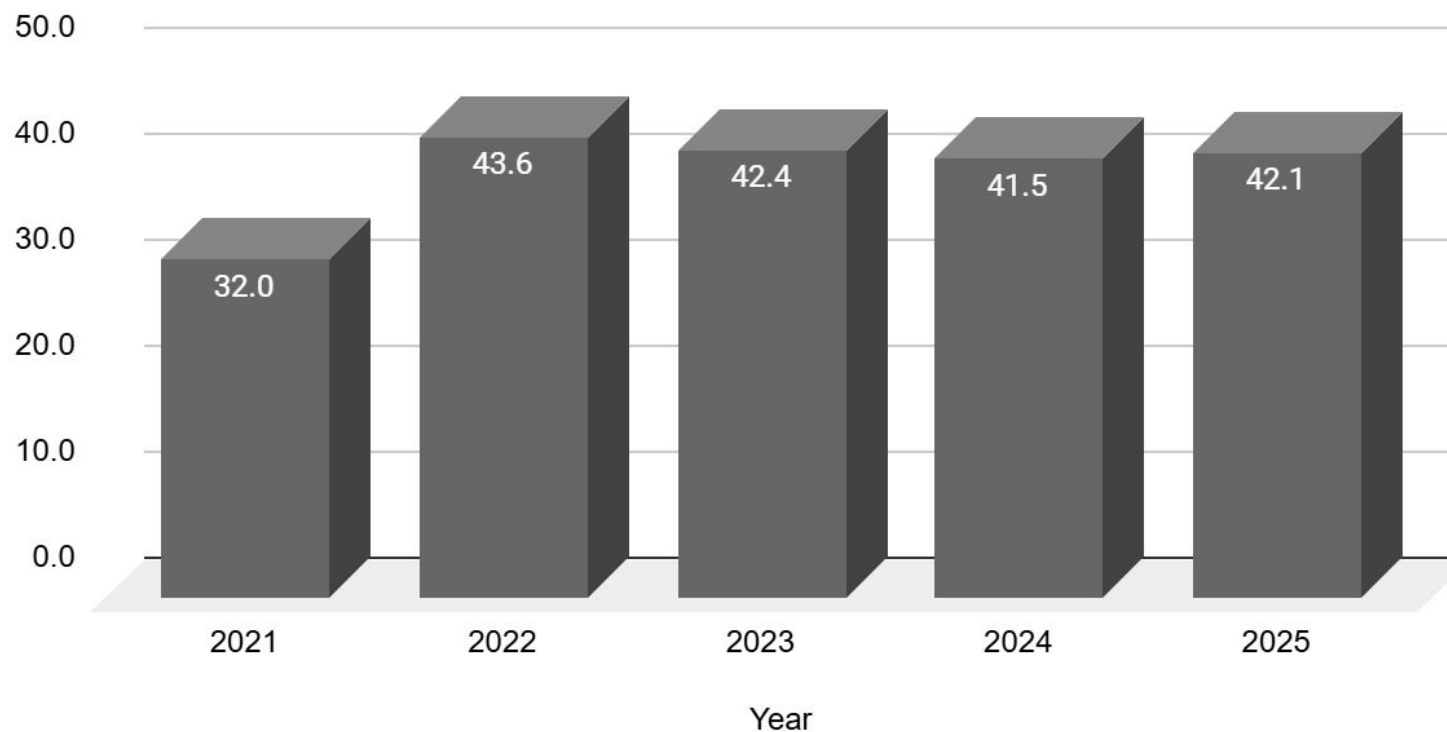
Incoming kindergarteners meeting benchmark for early literacy

Goal: 50.0%

Result: 42.1%

earlyReading

Percentage of Kindergarten Meeting Fall Benchmark



A&I - Ready for Kindergarten

Incoming kindergarteners meeting benchmark for early literacy

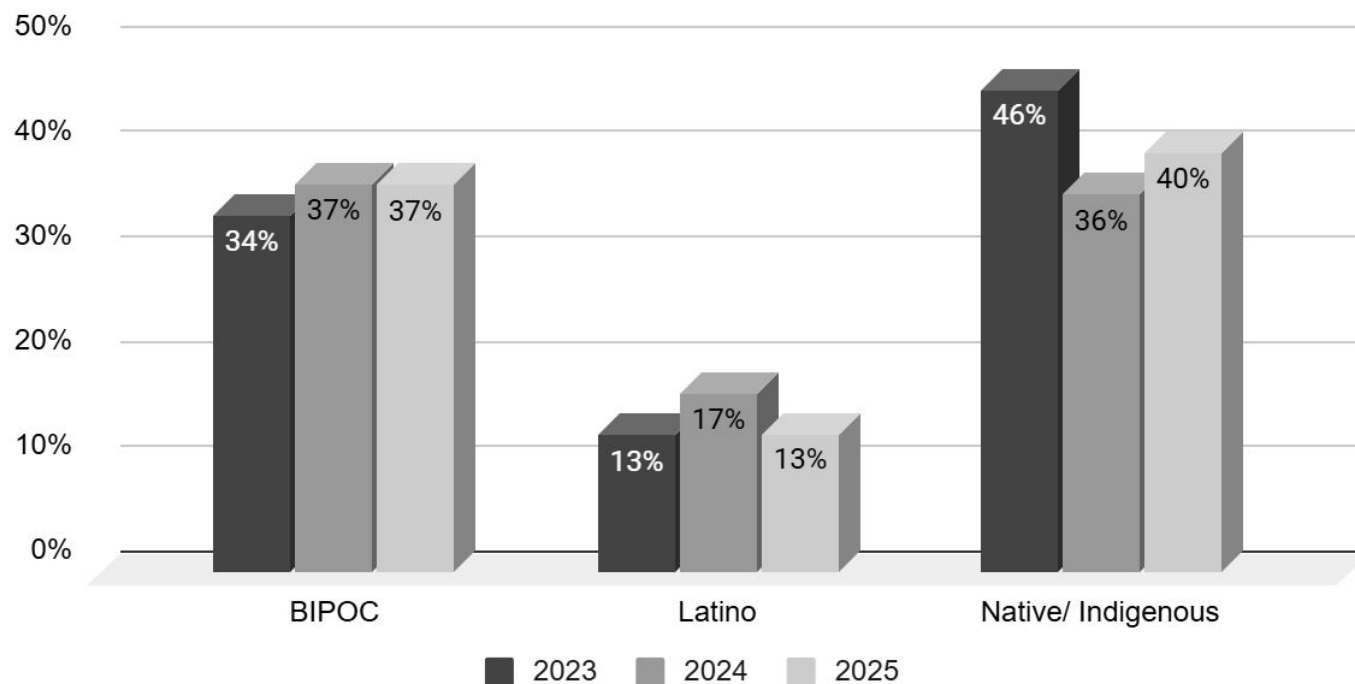
Black, Indigenous, People of Color (BIPOC)
Goal: 41% Result: 37%

Latino
Goal: 20% Result: 13%

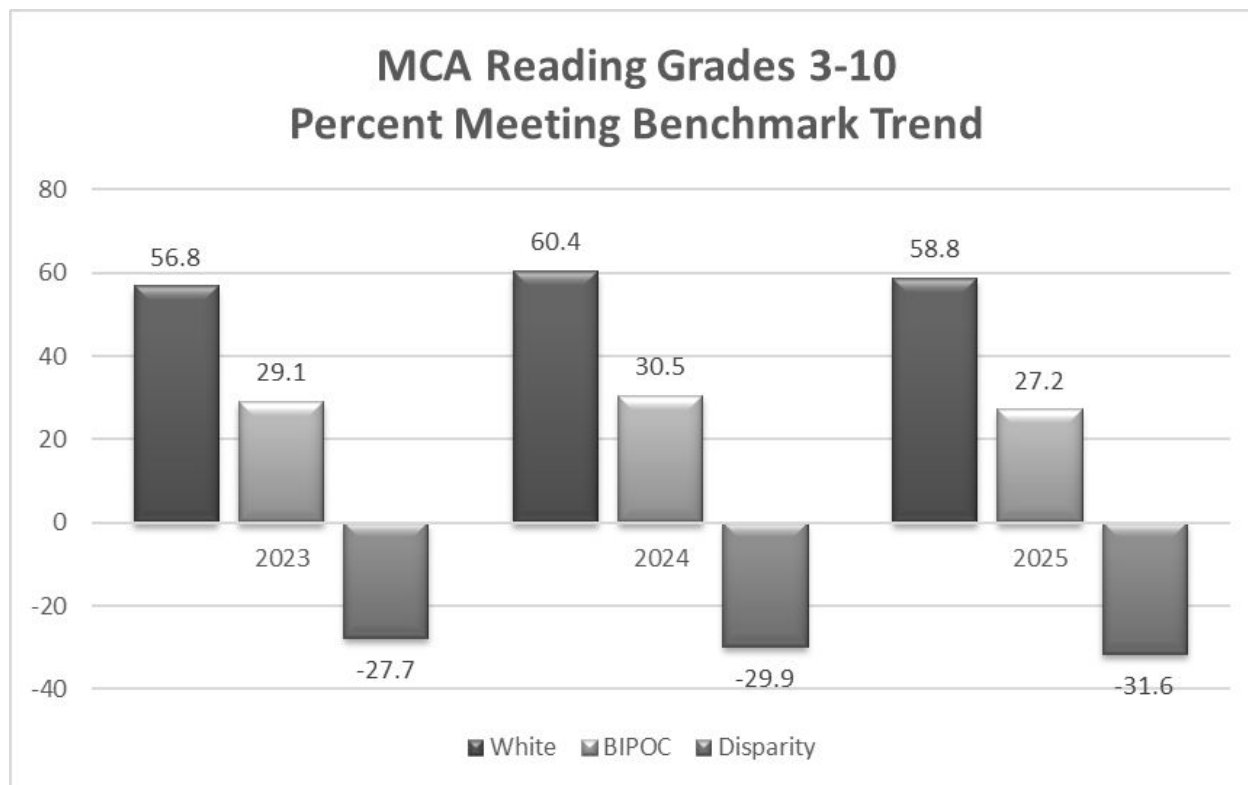
Native/Indigenous
Goal: 50% Result: 40%

earlyReading

Percentage of Kindergarten Meeting Fall Benchmark



CACR - Close Performance Gaps



Reduce proficiency disparities between Black, Indigenous, and People of Color (BIPOC) and White students

Minnesota Comprehensive Reading Assessment (MCA)

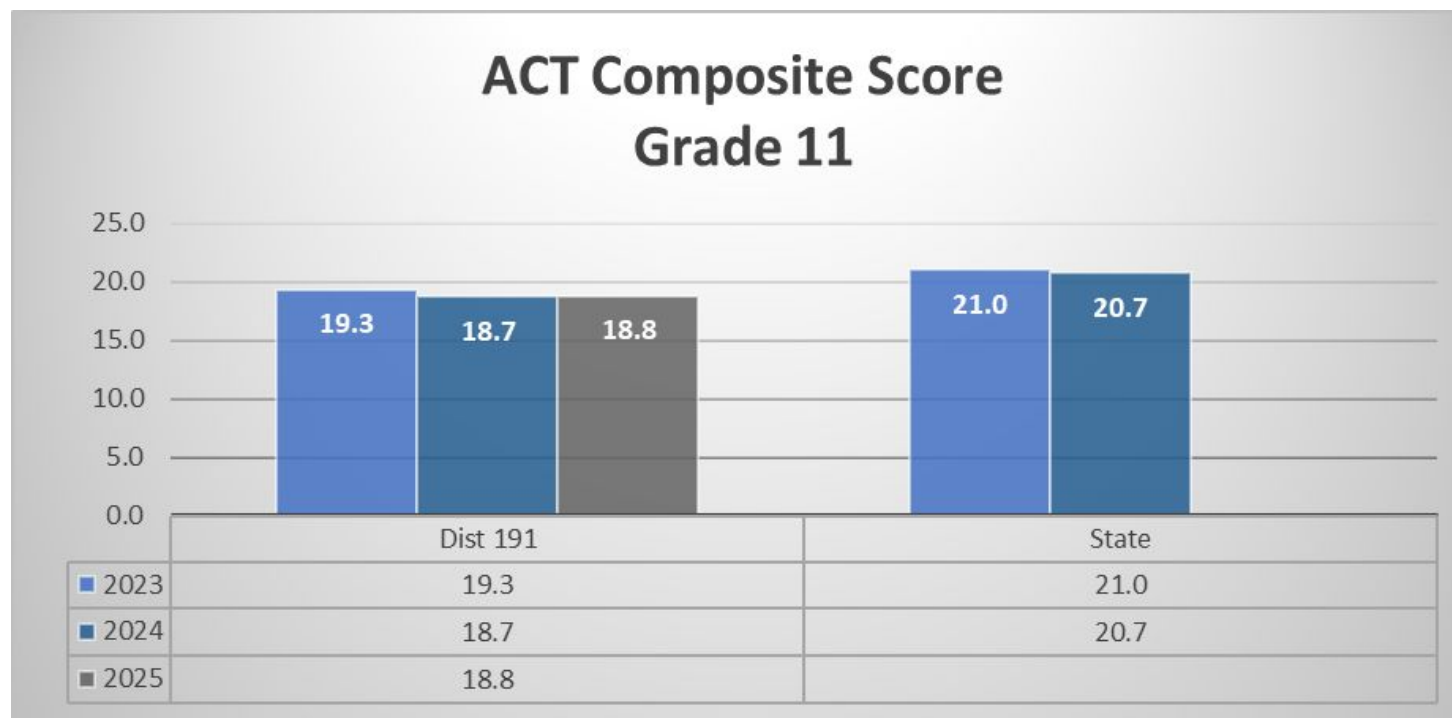
Goal: 18.5%

Result: 31.6%

CACR - Career and College Ready

Average ACT composite score for all grade 11 students

Goal: Average composite score of 20.0 Result: 18.8

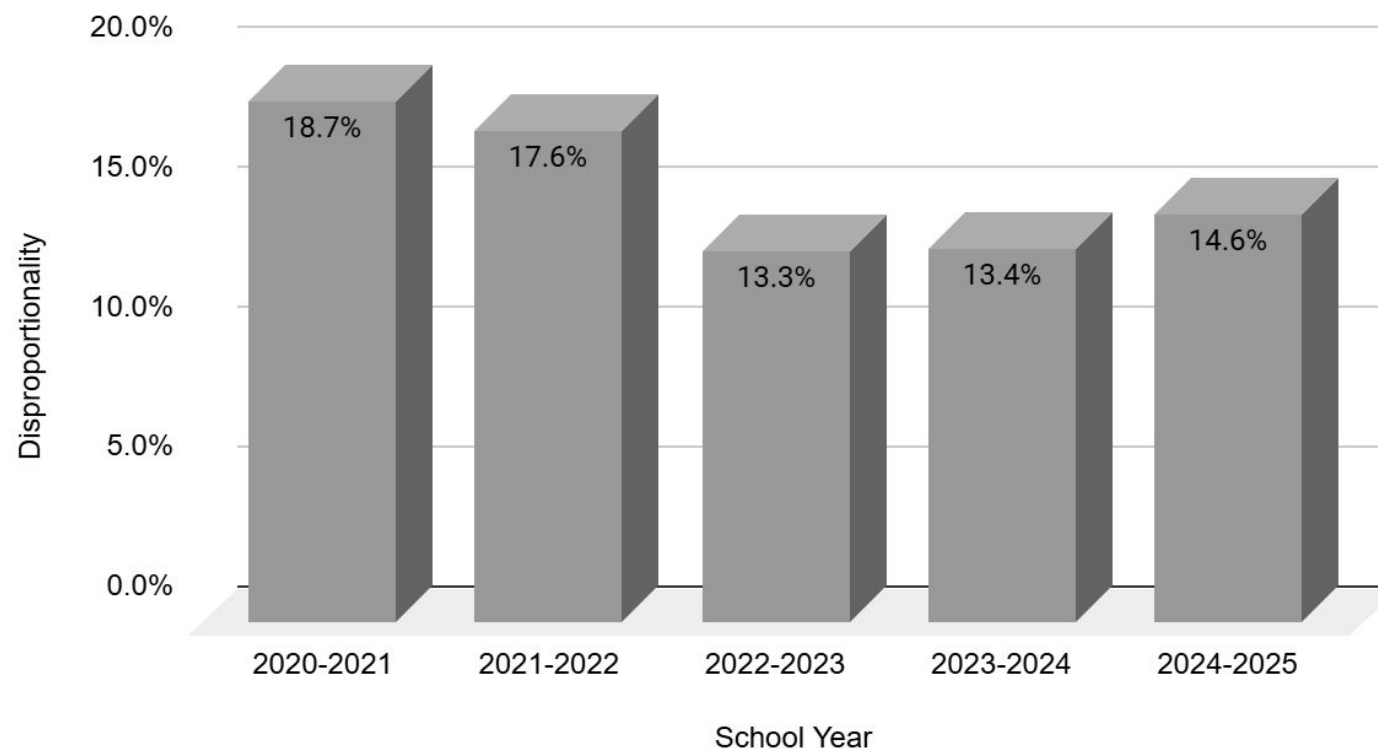


A&I - Rigorous Coursework

Reduce
disproportionate
enrollment in rigorous
coursework
course eligible to earn
college credit

Goal: 8%
Result: 14.6%

Rigorous Course Enrollment Disproportionality

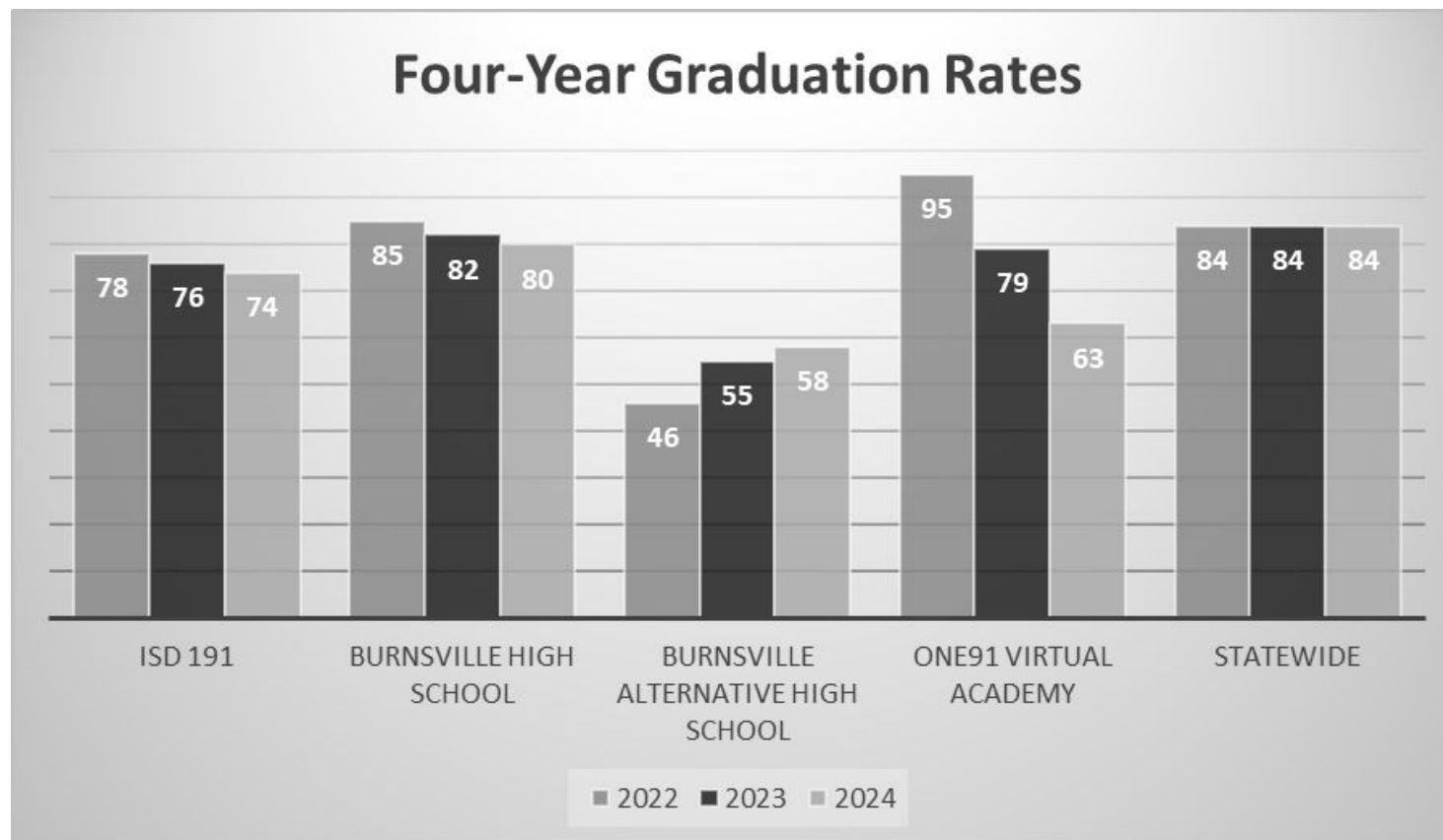


CACR- All Students Graduate

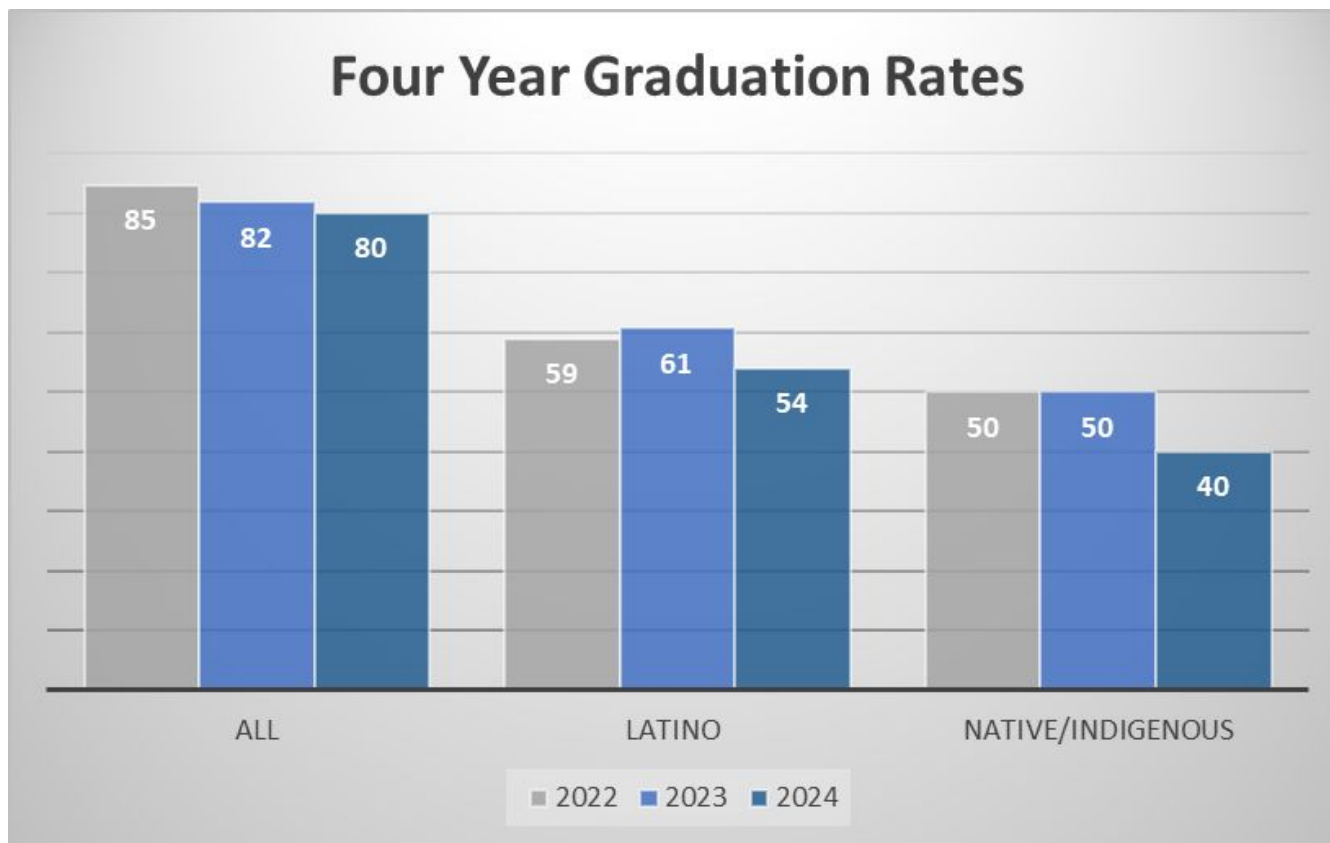
Increase four-year graduation rate at Burnsville High School

Goal: 88%

Result: 80%



A&I - All Students Graduate



Four-year graduation rate at BHS

All Students
Goal 88% Result 80%

Latino
Goal: 70% Result: 54%

Native/Indigenous
Goal: 72% Result: 40%

Timeline FY 23-26

Every three years, school districts that participate in Minnesota's Achievement and Integration program (A&I) submit an A&I plan to the Minnesota Department of Education (MDE).

A&I TIMELINE



We are currently in year three of the FY23-FY26 Plan.

Lakeville Area Schools is our current partner district.



Strategies and Programming

Achievement and Integration

Strategy 1: Advancement Via Individual Determination (AVID)

- *AVID Schoolwide: Instruction, Systems, Leadership, and Culture*

Strategy 2: Family Partnership & Support

- *Targeted Support for Families provided by Cultural Liaisons & Social Workers*



Strategies and Programming

Achievement and Integration

Strategy 3: Indigenous Student and Family Engagement

- *American Indian Parent Advisory Committee (AIPAC)*
- *District One91 Participating in the Dream Catcher Project*

Strategy 4: Culturally Proficient School Systems

- *System-wide Culturally Responsive Instructional Practices*



Planning for FY27-29

Achievement and Integration (A&I) Action Steps

- Establishing a new partnership for FY 27-29
 - *Bloomington Public Schools will partner with District 191*
- Drafting the FY27-29 A & I Plan
 - *Possible Areas of Alignment for Partnership: AVID, Indian Education Programming, Culturally Proficient School Systems (CPSS), Early Readiness for Kindergarten, Parent Involvement*
- MDE will be sharing information about the FY27-29 Achievement and Integration process in November 2025
 - *New FY27-29 A&I Plan Template*
 - *New Plan & Budget Guide*
- The plan will be shared with School Board prior to March 15, 2026 in accordance with the A&I MDE timeline.



Thank You

C. Financial Audit Report

Speaker(s): Tyler Dehne, Director of Finance and Nancy Schulzetenberg, CPA-Partner, Government Audit from Creative Planning (BergankD.V)



**Agenda III.C.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Tyler Dehne, director of finance and Nancy Schulzetenberg, CPA – partner,
government audit from Creative Planning (BerganKDV)

Date: October 23, 2025

Re: Financial Audit Report

Attachments:

- Annual Comprehensive Report
- Final Audit communications Letter
- Reports on Government Auditing Standards and Legal Compliance

ISD No. 191 Burnsville, MN

Nancy Schulzetenberg, CPA



The Audit

Independent Auditor's Report

- ◆ Financial statements are management's responsibility; auditor's responsibility to express an opinion on them
- ◆ Audit includes examining, on a test basis, evidence supporting amounts and disclosures in the financial statements
- ◆ Unmodified opinion on the District's basic financial statements which comprise the District's governmental activities, each major fund and the aggregate remaining funds, and budget to actual statements for the District's General Fund, Food Service Fund, and Community Service Fund

Compliance Reports

- ◆ Report in Accordance with *Government Auditing Standards*
 - ◇ No internal control or compliance findings
- ◆ Report on Compliance in Accordance with *OMB Uniform Guidance*
 - ◇ Unmodified opinion on compliance with requirements of your Education Stabilization Funds and Federal Special Education
 - ◇ No internal control findings
- ◆ Report on Minnesota Legal Compliance
 - ◇ No findings

Communications Letter

- ◆ Required Communication
- ◆ Financial Analysis
- ◆ Legislative Update
- ◆ Emerging Issues

Financial Communications

General Education Aid – Formula Allowance

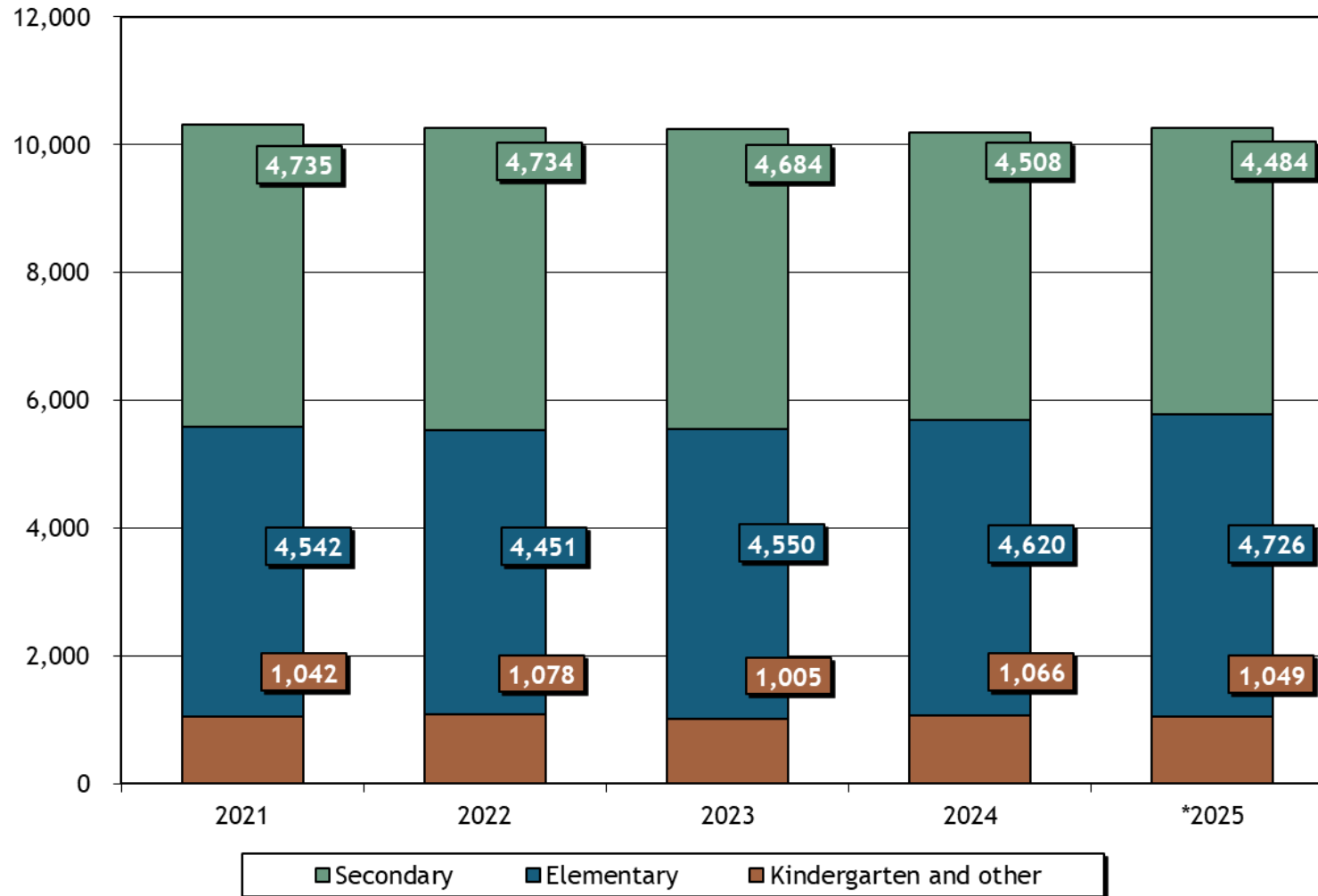
Year	General Education Aid Formula Allowance	
	Amount	Percent Increase
2016	\$ 5,948	2.0%
2017	6,067	2.0%
2018	6,188	2.0%
2019	6,312	2.0%
2020	6,438	2.0%
2021	6,567	2.0%
2022	6,728	2.5%
2023	6,863	2.0%
2024	7,138	4.0%
2025	7,281	2.0%
2026	7,481	2.7%

Average Daily Membership and Pupil Units - Total Students (Resident ADM)

Students (Resident ADM)	2021	2022	2023	2024	*2025
Kindergarten and other	1,042	1,078	1,005	1,066	1,049
Elementary	4,542	4,451	4,550	4,620	4,726
Secondary	4,735	4,734	4,684	4,508	4,484
Total Students (Resident ADM)	10,319	10,262	10,239	10,194	10,258

*estimate

Average Daily Membership and Pupil Units - Resident ADM



*estimate

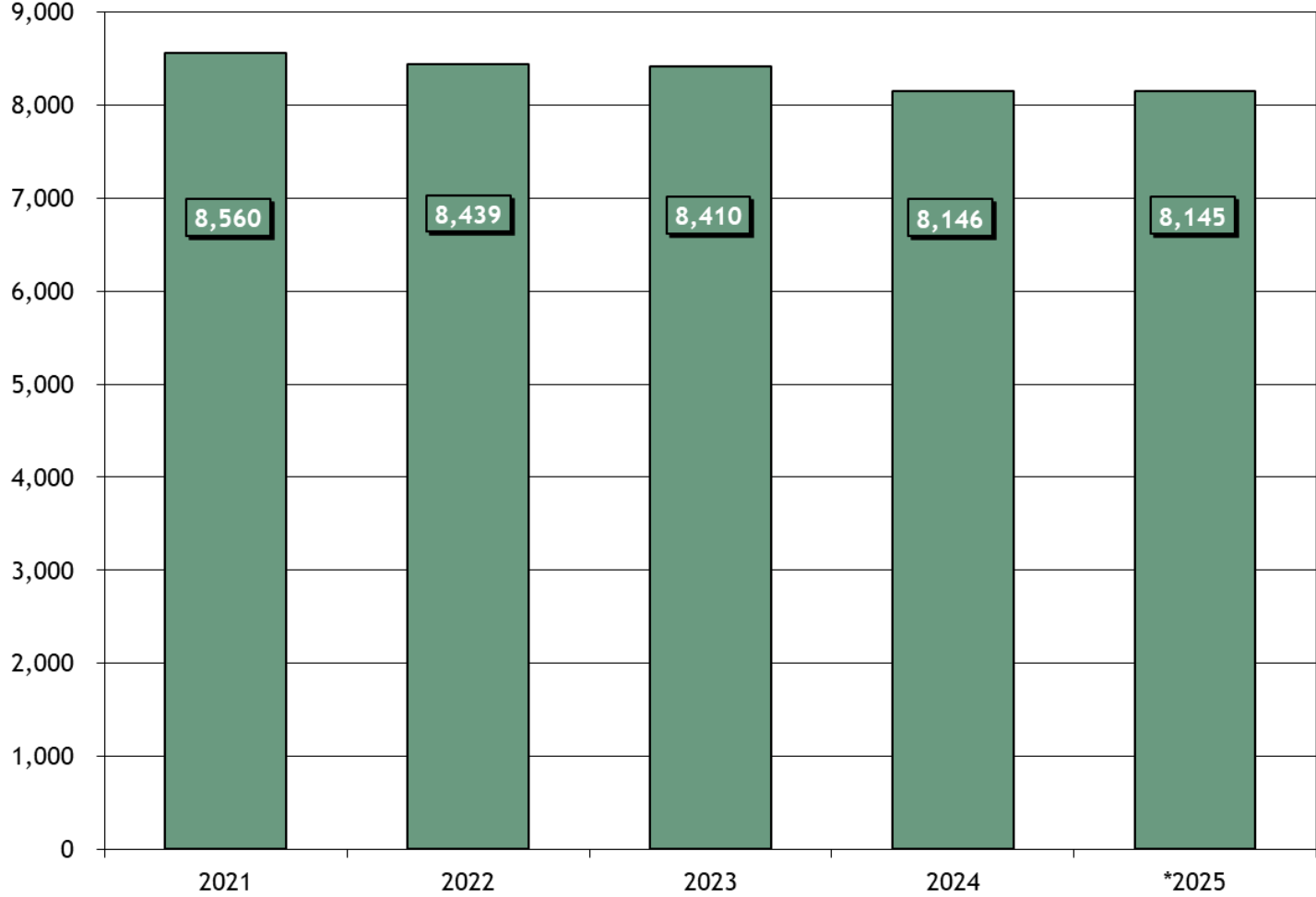
Average Daily Membership and Pupil Units - Weighting & Adjusted PUN

Pupil Units Weighting						
	Pre-Kindergarten	Part-Time	All-Day	Elementary	Secondary	
2020-2024	1.000	1.000	1.000	1.000	1.000	1.200

Adjusted Pupil Units	2021	2022	2023	2024	*2025
Residents	11,265	11,209	11,176	11,096	11,155
Pupil unit gain	639	621	689	748	814
Pupil unit loss	(3,343)	(3,391)	(3,455)	(3,697)	(3,825)
Total Adjusted Pupil Units	8,560	8,439	8,410	8,146	8,145

*estimate

Average Daily Membership and Pupil Units - Pupil Units Served

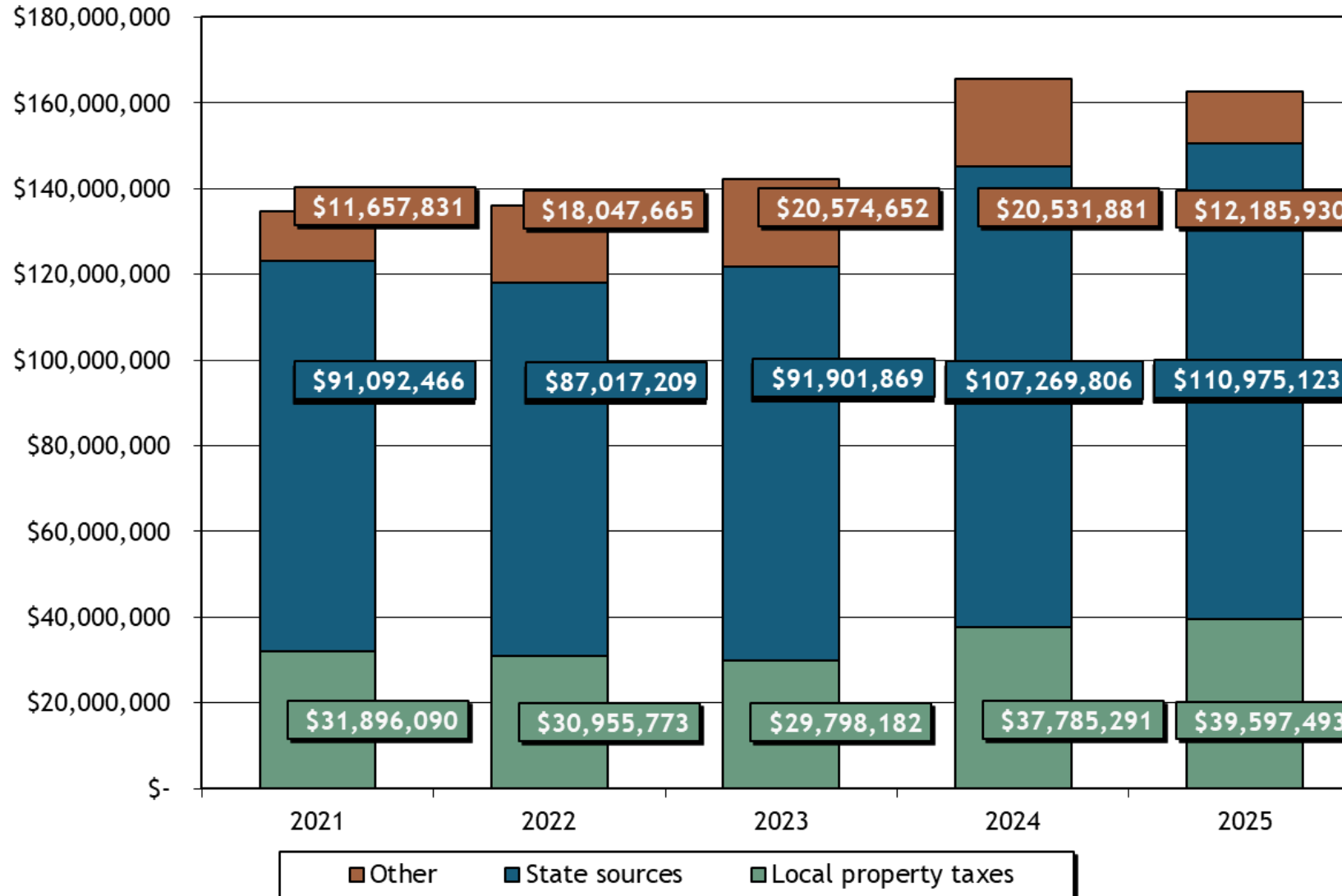


*estimate

General Fund Sources of Revenue

Year Ended June 30,	2021	2022	2023	2024	2025
Local property taxes	\$ 31,896,090	\$ 30,955,773	\$ 29,798,182	\$ 37,785,291	\$ 39,597,493
State sources	91,092,466	87,017,209	91,901,869	107,269,806	110,975,123
Other	11,657,831	18,047,665	20,574,652	20,531,881	12,185,930
Total	\$ 134,646,387	\$ 136,020,647	\$ 142,274,703	\$ 165,586,978	\$ 162,758,546

General Fund Sources of Revenue

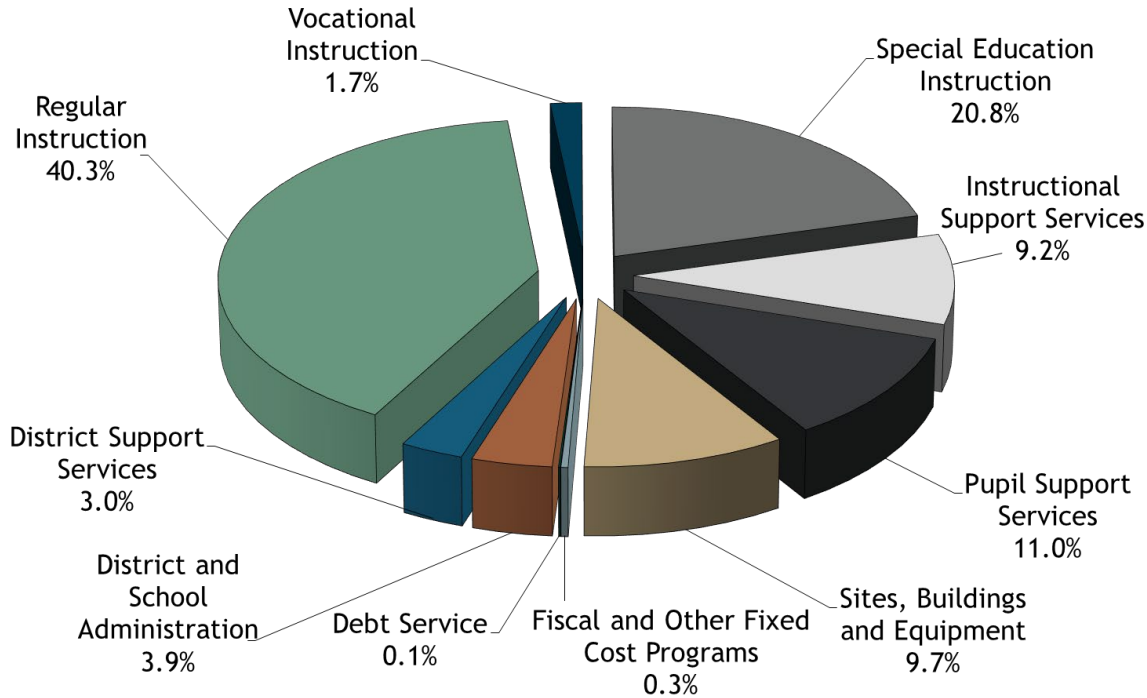


General Fund - Budget and Actual

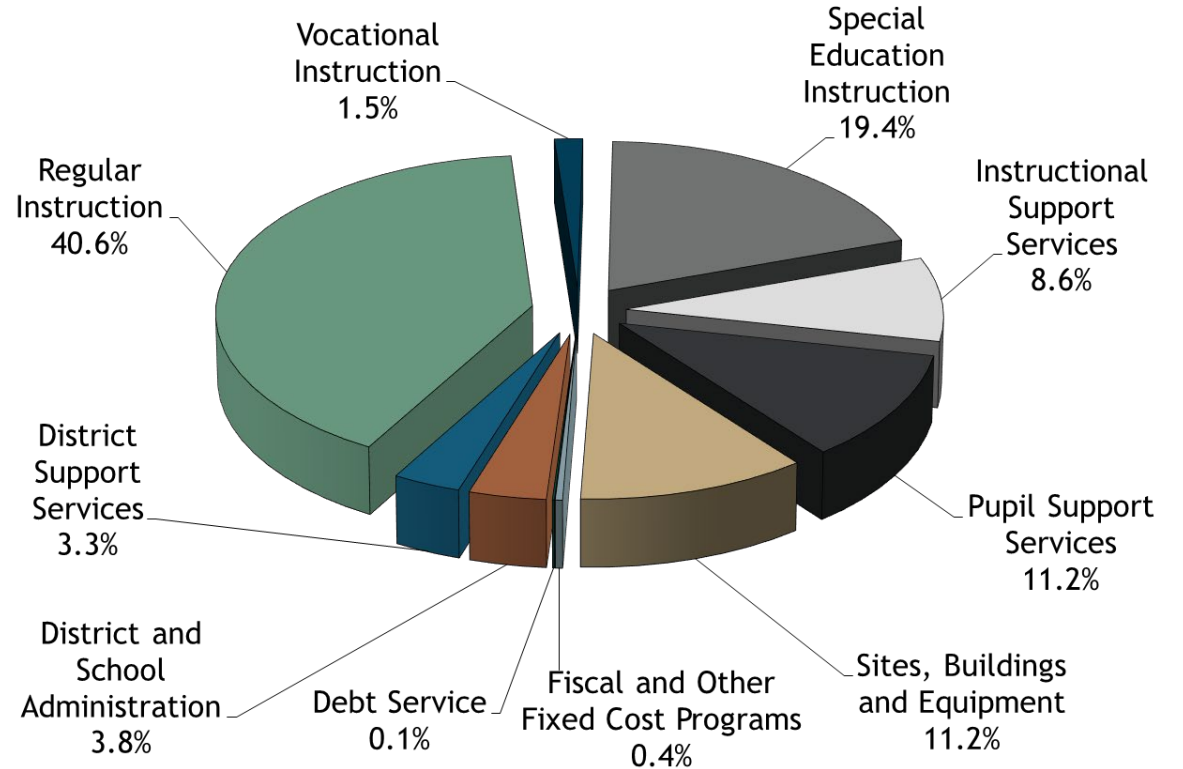
	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Over (Under)
	Original	Final		
Revenues				
Local property taxes	\$ 39,734,399	\$ 39,715,562	\$ 39,597,493	\$ (118,069)
Other local and county revenues	3,439,000	4,605,006	6,739,363	2,134,357
Revenue from state sources	105,531,131	111,346,847	110,975,123	(371,724)
Revenue from federal sources	5,588,099	5,352,362	5,399,331	46,969
Sales and other conversion of assets	61,000	61,000	47,236	(13,764)
Total revenues	<u>154,353,629</u>	<u>161,080,777</u>	<u>162,758,546</u>	<u>1,677,769</u>
Expenditures				
Administration	6,162,109	6,045,620	6,095,123	49,503
District support services	4,702,690	5,258,015	4,829,932	(428,083)
Regular instruction	64,644,802	64,130,703	63,920,198	(210,505)
Vocational education instruction	2,785,485	2,911,870	2,645,931	(265,939)
Special education instruction	32,563,828	31,782,705	32,900,349	1,117,644
Instructional support services	11,628,937	12,340,785	12,300,502	(40,283)
Pupil support services	16,221,220	18,258,159	17,349,734	(908,425)
Sites and buildings	12,993,502	12,531,745	12,456,057	(75,688)
Fiscal and other fixed cost programs	610,000	550,000	534,891	(15,109)
Capital outlay	5,404,288	5,575,661	5,798,111	222,450
Debt service	74,349	76,075	133,820	57,745
Total expenditures	<u>157,791,210</u>	<u>159,461,338</u>	<u>158,964,648</u>	<u>(496,690)</u>
Excess of revenues over (under) expenditures	<u>(3,437,581)</u>	<u>1,619,439</u>	<u>3,793,898</u>	<u>2,174,459</u>
Other Financing Sources				
Proceeds from Sale of Capital Assets	-	900,000	897,235	(2,765)
Lease proceeds	-	-	561,254	561,254
Total other financing sources	<u>-</u>	<u>900,000</u>	<u>1,458,489</u>	<u>558,489</u>
Net Change in Fund Balances	<u>\$ (3,437,581)</u>	<u>\$ 2,519,439</u>	<u>\$ 5,252,387</u>	<u>\$ 2,732,948</u>

General Fund Expenditures

2025 General Fund Expenditures



2024 General Fund Expenditures

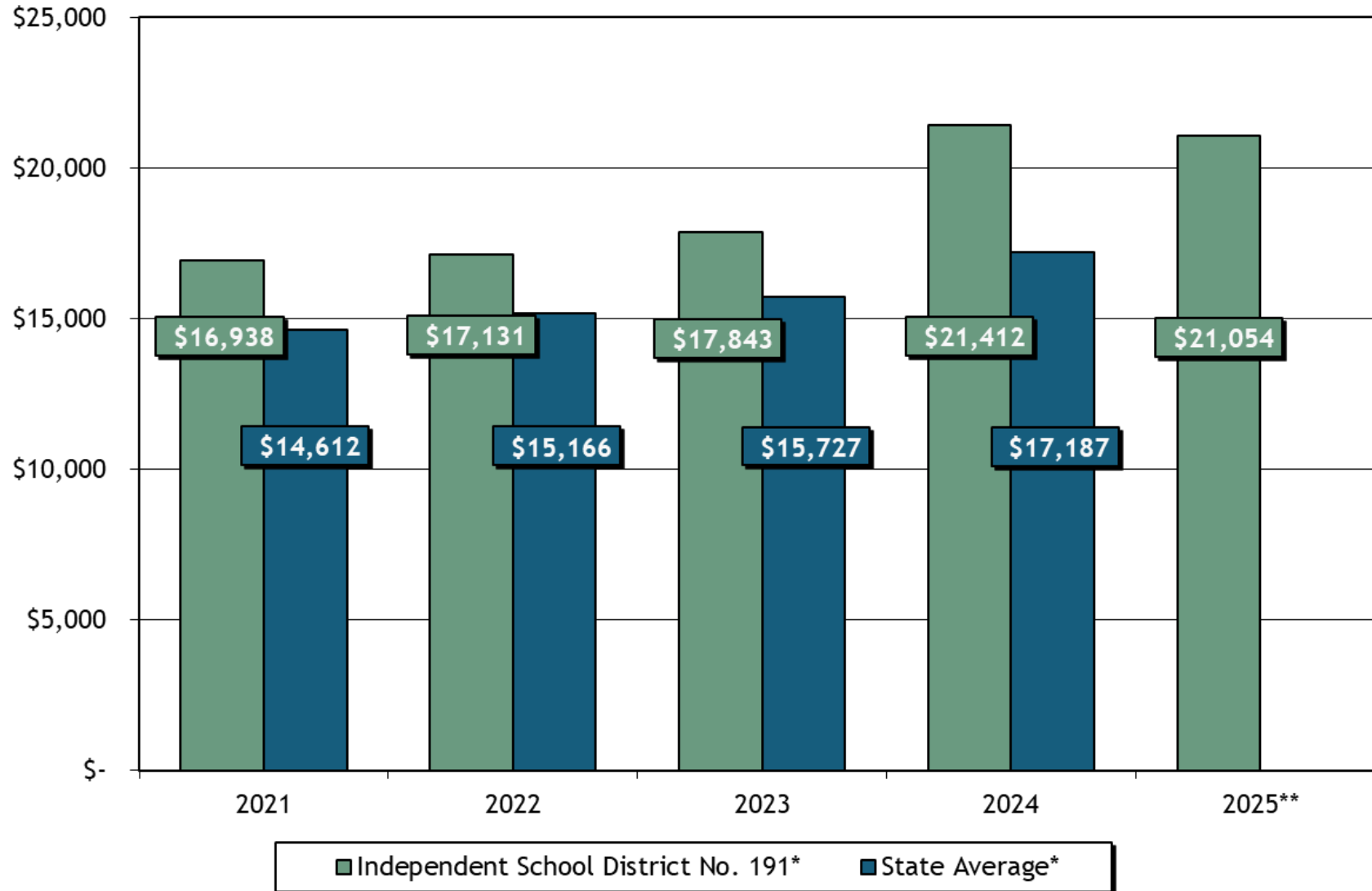


Revenues Per Student

Independent School District No. 191*	2021	2022	2023	2024	2025**
General Fund	\$ 16,938	\$ 17,131	\$ 17,843	\$ 21,412	\$ 21,054
Food Service Fund	562	796	741	929	958
Community Service Fund	770	807	855	936	977
Building Construction Fund	-	-	-	-	-
Debt Service Fund	1,441	1,537	1,390	1,375	1,403
Total Revenues Per Student	\$ 19,711	\$ 20,271	\$ 20,829	\$ 24,652	\$ 24,393

State Average*	2021	2022	2023	2024	2025
General Fund	\$14,612	\$15,166	\$15,727	\$ 17,187	N/A
Food Service Fund	569	791	667	836	N/A
Community Service Fund	571	685	745	781	N/A
Building Construction Fund	82	35	104	173	N/A
Debt Service Fund	1,466	1,447	1,509	1,591	N/A
Total Revenues Per Student	\$ 17,300	\$ 18,124	\$ 18,752	\$ 20,568	N/A

General Fund Revenues Per ADM Served

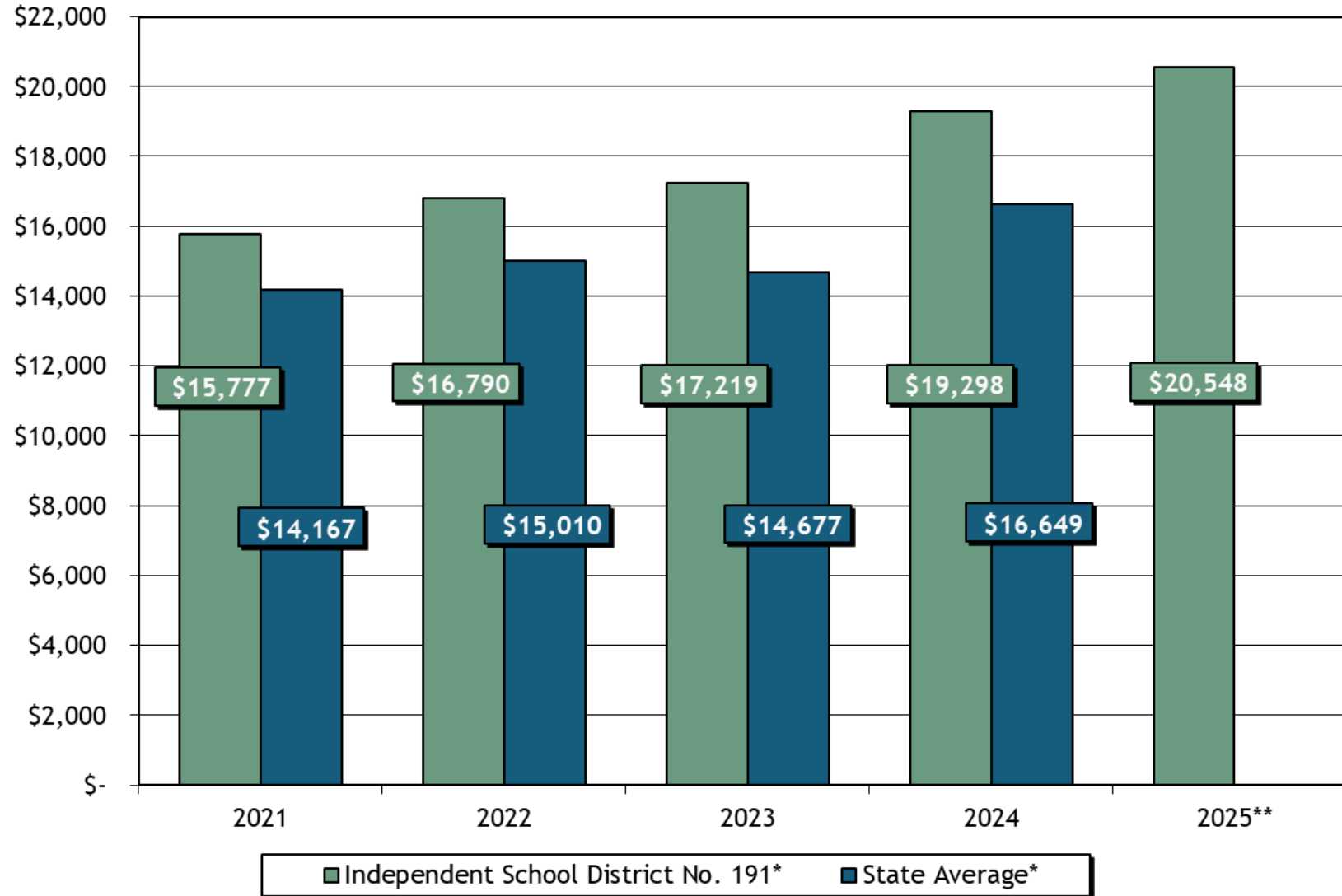


Expenditures Per Student

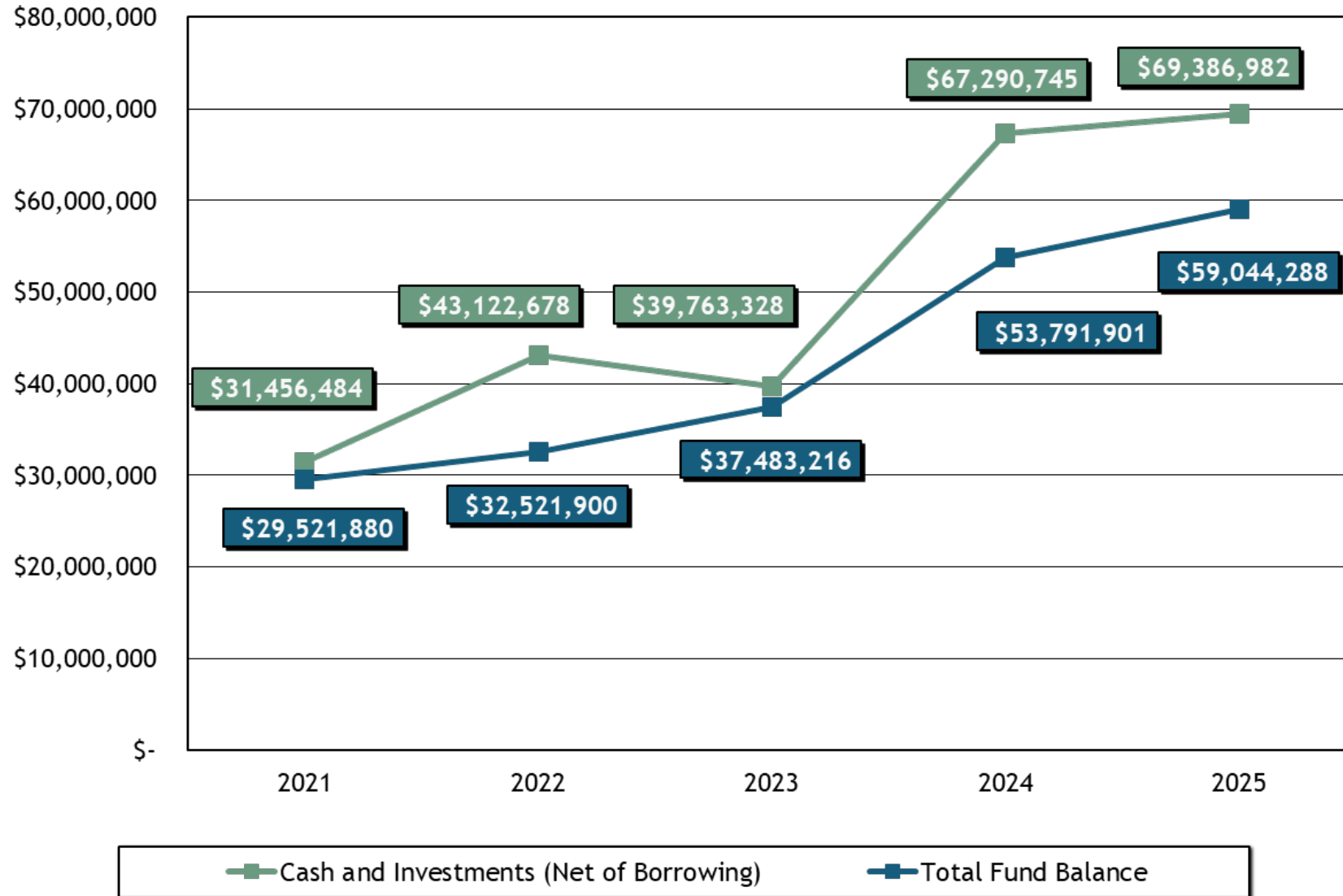
Independent School District No. 191*	2021	2022	2023	2024	2025**
General Fund	\$ 15,777	\$ 16,790	\$ 17,219	\$ 19,298	\$ 20,548
Food Service Fund	551	621	657	799	919
Community Service Fund	653	665	743	794	903
Building Construction Fund	55	209	-	-	-
Debt Service Funds	1,485	1,450	1,428	1,472	1,536
Total Expenditures Per Student	\$ 18,521	\$ 19,735	\$ 20,047	\$ 22,363	\$ 23,906

State Average*	2021	2022	2023	2024	2025
General Fund	\$ 14,167	\$ 15,010	\$ 14,677	\$ 16,649	N/A
Food Service Fund	529	666	702	801	N/A
Community Service Fund	571	646	715	765	N/A
Building Construction Fund	2,008	1,773	1,513	1,657	N/A
Debt Service Funds	1,522	1,531	1,551	1,652	N/A
Total Expenditures Per Student	\$ 18,797	\$ 19,626	\$ 19,158	\$ 21,524	N/A

General Fund Expenditures Per ADM Served



Financial Position



General Fund Operations

Year Ended June 30,	2021	2022	2023	2024	2025
Revenues	\$ 134,646,387	\$ 136,020,647	\$ 142,274,703	\$ 165,586,978	\$ 162,758,546
Expenditures	(125,450,534)	(133,508,576)	(137,348,622)	(149,279,293)	(158,964,648)
Excess of revenues over (under) expenditures	9,195,853	2,512,071	4,926,081	16,307,685	3,793,898
Other financing sources	-	487,949	35,235	1,000	1,458,489
Fund balance, July 1	20,326,027	29,521,880	32,521,900	37,483,216	53,791,901
Fund Balance, June 30	\$ 29,521,880	\$ 32,521,900	\$ 37,483,216	\$ 53,791,901	\$ 59,044,288

Components of Fund Balance					
Year Ended June 30,	2021	2022	2023	2024	2025
Nonspendable	\$ 382,338	\$ 254,436	\$ 603,936	\$ 342,495	\$ 291,247
Restricted for					
Staff Development					
Student Activities	215,674	231,296	249,669	259,689	280,180
Capital Projects Levy	794,657	521,753	860,910	832,955	262,383
Literacy Incentive Aid	-	-	-	313,959	406,378
Area Learning Center	4,406,743	5,173,831	7,072,672	8,801,478	8,613,051
Safe Schools Levy	-	-	-	196,200	182,666
American Indian Ed aid	-	-	-	17,957	41,283
Medical Assistance	204,234	376,714	1,991,314	3,340,272	3,134,009
Long-Term Facilities Maintenance	114,943	212,365	(281,509)	(264,191)	(333,782)
Operating Capital	3,284,531	3,325,929	2,962,681	2,049,497	2,162,715
READ Act	-	-	-	-	81,640
Literacy Aid	-	-	-	-	303,304
Q Comp	-	-	-	-	73,548
Committed	1,849,490	1,837,017	1,505,311	1,207,116	1,605,982
Assigned	5,081,823	1,810,980	-	-	250,000
Unassigned	13,187,447	18,777,579	22,518,232	36,694,474	41,689,684
Fund Balance, June 30	\$ 29,521,880	\$ 32,521,900	\$ 37,483,216	\$ 53,791,901	\$ 59,044,288

Food Service Fund

Year Ended June 30,	2021	2022	2023	2024	2025
Revenues	\$ 4,457,931	\$ 6,313,631	\$ 5,888,279	\$ 7,165,712	\$ 7,406,565
Expenditures	(4,364,348)	(4,921,294)	(5,227,056)	(6,162,393)	(7,103,404)
Excess of revenues over (under) expenditures	93,583	1,392,337	661,223	1,003,319	303,161
Other financing sources	338	-	1,807	4,667	10,175
Fund balance, July 1	1,025,204	1,119,125	2,511,462	3,174,492	4,182,478
Fund Balance, June 30	\$ 1,119,125	\$ 2,511,462	\$ 3,174,492	\$ 4,182,478	\$ 4,495,814

Community Service Fund

Year Ended June 30,	2021	2022	2023	2024	2025
Revenues	\$ 6,114,709	\$ 6,396,433	\$ 6,800,786	\$ 7,226,888	\$ 7,551,286
Expenditures	(5,185,327)	(5,273,555)	(5,911,010)	(6,135,359)	(6,979,513)
Excess of revenues over (under) expenditures	929,382	1,122,878	889,776	1,091,529	571,773
Fund balance, July 1	1,143,250	2,072,632	3,195,510	4,085,286	5,176,815
Fund Balance, June 30	\$ 2,072,632	\$ 3,195,510	\$ 4,085,286	\$ 5,176,815	\$ 5,748,588
Restricted for					
Community education	\$ 1,430,281	\$ 2,375,459	\$ 3,289,382	\$ 4,116,125	\$ 4,541,344
Adult basic education	-	29,077	-	-	-
ECFE	12,334	212,310	304,140	455,932	558,113
School readiness	588,050	577,712	459,219	588,915	628,342
Community service	41,967	952	32,545	15,843	20,789
Total Fund Balance, June 30	\$ 2,072,632	\$ 3,195,510	\$ 4,085,286	\$ 5,176,815	\$ 5,748,588

Auditor



Nancy Schulzetenberg

AUDIT PARTNER

320-650-0219

NANCY.SCHULZETENBERG@CREATIVEPLANNING.COM

Thank You



This commentary is provided for general information purposes only, should not be construed as investment, tax or legal advice, and does not constitute an attorney/client relationship. Past performance of any market results is no assurance of future performance. The information contained herein has been obtained from sources deemed reliable but is not guaranteed.



2024-25 Annual Comprehensive Financial Report

For the Fiscal Year Ended June 30, 2025

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

ANNUAL COMPREHENSIVE FINANCIAL REPORT

OF THE

**INDEPENDENT SCHOOL DISTRICT
NO. 191
BURNSVILLE, MINNESOTA**

For the Year Ended

June 30, 2025

Prepared by

THE BUSINESS OFFICE

Stacey Sovine, Executive Director of Administrative Services

Tyler Dehne, Director of Finance

**INDEPENDENT SCHOOL DISTRICT NO. 191
200 W Burnsville Pkwy
Burnsville, Minnesota 55337**

**Independent School District No. 191
Table of Contents**

I. Introductory Section

Board of Education and Administration	1
Letter of Transmittal	3
ASBO Certificate of Excellence	9
Organizational Chart	11

II. Financial Section

Independent Auditor's Report	13
-------------------------------------	----

Management's Discussion and Analysis	17
---	----

Basic Financial Statements

Government-Wide Financial Statements	
Statement of Net Position	32
Statement of Activities	33
Fund Financial Statements	
Balance Sheet - Governmental Funds	34
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position	37
Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds	38
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	40
Statement of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual - General Fund	41
Statement of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual - Food Service Fund	42
Statement of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual - Community Service Fund	43
Statement of Net Position - Proprietary Funds	44
Statement of Revenues, Expenditures, and Changes in Fund Net Position - Proprietary Funds	45
Statement of Cash Flows - Proprietary Funds	46
Notes to Basic Financial Statements	47

Required Supplementary Information

Schedule of Changes in Total OPEB Liability and Related Ratios	88
Schedule of District's and Non-Employer Proportionate Share of Net Pension Liability - General Employees Retirement Fund	90
Schedule of District's and Non-Employer Proportionate Share of Net Pension Liability - TRA Retirement Fund	90
Schedule of District Contributions - General Employees Retirement Fund	91
Schedule of District Contributions - TRA Retirement Fund	91
Notes to the Required Supplementary Information	92

Supplementary Information

Schedule of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual - General Fund	102
---	-----

**Independent School District No. 191
Table of Contents**

Supplementary Information (Continued)

Schedule of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual - Food Service Fund	105
Schedule of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual - Community Service Fund	106
Schedule of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual - Debt Service Fund	107
Combining Statement of Net Position - Internal Services Funds	108
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances - Internal Services Funds	110
Combining Statement of Cash Flows- Internal Services Funds	112
Uniform Financial Accounting and Reporting Standards Compliance Table	114

III. Statistical Section (Unaudited)

	Table	
Financial Trends		
Net Position by Component	1	118
Changes in Net Position	2	120
Fund Balances of Governmental Funds	3	122
Changes in Fund Balances of Governmental Funds	4	124
Revenue Capacity		
General Governmental Tax Revenues by Source and Levy Type	5	126
Tax Capacities and Market Value	6	128
Direct and Overlapping Tax Capacity Rates	7	130
Principal Property Taxpayers	8	133
Property Tax Levies, Collections, and Receivables	9	134
Debt Capacity		
Ratios of Outstanding Debt by Type	10	136
Ratio of Net General Obligation Bonded Debt to Tax Capacity and Net Obligation Bonded Debt Per Capita	11	138
Direct and Overlapping Debt	12	141
Legal Debt Margin Information	13	142
Demographic and Economic Information		
Demographic and Economic Statistics	14	144
Principal Employers	15	145
Employees by Classification	16	146
Operating Information		
Student to Staff Ratios	17	149
Operating Indicators by Function - Standardized Testing	18	150
School Facilities	19	152
School Lunch Program Data	20	154
Schedule of Insurance Coverage	21	156
Student Enrollment	22	157
Expenditures per Student	23	158

Independent School District No. 191
Board of Education and Administration
June 30, 2025

<u>Board of Education</u>	<u>Position</u>	<u>Term Expires</u>
Anna Werb	Chair	December 31, 2028
Abigail Alt	Vice Chair	December 31, 2026
Scott Hume	Clerk	December 31, 2026
Lesley Chester	Treasurer	December 31, 2026
Tyler Sachse	Director	December 31, 2026
Annemarie Anderson	Director	December 31, 2028
Rachael Mikkelsen	Director	December 31, 2028

Administration

Dr. Latanya Daniels	Superintendent
Dr. Chris Bellmont	Assistant Superintendent
Stacey Sovine	Executive Director of Administrative Services
Tyler Dehne	Director of Finance

(THIS PAGE LEFT BLANK INTENTIONALLY)

To: Citizens of ISD No. 191
ISD No. 191 Board of Education
Staff of ISD No. 191

Date: October 13, 2025

INTRODUCTION

The annual comprehensive financial report (ACFR) of Independent School District No. 191, Burnsville, Minnesota (the District) for the fiscal year ended June 30, 2025 is hereby presented for your information and review. The ACFR is intended to fully disclose the financial position of the District and the results of operations for the fiscal year. Every effort has been made to ensure the reliability and integrity of the data contained herein. Although that data was received from many sources, the accuracy and thoroughness of this report rests solely with the District. This report belongs to the citizens of the Burnsville – Eagan – Savage community, for it describes, in financial terms, the position and operating results of the District. Questions and comments are solicited and welcome.

REPORT FORMAT

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

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

DISTRICT ORGANIZATION

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

Each Student. Future Ready. Community Strong.

The District enrolled 7,469 students from a population of over 73,389 citizens residing in a 37 square mile area. During fiscal year 2024-25, the District operated 13 buildings: one high school, one alternative high school, two middle school schools, eight elementary schools, and one districtwide building. District buildings were built between 1950 and 1996 with the latest additions in 2016. The District also operated a Virtual Academy for elementary and secondary to receive instruction through a virtual environment. The District is organized by grade level with elementary schools serving students in pre-kindergarten through Grade 5, middle schools serving Grades 6-8, and the high schools serving Grades 9-12.

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

REPORTING ENTITY

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

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

FINANCIAL STATEMENTS

The financial statements contained in this report disclose the financial position of the District as of June 30, 2025 and the financial operations for the fiscal year then ended. The District's financial records and reports are maintained and prepared on a modified or full accrual basis of accounting in accordance with the Uniform Financial Accounting and Reporting System for Minnesota School Districts as well as the standards of the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants. These records are audited annually by an independent certified public accountant as required by Minnesota law. The accounting firm of BerganKDV performed the audit for the 2024-25 fiscal year. Their report is included in the financial section of this report. The auditor has given an unmodified opinion on the District's financial statements. An unmodified opinion means that, in the judgment of the auditor, the financial statements present fairly, in all material respects, the financial position of the District and the results of its operations for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

FEDERAL SINGLE AUDIT AND STATE COMPLIANCE AUDIT

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

ACCOUNTING AND BUDGETING

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

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

The budget is adopted by the School Board in the spring of each year for the following fiscal year beginning July 1. In the winter, the budget is revised based upon enrollment changes, effects of negotiated employee contracts, or other new information impacting revenues or expenditures. The revised budget is presented to the School Board for approval. To accurately track and report financial activities with a focus on site-based accounting, approximately 11,700 active accounts have been defined in the District's chart of accounts.

SIGNIFICANT EVENTS

The District's finances are largely dependent on student enrollment. Since 2002-2003 the District has experienced a decline in the number of students enrolled in the District's schools. This is a natural occurrence in a fully developed community and is often the result of smaller kindergarten cohorts replacing a larger graduating class. For fiscal year 2024-25, grades K-12 has a range in class size from a low of 466 to a high of 753 students. The District continues to anticipate declining enrollment in the next few years.

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

As needed, the district has taken strong expenditure curtailment measures during the years ended 2006, 2007, 2008, 2012, 2019, 2020, 2022, 2023, and 2025 in an effort to ensure a favorable financial result. During the 2024-2025 school year; our strategies for the planned budget included 4 main factors: 1) prioritize investment for instructional priorities, including PK-12 Pathways 2) rightsizing of the FTEs based upon enrollment; 3) use of restricted funds before general undesignated funds; and 4) identify efficiencies in utilizing resources. This planning provided a good start toward balancing the budget. The experience of functioning through a post pandemic period saw an increase in expenditures for substitutes for both staff absences and coverage for vacant positions. Contract negotiations brought an increased expenditure that was offset by positions remaining vacant. Wages to attract casual and seasonal employees also experienced an increase with a challenging labor market. As a result, our 2024-2025 expenditures were approximately \$1.06 million dollars less than budgeted while revenues were \$1.68 million more than budgeted. The result was an improvement to the total general fund balance of \$5.25 million.

FINANCIAL PROSPECTS FOR FUTURE YEARS

The District, like many districts within Minnesota experienced a significant drop in fall enrollment from Fall 2019 to Fall 2020. The Fall 2024 numbers increased by 69 students compared to the Fall 2023 numbers, which is a rare occurrence. The unexpected flattening in enrollment decline will have lingering effect to levies and state aid formulas for a minimum of two years. The District's enrollment declined by over 200 students throughout the 24-25 school year, therefore, the District is anticipating that the enrollment will continue to decline for the foreseeable future. The State Legislature has increased the general education formula some this past biennium which is appreciated.

The District has a long history of maintaining positive fund balances and matching revenues with expenditures. In preparing the 2025-2026 budget, the District planned for a deficit after several years of adding to the fund balance to avoid drastic budget reductions in current and future years.

Continued financial uncertainty is likely to be the major challenge of the next decade. While enrollment, staffing, and expenses can be projected, it is impossible to predict with any certainty the configuration or adequacy of funding formulas to be enacted in the future by the Legislature. The latest legislative session made significant investment in education for 24-25 but are reducing funding in some areas such as special education transportation starting in 25-26. Nonetheless, the District is committed to maintaining programs and services and to operating within its financial limitations. As the District approaches the 2025-2026 revised budget and the 2026-2027 adopted budget, enrollment projection adjustments and curriculum-based decisions will be at the forefront of the discussion. Closing the achievement gap and increasing student achievement for all students served remains the District's priority. The District will continue to develop a long-range plan to adjust expenditures for a balanced budget in the upcoming years since current federal grants will no longer be available to assist with programming.

ECONOMIC FACTORS

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

The taxable market value of property within the District is generally expected to improve. While the District is essentially fully developed residentially, commercial development and redevelopment is clearly evident throughout the community. Overall market improvement is evident in the increased 2025 total market value for the twelfth year in a row.

The state of Minnesota assumes major responsibility for funding public education. In the District, approximately 23% of our revenues in all funds are generated locally from the property tax and 50% of the property tax is the result of voter approved, local initiatives. This includes the referendum that was approved in November 2019.

Reliance on the state for the majority of its operating revenues places the District in the position of being dependent on state-wide economic conditions that drive state tax collections. In the 2023-2025 biennium, the Education Finance Bill provided a 4% increase for next year and 2% the year after and ties the funding to inflation. The bill decreases the Special Education Cross Subsidy by 50% over the biennium. However, during the latest legislative session, decreases in funding in other areas such as special education transportation occurred. The District continues to strive to be good stewards of all resources and respond to financial challenges by creating a structurally sustainable budget. The budget prioritizes investments for instructional priorities, maintaining current class size parameters, using restricted funds before general unassigned funds whenever possible, keeping abreast and understanding the ebb and flow of revenue streams and expenses and strategically using federal resources.

CERTIFICATE OF EXCELLENCE

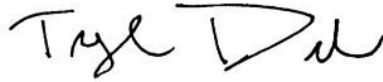
This report will be submitted to the Association of School Business Officials International for consideration for the Certificate of Excellence in Financial Reporting. The District received this award for the past 37 fiscal years and expects to continue to earn the recognition that accompanies the standards of accuracy and thoroughness acknowledged by the Certificate of Excellence program.

ACKNOWLEDGMENTS

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



Dr. Latanya Daniels
Superintendent



Tyler Dehne
Director of Finance



The Certificate of Excellence in Financial Reporting
is presented to

Independent School District #191
for its Annual Comprehensive Financial Report
for the Fiscal Year Ended June 30, 2024.

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



A handwritten signature in black ink, reading 'Ryan S. Stechschulte', positioned above a horizontal line.

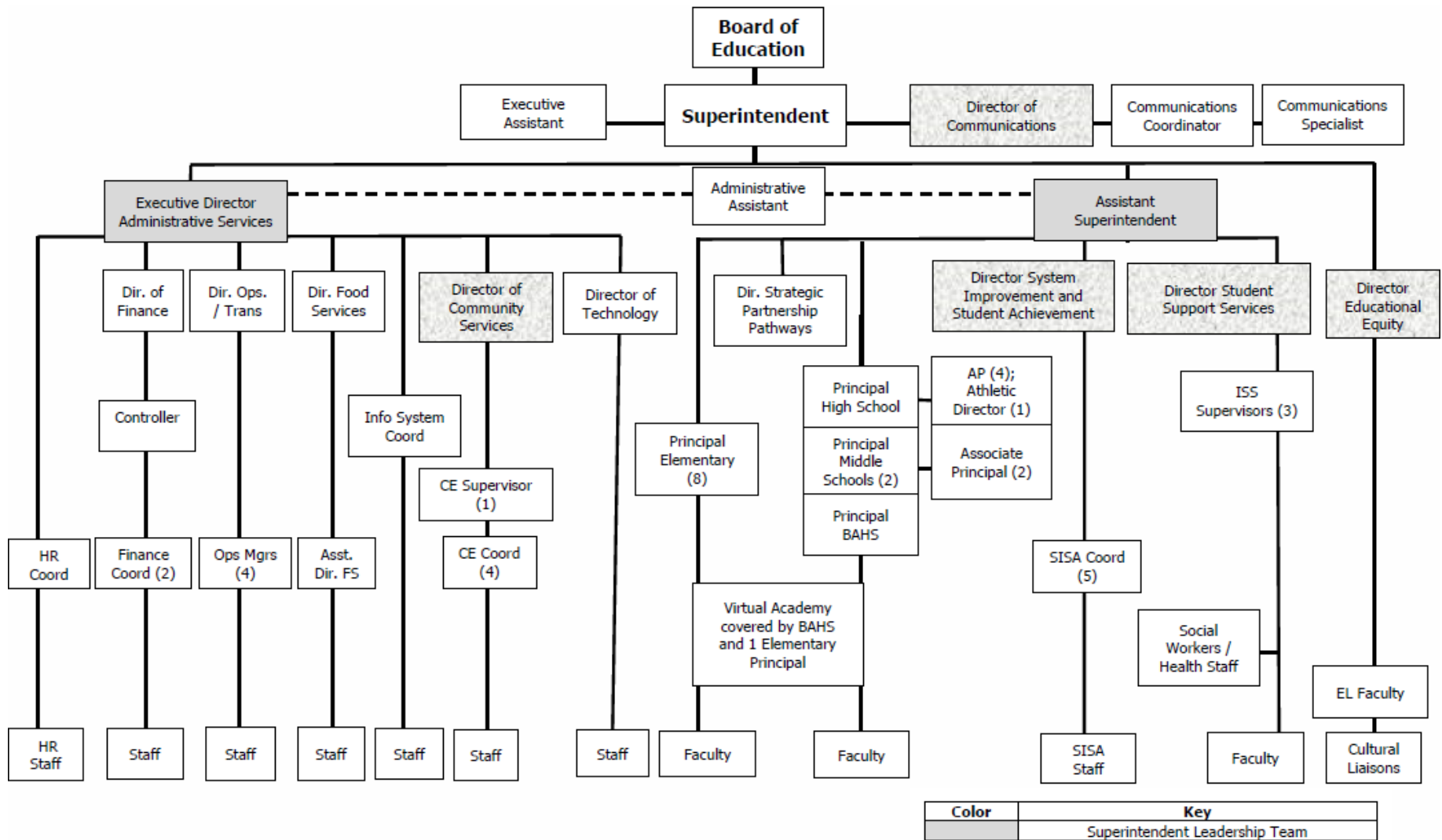
Ryan S. Stechschulte
President

A handwritten signature in black ink, reading 'James M. Rowan', positioned above a horizontal line.

James M. Rowan, CAE, SFO
CEO/Executive Director

(THIS PAGE LEFT BLANK INTENTIONALLY)

**Independent School District No. 191
Organizational Chart
June 30, 2025**



Color	Key
	Superintendent Leadership Team

(THIS PAGE LEFT BLANK INTENTIONALLY)

Independent Auditor's Report

To the School Board
Independent School District No. 191
Burnsville, Minnesota

Report on the Audit of the Financial Statements

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 191, Burnsville, Minnesota, as of and for the year ended June 30, 2025, and the related notes to the basic financial statements, which collectively comprise the District's basic financial statements as listed in the Table of Contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 191, as of June 30, 2025, and the respective changes in financial position and, where applicable, cash flows thereof, and the budgetary comparison for the General Fund and the Food Service and Community Service Special Revenue funds for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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

Emphasis of Matter

The District has adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

The management of Independent School District No. 191 is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Report on Summarized Comparative Information

We have previously audited the District's 2024 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities, each major fund and the aggregate remaining fund information in our report dated October 23, 2024. In our opinion, the summarized comparative information presented herein as of and for the year end June 30, 2024, is consistent, in all material respects, with the audited financial statements for which it has been derived.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, which follows this report letter, and Required Supplementary Information as listed in the Table of Contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the Required Supplementary Information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying supplementary information identified in the Table of Contents is presented for purposes of additional analysis and is not a required part of the basic financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

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

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2025, on our consideration of the District's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

BerganKDV, Ltd.

St. Cloud, Minnesota
October 13, 2025

This section of Independent School District No. 191's annual comprehensive financial report presents its discussion and analysis of the District's financial performance during the fiscal year ended June 30, 2025. Please read it in conjunction with the District's financial statements, which immediately follow this letter.

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

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2024-25 fiscal year include the following:

- Government-wide net position increased by \$13,993,878 or 60.43% less than the increase for June 30, 2024, resulting in total net position of \$5,518,965. The increase in net position was primarily due to the fund level increase in fund balance, as well as a significant increase in net position from the net effect of the government-wide conversion entries related to pensions in relation to improvement in the funding of PERA and TRA and the additional compensated absences.
- Government-wide revenues totaled \$191,327,661 and expenses were \$177,333,783.
- The total fund balance of the General Fund, as presented in the governmental funds, increased by \$5,252,387 from the prior year.
- The unassigned fund balance in the General Fund increased by \$4,925,619 from \$36,430,283 to \$41,355,902, which is 26% of total General Fund expenses.

OVERVIEW OF THE FINANCIAL STATEMENTS

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

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

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

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

OVERVIEW OF THE FINANCIAL STATEMENTS (CONTINUED)

Government-Wide Statements

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

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

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

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

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

Fund Financial Statements

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

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

The District has two kinds of funds:

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

OVERVIEW OF THE FINANCIAL STATEMENTS (CONTINUED)

Fund Financial Statements (Continued)

- *Proprietary Funds* - The District uses internal service funds to report activities that provide supplies and services for the District's other programs and activities. The District currently has four internal service funds for self-insured health and dental benefits and its severance and postemployment benefits liabilities.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position

The District's combined net position was \$5,518,965 on June 30, 2025. This was an improvement of 54.33% from the prior year (see Table A-1).

Table A-1
Net Position - Governmental Activities

	Year Ended 2025	Year Ended 2024	Percentage Change
Assets			
Current and other assets	\$ 163,487,110	\$ 160,753,099	1.70%
Capital assets	115,435,837	120,503,207	-4.21%
Total assets	<u>278,922,947</u>	<u>281,256,306</u>	-0.83%
Deferred Outflows of Resources	<u>18,078,256</u>	<u>20,957,522</u>	-13.74%
Total assets and deferred outflows of resources	<u>\$ 297,001,203</u>	<u>\$ 302,213,828</u>	-1.72%
Liabilities			
Other liabilities	\$ 23,819,372	\$ 26,542,872	-10.26%
Long-term liabilities	191,661,839	199,938,980	-4.14%
Total liabilities	<u>\$ 215,481,211</u>	<u>\$ 226,481,852</u>	-4.86%
Deferred Inflows of Resources	<u>\$ 76,001,027</u>	<u>\$ 63,647,580</u>	19.41%
Net Position			
Net investment in capital assets	\$ 24,000,686	\$ 23,178,391	3.55%
Restricted	29,456,845	28,507,956	3.33%
Unrestricted	<u>(47,938,566)</u>	<u>(39,601,951)</u>	-21.05%
Total net position	<u>\$ 5,518,965</u>	<u>\$ 12,084,396</u>	54.33%

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

Net Position (Continued)

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

The District's overall financial position increased from fiscal year 2024, as total net position increased \$13,993,878 after factoring in a change in accounting principle. The District is able to report positive balances in two of three categories of net position. The District's restricted net position represents resources that are subject to external restrictions on how they may be used. This portion of the District's net position increased by \$948,889 in the current year.

Another portion of the District's net position is its investment in capital assets (land, buildings, equipment, etc.) less any related debt used to acquire those assets that is still outstanding. This element of net position increased by \$822,295 in the current fiscal year, as the completion of some construction projects and payments on related debt exceeded depreciation and amortization of the capital assets. The remaining unrestricted net position is that which may be used to meet the District's ongoing obligations. This portion of net position decreased \$8,336,615 in the current fiscal year due to the change in accounting principle.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

Changes in Net Position

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

Table A-2
Change in Net Position

	Year Ended 2025	Year Ended 2024	Percentage Change
Revenues			
Program revenues			
Charges for services	\$ 6,425,357	\$ 6,436,919	-0.18%
Operating grants and contributions	46,761,301	51,510,227	-9.22%
Capital grants and contributions	619,365	825,099	-24.93%
General revenues			
Property taxes	51,257,109	49,158,463	4.27%
General grants and aids	81,211,966	79,218,657	2.52%
Investment earnings	4,145,153	3,777,853	9.72%
Other	907,410	7,074	12727.40%
Total revenues	<u>191,327,661</u>	<u>190,934,292</u>	<u>0.21%</u>
Expenses			
Administration	5,966,667	5,216,273	14.39%
District support services	4,895,918	5,569,369	-12.09%
Elementary and secondary regular instruction	62,397,810	53,440,089	16.76%
Vocational education instruction	2,594,551	2,015,070	28.76%
Special education instruction	32,291,535	26,290,985	22.82%
Instructional support services	15,673,636	15,130,117	3.59%
Pupil support services	17,373,502	16,260,415	6.85%
Sites and buildings	18,617,910	16,079,494	15.79%
Fiscal and other fixed cost programs	534,891	525,199	1.85%
Food service	7,045,694	6,377,037	10.49%
Community education and services	6,935,658	5,969,879	16.18%
Interest and fiscal charges on long-term debt	3,006,011	2,695,674	11.51%
Total expenses	<u>177,333,783</u>	<u>155,569,601</u>	<u>13.99%</u>
Increase (decrease) in net position	13,993,878	35,364,691	-60.43%
Net Position			
Net position - beginning, as previously stated	12,084,396	(23,280,295)	-151.91%
Change in accounting principle	(20,559,309)	-	
Beginning of year, restated	<u>(8,474,913)</u>	<u>(23,280,295)</u>	<u>63.60%</u>
End of year	<u>\$ 5,518,965</u>	<u>\$ 12,084,396</u>	<u>54.33%</u>

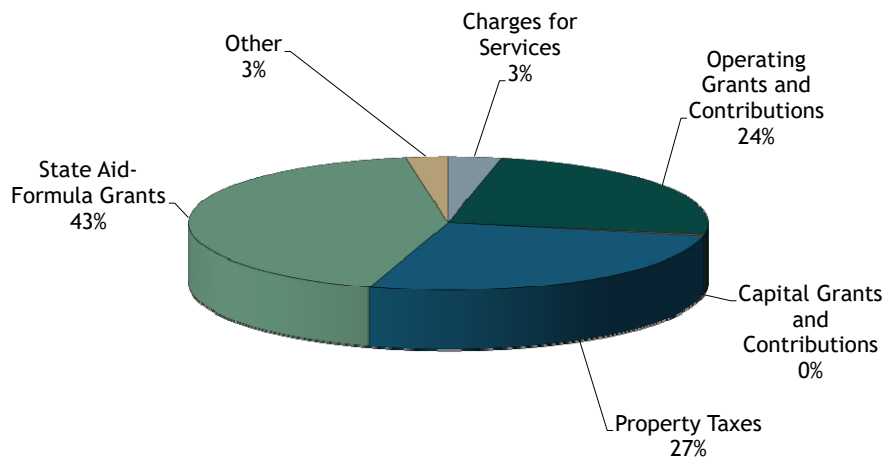
Total revenues were \$191,327,661 while total expenses were \$177,333,783, increasing net position by \$13,993,878.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

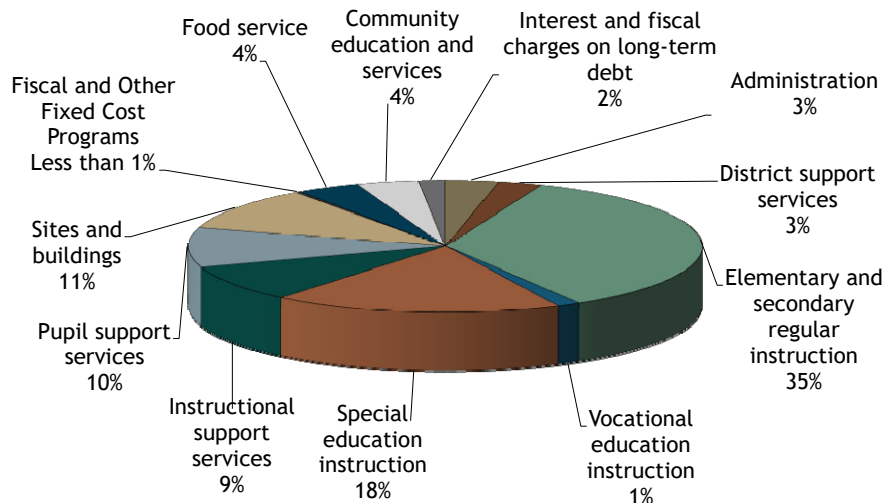
Changes in Net Position (Continued)

- Some of the cost was paid by the users of the District's programs (Table A-2, Charges for Services, \$6,425,357). The majority of this category, approximately \$3.0 million, comes from community education class tuition. \$2.3 million comes from third party billing revenue.
- The federal and state governments subsidized certain programs with grants and contributions (Table A-2, Operating and Capital Grants and Contributions, \$46,761,301).
- Most of the District's costs were paid for with local property taxes, unrestricted state aid, investment earnings, and other general revenues. Governmental activities were paid for with \$51,257,109 in property taxes, \$81,211,966 of unrestricted state aid, as well as investment earnings and other general revenues.

**Figure A-1
 Source of Revenues for Fiscal Year 2025**



**Figure A-2
 Expenses for Fiscal Year 2025**



FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

Changes in Net Position (Continued)

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

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

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

	Total Cost of Services		Percentage Change	Net Cost of Services		Percentage Change
	2025	2024		2025	2024	
Administrative	\$ 5,966,667	\$ 5,216,273	14.39%	\$ 5,962,711	\$ 5,205,345	14.55%
District support services	4,895,918	5,569,369	-12.09%	4,882,286	5,550,173	-12.03%
Elementary and secondary regular instruction	62,397,810	53,440,089	16.76%	57,113,146	39,875,532	43.23%
Vocational education instruction	2,594,551	2,015,070	28.76%	2,291,458	1,761,443	30.09%
Special education instruction	32,291,535	26,290,985	22.82%	1,029,818	(2,472,430)	-141.65%
Instructional support services	15,673,636	15,130,117	3.59%	13,205,234	12,594,952	4.85%
Pupil support services	17,373,502	16,260,415	6.85%	16,647,395	16,077,821	3.54%
Sites and buildings	18,617,910	16,079,494	15.79%	17,731,415	14,986,881	18.31%
Fiscal and other fixed cost programs	534,891	525,199	1.85%	534,891	525,199	1.85%
Food service	7,045,694	6,377,037	10.49%	(190,708)	(651,482)	-70.73%
Community education and services	6,935,658	5,969,879	16.18%	1,314,103	648,248	102.72%
Interest and fiscal charges on long-term debt	3,006,011	2,695,674	11.51%	3,006,011	2,695,674	11.51%
Total	\$ 177,333,783	\$ 155,569,601	13.99%	\$ 123,527,760	\$ 96,797,356	27.61%

The cost of all governmental activities this year was \$177,333,783, an increase of \$21,764,182 from the prior year. After applying program specific revenue, the net cost of all governmental activities this year was \$123,527,760, or an increase of \$26,730,404 from the prior year.

Financial Analysis of the District's Funds

All of the governmental funds with the exception of the debt service fund had more revenue than expenditures in 2025, thereby contributing to the increase in individual fund balance in most funds. At the end of the 2024-25 fiscal year, the District's governmental funds reported combined fund balances of \$73,697,643. This is an 8.55% increase in comparison to the prior year. The increase is largely due to General Fund increases primarily related to revenue exceeding budget expectations. Third party billing receipts, and investment earnings significantly exceeded budget expectations. Expenses were also under budget.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

Financial Analysis of the District's Funds (Continued)

Revenues and other financing sources (excluding transfers in) for the District's governmental funds were \$226,027,033, while total expenditures other financing uses (excluding transfers out) were \$220,219,752. As a result of this, the District completed the year with a net change in fund balances of \$5,807,281.

General Fund

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

Enrollment

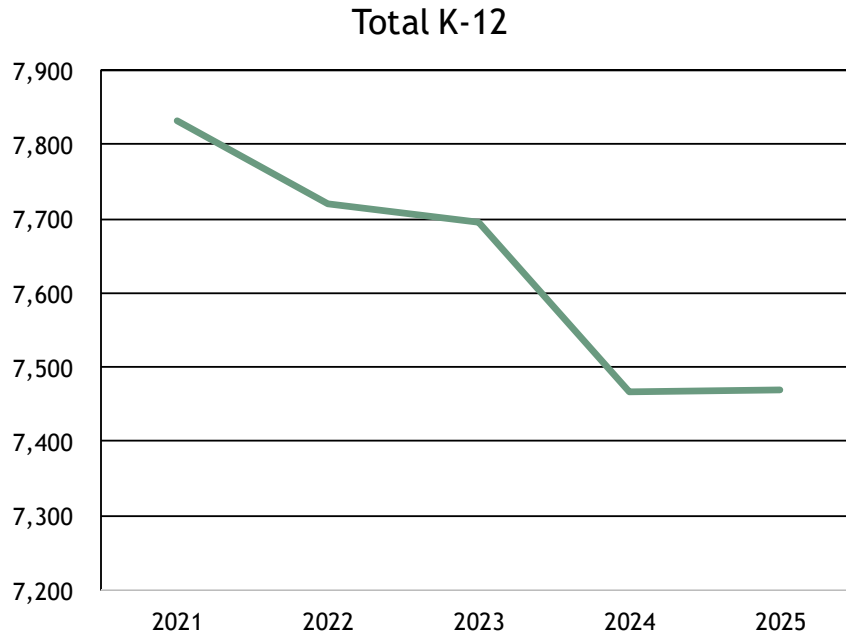
Enrollment is a critical factor in determining revenue with approximately 68% of General Fund revenue being determined by enrollment. Like many Minnesota school districts, the District has been facing declining enrollment. During the last five years, the District has averaged a 2.1% decrease in students per year. Enrollment remained flat from 2024 to 2025 as the District actually gained approximately 2 students. The following chart reflects that the number of students has decreased over the last 5 years.

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

Grade	2021	2022	2023	2024	2025
ECSE	101	137	115	130	138
School Readiness	134	126	121	129	135
Kdgt.	617	600	579	577	521
1-3	1,715	1,719	1,758	1,663	1,661
4-6	1,619	1,542	1,554	1,573	1,639
7-12	3,645	3,596	3,569	3,396	3,375
Total K-12	7,831	7,720	7,696	7,467	7,470
ADM Change	(523)	(111)	(24)	(229)	2
Percent Change	-5.9%	-1.4%	-0.3%	-3.0%	0.0%

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

Enrollment (Continued)



General Fund Revenues

The following schedule presents a summary of General Fund Revenues.

**Table A-5
 General Fund Revenues**

	Year Ended		Change	
	June 30, 2025	June 30, 2024	Increase (Decrease)	Percent Change
Local property taxes	\$ 39,597,493	\$ 37,785,291	\$ 1,812,202	4.8%
Revenue from state sources	110,975,123	107,269,806	3,705,317	3.5%
Revenue from federal sources	5,399,331	13,999,930	(8,600,599)	-61.4%
Other	6,786,599	6,531,951	254,648	3.9%
Total	\$ 162,758,546	\$ 165,586,978	\$ (2,828,432)	-1.7%

General Fund revenue decreased by \$2,828,432, or 1.7%, from the previous year.

Property taxes increased \$1,812,202, or 4.8%, due to increases in the underlying property tax levies.

Other local revenues increased \$254,648, or 3.9%. This was primarily due to increased investment earnings.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

General Fund Revenues (Continued)

State Sources increased by \$3,705,317. State aid increased overall after consideration of the following factors. An increase in the general education formula along with a substantial increase in compensatory revenue after the State implemented a pilot program to directly certify more students for educational benefits, resulting in a net increase in general education formula aid of \$1,907,484. There was an increase in state special education revenues in the amount of \$712,234 due to an increase in eligible expenditures. New state aid categories related to the READ Act also brought in additional funding for the District.

Federal Revenue is recorded in the year in which the related expenditure is made. Federal sources decreased by \$8,600,599 as the District did not have any remaining Federal funding received in response to the COVID-19 pandemic.

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

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

2. Property Tax Levies

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

General Fund Expenditures

The following schedule presents a summary of General Fund Expenditures.

**Table A-6
General Fund Expenditures**

	Year Ended		Change	
	June 30, 2025	June 30, 2024	Increase (Decrease)	Percent Change
Salaries	\$ 84,038,659	\$ 78,144,957	\$ 5,893,702	7.5%
Employee benefits	36,500,884	32,816,479	3,684,405	11.2%
Purchased services	28,257,835	25,553,956	2,703,879	10.6%
Supplies and materials	4,102,494	4,423,814	(321,320)	-7.3%
Capital expenditures	5,798,111	7,806,132	(2,008,021)	-25.7%
Other expenditures	266,665	533,951	(267,286)	-50.1%
Total	\$ 158,964,648	\$ 149,279,289	\$ 9,685,359	6.5%

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

General Fund Expenditures (Continued)

Total General Fund expenditures increased \$9,685,359, or 6.5%, from the previous year. The increase can be attributed mostly to purchased services as well as personnel and employee salaries and benefits as a result of the annual contractual pay.

Purchased Services consist of expenditures for fees for service, substitutes, utilities, property insurance, maintenance repairs, leases, telephone, tuition, and transportation. These expenditures increased mainly due to the increased need for substitutes and special services and increased repairs in the District's buildings.

General Fund Budgetary Highlights

After initial approval of the budget, the District revised the budget based on changes in unbudgeted costs or revenue changes. While the District anticipated, in its final budget, that the net change in fund balance would be an increase of \$2,519,439, total fund balance increased by \$5,252,387, resulting in a fund balance of \$59,044,288 at June 30, 2025.

Revenues were higher than budgeted by \$1,677,769 and expenditures were less than budgeted by \$496,690. The District was conservative with revenues given the history of declining enrollment. Where possible, expenditures were curtailed in the District's effort to reduce costs. Staffing changes as a result of changes in enrollment and unfilled positions led to expenditures being less than budgeted even while experiencing inflation and rising costs for services and substitute costs.

Food Service Fund

The Food Service Fund revenue for 2024-25 totaled \$7,406,565 and expenditures were \$7,103,404. The June 30, 2025, fund balance is \$4,495,814, an increase of \$313,336 from fiscal year 2024. Actual revenues were \$666,249 higher than budget mainly due to more investment earnings and higher meal participation than expected after the switch to Universal Free Meals started in 2024. Actual expenditures were \$33,610 lower than budget. Higher food costs due the higher meal participation was offset by lower staffing costs from unfilled positions. These variances resulted in fund balance ending the year \$695,034 higher than budgeted.

Community Service Fund

The Community Service Fund revenue for 2024-25 totaled \$7,551,286 and expenditures were \$6,979,513. The June 30, 2025, fund balance is \$5,748,588, an increase of \$571,773 from fiscal year 2023-2024. The District's Community Education programming planned significant expenditure adjustments and continued to focus their programming on childcare, early learners, youth, and adult programs.

Capital Projects-Building Construction Fund

There was no activity in the Capital Projects-Building Construction Fund for 2024-25. The June 30, 2025, fund balance is \$0 is due to bond proceeds from the 2015A School Building Bonds being spent down as the building projects are completed for Vision One91.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (CONTINUED)

Debt Service Fund

The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction and improvements, or for initial or refunding bonds. The Debt Service Fund revenue and other financing sources for 2024-25 totaled \$46,841,972, an increase of \$36,235,301 from fiscal year 2024 due to issuing the 2025A refunding bond. The District did not have property sales in the Debt Service Fund in fiscal year 2025. The expenditure budget is based on the payment schedule of bond principal and interest on the general obligation bonds, including refunding bonds issued from 2012 through 2025.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2025, the District had invested approximately \$326.2 million in a broad range of capital assets, including school buildings, athletic facilities, computer and audio-visual equipment, and administrative offices (see Table A-7). (More detailed information about capital assets can be found in Note 4 to the basic financial statements.) Total depreciation/amortization expense for the year was approximately \$10.8 million.

**Table A-7
Capital Assets**

	Year Ended 2025	Year Ended 2024	Percent Change
Land	\$ 3,092,468	\$ 3,102,468	-0.3%
Construction in progress	50,000	1,094,471	-95.4%
Land improvements	23,107,872	22,133,217	4.4%
Buildings and improvements	277,217,009	274,419,744	1.0%
Equipment	21,593,020	19,568,783	10.3%
Lease equipment	476,316	229,658	107.4%
Subscription asset	621,531	-	N/A
Less accumulated depreciation/amortization	(210,722,379)	(200,045,134)	5.3%
 Total capital assets	 <u>\$ 115,435,837</u>	 <u>\$ 120,503,207</u>	 <u>-4.2%</u>

CAPITAL ASSET AND DEBT ADMINISTRATION (CONTINUED)

Long-Term Liabilities

At year-end, the District had \$96,142,743 in general obligation bonds, lease liabilities, and subscription liabilities payable outstanding as shown in Note 5 to the basic financial statements. The District also had an estimated total of \$5,933,168 in postemployment severance and health benefits payable at June 30, 2025, \$65,087,135 in net pension liability, and \$24,498,763 in compensated absences payable.

Total long-term liabilities at June 30, 2025, decreased 4.1% as compared to June 30, 2024, primarily due to the District's proportionate share of the increase of the State-run pension (PERA and TRA) programs.

**Table A-8
Long-Term Liabilities**

	Year Ended 2025	Year Ended 2024	Percent Change
General obligation bonds	\$ 89,550,000	\$ 99,160,000	-9.7%
Net bond premium and discount	6,067,636	4,287,615	41.5%
Lease liability	455,345	91,389	398.2%
Subscription liability	69,762	-	N/A
Net pension liability	65,087,135	89,274,018	-27.1%
Total OPEB liability	5,622,670	5,915,668	-5.0%
Severance benefits payable	310,498	365,678	-15.1%
Compensated absences payable	24,498,793	844,612	2800.6%
Total long-term liabilities	\$ 191,661,839	\$ 199,938,980	-4.1%
Long-term liabilities			
Due within one year	\$ 11,880,128	\$ 9,301,798	
Due in more than one year	179,781,711	190,637,182	
Total	\$ 191,661,839	\$ 199,938,980	

FACTORS BEARING ON THE DISTRICT'S FUTURE

With the exception of the voter-approved operating referendum, the District is dependent on the state of Minnesota for most of its revenue authority. Recent experience demonstrates that legislated revenue increases have not been sufficient to meet instructional program needs and increased costs due to inflation. There is concern if the state special education aid formula changes will be sufficient to end the growing cross subsidy of special education services. In the 2023-2025 biennium, the MN Education Finance Bill provided improvements in funding, including a 2% increase in FY 2025 on the funding formula. Additionally, increases in the Special Education and English Language Learners funding will aid districts in the growing cross subsidy.

FACTORS BEARING ON THE DISTRICT'S FUTURE (CONTINUED)

The funding formula has been below the current annual rate of inflation for the last 20 years. However, recent legislation tied the funding formula increases to inflation with a cap at 3%. The funding formula increase going into fiscal year 2026 is 2.7%. Accordingly, the District continues to utilize sophisticated enrollment and financial planning tools, along with detailed and conservative budgeting and budget monitoring processes. The District will continue to seek all available sources of funding, respond to enrollment decreases, balance revenue to expenditures, and maintain systems that ensure financial stability.

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

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to demonstrate the District's accountability for money it receives. If you have questions about this report or need additional financial information, contact the Business Office, Independent School District No. 191, 200 W. Burnsville Parkway, Burnsville, Minnesota 55337. The telephone number for the District is (952) 707-2010. Financial and other district information is also available on the District's website at isd191.org.

BASIC FINANCIAL STATEMENTS

Independent School District No. 191
Statement of Net Position
June 30, 2025
(With Summarized Financial Information as of June 30, 2024)

	Governmental Activities	
	2025	2024
Assets		
Cash and investments	\$ 117,277,105	\$ 112,177,096
Current property taxes receivable	25,460,935	26,659,004
Delinquent property taxes receivable	423,777	398,910
Accounts receivable	520,047	496,495
Interest receivable	1,130,238	580,243
Lease receivable	286,715	553,711
Due from Department of Education	13,355,068	11,079,637
Due from other Minnesota school districts	142,810	64,952
Due from Federal Government through Department of Education	4,107,118	7,789,968
Due from other governmental units	268,806	250,288
Inventory	223,244	360,300
Prepaid items	291,247	342,495
Capital assets, not being depreciated		
Land	3,092,468	3,102,468
Construction in progress	50,000	1,094,471
Capital assets, net of accumulated depreciation		
Buildings	98,375,545	103,201,163
Improvements other than buildings	6,734,216	6,612,693
Machinery and equipment	6,436,640	6,406,578
Lease assets, net of accumulated amortization		
Lease equipment	446,706	85,834
Subscription assets, net of accumulated amortization		
Subscription assets	300,262	-
Total assets	278,922,947	281,256,306
Deferred Outflows of Resources		
Deferred outflows of resources related to pensions	17,176,872	19,948,462
Deferred outflows of resources related to OPEB	773,175	845,073
Losses on debt refunding	128,209	163,987
Total deferred outflows of resources	18,078,256	20,957,522
Total assets and deferred outflows of resources	\$ 297,001,203	\$ 302,213,828
Liabilities		
Accounts payable	\$ 9,011,206	\$ 8,741,596
Contracts payable	-	44,446
Salaries and benefits payable	11,771,838	14,714,098
Interest payable	817,891	1,474,930
Due to other Minnesota school districts	1,956,119	1,299,709
Due to other governmental units	67,469	60,003
Unearned revenue	194,849	208,090
Bond principal, net of premium		
Payable within one year	8,250,000	7,640,000
Payable after one year	87,367,636	95,807,615
Lease liability		
Payable within one year	88,297	70,356
Payable after one year	367,048	21,033
Subscription liability		
Payable within one year	50,233	-
Payable after one year	19,529	-
Compensated absences payable		
Payable within one year	2,880,058	-
Payable after one year	21,618,735	844,612
Severance payable		
Payable within one year	22,510	43,440
Payable after one year	287,988	322,238
Total OPEB liability		
Payable within one year	589,030	703,390
Payable after one year	5,033,640	5,212,278
Net pension liability	65,087,135	89,274,018
Total liabilities	215,481,211	226,481,852
Deferred Inflows of Resources		
Property taxes levied for subsequent year's expenditures	45,160,267	47,479,893
Deferred inflow of resources related to lease receivable	276,855	553,710
Deferred inflows of resources related to pensions	27,825,384	12,389,245
Deferred inflows of resources related to OPEB	2,211,113	2,968,920
Gains on debt refunding	527,408	255,812
Total deferred inflows of resources	76,001,027	63,647,580
Net Position		
Net investment in capital assets	24,000,686	23,178,391
Restricted for		
Debt service	3,660,497	3,327,077
Other purposes	25,796,348	25,180,879
Unrestricted	(47,938,566)	(39,601,951)
Total net position	5,518,965	12,084,396
Total liabilities, deferred inflows of resources, and fund balances	\$ 297,001,203	\$ 302,213,828

Independent School District No. 191
 Statement of Activities
 Year Ended June 30, 2025
 (With Summarized Financial Information for Year Ended June 30, 2024)

Functions/Programs	2025				Net (Expense)	Net (Expense)
					Revenues and	Revenues and
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Changes in Net Position	Changes in Net Position
Governmental activities						
Administration	\$ 5,966,667	\$ 1,283	\$ 2,673	\$ -	\$ (5,962,711)	\$ (5,205,345)
District support services	4,895,918	2,186	11,446	-	(4,882,286)	(5,550,173)
Elementary and secondary regular instruction	62,397,810	455,427	4,829,237	-	(57,113,146)	(39,875,532)
Vocational education instruction	2,594,551	20	303,073	-	(2,291,458)	(1,761,443)
Special education instruction	32,291,535	2,266,146	28,995,571	-	(1,029,818)	2,472,430
Instructional support services	15,673,636	574	2,467,828	-	(13,205,234)	(12,594,952)
Pupil support services	17,373,502	206,793	519,314	-	(16,647,395)	(16,077,821)
Sites and buildings	18,617,910	267,130	-	619,365	(17,731,415)	(14,980,120)
Fiscal and other fixed cost programs	534,891	-	-	-	(534,891)	(525,199)
Food service	7,045,694	198,085	7,038,317	-	190,708	651,482
Community education and services	6,935,658	3,027,713	2,593,842	-	(1,314,103)	(648,248)
Interest and fiscal charges on long-term debt	3,006,011	-	-	-	(3,006,011)	(2,702,435)
	<u>\$ 177,333,783</u>	<u>\$ 6,425,357</u>	<u>\$ 46,761,301</u>	<u>\$ 619,365</u>	(123,527,760)	(96,797,356)
General revenues						
Taxes						
Property taxes, levied for general purposes					39,641,017	37,787,542
Property taxes, levied for community service					1,604,858	1,603,278
Property taxes, levied for debt service					10,011,234	9,767,643
State aid-formula grants					81,211,966	79,218,657
Gain on sale of assets					907,410	7,074
Investment income					4,145,153	3,777,853
Total general revenues					<u>137,521,638</u>	<u>132,162,047</u>
Change in net position					13,993,878	35,364,691
Net position - beginning					12,084,396	(23,280,295)
Change in accounting principle (Note 10)					(20,559,309)	-
Net position - beginning, restated					<u>(8,474,913)</u>	<u>(23,280,295)</u>
Net position - ending					<u>\$ 5,518,965</u>	<u>\$ 12,084,396</u>

See notes to basic financial statements.

Independent School District No. 191
Balance Sheet - Governmental Funds
Year Ended June 30, 2025
(With Summarized Financial Information as of June 30, 2024)

	General	Food Service	Community Service	Debt Service
Assets				
Cash and investments	\$ 69,386,982	\$ 3,480,110	\$ 6,655,794	\$ 9,464,120
Current property taxes receivable	19,087,227	-	829,500	5,544,208
Delinquent property taxes receivable	319,861	-	14,057	89,859
Accounts receivable	58,593	-	33,754	-
Interest receivable	1,088,003	-	-	-
Lease receivable	-	-	-	286,715
Due from Department of Education	13,021,864	167,241	165,959	4
Due from Federal Government through Department of Education	3,225,276	834,756	47,086	-
Due from other Minnesota school districts	51,369	-	91,441	-
Due from other governmental units	268,806	-	-	-
Due from other funds	433,423	-	-	-
Inventory	-	223,244	-	-
Prepaid items	291,247	-	-	-
	<u>\$ 107,232,651</u>	<u>\$ 4,705,351</u>	<u>\$ 7,837,591</u>	<u>\$ 15,384,906</u>
Liabilities				
Accounts payable	\$ 1,577,485	\$ 85,361	\$ 119,247	\$ -
Contracts payable	-	-	-	-
Salaries and benefits payable	11,427,225	84,096	260,517	-
Due to other Minnesota school districts	1,931,639	-	24,480	-
Due to other governmental units	67,469	-	-	-
Unearned revenue	2,559	40,080	83,600	-
Total liabilities	<u>15,006,377</u>	<u>209,537</u>	<u>487,844</u>	<u>-</u>
Deferred Inflows of Resources				
Property taxes levied for subsequent year's expenditures	32,940,234	-	1,590,370	10,629,663
Unavailable revenue - delinquent property taxes	241,752	-	10,789	69,435
Deferred inflow of resources related to lease receivable	-	-	-	276,855
Total deferred inflows of resources	<u>33,181,986</u>	<u>-</u>	<u>1,601,159</u>	<u>10,975,953</u>
Fund Balances				
Nonspendable	291,247	223,243	-	-
Restricted	15,541,157	4,272,571	5,748,588	4,408,953
Committed	1,605,982	-	-	-
Assigned	250,000	-	-	-
Unassigned	41,355,902	-	-	-
Total fund balances	<u>59,044,288</u>	<u>4,495,814</u>	<u>5,748,588</u>	<u>4,408,953</u>
Total liabilities, deferred inflows of resources, and fund balances	<u>\$ 107,232,651</u>	<u>\$ 4,705,351</u>	<u>\$ 7,837,591</u>	<u>\$ 15,384,906</u>

Total Governmental Funds	
2025	2024
\$ 88,987,006	\$ 85,756,163
25,460,935	26,659,004
423,777	398,910
92,347	68,795
1,088,003	537,198
286,715	553,711
13,355,068	11,079,637
4,107,118	7,789,968
142,810	64,952
268,806	250,288
433,423	429,903
223,244	360,300
291,247	342,495
<u>\$ 135,160,499</u>	<u>\$ 134,291,324</u>
\$ 1,782,093	\$ 1,830,956
-	44,446
11,771,838	14,714,098
1,956,119	1,299,709
67,469	60,003
126,239	147,501
<u>15,703,758</u>	<u>18,096,713</u>
45,160,267	47,479,893
321,976	270,646
276,855	553,710
<u>45,759,098</u>	<u>48,304,249</u>
514,490	702,795
29,971,269	29,550,168
1,605,982	1,207,116
250,000	-
41,355,902	36,430,283
<u>73,697,643</u>	<u>67,890,362</u>
<u>\$ 135,160,499</u>	<u>\$ 134,291,324</u>

(THIS PAGE LEFT BLANK INTENTIONALLY)

Independent School District No. 191
Reconciliation of the Balance Sheet of Governmental
Funds to the Statement of Net Position
June 30, 2025
(With Summarized Financial Information as of June 30, 2024)

	2025	2024
Total fund balances - governmental funds	\$ 73,697,643	\$ 67,890,362
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported as assets in governmental funds.		
Cost of capital assets	325,060,369	320,318,683
Less accumulated depreciation	(210,371,500)	(199,901,310)
Lease assets	476,316	229,658
Subscription assets	621,531	-
Less accumulated amortization	(350,879)	(143,824)
Long-term liabilities, including bonds payable, are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.		
Long-term liabilities at year-end consist of:		
Bond principal payable	(89,550,000)	(99,160,000)
Unamortized bond premium and discount	(6,067,636)	(4,287,615)
Deferred charge on refunding (net)	(399,199)	(91,825)
Lease liability	(455,345)	(91,389)
Subscription liability	(69,762)	-
Compensated absences payable	(24,498,793)	(844,612)
Total OPEB liability	(5,622,670)	(5,915,668)
Net pension liability	(65,087,135)	(89,274,018)
Deferred outflows of resources and deferred inflows of resources are created as a result of various differences related to pensions that are not recognized in the governmental funds.		
Deferred outflows of resources related to pensions	17,176,872	19,948,462
Deferred inflows of resources related to pensions	(27,825,384)	(12,389,245)
Deferred outflows of resources related to OPEB	773,175	845,073
Deferred inflows of resources related to OPEB	(2,211,113)	(2,968,920)
Delinquent property taxes receivables will be collected in subsequent years, but are not available soon enough to pay for the current period's expenditures and, therefore, are unavailable in the funds.		
	321,976	270,646
The self insured medical and dental and OPEB Revocable Trust internal service funds are used by management to charge the costs of the self-insured plans and OPEB benefits. The assets and liabilities of the internal service funds are included in governmental activities in the Statement of Net Position and interfund activity is removed.		
	20,718,390	19,124,868
Governmental funds do not report a liability for accrued interest on bonds until due and payable.		
	(817,891)	(1,474,930)
Total net position - governmental activities	\$ 5,518,965	\$ 12,084,396

See notes to basic financial statements.

Independent School District No. 191
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds
Year Ended June 30, 2025
(With Summarized Financial Information for Year Ended June 30, 2024)

	General	Food Service	Community Service	Debt Service
Revenues				
Local property taxes	\$ 39,597,493	\$ -	\$ 1,603,648	\$ 10,004,638
Other local and county revenues	6,739,363	197,213	3,694,193	844,519
Revenue from state sources	110,975,123	1,130,341	2,110,691	-
Revenue from federal sources	5,399,331	5,880,926	121,921	-
Sales and other conversion of assets	47,236	198,085	20,833	-
Total revenues	<u>162,758,546</u>	<u>7,406,565</u>	<u>7,551,286</u>	<u>10,849,157</u>
Expenditures				
Current				
Administration	6,095,123	-	-	-
District support services	4,829,932	-	-	-
Elementary and secondary regular instruction	63,920,198	-	-	-
Vocational education instruction	2,645,931	-	-	-
Special education instruction	32,900,349	-	-	-
Instructional support services	12,300,502	-	-	-
Pupil support services	17,349,734	-	-	-
Sites and buildings	12,456,057	-	-	-
Fiscal and other fixed cost programs	534,891	-	-	-
Food service	-	6,500,417	-	-
Community education and services	-	-	6,717,486	-
Capital outlay				
Administration	50,653	-	-	-
District support services	8,068	-	-	-
Elementary and secondary regular instruction	77,467	-	-	-
Vocational education instruction	-	-	-	-
Special education instruction	149,206	-	-	-
Instructional support services	2,302,869	-	-	-
Pupil support services	185,953	-	-	-
Sites and buildings	3,023,895	-	-	-
Food service	-	602,987	-	-
Community education and services	-	-	262,027	-
Debt service				
Principal	127,537	-	-	7,640,000
Interest and fiscal charges	6,283	-	-	4,237,187
Total expenditures	<u>158,964,648</u>	<u>7,103,404</u>	<u>6,979,513</u>	<u>11,877,187</u>
Excess of revenues over (under) expenditures	3,793,898	303,161	571,773	(1,028,030)
Other Financing Sources (Uses)				
Proceeds from sale of capital assets	897,235	10,175	-	-
Bond issuance	-	-	-	33,325,000
Bond premium	-	-	-	2,667,815
Lease and subscription proceeds	561,254	-	-	-
Payment to refunded bond escrow agent	-	-	-	(35,295,000)
Total other financing sources (uses)	<u>1,458,489</u>	<u>10,175</u>	<u>-</u>	<u>697,815</u>
Net change in fund balances	5,252,387	313,336	571,773	(330,215)
Fund Balances				
Beginning of year	<u>53,791,901</u>	<u>4,182,478</u>	<u>5,176,815</u>	<u>4,739,168</u>
End of year	<u>\$ 59,044,288</u>	<u>\$ 4,495,814</u>	<u>\$ 5,748,588</u>	<u>\$ 4,408,953</u>

See notes to basic financial statements.

Total Governmental Funds	
2025	2024
\$ 51,205,779	\$ 49,169,156
11,475,288	10,903,316
114,216,155	110,153,102
11,402,178	20,083,356
266,154	277,319
<u>188,565,554</u>	<u>190,586,249</u>
6,095,123	5,630,932
4,829,932	4,619,344
63,920,198	60,457,360
2,645,931	2,234,521
32,900,349	28,874,464
12,300,502	10,888,514
17,349,734	16,650,421
12,456,057	11,592,406
534,891	525,199
6,500,417	5,882,458
6,717,486	6,115,597
50,653	10,926
8,068	334,144
77,467	100,914
-	14,784
149,206	18,469
2,302,869	1,986,562
185,953	39,931
3,023,895	5,143,940
602,987	279,935
262,027	19,762
7,767,537	7,697,347
4,243,470	3,813,729
<u>184,924,752</u>	<u>172,931,659</u>
3,640,802	17,654,590
907,410	5,667
33,325,000	-
2,667,815	-
561,254	-
(35,295,000)	-
<u>2,166,479</u>	<u>5,667</u>
5,807,281	17,660,257
67,890,362	50,230,105
<u>\$ 73,697,643</u>	<u>\$ 67,890,362</u>

Independent School District No. 191
Reconciliation of the Statement of Revenues, Expenditures,
and changes in Fund Balances of Governmental Funds
to the Statement of Activities
Year Ended June 30, 2025
(With Summarized Financial Information for Year Ended June 30, 2024)

	<u>2025</u>	<u>2024</u>
Net change in fund balances - total governmental funds	\$ 5,807,281	\$ 17,660,257
Amounts reported for governmental activities in the Statement of Activities are different because:		
Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over the estimated useful lives as depreciation expense.		
Capital outlays	5,773,633	6,973,841
Disposal of capital assets	(10,000)	-
Depreciation expense	(10,487,328)	(10,348,471)
Amortization expense	(343,676)	(74,192)
Compensated absences are recognized as paid in the governmental funds but recognized as the expense is incurred in the Statement of Activities.		
	(3,094,872)	(68,403)
Principal payments on long-term debt are recognized as expenditures in the governmental funds but have no effect on net position in the Statement of Activities.		
	8,424,576	7,697,346
Refunded bond payments on long-term debt are recognized as an other financing use in the governmental funds but have no effect on net position in the statement of activities.		
	35,295,000	-
Governmental funds recognize OPEB contributions as expenditures at the time of payment, whereas, the Statement of Activities factors in items related to OPEB on a full accrual perspective.		
	978,907	904,725
Interest on long-term debt in the Statement of Activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due and thus requires use of current financial resources. In the Statement of Activities, however, interest expense is recognized as the interest accrue, regardless of when it is due.		
	7,566	122,052
Governmental funds report the effects of bond premiums and discounts when debt is first issued, whereas these amounts are deferred and amortized in the Statement of Activities.		
Net premium/deferred charge on new debt issuance and related amortization	(2,094,961)	989,243
The issuance of long-term debt provides current financial resources to governmental funds and has no effect on net position. These amounts are reported in the governmental funds as a source of financing. These amounts are not shown as revenues in the Statement of		
Activities, but rather constitute long-term liabilities in the Statement of Net Position.		
Bond issuance	(33,325,000)	-
Lease proceeds	(561,254)	-
The self-insured medical and dental internal service funds are used by management to charge the costs of the self insured plans. The increase in net position is reported within the governmental activities in the Statement of Activities.		
	1,593,522	(273,589)
Governmental funds recognize pension contributions as expenditures at the time of payment in the funds whereas the Statement of Activities factors in differences between actual and expected contributions and earnings on plan investments as well as changes in proportion.		
	5,979,154	11,792,575
Delinquent property taxes receivable will be collected in subsequent years, but are not available soon enough to pay for the current period's expenditures and, therefore, are unavailable in the funds.		
	<u>51,330</u>	<u>(10,693)</u>
Change in net position - governmental activities	<u>\$ 13,993,878</u>	<u>\$ 35,364,691</u>

See notes to basic financial statements.

Independent School District No. 191
Statement of Revenues, Expenditures, and
Changes in Fund Balances -
Budget and Actual - General Fund
Year Ended June 30, 2025

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Over (Under)
	Original	Final		
Revenues				
Local property taxes	\$ 39,734,399	\$ 39,715,562	\$ 39,597,493	\$ (118,069)
Other local and county revenues	3,439,000	4,605,006	6,739,363	2,134,357
Revenue from state sources	105,531,131	111,346,847	110,975,123	(371,724)
Revenue from federal sources	5,588,099	5,352,362	5,399,331	46,969
Sales and other conversion of assets	61,000	61,000	47,236	(13,764)
Total revenues	<u>154,353,629</u>	<u>161,080,777</u>	<u>162,758,546</u>	<u>1,677,769</u>
Expenditures				
Current				
Administration	6,162,109	6,045,620	6,095,123	49,503
District support services	4,702,690	5,258,015	4,829,932	(428,083)
Elementary and secondary regular instruction	64,644,802	64,130,703	63,920,198	(210,505)
Vocational education instruction	2,785,485	2,911,870	2,645,931	(265,939)
Special education instruction	32,563,828	31,782,705	32,900,349	1,117,644
Instructional support services	11,628,937	12,340,785	12,300,502	(40,283)
Pupil support services	16,221,220	18,258,159	17,349,734	(908,425)
Sites and buildings	12,993,502	12,531,745	12,456,057	(75,688)
Fiscal and other fixed cost programs	610,000	550,000	534,891	(15,109)
Capital outlay				
Administration	72,246	131,303	50,653	(80,650)
District support services	12,075	6,075	8,068	1,993
Elementary and secondary regular instruction	111,411	143,060	77,467	(65,593)
Vocational education instruction	541	15,400	-	(15,400)
Special education instruction	186,397	183,421	149,206	(34,215)
Instructional support services	2,649,886	2,380,367	2,302,869	(77,498)
Pupil support services	180,226	342,446	185,953	(156,493)
Sites and buildings	2,191,506	2,373,589	3,023,895	650,306
Debt service				
Principal	74,349	70,575	127,537	56,962
Interest and fiscal charges	-	5,500	6,283	783
Total expenditures	<u>157,791,210</u>	<u>159,461,338</u>	<u>158,964,648</u>	<u>(496,690)</u>
Excess of revenues over (under) expenditures	(3,437,581)	1,619,439	3,793,898	2,174,459
Other Financing Sources				
Proceeds from sale of capital assets	-	900,000	897,235	(2,765)
Lease and subscription proceeds	-	-	561,254	561,254
Total other financing sources	<u>-</u>	<u>900,000</u>	<u>1,458,489</u>	<u>558,489</u>
Net change in fund balance	<u>\$ (3,437,581)</u>	<u>\$ 2,519,439</u>	<u>5,252,387</u>	<u>\$ 2,732,948</u>
Fund Balance				
Beginning of year			<u>53,791,901</u>	
End of year			<u>\$ 59,044,288</u>	

See notes to basic financial statements.

Independent School District No. 191
Statement of Revenues, Expenditures, and
Changes in Fund Balance -
Budget and Actual - Food Service Fund
Year Ended June 30, 2025

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Over (Under)
	Original	Final		
Revenues				
Other local and county revenues	\$ 68,604	\$ 68,604	\$ 197,213	\$ 128,609
Revenue from state sources	1,285,651	1,036,693	1,130,341	93,648
Revenue from federal sources	5,174,864	5,449,019	5,880,926	431,907
Sales and other conversion of assets	171,641	186,000	198,085	12,085
Total revenues	<u>6,700,760</u>	<u>6,740,316</u>	<u>7,406,565</u>	<u>666,249</u>
Expenditures				
Current				
Food service	6,205,027	6,462,014	6,500,417	38,403
Capital outlay				
Food service	200,000	675,000	602,987	(72,013)
Total expenditures	<u>6,405,027</u>	<u>7,137,014</u>	<u>7,103,404</u>	<u>(33,610)</u>
Excess of revenues over (under) expenditures	295,733	(396,698)	303,161	699,859
Other Financing Sources (Uses)				
Proceeds from sale of capital asset	10,000	15,000	10,175	(4,825)
Net change in fund balance	<u>\$ 305,733</u>	<u>\$ (381,698)</u>	313,336	<u>\$ 695,034</u>
Fund Balance				
Beginning of year			<u>4,182,478</u>	
End of year			<u>\$ 4,495,814</u>	

Independent School District No. 191
Statement of Revenue, Expenditures, and
Changes in Fund Balance -
Budget and Actual - Community Service Fund
Year Ended June 30, 2025

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Over (Under)
	Original	Final		
Revenues				
Local property taxes	\$ 1,617,467	\$ 1,617,467	\$ 1,603,648	\$ (13,819)
Other local and county revenues	3,119,509	3,606,198	3,694,193	87,995
Revenue from state sources	1,919,831	2,010,636	2,110,691	100,055
Revenue from federal sources	301,867	328,871	121,921	(206,950)
Sales and other conversion of assets	20,500	20,500	20,833	333
Total revenues	<u>6,979,174</u>	<u>7,583,672</u>	<u>7,551,286</u>	<u>(32,386)</u>
Expenditures				
Current				
Community education and services	6,735,433	7,199,990	6,717,486	(482,504)
Capital outlay				
Community education and services	40,510	56,870	262,027	205,157
Total expenditures	<u>6,775,943</u>	<u>7,256,860</u>	<u>6,979,513</u>	<u>(277,347)</u>
Net change in fund balance	<u>\$ 203,231</u>	<u>\$ 326,812</u>	571,773	<u>\$ 244,961</u>
Fund Balance				
Beginning of year			<u>5,176,815</u>	
End of year			<u>\$ 5,748,588</u>	

Independent School District No. 191
Statement of Net Position - Proprietary Funds
Year Ended June 30, 2025
(With Summarized Financial Information as of June 30, 2024)

	Governmental Activities - Internal Service Funds	
	<u>2025</u>	<u>2024</u>
Assets		
Current assets		
Cash and investments	\$ 28,290,099	\$ 26,420,933
Interest receivable	42,235	43,045
Accounts receivable	427,700	427,700
Due from other funds	296,188	328,040
Total assets	<u>29,056,222</u>	<u>27,219,718</u>
Liabilities		
Current liabilities		
Health and dental claims payable	\$ 3,336,384	\$ 2,893,482
Due to plan participants	3,892,729	4,017,158
Severance benefits payable	22,510	43,440
Due to other funds	729,611	757,943
Unearned revenue	68,610	60,589
Total current liabilities	<u>8,049,844</u>	<u>7,772,612</u>
Noncurrent liabilities		
Severance benefits payable	287,988	322,238
Total liabilities	<u>8,337,832</u>	<u>8,094,850</u>
Net Position		
Unrestricted	<u>\$ 20,718,390</u>	<u>\$ 19,124,868</u>

Independent School District No. 191
Statement of Revenues, Expenses, and Changes
in Fund Net Position - Proprietary Funds
Year Ended June 30, 2025
(With Summarized Financial Information for Year Ended June 30, 2024)

	Governmental Activities - Internal Service Funds	
	2025	2024
Operating Revenue		
Charges for services	\$ 31,227,841	\$ 25,109,506
Other services	681,546	399,822
Total operating revenue	<u>31,909,387</u>	<u>25,509,328</u>
Operating Expenses		
Health insurance claim payments	29,857,596	25,261,473
Dental insurance claim payments	924,042	902,685
Severance payments	-	127,730
OPEB payments	782,539	789,184
Total operating expenses	<u>31,564,177</u>	<u>27,081,072</u>
Operating income (loss)	345,210	(1,571,744)
Nonoperating Income		
Earnings on investments	<u>1,248,312</u>	<u>1,298,155</u>
Change in net position	1,593,522	(273,589)
Net Position		
Beginning of year	<u>19,124,868</u>	<u>19,398,457</u>
End of year	<u>\$ 20,718,390</u>	<u>\$ 19,124,868</u>

Independent School District No. 191
Statement of Cash Flows - Proprietary Funds
Year Ended June 30, 2025
(With Summarized Financial Information for Year Ended June 30, 2024)

	Governmental Activities - Internal Service Funds	
	<u>2025</u>	<u>2024</u>
Cash Flows - Operating Activities		
Receipts from interfund services provided	\$ 31,949,260	\$ 25,562,441
Payments for health and dental claims	(30,463,165)	(26,457,788)
Payments to employee OPEB	(810,871)	(873,414)
Payments for severance benefits	(55,180)	-
Net cash flows - operating activities	<u>620,044</u>	<u>(1,768,761)</u>
Cash Flows - Investing Activities		
Interest received	<u>1,249,122</u>	<u>1,277,289</u>
Net change in cash and cash equivalents	1,869,166	(491,472)
Cash and Cash Equivalents		
Beginning of year	<u>26,420,933</u>	<u>26,912,405</u>
End of year	<u>\$ 28,290,099</u>	<u>\$ 26,420,933</u>
Reconciliation of Operating Income (Loss) to Net Cash Flows - Operating Activities		
Operating income (loss)	\$ 345,210	\$ (1,571,744)
Adjustments to reconcile operating income (loss) to net cash		
Health and dental claims payable	442,902	178,146
Due to plan participants	(124,429)	(471,776)
Severance payable	(55,180)	127,730
Due to other funds	(28,332)	(84,230)
Accounts receivable	-	79,256
Due from other funds	31,852	(14,950)
Unearned revenue	8,021	(11,193)
Total adjustments	<u>274,834</u>	<u>(197,017)</u>
Net cash flows - operating activities	<u>\$ 620,044</u>	<u>\$ (1,768,761)</u>

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The District operates under a school board form of government for the purpose of providing educational services to individuals within the District areas. The governing body consists of a seven-member board elected by the voters of the District to serve four-year staggered terms.

The accounting policies of the District conform to accounting principles generally accepted in the United States of America as applicable to governmental units. The following is a summary of the more significant policies.

A. Reporting Entity

The basic financial statements present the District and its component units. The District includes all funds, organizations, institutions, agencies, departments, and offices that are not legally separate from such. Component units are legally separate organizations for which the elected officials of the District are financially accountable and are included within the basic financial statements of the District because of the significance of their operational or financial relationships with the District.

The District is considered financially accountable for a component unit if it appoints a voting majority of the organization's governing body and it is able to impose its will on the organization by significantly influencing the programs, projects, activities, or level of services performed or provided by the organization, or there is a potential for the organization to provide specific financial benefits to or impose specific financial burdens on, the District.

As a result of applying the component unit definition criteria above, it has been determined the District has no component units.

The student activity accounts of the District are under board control and are reported in the General Fund.

B. Basic Financial Statement Information

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) display information about the reporting government as a whole. These statements include all the financial activities of the District.

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

Depreciation and amortization expense that can be specifically identified by function is included in the direct expenses of that function. Interest on general long-term debt is considered an indirect expense and is reported separately in the Statement of Activities. The effect of interfund activity has been removed from these statements.

Separate fund financial statements are provided for governmental funds and proprietary funds. Major individual governmental funds are reported as separate columns in the fund financial statements.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment applied is determined by its measurement focus and basis of accounting. The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary funds. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this basis of accounting transactions are recorded in the following manner.

1. Revenue Recognition

Revenue is recognized when it becomes measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. Property tax revenue is generally considered as available if collected within 60 days after year-end. State revenue is recognized in the year to which it applies according to *Minnesota Statutes* and accounting principles generally accepted in the United States of America. *Minnesota Statutes* include state aid funding formulas for specific years. Federal revenue is recorded in the year in which the related expenditure is made. Other revenue is considered available if collected within 60 days.

2. Recording of Expenditures

Expenditures are generally recorded when a liability is incurred. The exceptions to this general rule are that interest and principal expenditures in the Debt Service Fund, compensated absences, and claims and judgments are recognized when payment is due.

The District applies restricted resources first when an expenditure is incurred for a purpose for which both restricted and unrestricted fund balances are available. Further, the District applies unrestricted funds in this order if various levels of fund balances exist: committed, assigned, and unassigned.

Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the Internal Service Funds are employee and District contributions. Operating expenses for proprietary funds include claims paid and administrative expense. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

Description of Funds:

Major Funds:

General Fund - This fund is the basic operating fund of the District and is used to account for all financial resources except those required to be accounted for in another fund.

Food Service Special Revenue Fund - This fund is used to account for food service revenues and expenditures.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Measurement Focus and Basis of Accounting (Continued)

Description of Funds: (Continued)

Major Funds: (Continued)

Community Service Special Revenue Fund - This fund is used to account for services provided to residents in the areas of community education, school readiness, early childhood, and family education, or other similar services.

Debt Service Fund - This fund is used to account for the accumulation of resources for, and payment of, general obligation (G.O.) bond and state loan principal, interest, and related costs. The regular debt service account is used for all general obligation bonds except for refunding bond issues, for which a separate refunding bond trust account is established.

Proprietary Funds:

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

D. Deposits and Investments

The District's total deposits and investments are comprised of two major components, each with its own set of legal and contractual provisions as described on the following pages.

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. Investments held by investment pools are measured at amortized cost.

Cash and investments include balances from all funds that are combined and invested to the extent available in various securities as authorized by state law. Earnings from the pooled investments are allocated to the individual funds based on the average of month-end cash and investment balances.

For the purposes of the statement of cash flows, the District considers all demand accounts and savings accounts related to the Internal Service Funds to be cash and cash equivalents. Cash and cash equivalents are included in cash and investments.

Cash and investments at June 30, 2025, were comprised of deposits and investments as outlined in Note 2.

Minnesota Statutes requires all deposits be protected by federal deposit insurance, corporate surety bonds or collateral. The market value of collateral pledged must equal 110% of the deposits not covered by Federal Deposit Insurance Corporation (FDIC) insurance or corporate surety bonds.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Deposits and Investments (Continued)

Minnesota Statutes authorizes the District to invest in obligations of the U.S. Treasury, agencies, and instrumentalities, shares of investment companies whose only investments are in the aforementioned securities, obligations of the State of Minnesota or its municipalities, bankers' acceptances, future contracts, repurchase and reverse repurchase agreements, and commercial paper of the highest quality with a maturity of no longer than 270 days.

In accordance with GASB Statement No. 79, the various MSDLAF and MNTrust securities are valued at amortized cost, which approximates fair value. There are no restrictions or limitations on withdrawals from the MSDLAF. Investments in the MSDLAF MAX must be deposited for a minimum of 14 calendar days with the exception of direct investments of funds distributed by the State of Minnesota. Withdrawals prior to the 14-day restriction period may be subject to a penalty and there is a 24 hour hold on all requests for redemptions. Seven days' notice of redemption is required for withdrawals of investments in the MNTrust Term Series withdrawn prior to the maturity date of that series. A penalty could be assessed as necessary to recoup the Series for any charges, losses, and other costs attributable to the early redemption.

E. Property Tax Receivable

Current property taxes receivable are recorded for taxes certified the previous December and collectible in the current calendar year, which have not been received by the District. Delinquent property taxes receivable represents uncollected taxes for the past six years and is deferred and included in the deferred inflows of resources section of the fund financial statements because they are not available to finance the operations of the District in the current year.

F. Property Taxes Levied for Subsequent Year's Expenditures

Property taxes levied for subsequent year's expenditures consist principally of property taxes levied in the current year which will be collected and recognized as revenue in the District's following year to properly match those revenues with the budgeted expenditures for which they were levied. This amount is equal to the amount levied by the School Board in December 2024, less various components and their related adjustments as mandated by the state. These portions of that levy were recognized as revenue in fiscal year 2025. The remaining portion of the levy will be recognized when measurable and available.

G. Inventories

Inventories of commodities donated directly by the U.S. Department of Agriculture are recorded at market value. Other inventories are stated at cost as determined on a first-in, first-out (FIFO) basis. Inventories are recorded as expenditures when consumed rather than when purchased.

H. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. Prepaid items are recorded as an expenditure at the time of consumption.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

I. Property Taxes

The District levies its property tax during the month of December. December 28 is the last day the District can certify a tax levy to the County Auditor. Such taxes become a lien on January 1. The property tax is recorded as revenue when it becomes measurable and available. Dakota and Scott Counties are the collecting agencies for the levy and remits the collections to the District three times a year. The Tax levy notice is mailed in March with the first half of the payment due on May 15 and the second half due on October 15. Delinquent collections for November and December are received the following January.

A portion of property taxes levied is paid by the State of Minnesota through various tax credits, which are included in revenue from state sources in the basic financial statements.

J. Capital Assets

Capital assets are recorded in the government-wide financial statements but are not reported in the fund financial statements.

Capital assets are defined by the District as assets with an initial individual cost of more than \$5,000 and benefit more than one fiscal year. The capitalization threshold for grouped assets is \$25,000. Such assets are capitalized at historical cost, or estimated historical cost for assets where actual historical cost is not available. Donated assets are recorded as capital assets at its acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend the assets lives are not capitalized.

Capital assets are depreciated or amortized using the straight-line method over their estimated useful lives. Since surplus assets are sold for an immaterial amount when declared as no longer needed for public school purpose by the District, no salvage value is taken into consideration for depreciation and amortization purposes. Useful lives vary from 20 to 50 years for land improvements and buildings and 5 to 15 years for equipment.

Capital assets not being depreciated include land and construction in progress. The District does not possess any material amounts of infrastructure capital assets, such as sidewalks and parking lots. Such items are considered to be part of the cost of buildings or other improvable property.

K. Lease Receivable

The District is a lessor for numerous noncancellable leases. The District recognizes a lease receivable and a deferred inflow of resources in the government-wide and governmental fund financial statements.

At the commencement of a lease, the District measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments received. The deferred inflow of resources is initially measured as the initial amount of the lease receivable, adjusted for lease payments received at or before the lease commencement date.

Subsequently, the deferred inflow of resources is recognized as revenue over the life of the lease term in a systematic and rational manner.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

K. Lease Receivable (Continued)

Key estimates and judgments include how the District determines (1) the discount rate, (2) lease term, and (3) lease receipts.

The District determines the discount rate for leases based on the applicable State and Local Government Securities (SLGS) rate. The lease term includes the noncancellable period of the lease. Lease receipts included in the measurement of the lease receivable is composed of fixed payments from the lessee.

The District, acting as lessor, leases the premises at 2140 Diffley Road, Eagan, Minnesota under a long-term, non-cancelable lease agreement. The lease expires at June 30, 2026. During the year ended June 30, 2025, the District recognized \$276,855 and \$16,344 in lease revenue and interest revenue, respectively, pursuant to the contract. Remaining amounts due in the year ended June 30, 2025, principal of \$276,855 and interest of \$16,344.

L. Right-to-Use Lease Assets/Lease Liabilities

The right-to-use lease assets are initially measured at an amount equal to the initial measurement of the lease liability plus any payments made prior to the lease term, less lease incentives, and plus ancillary charges necessary to place the lease into service. The right-to-use assets are amortized on a straight-line basis over the life of the related lease.

Key estimates and judgments related to leases include (1) the discount rate, (2) lease term, (3) lease payments, and (4) amortization.

The District uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the District determines its estimated borrowing rate based on the applicable State and Local Government Securities rate. The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option the District is reasonably certain to exercise.

The District monitors changes in circumstances that would require a re-measurement of the leases and will remeasure the right-to-use lease assets and liabilities if certain changes occur that are expected to significantly affect the amount of the lease liability.

M. Subscription-Based Information Technology Arrangements

For agreements where the District is the lessee, the subscription assets are initially measured at an amount equal to the initial measurement of the arrangements liability plus any direct costs associated with the agreement, less any incentives.

Key estimates and judgements related to agreements include (1) the discount rate, (2) lease term, and (3) payments.

The District uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the district determines its estimated borrowing rate based on interest rates the District would receive on capital equipment. The subscription term includes the noncancellable period of the agreement. Payments included in the measurement of the subscription liability are composed of fixed payments and purchase option the District is reasonably certain to exercise.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

M. Subscription-Based Information Technology Arrangements (Continued)

The District monitors changes in circumstances that would require a re-measurement of the agreements and will remeasure the subscription assets and liabilities if certain changes occur that are expected to significantly affect the amount of the subscription liability.

N. Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Financial Position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net assets that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until that time. The District has three items that qualify for reporting in this category. A deferred charge on refunding, deferred outflows of resources related to pensions, and deferred outflows of resources related to OPEB are reported in the government-wide Statement of Net Position. A deferred charge on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt. Deferred outflows of resources related to pensions and OPEB is recorded for various estimate differences that will be amortized and recognized over future years.

In addition to liabilities, the Statement of Financial Position and fund financial statements will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net assets that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The District has six types of items which qualify for reporting in this category. The first item, unavailable revenue from property taxes, arises under a modified accrual basis of accounting and is reported only in the Governmental Funds Balance Sheet. Delinquent property taxes not collected within 60 days of year-end are deferred and recognized as an inflow of resources in the governmental funds in the period the amounts become available. The second item is property taxes levied for subsequent years, which represent property taxes received or reported as a receivable before the period for which the taxes are levied and is reported as a deferred inflow of resources in both the government-wide Statement of Net Position and the Governmental Funds Balance Sheet. Property taxes levied for subsequent years are deferred and recognized as an inflow of resources in the government-wide financial statements in the year for which they are levied and in the governmental fund financial statements during the year for which they are levied, if available. Deferred inflows of resources related to pensions is recorded on the government-wide statements for various estimate differences that will be amortized and recognized over future years. The fourth, a deferred charge on refunding, results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt is recorded on the government-wide. The fifth, deferred inflows of resources related to OPEB, is recorded for various estimate differences that will be amortized and recognized over future years. The sixth, deferred inflows of resources related to lease receivable is reported in both the government-wide Statement of Net Position and the Governmental Funds Balance Sheet.

O. Long-Term Obligations

In the government-wide financial statements long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are recognized as an expenditure/expense in the period the bond is issued.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

O. Long-Term Obligations (Continued)

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

P. Compensated Absences

Eligible employees accrue vacation and sick leave at varying rates as specified by contract, portions of which may be carried over to future years. Employees are reimbursed for any unused, accrued vacation upon termination. Unused sick leave enters into the calculation of severance benefits for some employees upon termination. The liability for compensated absences reported in the Statement of Net Position consists of leave that has not been used that is attributable to services already rendered, accumulates, and is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means.

The liability also includes amounts for leave that has been used for time off but has not yet been paid in cash or settled through noncash means and certain other types of leave.

Q. Post Employment Severance Benefits

Under the terms of collectively bargained employment contracts, certain district employee groups, including teachers, may become eligible to receive lump sum severance benefits. Eligibility is based on years of service and/or minimum age requirements. Severance benefits are calculated by converting a portion of unused, accrued sick leave times a pay rate specified in the employee's collectively bargained contract. Severance benefits based on convertible sick leave are recorded as a liability in the Internal Service Fund as they are earned, and it becomes probable they will vest at some point in the future.

In accordance with *Minnesota Statutes*, no employee can receive severance or retirement incentive benefits that exceed one year's salary.

R. Pensions

For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net position of the Public Employees Retirement Association (PERA) and Teachers Retirement Association (TRA) and additions to/deductions from PERA's and TRA's fiduciary net position have been determined on the same basis as they are reported by PERA and TRA. For this purpose, plan contributions are recognized as of employer payroll paid dates and benefit payments and refunds are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

TRA has a special funding situation created by direct aid contributions made by the State of Minnesota, City of Minneapolis, and Minneapolis School District. The direct aid is a result of the merger of the Minneapolis Teachers Retirement Fund Association merger into TRA in 2006. A second direct aid source is from the State of Minnesota for the merger of the Duluth Teacher's Retirement Fund Association (DTRFA) in 2015.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

S. Fund Equity

In the fund financial statements, governmental funds report various levels of spending constraints.

- **Nonspendable Fund Balances** - These are amounts that cannot be spent because they are either not in spendable form as they are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- **Restricted Fund Balances** - These amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- **Committed Fund Balances** - These amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the School Board and that remain binding unless removed by the School Board by subsequent formal action. The formal action to commit a fund balance must occur prior to year-end; however, the specific amounts actually committed can be determined in the subsequent year. A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change a constraint so adopted by the board.
- **Assigned Fund Balances** - These amounts are comprised of unrestricted funds constrained by the District's intent that they will be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the General Fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the District's intended use of those resources. The action to assign fund balance may be taken after the end of the year. The School board, by majority vote, may assign balances to be used for specific purposes. The board also delegated the power to assign fund balances to the Executive Director of Administrative Services.
- **Unassigned Fund Balances** - Residual amount in the General Fund not reported in any other classification, available for expenditure of any purpose. Also, negative unassigned fund balance may be reported in other governmental funds if expenditures exceeded the restricted, committed, or assigned amounts available to those purposes.
- **Minimum Fund Balance** - The District will strive to maintain a minimum unassigned General Fund balance of 8% of the General Fund expenditures.

T. Net Position

Net position represents the difference between assets and deferred outflows of resources; and liabilities and deferred inflows of resources in the government-wide financial statements. Net investments in capital assets, consists of capital assets, net of accumulated depreciation, reduced by the outstanding balance of any long-term debt used to build or acquire the capital assets. Net Position is reported as restricted in the government-wide financial statement when there are limitations on their use through external restrictions imposed by creditors, grantors, or laws or regulations of other governments.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

U. Use of Estimates

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of expenditures/expense during the reporting period. Actual results could differ from those estimates.

V. Budgetary Information

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

Procedurally, in establishing the budgetary data reflected in these financial statements, the Superintendent submits to the School Board prior to July 1, a proposed operating budget for the fiscal year commencing July 1. The operating budget includes proposed expenditures and the means to finance them. The budget is legally enacted by School Board action. Revisions to budgeted amounts must be approved by the School Board. Total fund expenditures in excess of the budget require approval of the School Board. Spending control is established by the amount of expenditures budgeted for the fund, but management control is exercised at line-item levels.

NOTE 2 - DEPOSITS AND INVESTMENTS

A. Deposits

In accordance with applicable *Minnesota Statutes*, the District maintains deposits at depository banks authorized by the School Board.

Custodial Credit Risk - Deposits: This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District has a deposit policy that requires the District's deposits be collateralized as required by *Minnesota Statutes* for an amount exceeding federal deposit coverage. *Minnesota Statutes* require all deposits be protected by federal depository insurance, corporate surety bonds, or collateral. The market value of collateral pledged must equal 110% of the deposits not covered by Federal Deposit Insurance Corporation (FDIC) insurance or corporate surety bonds.

Checking - pooled	\$	2,629,200
Certificate of deposits - pooled		<u>4,680,250</u>
 Total	 \$	 <u><u>7,309,450</u></u>

NOTE 2 - DEPOSITS AND INVESTMENTS (CONTINUED)

B. Investments

As of June 30, 2025, the District had the following investments:

Type of Investments	Rating	Fair Value	Investment Maturities	
			Less than 1 year	1-2 years
Pooled Investments				
Certificates of deposit	NR	\$ 4,423,567	\$ 3,440,868	\$ 982,699
US Treasury securities	NR	3,537,097	-	3,537,097
LTD	NR	16,708,252	16,708,252	-
MSDLAF	NR	2,741,078	2,741,078	-
MSDLAF MAX	NR	2,778,171	2,778,171	-
IS Account	NR	26,004,015	26,004,015	-
Term Series	AAAm	41,828,370	10,250,000	31,578,370
Total pooled investments		98,020,550	61,922,384	36,098,166
Non-pooled Investments				
Money Market	NR	\$ 553,962	\$ 553,962	\$ -
ETFs	NR	10,990,343	10,990,343	-
Certificates of deposit	NR	402,800	402,800	-
Total non-pooled investments		11,947,105	11,947,105	-
Total Investments		\$ 109,967,655	\$ 73,869,489	\$ 36,098,166

At June 30, 2025, the District has a formal deposit and investment policy in place to address the following risks:

Credit Risk: This is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. *Minnesota Statutes* §§ 118A.04 and 118A.05 limit investments based on type. The District's investment policy limits investments to those specified in the above statutes. Investments are rated as indicated above.

Concentration of Credit Risk: This is the risk of loss attributed to the magnitude of an investment in a single issuer. The District's investment policy states the District will diversify its investment to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual financial institutions, or maturities.

Interest Rate Risk: This is the risk that market value of securities will fall due to the changes in market interest rates. The District's policy states investment maturities should be scheduled to coincide with projected District cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. The policy also indicates investments shall be managed to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

NOTE 2 - DEPOSITS AND INVESTMENTS (CONTINUED)

B. Investments (Continued)

Custodial Credit Risk - Investments: This is the risk that in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The District's investment policy on custodial credit risk states securities will be held in third party safekeeping by an institution designated as custodial agent. The custodial agent shall issue a safe keeping receipt to the District listing pertinent information related to the securities held.

The District has the following recurring fair value measurements as of June 30, 2025:

Type of Investments	Total	Level 1	Level 2	Level 3
Money market	\$ 553,962	\$ 553,962	\$ -	\$ -
ETFs	10,990,343	10,990,343	-	-
Certificates of deposit	4,826,367	-	4,826,367	-
US Treasury securities	3,537,097	-	3,537,097	-
Total	\$ 19,907,769	\$ 11,544,305	\$ 8,363,464	\$ -
Investments at amortized cost	90,059,886			
Total investments	\$ 109,967,655			

C. Deposits and Investments

Summary of cash, deposits, and investments as of June 30, 2025:

Deposits - pooled	\$ 7,309,450
Investments - pooled	98,020,550
Investments - non-pooled	11,947,105
Total Cash and Investments	\$ 117,277,105

Cash, deposits, and investments are presented in the June 30, 2025, basic financial statements as follows:

Statement of Net Position	
Governmental Funds	\$ 117,277,105

NOTE 3 - INTERFUND ACTIVITY

Due To/Due From Other Funds

The District had the following interfund receivables, or payables for the year ended June 30, 2025, due to the interrelationship of the self-insurance funds, the OPEB Revocable Trust, and the General Fund, and the year-end timing of the related payments of premiums and reimbursements for the implicit rate subsidy.

<u>Due from Other Funds</u>	<u>Due to Other Funds</u>
	<u>Internal Service Fund</u>
	<u>OPEB Revocable Trust</u>
General Fund	\$ 433,423
Internal Service Fund	
Self-Insured Dental	9,896
Self-Insured Health	<u>286,292</u>
Total	<u>\$ 729,611</u>

Independent School District No. 191
Notes to Basic Financial Statements

NOTE 4 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2025, was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental activities				
Capital assets not being depreciated				
Land	\$ 3,102,468	\$ -	\$ 10,000	\$ 3,092,468
Construction in progress	1,094,471	1,070,333	2,114,804	50,000
Total capital assets not being depreciated	<u>4,196,939</u>	<u>1,070,333</u>	<u>2,124,804</u>	<u>3,142,468</u>
Other capital assets				
Buildings	274,419,744	2,797,265	-	277,217,009
Improvements other than buildings	22,133,217	974,655	-	23,107,872
Machinery and equipment	19,568,783	2,041,375	17,138	21,593,020
Lease equipment	229,658	441,080	194,422	476,316
Subscription asset	-	621,531	-	621,531
Total capital assets at historical cost	<u>316,351,402</u>	<u>6,875,906</u>	<u>211,560</u>	<u>323,015,748</u>
Less accumulated depreciation for				
Buildings	171,218,581	7,622,883	-	178,841,464
Improvements other than buildings	15,520,524	853,132	-	16,373,656
Machinery and equipment	13,162,205	2,011,313	17,138	15,156,380
Less accumulated amortization for				
Lease equipment	143,824	22,407	136,621	29,610
Subscription asset	-	321,269	-	321,269
Total accumulated depreciation and amortization	<u>200,045,134</u>	<u>10,831,004</u>	<u>153,759</u>	<u>210,722,379</u>
Total other capital assets, net	<u>116,306,268</u>	<u>(3,955,098)</u>	<u>57,801</u>	<u>112,293,369</u>
Governmental activities, capital assets, net	<u>\$ 120,503,207</u>	<u>\$ (2,884,765)</u>	<u>\$ 2,182,605</u>	<u>\$ 115,435,837</u>

**Independent School District No. 191
Notes to Basic Financial Statements**

NOTE 4 - CAPITAL ASSETS (CONTINUED)

Depreciation and amortization expense of \$10,831,004 for the year ended June 30, 2025, was charged to the following governmental functions:

Administration	\$ 6,292
District Support Services	188,772
Elementary and Secondary Regular Instruction	51,388
Vocational Support Services	16,780
Special Education Instruction	126,896
Instructional Support Services	2,860,944
Pupil Support Services	31,462
Sites and Buildings	6,965,375
Food Service	367,056
Community Service	<u>216,039</u>
Total depreciation and amortization expense	<u>\$ 10,831,004</u>

NOTE 5 - LONG-TERM DEBT

A. Components of Long-Term Liabilities

The long-term bond liabilities listed above were issued to finance acquisition and construction of capital facilities or to refinance (refund) previous bond issues. The lease liability was issued to finance instructional equipment. The subscription liability was issued to finance software subscriptions.

	Issue Date	Interest Rates	Original Issue	Maturity Date	Principal Outstanding	Due Within One Year
Long-term liabilities						
G.O. Bonds, including						
refunding bonds						
2015A G.O. School Building Bonds	05/07/15	2.0 - 4.0%	\$ 64,485,000	2036	\$ 26,275,000	\$ 1,900,000
2016A G.O. Alt Fac Refunding Bonds	03/15/16	2.0 - 3.0%	36,715,000	2033	10,270,000	2,655,000
2016B G.O. OPEB Refunding Bonds	02/01/17	0.6 - 2.8%	13,990,000	2029	5,235,000	1,260,000
2020A G.O. Alt Fac Refunding Bonds	11/04/20	2.0 - 4.0%	11,485,000	2030	7,290,000	1,210,000
2021A G.O. Alt Fac Refunding Bonds	11/04/21	5.00%	9,680,000	2030	7,155,000	910,000
2025A G.O. Alt Fac Refunding Bonds	06/12/25	5.00%	33,325,000	2034	33,325,000	315,000
Plus unamortized premium					<u>6,067,636</u>	-
Total G.O. Bonds					95,617,636	8,250,000
Lease liability					455,345	88,297
Subscription liability					69,762	50,233
Severance benefits					310,498	22,510
Compensated absences					<u>24,498,793</u>	<u>2,880,058</u>
Total all long-term liabilities					<u>\$ 120,952,034</u>	<u>\$ 11,291,098</u>

NOTE 5 - LONG-TERM DEBT (CONTINUED)

A. Components of Long-Term Liabilities (Continued)

On June 12, 2025, the District issued \$33,325,000 General Obligation Refunding Bonds, Series 2025A, which included the refunding of the 2028, 2031, 2033, 2034, and a portion of the 2035 and 2036 maturities of the Series 2015A Bonds as well as the 2027 through 2030 maturities of the Series 2016A Bonds. Proceeds of the 2025A Bonds were placed in escrow to redeem the maturities listed above and were considered defeased. The net present value savings were \$1,144,751 and the refunding lowered debt service payments by \$2,971,316.

B. Changes in Long-Term Liabilities

	Beginning Balance	Additions	Retirements	Ending Balance
Long-term liabilities				
G.O. Bonds	\$ 99,160,000	\$ 33,325,000	\$ 42,935,000	\$ 89,550,000
Bond premiums	4,287,615	2,667,815	887,794	6,067,636
Lease liability	91,389	440,963	77,007	455,345
Subscription liability	-	120,291	50,529	69,762
Severance benefits	365,678	-	55,180	310,498
Compensated absences	844,612	23,654,181	-	24,498,793
	<u>\$ 104,749,294</u>	<u>\$ 60,208,250</u>	<u>\$ 44,005,510</u>	<u>\$ 120,952,034</u>

The change in the compensated absences liability is presented as a net change.

C. Minimum Debt Payments

Minimum annual principal and interest payments required to retire bond, finance purchase, and lease liabilities:

Year Ended June 30,	G.O. Bonds		
	Principal	Interest	Total
2026	\$ 8,250,000	\$ 3,566,502	\$ 11,816,502
2027	10,115,000	3,261,930	13,376,930
2028	9,995,000	2,839,258	12,834,258
2029	10,650,000	2,386,118	13,036,118
2030	11,215,000	1,960,138	13,175,138
2031-2035	32,920,000	4,744,650	37,664,650
2036	6,405,000	208,163	6,613,163
Total	<u>\$ 89,550,000</u>	<u>\$ 18,966,759</u>	<u>\$ 108,516,759</u>

NOTE 5 - LONG-TERM DEBT (CONTINUED)

C. Minimum Debt Payments (Continued)

Year Ended June 30,	Lease Liability		
	Principal	Interest	Total
2026	\$ 88,297	\$ 16,607	\$ 104,904
2027	91,895	13,009	104,904
2028	95,639	9,265	104,904
2029	91,945	5,507	97,452
2030	87,569	1,761	89,330
Total	\$ 455,345	\$ 46,149	\$ 501,494

Year Ended June 30,	Subscription Liability		
	Principal	Interest	Total
2026	\$ 50,233	\$ 2,842	\$ 53,075
2027	19,529	1,298	20,827
Total	\$ 69,762	\$ 4,140	\$ 73,902

D. Lease Liability

The District entered into lease agreements for equipment. The lease agreements include annual principal and interest payments that are shown above. The discount rate for the lease liabilities is 4.0%.

E. Subscription Liability

The District entered into a subscription-based information technology arrangement (SBITA) with Edmentum for an instructional subscription. The arrangement expires on June 30, 2026.

The District entered into a subscription-based information technology arrangement (SBITA) with Xello for an instructional subscription. The arrangement expires on June 30, 2026.

NOTE 6 - FUND BALANCES/NET POSITION

Certain portions of fund balance are restricted based on state requirements to track special program funding, to provide for funding on certain long-term liabilities or as required by other outside parties.

A. Fund Equity

Fund equity balances are classified as follows to reflect the limitations and restrictions of the respective funds.

Independent School District No. 191
Notes to Basic Financial Statements

NOTE 6 - FUND BALANCES/NET POSITION (CONTINUED)

A. Fund Equity (Continued)

	General Fund	Food Service	Community Service	Debt Service	Total
Nonspendable for					
Inventory	\$ -	\$ 223,243	\$ -	\$ -	\$ 223,243
Prepaid items	291,247	-	-	-	291,247
Total	<u>291,247</u>	<u>223,243</u>	<u>-</u>	<u>-</u>	<u>514,490</u>
Restricted for					
Student Activities	280,180	-	-	-	280,180
Capital Projects Levy	262,383	-	-	-	262,383
Literacy Incentive Aid	406,378	-	-	-	406,378
American Indian Education	41,283	-	-	-	41,283
Q Comp	73,548	-	-	-	73,548
Medical Assistance	3,134,009	-	-	-	3,134,009
Operating Capital	2,162,715	-	-	-	2,162,715
Area Learning Center	8,613,051	-	-	-	8,613,051
Literacy Aid	303,304	-	-	-	303,304
Teacher Comp READ Act	81,640	-	-	-	81,640
Safe Schools	182,666	-	-	-	182,666
Food Service	-	4,272,571	-	-	4,272,571
Community Education	-	-	4,541,344	-	4,541,344
Early Childhood and Family Education	-	-	558,113	-	558,113
School Readiness	-	-	628,342	-	628,342
Community Service	-	-	20,789	-	20,789
Debt Service	-	-	-	4,408,953	4,408,953
	<u>15,541,157</u>	<u>4,272,571</u>	<u>5,748,588</u>	<u>4,408,953</u>	<u>29,971,269</u>
Committed for					
Program Carryover - Noncapital	392,377	-	-	-	392,377
Program Carryover - Facilities Rental	313,605	-	-	-	313,605
Land/Building Sale Proceeds	900,000	-	-	-	900,000
	<u>1,605,982</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,605,982</u>
Assigned for					
Furniture, Fixtures and Equipment	125,000	-	-	-	125,000
Elementary Playgrounds	125,000	-	-	-	125,000
	<u>250,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>250,000</u>
Unassigned for					
General purposes	41,355,902	-	-	-	41,355,902
Total fund balance	<u>\$ 59,044,288</u>	<u>\$ 4,495,814</u>	<u>\$ 5,748,588</u>	<u>\$ 4,408,953</u>	<u>\$ 73,697,643</u>

NOTE 6 - FUND BALANCES/NET POSITION (CONTINUED)

A. Fund Equity (Continued)

Nonspendable for Inventory - This balance represents the portion of fund balance that is not available as amounts have already been spent on inventory.

Nonspendable for Prepaid Items - This balance represents the portion of fund balance that is not available as the amounts have already been spent by the District on items for the next year.

Restricted/Reserved for Student Activities - This balance represents available resources to be used for the extracurricular activity funds raised by the students.

Restricted/Reserved for Capital Projects Levy - This balance represents available resources from the capital projects levy to be used for building construction and other projects under *Minnesota Statutes* § 126C.10, subd. 14. All interest income attributable to the capital projects levy must be credited to this account.

Restricted/Reserved for Capital Projects Levy - This balance represents available resources from the capital projects levy to be used for building construction and other projects under *Minnesota Statutes* § 126C.10, subd. 14. All interest income attributable to the capital projects levy must be credited to this account.

Restricted/Reserved for Literacy Incentive Aid - This balance represents the resources available to support implementation of evidence-based reading instruction.

Restricted/Reserved for American Indian Education Aid - This balance represents resources remaining in the American Indian Education Funds.

Restricted/Reserved for Quality Compensation - Alternative Teacher Professional Pay System - This balance represents available resources to be used for Quality Compensation - Alternative Teacher Professional Pay System.

Restricted for Medical Assistance - This balance represents available resources to be used for medical assistance expenditures (*Minnesota Statutes* § 125A.21, subd. 3).

Restricted/Reserved for Operating Capital - This balance represents available resources in the General Fund to be used to purchase equipment and facilities.

Restricted/Reserved for Area Learning Center - This balance represents amounts restricted for students attending area learning centers. Each district that sends students to an area learning center must restrict an amount equal to the sum of 1) at least 90 and no more than 100% of the district average General Education Revenue per adjusted pupil unit minus an amount equal to the product of the formula allowance according to *Minnesota Statutes* § 126C.10, subd. 2, times .0466, calculated without basic skills revenue, local optional revenue, and transportation sparsity revenue, times the number of pupil units attending a state-approved area learning center, plus (2) the amount of basic skills revenue generated by pupils attending the area learning center. The amount restricted may only be spent on program costs associated with the area learning center.

NOTE 6 - FUND BALANCES/NET POSITION (CONTINUED)

A. Fund Equity (Continued)

Restricted/Reserved for Literacy Aid - This balance represents resources available for literacy aid for evidence-based literacy supports for children in prekindergarten through grade 12 based on structured literacy.

Restricted/Reserved for Teacher Compensation for READ Act Training - This balance represents resources available for teacher compensation for Read Act training.

Restricted/Reserved for Safe Schools Revenue - The unspent resources available from the Safe Schools revenue must be restricted in this account for future use.

Restricted for Food Service - This balance represents the accumulation of the activity to provide the food service program.

Restricted/Reserved for Community Education - This balance represents the resources available to provide programming such as: nonvocational, recreational and leisure time activities, programs for adults with disabilities, noncredit summer programs, youth development and youth service programming, early childhood and family education, and extended day programs.

Restricted/Reserved for Early Childhood and Family Education - This balance represents the resources available to provide for services for early childhood and family education programming.

Restricted/Reserved for School Readiness - This balance represents the resources available to provide for services for school readiness programs. Related to Finance Code 344, School Readiness *Minnesota Statutes* § 124D.16.

Restricted for Community Service - This balance represents the positive fund balance of the Community Service Fund.

Restricted for Debt Service - This balance represents the resources available for the payment of G.O. bond principal, interest, and related costs.

Committed for Program Carryover - Noncapital - Represents noncapital amounts allocated to the District's budget units which were unspent during the year.

Committed for Program Carryover - Facilities Rental - Represents facilities rental amounts allocated to the District's budget units which were unspent during the year.

Committed for Land/Building Sale Proceeds - Represents amounts that are committed related to sale proceeds from land and building sales.

Assigned for Furniture, Fixtures & Equipment - Represents amounts allocated for District furniture, fixture, and equipment purchases.

Assigned for Elementary Playgrounds - Represents amounts allocated for District purchases related to elementary playgrounds.

NOTE 6 - FUND BALANCES/NET POSITION (CONTINUED)

B. Net Position

Net Investment in Capital Assets - This amount represents the net book value of the District's capital assets less the balance of outstanding debt used to acquire them.

Restricted for Debt Service - This amount represents resources restricted for future debt service in accordance with bond covenants and other agreements.

Restricted for Other Purpose - This amount represents total positive General Fund restricted fund balances, plus the fund balances in the Community Service and Food Service Funds adjusted to full accrual.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE

The District participates in various pension plans. Total pension expense for the year ended June 30, 2025, was \$3,754,911. The components of pension expense are noted in the following plan summaries.

The General Fund typically liquidates the Liability related to the pensions.

Teachers' Retirement Association

A. Plan Description

The Teachers Retirement Association (TRA) is an administrator of a multiple employer, cost-sharing, defined benefit retirement fund. TRA administers a Basic Plan (without Social Security coverage) and a Coordinated Plan (with Social Security coverage) in accordance with *Minnesota Statutes* Chapters 354 and 356. TRA is a separate statutory entity and administered by a Board of Trustees. The Board consists of four active members, one retired member, and three statutory officials.

Educators employed in Minnesota's public elementary and secondary schools, charter schools, and certain other TRA-covered educational institutions maintained by the state are required to be TRA members (except those teachers employed by St. Paul Schools or Minnesota State Colleges and Universities). Educators first hired by Minnesota State may elect either TRA coverage or coverage through the Defined Contribution Retirement Plan (DCR) administered by the Minnesota State. A teacher employed by Minnesota State and electing the DCR plan is not a member of TRA except for purposes of social security coverage.

B. Benefits Provided

TRA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by *Minnesota Statute* and vest after three years of service credit. The defined retirement benefits are based on a member's highest average salary for any consecutive 60 months of formula service, age and years of formula service credit at termination of service. TRA members belong to either the Basic or Coordinated Plan.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Teachers' Retirement Association

A. Benefits Provided

Two methods are used to compute benefits for TRA's Coordinated and Basic Plan members. Members first employed before July 1, 1989, receive the greater of the Tier I or Tier II benefits as described.

Tier I Benefits

Tier I	Step Rate Formula	Percentage
Basic	First ten years of service	2.2% per year
	All years after	2.7% per year
Coordinated	First ten years if service years are up to July 1, 2006	1.2% per year
	First ten years if service years are July 1, 2006, or after	1.4% per year
	All other years of service if service years are up to July 1, 2006	1.7% per year
	All other years of service if service years are July 1, 2006, or after	1.9% per year

With these provisions:

- Normal retirement age is 65 with less than 30 years of allowable service and age 62 with 30 or more years of allowable service.
- 3% per year early retirement reduction factor for all years under normal retirement age.
- Unreduced benefits for early retirement under a Rule of 90 (age plus allowable service equals 90 or more).

Or

For years of service prior to July 1, 2006, a level formula of 1.7% per year for coordinated members and 2.7% per year for basic members is applied. For years of service July 1, 2006, and after, a level formula of 1.9% per year for Coordinated members and 2.7% for Basic members applies. An early retirement reduction is applied to members retiring prior to age 65. Members who reach age 62 with 30 years of service have a lower (more favorable to the member) reduction rate applied.

Tier II Benefits

Members first employed after June 30, 1989, receive only the Tier II calculation with a normal retirement age that is their retirement age for full Social Security retirement benefits, but not to exceed age 66. After July 1, 2024, the age will change to not to exceed 65. An early retirement reduction is applied to members retiring before age 66 but will be age 65 after July 1, 2024.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Teachers' Retirement Association (Continued)

B. Benefits Provided (Continued)

Tier II Benefits (Continued)

Six different types of annuities are available to members upon retirement. The No Refund Life Plan is a lifetime annuity that ceases upon the death of the retiree - no survivor annuity is payable. A retiring member may also choose to provide survivor benefits to a designated beneficiary(ies) by selecting one of the five plans that have survivorship features. Vested members may also leave their contributions in the TRA Fund upon termination of service in order to qualify for a deferred annuity at retirement age. Any member terminating service is eligible for a refund of their employee contributions plus interest.

The benefit provisions stated apply to active plan participants. Vested, terminated employees who are entitled to benefits but not yet receiving them are bound by the plan provisions in effect at the time they last terminated their public service.

C. Contributions

Per *Minnesota Statutes* Chapter 354 sets the contribution rates for employees and employers. Rates for the fiscal year 2025 for coordinated were 7.75% for the employee and 8.75% for the employer. Basic rates were 11.25% for the employee and 12.75% for the employer. The District's contributions to TRA for the plan's fiscal year ended June 30, 2025 were \$5,997,657. The District's contributions were equal to the required contributions for each year as set by state statute.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Teachers' Retirement Association (Continued)

D. Actuarial Assumptions

The total pension liability in the July 1, 2024, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement.

Key Methods and Assumptions Used in Valuation of Total Pension Liability

Actuarial Information

Experience study	August 2, 2023 (demographic and economic assumptions)
Actuarial cost method	Entry Age Normal
Actuarial assumptions	
Investment rate of return	7.00%
Price inflation	2.50%
Wage growth rate	2.85% before July 1, 2028, and 3.25% after June 30, 2028.
Projected salary increase	2.85% to 8.85% before July 1, 2028, and 3.25% to 9.25% after June 30, 2028.
Cost of living adjustment	1.0% for January 2019 through January 2023, then increasing by 0.1% each year up to 1.5% annually.

Mortality Assumptions

Pre-retirement	PubT-2010(A) Employee Mortality Table, male rates set forward 1 year and female rates unadjusted. Generational projection uses the MP-2021 scale.
Post-retirement	PubT-2010(A) Retiree Mortality Table, male rates set forward 1 year and female rates unadjusted. Generational projection uses the MP-2021 scale.
Beneficiaries	Pub-2010(A) Contingent Survivor Mortality Table, male rates set forward 1 year and female rates unadjusted. Generational projection uses the MP-2021 scale.
Disabled retirees	PubNS-2010 Disabled Retiree Mortality Table, male rates set forward 1 year and female rates unadjusted. Generational projection uses the MP-2021 scale.

* The assumptions prescribed are based on the experience study dated August 2, 2023. For GASB 67 purposes, the long-term rate of return assumptions is selected by TRA management in consultation with the actuary.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Teachers' Retirement Association (Continued)

D. Actuarial Assumptions (Continued)

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic stocks	33.5 %	5.10 %
International stocks	16.5	5.30
Fixed income	25.0	0.75
Private markets	25.0	5.90
Total	100.0 %	

Changes in actuarial assumptions since the previous valuation:

- Mortality tables were updated for active employees, retirees, disabled retirees, and contingent beneficiaries to recently published tables derived from public plan data known as the Pub-2010 family.
- Retirement rates were increased for some of the Tier II early retirement ages and some of the unreduced retirement rates were modified for both tiers to better align with actual experience.
- Probability that new female retirees elect either the Straight Life Annuity or 100% Joint and Survivor Annuity were refined to reflect the actual experience.
- Termination rates were reduced in the first 10 years of employment and slightly increased in years 16 to 25 to better match the observed experience.
- Disability rates were decreased beyond age 45 by 15% to reflect the continued lower than expected observations.

E. Discount Rate

The discount rate used to measure the total pension liability was 7.0%. There was no change in the discount rate since the prior measurement date. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the fiscal year 2024 contribution rate, contributions from school districts will be made at contractually required rates (actuarially determined), and contributions from the state will be made at current statutorily required rates. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Teachers' Retirement Association (Continued)

F. Net Pension Liability

On June 30, 2025, the District reported a liability of \$56,026,011 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2024, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of July 1, 2024. The District's proportion of the net pension liability was based on the District's contributions to TRA in relation to total system contributions including direct aid from the State of Minnesota, City of Minneapolis, and Minneapolis School District. District proportionate share was 0.8817% at the end of the measurement period and 0.9075% for the beginning of the year.

The pension liability amount reflected a reduction due to direct aid provided to TRA. The amount recognized by the District as its proportionate share of the net pension liability, the direct aid and total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of net pension liability	\$ 56,026,011
State's proportionate share of the net pension liability associated with the District	<u>3,664,332</u>
Total	<u><u>\$ 59,690,343</u></u>

For the year ended June 30, 2025, the District recognized pension expense of \$3,448,155. Included in this amount, the District recognized \$201,430 as pension expense for the support provided by direct aid.

During the plan year ended June 30, 2024, the State of Minnesota contributed \$176 million to the Fund. The State of Minnesota is not included as a non-employer contributing entity in the plan pension allocation schedules for the \$176 million in direct state aid because this contribution was not considered to meet the definition of a special funding situation. The District recognized \$1,553,262 for the year ended June 30, 2025 as revenue and an offsetting reduction of net pension liability for its proportionate share of the State of Minnesota's on-behalf contributions to the Fund.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Teachers' Retirement Association (Continued)

F. Net Pension Liability (Continued)

As of June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
	<u> </u>	<u> </u>
Differences between expected and actual experience	\$ 2,716,698	\$ 752,490
Net difference between projected and actual earnings on plan investment	-	7,777,237
Changes of assumptions	5,968,291	6,681,254
Changes in proportion	-	5,636,797
Contributions to TRA subsequent to the measurement date	<u>5,997,657</u>	<u>-</u>
 Total	 <u>\$ 14,682,646</u>	 <u>\$ 20,847,778</u>

The \$5,997,657 reported as deferred outflows of resources related to pensions resulting from District contributions to TRA subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2026.

Other amounts reported as deferred outflows of resources and (deferred inflows of resources) will be recognized in pension expense as follows:

Year Ended June 30,	Pension Expense Amount
<u> </u>	<u> </u>
2026	\$ (5,867,278)
2027	3,884,566
2028	(4,861,341)
2029	(4,079,525)
2030	<u>(1,239,211)</u>
 Total	 <u>\$ (12,162,789)</u>

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Teachers' Retirement Association (Continued)

G. Pension Liability Sensitivity

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.0% as well as what the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower (6.0%) and 1 percentage point higher (8.0%) than the current rate.

Sensitivity of NPL to Changes in the Discount Rate		
1% Decrease in Discount Rate (6.00%)	Current Discount Rate (7.00%)	1% Increase in Discount Rate (8.00%)
\$ 98,665,148	\$ 56,026,011	\$ 20,933,057

H. Pension Plan Fiduciary Net Position

Detailed information about the plan's fiduciary net position is available in a separately issued TRA financial report. That can be obtained at www.minnesotatra.org, or by writing to TRA at 60 Empire Drive, Suite 400, St. Paul, MN, 55103-4000, or by calling (651) 296-2409 or (800) 657-3669.

Public Employees' Retirement Association

A. Plan Description

The District participates in the following cost-sharing multiple-employer defined benefit pension plan administered by PERA. PERA's defined benefit pension plan is established and administered in accordance with *Minnesota Statutes* Chapters 353, 353D, 353E, 353G, and 356. *Minnesota Statutes* Chapter 356 defines each plan's financial reporting requirements. PERA's defined benefit pension plan is a tax qualified plan under Section 401(a) of the Internal Revenue Code.

General Employees Retirement Plan

Membership in the General Plan includes employees of counties, cities, townships, schools in non-certified positions, and other governmental entities whose revenues are derived from taxation, fees, or assessments. Plan membership is required for any employee who is expected to earn more than \$425 in a month, unless the employee meets exclusion criteria.

B. Benefits Provided

PERA provides retirement, disability, and death benefits. Benefit provisions are established by state statute and can only be modified by the state Legislature. Vested, terminated employees who are entitled to benefits but are not receiving them yet are bound by the provisions in effect at the time they last terminated their public service. When a member is "vested", they have earned enough service credit to receive a lifetime monthly benefit after leaving public service and reaching an eligible retirement age. Members who retire at or over their Social Security full retirement age with at least one year of service qualify for a retirement benefit.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Public Employees' Retirement Association (Continued)

B. Benefits Provided (Continued)

General Employees Plan Benefits

General Employees Plan requires three years of service to vest. Benefits are based on a member's highest average salary for any 5 successive years of allowable service, age, and years of credit at termination of service. Two methods are used to compute benefits for General Plan members. Members hired prior to July 1, 1989, receive the higher of Step or Level formulas. Only the Level formula is used for members hired after June 30, 1989. Under the Step formula, General Plan members receive 1.2% of the highest average salary for each of the first 10 years of service and 1.7% for each additional year. Under the Level formula, General Plan members receive 1.7% of the highest average salary for all years of service. For members hired prior to July 1, 1989, a full retirement benefit is available when age plus years of service equal 90 and normal retirement age is 65. Members can receive a reduced requirement benefit as early as age 55 if they have three or more years of service. Early retirement benefits are reduced by .25% for each month under age 65. Members with 30 or more years of service can retire at any age with a reduction of .25% for each month the member is younger than age 62. The Level formula allows General Plan members to receive a full retirement benefit at age 65 if they were first hired before July 1, 1989 or a age 66 if they were hired on or after July 1, 1989. Early retirement begins at age 55 with an actuarial reduction applied to the benefit.

Benefit increases are provided to benefit recipients each January. The postretirement increase is equal to 50% of the cost-of-living adjustment (COLA) announced by the SSA, with a minimum increase of at least 1.0% and a maximum of 1.5%. The 2024 annual increase was 1.5%. Recipients that have been receiving the annuity or benefit for at least a full year as of the June 30 before the effective date of the increase will receive the full increase. Recipients receiving the annuity or benefit for at least one month but less than a full year as of the June 30 before the effective date of the increase will receive a reduced prorated increase.

C. Contributions

Minnesota Statutes Chapter 353, 353E, 353G, and 356 set the rates for employer and employee contributions. Contribution rates can only be modified by the state Legislature.

General Employees Fund Contributions

General Plan members were required to contribute 6.5% of their annual covered salary in fiscal year 2025 and the District was required to contribute 7.5% for Coordinated Plan members. The District's contributions to the General Employees Fund for the year ended June 30, 2025, were \$1,558,521. The District's contributions were equal to the required contributions as set by state statute.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Public Employees' Retirement Association (Continued)

D. Pension Costs

General Employees Fund Pension Costs

At June 30, 2025, the District reported a liability of \$9,061,124 for its proportionate share of the General Employees Fund's net pension liability. The District's net pension liability reflected a reduction due to the State of Minnesota's contribution of \$16 million. The State of Minnesota is considered a non-employer contributing entity and the State's contribution meets the definition of a special funding situation. The State of Minnesota's proportionate share of the net pension liability associated with the District totaled \$234,302.

School's proportionate share of net pension liability	\$ 9,061,124
State of Minnesota's proportionate share of the net pension liability associated with the School	<u>234,302</u>
Total	<u><u>\$ 9,295,426</u></u>

The net pension liability was measured as of June 30, 2024, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportionate share of the net pension liability was based on the District's contributions received by PERA during the measurement period for employer payroll paid dates from July 1, 2023, through June 30, 2024, relative to the total employer contributions received from all of PERA's participating employers. The District's proportionate share was 0.2451% at the end of the measurement period and 0.2566% for the beginning of the period.

For the year ended June 30, 2025, the District recognized pension expense of \$306,756 for its proportionate share of the General Employees Plan's pension expense. Included in this amount, the District recognized an additional \$6,282 as pension expense (and grant revenue) for its proportionate share of the State of Minnesota's contribution of \$16 million to the General Employees Fund.

During the plan year ended June 30, 2024, the State of Minnesota contributed \$170.1 million to the General Employees Fund. The State of Minnesota is not included as a non-employer contributing entity in the General Employees Plan pension allocation schedule for the \$170.1 million in direct state aid because this contribution was not considered to meet the definition of a special funding situation. The District recognized \$416,913 for the year ended December 31, 2024 as revenue and an offsetting reduction of net pension liability for its proportionate share of the State of Minnesota's on-behalf contributions to the General Employees Fund.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Public Employees' Retirement Association (Continued)

D. Pension Costs (Continued)

General Employees Fund Pension Costs (Continued)

At June 30, 2025, the District reported its proportionate share of deferred outflows of resources and deferred inflows of resources, and its contributions subsequent to the measurement date, from the following sources.

	Deferred Outflows of Resources	Deferred Inflows of Resources
	<u> </u>	<u> </u>
Differences between expected and actual economic experience	\$ 867,355	\$ -
Changes in actuarial assumptions	48,065	3,547,004
Difference between projected and actual investments earnings	-	2,564,125
Change in proportion	20,285	866,477
Contributions paid to PERA subsequent to the measurement date	<u>1,558,521</u>	<u>-</u>
Total	<u>\$ 2,494,226</u>	<u>\$ 6,977,606</u>

The \$1,558,521 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2026. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Pension Expense Amount
<u> </u>	<u> </u>
2026	\$ (3,301,273)
2027	(761,223)
2028	(1,284,927)
2029	<u>(694,478)</u>
Total	<u>\$ (6,041,901)</u>

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Public Employees' Retirement Association (Continued)

E. Long-Term Expected Return on Investment

The State Board of Investment, which manages the investments of PERA, prepares an analysis of the reasonableness on a regular basis of the long-term expected rate of return using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce an expected long-term rate of return by weighting the expected future rates of return by the target asset allocation percentages. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Final Target Allocation	Long-Term Expected Real Rate of Return
Domestic equity	33.5 %	5.10 %
International stocks	16.5	5.30
Fixed income	25.0	0.75
Private markets	25.0	5.90
Total	100.0 %	

F. Actuarial Methods and Assumptions

The total pension liability for each of the cost-sharing defined benefit plans was determined by an actuarial valuation as of June 30, 2024, using the entry-age normal actuarial cost method. The long-term rate of return on pension plan investments used in the determination of the total liability is 7.0%. The 7.0% assumption is based on a review of inflation and investments return assumptions from a number of national investment consulting firms. The review provided a range of return investment return rates considered reasonable by the actuary. An investment return of 7.0% is within that range.

Inflation is assumed to be 2.25% for the General Employees Plan. Benefit increases after retirement are assumed to be 1.25% for the General Employees Plan.

Salary growth assumptions in the General Employees Plan range in annual increments from 10.25% after one year of service to 3.0% after 27 years of service.

Mortality rates for the General Employees Plan are based on the Pub-2010 General Employee Mortality Table. The table is adjusted slightly to fit PERA's experience.

Actuarial assumptions for the General Employees Plan are reviewed every four years. The General Employees Plan was last reviewed in 2022. The assumption changes were adopted by the Board and became effective with the July 1, 2023, actuarial valuation.

NOTE 7 - DEFINED BENEFIT PENSION PLANS - STATE-WIDE (CONTINUED)

Public Employees' Retirement Association (Continued)

F. Actuarial Methods and Assumptions (Continued)

The following changes in actuarial assumptions and plan provisions occurred in 2024:

Changes in Actuarial Assumptions

- Rates of merit and seniority were adjusted, resulting in slightly higher rates.
- Assumed rates of retirement were adjusted as follows: Increase the rate of assumed unreduced retirements, slight adjustments to Rule of 90 retirement rates, and slight adjustments to early retirement rates for Tier 1 and Tier 2 members.
- Minor increase in assumed withdrawals for males and females.
- Lower rates of disability.
- Continued use of Pub-2010 general mortality table with slight rate adjustments as recommended in the most recent experience study.
- Minor changes to form of payment assumptions for male and female retirees.
- Minor changes to assumptions made with respect to missing participant data.

Changes in Plan Provisions

- The workers' compensation offset for disability benefits was eliminated. The actuarial equivalent factors updated to reflect the changes in assumptions.

G. Discount Rates

The discount rate used to measure the total pension liability in 2024 was 7.0%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at rates set in *Minnesota Statutes*. Based on these assumptions, the fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

H. Pension Liability Sensitivity

The following table presents the District's proportionate share of the net pension liability for all plans it participates in, calculated using the discount rate disclosed in the preceding paragraph, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate 1 percentage point lower or 1 percentage point higher than the current discount rate:

	1% Decrease in Discount Rate (6.0%)	Current Discount Rate (7.0%)	1% Increase in Discount Rate (8.0%)
District's proportionate share of the PERA net pension liability	\$ 19,790,957	\$ 9,061,124	\$ 234,861

I. Pension Plan Fiduciary Net Position

Detailed information about the General Employees Fund's fiduciary net position is available in a separately-issued PERA financial report that includes the basic financial statements and required supplementary information. That report may be obtained on the Internet at www.mnpera.org.

NOTE 8 - POST EMPLOYMENT HEALTH CARE PLAN

A. Plan Description

The District provides postemployment insurance benefits to certain eligible employees through its Other Postemployment Benefits Plan, a single-employer defined benefit plan administered by the District. All post-employment benefits are based on contractual agreements with employee groups. Eligibility for these benefits is based on years of service and/or minimum age requirements. These contractual agreements do not include any specific contribution or funding requirements. The plan does not issue a publicly available financial report.

B. Benefits Provided

Employees that meet certain age and/or length of service requirements are eligible for post-retirement healthcare benefits. For teachers hired before July 1, 1989, and certain other employee groups, the District is contractually required to pay health insurance premiums for the period from retirement until eligibility for Medicare. The amount to be paid is equal to the single coverage insurance premium benefit available to full-time employees in the bargaining group.

The District is legally required to include any retirees for whom it provides health insurance coverage in the same insurance pool as its active employees, whether the premiums are paid by the District or the retiree. Consequently, participating retirees are considered to receive a secondary benefit known as an "implicit rate subsidy." This benefit relates to the assumption that the retiree is receiving a more favorable premium rate than they would otherwise be able to obtain if purchasing insurance on their own, due to being included in the same pool with the District's younger and statistically healthier active employees.

C. Members

As of July 1, 2023, the following were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefits	55
Active employees	1,068
	1,123
Total	1,123

NOTE 8 - POST EMPLOYMENT HEALTH CARE PLAN (CONTINUED)

D. Actuarial Assumptions

The total OPEB liability was determined by an actuarial valuation measured as of July 1, 2024, using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Key Methods and Assumptions Used in Valuation of Total OPEB Liability

20-year municipal bond yield	4.10% net of investment expense
Discount rate	4.10%
Salary increases	Service graded table
Inflation	2.50%
Healthcare cost trend increases	6.25% in 2024 grading to 5.00% over 5 years and then to 4.00% over the next 48 years.
Mortality Assumption	Pub-2010 Public Retirement Plans Headcount-Weighted Mortality Tables (General, Teachers) with MP-2021 Generational Improvement Scale.

The actuarial assumptions used in the July 1, 2024, valuation were based on the results of an actuarial experience study for the period July 1, 2023 through July 1, 2024.

Changes in actuarial assumptions for the fiscal year ending June 30, 2025:

- The discount rate was changed from 3.90% to 4.10%

E. Discount Rate

The discount rate used to measure the total OPEB liability was 4.10%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at rates equal to the actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

NOTE 8 - POST EMPLOYMENT HEALTH CARE PLAN (CONTINUED)

F. Changes in Total OPEB Liability

	Total OPEB Liability
Balances at June 30, 2024	<u>\$ 5,915,668</u>
Changes for the year	
Service cost	279,474
Interest	226,972
Assumption changes	(41,501)
Benefit payments	<u>(757,943)</u>
Net changes	<u>(292,998)</u>
Balances at June 30, 2025	<u><u>\$ 5,622,670</u></u>

G. OPEB Liability Sensitivity

The following presents the District's total OPEB liability calculated using the discount rate of 4.10% as well as the liability measured using 1 percentage point lower and 1 percentage point higher than the current discount rate.

	1% Decrease in Discount Rate (3.10%)	Current Discount Rate (4.10%)	1% Increase in Discount Rate (5.10%)
Total OPEB liability (asset)	\$ 5,874,889	\$ 5,622,670	\$ 5,376,782

NOTE 8 - POST EMPLOYMENT HEALTH CARE PLAN (CONTINUED)

G. OPEB Liability Sensitivity (Continued)

The following presents the total OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower and 1 percentage point higher than the current healthcare cost trend rates.

	1% Decrease in Trend Rate (5.25% Decreasing to 3.00%)	Current Trend Rate (6.25% Decreasing to 4.00%)	1% Increase in Trend Rate (7.25% Decreasing to 5.00%)
Total OPEB liability (asset)	\$ 5,227,696	\$ 5,622,670	\$ 6,076,600

H. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2025, the District recognized OPEB expense of \$249,296. At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Liability gains/losses	\$ -	\$ 504,684
Changes of assumptions	43,564	1,706,429
Contributions made subsequent to the measurement date	729,611	-
Total	\$ 773,175	\$ 2,211,113

The \$729,611 reported as deferred outflows of resources related to OPEB resulting from District contributions made subsequent to the measurement date will be recognized as a reduction of the OPEB liability in the year ending June 30, 2026.

NOTE 8 - POST EMPLOYMENT HEALTH CARE PLAN (CONTINUED)

**H. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources
Related to OPEB (Continued)**

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	Total
2026	\$ (589,030)
2027	(632,589)
2028	(519,437)
2029	(419,577)
2030	(6,916)
Total	\$ (2,167,549)

NOTE 9 - RISK MANAGEMENT

The District is exposed to various risks of loss related to torts: theft of, damage to and destruction of assets; errors and omissions; natural disasters; and injuries to employees for which the District carries commercial insurance. Settled claims have not exceeded this commercial coverage in any of the past three years.

A. Dental Self-Insurance Plan

The District established an Internal Service Fund to account for and finance its uninsured risk of loss for employee dental insurance plans. Under these plans, the Internal Service Fund provides coverage to participating employees and their dependents for various dental costs as described in the plan. There have been no significant reductions in insurance coverage from the prior year.

The District makes premium payments to the Internal Service Fund on behalf of the program participants based on provisional rates determined by insurance company estimates of monthly claims paid for each coverage class, plus the stop-loss health insurance premium costs and administrative service charges.

District claim liabilities are reported when it is probable that a loss has occurred, and the amount of that loss can be reasonably estimated. Liabilities include an amount for claims that have been incurred, but not reported. Because actual claim liabilities depend on complex factors such as inflation, changes in legal doctrines, and damage awards, the process used in computing a claim liability does not necessarily result in an exact amount. Claim liabilities are evaluated periodically to take into consideration recently settled claims, the frequency of claims, and other economic and social factors.

NOTE 9 - RISK MANAGEMENT (CONTINUED)

A. Dental Self-Insurance Plan (Continued)

Changes in the fund's claims liability amounts for the past three years are as listed:

Year	Beginning Balance	Claims Expense and Estimates	Claims Payments	Ending Balance
2023	\$ 51,573	\$ 845,634	\$ 858,319	\$ 38,888
2024	38,888	848,347	832,531	54,704
2025	54,704	923,100	945,234	32,570

B. Health Self-Insurance Plan

The District's health benefits plan is a partially self-insured plan and maintains an Internal Service Fund to account for and finance a program for health benefits. District management believes it is more economical to manage its risks internally and set aside assets for claim settlement. The Internal Service Fund currently services all claims and risk of loss to which the District is exposed for health expenses. There have been no significant reductions in insurance coverage from the prior year.

Participants in the program make premium payments to the fund based on the composite insurance premium. The excess amount received above current year claims is used to establish a reserve for future claims. The District had pre-funded the self-insurance fund with an initial transfer of \$2,600,000 at June 30, 2010. At June 30, 2025, there is a reserve of \$8,976,873 resulting from fund operations.

District liabilities are reported when it is probable that a loss has occurred, and the amount of that loss can be reasonably estimated. Liabilities include an amount for claims that have been incurred but not reported. Because actual claim liabilities depend on such complex factors as inflation, changes in legal doctrines, and damage awards, the process used in computing a claim liability does not necessarily result in an exact amount. Claims liabilities are re-evaluated periodically to take into consideration recently settled claims, the frequency of claims, and other economic and social factors.

There is a possibility for loss if claims are in excess of the premiums collected up to the amounts covered by the District for single and family coverage. The District held \$15,521,303 in cash and investments at June 30, 2025, for payment of claims and carryover balances.

Changes in the fund's claims liability amounts since inception of the fund are as follows:

Year	Beginning Balance	Claims Expense and Estimates	Claims Payments	Ending Balance
2023	\$ 2,918,942	\$ 23,766,205	\$ 24,008,699	\$ 2,676,448
2024	2,676,448	22,011,393	21,849,063	2,838,778
2025	2,838,778	26,034,144	25,569,108	3,303,814

NOTE 10 - CHANGE IN ACCOUNTING PRINCIPLE

The government wide beginning net position for governmental activities was restated as a result of the implementation of GASB Statement No. 101, Compensated Absences.

	Reporting Units Affected by Adjustments to and Restatements of Beginning Balances
	Governmental Activities
6/30/2024, as previously reported	\$ 12,084,396
Change in accounting principle	
GASB Statement No. 101 implementation	(20,559,309)
6/30/2024, as adjusted or restated	\$ (8,474,913)

NOTE 11 - GASB STANDARDS ISSUED BUT NOT YET IMPLEMENTED

GASB Statement No. 103, *Financial Reporting Model Improvements*. The changes required by this Statement provide clarity, enhance the relevance of information, provide more useful information for decision-making, and provide for greater comparability amongst government entities. This Statement will be effective for the year ending June 30, 2026.

GASB Statement No. 104, *Disclosure of Certain Capital Assets*. The disclosures required by this Statement provide users of the financial statements with essential information about certain types of capital assets. This Statement will be effective for the year ending June 30, 2026.

REQUIRED SUPPLEMENTARY INFORMATION

Independent School District No. 191
 Schedule of Changes in Total OPEB Liability
 and Related Ratios

	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020
Total OPEB Liability				
Service cost	\$ 588,543	\$ 606,199	\$ 588,655	\$ 669,075
Interest	334,217	338,690	338,166	300,786
Differences between expected and actual experience	-	-	(848,509)	-
Changes of assumptions	-	-	(151,810)	261,394
Changes in plans	-	-	711,831	70,000
Benefit payments	(901,552)	(714,584)	(1,174,779)	(745,184)
Net change in total OPEB liability	<u>21,208</u>	<u>230,305</u>	<u>(536,446)</u>	<u>556,071</u>
Beginning of year	<u>9,688,366</u>	<u>9,709,574</u>	<u>9,939,879</u>	<u>9,403,433</u>
End of year	<u>\$ 9,709,574</u>	<u>\$ 9,939,879</u>	<u>\$ 9,403,433</u>	<u>\$ 9,959,504</u>
Covered-employee payroll	\$ 73,187,817	\$ 75,383,452	\$ 71,912,868	\$ 74,070,254
Total OPEB liability as a percentage of covered-employee	13.27%	13.19%	13.08%	13.45%

Note: Schedule is intended to show ten year trend. Additional years will be reported as they become available.

<u>June 30, 2021</u>	<u>June 30, 2022</u>	<u>June 30, 2023</u>	<u>June 30, 2024</u>
\$ 639,535	\$ 519,720	\$ 279,282	\$ 279,474
243,940	197,882	322,768	226,972
(425,805)	-	(544,127)	-
(253,114)	(599,145)	(1,931,858)	(41,501)
-	-	-	-
<u>(874,929)</u>	<u>(775,812)</u>	<u>(842,173)</u>	<u>(757,943)</u>
<u>(670,373)</u>	<u>(657,355)</u>	<u>(2,716,108)</u>	<u>(292,998)</u>
<u>9,959,504</u>	<u>9,289,131</u>	<u>8,631,776</u>	<u>5,915,668</u>
<u>\$ 9,289,131</u>	<u>\$ 8,631,776</u>	<u>\$ 5,915,668</u>	<u>\$ 5,622,670</u>
\$ 70,214,895	\$ 72,321,342	\$ 73,958,345	\$ 76,177,095
13.23%	11.94%	8.00%	7.38%

Independent School District No. 191
Schedule of District's and Non-Employer Proportionate Share
(if Applicable) of Net Pension Liability
General Employees Retirement Fund
Last Ten Years

For Plan's Fiscal Year Ended June 30,	District's Proportion of the Net Pension Liability (Asset)	District's Proportionate Share of the Net Pension Liability (Asset)	District's Proportionate Share of State of Minnesota's Proportionate Share of the Net Pension Liability	District's Proportionate Share of the Net Pension Liability and District's Share of the State of Minnesota's Share of the Net Pension Liability	District's Covered Payroll	District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
2015	0.3049%	\$ 15,801,500	\$ -	\$ 15,801,500	\$ 17,625,160	89.7%	78.2%
2016	0.2932%	23,806,386	310,890	24,117,276	18,288,267	131.9%	68.9%
2017	0.3073%	19,617,829	246,666	19,864,495	19,893,240	99.9%	75.9%
2018	0.3028%	16,798,103	550,951	17,349,054	20,481,240	84.7%	79.5%
2019	0.2911%	16,094,267	500,224	16,594,491	20,176,920	82.2%	80.2%
2020	0.2833%	16,985,130	523,696	17,508,826	20,203,947	86.7%	79.1%
2021	0.2644%	11,291,065	344,172	11,635,237	19,104,933	60.9%	87.0%
2022	0.2663%	21,091,048	618,310	21,709,358	19,947,693	108.8%	76.7%
2023	0.2566%	14,348,785	395,586	14,744,371	20,408,427	72.2%	83.1%
2024	0.2451%	9,061,124	234,302	9,295,426	20,744,013	44.8%	89.1%

Schedule of District's and Non-Employer Proportionate Share
(if Applicable) of Net Pension Liability
TRA Retirement Fund
Last Ten Years

For Plan's Fiscal Year Ended June 30,	District's Proportion of the Net Pension Liability (Asset)	District's Proportionate Share of the Net Pension Liability (Asset)	District's Proportionate Share of State of Minnesota's Proportionate Share of the Net Pension Liability	District's Proportionate Share of the Net Pension Liability and District's Share of the State of Minnesota's Share of the Net Pension Liability	District's Covered Payroll	District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
2015	1.1189%	\$ 69,215,031	\$ 8,489,588	\$ 77,704,619	\$ 56,788,600	121.9%	76.8%
2016	1.0785%	257,247,983	25,822,002	283,069,985	56,085,280	458.7%	44.9%
2017	1.0605%	211,695,037	20,463,614	232,158,651	36,546,720	579.2%	51.6%
2018	1.0441%	65,576,988	6,161,373	71,738,361	57,861,520	113.3%	78.1%
2019	1.0754%	68,546,222	6,066,291	74,612,513	60,324,630	113.6%	78.2%
2020	1.0079%	74,465,003	6,240,583	80,705,586	58,151,692	128.1%	75.5%
2021	0.9312%	40,752,096	3,436,859	44,188,955	56,610,246	72.0%	86.6%
2022	0.9309%	74,541,548	5,527,758	80,069,306	57,540,036	129.5%	76.2%
2023	0.9075%	74,925,233	5,248,574	80,173,807	57,697,205	129.9%	76.4%
2024	0.8817%	56,026,011	3,664,332	59,690,343	58,413,806	95.9%	82.1%

See notes to required supplementary information.

Independent School District No. 191
Schedule of District Contributions
General Employees Retirement Fund
Last Ten Years

Fiscal Year Ending June 30,	Statutorily Required Contribution	Contributions in Relation to the Statutorily Required Contributions	Contribution Deficiency (Excess)	District's Covered Payroll	Contributions as a Percentage of Covered Payroll
2016	\$ 1,371,620	\$ 1,371,620	\$ -	\$ 18,288,267	7.50%
2017	1,491,993	1,491,993	-	19,893,240	7.50%
2018	1,536,093	1,536,093	-	20,481,240	7.50%
2019	1,513,269	1,513,269	-	20,176,920	7.50%
2020	1,515,296	1,515,296	-	20,203,947	7.50%
2021	1,432,870	1,432,870	-	19,104,933	7.50%
2022	1,496,077	1,496,077	-	19,947,693	7.50%
2023	1,530,632	1,530,632	-	20,408,427	7.50%
2024	1,555,801	1,555,801	-	20,744,013	7.50%
2025	1,558,521	1,558,521	-	20,780,280	7.50%

Schedule of District Contributions
TRA Retirement Fund
Last Ten Years

Fiscal Year Ending June 30,	Statutorily Required Contribution	Contributions in Relation to the Statutorily Required Contributions	Contribution Deficiency (Excess)	District's Covered Payroll	Contributions as a Percentage of Covered Payroll
2016	\$ 4,206,396	\$ 4,206,396	\$ -	\$ 56,085,280	7.50%
2017	4,295,983	4,295,983	-	57,279,773	7.50%
2018	4,339,614	4,339,614	-	57,861,520	7.50%
2019	4,651,029	4,651,029	-	60,324,630	7.71%
2020	4,605,614	4,605,614	-	58,151,692	7.92%
2021	4,602,413	4,602,413	-	56,610,246	8.13%
2022	4,798,839	4,798,839	-	57,540,036	8.34%
2023	4,933,111	4,933,111	-	57,697,205	8.55%
2024	5,111,208	5,111,208	-	58,413,806	8.75%
2025	5,997,657	5,997,657	-	68,544,651	8.75%

TRA Retirement Fund

2024 Changes

Changes in Actuarial Assumptions

- Mortality tables were updated for active employees, retirees, disabled retirees, and contingent beneficiaries to recently published tables derived from public plan data known as the Pub-2010 family.
- Retirement rates were increased for some of the Tier II early retirement ages and some of the unreduced retirement rates were modified for both tiers to better align with actual experience.
- Probability that new female retirees elect either the Straight Life Annuity or 100% Joint and Survivor Annuity were refined to reflect the actual experience.
- Termination rates were reduced in the first 10 years of employment and slightly increased in years 16 to 25 to better match the observed experience.
- Disability rates were decreased beyond age 45 by 15% to reflect the continued lower than expected observations.

Changes of Benefit Terms

- The Normal Retirement Age (NRA) for active and eligible deferred Tier II members will be 65 effective July 1, 2024.

2023 Changes

Changes in Actuarial Assumptions

- None

2022 Changes

Changes in Actuarial Assumptions

- None

2021 Changes

Changes in Actuarial Assumptions

- The investment return assumption was changed from 7.5% to 7.0%.

2020 Changes

Changes in Actuarial Assumptions

- Assumed termination rates were changed to more closely reflect actual experience.
- The pre-retirement mortality assumption was changed to the RP 2014 white collar employee table, male rates set back five years and female rates set back seven years. Generational projection uses the MP 2015 scale.
- Assumed form of annuity election proportions were changed to more closely reflect actual experience for female retirees.

2019 Changes

Changes in Actuarial Assumptions

- None

2018 Changes

Changes in Actuarial Assumptions

- The discount rate was increased to 7.5% from 5.12%.

TRA Retirement Fund (Continued)

2018 Changes (Continued)

Changes in Actuarial Assumptions (Continued)

- The cost-of-living adjustment (COLA) was reduced from 2.0% each January 1 to 1.0%, effective January 1, 2019. Beginning January 1, 2024, the COLA will increase 0.1% each year until reaching the ultimate rate of 1.5% on January 1, 2028.
- Beginning July 1, 2024, eligibility for the first COLA changes to normal retirement age (age 65 to 66, depending on date of birth). However, members who retire under Rule of 90 and members who are at least age 62 with 30 years of service credit are exempt.
- The COLA trigger provision, which would have increased the COLA to 2.5% if the funded ratio was at least 90% for two consecutive years, was eliminated.
- Augmentation in the early retirement reduction factors is phased out over a five-year period beginning July 1, 2019, and ending July 1, 2024 (this reduces early retirement benefits). Members who retire and are at least age 62 with 30 years of service are exempt.
- Augmentation on deferred benefits will be reduced to 0% beginning July 1, 2019. Interest payable on refunds to members was reduced from 4.0% to 3.0%, effective July 1, 2018. Interest due on payments and purchases from members, employers was reduced from 8.5% to 7.5%, effective July 1, 2018.
- The employer contribution rate is increased each July 1 over the next six years (7.71% in 2018, 7.92% in 2019, 8.13% in 2020, 8.34% in 2021, 8.55% in 2022, and 8.75% in 2023). In addition, the employee contribution rate will increase from 7.50% to 7.75% on July 1, 2023. The state provides funding for the higher employer contribution rate through an adjustment in the school aid formula.

2017 Changes

Changes in Actuarial Assumptions

- The discount rate was increased to 5.12% from 4.66%.
- The cost-of-living adjustment (COLA) was assumed to increase from 2.0% annually to 2.5% annually on July 1, 2045.
- The COLA was not assumed to increase to 2.5% but remain at 2.0% for all future years.
- Adjustments were made to the combined service annuity loads. The active load was reduced from 1.4% to 0.0%, the vested inactive load increased from 4.0% to 7.0% and the non-vested inactive load increased from 4.0% to 9.0%.
- The investment return assumption was changed from 8.0% to 7.5%.
- The price inflation assumption was lowered from 2.75% to 2.5%.
- The payroll growth assumption was lowered from 2.5% to 3.0%.
- The general wage growth assumption was lowered from 3.5% to 2.85% for ten years followed by 3.25% thereafter.
- The salary increase assumption was adjusted to reflect the changes in the general wage growth assumption.

2016 Changes

Changes in Actuarial Assumptions

- The discount rate was decreased to 4.66% from 8.0%.
- The COLA was not assumed to increase for funding or the GASB calculation. It remained at 2% for all future years.
- The price inflation assumption was lowered from 3% to 2.75%.

TRA Retirement Fund (Continued)

2016 Changes (Continued)

Changes in Actuarial Assumptions (Continued)

- The general wage growth and payroll growth assumptions were lowered from 3.75% to 3.5%.
- Minor changes as some durations for the merit scale of the salary increase assumption.
- The pre-retirement mortality assumption was changed to the RP 2014 white collar employee table, male rates set back six years and female rates set back five years. Generational projection uses the MP 2015 scale.
- The post-retirement mortality assumption was changed to the RP 2014 white collar annuitant table, male rates set back three years and female rates set back three years, with further adjustments of the rates. Generational projection uses the MP 2015 scale.
- The post-disability mortality assumption was changed to the RP 2014 disabled retiree mortality table, without adjustment.
- Separate retirement assumptions for members hired before or after July 1, 1989, were created to better reflect each group's behavior in light of different requirements for retirement eligibility.
- Assumed termination rates were changed to be based solely on years of service in order to better fit the observed experience.
- A minor adjustment and simplification of the assumption regarding the election of optional form of annuity payment at retirement were made.

2015 Changes

Changes of Benefit Terms

- The DTRFA was merged into TRA on June 30, 2015.

Changes in Actuarial Assumptions

- The annual COLA for the June 30, 2015, valuation assumed 2%. The prior year valuation used 2% with an increase to 2.5% commencing in 2034. The discount rate used to measure the total pension liability was 8.0%. This is a decrease from the discount rate at the prior measurement date of 8.25%.

General Employees Fund

2024 Changes

Changes in Actuarial Assumptions

- Rates of merit and seniority were adjusted, resulting in slightly higher rates.
- Assumed rates of retirement were adjusted as follows: Increase the rate of assumed unreduced retirements, slight adjustments to Rule of 90 retirement rates, and slight adjustments to early retirement rates for Tier 1 and Tier 2 members.
- Minor increase in assumed withdrawals for males and females.
- Lower rates of disability.
- Continued use of Pub-2010 general mortality table with slight rate adjustments as recommended in the most recent experience study.
- Minor changes to form of payment assumptions for male and female retirees.
- Minor changes to assumptions made with respect to missing participant data.

Changes in Plan Provisions

- The workers' compensation offset for disability benefits was eliminated. The actuarial equivalent factors updated to reflect the changes in assumptions.

2023 Changes

Changes in Actuarial Assumptions

- The investment return assumption and single discount rate were changed from 6.5% to 7.0%.

Changes in Plan Provisions

- An additional one-time direct state aid contribution of \$170.1 million will be contributed to the Plan on October 1, 2023.
- The vesting period of those hired after June 30, 2010, was changed from five years of allowable service to three years of allowable service.
- The benefit increase delay for early retirements on or after January 1, 2024, was eliminated.
- A one-time, non-compounding benefit increase of 2.5 percent minus the actual 2024 adjustment will be payable in a lump sum for calendar year 2024 by March 31, 2024.

2022 Changes

Changes in Actuarial Assumptions

- The mortality improvement scale was changed from scale MP-2020 to scale MP-2021.

Changes in Plan Provisions

- There were no changes in plan provisions since the previous valuation.

2021 Changes

Changes in Actuarial Assumptions

- The investment return and single discount rates were changed from 7.5% to 6.5% for financial reporting purposes.
- The mortality improvement scale was changed from scale MP-2019 to scale MP-2020.

Changes in Plan Provisions

- There have been no changes since the prior valuation.

2020 Changes

Changes in Actuarial Assumptions

- The price inflation assumption was decreased from 2.5% to 2.25%.
- The payroll growth assumption was decreased from 3.25% to 3.0%.

General Employees Fund (Continued)

2020 Changes (Continued)

Changes in Actuarial Assumptions (Continued)

- Assumed salary increase rates were changed as recommended in the June 30, 2019, experience study. The net effect is assumed rates that average 0.25% less than previous rates.
- Assumed rates of retirement were changed as recommended in the June 30, 2019, experience study. The changes result in more unreduced (normal) retirements and slightly fewer Rule of 90 and early retirements.
- Assumed rates of termination were changed as recommended in the June 30, 2019, experience study. The new rates are based on service and are generally lower than the previous rates for years 2-5 and slightly higher thereafter.
- Assumed rates of disability were changed as recommended in the June 30, 2019, experience study. The change results in fewer predicted disability retirements for males and females.
- The base mortality table for healthy annuitants and employees was changed from the RP-2014 table to the Pub-2010 General Mortality table, with adjustments. The base mortality table for disabled annuitants was changed from the RP-2014 disabled annuitant mortality table to the Pub-2010 General/Teacher disabled annuitant mortality table, with adjustments.
- The mortality improvement scale was changed from Scale MP-2018 to Scale MP-2019.
- The assumed spouse age difference was changed from two years older for females to one year older.
- The assumed number of married male new retirees electing the 100% Joint and Survivor option changed from 35% to 45%. The assumed number of married female new retirees electing the 100% Joint and Survivor option changed from 15% to 30%. The corresponding number of married new retirees electing the Life annuity option was adjusted accordingly.

Changes in Plan Provisions

- Augmentation for current privatized members was reduced to 2.0% for the period July 1, 2020 through December 31, 2023, and 0.0% thereafter. Augmentation was eliminated for privatizations occurring after June 30, 2020.

2019 Changes

Changes in Actuarial Assumptions

- The mortality projection scale was changed from MP-2017 to MP-2018.

Changes in Plan Provisions

- The employer supplemental contribution was changed prospectively, decreasing from \$31 million to \$21 million per year. The State's special funding contribution was changed prospectively, requiring \$16 million due per year through 2031.

2018 Changes

Changes in Actuarial Assumptions

- The mortality projection scale was changed from MP-2015 to MP-2017.
- The assumed benefit increase was changed from 1.0% per year through 2044 and 2.5% per year thereafter to 1.25% per year.
- The assumed post-retirement benefit increase rate was changed from 1.0% per year for all years to 1.0% per year through 2044 and 2.5% per year thereafter.
- The augmentation adjustment in early retirement factors is eliminated over a five-year period starting July 1, 2019, resulting in actuarial equivalence after June 30, 2024.

General Employees Fund (Continued)

2018 Changes (Continued)

Changes in Plan Provisions

- Interest credited on member contributions decreased from 4.0% to 3.0%, beginning July 1, 2018.
- Deferred augmentation was changed to 0.0%, effective January 1, 2019. Augmentation that has already accrued for deferred members will still apply.
- Contribution stabilizer provisions were repealed.
- Post-retirement benefit increases were changed from 1.0% per year with a provision to increase to 2.5% upon attainment of 90% funding ratio to 50% of the Social Security Cost of Living Adjustment, not less than 1.0% and not more than 1.5%, beginning January 1, 2019.
- For retirements on or after January 1, 2024, the first benefit increase is delayed until the retiree reaches Normal Retirement Age. This does not apply to Rule of 90 retirees, disability benefit recipients, or survivors.
- Actuarial equivalent factors were updated to reflect revised mortality and interest assumptions.

2017 Changes

Changes in Actuarial Assumptions

- The CSA loads were changed from 0.8% for active members and 60% for vested and non-vested deferred members. The revised CSA loads are now 0.0% for active member liability, 15% for vested deferred member liability and 3% for non-vested deferred member liability.
- The assumed post-retirement benefit increase rate was changed from 1.0% per year for all years to 1.0% per year through 2044 and 2.5% per year thereafter.

Changes in Plan Provisions

- The State's contribution for the Minneapolis Employees Retirement Fund equals \$16,000,000 in 2017 and 2018, and \$6,000,000 thereafter.
- The Employer Supplemental Contribution for the Minneapolis Employees Retirement Fund changed from \$21,000,000 to \$31,000,000 in calendar years 2019 to 2031. The State's contribution changed from \$16,000,000 to \$6,000,000 in calendar years 2019 to 2031.

2016 Changes

Changes in Actuarial Assumptions

- The assumed post-retirement benefit increase rate was changed from 1.0% per year through 2035 and 2.5% per year thereafter to 1.0% per year for all future years.
- The assumed investment return was changed from 7.9% to 7.5%. The single discount rate was changed from 7.9% to 7.5%.
- Other assumptions were changed pursuant to the experience study dated June 30, 2015. The assumed future salary increases, payroll growth, the inflation was decreased by 0.25% to 3.25% for payroll growth and 2.50% for inflation.

Changes in Plan Provisions

- There have been no changes since the prior valuation.

2015 Changes

Changes in Actuarial Assumptions

- The assumed post-retirement benefit increase rate was changed from 1.0% per year through 2030 and 2.5% per year thereafter to 1.0% per year through 2035 and 2.5% per year thereafter.

General Employees Fund (Continued)

2015 Changes

Changes in Plan Provisions

- On January 1, 2015, the Minneapolis Employees Retirement Fund was merged into the General Employees Fund, which increased the total pension liability by \$1.1 billion and increased the fiduciary plan net position by \$892 million. Upon consolidation, state and employer contributions were revised; the State's contribution of \$6.0 million, which meets the special funding situation definition, was due September 2015.

Post-Employment Health Care Plan

2025 Changes

Changes in Actuarial Assumptions

- The discount rate was changed from 3.90% to 4.10%

2024 Changes

Changes in Actuarial Assumptions

- The health care trend rates and mortality tables were updated.
- The percentage of future retirees not eligible for a subsidy who are assumed to continue on the District's medical plan post-employment was updated.
- The discount rate was changed from 3.80% to 3.90%.

2023 Changes

Changes in Actuarial Assumptions

- The inflation rate was changed from 2.00% to 2.50%.
- The discount rate was changed from 2.10% to 3.80%.

2022 Changes

Changes in Actuarial Assumptions

- The inflation rate was changed from 2.50% to 2.00%.
- The discount rate was changed from 2.40% to 2.10%.
- The healthcare trend rates, mortality tables, and salary increase rates for non-teachers, termination rates, and percentage of future retirees not eligible for subsidy who are assumed to continue on the District's medical plan post-employment were updated.

2021 Changes

Changes in Actuarial Assumptions

- The discount rate was changed from 3.10% to 2.40%.

2020 Changes

Changes in Actuarial Assumptions

- The discount rate was changed from 3.40% to 3.10%.
- The health care trend rates, mortality tables, and salary increase rates were updated.

2019 Changes

Changes in Actuarial Assumptions

- None noted.

(THIS PAGE LEFT BLANK INTENTIONALLY)

SUPPLEMENTARY INFORMATION

Independent School District No. 191
Schedule of Revenues, Expenditures, and
Changes in Fund Balances -
Budget and Actual - General Fund
Year Ended June 30, 2025

(With Summarized Financial Information for Year Ended June 30, 2024)

	2025		2024	
	Final Budget	Actual Amounts	Over (Under) Final Budget	Actual Amounts
Revenues				
Local property taxes	\$ 39,715,562	\$ 39,597,493	\$ (118,069)	\$ 37,785,291
Other local and county revenues	4,605,006	6,739,363	2,134,357	6,481,333
Revenue from state sources	111,346,847	110,975,123	(371,724)	107,269,806
Revenue from federal sources	5,352,362	5,399,331	46,969	13,999,930
Sales and other conversion of assets	61,000	47,236	(13,764)	50,618
Total revenues	161,080,777	162,758,546	1,677,769	165,586,978
Expenditures				
Current				
Administration				
Salaries	4,211,444	4,193,114	(18,330)	3,997,118
Employee benefits	1,484,284	1,598,003	113,719	1,456,314
Purchased services	162,357	140,055	(22,302)	107,547
Supplies and materials	113,538	100,116	(13,422)	90,358
Other expenditures	73,997	63,835	(10,162)	(20,405)
Total administration	6,045,620	6,095,123	49,503	5,630,932
District support services				
Salaries	2,342,982	2,322,983	(19,999)	2,114,776
Employee benefits	1,060,387	1,022,910	(37,477)	1,068,380
Purchased services	1,073,386	839,493	(233,893)	867,275
Supplies and materials	827,811	697,719	(130,092)	872,890
Other expenditures	(46,551)	(53,173)	(6,622)	(303,977)
Total District support services	5,258,015	4,829,932	(428,083)	4,619,344
Elementary and secondary regular instruction				
Salaries	40,285,776	40,268,233	(17,543)	38,079,513
Employee benefits	18,402,560	18,457,490	54,930	16,582,085
Purchased services	3,728,705	3,628,815	(99,890)	3,779,468
Supplies and materials	1,455,707	1,332,216	(123,491)	1,358,347
Other expenditures	257,955	233,444	(24,511)	657,947
Total elementary and secondary regular instruction	64,130,703	63,920,198	(210,505)	60,457,360
Vocational education instruction				
Salaries	1,807,197	1,689,988	(117,209)	1,400,321
Employee benefits	840,596	802,956	(37,640)	639,527
Purchased services	33,445	43,276	9,831	33,243
Supplies and materials	75,632	53,379	(22,253)	65,073
Other expenditures	155,000	56,332	(98,668)	96,357
Total vocational education instruction	2,911,870	2,645,931	(265,939)	2,234,521
Special education instruction				
Salaries	19,003,945	18,732,608	(271,337)	17,182,940
Employee benefits	8,393,950	8,588,757	194,807	7,769,976
Purchased services	3,651,432	5,265,443	1,614,011	3,515,067
Supplies and materials	642,378	221,731	(420,647)	315,226
Other expenditures	91,000	91,810	810	91,255
Total special education instruction	31,782,705	32,900,349	1,117,644	28,874,464

Independent School District No. 191
Schedule of Revenues, Expenditures, and
Changes in Fund Balances -
Budget and Actual - General Fund
Year Ended June 30, 2025

(With Summarized Financial Information for Year Ended June 30, 2024)

	2025		2024	
	Final Budget	Actual Amounts	Over (Under) Final Budget	Actual Amounts
Expenditures (Continued)				
Current (Continued)				
Instructional support services				
Salaries	\$ 8,840,975	\$ 8,857,711	\$ 16,736	\$ 7,834,559
Employee benefits	2,545,754	2,535,768	(9,986)	2,135,023
Purchased services	247,845	280,841	32,996	226,347
Supplies and materials	631,736	557,299	(74,437)	634,623
Other expenditures	74,475	68,883	(5,592)	57,962
Total instructional support services	<u>12,340,785</u>	<u>12,300,502</u>	<u>(40,283)</u>	<u>10,888,514</u>
Pupil support services				
Salaries	3,655,545	3,504,432	(151,113)	3,115,964
Employee benefits	1,612,149	1,521,273	(90,876)	1,387,756
Purchased services	12,631,813	12,144,222	(487,591)	11,889,500
Supplies and materials	332,902	165,374	(167,528)	192,781
Other expenditures	25,750	14,433	(11,317)	64,420
Total pupil support services	<u>18,258,159</u>	<u>17,349,734</u>	<u>(908,425)</u>	<u>16,650,421</u>
Sites and buildings				
Salaries	4,432,009	4,469,587	37,578	4,419,765
Employee benefits	1,981,009	1,973,728	(7,281)	1,777,453
Purchased services	5,249,284	5,380,799	131,515	4,610,310
Supplies and materials	1,073,967	912,790	(161,177)	894,486
Other expenditures	(204,524)	(280,847)	(76,323)	(109,608)
Total sites and buildings	<u>12,531,745</u>	<u>12,456,057</u>	<u>(75,688)</u>	<u>11,592,406</u>
Fiscal and other fixed cost programs				
Purchased services	550,000	534,891	(15,109)	525,199
Capital outlay				
Administration	131,303	50,653	(80,650)	10,926
District support services	6,075	8,068	1,993	334,144
Elementary and secondary regular instruction	143,060	77,467	(65,593)	100,914
Vocational education instruction	15,400	-	(15,400)	14,784
Special education instruction	183,421	149,206	(34,215)	18,469
Instructional support services	2,380,367	2,302,869	(77,498)	1,986,562
Pupil support services	342,446	185,953	(156,493)	39,931
Sites and buildings	2,373,589	3,023,895	650,306	5,143,940
Total capital outlay	<u>5,575,661</u>	<u>5,798,111</u>	<u>222,450</u>	<u>7,649,670</u>

Independent School District No. 191
Schedule of Revenues, Expenditures, and
Changes in Fund Balances -
Budget and Actual - General Fund
Year Ended June 30, 2025

(With Summarized Financial Information for Year Ended June 30, 2024)

	2025		2024	
	Final Budget	Actual Amounts	Over (Under) Final Budget	Actual Amounts
Expenditures (Continued)				
Debt service				
Principal	\$ 70,575	\$ 127,537	\$ 56,962	\$ 147,347
Interest and fiscal charges	5,500	6,283	783	9,115
Total debt service	76,075	133,820	57,745	156,462
 Total expenditures	 159,461,338	 158,964,648	 (496,690)	 149,279,293
 Excess of revenues over (under) expenditures	 1,619,439	 3,793,898	 2,174,459	 16,307,685
Other Financing Sources				
Proceeds from sale of capital assets	900,000	897,235	(2,765)	1,000
Lease and SBITA proceeds	-	561,254	561,254	-
Total other financing sources	900,000	1,458,489	558,489	1,000
 Net change in fund balance	 \$ 2,519,439	 5,252,387	 \$ 2,732,948	 16,308,685
Fund Balance				
Beginning of year		53,791,901		37,483,216
End of year		\$ 59,044,288		\$ 53,791,901

Independent School District No. 191
Schedule of Revenues, Expenditures, and
Changes in Fund Balances -
Budget and Actual - Food Service Fund
Year Ended June 30, 2025

(With Summarized Financial Information for Year Ended June 30, 2024)

	2025		Over (Under) Final Budget	2024
	Final Budget	Actual Amounts		Actual Amounts
Revenues				
Other local and county revenues	\$ 68,604	\$ 197,213	\$ 128,609	\$ 166,834
Revenue from state sources	1,036,693	1,130,341	93,648	1,082,994
Revenue from federal sources	5,449,019	5,880,926	431,907	5,707,401
Sales and other conversion of assets	186,000	198,085	12,085	208,483
Total revenues	6,740,316	7,406,565	666,249	7,165,712
Expenditures				
Current				
Food service				
Salaries	2,152,564	2,047,383	(105,181)	1,917,544
Employee benefits	738,946	772,410	33,464	642,965
Purchased services	148,000	122,736	(25,264)	122,153
Supplies and materials	3,029,849	3,180,910	151,061	2,927,307
Other expenditures	392,655	376,978	(15,677)	272,489
Capital outlay				
Food service	675,000	602,987	(72,013)	279,935
Total expenditures	7,137,014	7,103,404	(33,610)	6,162,393
Excess of revenues over (under) expenditures	(396,698)	303,161	699,859	1,003,319
Other Financing Sources				
Proceeds from sale of capital assets	15,000	10,175	(4,825)	4,667
Net change in fund balance	\$ (381,698)	313,336	\$ 695,034	1,007,986
Fund Balance				
Beginning of year		4,182,478		3,174,492
End of year		\$ 4,495,814		\$ 4,182,478

Independent School District No. 191
Schedule of Revenues, Expenditures, and
Changes in Fund Balances -
Budget and Actual - Community Service Fund
Year Ended June 30, 2025

(With Summarized Financial Information for Year Ended June 30, 2024)

	2025		Over (Under) Final Budget	2024
	Final Budget	Actual Amounts		Actual Amounts
Revenues				
Local property taxes	\$ 1,617,467	\$ 1,603,648	\$ (13,819)	\$ 1,604,461
Other local and county revenues	3,606,198	3,694,193	87,995	3,440,115
Revenue from state sources	2,010,636	2,110,691	100,055	1,788,069
Revenue from federal sources	328,871	121,921	(206,950)	376,025
Sales and other conversion of assets	20,500	20,833	333	18,218
Total revenues	7,583,672	7,551,286	(32,386)	7,226,888
Expenditures				
Current				
Community education and services				
Salaries	4,188,206	3,990,776	(197,430)	3,632,960
Employee benefits	1,345,836	1,400,474	54,638	1,241,509
Purchased services	1,024,920	860,035	(164,885)	792,308
Supplies and materials	599,775	427,108	(172,667)	425,999
Other expenditures	41,253	39,093	(2,160)	22,821
Capital outlay				
Community education and services	56,870	262,027	205,157	19,762
Total expenditures	7,256,860	6,979,513	(277,347)	6,135,359
Net change in fund balance	\$ 326,812	571,773	\$ 244,961	1,091,529
Fund Balance				
Beginning of year		5,176,815		4,085,286
End of year		\$ 5,748,588		\$ 5,176,815

Independent School District No. 191
Schedule of Revenues, Expenditures, and
Changes in Fund Balance -
Budget and Actual - Debt Service Fund
Year Ended June 30, 2025

(With Summarized Financial Information for Year Ended June 30, 2024)

	2025		Over (Under) Final Budget	2024
	Final Budget	Actual Amounts		Actual Amounts
Revenues				
Local property taxes	\$ 10,092,057	\$ 10,004,638	\$ (87,419)	\$ 9,779,404
Other local and county revenues	607,905	844,519	236,614	815,034
Revenue from state sources	38	-	(38)	12,233
Total revenues	<u>10,700,000</u>	<u>10,849,157</u>	<u>149,157</u>	<u>10,606,671</u>
Expenditures				
Debt service				
Principal	7,640,000	7,640,000	-	7,550,000
Interest and fiscal charges	3,545,245	4,237,187	691,942	3,804,614
Total expenditures	<u>11,185,245</u>	<u>11,877,187</u>	<u>691,942</u>	<u>11,354,614</u>
Excess of revenues over (under) expenditures	<u>\$ (485,245)</u>	(1,028,030)	<u>\$ (542,785)</u>	(747,943)
Other Financing Sources (Uses)				
Bond issuance	-	33,325,000	33,325,000	-
Bond premium	-	2,667,815	2,667,815	-
Payment to refunded bond escrow agent	-	(35,295,000)	(35,295,000)	-
Total other financing sources (uses)	<u>-</u>	<u>697,815</u>	<u>697,815</u>	<u>-</u>
Net change in fund balance	<u>\$ (485,245)</u>	(330,215)	<u>\$ 155,030</u>	(747,943)
Fund Balance				
Beginning of year		<u>4,739,168</u>		<u>5,487,111</u>
End of year		<u>\$ 4,408,953</u>		<u>\$ 4,739,168</u>

Independent School District No. 191
Combining Statement of
Net Position - Internal Service Funds
Year Ended June 30, 2025

(With Summarized Financial Information as of June 30, 2024)

	Self-Insured Dental	Self-Insured Health	Severance Benefits	OPEB Revocable Trust
Assets				
Current assets				
Cash and investments	\$ 511,191	\$ 15,521,303	\$ 310,498	\$ 11,947,107
Interest receivable	-	-	-	42,235
Accounts receivable	-	427,700	-	-
Due from other funds	9,896	286,292	-	-
	<u>521,087</u>	<u>16,235,295</u>	<u>310,498</u>	<u>11,989,342</u>
Liabilities				
Current liabilities				
Health and dental claims payable	32,570	3,303,814	-	-
Due to plan participants	-	3,892,729	-	-
Severance benefits payable	-	-	22,510	-
Due to other funds	-	-	-	729,611
Unearned revenue	6,731	61,879	-	-
Total current liabilities	<u>39,301</u>	<u>7,258,422</u>	<u>22,510</u>	<u>729,611</u>
Noncurrent liabilities				
Severance benefits payable	-	-	287,988	-
Total liabilities	<u>39,301</u>	<u>7,258,422</u>	<u>310,498</u>	<u>729,611</u>
Net Position				
Unrestricted	<u>\$ 481,786</u>	<u>\$ 8,976,873</u>	<u>\$ -</u>	<u>\$ 11,259,731</u>

Totals	
<u>2025</u>	<u>2024</u>
\$ 28,290,099	\$ 26,420,933
42,235	43,045
427,700	427,700
<u>296,188</u>	<u>328,040</u>
<u>29,056,222</u>	<u>27,219,718</u>
3,336,384	2,893,482
3,892,729	4,017,158
22,510	43,440
729,611	757,943
68,610	60,589
<u>8,049,844</u>	<u>7,772,612</u>
<u>287,988</u>	<u>322,238</u>
<u>8,337,832</u>	<u>8,094,850</u>
<u>\$ 20,718,390</u>	<u>\$ 19,124,868</u>

Independent School District No. 191
Combining Statement of Revenues, Expenses, and Changes
in Fund Net Position - Internal Service Funds
Year Ended June 30, 2025
(With Summarized Financial Information for Year Ended June 30, 2024)

172

	Self-Insured Dental	Self-Insured Health	Severance Benefits	OPEB Revocable Trust
Operating Revenues				
Charges for services	\$ 829,778	\$ 30,398,063	\$ -	\$ -
Other services	36,474	645,072	-	-
Total operating revenues	<u>866,252</u>	<u>31,043,135</u>	<u>-</u>	<u>-</u>
Operating Expenses				
Health insurance claim payments	-	29,857,596	-	-
Dental insurance claim payments	924,042	-	-	-
Severance payments	-	-	-	-
OPEB payments	-	-	-	782,539
Total operating expenses	<u>924,042</u>	<u>29,857,596</u>	<u>-</u>	<u>782,539</u>
Operating income	(57,790)	1,185,539	-	(782,539)
Nonoperating Income				
Earnings on investments	<u>24,683</u>	<u>155,087</u>	<u>-</u>	<u>1,068,542</u>
Income before transfers	(33,107)	1,340,626	-	286,003
Transfers in	-	-	-	-
Transfers out	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Change in net position	(33,107)	1,340,626	-	286,003
Net Position				
Beginning of year	<u>514,893</u>	<u>7,636,247</u>	<u>-</u>	<u>10,973,728</u>
End of year	<u>\$ 481,786</u>	<u>\$ 8,976,873</u>	<u>\$ -</u>	<u>\$ 11,259,731</u>

Totals	
<u>2025</u>	<u>2024</u>
\$ 31,227,841	\$ 25,109,506
681,546	399,822
<u>31,909,387</u>	<u>25,509,328</u>
29,857,596	25,261,473
924,042	902,685
-	127,730
782,539	789,184
<u>31,564,177</u>	<u>27,081,072</u>
345,210	(1,571,744)
<u>1,248,312</u>	<u>1,298,155</u>
1,593,522	(273,589)
-	2,644,085
<u>-</u>	<u>(2,644,085)</u>
1,593,522	(273,589)
<u>19,124,868</u>	<u>19,398,457</u>
<u>\$ 20,718,390</u>	<u>\$ 19,124,868</u>

Independent School District No. 191
Combining Statement of Cash Flows -
Internal Service Funds

174

Year Ended June 30, 2025

(With Summarized Financial Information for Year Ended June 30, 2024)

	Self-Insured Dental	Self-Insured Health	Severance Benefits	OPEB Revocable Trust
Cash Flows - Operating Activities				
Receipts from interfund services provided	\$ 868,203	\$ 31,081,057	\$ -	\$ -
Payments for health and dental claims	(946,176)	(29,516,989)	-	-
Payments to employee OPEB	-	-	-	(810,871)
Payments for severance benefits	-	-	(55,180)	-
Net cash flows - operating activities	<u>(77,973)</u>	<u>1,564,068</u>	<u>(55,180)</u>	<u>(810,871)</u>
Cash Flows - Investment Activities				
Interest received	24,683	155,087	-	1,069,352
Net cash flows - investment activities	<u>24,683</u>	<u>155,087</u>	<u>-</u>	<u>1,069,352</u>
Net change in cash and cash equivalents	(53,290)	1,719,155	(55,180)	258,481
Cash and Cash Equivalents				
Beginning of year	<u>564,481</u>	<u>13,802,148</u>	<u>365,678</u>	<u>11,688,626</u>
End of year	<u>\$ 511,191</u>	<u>\$ 15,521,303</u>	<u>\$ 310,498</u>	<u>\$ 11,947,107</u>
Reconciliation of Operating Income (Loss) to Net Cash Flows - Operating Activities				
Operating income (loss)	\$ (57,790)	\$ 1,185,539	\$ -	\$ (782,539)
Adjustments to reconcile operating income (loss) to net cash flows - operating activities				
Health and dental claims payable	(22,134)	465,036	-	-
Due to plan participants	-	(124,429)	-	-
Severance payable	-	-	(55,180)	-
Due to other funds	-	-	-	(28,332)
Investment Balance	-	-	-	-
Interest receivable	-	-	-	-
Accounts receivable	-	-	-	-
Due from other funds	2,118	29,734	-	-
Unearned revenue	(167)	8,188	-	-
Net adjustments	<u>(20,183)</u>	<u>378,529</u>	<u>(55,180)</u>	<u>(28,332)</u>
Net cash flows - operating activities	<u>\$ (77,973)</u>	<u>\$ 1,564,068</u>	<u>\$ (55,180)</u>	<u>\$ (810,871)</u>

Totals	
2025	2024
\$ 31,949,260	\$ 25,562,441
(30,463,165)	(26,457,788)
(810,871)	(873,414)
(55,180)	-
620,044	(1,768,761)
1,249,122	1,277,289
1,249,122	1,277,289
1,869,166	(491,472)
26,420,933	26,912,405
\$ 28,290,099	\$ 26,420,933
\$ 345,210	\$ (1,571,744)
442,902	178,146
(124,429)	(471,776)
(55,180)	127,730
(28,332)	(84,230)
-	-
-	-
-	79,256
31,852	(14,950)
8,021	(11,193)
274,834	(197,017)
\$ 620,044	\$ (1,768,761)

Independent School District No. 191
Uniform Financial Accounting and Reporting Standards
Compliance Table
Year Ended June 30, 2025

	Audit	UFARS	Audit-UFARS		Audit	UFARS	Audit-UFARS
01 GENERAL FUND				06 BUILDING CONSTRUCTION FUND			
Total revenue	\$ 162,758,546	\$ 162,758,546	\$ -	Total revenue	\$ -	\$ -	\$ -
Total expenditures	158,964,648	158,964,652	(4)	Total expenditures	-	-	-
<i>Nonspendable:</i>				<i>Nonspendable:</i>			
460 Nonspendable fund balance	291,247	291,247	-	460 Nonspendable fund balance	-	-	-
<i>Restricted/reserved:</i>				<i>Restricted/reserved:</i>			
401 Student Activities	280,180	280,180	-	407 Capital Projects Levy	-	-	-
402 Scholarships	-	-	-	413 Building Projects Funded by COP	-	-	-
403 Staff Development	-	-	-	467 Long-term Facilities Maintenance	-	-	-
407 Capital Projects Levy	262,383	262,383	-	<i>Restricted:</i>			
408 Cooperative Programs	-	-	-	464 Restricted fund balance	-	-	-
409 Alternative Facility Program	-	-	-	<i>Unassigned:</i>			
412 Literacy Incentive Aid	406,378	406,378	-	463 Unassigned fund balance	-	-	-
414 Operating Debt	-	-	-				
416 Levy Reduction	-	-	-	07 DEBT SERVICE FUND			
417 Taconite Building Maintenance	-	-	-	Total revenue	\$ 9,388,448	\$ 9,388,448	\$ -
420 American Indian Ed Aid	41,283	41,283	-	Total expenditures	10,476,942	10,476,942	-
424 Operating Capital	2,162,715	2,162,715	-	<i>Nonspendable:</i>			
426 \$25 Taconite	-	-	-	460 Nonspendable fund balance	-	-	-
427 Disabled Accessibility	-	-	-	<i>Restricted/reserved:</i>			
428 Learning and Development	-	-	-	425 Bond refundings	-	-	-
434 Area Learning Center	8,613,051	8,613,051	-	433 Maximum effort loan aid	-	-	-
435 Contracted Alternative Programs	-	-	-	451 QZAB payments	-	-	-
436 State Approved Alternative Learning Program	-	-	-	467 LTFM	-	-	-
437 Quality Compensation - Alternative Teacher Professional Pay System	73,548	73,548	-	<i>Restricted:</i>			
439 English Learner	-	-	-	464 Restricted fund balance	3,976,284	3,976,283	1
440 Teacher Development and Evaluation	-	-	-	<i>Unassigned:</i>			
441 Basic Skills Programs	-	-	-	463 Unassigned fund balance	-	-	-
443 School Library Aid	-	-	-				
445 Career Technical Programs	-	-	-	08 TRUST FUND			
448 Achievement of Integration Revenue	-	-	-	Total revenue	\$ -	\$ -	\$ -
449 Safe Schools Revenue	182,666	182,666	-	Total expenditures	-	-	-
451 QZAB payments	-	-	-	<i>Unassigned:</i>			
452 OPEB Liabilities not Held in Trust	-	-	-	401 Student Activities	-	-	-
456 Literacy aid	303,304	303,304	-	402 Scholarships	-	-	-
457 Teacher Compensation for Road Act Training	81,640	81,640	-	422 Net position	-	-	-
459 Basic Skills Extended Time	-	-	-				
467 Long-term Facilities Maintenance	(333,782)	(333,782)	-	18 CUSTODIAL FUND			
471 Student Support Personnel Aid	-	-	-	Total revenue	\$ -	\$ -	\$ -
<i>Restricted:</i>				Total expenditures	-	-	-
472 Medical Assistance	3,134,009	3,134,009	-	<i>Restricted/Reserved</i>			
464 Restricted fund balance	-	-	-	401 Student Activities	-	-	-
475 Title VII - Impact Aid	-	-	-	402 Scholarships	-	-	-
476 Payments in Lieu of Taxes	-	-	-	448 Achievement and Integration	-	-	-
<i>Committed:</i>				464 Restricted	-	-	-
461 Committed fund balance	1,605,982	1,605,982	-				
418 Committed for separation	-	-	-	20 INTERNAL SERVICE FUND			
<i>Assigned:</i>				Total revenue	\$ 32,089,157	\$ 32,089,157	\$ -
462 Assigned fund balance	250,000	250,000	-	Total expenditures	30,781,638	30,781,638	-
<i>Unassigned:</i>				<i>Unassigned:</i>			
422 Unassigned fund balance	41,689,684	41,689,683	1	422 Net position	9,458,659	9,458,660	(1)
02 FOOD SERVICES FUND				25 OPEB REVOCABLE TRUST			
Total revenue	\$ 7,406,565	\$ 7,406,565	\$ -	Total revenue	\$ 1,068,542	\$ 1,068,541	\$ 1
Total expenditures	7,103,404	7,103,405	(1)	Total expenditures	782,539	782,538	1
<i>Nonspendable:</i>				<i>Unassigned:</i>			
460 Nonspendable fund balance	223,243	223,243	-	422 Net position	11,259,731	11,259,731	-
<i>Restricted/reserved:</i>							
452 OPEB Liabilities not Held in Trust	-	-	-	45 OPEB IRREVOCABLE TRUST			
<i>Restricted:</i>				Total revenue	\$ -	\$ -	\$ -
464 Restricted fund balance	4,272,571	4,272,567	4	Total expenditures	-	-	-
<i>Unassigned:</i>				<i>Unassigned:</i>			
463 Unassigned fund balance	-	-	-	422 Net position	-	-	-
04 COMMUNITY SERVICE FUND				47 OPEB DEBT SERVICE			
Total revenue	\$ 7,551,286	\$ 7,551,286	\$ -	Total revenue	\$ 1,460,709	\$ 1,460,709	\$ -
Total expenditures	6,979,513	6,979,514	(1)	Total expenditures	1,400,245	1,400,245	-
<i>Nonspendable:</i>				<i>Nonspendable:</i>			
460 Nonspendable fund balance	-	-	-	460 Nonspendable fund balance	-	-	-
<i>Restricted/reserved:</i>				<i>Restricted:</i>			
426 \$25 Taconite	-	-	-	425 Bond refundings	-	-	-
431 Community Education	4,541,344	4,541,344	-	464 Restricted fund balance	432,669	432,669	-
432 ECFE	558,113	558,113	-	<i>Unassigned:</i>			
444 School Readiness	628,342	628,342	-	463 Unassigned fund balance	-	-	-
447 Adult Basic Education	-	-	-				
452 OPEB Liabilities not Held in Trust	-	-	-				
<i>Restricted:</i>							
464 Restricted fund balance	20,789	20,791	(2)				
<i>Unassigned:</i>							
463 Unassigned fund balance	-	-	-				

STATISTICAL SECTION

(THIS PAGE LEFT BLANK INTENTIONALLY)

**Independent School District No. 191
Statistical Section (Unaudited)**

This part of the Independent School District No. 191's annual comprehensive financial report presents detailed information as a context for understanding what the information in the basic financial statements, note disclosures, and required supplementary information says about the District's overall financial health.

<u>Contents</u>	<u>Page</u>
Financial Trends These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over time.	118
Revenue Capacity These schedules contain information to help the reader assess the District's most significant local revenue source, the property tax.	126
Debt Capacity These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.	136
Demographic and Economic Information These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.	144
Operating Information These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.	149

Sources: Unless otherwise noted, the information in these schedules is derived from the annual comprehensive financial reports for the relevant year.

Independent School District No. 191
Net Position By Component
Last Ten Years
(Accrual Basis of Accounting)
(unaudited)

	Fiscal Year			
	2016	2017	2018	2019
Governmental Activities				
Net investment in capital assets	\$ 22,196,478	\$ 17,935,621	\$ 21,465,486	\$ 17,556,925
Restricted	6,488,027	6,015,244	5,821,544	7,213,277
Unrestricted	(51,635,923)	(82,095,271)	(132,084,628)	(102,679,715)
Total governmental activities net positions	<u>\$ (22,951,418)</u>	<u>\$ (58,144,406)</u>	<u>\$ (104,797,598)</u>	<u>\$ (77,909,513)</u>

Table 1

Fiscal Year					
2020	2021	2022	2023	2024	2025
\$ 18,169,748	\$ 18,451,265	\$ 15,754,751	\$ 19,119,846	\$ 23,178,391	\$ 24,000,686
10,055,184	12,222,610	15,559,970	24,372,515	28,507,956	29,456,845
(104,737,977)	(99,949,434)	(88,670,448)	(66,772,656)	(39,601,951)	(47,938,566)
<u>\$ (76,513,045)</u>	<u>\$ (69,275,559)</u>	<u>\$ (57,355,727)</u>	<u>\$ (23,280,295)</u>	<u>\$ 12,084,396</u>	<u>\$ 5,518,965</u>

Independent School District No. 191
Changes in Net Position
Last Ten Years
(Accrual Basis of Accounting)
(unaudited)

	Fiscal Year			
	2016	2017	2018	2019
Expenses				
Governmental activities				
Administration	\$ 5,372,409	\$ 7,177,258	\$ 7,064,664	\$ 4,498,702
District support services	2,732,153	4,591,300	5,416,849	3,580,259
Elementary and secondary regular instruction	51,786,010	84,957,113	84,580,748	46,871,276
Vocational education instruction	1,399,185	2,662,664	2,727,220	1,425,163
Special education instruction	23,575,099	32,487,928	31,733,029	17,808,445
Instructional support services	10,534,435	15,404,303	15,039,975	11,229,401
Pupil support services	9,691,454	12,265,084	12,947,885	10,957,678
Sites and buildings	19,295,728	9,334,739	10,134,372	11,424,974
Fiscal and other fixed cost programs	398,068	353,822	313,683	336,761
Food service	5,535,377	5,989,896	5,952,121	5,940,220
Community education and services	6,580,796	7,763,673	8,255,773	6,684,160
Interest and fiscal charges on long-term debt	6,781,498	7,150,741	5,109,211	4,401,719
Total governmental activities expenses	<u>143,682,212</u>	<u>190,138,521</u>	<u>189,275,530</u>	<u>125,158,758</u>
Program Revenues				
Governmental activities				
Charges for services				
Administration	210,784	226,224	222,431	190,346
District support services	-	-	4,349	5,225
Elementary and secondary regular instruction	800,869	640,147	541,823	560,837
Vocational education instruction	-	-	420	490
Special education instruction	381,559	363,885	531,289	384,019
Instructional support services	112	-	15	534
Pupil support services	64,797	79,865	88,931	87,135
Sites and buildings	223,790	278,415	276,796	307,817
Food service	1,621,218	1,653,583	1,679,706	1,578,052
Community education and services	3,390,724	3,266,333	3,495,283	3,630,543
Operating grants and contributions	29,394,748	32,886,488	30,630,308	27,140,691
Capital grants and contributions	1,236,991	1,153,072	1,417,759	1,464,809
Total governmental activities program revenues	<u>37,325,592</u>	<u>40,548,012</u>	<u>38,889,110</u>	<u>35,350,498</u>
Net expense	(106,356,620)	(149,590,509)	(150,386,420)	(89,808,260)
General Revenues				
Governmental activities				
Taxes				
Property taxes, levied for general purposes	22,877,675	25,712,820	26,224,210	30,350,044
Property taxes, levied for capital projects	1,200,000	-	-	-
Property taxes, levied for community service	1,238,633	1,545,989	1,554,844	1,403,837
Property taxes, levied for debt service	9,742,800	11,915,513	10,476,105	10,401,754
General grants and aids	70,513,775	72,447,212	72,254,897	72,209,515
Gain on sale of capital assets	-	-	-	-
Other general revenues	1,071,088	1,259,886	843,809	571,326
Investment earnings	842,839	1,516,101	1,603,649	1,759,869
Total governmental activities	<u>107,486,810</u>	<u>114,397,521</u>	<u>112,957,514</u>	<u>116,696,345</u>
Change in net position	<u>\$ 1,130,190</u>	<u>\$ (35,192,988)</u>	<u>\$ (37,428,906)</u>	<u>\$ 26,888,085</u>

Table 2

		Fiscal Year									
		2020	2021	2022	2023	2024	2025				
\$	6,283,726	\$	5,166,623	\$	5,146,405	\$	4,576,004	\$	5,216,273	\$	5,966,667
	4,499,129		4,169,348		4,541,713		2,503,974		5,569,369		4,895,918
	67,088,099		64,783,060		63,294,480		42,804,488		53,440,089		62,397,810
	2,291,553		2,236,379		2,107,317		1,777,613		2,015,070		2,594,551
	26,266,898		26,088,835		24,494,292		21,955,865		26,290,985		32,291,535
	13,321,257		15,008,017		13,021,759		14,855,402		15,130,117		15,673,636
	12,442,456		9,996,462		11,406,634		12,180,617		16,260,415		17,373,502
	7,998,838		9,705,716		11,129,335		16,762,838		16,079,494		18,617,910
	393,852		391,943		426,427		437,360		525,199		534,891
	5,603,072		4,397,704		4,955,498		5,318,407		6,377,037		7,045,694
	6,232,992		5,246,669		4,995,800		6,391,286		5,969,879		6,935,658
	4,254,002		3,968,235		2,951,742		2,819,947		2,695,674		3,006,011
	<u>156,675,874</u>		<u>151,158,991</u>		<u>148,471,402</u>		<u>132,383,801</u>		<u>155,569,601</u>		<u>177,333,783</u>
	212,676		217,776		272,600		4,167		1,573		1,283
	11,610		3,040		4,207		1,345		2,339		2,186
	303,228		203,657		307,145		516,575		447,534		455,427
	560		-		-		-		-		20
	381,426		568,522		784,954		2,107,749		2,240,236		2,266,146
	12,818		1,102		17,383		9,379		373,963		574
	61,562		22,230		67,427		182,824		92,267		206,793
	310,907		315,763		336,262		289,291		267,514		267,130
	1,118,791		-		47,741		1,109,413		208,483		198,085
	3,011,600		2,021,666		2,608,216		2,595,850		2,803,010		3,027,713
	33,011,399		37,491,428		42,182,191		45,053,587		51,510,227		46,761,301
	1,353,380		1,085,774		1,948,280		984,766		825,099		619,365
	<u>39,789,957</u>		<u>41,930,958</u>		<u>48,576,406</u>		<u>52,854,946</u>		<u>58,772,245</u>		<u>53,806,023</u>
	(116,885,917)		(109,228,033)		(99,894,996)		(79,528,855)		(96,797,356)		(123,527,760)
	30,536,476		31,931,034		30,967,231		29,793,091		37,787,542		39,641,017
	-		-		-		-		-		-
	1,536,763		1,807,827		1,636,161		1,597,814		1,603,278		1,604,858
	11,720,386		10,931,280		11,779,084		10,399,992		9,767,643		10,011,234
	71,259,679		68,832,548		66,786,109		69,788,147		79,218,657		81,211,966
	-		-		-		16,900		7,074		907,410
	1,729,530		1,357,592		1,538,853		-		-		-
	1,404,935		1,605,238		(892,610)		2,008,343		3,777,853		4,145,153
	<u>118,187,769</u>		<u>116,465,519</u>		<u>111,814,828</u>		<u>113,604,287</u>		<u>132,162,047</u>		<u>137,521,638</u>
\$	<u>1,301,852</u>	\$	<u>7,237,486</u>	\$	<u>11,919,832</u>	\$	<u>34,075,432</u>	\$	<u>35,364,691</u>	\$	<u>13,993,878</u>

Independent School District No. 191
Fund Balances of Governmental Funds
Last Ten Years
(Modified Accrual Basis of Accounting)
(unaudited)

	Fiscal Year			
	2016	2017	2018	2019
General Fund				
Nonspendable	\$ -	\$ 328,969	\$ 374,535	\$ 469,392
Restricted	4,196,553	4,027,713	4,158,407	5,847,738
Committed	1,176,269	1,293,948	1,257,804	1,550,194
Assigned	-	-	-	-
Unassigned	15,748,008	14,466,101	10,024,458	7,417,075
Total general fund	<u>\$ 21,120,830</u>	<u>\$ 20,116,731</u>	<u>\$ 15,815,204</u>	<u>\$ 15,284,399</u>
All Other Governmental Funds				
Nonspendable	\$ 122,264	\$ 177,574	\$ 190,617	\$ 2,452,384
Restricted	74,776,954	40,759,460	8,370,219	5,147,420
Total all other governmental funds	<u>\$ 74,899,218</u>	<u>\$ 40,937,034</u>	<u>\$ 8,560,836</u>	<u>\$ 7,599,804</u>
Total all funds	<u>\$ 96,020,048</u>	<u>\$ 61,053,765</u>	<u>\$ 24,376,040</u>	<u>\$ 22,884,203</u>

Table 3

Fiscal Year					
2020	2021	2022	2023	2024	2025
\$ 435,457	\$ 382,338	\$ 254,436	\$ 603,936	\$ 342,495	\$ 291,247
7,878,828	9,020,782	9,841,888	13,137,246	15,812,007	15,541,157
1,735,209	1,849,490	1,837,017	1,505,311	1,207,116	1,605,982
-	5,081,823	1,810,980	-	-	250,000
10,276,533	13,187,447	18,777,579	22,236,723	36,430,283	41,355,902
<u>\$ 20,326,027</u>	<u>\$ 29,521,880</u>	<u>\$ 32,521,900</u>	<u>\$ 37,483,216</u>	<u>\$ 53,791,901</u>	<u>\$ 59,044,288</u>
\$ 244,230	\$ 182,267	\$ 253,940	\$ 269,532	\$ 360,300	\$ 223,243
8,312,697	8,790,900	11,244,924	12,477,357	13,738,161	14,430,112
<u>\$ 8,556,927</u>	<u>\$ 8,973,167</u>	<u>\$ 11,498,864</u>	<u>\$ 12,746,889</u>	<u>\$ 14,098,461</u>	<u>\$ 14,653,355</u>
<u>\$ 28,882,954</u>	<u>\$ 38,495,047</u>	<u>\$ 44,020,764</u>	<u>\$ 50,230,105</u>	<u>\$ 67,890,362</u>	<u>\$ 73,697,643</u>

Independent School District No. 191
 Changes in Fund Balances of Governmental Funds
 Last Ten Years
 (Modified Accrual Basis of Accounting)
 (unaudited)

	Fiscal Year			
	2016	2017	2018	2019
Revenues				
Local sources				
Taxes	\$ 35,053,016	\$ 39,094,623	\$ 38,097,535	\$ 42,385,297
Investment earnings	454,848	540,031	653,809	911,976
Other	8,191,071	8,484,173	8,609,002	7,919,917
State sources	92,498,905	93,346,633	95,558,484	96,762,424
Federal sources	7,860,618	8,631,725	7,806,378	7,985,785
Total revenues	<u>144,058,458</u>	<u>150,097,185</u>	<u>150,725,208</u>	<u>155,965,399</u>
Expenditures				
Current				
Administration	5,536,309	5,519,388	5,680,528	5,774,945
District support services	3,531,663	4,185,606	5,027,862	3,396,407
Elementary and secondary				
regular instruction	54,043,785	54,976,422	55,398,654	55,816,055
Vocational education instruction	1,452,112	1,876,990	2,150,295	2,036,313
Special education instruction	24,455,459	24,027,079	24,767,930	25,398,748
Instructional support services	10,819,656	10,862,353	10,888,211	12,205,567
Pupil support services	9,766,662	11,000,503	11,877,743	11,884,787
Sites and buildings	9,573,137	9,302,350	9,535,036	10,138,616
Fiscal and other fixed cost programs	398,068	353,822	313,683	336,761
Food service	5,546,232	5,733,255	5,829,895	5,902,901
Community service	6,615,805	6,875,455	7,443,701	7,324,705
Capital outlay	42,659,773	28,169,017	6,718,409	5,699,115
Debt service				
Principal	6,133,104	6,726,213	6,037,595	6,720,495
Interest and fiscal charges	6,263,031	7,520,641	6,444,307	4,828,185
Total expenditures	<u>186,794,796</u>	<u>177,129,094</u>	<u>158,113,849</u>	<u>157,463,600</u>
Excess of revenues over (under) expenditures	(42,736,338)	(27,031,909)	(7,388,641)	(1,498,201)
Other financing sources (uses)				
Bonds issued	36,715,000	13,990,000	-	-
Premium on bonds issued	3,913,835	-	-	-
Payments to refunded bond escrow agent	-	(22,620,346)	(29,330,000)	-
Capital lease/certificates of participation	-	-	-	-
Proceeds from sale of assets	-	-	-	-
Lease and subscription issuance	318,585	187,105	40,916	6,364
Proceeds from insurance recovery	359,861	-	-	-
Transfer in	-	27,082	-	-
Transfer out	-	(27,082)	-	-
Total other financing sources (uses)	<u>41,307,281</u>	<u>(8,443,241)</u>	<u>(29,289,084)</u>	<u>6,364</u>
Net change in fund balances	<u>\$ (1,429,057)</u>	<u>\$ (35,475,150)</u>	<u>\$ (36,677,725)</u>	<u>\$ (1,491,837)</u>
Debt services as a percentage of noncapital expenditures	<u>8.45%</u>	<u>9.42%</u>	<u>8.12%</u>	<u>7.44%</u>

Table 4

Fiscal Year					
2020	2021	2022	2023	2024	2025
\$ 43,831,187	\$ 44,624,245	\$ 44,363,003	\$ 41,799,089	\$ 49,169,156	\$ 51,205,779
735,602	110,430	(53,201)	2,008,343	3,777,853	5,393,465
7,905,510	5,144,941	6,427,812	8,598,030	7,402,782	6,347,977
95,745,693	93,225,958	88,876,351	93,864,029	110,153,102	114,216,155
9,050,890	13,536,886	21,278,337	19,743,383	20,083,356	11,402,178
<u>157,268,882</u>	<u>156,642,460</u>	<u>160,892,302</u>	<u>166,012,874</u>	<u>190,586,249</u>	<u>188,565,554</u>
5,933,083	5,002,830	5,429,133	5,291,647	5,630,932	6,095,123
4,170,798	4,090,450	4,491,751	4,591,871	4,619,344	4,829,932
53,440,674	51,987,520	56,035,263	56,761,715	60,457,360	63,920,198
2,138,054	2,088,358	2,216,393	2,168,497	2,234,521	2,645,931
24,625,186	24,311,718	26,046,717	26,718,001	28,874,464	32,900,349
11,014,880	13,513,379	12,953,823	12,435,175	10,888,514	12,300,502
12,120,045	9,835,715	11,696,713	12,688,513	16,650,421	17,349,734
9,787,117	10,097,808	10,668,520	11,735,834	11,592,406	12,456,057
393,852	391,943	426,427	472,595	525,199	534,891
5,536,006	4,345,690	4,913,797	5,209,869	5,882,458	6,500,417
6,050,923	5,184,290	5,258,859	5,831,718	6,115,597	6,717,486
4,060,380	4,319,224	5,127,286	4,422,885	7,949,367	6,663,125
7,409,689	7,335,430	7,169,637	7,284,147	7,697,347	7,767,537
4,691,853	4,703,396	4,404,624	4,228,108	3,813,729	4,243,470
<u>151,372,540</u>	<u>147,207,751</u>	<u>156,838,943</u>	<u>159,840,575</u>	<u>172,931,659</u>	<u>184,924,752</u>
5,896,342	9,434,709	4,053,359	6,172,299	17,654,590	3,640,802
-	11,485,000	9,680,000	-	-	33,325,000
-	1,477,046	2,143,678	-	-	2,667,815
-	(12,785,000)	(11,705,000)	-	-	(35,295,000)
-	-	187,949	-	-	-
7,793	338	1,165,731	1,807	5,667	907,410
-	-	-	35,235	-	561,254
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<u>7,793</u>	<u>177,384</u>	<u>1,472,358</u>	<u>37,042</u>	<u>5,667</u>	<u>2,166,479</u>
<u>\$ 5,904,135</u>	<u>\$ 9,612,093</u>	<u>\$ 5,525,717</u>	<u>\$ 6,209,341</u>	<u>\$ 17,660,257</u>	<u>\$ 5,807,281</u>
<u>8.22%</u>	<u>8.37%</u>	<u>7.60%</u>	<u>7.59%</u>	<u>6.94%</u>	<u>6.70%</u>

(THIS PAGE LEFT BLANK INTENTIONALLY)

Independent School District No. 191
 General Governmental Tax Revenues by Source and Levy Type

Table 5

Fiscal Year	Property Tax				Total
	General Fund	Community Service	Capital Projects - Building Construction Fund	Debt Service	
2016	\$ 22,874,885	\$ 1,237,759	\$ 1,200,000	\$ 9,740,372	\$ 35,053,016
2017	25,663,259	1,542,386	-	11,888,978	39,094,623
2018	26,115,668	1,548,150	-	10,433,697	38,097,515
2019	30,501,787	1,413,236	-	10,470,273	42,385,296
2020	30,562,242	1,538,149	-	11,730,795	43,831,186
2021	31,896,091	1,805,658	-	10,922,497	44,624,246
2022	30,955,773	1,635,122	-	11,772,107	44,363,002
2023	29,798,183	1,598,163	-	10,402,745	41,799,091
2024	37,785,289	1,604,461	-	9,779,404	49,169,154
2025	39,597,499	1,603,649	-	10,004,638	51,205,785

Independent School District No. 191
Tax Capacities and Market Value

For Taxes Collectible	Tax Capacity Valuation			
	Agricultural	Non-Agricultural	Fiscal Disparities	
			Contribution	Distribution
<u>Dakota County</u>				
2016	\$ -	\$ 58,689,449	\$ (9,336,149)	\$ 6,108,398
2017	-	59,771,813	(9,204,390)	6,571,222
2018	-	65,136,255	(9,024,255)	6,931,010
2019	-	70,058,732	(9,590,323)	7,349,467
2020	-	75,835,267	(10,407,209)	7,943,503
2021	-	79,720,661	(11,208,648)	8,293,216
2022	-	84,184,980	(12,005,956)	9,055,616
2023	-	95,650,885	(11,972,075)	9,205,170
2024	-	103,398,669	(12,582,178)	9,697,164
2025	-	103,119,690	(14,086,454)	10,921,429
<u>Scott County</u>				
2016	\$ 76,637	\$ 18,097,758	\$ (3,064,523)	\$ 1,523,727
2017	37,415	19,869,873	(3,175,091)	1,709,580
2018	29,841	21,039,808	(3,770,912)	1,782,864
2019	20,259	22,823,684	(3,868,467)	1,871,118
2020	3,959	24,655,629	(4,053,563)	2,031,820
2021	4,110	27,223,848	(4,506,916)	2,175,584
2022	4,012	28,767,419	(5,226,294)	2,372,103
2023	28,590	33,673,632	(5,443,134)	2,264,207
2024	813	36,915,657	(5,873,164)	2,353,968
2025	813	38,195,738	(7,051,147)	2,486,448

Source: School Tax Report issued by the Minnesota Department of Education and Scott and Dakota Counties.

Table 6

Tax Capacity Valuation				
Tax Increment	Total Taxable	Taxable Market Value	Tax Capacity as a Percentage of Market Value	
\$ (3,169,684)	\$ 52,292,014	\$ 4,865,451,265	1.07	
(3,378,035)	54,661,226	5,003,279,610	1.09	
(3,902,924)	60,088,642	5,447,134,772	1.10	
(4,413,182)	64,337,435	5,840,024,400	1.10	
(3,891,891)	70,881,145	6,276,544,125	1.13	
(3,836,225)	74,366,311	6,562,525,800	1.13	
(4,097,927)	78,023,994	6,905,405,825	1.13	
(4,621,448)	89,199,988	7,871,121,243	1.13	
(5,551,906)	95,857,330	8,386,233,135	1.14	
(5,605,463)	94,967,131	8,377,783,825	1.13	
\$ (81,937)	\$ 16,551,662	\$ 1,505,076,100	1.10	
(138,187)	18,729,804	1,618,071,200	1.16	
(159,437)	19,467,664	1,704,789,900	1.14	
(166,937)	21,231,291	1,844,550,200	1.15	
(188,073)	23,059,234	1,988,017,400	1.16	
(218,881)	25,313,649	2,155,452,700	1.17	
(234,595)	26,494,935	2,288,792,997	1.16	
(275,727)	30,682,064	2,667,771,400	1.15	
(356,125)	33,458,959	2,813,700,000	1.19	
(344,748)	33,725,912	2,913,999,000	1.16	

Source: *Certificates as to Taxes and Taxable Property, furnished by Dakota and Scott Counties.*

**Independent School District 191
Direct and Overlapping Tax Capacity Rates**

Rate	Tax Collection Year	ISD No. 191	Overlapping Rates				
			Municipalities				
			Apple Valley	Burnsville	Eagan	Savage	Shakopee
Tax Capacity Rate	2015	24.554%	45.274%	44.790%	36.525%	51.742%	37.862%
Market Value Rate	2015	0.26015%	0.02036%	--	0.00016%	0.01482%	0.00536%
Tax Capacity Rate	2016	31.065%	44.721%	46.525%	37.097%	49.905%	37.902%
Market Value Rate	2016	0.24692%	0.01994%	--	0.01490%	0.01410%	0.00605%
Tax Capacity Rate	2017	27.529%	44.473%	46.557%	37.385%	47.841%	38.522%
Market Value Rate	2017	0.23336%	0.23336%	--	0.01451%	0.01344%	--
Tax Capacity Rate	2018	25.759%	42.475%	46.670%	36.378%	47.117%	37.212%
Market Value Rate	2018	0.29246%	0.01798%	--	0.01359%	0.01100%	--
Tax Capacity Rate	2019	26.202%	39.603%	43.595%	35.227%	44.474%	34.943%
Market Value Rate	2019	0.24409%	0.01719%	--	0.01235%	0.01000%	--
Tax Capacity Rate	2020	23.765%	38.782%	43.148%	35.262%	42.357%	33.965%
Market Value Rate	2020	0.23263%	0.01646%	--	0.01159%	0.00900%	--
Tax Capacity Rate	2021	23.699%	38.192%	42.853%	36.333%	42.254%	32.105%
Market Value Rate	2021	0.20745%	0.01622%	--	--	0.00600%	--
Tax Capacity Rate	2022	20.273%	38.182%	43.054%	36.119%	40.326%	32.111%
Market Value Rate	2022	0.19053%	0.01591%	--	--	--	--
Tax Capacity Rate	2023	19.403%	35.273%	42.274%	33.566%	35.986%	28.585%
Market Value Rate	2023	0.22396%	0.01424%	--	--	--	--
Tax Capacity Rate	2024	17.021%	36.789%	42.503%	33.585%	37.606%	27.402%
Market Value Rate	2024	0.23321%	0.01397%	--	--	--	--
Tax Capacity Rate	2025	20.374%	41.810%	45.806%	36.177%	40.533%	27.768%
Market Value Rate	2025	0.17764%	0.01410%	--	--	--	--

Table 7

Overlapping Rates					
Counties		Special Taxing Jurisdictions		Total*	
Dakota County	Scott County	Dakota County	Scott County	Burnsville Resident	Savage Resident
29.633%	36.638%	4.567%	5.169%	103.544%	118.103%
--	--	--	--	0.26015%	0.27497%
28.570%	36.175%	4.614%	5.130%	110.774%	122.275%
--	--	--	--	0.24692%	0.26102%
28.004%	35.896%	4.458%	4.979%	106.548%	116.245%
--	--	--	--	0.23336%	0.24680%
26.580%	35.114%	3.878%	5.090%	102.887%	113.080%
--	--	--	--	0.29246%	0.30346%
25.386%	33.841%	3.824%	4.891%	99.007%	109.408%
--	--	--	--	0.24409%	0.25409%
24.133%	32.718%	3.767%	4.583%	94.813%	103.423%
--	--	--	--	0.23263%	0.24163%
22.716%	31.025%	4.342%	4.768%	93.610%	101.746%
--	--	--	--	0.20745%	0.21345%
21.630%	30.492%	4.252%	5.026%	89.209%	96.117%
--	--	--	--	0.19053%	0.19053%
18.816%	26.578%	3.906%	6.294%	84.399%	88.261%
--	--	--	--	0.22396%	0.22396%
18.323%	26.228%	4.075%	2.525%	81.922%	83.381%
--	--	--	--	0.23321%	0.23321%
19.948%	26.977%	4.041%	4.765%	90.169%	92.649%
--	--	--	--	0.17764%	0.17764%

Source: Certificates as to Taxes and Taxable Property, furnished by Dakota and Scott Counties. 131

(THIS PAGE LEFT BLANK INTENTIONALLY)

Independent School District No. 191
Principal Property Taxpayers

Table 8

Taxpayer	2025			2016		
	Net Tax Capacity	Rank	Percentage of Tax Capacity Value	Net Tax Capacity	Rank	Percentage of Tax Capacity Value
Xcel Energy	\$ 3,310,867	1	2.33%	\$ 3,099,777	1	3.97%
Paragon Outlets Eagan	1,699,250	2	1.19%	1,739,250	2	2.23%
Southwest Logistics Center, LLC	999,666	3	0.70%			
Individual	816,811	4	0.57%	356,783	6	0.46%
Rosemount Inc.	671,440	5	0.47%	382,400	5	0.49%
Flats at Cedar Grove LLC	627,267	6	0.44%			
ASB MN Shakopee LLC	617,890	7	0.43%			
FLT Summit Park Apartments LLC	607,149	8	0.43%			
Rosemount Aerospace Inc.	548,772	9	0.39%	339,326	7	0.43%
View Pointe Apartments LLC	541,141	10	0.38%			
Minnegasco, Inc.				498,780	3	0.64%
Walmart				431,019	4	0.55%
Cargill Inc.				320,775	8	0.41%
Hudson Redwood Raven Hill LLC				317,159	9	0.41%
Summit Park LLC				313,097	10	0.40%
Total	\$ 10,440,253		7.33%	\$ 7,798,366		9.99%

Independent School District No. 191
Property Tax Levies, Collections, and Receivables

For Taxes Collectible	Original Levy			Collections	
	Local Spread	Fiscal Disparities	Total Spread	First Year Levy Recognized	
				Amount	Percentage of Levy
2016	\$ 35,119,563	\$ 3,851,095	\$ 38,970,658	\$ 18,419,963	47.3
2017	33,374,272	4,659,195	38,033,467	17,616,603	46.3
2018	37,936,271	4,466,731	42,403,002	19,671,004	46.4
2019	38,771,436	4,929,600	43,701,036	20,547,965	47.0
2020	39,179,819	5,063,180	44,242,999	20,222,791	45.7
2021	39,226,223	4,884,931	44,111,154	21,109,293	47.9
2022	36,389,401	5,008,766	41,398,167	19,506,403	47.1
2023	44,640,414	4,430,239	49,070,653	23,440,645	47.8
2024	46,078,514	4,961,573	51,040,087	24,381,084	47.8
2025	43,546,644	5,268,613	48,815,257	23,354,322	47.8

Note 1: A portion of the total spread levy is paid through various property tax credits which are paid through state aids and have been included in collections.

Note 2: Delinquent taxes receivable are written off after seven years. The amount of collections has been adjusted to reflect the write off of delinquent taxes receivable.

Note 3: Only a portion of the taxes levied for the most recent fiscal year is collected by June 30.

Table 9

Received in Subsequent Years	Collections		Uncollected Taxes Receivable as of June 30, 2025			
	Total to Date		Delinquent		Current	
	Amount	Percentage of Levy	Amount	Percent	Amount	Percent
\$ 20,550,695	\$ 38,970,658	100.0	\$ -	-	\$ -	-
20,416,864	38,033,467	100.0	-	-	-	-
22,731,998	42,403,002	100.0	-	-	-	-
23,117,880	43,665,845	99.9	35,191	0.1	-	-
24,008,047	44,230,838	100.0	12,161	0.0	-	-
22,986,866	44,096,159	100.0	14,995	0.0	-	-
21,861,300	41,367,703	99.9	30,464	0.1	-	-
25,556,857	48,997,502	99.9	73,152	0.1	-	-
26,401,189	50,782,273	99.5	257,814	0.5	-	-
-	23,354,322	47.8	-	-	25,460,935	52.2
		Total	\$ 423,777		\$ 25,460,935	

(THIS PAGE LEFT BLANK INTENTIONALLY)

**Independent School District No. 191
Outstanding Debt By Type**

Table 10

Fiscal Year	Governmental Activities			Total Primary Government	Percentage of Personal Income (1)	Per Capita (1)
	General Obligation Bonds	Capital Leases	Subscriptions			
2016	\$ 193,640,000	\$ 2,447,817	\$ -	\$ 196,087,817	6.57 %	\$ 2,911
2017	186,029,667	1,871,605	-	187,901,272	5.83	2,789
2018	150,839,845	1,270,148	-	152,109,993	4.19	2,258
2019	138,355,000	884,653	-	139,239,653	3.67	2,067
2020	131,350,000	479,964	-	131,829,964	3.39	1,931
2021	122,960,000	234,534	-	123,194,534	2.96	1,805
2022	113,850,000	160,460	-	114,010,460	2.60	1,670
2023	106,710,000	238,735	-	106,948,735	2.37	1,373
2024	99,160,000	91,389	-	99,251,389	2.03	1,359
2025	89,550,000	455,345	69,762	90,075,107	1.84	1,227

(1) See the Schedule of Demographic and Economic Statistics for personal income and population data.

Note: Details regarding the District's outstanding debt can be found in the notes to basic financial statements.

Independent School District No. 191
Ratio of Net General Obligation Bonded Debt to Tax Capacity
and Net Obligation Bonded Debt Per Capita

Fiscal Year	Gross Bonded Debt	Less Debt Service Funds on Hand (1)	Net Bonded Debt	Tax Capacity	Percent Net Debt to Tax Capacity
2016	\$ 193,640,000	\$ 42,042,331	\$ 151,597,669	\$ 68,843,676	220.21 %
2017	179,465,000	32,620,732	146,844,268	73,391,030	200.08
2018	144,690,000	3,161,989	141,528,011	79,556,306	177.90
2019	138,355,000	3,331,940	135,023,060	85,568,726	157.79
2020	131,350,000	4,297,210	127,052,790	93,940,379	135.25
2021	122,960,000	4,123,715	118,836,285	108,981,830	109.04
2022	113,850,000	5,791,891	108,058,109	104,518,929	103.39
2023	106,710,000	5,487,111	101,222,889	119,882,052	84.44
2024	99,160,000	4,739,167	94,420,833	129,316,289	73.02
2025	89,550,000	4,408,953	85,141,047	128,693,043	66.16

(1) - Debt service monies available include amounts restricted in the debt service funds repaying the related debt.

(2) - See the Schedule of Tax Capacities and Market Value for information on the market value of the District's property.

Table 11

Percent of Estimated Actual Market Value of Property (2)	Estimated Population	Net Bonded Debt per Capita
2.48 %	67,370	\$ 2,250
2.22	67,370	2,180
2.06	67,370	2,101
1.83	67,370	2,004
1.62	68,261	1,861
1.36	68,261	1,741
1.18	68,261	1,583
0.96	77,881	1,300
0.84	73,006	1,293
0.75	73,389	1,160

Source: Annual School District Census, U.S. Census,
National Center for Education Statistics.

(THIS PAGE LEFT BLANK INTENTIONALLY)

**Independent School District No. 191
Direct and Overlapping Debt
June 30, 2025**

Table 12

Governmental Unit	2024/25 Taxable Net Tax Capacity	Bonded Debt ¹	Percent Allocable to ISD No. 191	Portion Allocable to ISD No. 191
Independent School District No. 191	\$ 128,692,952	89,550,000	100.0000 %	\$ 89,550,000
Overlapping Debt				
Dakota County	847,683,644	35,640,000	9.4369%	33,633
Scott County	331,469,672	92,810,000	4.4509%	41,309
City of Apple Valley	93,117,506	46,695,000	0.6512%	3,041
City of Burnsville	116,462,460	105,515,000	57.1174%	602,674
City of Eagan	146,951,206	62,135,000	8.7567%	54,410
City of Savage	62,364,547	23,975,000	21.4777%	51,493
City of Shakopee	96,423,957	38,895,000	1.4094%	5,482
Metropolitan Council	6,330,160,332	235,750,000 ²	1.4968%	35,286
Total Overlapping Debt				827,328
Total Direct and Overlapping Debt				\$ 90,377,328

- 1) Does not include non-general obligation debt, self-supporting general obligation revenue debt, short-term general obligation debt, or general obligation tax/aid anticipation certificates of indebtedness.
- 2) The above debt includes all outstanding general obligation debt supported by taxes of the Metropolitan Council. The Council also has general obligation sewer revenue, wastewater revenue, and radio revenue bonds and lease obligations outstanding all of which are supported entirely by revenues and have not been included in Overlapping Debt.

Source: Official Statements obtained on EMMA, the Municipal Advisor's records, and Certificates as to Taxes and Taxable Property, furnished by Dakota and Scott Counties.

**Independent School District No. 191
Legal Debt Margin Information
Last Ten Fiscal Years**

	Fiscal Year				
	2016	2017	2018	2019	2020
Debt Limit	\$ 1,011,131,704	\$ 1,067,125,043	\$ 1,150,340,516	1,239,580,812	1,249,694,940
Total Net Debt Applicable to Limit	<u>142,090,806</u>	<u>153,878,208</u>	<u>131,225,000</u>	<u>126,015,000</u>	<u>107,540,180</u>
Legal Debt Margin	<u>\$ 869,040,898</u>	<u>\$ 913,246,835</u>	<u>\$ 1,019,115,516</u>	<u>\$ 1,113,565,812</u>	<u>\$ 1,142,154,760</u>
 Total Net Debt applicable to the Limit as a Percentage of Debt Limit	 14.05%	 14.42%	 11.41%	 10.17%	 8.61%

(1) Economic Market Value - Assessment Year 2024 for taxes payable in 2025

Table 13

		Fiscal Year			
2021	2022	2023	2024	2025	
1,384,802,766	1,389,585,525	1,391,697,690	1,762,356,323	1,840,764,690	
116,293,249	119,603,099	90,025,000	92,690,000	80,338,717	
<u>\$ 1,268,509,517</u>	<u>\$ 1,269,982,426</u>	<u>\$ 1,301,672,690</u>	<u>\$ 1,669,666,323</u>	<u>\$ 1,760,425,973</u>	
8.40%	8.61%	6.47%	5.26%	4.36%	

Legal Debt Margin Calculation for Fiscal Year 2025

Economic Market Value	\$ 12,271,764,602 ⁽¹⁾
Debt Limit (15% of Market Value)	1,840,764,690
Debt Applicable to Limit	
General Obligation Bonds	84,315,000
Annual Appropriation Debt	-
Less: Amount Set Aside for Repayment of	
General Obligation Debt	(3,976,283)
Total Net Debt Applicable to Limit	<u>80,338,717</u>
Legal Debt Margin	<u>\$ 1,760,425,973</u>

Independent School District No. 191
Demographic and Economic Statistics

Table 14

Calendar Year	City of Burnsville Population (1)	Estimated Personal Income (1)	Per Capita Personal Income (1)	Total ISD No. 191 Population (3)	School Enrollment (4)	City of Burnsville Unemployment Rate (1)
2015	61,908	\$ 3,128,892,228	\$ 50,541	67,370	8,989	3.5
2016	61,849	3,223,384,333	52,117	67,370	8,914	3.5
2017	62,239	3,628,844,895	58,305	67,370	8,563	3.1
2018	62,657	3,793,192,123	60,539	67,370	8,874	2.7
2019	62,785	3,891,225,945	61,977	67,370	8,603	3.2
2020	64,317	4,164,397,116	64,748	71,881	8,010	7.3
2021	64,627	4,389,918,229	67,927	71,945	7,744	3.6
2022	64,522	4,515,507,648	69,984	71,621	7,721	2.4
2023	65,327	4,900,766,213	75,019	73,006	7,696	2.6
2024	65,327	4,900,766,213	75,019	73,389	7,467	2.9

Note 1: Student enrollment numbers are estimated for the most recent fiscal year.

Note 2: Annual average unemployment rates compiled by the Minnesota Department of Employment and Economic Development.

Sources:

- (1) City of Burnsville Annual Comprehensive Financial Report for the year ended December 31, 2023.
- (2) Estimated personal income is calculated by multiplying the per capital personal income by the City of Burnsville population.
- (3) Annual school district census, U.S. census, and National Center for Education Statistics.
- (4) ISD No. 191 - average daily membership (for students served or tuition paid).

Independent School District No. 191
Principal Employers

Table 15

Employer	2025		2016	
	Employees	Rank	Employees	Rank
Collins Aerospace	1,900	1	1,800	1
Independent School District No. 191	1,346	2	1,510	2
Pepsi Bottling Group	500	3	500	3
City of Burnsville	404	4	486	4
Ames Construction	400	5	400	5
Northern Tool & Equipment	300	6	300	6
Super Target	300	7	300	7
Telex Communications	300	8	300	8
Fabcon Precast	275	9	275	10
Truestone Financial CU	200	10		
YRC Freight			300	9
Total	<u>5,925</u>		<u>6,171</u>	

Note: Information regarding the percentage of total employment for each employer was not available.

Independent School District No. 191
Employees by Classification

Employees	Fiscal Years						
	2016	2017	2018	2019	2020	2021	2022
Administrators/Principals	43	51	49	50	50	48	47
Confidential/Support Specialist*	24	43	47	48	51	49	43
Teachers	732	730	741	721	680	649	612
Clerical	63	64	65	58	59	51	47
Paraprofessionals	211	214	213	214	221	190	163
Nurses	16	15	14	14	11	10	13
Operations/Maintenance Supervisors	3	3	3	3	2	2	3
Technical Specialists	10	10	10	11	12	14	13
Community Education	39	51	60	61	56	59	55
Cafeteria	78	76	73	79	88	68	47
Custodians	74	82	80	77	78	73	66
Total	1,293	1,339	1,355	1,336	1,308	1,213	1,109

Note 1: This schedule is a headcount based on contract group. If an employee has multiple contract groups, they are reflected multiple times. Full and part-time employees count the same.

* New Category effective for 2016

Table 16

Fiscal Years		
2023	2024	2025
48	49	53
62	71	72
626	644	711
50	53	53
211	208	170
16	16	13
4	4	4
14	14	14
62	86	35
65	79	74
73	75	79
<u>1,231</u>	<u>1,299</u>	<u>1,278</u>

(THIS PAGE LEFT BLANK INTENTIONALLY)

**Independent School District No. 191
Student to Staff Ratios
Last Ten Years**

Table 17

Fiscal Year	ISD No. 191 Student to Teacher Ratios (1)	Minnesota Department of Education Student to Staff Ratio (2)		
		ISD No. 191	Dakota County Average	State Average
2015	14.37	11.95	13.89	12.92
2016	14.83	12.43	14.04	12.84
2017	15.27	12.41	13.82	12.72
2018	15.00	12.00	13.36	13.00
2019	15.00	12.00	13.40	13.00
2020	16.00	13.00	13.45	13.00
2021	15.00	12.00	13.00	12.00
2022	16.00	12.00	13.55	11.73
2023	15.50	12.00	13.00	11.65
2024	14.45	11.98	12.53	12.03

Note 1: Information is not yet available for 2025

- (1) This data is computed using only full-time equivalent licensed classroom teaching staff
- (2) This data is computed by dividing total students (MDE enrollment numbers pre-kindergarten through Grade 12) by total certified staff. Certified staff includes classroom teachers, administrators, special education teachers, and all other licensed professionals measured in full-time equivalents.

Independent School District No. 191
Operating Indicators by Function - Standardized Testing
Last Ten Years

	Fiscal Years					
	2016	2017	2018	2019	2020 (2)	2021 (3)
Standardized Tests						
MCA Reading (See Note 1)						
Grade 3	45.9 %	43.7 %	48.7 %	45.4 %		34.4 %
Grade 5	67.7	62.0	55.0	52.9		49.9
Grade 7	56.6	53.1	51.0	47.6		40.3
Grade 10	58.9	38.3	54.5	55.4		50.9
MCA Math (See Note 1)						
Grade 3	69.4	54.0	58.4	56.6		44.1
Grade 5	58.8	49.9	45.0	41.5		31.1
Grade 7	56.2	48.4	40.1	39.1		18.4
Grade 11	47.1	35.3	39.1	38.1		26.1
ACT						
Independent School District No. 191						
Average Composite Score	21.3	21.2	20.3	20.4	20.0	19.9
State Average Composite Score (1)	21.1	21.5	21.3	21.4	21.3	21.6

Note 1: Percent of students scoring at or above proficiency on the Minnesota Comprehensive Assessment Test

Note 2: Due to COVID-19 Pandemic, student participation in the MCA was only 50% district wide

- (1) - Per ESSA School districts must offer a college and career readiness assessment, however the state no longer mandates ACT Average Composite Scores are available through MN Office of Higher Education
- (2) - Due to COVID-19 Pandemic, MCA and ACT testing did not occur in the 2019-2020 school year. Tests were administered fall of 2020 for the class of 2020
- (3) - Due to COVID-19 Pandemic, student participation in the MCA was only 50% district wide
- (4) The State Average Composite Score for the ACT Test was not yet available for FY25

Table 18

Fiscal Years			
2022	2023	2024	2025
36.7 %	33.0%	30.9%	39.0%
52.9	49.7%	45.4%	52.0%
32.8	33.4%	36.2%	30.2%
45.9	40.2%	42.3%	31.8%
45.3	48.8%	38.1%	43.2%
33.3	33.2%	33.7%	37.5%
27.0	27.0%	24.1%	22.7%
21.6	17.2%	16.3%	17.2%
19.8	18.4	18.7	18.8
21.6	20.8	20.7	

**Independent School District No. 191
School Facilities**

Facility	Use	Constructed	Acres	Classrooms
Gideon Pond Elementary	School	1965/1971/1995	13.00	17
Edward Neill Elementary	School	1968/1976/1995	10.00	19
Marion W. Savage Elementary	School	1950/1954/1957 1961/1963/1965 1971/1990/1992	8.50	23
Sioux Trail Elementary	School	1964/1971/1995	13.50	18
Vista View Elementary	School	1963/1971/1995	16.50	18
Williams Byrne Elementary	School	1967/1971/1995/2016	10.50	24
Rahn Elementary	School	1969/1995	16.00	18
Sky Oaks Elementary	School	1975	11.00	24
Hidden Valley Elementary	School	1989	16.00	24
Harriet Bishop Elementary	School	1996	17.36	25
Metcalf Junior High	School	1966/2016	36.00	50
Eagle Ridge Junior High	School	1996	31.00	45
Nicollet Junior High	School	1970/1995 1955/1958/1962	35.00	50
Burnsville Senior High	School	1971/1976/1977 1980/1993/1998/2016	63.50	112
Cedar School-Burnsville Alt HS	School	1961/1971	10.00	12
Diamondhead Education-Ready to Learn, Early Education, BES Transition Program	Office/ School/ Programs	1971	11.50	16
WH/Maintenance		1958/1962/1980	Part of BHS Acreage	N/A

Table 19

Square Footage	Capacity	Enrollment (1)
75,700	488	341
68,550	488	368
82,700	575	0
75,790	450	0
80,069	488	311
79,856	650	547
67,448	488	362
85,850	650	494
89,525	650	457
78,107	650	500
163,372	900	0
132,000	950	522
188,772	1,100	606
524,283	2,750	1,965
60,952	300	184
140,000	430	180
20,780	N/A	N/A

**Independent School District No. 191
School Lunch Program Data
Last Ten Years**

Fiscal Year	Average Daily Attendance (1)	Total Lunches Served	Days	Average Daily Participation	Participation as a Percent of Average Daily Attendance
2016	8,752	1,067,859	170	6,282	71.77
2017	8,693	1,082,421	174	6,221	71.56
2018	8,563	1,040,408	174	5,979	69.83
2019	8,336	1,030,144	169	6,096	73.12
2020 (2)	8,086	697,480	116	6,013	74.36
2021 (3)	-	-	-	-	-
2022 (4)	-	-	-	-	-
2023	7,234	821,143	165	4,977	68.79
2024 (5)	7,019	898,967	169	5,319	75.78
2025	7,021	917,138	167	5,492	78.22

- (1) Based on State Food and Nutrition Department guidelines, attendance is deemed to be 94% of enrollment.
- (2) Due to COVID-19 Pandemic, School Lunch Program Data is through March 13, 2020, at which time ISD191 went fully virtual learning and meal service operations transitioned to Summer Feeding.
- (3) Due to COVID-19 Pandemic, ISD 191 utilized Summer Food Program, which allowed students to receive free meals throughout the school year. Summer Food numbers - 395,527 breakfasts, 465,531 lunches in 2020-21.
- (4) Due to COVID-19 Pandemic, ISD 191 utilized Summer Food Program, which allowed students to receive free meals throughout the school year. Summer Food numbers - 550,409 breakfasts, 816,238 lunches, and 27,813 snacks in 2021-22.
- (5) The District began operating using the CEP program for meals, which are reimbursed at the free or paid rates, not reduced rates.

Table 20

Free Lunch		Reduced Lunch	
Number Served	Percent of Total	Number Served	Percent of Total
545,887	51.12	97,590	9.14
545,677	50.41	110,524	10.21
512,908	49.30	115,231	11.08
475,065	46.12	134,711	13.08
322,177	46.19	100,312	14.38
-	-	-	-
-	-	-	-
485,216	59.09	89,394	10.89
712,780	79.29	259	0.03
625,698	68.22	-	-

Independent School District No. 191
Schedule of Insurance Coverage

Table 21

Type of Coverage	Amount of Coverage
Property Coverage	
Real and Personal Property (Blanketed)	\$ 400,000,000
Unscheduled Locations	None
Valuable Papers and Records	5,000,000
Accounts Receivable - On Premises	1,000,000
Boiler and Machinery Coverage	
Property Damage	Included in Property Limit
Crime Coverage	
Employee Dishonesty	500,000
Forgery or Alteration	500,000
Computer Fraud	500,000
Theft of Money and Securities - Inside the Premises	135,000
Theft of Money and Securities - Outside the Premises	270,000
General Liability Coverages	
General Aggregate Limit	
Each Occurrence	1,000,000
General Aggregate Limit	3,000,000
Medical Expense Limit - Any One Person	10,000
Damage to Premises Rented to You	1,000,000
Products/Completed Operations Aggregate	3,000,000
Personal and Advertising Injury	1,000,000
Umbrella Liability	
Each Occurrence	4,000,000
Aggregate	4,000,000
Self-Insured Retention	0
Business Automobile Liability Coverage:	
Bodily Injury and Property Damage	1,000,000
Personal Injury Protection	Basic
Uninsured Motorists	1,000,000
Underinsured Motorists	1,000,000
Collision	1,000
Comprehensive	500
Educators Legal Liability (Professional)/Employment Practices Liability	
Each Wrongful Act	1,000,000
Aggregate	3,000,000
Educators Legal Liability Deductible	25,000
Employment Practices Liability Decuctible	25,000
Storage Tank Environmental Impairment Liability	
Per Pollution Condition	1,000,000
Aggregate	1,000,000
Self-Insured Retention	50,000
Cyber Risk Liability	
Policy Aggregate Limit of Liability	1,000,000

Independent School District No. 191
Student Enrollment

Table 22

Year Ended June 30,	Early Childhood and Voluntary Pre- Kindergarten	Kindergarten	Elementary	Secondary	Total	Total Pupil Units
2016	209	600	4,253	4,059	9,121	9,933
2017	180	642	4,174	4,113	9,109	9,932
2018	251	657	3,918	4,015	8,841	9,644
2019	268	646	3,784	3,976	8,673	9,468
2020	264	653	3,555	3,883	8,355	9,131
2021	235	618	3,334	3,644	7,831	8,560
2022	263	600	3,261	3,596	7,720	8,439
2023	236	579	3,313	3,569	7,696	8,410
2024	259	577	3,236	3,396	7,467	8,146
2025	273	521	3,302	3,373	7,469	8,144

Note 1: Student enrollment numbers are estimated for the most recent fiscal year.

Note 2: Beginning in fiscal 2004, ADM is limited to 1.0 ADM per student.

Note 3: ADM is weighted as follows in computing pupil units:

	Pre- Kindergarten	Handicapped Kindergarten	Kindergarten	Elementary 1-3	Elementary 4-6	Secondary
Fiscal 2002 through 2007	1.250	1.000	0.557	1.115	1.060	1.300
Fiscal 2009 through 2014	1.250	1.000	0.612	1.115	1.060	1.300
Fiscal 2015 through 2024	1.000	1.000	1.00	1.00	1.00	1.20

**Independent School District No. 191
Expenditures Per Student**

	State Average 2024	ISD No. 191 2024
Expenditures Per Student (ADM) (1)		
General Fund		
District Level Administration	\$ 848	\$ 712
School Level Administration	596	725
Regular Instruction	6,524	7,476
Career and Technical Instruction	224	289
Special Education	3,187	3,731
Student Activities/Athletics	447	330
Instructional Support Services	842	1,297
Pupil Support Services	612	692
Operations, Maintenance, and Other	1,179	1,423
Student Transportation	1,101	1,464
Capital Expenditures	1,090	1,159
Total General Fund Expenditures	\$ 16,650	\$ 19,298
ADM Used Per Profile Model Format		7,716

(1) Average daily membership (ADM) is a measure of student attendance

Note: School District Profiles Report not available for June 30, 2025

**Independent School District No. 191
Burnsville, Minnesota**

Communications Letter

June 30, 2025

Independent School District No. 191
Table of Contents

Report on Matters Identified as a Result of the Audit of the Basic Financial Statements	1
Required Communication	3
Financial Analysis	8
Legislative Summary	19
Emerging Issues	21

**Report on Matters Identified as a Result of
the Audit of the Basic Financial Statements**

To the School Board
Independent School District No. 191
Burnsville, Minnesota

In planning and performing our audit of the basic financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 191, Burnsville, Minnesota, as of and for the year ended June 30, 2025, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that have not been identified. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error, or fraud may occur and not be detected by such controls.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the District's basic financial statements will not be prevented, or detected and corrected, on a timely basis. A reasonable possibility exists when the likelihood of an event occurring is either reasonably possible or probable as defined as follows:

- *Reasonably possible*. The chance of the future event or events occurring is more than remote but less than likely.
- *Probable*. The future event or events are likely to occur.

We did not identify any deficiencies in internal control that we consider to be material weaknesses.

The accompanying memorandum also includes financial analysis provided as a basis for discussion. The matters discussed herein were considered by us during our audit and they do not modify the opinion expressed in our Independent Auditor's Report dated October 13, 2025, on such statements.

The purpose of this communication, which is an integral part of our audit, is to describe for the School Board, management, and others within the District and state oversight agencies the scope of our testing of internal controls and the results of that testing. Accordingly, this communication is not intended to be, and should not be, used for any other purpose.

BerganKDV, Ltd.

St. Cloud, Minnesota
October 13, 2025

**Independent School District No. 191
Required Communication**

We have audited the basic financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2025. Professional standards require that we advise you of the following matters related to our audit.

Our Responsibility in Relation to the Basic Financial Statement Audit

As communicated in our engagement letter, our responsibility, as described by professional standards, is to form and express opinions about whether the basic financial statements prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the basic financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the basic financial statements are free of material misstatement. An audit of the basic financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgement, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Generally accepted accounting principles provide for certain Required Supplementary Information (RSI) to supplement the basic financial statements. Our responsibility with respect to the RSI, which supplements the basic audit financial statements, is to apply certain limited procedures in accordance with generally accepted auditing standards. However, the RSI was not audited and, because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance, we do not express an opinion or provide any assurance on the RSI.

Our responsibility for the supplementary information accompanying the basic financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the basic financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Our Responsibility in Relation to *Government Auditing Standards*

As communicated in our engagement letter, part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of the District's compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of basic financial statement amounts. However, the objective of our tests was not to provide an opinion on compliance with such provisions.

Our Responsibility in Relation to *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance)

As communicated in our engagement letter, in accordance with the Uniform Guidance, we examined on a test basis, evidence about the District's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the District's compliance with those requirements. While our audit provided a reasonable basis for our opinion, it did not provide a legal determination on the District's compliance with those requirements.

In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and our network firms have complied with all relevant ethical requirements regarding independence.

Significant Risks

We addressed the following significant risks of material misstatement identified in our planning procedures:

- Management Override of Controls and Misappropriation of Assets - Overall Financial Statements - Management override of internal control is considered a risk in substantially all engagements as management may be incentivized to produce better results.
- Improper Revenue Recognition - Revenue recognition is considered a fraud risk on substantially all engagements as it generally has a significant impact on the results of the governments operations. In addition, complexities exist surrounding the calculation and recording of various revenue sources.
- Bank Reconciliations - Staff turnover can create a risk of improper bank reconciliations.
- General Education and Special Education Aid - General Education Aid is an estimate until average daily membership (ADM) values are final. Since this is normally not done until after the reporting deadline, this Aid is an estimate. Special Education Aid is dependent on the availability of funds and complex formulas that are finalized after reporting deadlines.
- Total Other Post Employment Benefits (OPEB) Liability - This balance is based on an actuarial study using the estimates of future obligations of the District for post-employment benefits.
- Net Pension Liability, Deferred Outflows of Resources Related to Pensions and Deferred Inflows of Resources Related to Pensions - These balances are based on an allocation by the pension plans using estimates based on contributions.
- Compensated Absences Valuation - Compensated absence balances are generally material to the financial statements and involve significant estimates.

Qualitative Aspects of the District's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the District is included in the notes to the basic financial statements. There have been no initial selection of accounting policies and no changes to significant accounting policies or their application during 2025. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates and Related Disclosures

Accounting estimates and related disclosures are an integral part of the basic financial statements prepared by management and are based on management's current judgements. Those judgements are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the basic financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgements. The most sensitive estimates affecting the basic financial statements relate to:

General Education and Special Education Aid - General Education Aid is an estimate until average daily membership (ADM) values are final. Since this is normally not done until after the reporting deadline, this Aid is an estimate. Special Education Aid is dependent on the availability of funds and complex formulas that are finalized after reporting deadlines.

Total Other Post Employment Benefits (OPEB) Liability - This balance is based on an actuarial study using the estimates of future obligations of the District for post-employment benefits.

Net Pension Liability, Deferred Outflows of Resources Related to Pensions and Deferred Inflows of Resources Related to Pensions - These balances are based on an allocation by the pension plans using estimates based on contributions.

Compensated Absences Payable - This balance is based on an actuarial study using the estimates of future obligations of the District for compensated absences.

We evaluated the key factors and assumptions used to develop the accounting estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole and in relation to the applicable opinion units.

Financial Statement Disclosures

Certain basic financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The basic financial statement disclosures are neutral, consistent, and clear.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For the purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effects of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the basic financial statements taken as a whole and each applicable opinion unit.

The following bullet points summarize the uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole and each applicable opinion unit. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit.

- The right-to-use asset and liability related to subscription-based information technology arrangements were understated.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the basic financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the District's basic financial statements or the auditor's report. No such disagreements arose during the course of our audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management has informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating, and regulatory conditions affecting the District, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the District's auditor.

Other Information Included in Annual Reports

Pursuant to professional standards, our responsibility as auditors for other information, whether financial or nonfinancial, included in the District's annual reports, does not extend beyond the information identified in the audit report, and we are not required to perform any procedures to corroborate such other information.

**Independent School District No. 191
Required Communication**

Other Information Included in Annual Reports (Continued)

We applied certain limited procedures to the RSI that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express any opinion or provide any assurance on the RSI.

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the basic financial statements or to the basic financial statements themselves.

Our responsibility also includes communicating to you any information which we believe is a material misstatement of fact. Nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information, or manner of its presentation, appearing in the basic financial statements.

**Independent School District No. 191
Financial Analysis**

The following pages provide graphic representation of select data pertaining to the financial position and operations of the District for the past five years. Our analysis of each graph is presented to provide a basis for discussion of past performance and how implementing certain changes may enhance future performance. We suggest you view each graph and document if our analysis is consistent with yours. A subsequent discussion of this information should be useful for planning purposes.

Due to its complexity, it would be impossible to fully explain the funding of public education in Minnesota within this letter. The last section of this report, which contains a summary of legislative changes affecting school districts, provides an indication of how complicated the funding system is. The following provides some state-wide funding and financial trend information.

Average Daily Membership and Pupil Units

The largest single funding source for Minnesota school districts is basic General Education Aid. Each year, the State Legislature sets a basic formula allowance. Total basic general education revenue is calculated by multiplying the formula allowance by the number of pupil units for which a district is entitled to aid. Pupil units are calculated using a legislatively determined weighting system applied to ADM. Over the years, various modifications have been made to this calculation, including changes in weighting and special consideration for declining enrollment districts.

Year	General Education Aid Formula Allowance	
	Amount	Percent Increase
	2016	\$ 5,948
2017	6,067	2.0%
2018	6,188	2.0%
2019	6,312	2.0%
2020	6,438	2.0%
2021	6,567	2.0%
2022	6,728	2.5%
2023	6,863	2.0%
2024	7,138	4.0%
2025	7,281	2.0%
2026	7,481	2.7%

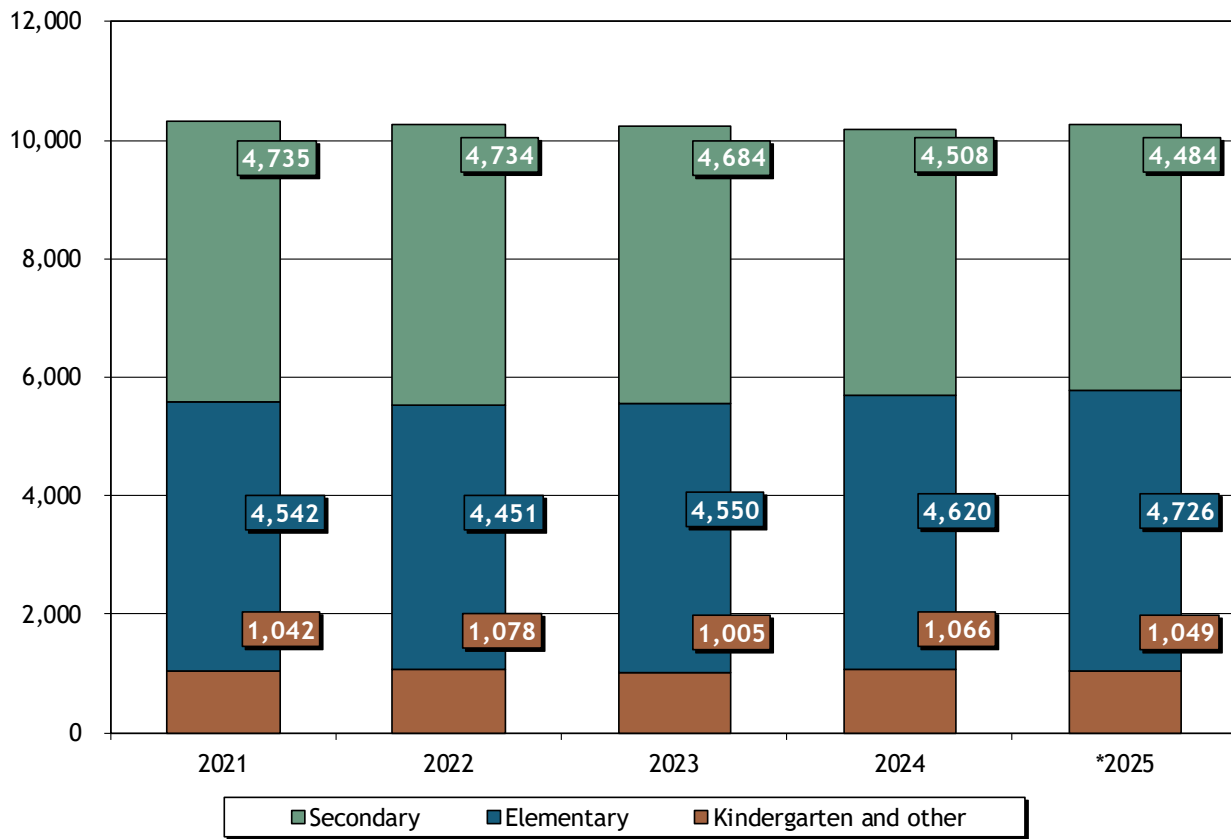
**Independent School District No. 191
Financial Analysis**

Average Daily Membership and Pupil Units (Continued)

Approximately 65% of the District's General Fund revenue is from the state. A majority of this funding is based on student counts, so an understanding of the District's population trends is critical to overall budgeting plans. The following summarizes resident ADM of the District over the past five years ended June 30:

Students (Resident ADM)	2021	2022	2023	2024	*2025
Kindergarten and other	1,042	1,078	1,005	1,066	1,049
Elementary	4,542	4,451	4,550	4,620	4,726
Secondary	4,735	4,734	4,684	4,508	4,484
Total Students (Resident ADM)	10,319	10,262	10,239	10,194	10,258

Resident ADM



* Estimate as of September 15, 2025

As the chart and graph above indicate, resident ADM had steadily decreased from the year ended June 30, 2021, to June 30, 2024 before seeing a slight uptick in 2025. Over the five-year period, resident ADM has decreased by 61, or 0.6%. In 2025, total resident ADM increased by 64, an increase of 0.6% from the prior year.

To calculate a majority of the District's education aids, the ADM amounts are converted into pupil units by weighting, based on the student's grade level. These weighting factors are presented in the table on the following page.

**Independent School District No. 191
Financial Analysis**

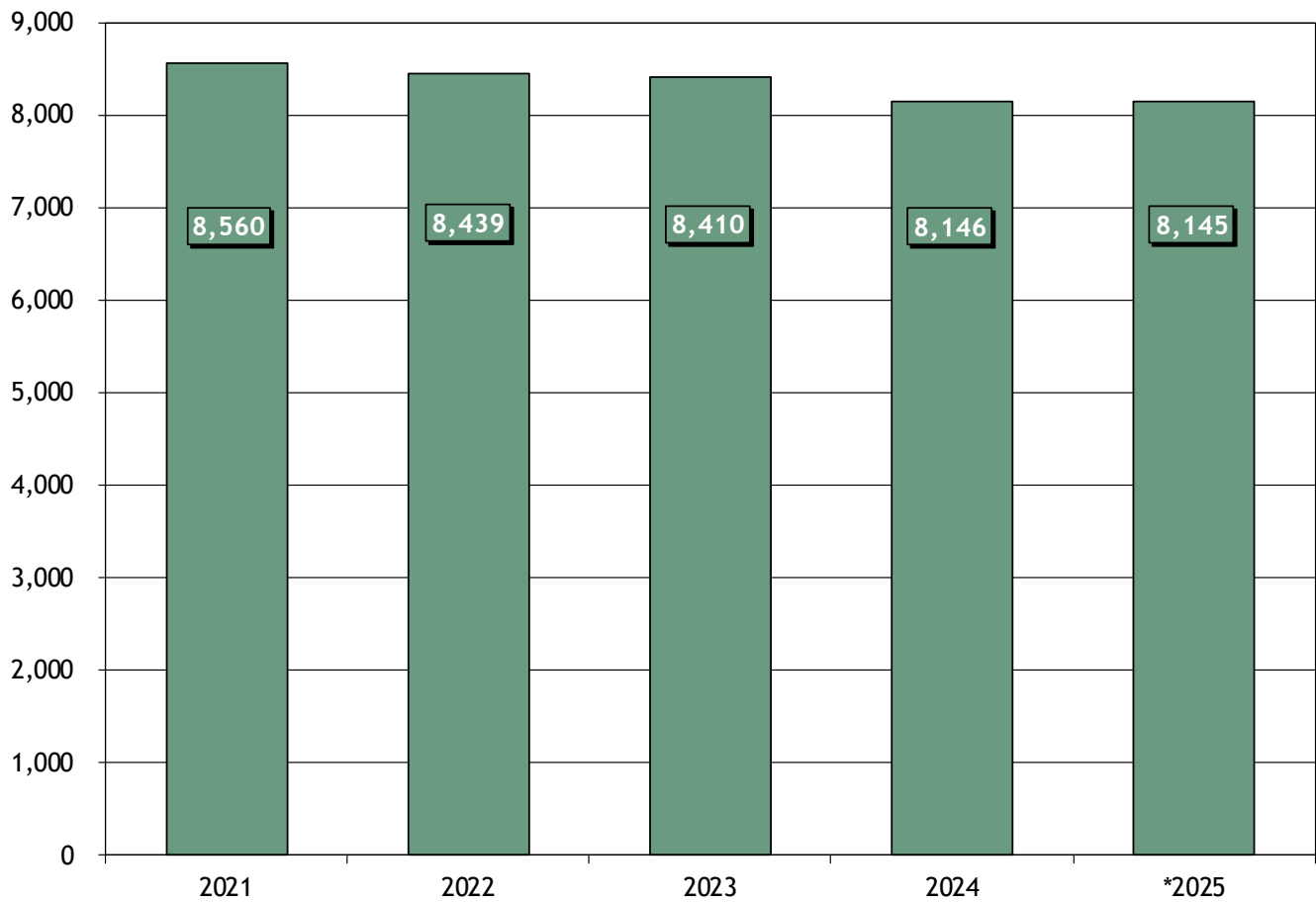
Average Daily Membership and Adjusted Pupil Units

Pupil Units Weighting						
	Pre-Kindergarten	Part-Time	All-Day	Elementary	Secondary	
2020-2024	1.000	1.000	1.000	1.000	1.000	1.200

The following chart and graph convert the ADM into weighted average daily membership (WADM) or pupil units (PUN) for the same five-year period, as noted on the previous page.

Adjusted Pupil Units	2021	2022	2023	2024	*2025
Residents	11,265	11,209	11,176	11,096	11,155
Pupil unit gain	639	621	689	748	814
Pupil unit loss	(3,343)	(3,391)	(3,455)	(3,697)	(3,825)
Total Adjusted Pupil Units	8,560	8,439	8,410	8,146	8,145

Pupil Units Served



* Estimate as of September 15, 2025

**Independent School District No. 191
Financial Analysis**

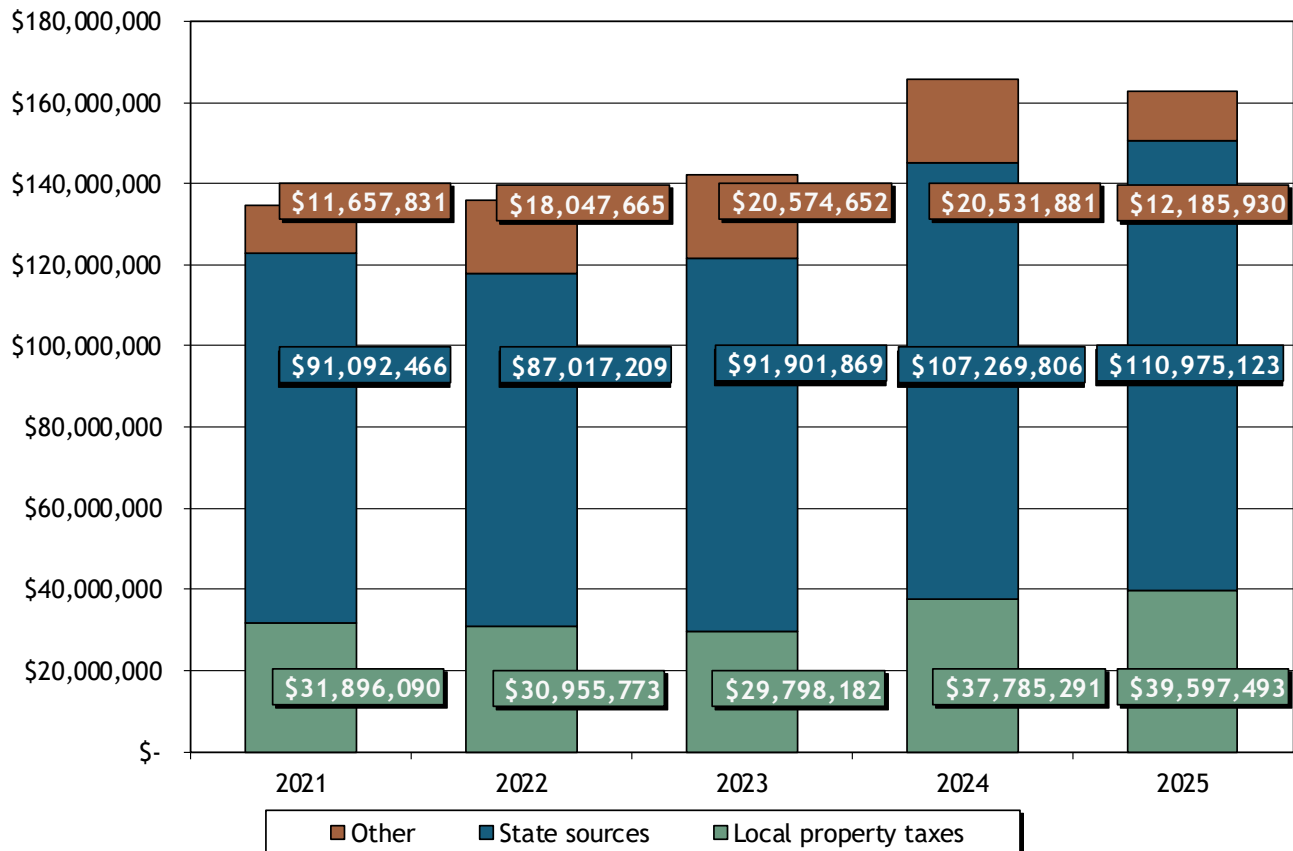
General Fund Sources of Revenue

General Fund sources of revenue are summarized as follows:

Year Ended June 30,	2021	2022	2023	2024	2025
Local property taxes	\$ 31,896,090	\$ 30,955,773	\$ 29,798,182	\$ 37,785,291	\$ 39,597,493
State sources	91,092,466	87,017,209	91,901,869	107,269,806	110,975,123
Other	11,657,831	18,047,665	20,574,652	20,531,881	12,185,930
Total	\$ 134,646,387	\$ 136,020,647	\$ 142,274,703	\$ 165,586,978	\$ 162,758,546

General Fund revenues had increased in each of the previous four years presented before seeing a slight decline in 2025. Total General Fund revenues decreased \$2,828,432, or 1.7%, from 2024. In 2025, state sources made up 68.1% of General Fund revenues, local property taxes made up 24.3% and other sources made up 7.6%. Local property tax revenue increased by \$1,812,202 based on an increase in levy allocation for the fund. Revenue from state sources increased by \$3,705,317 due to an increase in aids for special education and general education based on the increased formula allowance. General Fund federal revenue, which is part of the Other category, for the past three years has been approximately \$14.8 million, \$14.0 million, and \$5.4 million for 2023, 2024, and 2025, respectively. The decline in federal funding from the Elementary and Secondary School Emergency Relief (ESSER) Fund sources contributed significantly to the overall decline in General Fund revenues for 2025. General Fund revenues over the past five years are portrayed in the following graph.

General Fund Sources of Revenue



**Independent School District No. 191
Financial Analysis**

General Fund Budget and Actual Results

For the year ending June 30, 2025, the Board adopted a budget calling for approximately \$161 million in revenues and \$159 million in expenditures. Actual revenues and other financing sources exceeded expenditures by \$5.3 million at June 30, 2025.

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Over (Under)
	Original	Final		
Revenues				
Local property taxes	\$ 39,734,399	\$ 39,715,562	\$ 39,597,493	\$ (118,069)
Other local and county revenues	3,439,000	4,605,006	6,739,363	2,134,357
Revenue from state sources	105,531,131	111,346,847	110,975,123	(371,724)
Revenue from federal sources	5,588,099	5,352,362	5,399,331	46,969
Sales and other conversion of assets	61,000	61,000	47,236	(13,764)
Total revenues	154,353,629	161,080,777	162,758,546	1,677,769
Expenditures				
Administration	6,162,109	6,045,620	6,095,123	49,503
District support services	4,702,690	5,258,015	4,829,932	(428,083)
Regular instruction	64,644,802	64,130,703	63,920,198	(210,505)
Vocational education instruction	2,785,485	2,911,870	2,645,931	(265,939)
Special education instruction	32,563,828	31,782,705	32,900,349	1,117,644
Instructional support services	11,628,937	12,340,785	12,300,502	(40,283)
Pupil support services	16,221,220	18,258,159	17,349,734	(908,425)
Sites and buildings	12,993,502	12,531,745	12,456,057	(75,688)
Fiscal and other fixed cost programs	610,000	550,000	534,891	(15,109)
Capital outlay	5,404,288	5,575,661	5,798,111	222,450
Debt service	74,349	76,075	133,820	57,745
Total expenditures	157,791,210	159,461,338	158,964,648	(496,690)
Excess of revenues over (under) expenditures	(3,437,581)	1,619,439	3,793,898	2,174,459
Other Financing Sources				
Proceeds from Sale of Capital Assets	-	900,000	897,235	(2,765)
Lease proceeds	-	-	561,254	561,254
Total other financing sources	-	900,000	1,458,489	558,489
Net Change in Fund Balances	\$ (3,437,581)	\$ 2,519,439	\$ 5,252,387	\$ 2,732,948

Actual revenues of \$162,758,546 were \$1,677,769, or 1.0%, over the final budget. Other local and county revenues were over budget \$2,134,357 primarily due to investment earnings exceeding budgeted amounts based on positive investment market conditions.

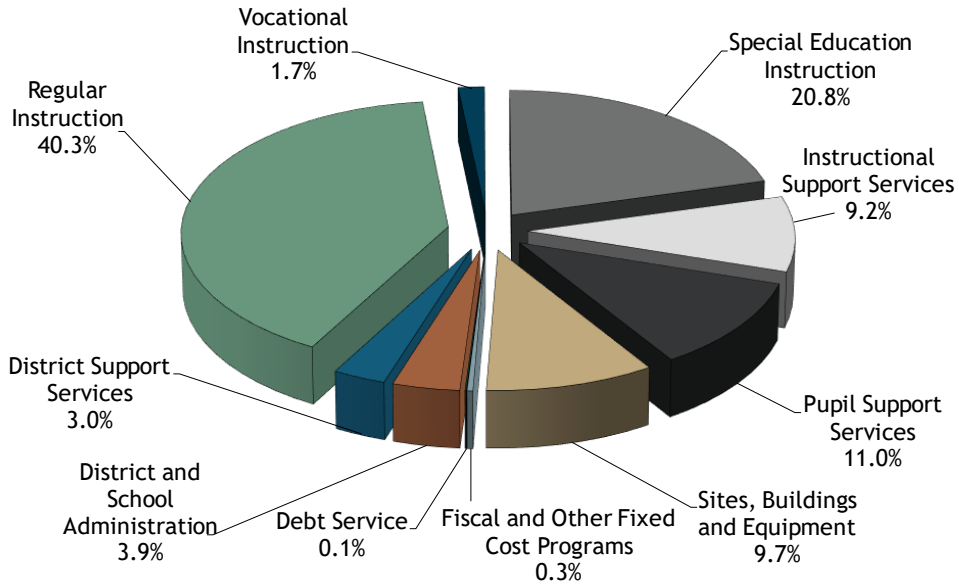
Overall, General Fund expenditures of \$158,964,648 were \$496,690, or 0.3%, under budget. Pupil instruction was \$908,425 under budget largely due in part to chargebacks being under budget with open positions throughout the year. Special education instruction was \$1,117,644 over budget, which primarily related to higher payments to other educational agencies than anticipated. Other expenditure categories were relatively in line with budgeted amounts.

Independent School District No. 191 Financial Analysis

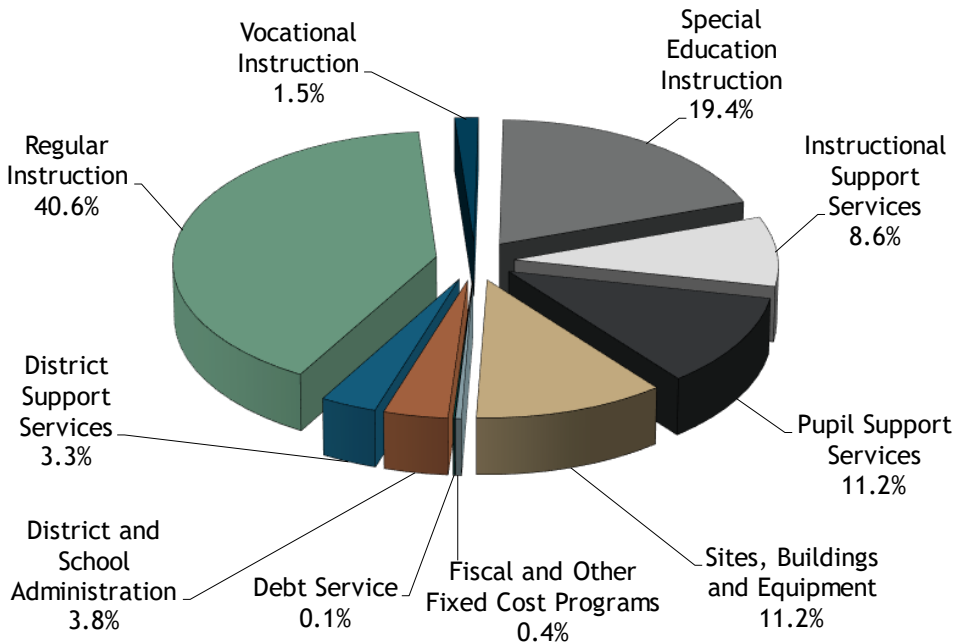
General Fund Expenditures

Below is the allocation of expenditures for the past two years. Overall, expenditures in the General Fund increased \$9,685,355, or 6.5%, from 2024 to 2025. A significant portion of the increase relates to salary and benefit expenditures. The three instruction categories, regular, vocational, and special education comprise 62.8% of total expenditures for 2025 compared to 61.5% in 2024.

2025 General Fund Expenditures



2024 General Fund Expenditures



Independent School District No. 191 Financial Analysis

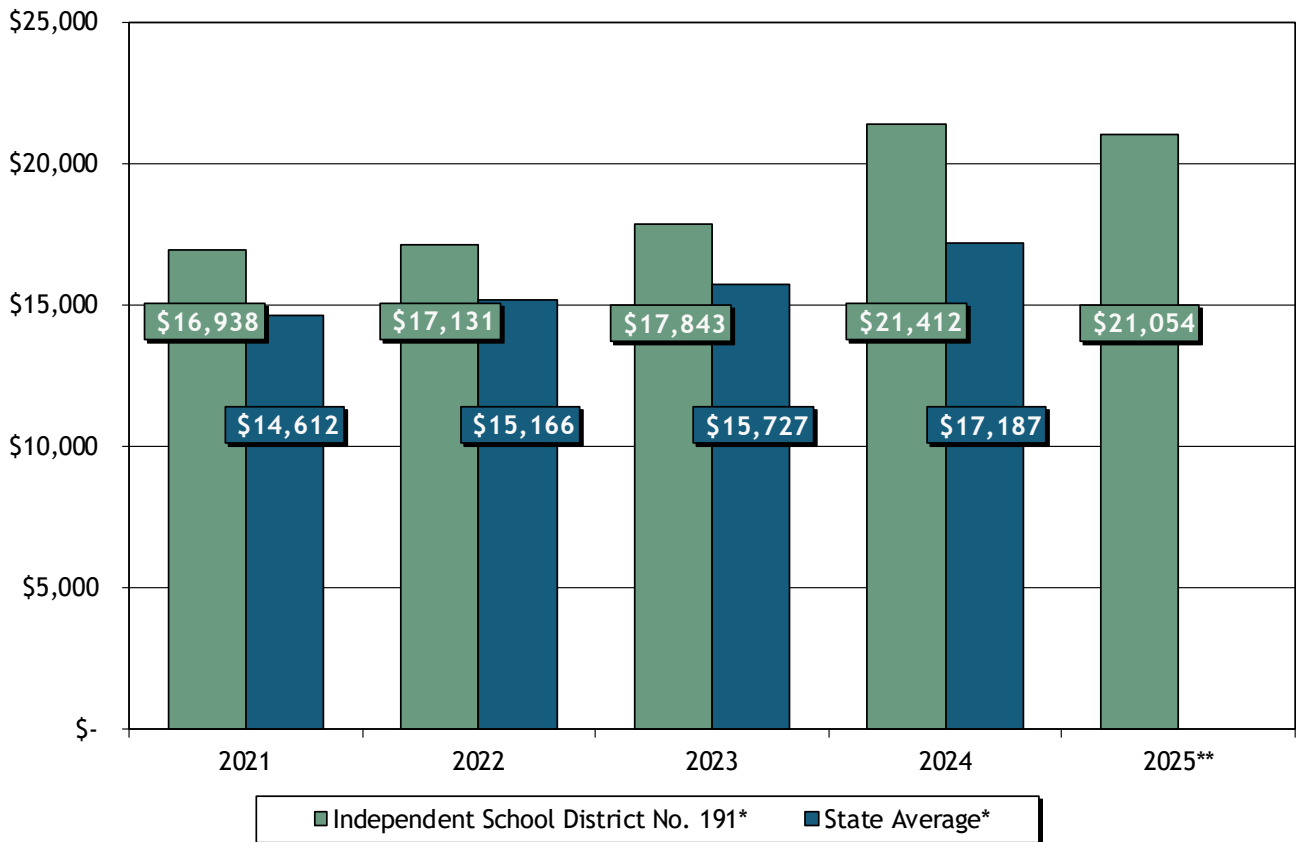
Revenues Per Student

Revenues per student (ADM served) are summarized as follows:

Independent School District No. 191*	2021	2022	2023	2024	2025**
General Fund	\$ 16,938	\$ 17,131	\$ 17,843	\$ 21,412	\$ 21,054
Food Service Fund	562	796	741	929	958
Community Service Fund	770	807	855	936	977
Building Construction Fund	-	-	-	-	-
Debt Service Fund	1,441	1,537	1,390	1,375	1,403
Total Revenues Per Student	\$ 19,711	\$ 20,271	\$ 20,829	\$ 24,652	\$ 24,393

State Average*	2021	2022	2023	2024	2025
General Fund	\$14,612	\$15,166	\$15,727	\$ 17,187	N/A
Food Service Fund	569	791	667	836	N/A
Community Service Fund	571	685	745	781	N/A
Building Construction Fund	82	35	104	173	N/A
Debt Service Fund	1,466	1,447	1,509	1,591	N/A
Total Revenues Per Student	\$ 17,300	\$ 18,124	\$ 18,752	\$ 20,568	N/A

General Fund Revenues Per ADM Served



* Source: *School District Profiles*; year 2025 is not yet available.

** Estimate as of September 15, 2025

**Independent School District No. 191
Financial Analysis**

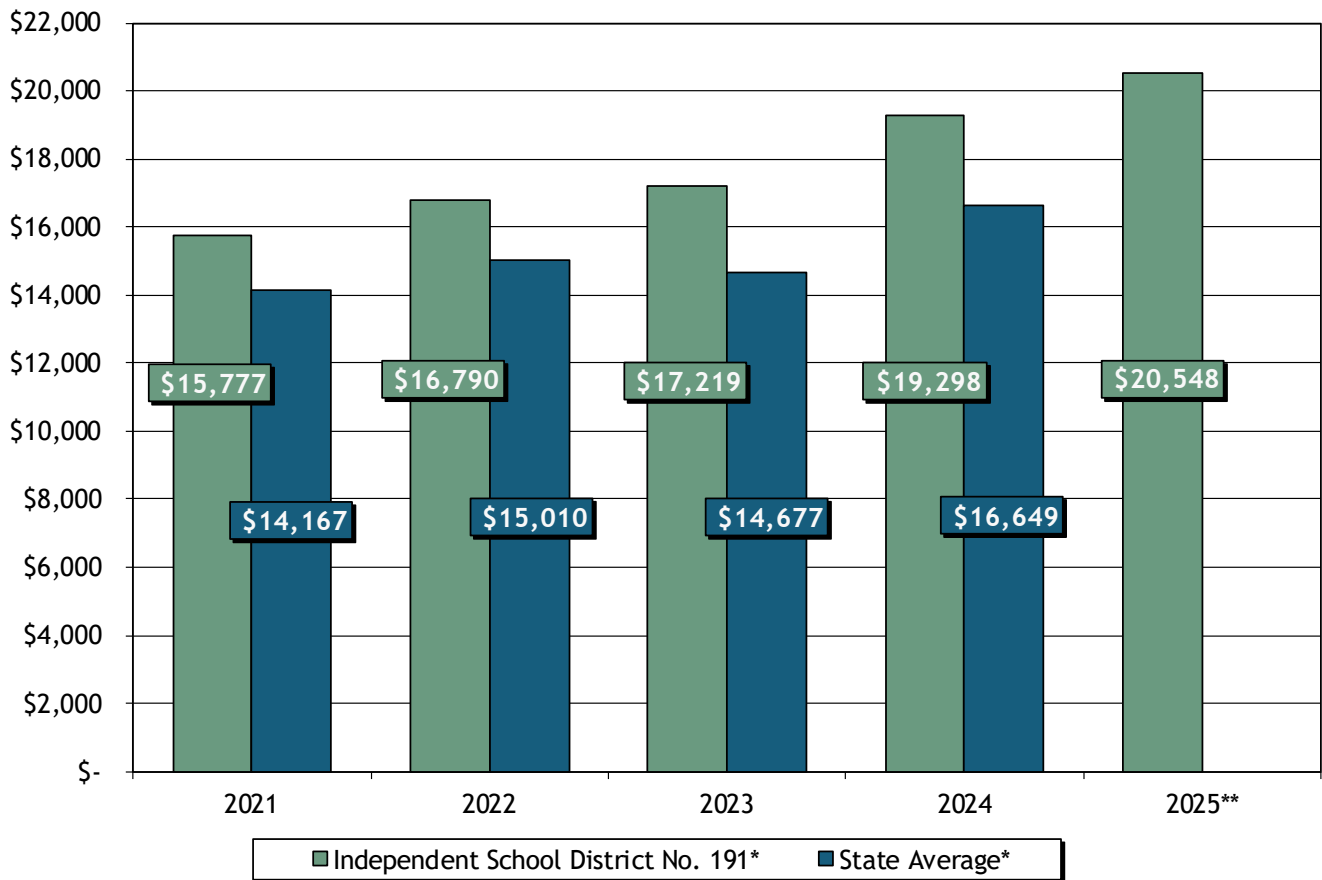
Expenditures Per Student

Expenditures per student (ADM served) are summarized as follows:

Independent School District No. 191*	2021	2022	2023	2024	2025**
General Fund	\$ 15,777	\$ 16,790	\$ 17,219	\$ 19,298	\$ 20,548
Food Service Fund	551	621	657	799	919
Community Service Fund	653	665	743	794	903
Building Construction Fund	55	209	-	-	-
Debt Service Funds	1,485	1,450	1,428	1,472	1,536
Total Expenditures Per Student	\$ 18,521	\$ 19,735	\$ 20,047	\$ 22,363	\$ 23,906

State Average*	2021	2022	2023	2024	2025
General Fund	\$ 14,167	\$ 15,010	\$ 14,677	\$ 16,649	N/A
Food Service Fund	529	666	702	801	N/A
Community Service Fund	571	646	715	765	N/A
Building Construction Fund	2,008	1,773	1,513	1,657	N/A
Debt Service Funds	1,522	1,531	1,551	1,652	N/A
Total Expenditures Per Student	\$ 18,797	\$ 19,626	\$ 19,158	\$ 21,524	N/A

General Fund Expenditures Per ADM Served



* Source: *School District Profiles*; year 2025 is not yet available.

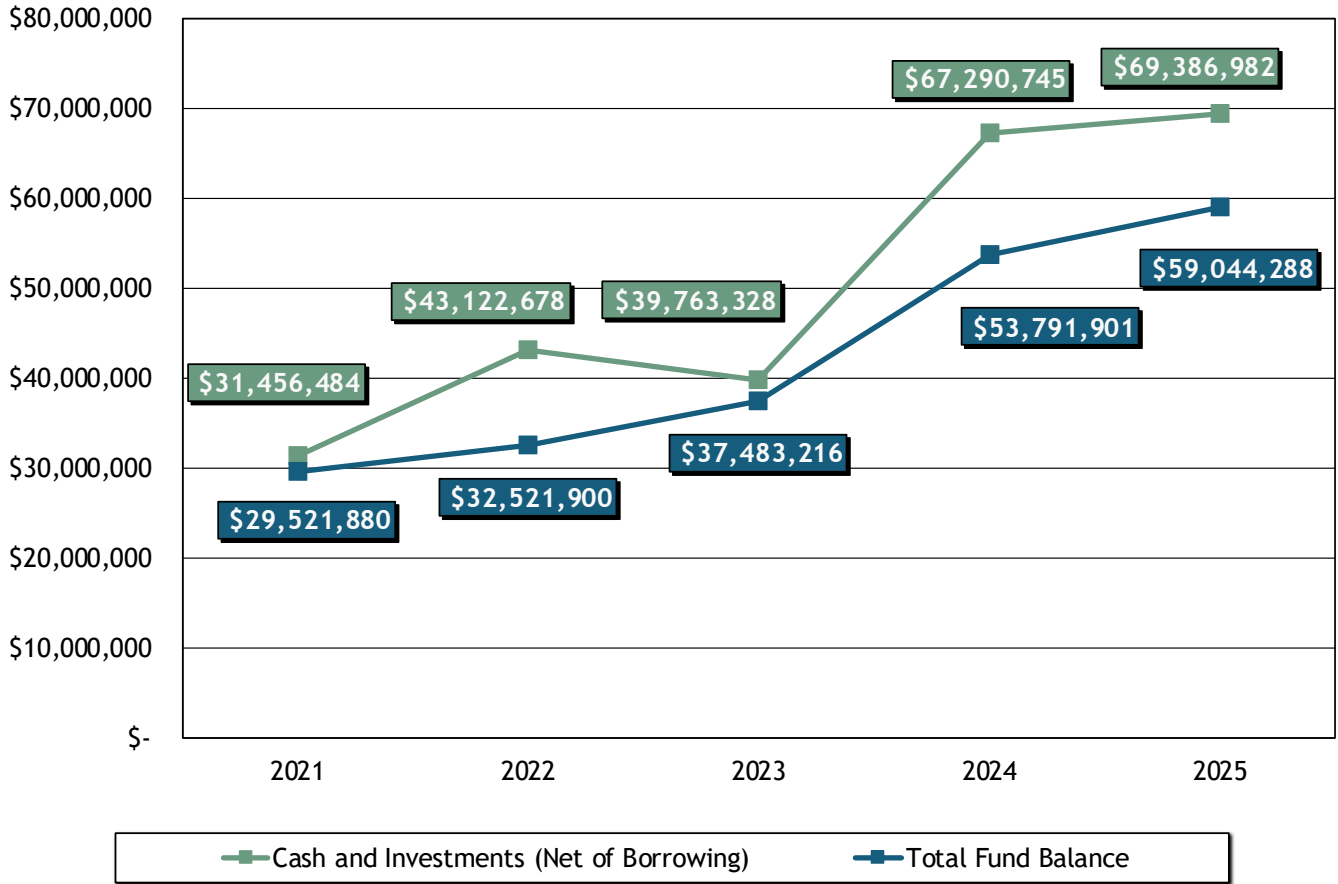
** Estimate as of September 15, 2025

Independent School District No. 191
Financial Analysis

General Fund Operations

The District's cash position and fund balance is presented below for the last five years. Changes in the timing of payments from the state and timing of requests for reimbursement of federal funds played a role in the gap between fund balance and cash and investments over the past five years.

Financial Position



**Independent School District No. 191
Financial Analysis**

General Fund Operations (Continued)

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

Year Ended June 30,	2021	2022	2023	2024	2025
Revenues	\$ 134,646,387	\$ 136,020,647	\$ 142,274,703	\$ 165,586,978	\$ 162,758,546
Expenditures	(125,450,534)	(133,508,576)	(137,348,622)	(149,279,293)	(158,964,648)
Excess of revenues over (under) expenditures	9,195,853	2,512,071	4,926,081	16,307,685	3,793,898
Other financing sources	-	487,949	35,235	1,000	1,458,489
Fund balance, July 1	20,326,027	29,521,880	32,521,900	37,483,216	53,791,901
Fund Balance, June 30	\$ 29,521,880	\$ 32,521,900	\$ 37,483,216	\$ 53,791,901	\$ 59,044,288

Components of Fund Balance					
Year Ended June 30,	2021	2022	2023	2024	2025
Nonspendable	\$ 382,338	\$ 254,436	\$ 603,936	\$ 342,495	\$ 291,247
Restricted for					
Staff Development					
Student Activities	215,674	231,296	249,669	259,689	280,180
Capital Projects Levy	794,657	521,753	860,910	832,955	262,383
Literacy Incentive Aid	-	-	-	313,959	406,378
Area Learning Center	4,406,743	5,173,831	7,072,672	8,801,478	8,613,051
Safe Schools Levy	-	-	-	196,200	182,666
American Indian Ed aid	-	-	-	17,957	41,283
Medical Assistance	204,234	376,714	1,991,314	3,340,272	3,134,009
Long-Term Facilities Maintenance	114,943	212,365	(281,509)	(264,191)	(333,782)
Operating Capital	3,284,531	3,325,929	2,962,681	2,049,497	2,162,715
READ Act	-	-	-	-	81,640
Literacy Aid	-	-	-	-	303,304
Q Comp	-	-	-	-	73,548
Committed	1,849,490	1,837,017	1,505,311	1,207,116	1,605,982
Assigned	5,081,823	1,810,980	-	-	250,000
Unassigned	13,187,447	18,777,579	22,518,232	36,694,474	41,689,684
Fund Balance, June 30	\$ 29,521,880	\$ 32,521,900	\$ 37,483,216	\$ 53,791,901	\$ 59,044,288

The chart above summarizes General Fund activity and financial position for each of the last five years. Total General Fund balance represents 37.1% of annual expenditures (based on 2025 spending levels) while the unassigned fund balance represents 26.2% of expenditures. Per the District's fund balance policy, the District should maintain a minimum unassigned General Fund balance of 8 percent of the General Fund expenditures.

**Independent School District No. 191
Financial Analysis**

Food Service Fund

The following table presents five years of comparative operating results for the District's Food Service Fund.

Year Ended June 30,	2021	2022	2023	2024	2025
Revenues	\$ 4,457,931	\$ 6,313,631	\$ 5,888,279	\$ 7,165,712	\$ 7,406,565
Expenditures	(4,364,348)	(4,921,294)	(5,227,056)	(6,162,393)	(7,103,404)
Excess of revenues over (under) expenditures	93,583	1,392,337	661,223	1,003,319	303,161
Other financing sources	338	-	1,807	4,667	10,175
Fund balance, July 1	1,025,204	1,119,125	2,511,462	3,174,492	4,182,478
Fund Balance, June 30	\$ 1,119,125	\$ 2,511,462	\$ 3,174,492	\$ 4,182,478	\$ 4,495,814

Food service revenues increased by \$240,853 in 2025 as there was more state and federal funding for meal reimbursements based on the number of meals served. Food Service expenditures increased by \$941,011 in 2025 as the result of contract increases, higher food costs, and increased equipment purchases.

Community Service Fund

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

Year Ended June 30,	2021	2022	2023	2024	2025
Revenues	\$ 6,114,709	\$ 6,396,433	\$ 6,800,786	\$ 7,226,888	\$ 7,551,286
Expenditures	(5,185,327)	(5,273,555)	(5,911,010)	(6,135,359)	(6,979,513)
Excess of revenues over (under) expenditures	929,382	1,122,878	889,776	1,091,529	571,773
Fund balance, July 1	1,143,250	2,072,632	3,195,510	4,085,286	5,176,815
Fund Balance, June 30	\$ 2,072,632	\$ 3,195,510	\$ 4,085,286	\$ 5,176,815	\$ 5,748,588
Restricted for					
Community education	\$ 1,430,281	\$ 2,375,459	\$ 3,289,382	\$ 4,116,125	\$ 4,541,344
Adult basic education	-	29,077	-	-	-
ECFE	12,334	212,310	304,140	455,932	558,113
School readiness	588,050	577,712	459,219	588,915	628,342
Community service	41,967	952	32,545	15,843	20,789
Total Fund Balance, June 30	\$ 2,072,632	\$ 3,195,510	\$ 4,085,286	\$ 5,176,815	\$ 5,748,588

Revenues exceeded expenditures by \$571,773 during fiscal year 2025. Revenues increased by \$324,398, or 4.5%, with increased programming revenue along with additional state funding during the year. Expenditures increased by \$844,154, or 13.8%, with increased salaries and benefits, higher transportation costs, and greater building construction expenditures. The excess of \$571,773 during 2025 contributed to a positive fund balance of \$5,748,588 at the end of the fiscal year, the highest mark of the five years presented.

**Independent School District No. 191
Legislative Summary**

The following is a brief summary of current legislative changes and issues affecting the funding of Minnesota school districts. More detailed and extensive summaries are available from the Minnesota Department of Education (MDE).

Achievement and Integration Revenue

The administrative amount of each district's initial achievement and integration revenue that MDE may retain for administration of the program increased from 0.3% to 1.3% for the second prior fiscal year beginning in 2026 and later.

Basic Alternative Teacher Compensation Aid (Q-Comp)

The total cap for basic alternative teacher compensation aid increased to \$89,486,000 for 2026 and beyond. Unspent "Q Comp" funds must be reserved in a restricted fund balance and used only for their intended purpose.

Basic General Education Aid

The formula allowance for 2025 was set at \$7,281 and for 2026, the formula allowance increases to \$7,481, which is a 2.7% increase over 2025.

Compensatory Education Revenue

For fiscal year 2026 only, the compensation revenue pupil units for each building in a district are set equal to the greater of the building's actual compensation revenue pupil units for revenue in FY 2026, or the building's actual compensation revenue pupil units computed for revenue in FY 2024. The transition to the new compensatory formula enacted in Minnesota Laws 2023, chapter 55 has been delayed until fiscal year 2027.

English Learner Aid and Cross Subsidy

For 2026, the aid is \$1,228 times the greater of 20 or total English learner ADM. For 2027, this increases to \$1,775 times the greater of 20 or total English learner ADM. The English learner concentration formula amount increases from \$436 in 2026 to \$630 in 2027. For 2027 and later, a district's Cross Subsidy Aid equals 25% of the district's cross subsidy, which is the greater of zero or the difference between the district's expenditures for qualifying services for the second prior year and the district's English learner revenue for the second previous year.

Food Service Net Cash Resource Limitation

The temporary 6-month net cash resource limit of operating expenditures in the Food Service Fund has been extended through fiscal year 2026 for authorities who provide justification for higher balances.

Long-Term Facilities Maintenance (LTFM) Revenue

Districts may include roof repair and replacement costs totaling \$100,000 or more per site in the annual LTFM revenue authority effective for fiscal year 2027 and later. The LTFM equalizing factor increased to offset the projected increase in statewide LTFM levies with additional equalization aid.

Pension Bill and Pension Adjustment Revenue

Minnesota Laws 2025, chapter 37, article 13, section 1 increases the pension adjustment rate for all other districts (besides ISD No. 625, St. Paul) in fiscal year 2026 and later from 2.0% to 2.31%. Article 13, section 2 increases the employer contribution to the Teachers Retirement Association in the special revenue fund in fiscal year 2026 and later from 9.5% to 9.81% of the salary of each coordinated member and from 13.5% to 13.81% of the salary of each basic member.

**Independent School District No. 191
Legislative Summary**

School Library Aid

Beginning in fiscal year 2026, the school library aid per pupil allowance is reduced from \$16.11 to \$10.27 for 2026 and 2027, and \$9.12 for 2028 and later. The minimum amount for a school district is reduced from \$40,000 to \$20,000, while the minimum amount for a charter school is reduced from \$20,000 to \$10,000 beginning in 2026.

Special Education Aid

The Special Education Cross Subsidy Reduction Aid paid to districts increased from 6.43% to 44% beginning in 2024. A further increase to 50% begins in 2027.

Student Support Personnel Aid

Beginning in fiscal year 2026, the per pupil allowance is reduced from \$48.73 to \$30.05 in 2026 and 2027, and \$34.32 in 2028 and later. The cooperative student support allowance is reduced from \$2.44 to \$1.60 in 2026 and later.

Executive Summary

The following is an executive summary of financial related updates to assist you in staying current on emerging issues in accounting and finance. This summary will give you a preview of the new standards that have been recently issued and what is on the horizon for the near future. The most recent and significant updates include:

- **Accounting Standard Update - GASB Statement No. 103 - *Financial Reporting Model Improvements***

GASB has issued GASB Statement No. 103 relating to changes in financial reporting requirements. The changes provide clarity, enhance the relevance of information, provide more useful information for decision-making, and provide for greater comparability amongst government entities.

- **Accounting Standard Update - GASB Statement No. 104 - *Disclosure of Certain Capital Assets***

GASB has issued GASB Statement No. 104 relating to capital asset disclosures. The disclosures required by this Statement provide users of the financial statements with essential information about certain types of capital assets.

The following are summaries of the current updates. As your continued business partner, we are committed to keeping you informed of new and emerging issues. We are happy to discuss these issues with you further and their applicability to your District.

Accounting Standard Update - GASB Statement No. 103 - *Financial Reporting Model Improvements*

The objective of this Statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. This Statement also addresses certain application issues.

This Statement addresses 5 areas of the financial statements (1) Management's Discussion and Analysis (MD&A), (2) Unusual or Infrequent Items, (3) Presentation of the Proprietary Fund Statement of Revenues, Expenses, and Changes in Fund Net Position, (4) Major Component Unit Information, and (5) Budgetary Comparison Information.

This Statement continues the requirement that the MD&A precede the basic financial statements as part of the Required Supplementary Information (RSI). This Statement requires that the information presented in MD&A be limited to the related topics discussed in five sections: (1) Overview of the Financial Statements, (2) Financial Summary, (3) Detailed Analyses, (4) Significant Capital Asset and Long-Term Financing Activity, and (5) Currently Known Facts, Decisions, or Conditions. The Statement stresses that detailed analyses should explain why balances and results of operations changed, rather than stating amounts and "boilerplate" discussions.

This Statement describes unusual or infrequent items as transactions and other events that are either unusual in nature or infrequent in occurrence. Furthermore, governments are required to display the inflows and outflows related to each unusual or infrequent item separately as the last presented flow(s) of resources prior to the net change in resource flows in the government-wide, governmental fund, and proprietary fund statements of resource flows.

This Statement requires that the proprietary fund statement of revenues, expenses, and changes in fund net position continue to distinguish between operating and nonoperating revenues and expenses. The Statement provides clarification regarding operating and nonoperating revenues and expenses. Also, this Statement requires that a subtotal for operating income (loss) and noncapital subsidies be presented before reporting other nonoperating revenues and expenses.

This Statement requires governments to present each major component unit separately in the reporting entity's statement of net position and statement of activities if it does not reduce the readability of the statements. If the readability of those statements would be reduced, combining statements of major component units should be presented after the fund financial statements.

This Statement requires governments to present budgetary comparison information using a single method of communication - RSI. Governments also are required to present (1) variances between original and final budget amounts and (2) variances between final budget and actual amounts. An explanation of significant variances is required to be presented in notes to RSI.

GASB Statement No. 103 is effective for fiscal years beginning after June 15, 2025. Earlier application is encouraged.

Information provided above was obtained from www.gasb.org.

Accounting Standard Update - GASB Statement No. 104 - *Disclosure of Certain Capital Assets*

The objective of this Statement is to provide users of government financial statements with essential information about certain types of capital assets.

This Statement requires certain types of capital assets continue to be disclosed separately in the capital assets note disclosures including presentation of capital assets by major class and separate disclosure of lease assets, subscription assets, and intangible right-to-use assets.

This Statement requires additional disclosures for capital assets held for sale. A capital asset is held for sale if (a) the government has decided to pursue the sale of the capital asset and (b) it is probable that the sale will be finalized within one year of the financial statement date.

Governments should disclose (1) the ending balance of capital assets held for sale, with separate disclosure for historical cost and accumulated depreciation by major class of asset, and (2) the carrying amount of debt for which the capital assets held for sale are pledged as collateral for each major class of asset.

GASB Statement No. 104 is effective for fiscal years beginning after June 15, 2025. Earlier application is encouraged.

Information provided above was obtained from www.gasb.org.



ISD No. 191 - Burnsville-Eagan-Savage School District

**Reports on Government Auditing
Standards and Legal Compliance**

June 30, 2025

ISD No. 191 - Burnsville-Eagan-Savage School District
Table of Contents

247

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	1
Minnesota Legal Compliance	3

**Report on Internal Control over Financial Reporting
and on Compliance and Other Matters Based on an Audit
of Financial Statements Performed in Accordance
with *Government Auditing Standards***

Independent Auditor's Report

To the School Board
Independent School District No. 191
Burnsville, Minnesota

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of ISD No. 191 - Burnsville-Eagan-Savage School District, Burnsville, Minnesota, as of and for the year ending June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated October 13, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BerganKDV, Ltd.

St. Cloud, Minnesota
October 13, 2025

Minnesota Legal Compliance**Independent Auditor's Report**

To the School Board
Independent School District No. 191
Burnsville, Minnesota

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of ISD No. 191 - Burnsville-Eagan-Savage School District, Burnsville, Minnesota, as of and for the year ended June 30, 2025, and the related notes to the financial statements, and have issued our report thereon dated October 13, 2025.

In connection with our audit, nothing came to our attention that caused us to believe that the District failed to comply with the provisions of the contracting - bid laws, depositories of public funds and public investments, conflicts of interest, public indebtedness, claims and disbursements, miscellaneous provisions, and uniform financial accounting and reporting standards for Minnesota school districts (UFARS) sections of the *Minnesota Legal Compliance Audit Guide for School Districts*, promulgated by the State Auditor pursuant to *Minnesota Statutes* § 6.65, insofar as they relate to accounting matters. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the District's noncompliance with the above referenced provisions, insofar as they relate to accounting matters.

The purpose of this report is to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion on compliance. Accordingly, this communication is not suitable for any other purpose.

BerganKDV, Ltd.

St. Cloud, Minnesota
October 13, 2025

D. Committee, Board Appointment and School Assignment Reports

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



**Agenda III.D.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Anna Werb, board chair

Date: October 23, 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, Rachael Mikkelsen
Negotiations	Scott Hume (Chair), Abigail Alt, Tyler Sachse

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

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
Hidden Valley Elementary	Tyler Sachse

IV. Business Meeting

A. Consent Agenda

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

1. Approve Minutes

255

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 October 9, 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, Mikkelsen, Sachse, Hume, and Chair Werb were present. Director Chester was absent. Superintendent Dr. Latanya Daniels, student board representative Feven Tesfaye, administrators, staff and members of the public were also present.

Attendance

Pledge of Allegiance

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

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

Agenda

Received a school report from Burnsville High School from Dr. Chris Belmont, assistant superintendent, Jesús Sandoval, principal, and Isaiah Tilbury and Luis Reyes Lopez, students.

Reports

Received a report from Feven Tesfaye, student board representative.

Received a report from Dr. Latanya Daniels, superintendent.

Received board member report from Director Alt about Community Education's Hispanic Heritage Month Celebration.

Moved by Hume, seconded by Anderson, to approve the consent agenda:

Consent Agenda

-Approve the minutes for September 25, 2025.

Minutes

-Approve personnel recommendations Julia Engel, Angelica Bulatao, Hayden Biagi, Dylan Pedersen, Noah Sherman, Kalin Laurent, Jennifer DeDomines, Maria Houck, Hayden Biagi, Noah Olson, Paul McDevitt, Hayden Biagi, Samaa Baig, Nasteexo Osman, Teodor Pollock, Julie Knudsen, Margaret Sanz, Kendyl Green, Janet Lopez, Nicole Haspert, Yosmery Rodriguez Cortes, Marie Hansen, Selena Monnens, Mark Hubbard, Kelsey Osmond, Julia Engel, Elijah Lindsey, Allison Knutson, Ardo Dalab, Lori Brown, Joscelyn Wear, Erica Sasseville, Edward Bryne

Personnel

Recommendation

Listening Session

Assurance of

Compliance

Policies

- Receive report about listening session from September 25, 2025.

- Assurance of Compliance Report.

-Approve, on a second reading basis, changes to Policy 516: *Student Medication and Telehealth*.
 - Approve, on a second reading basis, changes to Policies: 414: *Mandated Reporting of Child Neglect or Physical or Sexual Abuse*, 534: *School Meals*, 707: *Transportation of Public School Students*, 709: *Student Transportation Safety Policy*, 802: *Disposition of Obsolete Equipment and Material*, and 806: *Crisis Management Policy*.

The motion carried unanimously (6,0).

Moved by Alt, seconded by Anderson, to give final approval for the Band Trip to Malta. The motion carried unanimously (6,0).

Band Trip to Malta

Moved by Hume, seconded by Sachse, to approve the Language Access Plan. The motion carried unanimously (6,0).

Language Access Plan

Moved by Alt, seconded by Mikkelsen, to approve proposed revision in the 2025-2027 Collective Bargaining Agreement with the Burnsville Food Services Association and Independent School District 191. The motion carried unanimously (6,0).

Agreement with Burnsville Food Services Association

Moved by Anderson, seconded by Sachse, to adopt a Resolution to Accept Donations. The motion carried unanimously (6,0).

Resolution to Accept Donations

Moved by Hume, seconded by Alt, to move to a closed session, as permitted by Minnesota Statutes Section 13D.03, to Discuss Labor Negotiations Strategy. The motion carried unanimously (6,0).

Closed Session for Negotiations Strategy

The closed session to discuss Labor Negotiations Strategy started at 7:25 p.m. In attendance were Chair Werb, Superintendent Daniels, Directors Alt, Anderson, Mikkelsen, Hume, and Sachse, Assistant Superintendent Bellmont, Executive Director of Administrative Services Stacey Sovine, and Director of Communication Aaron Tinklenberg.

The closed session to discuss Labor Negotiations Strategy ended at 7:51 p.m. and the board returned to the open session and having no further agenda items, Chair Werb adjourned the meeting at 7:51p.m.

Adjourn

/s/
Scott Hume, Clerk

10/23/25
Date Approved

2. Approve Personnel Recommendations

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.

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

TO: Members, Board of Education
Dr. Latanya Daniels, Superintendent

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: October 23, 2025

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Marielle Jenquin		Hidden Valley Elementary	Long Term Substitute Principal	10/20/2025	1.0 FTE
Certified	Appointment	Jennifer Kim		Burnsville High School	Speech and Language Pathologist	10/23/2025	1.0 FTE
Certified	Appointment	Mathew Frost		Burnsville High School	Teacher	10/13/2025	1.0 FTE
Certified	Appointment	Kamala Niffenegger		WM. Byrne Elementary School	Long Term Substitute Principal	10/22/2025	1.0 FTE
Certified	Appointment	Henry Tyler		Burnsville High School	Teacher	10/20/2025	1.0 FTE
Certified	Resignation	Coudjo Amegbleame		Nicollet Middle School	Dean	08/22/2025	1.0 FTE
Certified	Resignation	Britney Traucht		Burnsville High School	Teacher	11/07/2025	.50 FTE
Certified	Retirement	Bernadette Bien		District-wide	Licensed School Nurse	10/31/2025	.50 FTE
Certified	Retirement	Anthony Coronis		Nicollet Middle School	Teacher	10/10/2025	1.0 FTE
Classified	Appointment	Steven McGee		Eagle Ridge Middle School	Girls Basketball- Head Coach	10/27/2025	1.0 FTE Stipend
Classified	Appointment	Shelley Hermes		Eagle Ridge Middle School	Quiz Bowl Advisor	10/20/2025	1.0 FTE Stipend
Classified	Appointment	Saikou Jawla		Eagle Ridge Middle School	Weight Room - Head Coach	10/27/2025	1.0 FTE Stipend
Classified	Appointment	Coudjo Amegbleame		Nicollet Middle School	Dean	08/25/2025	8 hours/day
Classified	Appointment	Mercy Edmondson		Burnsville High School	Winter Dance- Assistant Coach	10/08/2025	8333 FTE Stipend
Classified	Appointment	Kristine Olson		WM. Byrne Elementary School	Food Service Associate	10/20/2025	5.75 hours/day
Classified	Appointment	Brittany Keeley		Edward Neill Elementary	Food Service Manager	10/20/2025	7.5 hours/day
Classified	Appointment	Tia Owens		Burnsville High School	Food Service Associate	10/20/2025	3.75 hours/day
Classified	Appointment	Khadra Yusuf		Hidden Valley Elementary	Community Service Associate	10/20/2025	8 hours/day
Classified	Appointment	Jakob Popkin		Gideon Pond Elementary	Educational Assistant	10/20/2025	6.5 hours/day
Classified	Appointment	Hanifa Mohamed		Gideon Pond Elementary	Educational Assistant	10/20/2025	8 hours/day
Classified	Appointment	Eva Grutner		Burnsville High School	Writing Center	10/20/2025	1.0 FTE Stipend
Classified	Change of Assignment	Jennifer Williamson		District-wide	Food Service- Assistant Manager	10/20/2025	7.5 hours/day
Classified	Resignation	Nicole Kocer		Nicollet Middle School	Track and Field- Assistant Coach	09/20/2025	.50 FTE Stipend
Classified	Resignation	Jordyn Queen		Burnsville High School	Girls Basketball- Assistant Coach	10/08/2025	1.0 FTE Stipend
Classified	Resignation	Jordan Wein		Burnsville High School	Winter Drumline	10/10/2025	.50 FTE Stipend
Classified	Resignation	Charline Lazenby		Harriet Bishop Elementary	Educational Assistant	10/31/2025	7.5 hours/day
Classified	Resignation	Christine Raulio		Rahn Elementary School	Educational Assistant	10/21/2025	7.25 hours/day
Classified	Resignation	Audra Hakanson		Burnsville High School	Winter Drumline	10/10/2025	66666 FTE Stipend
Classified	Resignation	Alexander Claseman		Burnsville High School	Winter Drumline- Choreographer	10/10/2025	.75 FTE Stipend
Classified	Retirement	Denise Engberg		WM. Byrne Elementary School	Educational Assistant	10/31/2025	3.25 hours/day
Classified	Retirement	Denise Engberg		WM. Byrne Elementary School	Educational Assistant- Media Specialist	10/31/2025	4.75 hours/day

3. Approve Payroll, Receipts, Expenses and Investments

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



Agenda IV.A.3
October 23, 2025

To: Board of Educators
Dr. Latanya Daniels, Superintendent

From: Tyler Dehne, Director of Finance

Date: October 13, 2025

Re: August Payroll, Claims and Receipts

Recommendation: That the Board approves Aug payroll checks in the net amount of \$4,676,415.00. Aug claims to date, wire transfers and adjustments totaling \$11,608,207.60. Also, that the Board accepts Aug receipts of \$16,049,240.06 and investments for the General Fund and OPEB of \$104,555,465.08 as of August 31, 2025.

Aug 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
August 2025**

Cash Receipts

Receipts	\$16,049,240.06
Miscellaneous Adjustments	

TOTAL AUG CASH RECEIVED	<u><u>\$16,049,240.06</u></u>
--------------------------------	--------------------------------------

CASH DISBURSEMENTS

Aug Payroll	\$4,676,415.00
----------------	----------------

A/P Aug Claims	Checks 496642-496826	\$1,718,999.42
	Virtual Card 6000002231-6000002283	\$1,720,731.65
	ACH-Emp/Vend 9000007809-9000007852	\$48,416.29

Aug A/P Wires+P-card	\$8,119,211.95
Aug Bank Fees	\$848.29

TOTAL AUG CASH DISBURSED	<u><u>\$16,284,622.60</u></u>
---------------------------------	--------------------------------------

TOTAL TO BE APPROVED	<u><u>\$16,284,622.60</u></u>
-----------------------------	--------------------------------------

	<u>Money Market</u>	<u>(Original Cost) Investments</u>	<u>8/31/2025</u>
GENERAL FUND	\$21,213,599.65	\$71,112,340.21	\$92,325,939.86
OPEB	\$447,449.04	\$451,718.48	\$899,167.52
OPEB EQUITY INV	\$152,418.54	\$11,177,939.16	\$11,330,357.70
	\$21,813,467.23	\$83,742,000.00	\$104,555,465.08

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



Total Portfolio Report CAR

Report as of 8/31/2025

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

262

Burnsville ISD 191 31134-0101

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
IS		08/31/2025			IS Balance	\$21,213,599.65	\$21,213,599.65	\$21,213,599.65	263
LTD		08/31/2025			LTD Balance		\$16,835,401.62	\$16,835,401.62	
SDA	SDA-1348596-1	08/31/2025			Savings Deposit Account - MNTrust Term Series-Flex (VNB)	\$12,417,951.19	\$12,417,951.19	\$12,417,951.19	
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
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	4.655
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
CD	CD-1385996-1	08/20/2025	08/20/2026	68588	Consumers Credit Union	\$240,100.00	\$249,897.27	\$240,100.00	4.080
CD	CD-1385997-1	08/20/2025	08/20/2026	58534	Solera National Bank	\$239,900.00	\$249,789.08	\$239,900.00	4.122
CD	CD-1385998-1	08/20/2025	08/20/2026	57703	T Bank, National Association	\$239,900.00	\$249,775.45	\$239,900.00	4.117
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-69403-1	06/10/2025	12/10/2026	33380	ENTERPRISE BANK	\$244,513.86	\$244,000.00	\$244,000.00	3.954
SEC	SEC-69404-1	06/13/2025	12/14/2026	33539	PREFERRED BANK LA CALIF	\$249,657.00	\$249,000.00	\$249,000.00	3.969
SEC	SEC-69490-1	06/18/2025	12/18/2026	33503	UNITY BANK	\$244,513.43	\$244,000.00	\$244,000.00	4.004
SEC	SEC-69406-1	06/20/2025	12/21/2026	12322	CHIPPEWA VALLEY BANK	\$244,515.00	\$244,000.00	\$244,000.00	4.004
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

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
CD	CD-1378762-1	04/30/2025	01/25/2027	3719	American Commercial Bank & Trust, National Association	\$234,700.00	\$249,899.48	\$234,700.00	3.723
CD	CD-1378763-1	04/30/2025	01/25/2027	65722	Freedom Northwest Credit Union	\$234,000.00	\$249,685.61	\$234,000.00	3.85264
CD	CD-1385995-1	08/20/2025	01/25/2027	30387	FirstBank Puerto Rico	\$236,500.00	\$249,716.14	\$236,500.00	3.900
TS	TS-1376535-1	03/21/2025	01/25/2027		MNTrust TERM SERIES	\$4,500,000.00	\$4,827,352.72	\$4,500,000.00	3.934
TS	TS-1378758-1	05/06/2025	01/25/2027		MNTrust TERM SERIES	\$4,500,000.00	\$4,785,453.99	\$4,500,000.00	3.681
					Sub Totals →	\$73,294,420.09	\$92,325,939.86	\$90,122,016.41	
					Totals →	\$73,294,420.09	\$92,325,939.86	\$90,122,016.41	

Time and Dollar Weighted Average Portfolio Yield: 4.06%

Weighted Average Portfolio Maturity: 209.75 Days

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

265

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
SDA	13.46	\$12,417,951.19	SDA Account
SEC	7.57	\$6,988,087.49	Securities
TS	32.86	\$30,320,942.45	Term Series
CD	4.87	\$4,497,044.95	Certificate of Deposit
IS	22.99	\$21,213,599.65	IS Account
LTD	18.25	\$16,835,401.62	LTD Account

Index

Cost is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

Rate is the average monthly yield for pool 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 or the balance at statement date for pool 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" for fixed term investments or the balance at statement date for pool investments.

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 8/31/2025

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

266

Burnsville ISD 191 31134-0301

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
MMA	MMA-1360995-1	08/01/2025			MMA Balance	\$447,449.04	\$447,449.04	\$447,449.04	
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 →						\$850,249.04	\$899,167.52	\$850,249.04	
Totals →						\$850,249.04	\$899,167.52	\$850,249.04	

Time and Dollar Weighted Average Portfolio Yield: 4.18%

Weighted Average Portfolio Maturity: 82.92 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	49.76	\$447,449.04	MMA Account
CD	50.24	\$451,718.48	Certificate of Deposit

Index

Cost is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

Rate is the average monthly yield for pool 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 or the balance at statement date for pool 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" for fixed term investments or the balance at statement date for pool investments.

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

CLIENT
Burnsville ISD 191 OPEB

INCEPTION DATE
11/01/2014

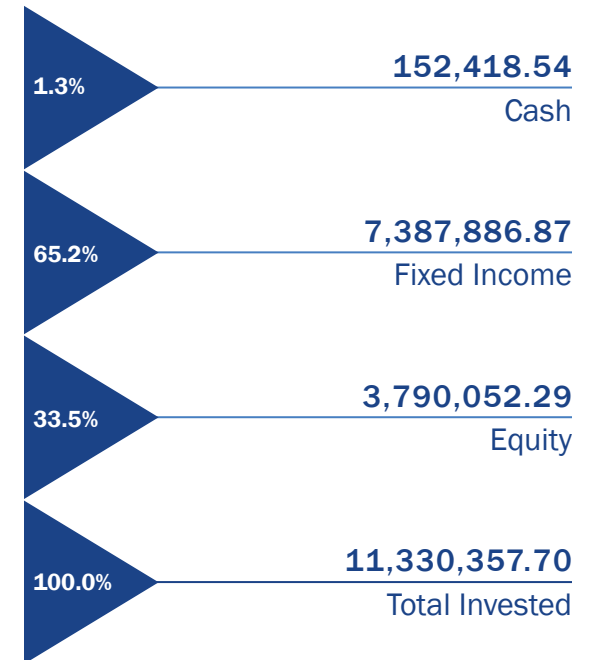
RELATIONSHIP TEAM
Kendra Shelland
Institutional Portfolio
Manager
(612) 509-2579
kendra.shelland@ptma.com

Steve Pumper
VP, Investment Services
(612) 509-2565
steve.pumper@ptma.com

PORTFOLIO OVERVIEW

	Value
Beginning Market Value	11,150,870.91
Contributions	0.00
Withdrawals	0.00
Net Investment Income	21,904.38
Unrealized Gain/Loss	157,582.41
Realized Gain/Loss	0.00
Ending Market Value	11,330,357.70

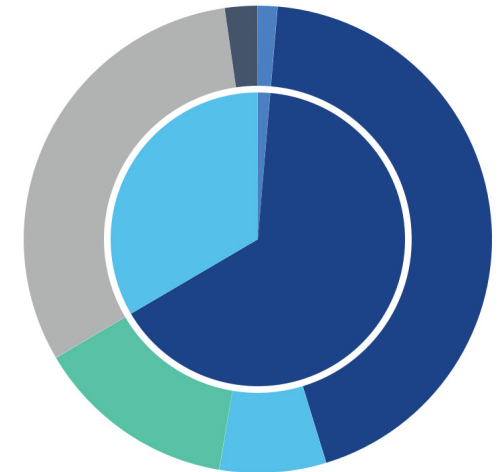
Compliance	Status
As of 08/31/2025	Compliant



INVESTMENT ALLOCATION

Sector	Amount	Allocation	Change	%
Cash				
TOTAL Cash	152,418.54	1.35%	21,904.38	16.78%
Fixed Income				
TOTAL Credit	4,980,230.03	43.95%	39,662.41	0.80%
Funds - Corporate	4,980,230.03	43.95%	39,662.41	0.80%
TOTAL Below Investment Grade	833,019.72	7.35%	4,944.96	0.60%
Funds - Below Investment Grade	833,019.72	7.35%	4,944.96	0.60%
TOTAL Mortgage Backed Security	1,574,637.12	13.90%	19,927.84	1.28%
Funds - MBS	1,574,637.12	13.90%	19,927.84	1.28%
TOTAL Fixed Income	7,387,886.87	65.20%	64,535.21	0.88%
Equity				
TOTAL Domestic Equity	3,532,549.33	31.18%	82,584.00	2.39%
Funds - Large Cap	3,260,382.40	28.78%	64,273.60	2.01%
Funds - Small Cap	272,166.93	2.40%	18,310.40	7.21%
TOTAL International Equity	257,502.96	2.27%	10,463.20	4.24%
Funds - International	257,502.96	2.27%	10,463.20	4.24%
TOTAL Equity	3,790,052.29	33.45%	93,047.20	2.52%
TOTAL Invested	11,330,357.70	100.00%	179,486.79	1.61%

CURRENT PERIOD ALLOCATION



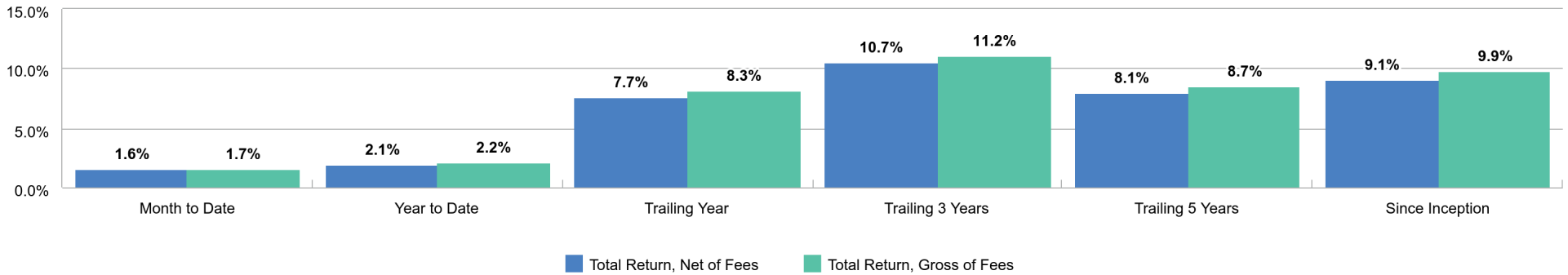
Asset Class

- Cash - 1.3%
- Fixed Income - 65.2%
- Equity - 33.5%

Sector

- Cash - 1.3%
- Credit - 44.0%
- Below Investment Grade - 7.4%
- Mortgage Backed Security - 13.9%
- Domestic Equity - 31.2%
- International Equity - 2.3%

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	1.61%	2.08%	7.73%	10.67%	8.10%	9.14%
Total Return, Gross of Fees	1.65%	2.16%	8.27%	11.23%	8.67%	9.94%

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	152,418.54	1.38%	0.35%	0.00%
Fixed Income	7,387,886.87	65.36%	1.24%	0.81%
Equity	3,790,052.29	33.26%	2.52%	0.83%
Portfolio Total	11,330,357.70	100.00%	1.65%	1.65%



Transaction and Interest Summary

272

August 1 - August 31, 2025

Trade Date	Settle Date	Quantity	Security	Ticker	Identifier	Unit Price	Amount	Gain / Loss
Cash								
<i>Management Fee</i>								
08/14/2025	08/14/2025	(4,646.20)	US DOLLAR	USD	CCYUSD	—	(4,646.20)	0.00
—	—	(4,646.20)	Total Management Fee	—	—	—	(4,646.20)	0.00
<i>Money Market Fund Interest</i>								
08/31/2025	08/31/2025	0.00	GOLDMAN:FS GOVT INST	FGTXX	38141W273	—	533.01	—
—	—	0.00	Total Money Market Fund Interest	—	—	—	533.01	—
Funds - Corporate								
<i>Equity Dividend</i>								
08/01/2025	08/05/2025	0.00	VANGUARD SH-TM B ETF	BSV	921937827	—	4,121.18	—
08/01/2025	08/05/2025	0.00	VANGUARD TOT BD ETF	BND	921937835	—	12,206.98	—
—	—	0.00	Total Equity Dividend	—	—	—	16,328.16	—
Funds - Below Investment Grade								
<i>Equity Dividend</i>								
08/01/2025	08/06/2025	0.00	ISHARES:IBOXX \$HY CORP	HYG	464288513	—	4,167.03	—
—	—	0.00	Total Equity Dividend	—	—	—	4,167.03	—
Funds - MBS								
<i>Equity Dividend</i>								
08/01/2025	08/05/2025	0.00	VANGUARD MTG-BK IDX ETF	VMBS	92206C771	—	5,522.38	—
—	—	0.00	Total Equity Dividend	—	—	—	5,522.38	—

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	151,885.53	GOLDMAN:FS GOVT INST	AAA	4.16%	08/31/2025	08/31/2025	151,885.53	1.0000	151,885.53	998.98	—	4.16%	4.16%
USD	CCYUSD	533.01	Receivable	AAA	0.00%	08/31/2025	08/31/2025	533.01	1.0000	533.01	0.00	—	0.00%	0.00%
—	—	152,418.54	—	AAA	4.15%	—	—	152,418.54	—	152,418.54	998.98	—	4.15%	4.15%
Fixed Income														
Mortgage Backed Security														
Funds – MBS														
VMBS	92206C771	33,776.00	VANGUARD MTG-BK IDX ETF	—	—	—	—	1,523,617.91	46.6200	1,574,637.12	11,017.74	3.80%	—	—
—	—	33,776.00	—	NA	—	—	—	1,523,617.91	—	1,574,637.12	11,017.74	3.80%	—	—
Credit														
Funds - Corporate														
BND	921937835	50,470.00	VANGUARD TOT BD ETF	—	—	—	—	3,958,593.18	73.8000	3,724,686.00	24,084.94	3.77%	—	—
BSV	921937827	15,899.00	VANGUARD SH-TM B ETF	—	—	—	—	1,229,478.33	78.9700	1,255,544.03	8,107.87	3.65%	—	—
—	—	66,369.00	—	NA	—	—	—	5,188,071.51	—	4,980,230.03	32,192.81	3.74%	—	—
Below Investment Grade														
Funds - Below Investment Grade														
HYG	464288513	10,302.00	ISHARES:IBOXX \$HY CORP	—	—	—	—	792,026.00	80.8600	833,019.72	8,075.98	5.70%	—	—
—	—	10,302.00	—	NA	—	—	—	792,026.00	—	833,019.72	8,075.98	5.70%	—	—
Equity														
Domestic Equity														
Funds - Large Cap														
ESGU	46435G425	23,120.00	ISHARES:ESG A MSCI USA	—	—	—	—	2,713,841.60	141.0200	3,260,382.40	0.00	1.06%	—	—
—	—	23,120.00	—	—	—	—	—	2,713,841.60	—	3,260,382.40	0.00	1.06%	—	—
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	2,861.00	VANGUARD RUS 2000 ID ETF	—	—	—	—	231,314.84	95.1300	272,166.93	0.00	1.16%	—	—
—	—	2,861.00	—	—	—	—	—	231,314.84	—	272,166.93	0.00	1.16%	—	—
<i>International Equity</i>														
<i>Funds - International</i>														
VXUS	921909768	3,608.00	VANGUARD TOT I S ETF	—	—	—	—	221,869.27	71.3700	257,502.96	0.00	2.74%	—	—
—	—	3,608.00	—	—	—	—	—	221,869.27	—	257,502.96	0.00	2.74%	—	—
Total Invested		292,454.54	—	AAA	4.15%	—	—	10,823,159.67	—	11,330,357.70	52,285.51	3.03%	4.15%	4.15%

AP Check Register

275

AP Run: 20250801 AP FY25 — Post Date: 2025-08-01 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/01/2025	496642	Check	Bix Produce Company	900477	AP Merch	43.12
08/01/2025	496643	Check	Centerpoint Energy	902519	AP Merch	17,328.58
08/01/2025	496644	Check	Hanuschak, Oksana	930258	AP Merch	80.00
08/01/2025	496645	Check	International Gymnastics of MN LLC	926911	AP Merch	1,600.00
08/01/2025	496646	Check	Kennedy and Graven Chartered	908356	AP Merch	400.00
08/01/2025	496647	Check	Lakeville Area Schools	901880-1	AP Merch	9,945.86
08/01/2025	496648	Check	Safeway Driving School	926796	AP Merch	10,540.00
08/01/2025	496649	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	385.78
08/01/2025	496650	Check	Third Party Integrity Inc	930282	AP Merch	5,000.00
Total:						\$45,323.34

20250801 AP FY25 Summary

Type	Count	Amount
Regular	9	45,323.34
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	9	\$45,323.34

AP Check Register

AP Run: 20250801 AP FY26 — Post Date: 2025-08-01 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/01/2025	496651	Check	Bix Produce Company	900477	AP Merch	50.94
08/01/2025	496652	Check	Bottomly, Glenn	931458	AP Merch	474.68
08/01/2025	496653	Check	California Department of Child Support Services	930653	AP Merch	252.50
08/01/2025	496654	Check	Dewald, Rina C	920524	AP Merch	240.00
08/01/2025	496655	Check	Dirsec Inc	928604	AP Merch	49,132.00
08/01/2025	496656	Check	Generative Learning	928890	AP Merch	2,800.00
08/01/2025	496657	Check	Hazelden Betty Ford Foundation	931395	AP Merch	80,000.00
08/01/2025	496658	Check	Horton, Cormelle M	021230	AP Merch	57.50
08/01/2025	496659	Check	Imperial Dade	904186-1	AP Merch	4,965.28
08/01/2025	496660	Check	Lexia Learning Systems LLC	931111	AP Merch	2,000.00
08/01/2025	496661	Check	Literacy Resources, LLC	930694	AP Merch	9,531.36
08/01/2025	496662	Check	Midwest Playground Contractors Inc	925369	AP Merch	3,752.00
08/01/2025	496663	Check	Minnesota Energy Resources	903029	AP Merch	210.91
08/01/2025	496664	Check	MN Assoc of School Administrators MASA/MASE	909181	AP Merch	5,056.00
08/01/2025	496665	Check	Mobile Health Services LLC	908702	AP Merch	825.00
08/01/2025	496666	Check	Mohammoud, Zahra Ali	928322	AP Merch	180.00
08/01/2025	496667	Check	NCPERS Group Life Ins	908769	AP Merch	32.00
08/01/2025	496668	Check	Perez, Melissa M	924879	AP Merch	760.00
08/01/2025	496669	Check	School Services Employees Local 284	907382	AP Merch	2,468.43

AP Check Register

AP Run: 20250801 AP FY26 — Post Date: 2025-08-01 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/01/2025	496670	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	675.80
08/01/2025	496671	Check	US Postmaster USPS	904153-1	AP Merch	6,815.76
Total:						\$170,280.16

20250801 AP FY26 Summary

Type	Count	Amount
Regular	21	170,280.16
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	21	\$170,280.16

AP Check Register

278

AP Run: 20250808 AP FY25 — Post Date: 2025-08-08 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/08/2025	496672	Check	Aqua Engineering Inc	900106	AP Merch	235.65
08/08/2025	496673	Check	City of Burnsville - Utilities	904226	AP Merch	18,711.75
08/08/2025	496674	Check	Herzig, Dave	928578	AP Merch	1,410.00
08/08/2025	496675	Check	Ind School Dist 622	909224	AP Merch	1,015.20
08/08/2025	496676	Check	Infinite Health Collaborative, PA	930472	AP Merch	375.00
08/08/2025	496677	Check	Intermediate District 917	909327-5	AP Merch	22,894.50
08/08/2025	496678	Check	John A Dalsin & Son Inc	905816	AP Merch	5,816.57
08/08/2025	496679	Check	Kennedy and Graven Chartered	908356	AP Merch	3,442.00
08/08/2025	496680	Check	Orkin Commercial Services	926086	AP Merch	1,096.00
08/08/2025	496681	Check	Printed Solid Inc	931237	AP Merch	1,399.00
08/08/2025	496682	Check	Push Pedal Pull Inc	900569-1	AP Merch	613.00
08/08/2025	496683	Check	Ryan Mechanical Inc	923241	AP Merch	11,015.41
08/08/2025	496684	Check	Southwest Metro - Dean Lakes Education Center	928611	AP Merch	417.46
08/08/2025	496685	Check	Sunbelt Staffing LLC	930586	AP Merch	22,036.44
08/08/2025	496686	Check	True Mechanical LLC	931322	AP Merch	14,308.48
Total:						\$104,786.46

AP Check Register

AP Run: 20250808 AP FY25 — Post Date: 2025-08-08 — 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>
-------------------	---------------------	---------------------	-------------	----------------------	--------------------------	---------------------

20250808 AP FY25 Summary

<u>Type</u>	<u>Count</u>	<u>Amount</u>
Regular	15	104,786.46
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	15	\$104,786.46

AP Check Register

AP Run: 20250808 AP FY26 — Post Date: 2025-08-08 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/08/2025	496687	Check	A.J. Moore Electric Inc	928491	AP Merch	2,320.35
08/08/2025	496688	Check	Advanced Imaging Solutions	928551-1	AP Merch	5,924.63
08/08/2025	496689	Check	Amergis Healthcare Staffing Inc	931201	AP Merch	2,660.00
08/08/2025	496690	Check	ArbiterSports LLC	931421	AP Merch	1,150.00
08/08/2025	496691	Check	Armstrong Torseth Skold & Rydeen Inc	926500	AP Merch	16,814.03
08/08/2025	496692	Check	Bix Produce Company	900477	AP Merch	2,175.66
08/08/2025	496693	Check	Brin Glass Service	928124	AP Merch	1,972.00
08/08/2025	496694	Check	Brown's Ice Cream Co	904655	AP Merch	136.17
08/08/2025	496695	Check	Burnsville Rotary Breakfast Club	908957-1	AP Merch	150.00
08/08/2025	496696	Check	Campbell, Elizabeth	931439	AP Merch	162.00
08/08/2025	496697	Check	City of Savage - Utilities	909588	AP Merch	14,770.86
08/08/2025	496698	Check	Comcast	926565-1	AP Merch	4,210.47
08/08/2025	496699	Check	Dehmer Central Fire Protection	931240	AP Merch	519.47
08/08/2025	496700	Check	Dewald, Rina C	920524	AP Merch	240.00
08/08/2025	496701	Check	Edmentum	929341-1	AP Merch	604.73
08/08/2025	496702	Check	Fastenal	923054-1	AP Merch	38.64
08/08/2025	496703	Check	FIRST	927889	AP Merch	6,300.00
08/08/2025	496704	Check	FS.COM INC	931248	AP Merch	2,395.00
08/08/2025	496705	Check	Gray Hobby Farm	930463	AP Merch	264.00

AP Check Register

AP Run: 20250808 AP FY26 — Post Date: 2025-08-08 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/08/2025	496706	Check	GreatAmerica Financial Services	929729	AP Merch	621.00
08/08/2025	496707	Check	Guled, Hawa	931394	AP Merch	60.00
08/08/2025	496708	Check	Hanuschak, Oksana	930258	AP Merch	240.00
08/08/2025	496709	Check	Henry Schein, Inc.	925548	AP Merch	175.99
08/08/2025	496710	Check	Imagine Design & Creative Consulting Inc	928876	AP Merch	15,400.00
08/08/2025	496711	Check	Imperial Dade	904186-1	AP Merch	13,432.08
08/08/2025	496712	Check	Infinite Health Collaborative, PA	930472	AP Merch	350.00
08/08/2025	496713	Check	International Gymnastics of MN LLC	926911	AP Merch	3,569.60
08/08/2025	496714	Check	Interstate All Battery Center	928877	AP Merch	679.80
08/08/2025	496715	Check	John's Sewer And Drain Cleaning Inc	928929	AP Merch	742.50
08/08/2025	496716	Check	Kafka, Kim	931092	AP Merch	234.00
08/08/2025	496717	Check	Link Interpret	929933	AP Merch	227.80
08/08/2025	496718	Check	Merry, Vanessa	929912	AP Merch	390.00
08/08/2025	496719	Check	Midwest Playground Contractors Inc	925369	AP Merch	25,981.64
08/08/2025	496720	Check	Midwest Sport and Turf Systems LLC	930179	AP Merch	3,800.00
08/08/2025	496721	Check	Minnesota State High School Mathematics League	931305	AP Merch	700.00
08/08/2025	496722	Check	Minnesota Sword Play	924659	AP Merch	350.00
08/08/2025	496723	Check	Minnesota Valley Electric Cooperative	907448	AP Merch	23,013.81
08/08/2025	496724	Check	Mission Filtration	931116	AP Merch	2,058.67

AP Check Register

AP Run: 20250808 AP FY26 — Post Date: 2025-08-08 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/08/2025	496725	Check	MN Assoc of School Office Professionals MASOP	908014	AP Merch	50.00
08/08/2025	496726	Check	MN Assoc of Secondary School Principal (MASSP)	908338	AP Merch	1,770.00
08/08/2025	496727	Check	MN Valley School Food Assn	931464	AP Merch	75.00
08/08/2025	496728	Check	MTI Distributing Inc	902544	AP Merch	794.77
08/08/2025	496729	Check	Napa Auto Parts	903519	AP Merch	166.77
08/08/2025	496730	Check	NASSP	904884	AP Merch	385.00
08/08/2025	496731	Check	NCS Pearson	926298	AP Merch	32,375.10
08/08/2025	496732	Check	Office Systems And Design	926881	AP Merch	1,220.00
08/08/2025	496733	Check	Perez, Melissa M	924879	AP Merch	684.00
08/08/2025	496734	Check	Pioneer SecureShred	930098	AP Merch	855.00
08/08/2025	496735	Check	Positive Action Inc	931454	AP Merch	4,232.00
08/08/2025	496736	Check	PowerSchool Group LLC	930296	AP Merch	33,580.80
08/08/2025	496737	Check	ProLearning LLC	931174	AP Merch	1,788.27
08/08/2025	496738	Check	RAK Construction Inc	929749	AP Merch	128,377.53
08/08/2025	496739	Check	Research Foundation of the City University of New York	931452	AP Merch	15,000.00
08/08/2025	496740	Check	Richfield Printing Inc	930277	AP Merch	716.00
08/08/2025	496741	Check	Ryan Mechanical Inc	923241	AP Merch	8,602.75
08/08/2025	496742	Check	Siemens Industry Inc	902217	AP Merch	2,240.00
08/08/2025	496743	Check	SNA Sports Group	905681-3	AP Merch	66.00

AP Check Register

AP Run: 20250808 AP FY26 — Post Date: 2025-08-08 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/08/2025	496744	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	1,147.63
08/08/2025	496745	Check	Third Party Integrity Inc	930282	AP Merch	2,500.00
08/08/2025	496746	Check	Twin City Outdoor Services Inc	929177	AP Merch	95,551.00
08/08/2025	496747	Check	Upper Lakes Foods Inc	929826	AP Merch	7,164.07
08/08/2025	496748	Check	Vestis Services LLC	901365	AP Merch	414.08
08/08/2025	496749	Check	Viking Electric Supply Inc	904243	AP Merch	223.24
08/08/2025	496750	Check	Xcel Energy	902776	AP Merch	36.73
08/08/2025	496751	Check	Youth Enrichment League	924245	AP Merch	1,197.00
Total:						\$496,047.64

20250808 AP FY26 Summary

Type	Count	Amount
Regular	65	496,047.64
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	65	\$496,047.64

AP Check Register

AP Run: 20250818 AP — Post Date: 2025-08-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/18/2025	496756	Check	95 Percent Group LLC	931451	AP Merch	9,351.40
08/18/2025	496757	Check	Advanced Imaging Solutions	928551-1	AP Merch	16,677.00
08/18/2025	496758	Check	Apple Computer Inc	900249	AP Merch	429.00
08/18/2025	496759	Check	Arvig	928649	AP Merch	8,291.02
08/18/2025	496760	Check	Aviben LLC	926262-1	AP Merch	850.27
08/18/2025	496761	Check	Banks, Sydney	931468	AP Merch	100.00
08/18/2025	496762	Check	Bimbo Bakeries USA	902333-1	AP Merch	248.00
08/18/2025	496763	Check	Bituminous Roadways Inc	900459	AP Merch	37,310.54
08/18/2025	496764	Check	CESO Transportation LLC	930220	AP Merch	16,177.08
08/18/2025	496765	Check	Dakota Sweeping & Maintenance Co	920039	AP Merch	11,305.00
08/18/2025	496766	Check	Dehmer Central Fire Protection	931240	AP Merch	229.60
08/18/2025	496767	Check	Earl F Andersen	901064-2	AP Merch	1,756.45
08/18/2025	496768	Check	Enpointe	929863	AP Merch	575.00
08/18/2025	496769	Check	Farmington High School	902495-1	AP Merch	250.00
08/18/2025	496770	Check	Greenmasters Inc	931473	AP Merch	18,500.00
08/18/2025	496771	Check	Gregory, Loris Sofia	927443	AP Merch	75.00
08/18/2025	496772	Check	Hanlon-Alle, Todd	931469	AP Merch	100.00
08/18/2025	496773	Check	Hastings High School	902281-1	AP Merch	135.00
08/18/2025	496774	Check	Heartland Tire, Inc.	930160	AP Merch	47.99
08/18/2025	496775	Check	Holiday Stationstores LLC	930483	AP Merch	16.50

AP Check Register

AP Run: 20250818 AP — Post Date: 2025-08-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/18/2025	496776	Check	Imperial Dade	904186-1	AP Merch	1,328.55
08/18/2025	496777	Check	Ind School Dist 199	901907	AP Merch	200.00
08/18/2025	496778	Check	Innovational Water Solutions, Inc.	930169	AP Merch	5,763.58
08/18/2025	496779	Check	John's Sewer And Drain Cleaning Inc	928929	AP Merch	380.00
08/18/2025	496780	Check	Kaseya US LLC	931358	AP Merch	1,595.32
08/18/2025	496781	Check	Lakeville North High School	902673-3	AP Merch	155.00
08/18/2025	496782	Check	Lakeville South High School	902673-13	AP Merch	900.00
08/18/2025	496783	Check	Link Interpret	929933	AP Merch	218.00
08/18/2025	496784	Check	Linnihan, Angela	931472	AP Merch	100.00
08/18/2025	496785	Check	Marshall Public Schools	907356	AP Merch	325.00
08/18/2025	496786	Check	McClure, Andrew	931471	AP Merch	100.00
08/18/2025	496787	Check	Midwest Playscapes Inc	922012	AP Merch	5,373.75
08/18/2025	496788	Check	Miller, Jacob	931470	AP Merch	100.00
08/18/2025	496789	Check	MRI Software LLC	929957	AP Merch	20.00
08/18/2025	496790	Check	MTI Distributing Inc	902544	AP Merch	6,004.63
08/18/2025	496791	Check	Music Theatre International	900421	AP Merch	425.00
08/18/2025	496792	Check	Nelson, Varinia	931189	AP Merch	560.00
08/18/2025	496793	Check	Newsela, Inc.	930302	AP Merch	8,700.00
08/18/2025	496794	Check	Painters Gear Inc	920591	AP Merch	410.88
08/18/2025	496795	Check	Regents of The University of Minnesota	908798-12	AP Merch	300.00

AP Check Register

AP Run: 20250818 AP — Post Date: 2025-08-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/18/2025	496796	Check	River Falls High School	931030	AP Merch	200.00
08/18/2025	496797	Check	Rock Hard Landscape Supply	928528	AP Merch	2,763.36
08/18/2025	496798	Check	Rosemount High School	909266	AP Merch	200.00
08/18/2025	496799	Check	Roseville Area High School	930009	AP Merch	350.00
08/18/2025	496800	Check	Ryan Mechanical Inc	923241	AP Merch	21,875.62
08/18/2025	496801	Check	Schmitt & Sons - Contract	909331-2	AP Merch	493,094.35
08/18/2025	496802	Check	Schmitt & Sons Inc	909331	AP Merch	49,615.61
08/18/2025	496803	Check	School Services Employees Local 284	907382	AP Merch	2,668.81
08/18/2025	496804	Check	Second Harvest Heartland	928183	AP Merch	936.12
08/18/2025	496805	Check	Skaterapolis	931253	AP Merch	167.20
08/18/2025	496806	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	1,730.58
08/18/2025	496807	Check	Summit 360	930892	AP Merch	1,857.75
08/18/2025	496808	Check	Total Filtration Services Inc	922123-1	AP Merch	326.94
08/18/2025	496809	Check	True Mechanical LLC	931322	AP Merch	2,708.00
08/18/2025	496810	Check	Twin City Outdoor Services Inc	929177	AP Merch	11,230.00
08/18/2025	496811	Check	Upper Lakes Foods Inc	929826	AP Merch	8,478.04
08/18/2025	496812	Check	Washburn Center for Children	931077	AP Merch	52,333.33
08/18/2025	496813	Check	WL Hall Co	929359	AP Merch	4,740.00
08/18/2025	496814	Check	Young Americans Schools of Self-Defense	931337	AP Merch	616.20

AP Check Register

AP Run: 20250818 AP — Post Date: 2025-08-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/18/2025	496815	Check	Ziegler Inc	904566	AP Merch	2,094.71
Total:						\$813,371.18

20250818 AP Summary

Type	Count	Amount
Regular	60	813,371.18
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	60	\$813,371.18

AP Check Register

AP Run: 20250818 AP2 — Post Date: 2025-08-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/18/2025	496816	Check	California Department of Child Support Services	930653	AP Merch	455.00
08/18/2025	496817	Check	City of Eagan	901049-1	AP Merch	500.00
08/18/2025	496818	Check	Eagle Printing & Graphics	931024	AP Merch	2,573.34
08/18/2025	496819	Check	Ecolab	908846-2	AP Merch	1,411.90
08/18/2025	496820	Check	Hanuschak, Oksana	930258	AP Merch	240.00
08/18/2025	496821	Check	Lee, Wai Yee	926282	AP Merch	160.00
08/18/2025	496822	Check	Minnesota Energy Resources	903029	AP Merch	167.91
08/18/2025	496823	Check	Naseema Omer LLC	930381	AP Merch	235.20
08/18/2025	496824	Check	Skaterapolis	931253	AP Merch	334.40
08/18/2025	496825	Check	Tony's Appliance Inc	921785	AP Merch	379.00
Total:						\$6,456.75

20250818 AP2 Summary

Type	Count	Amount
Regular	10	6,456.75
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	10	\$6,456.75

AP Check Register

AP Run: 20250818 AP FY25 — Post Date: 2025-08-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/18/2025	496752	Check	Advanced Commercial Kitchens	930100	AP Merch	474.00
08/18/2025	496753	Check	Amergis Healthcare Staffing Inc	931201	AP Merch	29,474.40
08/18/2025	496754	Check	Ecolab	908846-2	AP Merch	1,076.11
08/18/2025	496755	Check	Link Interpret	929933	AP Merch	409.40
Total:						\$31,433.91

20250818 AP FY25 Summary

Type	Count	Amount
Regular	4	31,433.91
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	4	\$31,433.91

AP Check Register

AP Run: 20250821 AP Hartford — Post Date: 2025-08-21 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/21/2025	496826	Check	The Hartford	924486	AP Merch	51,299.98
Total:						\$51,299.98

20250821 AP Hartford Summary

Type	Count	Amount
Regular	1	51,299.98
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	1	\$51,299.98

AP Check Register

Fund	Total
01 - General	1,065,768.21
02 - Food Service	26,075.53
03 - Transportation	509,987.43
04 - Community Service	117,093.16
16 - Facility Rental	75.09
	<hr/>
	\$1,718,999.42

AP Check Register

AP Run: 20250807 VACH FY25 — Post Date: 2025-08-07 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/07/2025	9000007809	ACH	Multilingual Word Inc	922324	AP Merch	810.00
Total:						\$810.00

20250807 VACH FY25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	1	810.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	1	\$810.00

AP Check Register

AP Run: 20250807 EACH FY26 — Post Date: 2025-08-07 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/07/2025	9000007810	ACH	Broge, Dawndra S	020951	AP Merch	6.72
08/07/2025	9000007811	ACH	Goldsmith, Hunter R	021652	AP Merch	519.19
08/07/2025	9000007812	ACH	Kronabetter, Julie R	016789	AP Merch	432.81
08/07/2025	9000007813	ACH	Lake, David	017436	AP Merch	286.30
08/07/2025	9000007814	ACH	O'Laughlin, John M	020956	AP Merch	86.52
08/07/2025	9000007815	ACH	Tarnofsky, John J	020438	AP Merch	30.17
08/07/2025	9000007816	ACH	Thomas, John S	020221	AP Merch	19.04
08/07/2025	9000007817	ACH	Zavala, Melissa I	021134	AP Merch	3.78
Total:						\$1,384.53

20250807 EACH FY26 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	8	1,384.53
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	8	\$1,384.53

AP Check Register

AP Run: 20250807 VACH FY26 — Post Date: 2025-08-07 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/07/2025	9000007818	ACH	Association Of Clerical Employees	904895	AP Merch	312.00
08/07/2025	9000007819	ACH	Burnsville Association of Educational Assistants	909991	AP Merch	873.00
08/07/2025	9000007820	ACH	Carlson, Gerri	929243	AP Merch	874.25
08/07/2025	9000007821	ACH	FaxSIPit Services Inc.	930948	AP Merch	238.00
08/07/2025	9000007822	ACH	Johnson Controls Fire Protection LP	903587	AP Merch	1,040.81
08/07/2025	9000007823	ACH	Krusemark, LeeAnne	930317	AP Merch	100.00
08/07/2025	9000007824	ACH	Myers, Loren	931438	AP Merch	156.00
08/07/2025	9000007825	ACH	Social Club Simple	931300	AP Merch	20.00
Total:						\$3,614.06

20250807 VACH FY26 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	8	3,614.06
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	8	\$3,614.06

AP Check Register

295

AP Run: 20250812 VACH FY25 — Post Date: 2025-08-12 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/12/2025	9000007826	ACH	Johnson Controls Fire Protection LP	903587	AP Merch	34,436.74
Total:						\$34,436.74

20250812 VACH FY25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	1	34,436.74
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	1	\$34,436.74

AP Check Register

AP Run: 20250829 EACH — Post Date: 2025-08-29 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/29/2025	9000007827	ACH	Anderson, Rachel L	021495	AP Merch	133.28
08/29/2025	9000007828	ACH	Bauer, Andrea C	020084	AP Merch	2,402.43
08/29/2025	9000007829	ACH	Bellmont, Chris	014183	AP Merch	200.00
08/29/2025	9000007830	ACH	Cherne, Lori M	020030	AP Merch	75.00
08/29/2025	9000007831	ACH	Christy, Danielle H	014966	AP Merch	257.00
08/29/2025	9000007832	ACH	Cloutier, Dana	016633	AP Merch	69.02
08/29/2025	9000007833	ACH	Coleman, Colleen M	013413	AP Merch	340.76
08/29/2025	9000007834	ACH	Daniels, Latanya R	021700	AP Merch	500.00
08/29/2025	9000007835	ACH	Dehne, Tyler	020322	AP Merch	200.00
08/29/2025	9000007836	ACH	Flesche, Jennifer B	021549	AP Merch	109.62
08/29/2025	9000007837	ACH	Funston, Kathy L	017175	AP Merch	9.52
08/29/2025	9000007838	ACH	Gilpin, Ashley	017611	AP Merch	114.80
08/29/2025	9000007839	ACH	Gorton, Rachel	016735	AP Merch	1,482.62
08/29/2025	9000007840	ACH	Hartog, Karra L	014710	AP Merch	304.01
08/29/2025	9000007841	ACH	Henderson, Sean M	017644	AP Merch	126.70
08/29/2025	9000007842	ACH	Jordan, Joanna	014624	AP Merch	8.05
08/29/2025	9000007843	ACH	Kauffman, Christina	019468	AP Merch	98.28
08/29/2025	9000007844	ACH	Kleiner, Kevin T	020910	AP Merch	49.70
08/29/2025	9000007845	ACH	Nemeth, Heather	014991	AP Merch	257.00
08/29/2025	9000007846	ACH	Noeldner, Brigitte L	021428	AP Merch	50.00

AP Check Register

AP Run: 20250829 EACH — Post Date: 2025-08-29 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/29/2025	9000007847	ACH	Oftedahl, Imina P	020003	AP Merch	58.80
08/29/2025	9000007848	ACH	Robran, Kimberly J	020836	AP Merch	40.60
08/29/2025	9000007849	ACH	Smith, Tracy J	014671	AP Merch	626.77
08/29/2025	9000007850	ACH	Sorensen, Brad	012894	AP Merch	257.00
08/29/2025	9000007851	ACH	Sovine, Stacey	017487	AP Merch	200.00
08/29/2025	9000007852	ACH	Tinklenberg, Aaron D	017462	AP Merch	200.00
Total:						\$8,170.96

20250829 EACH Summary		
Type	Count	Amount
Regular	0	0.00
ACH Checks:	26	8,170.96
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	26	\$8,170.96

AP Check Register

Fund	Total
01 - General	45,089.60
02 - Food Service	1,588.45
04 - Community Service	1,688.24
22 - Internal Service - Health Insurance	50.00
	<hr/>
	\$48,416.29

AP Check Register

AP Run: 20250813 CB FY25 — Post Date: 2025-08-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/13/2025	6000002231		CDW Government Inc	920289-1	AP Merch	77,309.56
Total:						\$77,309.56

20250813 CB FY25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	1	77,309.56
Total:	1	\$77,309.56

AP Check Register

300

AP Run: 20250815 CB FY25 — Post Date: 2025-08-15 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/15/2025	6000002232		ODP Business Solutions LLC	902489	AP Merch	3,532.86
08/15/2025	6000002233		School Health Supply Co Inc	903537	AP Merch	49.90
Total:						\$3,582.76

20250815 CB FY25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	2	3,582.76
Total:	2	\$3,582.76

AP Check Register

AP Run: 20250815 CB FY26 — Post Date: 2025-08-15 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/15/2025	6000002234		Advanced Imaging Solutions	928551	AP Merch	665.99
08/15/2025	6000002235		American Time & Signal Co	903503	AP Merch	1,548.36
08/15/2025	6000002236		Aramark Refreshment Services	900428	AP Merch	162.50
08/15/2025	6000002237		Automated Logic Contracting Services	925449	AP Merch	672.50
08/15/2025	6000002238		AVID Center	927223	AP Merch	27,926.00
08/15/2025	6000002239		BSN Sports Inc	903299-1	AP Merch	3,155.30
08/15/2025	6000002240		CDW Government Inc	920289-1	AP Merch	475,950.51
08/15/2025	6000002241		Cintas Corp	903681	AP Merch	199.76
08/15/2025	6000002242		Continental Clay Company	903866	AP Merch	850.93
08/15/2025	6000002243		Cornerstone Copy Center	900502	AP Merch	14,862.13
08/15/2025	6000002244		Dicks Sanitation Service Inc	900641	AP Merch	6,326.71
08/15/2025	6000002245		ECM Publishers Inc	909272	AP Merch	104.15
08/15/2025	6000002246		Edpuzzle Inc	930279	AP Merch	20,606.40
08/15/2025	6000002247		Game One	928417	AP Merch	24,660.00
08/15/2025	6000002248		Grainger	904387-1	AP Merch	8,541.11
08/15/2025	6000002249		Heartland Payment Systems	928139-1	AP Merch	24,705.00
08/15/2025	6000002250		Horizon Commercial Pool Supply	904818	AP Merch	157,887.54
08/15/2025	6000002251		Kelleher Helmrich and Associates Inc	908955	AP Merch	523.00
08/15/2025	6000002252		Kully Supply Inc	901434	AP Merch	366.45

AP Check Register

AP Run: 20250815 CB FY26 — Post Date: 2025-08-15 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/15/2025	6000002253		Learning A-Z	927439	AP Merch	11,420.00
08/15/2025	6000002254		Occupational Health of MN, PC	929919	AP Merch	1,624.00
08/15/2025	6000002255		Pear Deck, Inc.	930318	AP Merch	14,527.00
08/15/2025	6000002256		Performance Apparel LLC	926290	AP Merch	13,271.50
08/15/2025	6000002257		Professional Wireless Communications	924681	AP Merch	232.11
08/15/2025	6000002258		Project Lead The Way	925725	AP Merch	5,100.00
08/15/2025	6000002259		Really Good Stuff LLC	907235	AP Merch	1,631.86
08/15/2025	6000002260		School Health Supply Co Inc	903537	AP Merch	1,073.97
08/15/2025	6000002261		Sherwin-Williams	903745-2	AP Merch	375.02
08/15/2025	6000002262		Teaching Strategies LLC	927435	AP Merch	8,715.00
08/15/2025	6000002263		Trio Supply	903802	AP Merch	5,655.17
08/15/2025	6000002264		Voyager Sopris Learning	931002	AP Merch	550.00
Total:						\$833,889.97

20250815 CB FY26 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	31	833,889.97
Total:	31	\$833,889.97

AP Check Register

303

AP Run: 20250815 CB FY25-2 — Post Date: 2025-08-15 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/15/2025	6000002265		CDW Government Inc	920289-1	AP Merch	52.72
08/15/2025	6000002266		Cintas Corp	903681	AP Merch	881.30
Total:						\$934.02

20250815 CB FY25-2 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	2	934.02
Total:	2	\$934.02

AP Check Register

304

AP Run: 20250818 CB FY26 — Post Date: 2025-08-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/18/2025	6000002267		Advanced Imaging Solutions	928551	AP Merch	1,313.64
Total:						\$1,313.64

20250818 CB FY26 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	1	1,313.64
Total:	1	\$1,313.64

AP Check Register

AP Run: 20250829 CB — Post Date: 2025-08-29 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/29/2025	6000002268		Advanced Imaging Solutions	928551	AP Merch	3.06
08/29/2025	6000002269		American Mailing Machines	929771	AP Merch	418.97
08/29/2025	6000002270		CDW Government Inc	920289-1	AP Merch	458,853.06
08/29/2025	6000002271		Center For The Collaborative Classroom	924466-1	AP Merch	16,751.00
08/29/2025	6000002272		Cornerstone Copy Center	900502	AP Merch	1,345.16
08/29/2025	6000002273		ECM Publishers Inc	909272	AP Merch	44.55
08/29/2025	6000002274		Game One	928417	AP Merch	370.00
08/29/2025	6000002275		Medco Supply Company	904333-1	AP Merch	1,935.30
08/29/2025	6000002276		Occupational Health of MN, PC	929919	AP Merch	421.00
08/29/2025	6000002277		Professional Wireless Communications	924681	AP Merch	58.75
08/29/2025	6000002278		Savvas Learning Company, LLC	930447	AP Merch	304,618.40
08/29/2025	6000002279		Schmitt Music	903532	AP Merch	15,532.90
08/29/2025	6000002280		Scholastic Inc	903196-6	AP Merch	109.89
08/29/2025	6000002281		Trane US Inc	904045	AP Merch	2,331.42
08/29/2025	6000002282		Trio Supply	903802	AP Merch	633.24
08/29/2025	6000002283		Voyager Sopris Learning	931002	AP Merch	275.00
Total:						\$803,701.70

AP Check Register

AP Run: 20250829 CB — Post Date: 2025-08-29 — 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>
-------------------	---------------------	---------------------	-------------	----------------------	--------------------------	---------------------

20250829 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:	16	803,701.70
Total:	16	\$803,701.70

AP Check Register

307

AP Run: 20250829 Voids — Post Date: 2025-08-29 — AP Run Type: V

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/29/2025	6000002250		Horizon Commercial Pool Supply	904818	AP Merch	-157,887.54
08/29/2025	6000002262		Teaching Strategies LLC	927435	AP Merch	-8,715.00
Total:						-\$166,602.54

20250829 Voids Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	2	-166,602.54
Total:	2	-\$166,602.54

AP Check Register

308

AP Run: 20250831 Void — Post Date: 2025-08-31 — AP Run Type: V

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
08/31/2025	6000002234		Advanced Imaging Solutions	928551	AP Merch	-665.99
Total:						-\$665.99

20250831 Void Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	1	-665.99
Total:	1	-\$665.99

AP Check Register

309

Fund	Total
01 - General	1,508,071.32
02 - Food Service	30,519.47
04 - Community Service	14,872.33
	\$1,553,463.12

Monthly Void/Wire Report

310

AP Run: 20250815 Wires PR — Post Date: 2025-08-15 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
08/15/2025	8000001343	Wire Transfer	Commissioner Of Revenue	140,834.86
08/15/2025	8000001344	Wire Transfer	Educators Benefit Consultants	179,362.00
08/15/2025	8000001345	Wire Transfer	Internal Revenue Service	824,312.64
08/15/2025	8000001346	Wire Transfer	ISD 191 Flex Account	7,959.79
08/15/2025	8000001347	Wire Transfer	ISD 191 Self Insurance Account	1,061,320.08
08/15/2025	8000001348	Wire Transfer	MN Child Support	3,083.10
08/15/2025	8000001349	Wire Transfer	MN Dept of Revenue	810.88
08/15/2025	8000001350	Wire Transfer	Mn Teachers Retirement Assoc	488,134.45
08/15/2025	8000001351	Wire Transfer	PERA	116,258.10
Total:				\$2,822,075.90

20250815 Wires PR Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	9	2,822,075.90
Epayables:	0	0.00
Total:	9	\$2,822,075.90

Monthly Void/Wire Report

311

AP Run: 20250815 Wires PR2 — Post Date: 2025-08-15 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
08/15/2025	8000001352	Wire Transfer	Educators Benefit Consultants	-1,360.00
08/15/2025	8000001353	Wire Transfer	ISD 191 Self Insurance Account	2,445.65
Total:				\$1,085.65

20250815 Wires PR2 Summary		
Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	2	1,085.65
Epayables:	0	0.00
Total:	2	\$1,085.65

Monthly Void/Wire Report

312

AP Run: 20250829 Wires PR — Post Date: 2025-08-29 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
08/29/2025	8000001356	Wire Transfer	Commissioner Of Revenue	135,750.06
08/29/2025	8000001357	Wire Transfer	Educators Benefit Consultants	185,544.25
08/29/2025	8000001358	Wire Transfer	Internal Revenue Service	792,846.06
08/29/2025	8000001359	Wire Transfer	ISD 191 Flex Account	7,992.18
08/29/2025	8000001360	Wire Transfer	ISD 191 Self Insurance Account	1,064,374.38
08/29/2025	8000001361	Wire Transfer	MN Child Support	3,083.10
08/29/2025	8000001362	Wire Transfer	MN Dept of Revenue	992.13
08/29/2025	8000001363	Wire Transfer	Mn State Retirement System	12,900.00
08/29/2025	8000001364	Wire Transfer	Mn Teachers Retirement Assoc	458,647.62
08/29/2025	8000001365	Wire Transfer	PERA	114,282.63
Total:				\$2,776,412.41

20250829 Wires PR Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	10	2,776,412.41
Epayables:	0	0.00
Total:	10	\$2,776,412.41

Monthly Void/Wire Report

313

AP Run: 20250831 Wires 20 S.Ins — Post Date: 2025-08-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
08/31/2025	238	Wire Transfer	Blue Cross Blue Shield Of MN	1,315,815.70
08/31/2025	239	Wire Transfer	Further	1,631.65
08/31/2025	240	Wire Transfer	HealthEquity Inc	288,606.14
08/31/2025	241	Wire Transfer	Preferredone Admin Services	-3,325.00
08/31/2025	242	Wire Transfer	UMR, Inc	560,113.70
Total:				\$2,162,842.19

20250831 Wires 20 S.Ins Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	5	2,162,842.19
Epayables:	0	0.00
Total:	5	\$2,162,842.19

Monthly Void/Wire Report

314

AP Run: 20250831 Wires Main — Post Date: 2025-08-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
08/31/2025	8000001377	Wire Transfer	Delta Dental Plan Of Minnesota	89,591.72
08/31/2025	8000001378	Wire Transfer	FP Mailing Solutions	500.00
08/31/2025	8000001379	Wire Transfer	GreatAmerica Postage	5,000.00
08/31/2025	8000001380	Wire Transfer	ISD 191 Self Insurance Account	12,636.79
08/31/2025	8000001381	Wire Transfer	MN Dept of Revenue-Sales Tax	1,060.00
08/31/2025	8000001382	Wire Transfer	Mn UI Fund	57,736.09
08/31/2025	8000001383	Wire Transfer	United States Treasury	7,718.34
Total:				\$174,242.94

20250831 Wires Main Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	7	174,242.94
Epayables:	0	0.00
Total:	7	\$174,242.94

Monthly Void/Wire Report

315

AP Run: 20250831 Wires 8 Flex — Post Date: 2025-08-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
08/31/2025	84	Wire Transfer	Further	16,210.55
Total:				\$16,210.55

20250831 Wires 8 Flex Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	16,210.55
Epayables:	0	0.00
Total:	1	\$16,210.55

Monthly Void/Wire Report

316

AP Run: 20250831 Wires-2 20 S.Ins — Post Date: 2025-08-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
08/31/2025	243	Wire Transfer	UMR, Inc	130.23
Total:				\$130.23

20250831 Wires-2 20 S.Ins Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	130.23
Epayables:	0	0.00
Total:	1	\$130.23

Monthly Void/Wire Report

317

AP Run: 20250829 Wires PR2 — Post Date: 2025-08-29 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
08/29/2025	8000001393	Wire Transfer	Educators Benefit Consultants	2,000.00
Total:				\$2,000.00

20250829 Wires PR2 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	2,000.00
Epayables:	0	0.00
Total:	1	\$2,000.00

Monthly Void/Wire Report

318

Burnsville-Eagan-Savage SD 191, MN

<u>Fund</u>	<u>Total</u>
01 - General	5,362,141.22
02 - Food Service	69,964.92
04 - Community Service	254,580.15
16 - Facility Rental	8,031.10
20 - Internal Service - Dental	89,591.72
22 - Internal Service - Health Insurance	2,170,690.76
	\$7,954,999.87

4. Accept the Budget Analysis

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



**Agenda IV.A.4
October 23, 2025**

**To: Board of Education
Dr. Latanya Daniels, Superintendent**

From: Tyler Dehne, Director of Finance

Date: October 13, 2025

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

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

The August 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	\$ 22,905,480	10.61%	\$ 58,423,251	25.64%
General Fund	\$ 15,835,141	9.98%	\$ 14,655,381	8.64%

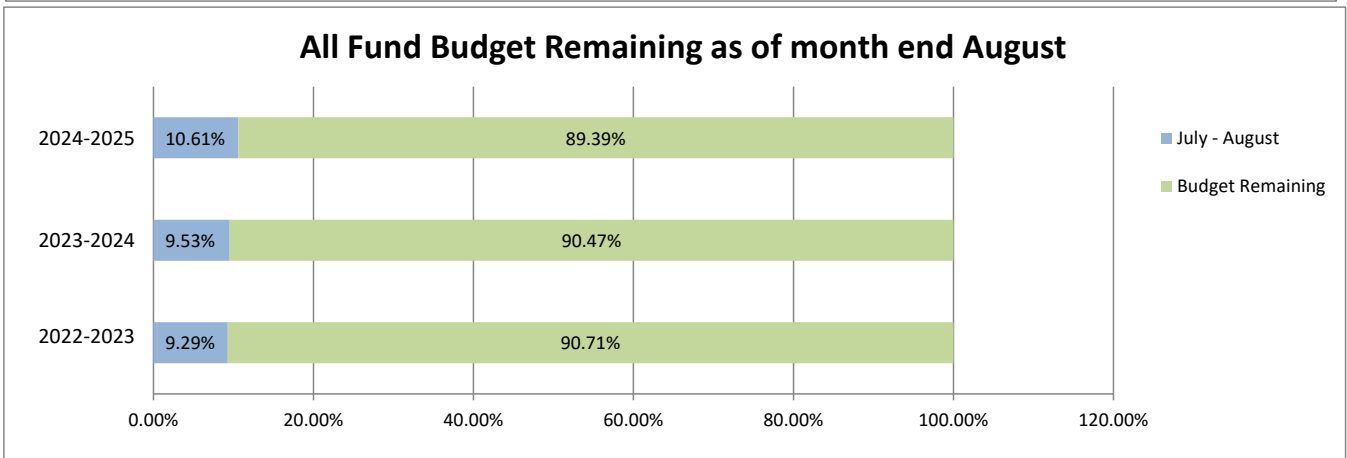
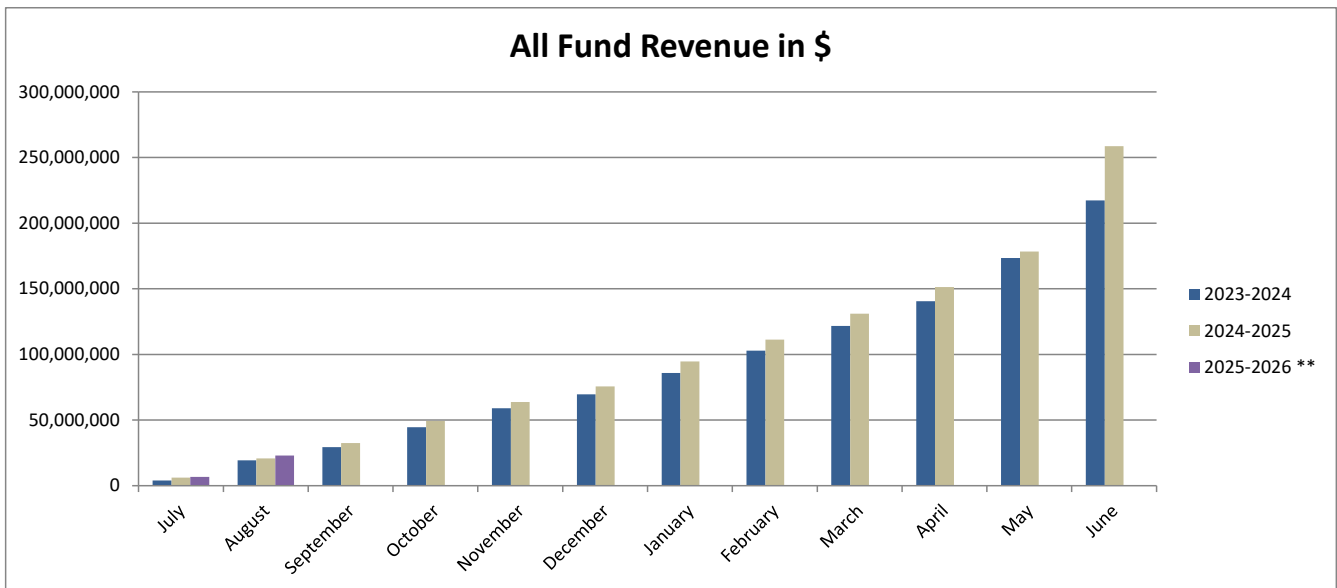
To assist the Board in monitoring monthly financial activity and to help identify budget-to-actual deviations, the following graphs have been developed for all funds and the general fund:

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**

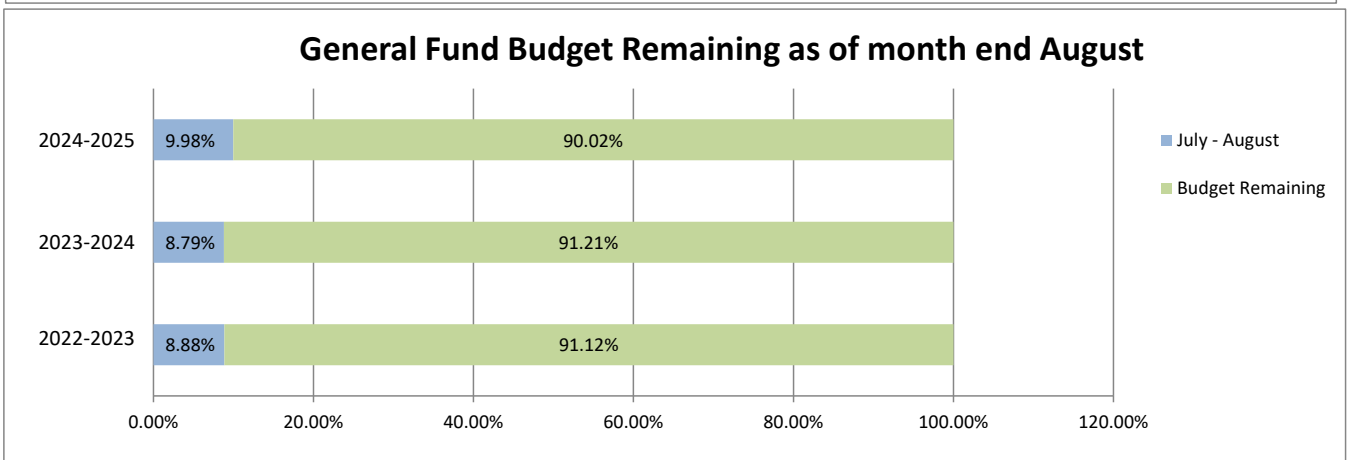
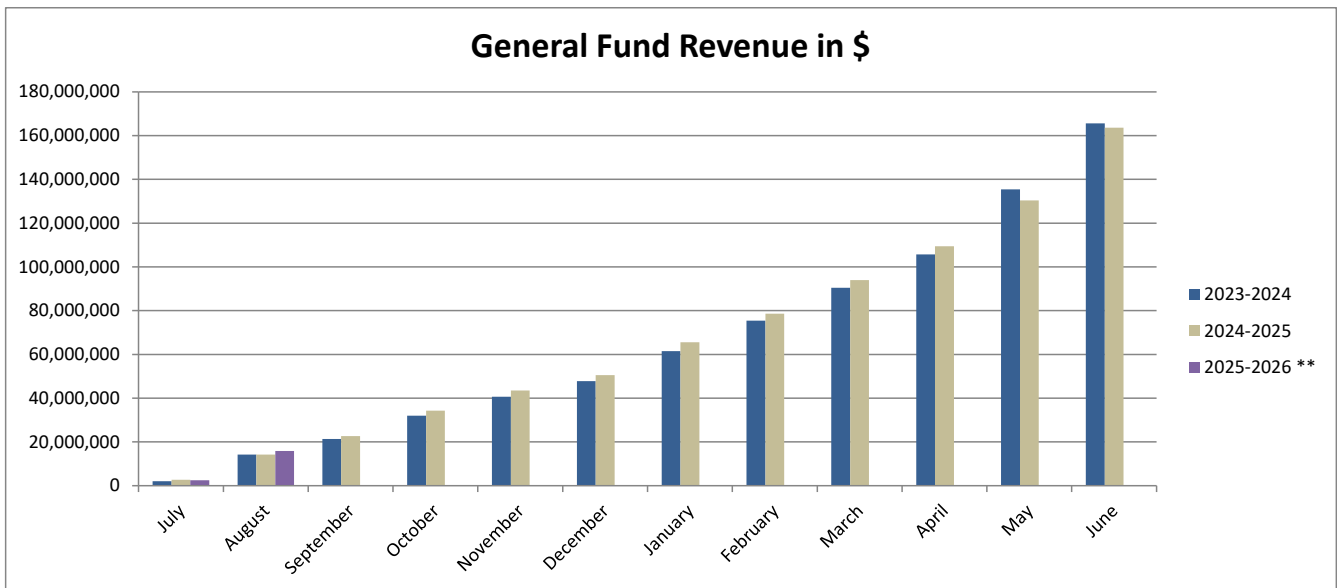
	2023-2024		2024-2025		2025-2026 **	
	\$	%	\$	%	\$	%
July	3,923,767	1.88%	6,225,705	2.86%	6,743,537	3.12%
August	19,367,531	9.29%	20,740,144	9.53%	22,905,480	10.61%
September	29,426,322	14.11%	32,399,332	14.89%	0	0.00%
October	44,587,953	21.38%	49,364,366	22.69%	0	0.00%
November	58,912,738	28.25%	63,757,139	29.31%	0	0.00%
December	69,535,132	33.34%	75,701,192	34.80%	0	0.00%
January	85,949,535	41.22%	94,669,296	43.52%	0	0.00%
February	102,919,054	49.35%	111,229,079	51.14%	0	0.00%
March	121,657,811	58.34%	130,998,157	60.22%	0	0.00%
April	140,495,577	67.37%	151,325,262	69.57%	0	0.00%
May	173,364,073	83.13%	178,458,872	82.04%	0	0.00%
June	217,399,399	104.26%	258,623,477	118.90%	0	0.00%
BUDGET	208,539,165	100.00%	217,519,765	100.00%	215,872,026	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**

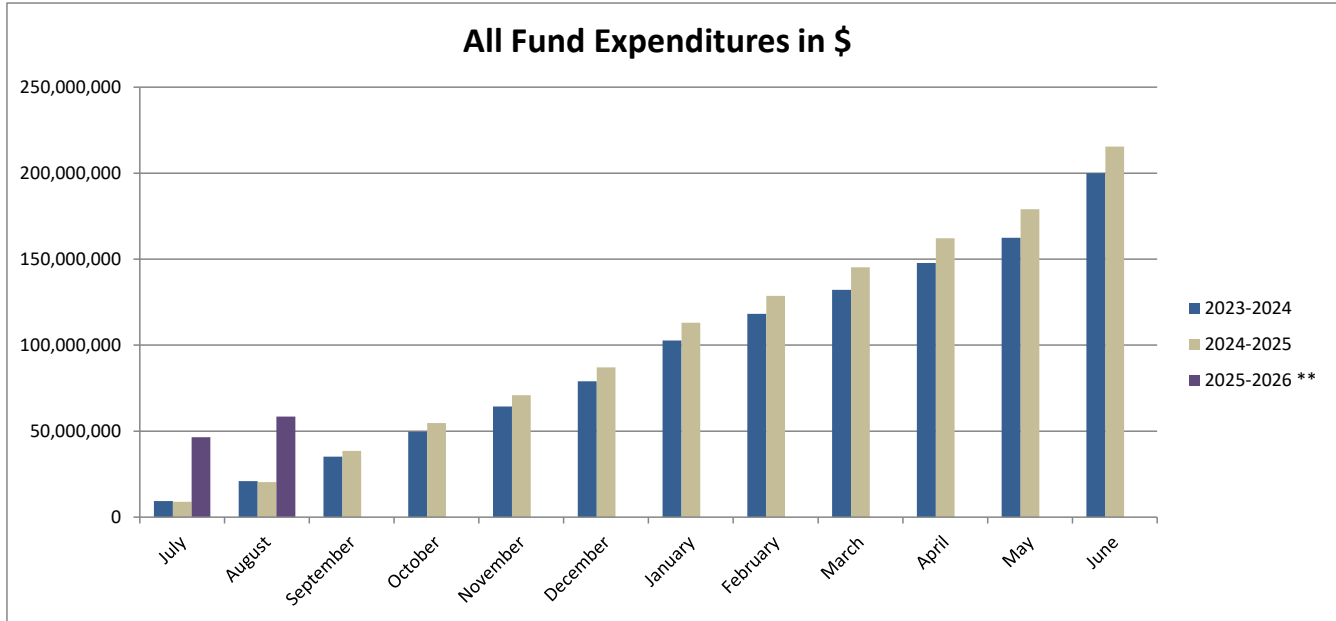
	2023-2024		2024-2025		2025-2026 **	
	\$	%	\$	%	\$	%
July	2,054,035	1.28%	2,730,267	1.69%	2,517,803	1.59%
August	14,217,775	8.88%	14,246,069	8.79%	15,835,141	9.98%
September	21,337,010	13.32%	22,663,634	13.99%	0	0.00%
October	31,945,444	19.94%	34,311,930	21.18%	0	0.00%
November	40,706,009	25.41%	43,485,919	26.85%	0	0.00%
December	47,800,679	29.84%	50,561,608	31.21%	0	0.00%
January	61,461,736	38.37%	65,590,521	40.49%	0	0.00%
February	75,447,748	47.10%	78,601,059	48.52%	0	0.00%
March	90,432,887	56.45%	93,933,536	57.99%	0	0.00%
April	105,750,808	66.02%	109,446,939	67.57%	0	0.00%
May	135,431,731	84.55%	130,416,738	80.51%	0	0.00%
June	165,587,981	104.32%	163,655,781	101.03%	0	0.00%
BUDGET	160,186,251	100.00%	161,980,777	100.00%	158,590,425	100.00%



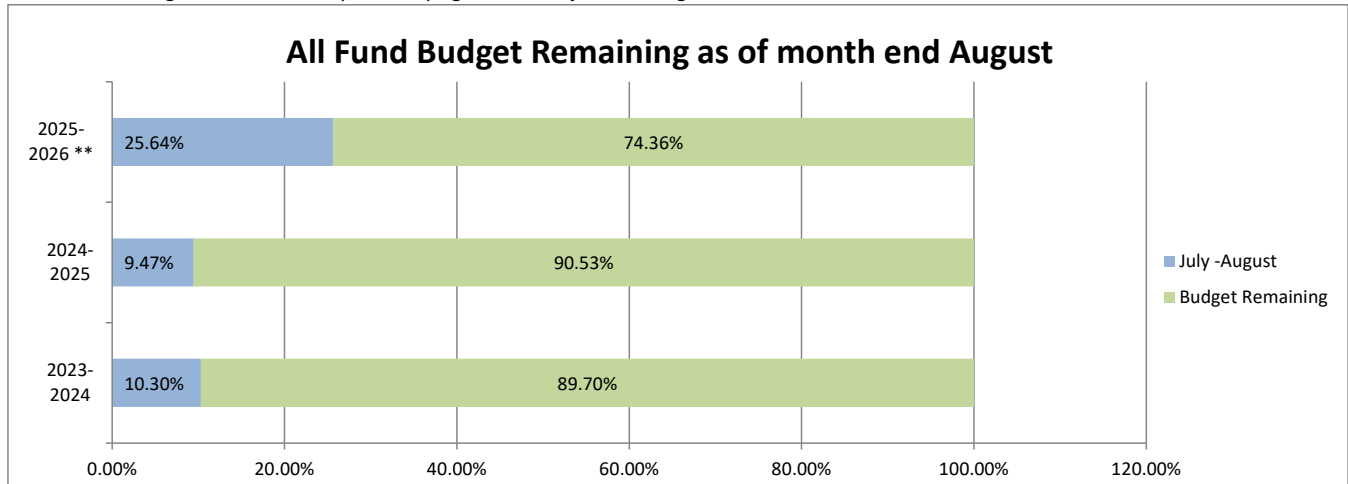
** The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

**EXPENDITURE COMPARISON
ALL FUNDS**

	2023-2024		2024-2025		2025-2026 **	
	\$	%	\$	%	\$	%
July	9,311,625	4.58%	8,925,532	4.13%	46,494,569	20.41%
August	20,942,388	10.30%	20,436,074	9.47%	58,423,251	25.64%
September	35,122,008	17.27%	38,557,636	17.86%	0	0.00%
October	49,720,835	24.45%	54,696,951	25.34%	0	0.00%
November	64,276,579	31.61%	70,880,340	32.84%	0	0.00%
December	78,945,654	38.82%	87,062,371	40.33%	0	0.00%
January	102,672,354	50.49%	112,978,978	52.34%	0	0.00%
February	118,252,837	58.15%	128,683,130	59.61%	0	0.00%
March	132,146,998	64.98%	145,245,541	67.29%	0	0.00%
April	147,830,013	72.69%	162,196,959	75.14%	0	0.00%
May	162,388,218	79.85%	179,077,820	82.96%	0	0.00%
June	200,012,729	97.47%	215,443,590	99.80%	0	0.00%
BUDGET	203,361,619	100.00%	215,865,457	100.00%	227,825,535	100.00%

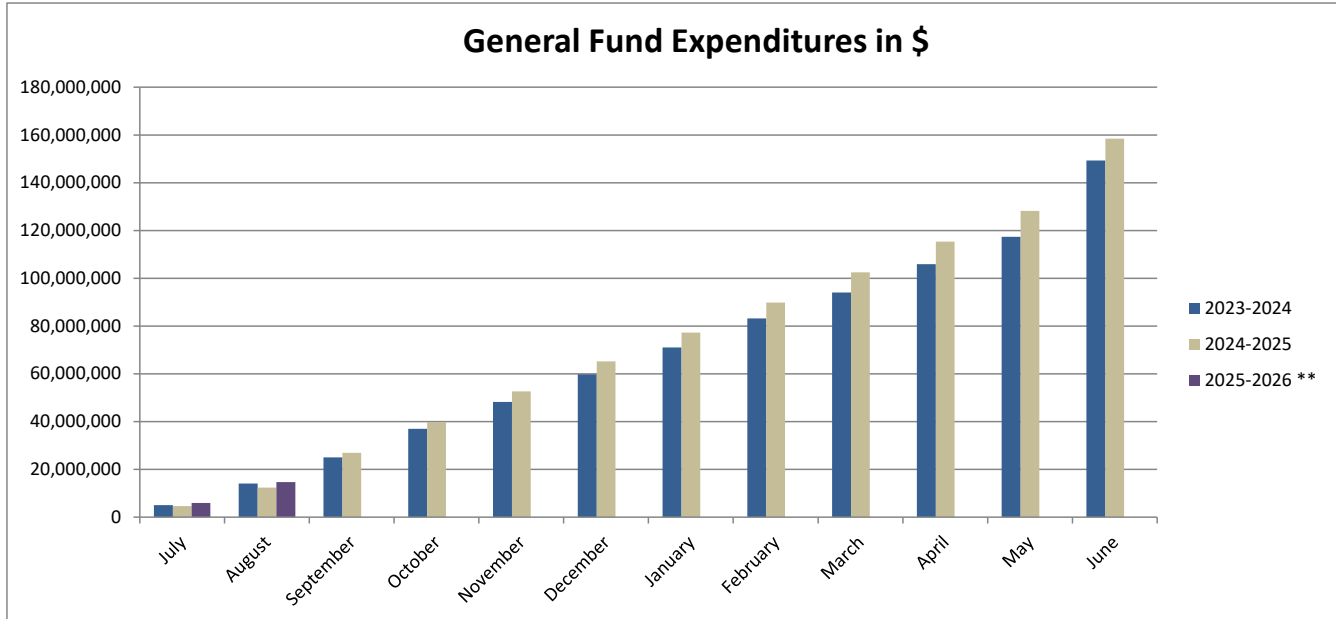


**based on timing of financial activity, monthly figures are subject to change

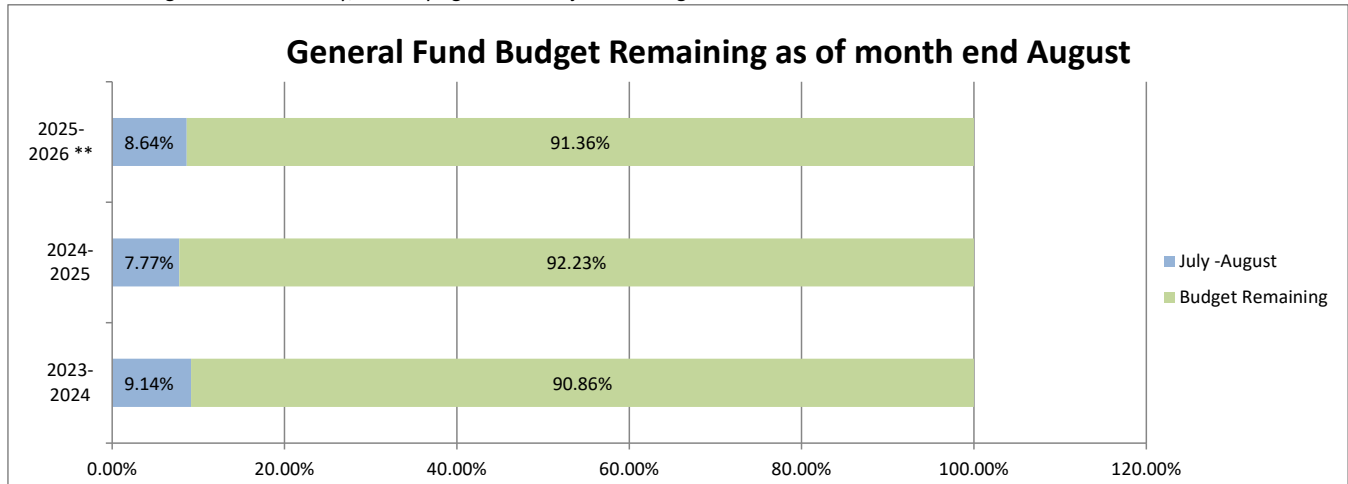


**EXPENDITURE COMPARISON
GENERAL FUND**

	2023-2024		2024-2025		2025-2026 **	
	\$	%	\$	%	\$	%
July	5,034,065	3.28%	4,587,428	2.88%	5,897,305	3.48%
August	14,041,027	9.14%	12,396,981	7.77%	14,655,381	8.64%
September	24,985,208	16.27%	26,951,894	16.90%	0	0.00%
October	36,953,232	24.06%	39,837,090	24.98%	0	0.00%
November	48,220,445	31.40%	52,681,856	33.04%	0	0.00%
December	59,804,086	38.94%	65,257,054	40.92%	0	0.00%
January	70,996,511	46.23%	77,227,031	48.43%	0	0.00%
February	83,195,216	54.17%	89,828,083	56.33%	0	0.00%
March	94,048,702	61.24%	102,534,170	64.30%	0	0.00%
April	105,915,624	68.96%	115,390,145	72.36%	0	0.00%
May	117,328,149	76.39%	128,180,103	80.38%	0	0.00%
June	149,279,289	96.75%	158,403,398	99.34%	0	0.00%
BUDGET	153,581,253	100.00%	159,461,338	100.00%	169,547,066	100.00%



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



5. Receive a Report about the Listening Session

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



**Agenda IV.A.5.
October 23, 2025**

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: October 9, 2025

Re: Report about the Listening Session

Recommendation: Receive a report about the listening session scheduled on October 9, 2025.

There were no speakers who spoke at the listening session on October 9, 2025.

B. New Business

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.

(CACR/A& I)

Board Member Question	Staff Response
<p>1a. On the A&I report, there is a slide about composite ACT scores. Since it is referring to scores, I am wondering what the percentages on the slide are indicating. Is it supposed to be a goal of 20 and a result of 18.8, with no percentages?</p> <p>1b. I am concerned that the racial disparities in MCA results seem to have gotten worse two years in a row. This year, in addition to both white and BIPOC scores trending down, the disparity increased. What is the expectation for improving this score for this year's MCAs?</p> <p>1c. Also on the A&I report, what might account for the increased disparity in rigorous coursework enrollment over the last two years? It is still lower than in the past but appears to be trending in the wrong direction</p>	<p>1a: The percentages should not be included in the slide. The slides have been updated to be clear that it is measuring the “average composite score”</p> <p>1b: We continue to focus efforts around literacy and reading through the elements of the READ Act. This includes 1) the expansion of academic intervention at both middle schools, 2) year 2 implementation of MDE-approved foundational literacy materials and instruction for grades 3-5, 3) completion of READ Act foundational literacy professional learning for all K-5 classroom teachers, K-12 special education teachers, and K-12 reading interventionists, and K-5 multilingual teachers 4) monthly professional development around MTSS and progress monitoring for intervention for K-8 reading interventionist, 5) realignment of K-5 literacy grade level guarantees, common assessments, and performance standards with new state Language Arts Academic standards, 6) focusing all school improvement plans (SIP) around literacy goals and action strategies 7) providing monthly team coaching to grade levels at sites from district literacy coaches and 8) providing professional learning for principals on classroom observation and feedback for literacy instruction to support fidelity and improvement.</p> <p>1c: One area of improvement is around creating a more direct connection around rigorous enrollment with students at the middle level. Recruiting and encouragement through the transition of grade 8 to 9 can strengthen that foundation of rigorous coursework.</p>
<p>For the CACR_A&I presentation and the strategies listed for closing gaps and improving results:</p> <p>The 4 strategies listed seem to be actions the district has been taking for some time. AVID is an example. ISD 191 has been offering AVID for years and some of our locations have been demonstration schools for several years. Are we going to use AVID differently so it can improve results since we aren't reaching our goals with the status quo?</p>	<p>Thank you for your thoughtful questions regarding the long-standing strategies within the Achievement and Integration (A&I) plan, now aligned with the Comprehensive Achievement and Civic Readiness (CACR) framework. We share your interest in ensuring that established initiatives—such as AVID, Cultural Liaisons, and Social Work supports—are being refined to produce improved results rather than maintained as the status quo.</p> <p>Below is a summary of the shifts in implementation and areas of intensified focus within each strategy.</p>

1. Advancement Via Individual Determination (AVID)

329

AVID has long been a cornerstone of our equity and integration work. All AVID students graduate. We use AVID Schoolwide and offer the AVID elective courses.

2025 AVID Elective Student Data

100% (53) of AVID elective students graduated.

Here are their demographics:

- Female: 56.6% (30)
- Male: 43.4% (23)
- Black: 43.4% (23)
- Hispanic: 28.3% (15)
- Asian: 13.2% (7)
- White: 11.3% (6)
- Two or more: 3.8% (2)
- Free or reduced lunch price: 56.6% (30)
- EL: 11.3% (6)

For perspective, 53 students make up around 10-12% of a 12th-grade class.

AVID Implementation:

- **Targeted Support:** Focused interventions for students at Burnsville High School are being embedded within AVID structures to directly address subgroup graduation rates. We have had an increase in AVID tutors after increasing the hourly rate for AVID tutors. This work includes ensuring we are using equity based grading practices that allow all learners multiple opportunities to share their learning and earn course credits. We have limited spots for the AVID elective course and guidance is provided about selecting students who will have success with the program.
- **Data-Driven Accountability:** Schools are leveraging AVID certification results to ensure instructional practices translate into measurable academic gains, not just access. The school wide work is building capacity for all staff to include practices that help students as learners. We will continue to work on reviewing student grade data emphasizing our need to ensure students have multiple opportunities to show evidence of learning.

The AVID framework remains consistent, and we are seeing positive results of students enrolled in AVID elective graduating from BHS.

Similar question for Cultural Liaisons and Social Workers. We have had these interventionists for a while now. Is their approach changing/expanding to get different results in the future?

I would have a similar comment/question for the final 2 strategies.

Implementation is more precise, data-informed, and targeted toward closing identified subgroup gaps. We will continue to refine our work with AVID to better layer support for all learners and to ensure we are using equity based grading practices that help students demonstrate mastery and earn credit for things they are learning.

Link: [Past Graduation rates at BHS by sub group](#)

2. Cultural Liaisons and Social Workers

These interventionist roles have existed for several years but are now being aligned more strategically with student readiness and engagement outcomes.

Expanded Approach:

- **Early Learning Collaboration:** Liaisons and Social Workers are partnering to increase preschool family engagement and access to early intervention supports.
- **Cross-District and Cross-Department Integration:** They now co-lead joint activities—such as the Rising 9 Retreat and family engagement events—across A&I and Student Support Services.
- **Cultural Curriculum Leadership:** Liaisons contribute directly to building the bridge from home to school. We are working to build in practices that include ensuring that culture is a part of conversations for students who may need additional support. We are working to create aligned systems across school sites to ensure students we are proactively including social cultural awareness as part of our conversation to improve student outcomes. We also have a limited number of liaisons across our 13 school sites. About 50% of our students are multilingual and almost 30% of our students qualify for English Learner programming.

The work of our social workers and liaisons is evolving from individualized family support to systemic and instructional influence across multiple goal areas.

3. Family Engagement and Cultural Proficiency (CPSS)

The final two strategies—Family Engagement and Building Culturally Proficient School Systems—anchor the district’s equity framework.

Implementation Shifts:

- **Family Engagement:** Expanded through intentional partnerships, multilingual communication, and feedback loops

that inform district decision-making. We continue to have our parent advisory council groups.

- **CPSS Professional Learning:** Integrated into staff evaluation tools and ongoing professional development. This shift has led to measurable progress—95% of site teams report embedding culturally responsive strategies into learning spaces to impact instruction, exceeding the 2026 target early. We continue to build the capacity of all staff in our district to ensure that we are using asset based and growth mindset practices.

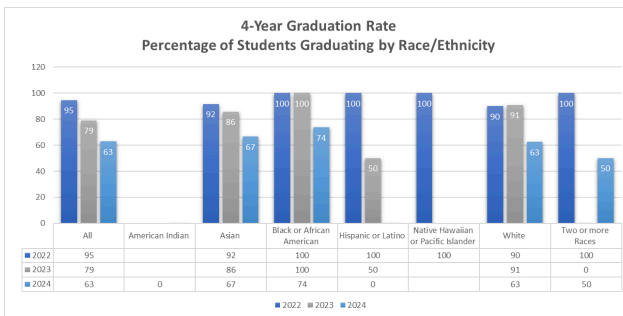
These strategies are transitioning from isolated initiatives to embedded district expectations that drive systemic change and measurable impact. We will continue to create aligned practices that are rooted in building our sense of collective efficacy for students, families and staff. We are currently starting the third year of restructuring that led to the development of the Educational Equity Department.

While the names of the four core strategies remain consistent, their application is deepening. Each is being sharpened through targeted subgroup supports, stronger accountability structures, and expanded collaboration. These refinements are designed to translate ongoing efforts into improved outcomes and close persistent achievement gaps.

1. Please provide the number of students who graduated as well as the demographics of graduating classes for Virtual Academy (2022, 2023, 2024).

Virtual Academy Graduation Data

Virtual Academy Number of Students	Graduated	Continuing	Dropped Out	Unknown
2024	22	7	5	1
2023	30	5	2	1
2022	35	1	0	1



(William Byrne Elementary School Report)

Board Member Question

Staff Response

1. Slide 4

Understanding that you will be speaking to these data points, it would be helpful to include context in this slide as reference.

1a - e.g. What ranges are deemed to be not proficient, reaching proficiency (if applicable), and proficient?

1b - Are these ranges standardized school-wide, or are there differences between each grade?

2a - What are SIP (School Improvement Plan) goals for FY26?

2b - Or, more specifically, what is the SIP goal for ML in FY26?

1a. Students are deemed to be proficient and exit ML services when their cumulative score is 4.5 or higher with none of the 4 domains being below 3.5.

1b. They are standardized state-wide.

2a.

Achievement Goals:

- The percentage of students in grades 2nd-5th at William Byrne Elementary who meet their growth projection on FAST aReading will increase from 46.4% in spring 2025 to 49.4% in spring of 2026.
- The percentage of students in grades K-1st at William Byrne Elementary who meet their growth projection on FAST Early Reading will increase from 56.7% in spring 2025 to 59.7% in spring of 2026.

Systems Goal:

- All Collaborative Teams will follow the Plan Do Study Act Process as defined by the 4 Critical Questions during the 25-26 school year to increase Tier 1 instruction as evidenced by CT agendas, notes, data, and the Educational Decision Making component on the SEMI-SLT increasing from 1.0 to 1.3.

Family Engagement Goal:

- By June 2026, William Byrne Elementary will increase its consistent student attendance rate from 75.39% to 78.39% by strengthening reciprocal family partnerships through proactive, culturally and linguistically responsive communication efforts that highlight the importance of daily attendance for student success.

2b. As part of our School Improvement Plan process, we disaggregated achievement data and identified a notable discrepancy: multilingual learners in the upper grades are performing differently than those in the primary grades. We believe this difference is related to the increased language complexity in upper-grade curriculum as well as the wider range of prior school experiences among students entering at later grades.

Multilingual learners are intentionally embedded across all of our SIP goals. We will monitor their individual growth targets in FastBridge as well as Ellevation. ML teachers are collaborating closely with grade-level teams to strengthen Tier 1 instruction for all students. This shared focus ensures that multilingual learners are included and

<p>2c - If there is a SIP goal relating to our ML students, including it in the slide deck provides significant context around what staff are endeavoring to accomplish.</p>	<p>supported within core instruction — not only in intervention spaces — and that their progress is tracked and acted on throughout the year.</p> <p>2c. During the presentation, we will reference the root cause analysis that went into our School Improvement goal.</p>
--	---

(Personnel Report)

Board Member Question	Staff Response
<p>1. Why do we have the resignation of a Dean on 8/22 and a re-appointment of same three days later? I haven't seen this before.</p> <p>1a. Why might this coming forward in October, as opposed to September?</p>	<p>Based on the specific circumstances with this employee, I believe that his placement in the teacher's union is premature and he should fall under Unaffiliated because he doesn't have a Tier three teaching license. It is a procedural step to remove him from the teacher's unit and place him under Unaffiliated. If he moves forward and gets his Tier Three as expected then he would be placed back under that unit. The nature of a Dean's position is that it can be either a licensed or unlicensed position.</p>

(Audit Report)

Board Member Question	Staff Response
<p>CAFR:</p> <p>1. P. 13 - Please elaborate on this change and impact on accounting practices: "Emphasis of Matter The District has adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 101, Compensated Absences. Our opinion is not modified with respect to this matter."</p> <p>1.1 - I may be mistaken, but it appears that this change has reduced our net position by approx. \$20 mil. I would like to understand more about this change.</p> <p>2. P. 26 - Refreshing my memory here: We have cut all expenditures/staff that had previously been earmarked as ESSER (Covid 19) funded. Correct? "Federal Revenue is recorded in the year in which the related expenditure is made. Federal sources decreased by \$8,600,599 as the District did not have any remaining Federal funding received in response to the COVID-19 pandemic."</p>	<p>1-1.1 -Starting in 24-25 districts are required to report compensated absences differently. Prior to this year, we reported just the amount that could potentially be paid out if an employee resigns. Certain employees accrued and rolled forward vacation time each year that would be paid to the employee if they resigned. Starting in 24-25, we reported amounts that are more than likely to be paid out <u>or used</u>. So this now includes sick time that rolls forward. We used a third party actuary to estimate this amount. This change has no effect on the budget or operating fund balances for the district. It is similar to the pension adjustment for TRA/PERA that occurred several years ago (net pension liability on the statement of net position).</p> <p>2. We are no longer funding any expenditures/staff with ESSER funding. During the budget process, positions were eliminated or absorbed in other funding areas.</p>

3. P. 152 - Middle Schools are listed as 'Junior Highs.'

Communication Letter:

4. P. 6 - Please shed additional details on the current understatement of IT arrangements, and the potential impact for future.

"Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit.

- The right-to-use asset and liability related to subscription-based information technology arrangements were understated."

5. On ESSER, which positions were reassigned from ESSER to General (or other) Fund? If there is a Final Adjustment or budget doc that you can share/point me to, this would suffice, rather than reinventing the wheel.

3. Corrected for next year's report.

334

4. This is all of the district's software subscriptions. Recently, districts are required to review all software subscriptions. If the subscription is longer than a year, it's treated like an asset (such as a building). This does not affect the budget or operating fund balances each year. We are working with our auditors before next year's audit to correctly implement new processes so we can get rid of this comment in the financial report.

5. [This document linked here](#) was from the budget presentation on June 13, 2024. In the Maximizing Federal Funds section at the bottom, is the elimination of the ESSER funded expenditures. Throughout the other sections there are the positions that were added back such as level 3 EAs, math interventionist, classroom teacher FTEs were all brought back using the restricted compensatory funds.

1. Preliminary Approval for Youth Services Field Trip to Dominican
Republic

336

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Courtnee Jackson Floback, Youth Services and Credit Recovery Coordinator and Trip Chaperone



**Agenda IV.B.1.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent, and Courtnee Jackson Floback, youth services and credit recovery coordinator and trip chaperone

Date: October 11, 2025

Re: Preliminary Approval for Youth Services Field Trip to Dominican Republic

Recommendation: That the Board of Education approve the preliminary application for an international field trip for the Youth Services Field Trip to the Dominican Republic.

Date: March 23-30, 2027

Destination: Dominican Republic

Name of sponsoring staff: Courtnee Jackson Floback

Name of Tour Company: EF Global Tours

Description and Educational Objective:

This trip will be a partnership with EF Tours. For 5 of the 8 Days students will work with youth of the Dominican Republic addressing the themes of: Access to Education, Youth Development, and Generational Poverty as part of their service project. The team at Burnsville High School is committed to ensuring that this is an equitable experience for all students by providing multiple fundraising opportunities.

Educational Objectives include: Cultural Awareness, Collaboration, Communication, Growth Mindset, Self-awareness, and Agency. Allowing for personal development through the lens of global perspective while embracing action and impact. Additionally, students may apply for course credit through EF tours (high school or college).

Preliminary estimated cost per student:

\$4,079

- Pricing includes tour, airfare, ground travel and lodging

- Range of cost is dependent on how many people per room
- A suggested \$20/per day or \$160 is recommended for each person for personal spending

Fundraising Opportunities for Students: Fundraising personal page, scholarships, and payment plans, grocery bagging, restaurant fundraising, additional opportunities based on parent creation and work with the travel club

Preliminary number of students and chaperones: 15 students and 2-3 chaperones

Administrative Approval: Associate Principal and Activities Director Bill Heim and Assistant Superintendent Dr. Chris Bellmont have both accepted and approved the preliminary application.

Attachment: Global Travel Program Proposal

Youth Service Dominican Republic - Spring Break 2027

October 23, 2025

Courtnée Jackson Floback, Youth Service Coordinator
Dr. Chris Bellmont, Assistant Superintendent

Dominican Republic

● Proposed Trip

● Purpose



Spring Break Travel Collaboration

- Travel Club collaboration
 - Fundraising
 - Monthly Meetings
- Provide options for students and families

Fundraising Plans

Opt-In Fundraising Opportunities

- CUB bagging groceries
- Restaurant nights
- Candy bar sales
- Butter Braid sales
- Students can apply for a \$1000 merit- and needs-based scholarship via EF Tours
- We are open to more fundraising ideas from students and families!

Included with Trip

- Each student has a fundraising page through their EF Tours website
- Smaller monthly payments when students book as far in advance as possible



“I enjoyed the bonds we created with the people over there. I was really able to connect with so many of them from the very beginning and have even stayed in touch with a few. The country is beautiful and the culture is so unique. This was a trip that I definitely would love to go on again.”

THANK YOU



Global Travel Program Proposal



Your partner in travel-based learning

Our mission

We're educators, just like you. And we're dedicated to helping students become more future ready.

EF stands for Education First. For almost 60 years, we've worked in service of our mission, *Opening the World Through Education*, to help learners of all ages overcome barriers of culture, language, and geography to increase global understanding. We partner with educators to provide innovative, immersive programs that prepare students to succeed in college, in their careers, and throughout their adult lives. Here's how we'll collaborate with your school to create meaningful learning experiences.

What's in this document

- pg. 2 Learning outcomes
- pg. 4 Academic credit & professional learning
- pg. 5 Building equitable travel programs
- pg. 6 Managing cost & payments
- pg. 7 Safety
- pg. 9 Protection for travelers, schools & districts
- pg. 11 Travel logistics
- pg. 13 Next steps



This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

© 2024 EF Education First. For full terms and Booking Conditions visit eftours.com/bc

Learning outcomes

It's our goal to put "education first" in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

Our method

We enhance what you teach with relevant experiences outside the classroom.

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

Our programs

We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.

EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



Learning outcomes

Continued

EF students build essential skills in these key growth areas:

Cultural awareness

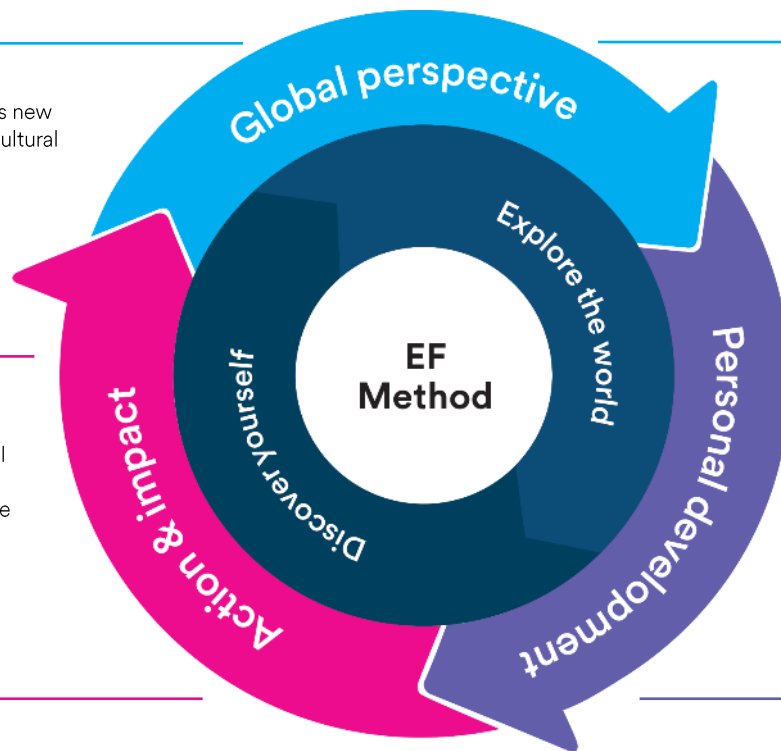
Changing your context creates new experiences that build cross-cultural knowledge and skills

Collaboration

You develop the interpersonal skills to flourish in multicultural teams: to find new and better solutions, take action, and have real impact

Communication

You connect with others more deeply by listening, empathizing, and appreciating—then sharing your own point of view



Growth mindset

Broadening your worldview helps you become more curious, open, and adaptable; you embrace becoming a lifelong learner

Self-awareness

Connecting with others in meaningful ways reflects your own biases and beliefs back to you, leading to a change of mindset

Agency

Knowing yourself helps you decide who you want to be and the mark you want to make—and enables you to become a better advocate for your dreams

Academic credit & professional learning

We provide opportunities for students to earn academic credit and for educators to pursue professional development, supplementing their travel experiences with real-world educational achievements.

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Academic credit for students

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays, further enriching their travel experiences.

- Students in grades 6–12 can earn half an elective high school credit by successfully completing the final project that's part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9–12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$360.

Professional learning for educators

We're equally invested in giving educators professional development opportunities that will change their lives. Experiencing an EF tour allows your teaching staff to grow in countless ways and equips them with fresh perspectives to bring back to their classrooms.

- Group Leaders can earn **25 professional learning hours** by participating in the seminars and scheduled activities on an EF training tour.
- Group Leaders can earn **45 professional learning hours** by completing EF's in-house course, "Cultures, Comparisons & Connections." This includes pre-tour research and coursework.
- Group Leaders can earn **3 or 6 graduate-level credits** (\$360/\$720) upon the completion of a 16-week, online course, "Leading Global Discussions," with Southern New Hampshire University the year after their tour.

To learn more about EF's educational philosophy, visit eftours.com/education

Building equitable travel programs

One tour can open up countless possibilities for a group of students. A sustainable, multi-tour travel program extends those possibilities to even more students—year after year. It also promotes greater equity by giving families time to fund travel and by offering options that cater to different interests.

A multi-tour program could include:

2025

London, Paris & Rome (Summer)

Japan: Land of the Rising Sun (Summer)

2026

Belize: Conservation from Ridge to Reef (Spring)

Greece & Italy (Summer)

Culture & Service in Thailand (Summer)

2027

Costa Rican Explorer (Spring)

Language Immersion through Spain (Summer)

Marine Conservation in the Dominican Republic (Summer)

Managing cost & payments

We believe in the life-changing power of educational travel and want as many students as possible to be able to experience it. With flexible payment options, fundraising tools, and scholarships, we aim to make these transformative experiences more widely accessible.

Automatic Payment Plan

Our recommended payment plan allows travelers to break their tour fee into manageable installments. Since most tours are planned well in advance, travelers can enroll for only \$95 and then spread the tour cost over an extended period—often up to 18 months or two years—with the final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages

Each student receives their own unique and customizable fundraising page. This easy-to-share page makes it simple for friends and family to contribute directly to the tour cost, with no fees

Global Citizen Scholarship Fund

Every year, EF Educational Tours awards \$100,000 in scholarships to students across the country. Any student can apply for the Global Citizen Scholarship, which is granted on both a merit and needs basis.

Risk-Free Enrollment Period

New travelers who enroll can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.



Safety

Our travelers' safety is our top priority. With an extensive global presence, industry-leading experience, and close relationships with U.S. and international authorities, that's a statement we can back up with confidence. We ensure that every situation is managed with the utmost care.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries around the world. And we don't just work in those countries—we call them home. Better yet, EF has team members in nearly every one of our tour destinations, providing local knowledge and ensuring the safety of our groups. This presence allows us to support travelers wherever and whenever they need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff are always available to help. Your Tour Director serves as your group's constant companion and first point of contact in an emergency. Our fully trained support teams are also on call 24/7, ready to assist teachers with any issues and provide the necessary resources to get things back on track. Finally our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 365 days a year.



Safety

Continued

Your school's team

These EF staff are fully committed to your school's travel program and the safety of every student.

OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings.

They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

Protection for travelers, schools & districts

We understand that unpredictable situations can happen, whether on tour or before departure. That's why we offer a range of protections to make sure travelers, schools, and districts are covered no matter what. We do everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are added as additional insureds under our **\$50 million General Liability Policy**, whether or not the tour is considered a school event. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement which includes a release of liability of their Group Leader, school, and school board.

Peace of Mind Program

Provided to all groups

When your school decides to travel with EF, we want you to feel secure in that decision. This benefit, built into every EF program, gives groups the flexibility to change their tour dates or destination. It can be enacted up to 45 days prior to departure for any reason, including terrorism or other world events.



Protection for travelers, schools & districts

Continued

Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

GLOBAL TRAVEL PROTECTION

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

GLOBAL TRAVEL PROTECTION PLUS

Available to all travelers

This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.



Travel logistics

Proposed tour for Courtnee Jackson Floback in Spring 2027

Price of this tour

The tour program price covers a wide range of services that ensure students have an incredible travel experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, and logistical support once the group reaches their destination.

Full, flexible travel window: March 22-31, 2027

Requested travel dates: March 23-30, 2027

Empowering Children in the Dominican Republic

Program Price ¹ **\$4,089**

Includes:

- Round-trip airfare and on tour transportation
- Hotels with private bathrooms
- Breakfast and dinner (see your itinerary for meal details)
- Full-time Tour Director
- Daily activities, tours and entrances to attractions

Global Travel Protection **\$190**

Early Enrollment Discount **-\$200**

EF's Peace of Mind Program * **Free**

Total for Students (under 20) \$4,079

18 monthly payments **\$222/mo**

Adult Supplement ² **\$730**

Total for Adults \$4,809

18 monthly payments **\$262/mo**

Quote created on 9/9/2025

¹ Program price valid for today. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at [ef-tours.com/baggage](https://www.ef-tours.com/baggage). All prices subject to verification by EF Tour Consultant. To view EF's Booking Conditions, visit [ef-tours.com/bc](https://www.ef-tours.com/bc). Some countries may require aircraft insecticide treatment for in-bound foreign flights. Such countries can be found at [ef-tours.com/insecticide](https://www.ef-tours.com/insecticide).

² Adult supplement required for travelers age 20 and older at the time of travel.

* We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Itinerary shown is for 2027 travel. Itineraries are subject to change biannually, please call for more details

Quote created on 9/9/2025

Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Santo Domingo, Dominican Republic

While you are in the big cities in the Dominican Republic, you'll stay in chain hotels that are simple but clean and modern amenities. Be aware that tropical conditions in the Dominican Republic make insects and other small animals (such as ants, mosquitoes, lizards, spiders, and frogs) more prevalent. Please note that electrical voltage and outlets in the Dominican Republic are the same as in the U.S., so you will not need an adapter or converter.

Hodelpa Centro Plaza

<https://www.hodelpa.com/en/centro-plaza>

Address: Calle Hostos Esq. Calle El Conde, Colonial City, Santo Domingo

Jarabacoa, Dominican Republic

While you are in the big cities in the Dominican Republic, you'll stay in chain hotels that are simple but clean and modern amenities. Outside of the large cities you'll stay in smaller, family-run establishments or more rustic lodges. Be aware that tropical conditions in the Dominican Republic make insects and other small animals (such as ants, mosquitoes, lizards, spiders, and frogs) more prevalent. Please note that electrical voltage and outlets in the Dominican Republic are the same as in the U.S., so you will not need an adapter or converter.

Rancho Baiguate

www.ranchobaiguate.com

Address: Carretera, La Joya, Jarabacoa, Dominican Republic

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

Dominican Republic: Sample Meals

Mashed plantains, rice and beans, fried/grilled fish with rice, salad, rice and beans

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

Next steps

My name is Leah Thomas and I'm the dedicated Tour Consultant for Minnesota. I'll be working closely with your Group Leader, Courtnee Jackson Floback, every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

Sincerely,

Leah Thomas
Tour Consultant
leah.thomas@ef.com

“

Student travel strengthens our mission of making future graduates into global citizens. After their travels, our students return more well-rounded and success-driven because they now understand the connections between what is taught in the classroom and what is needed in the global market.

Mitch S., Administrator



2. Preliminary Approval for Travel Club Field Trip to Budapest, Vienna
and Prague

360

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Alicia Vonderharr, Teacher and Travel Club Advisor, and Gloria Webber, Teacher and Travel Club Chaperone



**Agenda IV.B.2.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent, and Alicia Vonderharr, teacher and Travel Club advisor, and Gloria Webber, teacher and Travel Club chaperone

Date: September 24, 2025

Re: Preliminary Approval for Travel Club Trip to Budapest, Vienna and Prague

Recommendation: That the Board of Education approve the preliminary application for an international field trip for the Travel Club trip to Budapest, Vienna and Prague.

Date: March 14-March 20, 2027

Destination: Budapest, Vienna and Prague

Name of sponsoring staff: Alicia Vonderharr

Name of Tour Company: EF Global Tours

Description and Educational Objective:

Students will visit three Eastern European cities. The weeklong journey starts in Budapest, which is a city that has many hidden gems, and is divided by the Danube River. Then we travel to Vienna, which is a bustling capital known best for their world-famous composers. We end the trip in storybook Prague, where the students will learn about the city's enthralling history. Note: For more details on the itinerary, please see the included itinerary document.

Using EF's guided learning model, students develop an essential question prior to leaving on the trip. Then students investigate that question using EF's Personalized Learning Guide. Students will receive college essay help connected to their final project. Students learn the history and culture of all three Eastern European cities through an immersive, hands-on approach.

Preliminary estimated cost per student:

\$3649

- Pricing includes tour, airfare, ground travel, lodging and student admission fees

- Range of cost is dependent on how many people per room
- A suggested \$40/per day or \$280 is recommended for each person for personal spending

Fundraising Opportunities for Students:

There is an early sign-up discount of \$200. EF Tours offers a \$1000 merit- and needs-based scholarship that students can apply for. Many fundraising opportunities are available to students such as CUB bagging groceries for tips, Cherrydale fundraising, restaurant nights, candy bar sales, and a personal fundraising website for each student via EF Tours

Preliminary number of students and chaperones: 20 students and 3 chaperones

Administrative Approval: Principal Sandoval and Assistant Superintendent Dr. Chris Bellmont have both accepted and approved the preliminary application.

Attachment: Global Travel Program Proposal

Budapest, Vienna, & Prague Trip - Spring Break 2027

October 23, 2025

Alicia Vonderharr, Travel Club Advisor + BHS ELA Teacher
Gloria Webber, Travel Club Chaperone + BHS ELA Teacher
Dr. Chris Bellmont, Assistant Superintendent

Travel Club - Update

- 2026 Switzerland/Italy Trip Update
 - Fundraising in full swing
 - Monthly meetings to develop community
 - Game night planned for December

Budapest, Vienna, & Prague

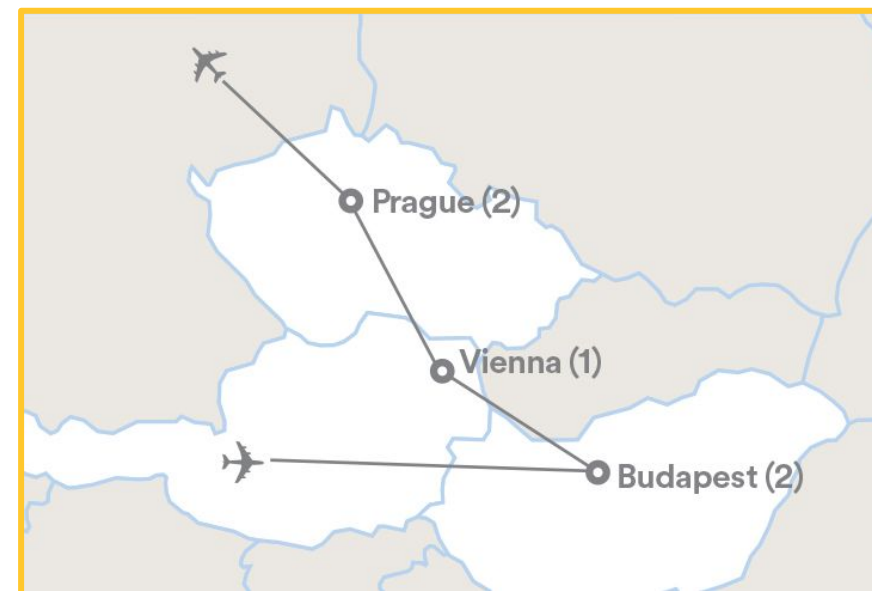
Proposed Trip

Students will visit three Eastern European cities. The week-long journey starts in Budapest, a city that has many hidden gems dramatically divided by the Danube River. Then we travel to Vienna, which is a bustling capital known for *wiener schnitzel* and world-famous composers. We end the trip in storybook Prague, where the students will learn about the city's enthralling history.

More Bang for Their Buck

This tour is designed with school calendars in mind, so it is a flexible, highlight-rich tour that allows us to see many sites and enjoy three history-packed, beautiful cities without feeling rushed.

This tour is also less expensive than summer tours, reducing the financial burden on families and, as a result, allowing more students to travel.



Fundraising Plans

Opt-In Fundraising Opportunities

- CUB bagging groceries
- Restaurant nights
- Candy bar sales
- Butter Braid sales
- Students can apply for a \$1000 merit- and needs-based scholarship via EF Tours
- We are open to more fundraising ideas from students and families!

Included with Trip

- Each student has a fundraising page through their EF Tours website
- Smaller monthly payments when students book as far in advance as possible



Why work together with Youth Service?

- Combined Efforts = Best for Students and Families
 - Give students options for Spring Break 2027 travel
 - Work together to find best-fit travel choice for students and families
 - Fundraise together to reduce expenses for students and families

I have seen a level of confidence in my kid since she's come back that I have never seen in her before. Thank you.

-Parent of 2024 Student Traveler

Thank you!





Budapest, Vienna & Prague

Budapest | Vienna | Prague

In these three Eastern European cities, old world charm and modern energy create an atmosphere unlike any other. Start your week-long journey in Budapest, a city of hidden gems dramatically divided by the Danube River. Then travel to Vienna, a bustling capital known for wiener schnitzel and world-famous composers. End your trip in storybook Prague, where you'll learn about the city's history in its cobblestone streets and gothic town squares.



Get even more bang for your bucket list

Designed with school calendars in mind, this flexible, highlight-rich tour lands in the sweet spot between a long weekend and a lengthier getaway—so you can focus less on scheduling and more on exploring.

Your experience includes: Full-time Tour Director; 3 sightseeing tours led by licensed local guides; 2 walking tours; personalized learning; round-trip flights on major carriers; comfortable motorcoach; 5 overnight stays in hotels with private bathrooms; breakfast and dinner daily

Anyone can see the world.

You're going to experience it.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

“As a teacher, it's an amazing feeling to see my students light up and get excited about 'that thing we talked about in class.' Not only do they have a rich educational experience, they transform into young adults who are eager to take on more travel.”

Bobby, Group Leader



370



Learn from expert local guides



Visit Matthias Church



Stroll along Ringstrasse

What you'll experience on your tour

Budapest

- Meet your Tour Director at the airport in Budapest, the capital city of Hungary that's filled with beautiful architecture and breathtaking views.
- Stretch your legs on a walking tour of Budapest with your Tour Director to see sites like St. Stephen's Basilica and the Hungarian Parliament building.
- See Fisherman's Bastion, Gellért Hill, and Heroes' Square on an expertly guided tour.
- Visit Matthias Church, a fully restored 14th-century gothic church.
- Explore the Budapest Basilica.
- Take a trip to the Budapest baths. The sprawling spa is the largest thermal bath of its kind in Europe, giving you room to relax in the indoor baths or venture to the outdoor swimming pool, where you can play chess with locals on oversized boards.

Budapest | Vienna

- Travel to Vienna, the music capital of the world, whose artistic legacy was shaped by famed residents like Beethoven.

- Take a guided tour of Vienna. With your expert local guide, you will see:
 - Burrgarten
 - Opera House
 - Capuchin Crypt
- Visit the Sisi Museum, a museum dedicated to the life of Empress Elisabeth of Austria.
- Enjoy an authentic wiener schnitzel dinner.

Vienna | Prague

- Travel to Prague, a city that balances the classical features of old Europe with a Bohemian spirit.
- Take a walking tour of Prague. Stroll the cobbled streets of the Malá Strana and visit the 13th-century Staré Město (Old Town) and Old Town Square.

Prague

- Explore the former capital of the Holy Roman Empire on an expert-led tour. Visit St. Vitus Cathedral, the Charles Bridge, and Prague Castle's Golden Lane.

Depart for home



371

See the Charles Bridge

“I will confidently book with EF knowing that they truly have the infrastructure to handle a crisis, that they care deeply for the students, and that they remain committed to sharing the wonder of travel.”

Jennifer, Parent

“This trip was amazing! Not many people get to go to Eastern Europe, and it was such a great experience.”

Mary, Student



— THE EASIEST WAYS TO —

Enroll today



Enroll on our website
eftours.com/enroll



Enroll by phone
 800-665-5364



Enroll by mail
 EF Educational Tours
 Two Education Circle
 Cambridge, MA 02141

“My daughter has gained such an amazing view of the world and history from this experience. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.”

Charlotte, Parent



The world leader in international education

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices** so more students can travel.
- **We're fully accredited**, just like your school, so you can earn credit while on tour.
- **We include experiential learning activities** and visits to the best sites on all of our educational tours.
- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **We provide a full-time Tour Director** who's with your group every step of the way on tour, providing insight about your destinations as well as great local tips.



3. Preliminary Approval for the Burnsville Baseball Team's Trip to
Scottsdale, Arizona

374

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent , Justin Banitt,
Teacher and Coach, and Kelli Mitsch, Booster Club President



**Agenda IV.B.3.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent, Justin Banitt, teacher and coach, and Kelli Mitsch, booster club president

Date: October 16, 2025

Re: Preliminary Approval for the Burnsville Baseball Team's Trip to Scottsdale, Arizona

Recommendation: That the Board of Education approve the preliminary application for an extended field trip for the Burnsville Baseball Team's Trip to Scottsdale, Arizona.

Date: March 22-27, 2026

Destination: Scottsdale, Arizona

Name of sponsoring staff: Justin Banitt, teacher and coach

Description of Proposed Program: If approved, this will be the 19th spring instructional baseball trip. The team will travel by air to Phoenix, Arizona for eight outdoor practice sessions. The group will depart Sunday, March 22nd using Sun Country Airlines. Upon arrival, the team will be involved in team-building activities set up by the coaches. Team practices will begin on Monday, March 23rd in the morning, with a scrimmage under the lights at Paradise Valley High School in the evening. Monday through Thursday, the team will practice for 3-4 hours in the morning and another 3-4 hours at night under the lights. During our practice time, the team will have an intra-squad scrimmage, as well as a scrimmage with another team from Minnesota.

In addition to playing a lot of baseball, the team will also come together to climb a Phoenix area mountain. Throughout the season, we remind the team of the challenges it took to climb the mountain together. Players encourage each other to keep going and not stop climbing. There is a special bond that develops on this trip and on this hike that helps carry the team through the season.

This trip gives athletes a better opportunity to practice outdoors and prepares them for the upcoming season. It provides an excellent opportunity for the group to come together as a team with all the baseball activities planned. In addition to the baseball activities, the team will be provided with 1-2 hours of study time each afternoon.

We will be staying in a local hotel and plan to return to MSP on Friday, March 27th.

Description and Educational Objective:

1. Come together as a team
2. Serve others
3. Build young men through the game of baseball
4. Learn the game
5. Create and build lifelong relationships with coaches and players
6. Build trust among players and coaches
7. Learn the expectations of being a student-athlete
8. Learn, grow, and improve
9. Have fun as a team

Preliminary estimated cost per student: Approximately \$905 plus a recommended \$125/person for personal expenses

Fundraising Opportunities for Students:

Players have multiple opportunities to raise funds for the trip (see below). The BHS Baseball Booster Club will also work with families for whom financing the trip is an issue.

Fall & Spring Water Softener Salt Sale - players sell and deliver bags of salt directly to customers' doors. Players can earn a portion of the sale directly into their player accounts.

Cub Foods Grocery Bagging Events - players who sign up and work a volunteer shift bagging groceries at Foods - Heart of the City earn money directly into their player account. 100% of the donations from this event goes to the player accounts.

BHS Baseball Bingo Night - players promote Bingo Night and sell Bingo cards and raffle tickets at the event.

Team Up Fundraiser - players will contact families, friends, and alumni to sell mobile coupon books or ask for a donation. These funds may be used to offset the cost of a player's trip.

Preliminary number of students and chaperones:

28 students and 6 chaperones

Administrative Approval: Principal Sandoval and Dr. Latanya Daniels have approved this trip. Dr. Daniels' approval comes with the caveat that an academic plan to make up instructional time for students will be included with the final approval field trip application.

4. Approve the Minnesota State High School League (MSHSL)
Foundation Grant A

377

Speaker(s): Chris Bellmont, Assistant Superintendent

**Agenda IV.B.4.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: October 23, 2025

Re: Minnesota State High School League (MSHSL) Foundation Grant A

Recommendation: That the Board of Education approve the ISD 191 application to the Minnesota State High School League (MSHSL) Foundation Grant A to offset student activity fees.

Notes:

- The MSHSL Foundation was formed to provide support for Minnesota's High school youth to participate in athletics and fine arts
- The district applies for the MSHSL grants each year, which require school board approval before submitting
- These grants are an excellent way to recognize the value of student participation in extracurricular activities

Attachment:

MSHSL Foundation Grant A Form

FORM A**RESOLUTION OF GOVERNING BOARD SUPPORTING
FORM A APPLICATION TO MINNESOTA
STATE HIGH SCHOOL LEAGUE FOUNDATION**

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of ISD 191 (Burnsville High School) recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of ISD 191 (Burnsville High School) supports the school's application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

October 23, 2025

Anna Werb - Board Chair

October 23, 2025

Scott Hume - Board Clerk

V. Work Session to Update Superintendent Evaluation Tool

380

Speaker(s): Abigail Alt, Vice Chair

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



**Agenda V.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Abigail Alt, vice chair

Date: October 23, 2025

Re: Work Session to Update Superintendent Evaluation Tool

Thank you for taking the time to complete the Superintendent's annual performance review.

The first section of the review covers ~~s-Dr. Battle's~~ Dr. Daniels' Essential Duties and Responsibilities as Superintendent. Please rate her performance on a scale of 1 to 4, with 1 being low and 4 being high. Please include additional comments / details / examples as appropriate.

The Essential Duties and Responsibilities are as follows:

- Serves as the Chief Executive Officer for the School District.
- Serves as the educational leader of the District.
- Serves as the primary spokesperson for the District and oversees all public relation activities of the District to best represent the District before the public, governmental agencies, community organizations, or other groups.
- Directs and oversees the operational and administrative services, programs, and operations of the District to ensure the efficiency and effectiveness of these functions.
- Ethical and Inclusive Leadership.

* Indicates required question

1. Email*

2. Board Member Name*

3. Essential Duty #1 - Serve as the Chief Executive Officer for the School District

Mark one one oval.

4 - Highly Effective. Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals

3 - Effective. Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals

2 - Developing. Goals have been developed but no overall plan or alignment of resources exists

1 - Ineffective - Goals are not developed.

Other: _____

4. Evidence of performance & comments regarding Essential Duty #1 (CEO of School District)

5. Essential Duty #2 - Serve as the Education Leader of the School District.

Mark one one oval.

- 4 - Highly Effective. Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals
- 3 - Effective. Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals
- 2 - Developing. Goals have been developed but no overall plan or alignment of resources exists
- 1 - Ineffective - Goals are not developed.
- Other: _____

6. Evidence of performance & comments regarding Essential Duty #2 (Educational Leader)

7. Essential Duty #3 - Serves as the primary spokesperson for the District and oversees all public relation activities of the District to best represent the District before the public, governmental agencies, community organizations, or other groups.

Mark one one oval.

- 4 - Highly Effective. Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals
- 3 - Effective. Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals
- 2 - Developing. Goals have been developed but no overall plan or alignment of resources exists
- 1 - Ineffective - Goals are not developed.
- Other: _____

8. Evidence of performance & comments regarding Essential Duty #3 (District Spokesperson/Representative)

9. Essential Duty #4 - Directs and oversees the operational and administrative services, programs, and operations of the District to ensure the efficiency and effectiveness of these functions.

Mark one one oval.

- 4 - Highly Effective. Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals
- 3 - Effective. Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals
- 2 - Developing. Goals have been developed but no overall plan or alignment of resources exists
- 1 - Ineffective - Goals are not developed.
- Other: _____

10. Evidence of performance & comments regarding Essential Duty #4 (Oversee operations & admin)

11. Essential Duty #5 - Ethical & Inclusive Leadership

Mark one one oval.

- 4 - Highly Effective. Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals
- 3 - Effective. Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals
- 2 - Developing. Goals have been developed but no overall plan or alignment of resources exists
- 1 - Ineffective - Goals are not developed.
- Other: _____

12. Evidence of performance & comments regarding Essential Duty #5 (Ethical & Inclusive Leadership)

The next section of the review form includes ~~Dr. Battle's~~ Dr. Daniels' specific Superintendent Goals for the ~~2023-24-2025-26~~ school year.

Please rate ~~Dr. Battle's~~ Dr. Daniels' performance regarding each of these Annual Goals on a scale of 1 to 4 (1 is low, 4 is high), including additional comments related to the specific goal. The relevant MSBA standards have been listed with each goal. For this year, these are the specific MSBA standards on which ~~Dr. Battle~~ Dr. Daniels will be evaluated.

~~Professional Development Goal~~

- ~~1. Improve competency in moving toward adaptation in Cultural Competency as described by the Intercultural Continuum. The strategy is to link knowledge of my culture and other cultures to increase the skill of "shifting perspectives" and to link my cognitive ability to generate cultural appropriateness in my affect and behavior.~~

~~District Focused~~

- ~~2. Monitor schools' progress toward achieving their site student achievement goals for the One94 Roadmap dashboard metrics. MSBA Standard 1: Governance Team (serves as Chief Executive Officer of the School District). Standard 1b - Goals and/or Strategic Plan & MSBA Standard 7: Student Support, Element 7c - Support for Students.~~
- ~~3. Increase knowledge of best practices to achieve effectiveness of district Operations (Food and Nutrition, Buildings and Grounds, Financial and Business Services, and Technology) by requiring the use of a project management tool. MSBA Standard 1: Governance Team (serves as Chief Executive Officer of the School District). Standard 1b - Goals and/or Strategic Plan & MSBA Standard 7: Student Support, Element 7c - Support for Students.~~

~~13. Professional Development Goal~~

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

Mark only one oval.

- 4 - Highly Effective. Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals
- 3 - Effective. Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals
- 2 - Developing. Goals have been developed but no overall plan or alignment of resources exists
- 1 - Ineffective - Goals are not developed.
- Other: _____

~~14. Evidence of performance & comments regarding Goal #1.~~

~~15. District Focused~~

~~Goal # 2. Monitor schools' progress toward achieving their site student achievement goals for the One91 Roadmap dashboard metrics. MSBA Standard 1: Governance Team (serves as Chief Executive Officer of the School District). Standard 1b - Goals and/or Strategic Plan & MSBA Standard 7: Student Support, Element 7c- Support for Students.~~

Mark only one oval.

- 4 - Highly Effective. Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals
- 3 - Effective. Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals
- 2 - Developing. Goals have been developed but no overall plan or alignment of resources exists
- 1 - Ineffective - Goals are not developed.
- Other: _____

~~16. Evidence of performance & comments regarding Goal #2.~~

~~17. District Focused~~

~~Goal # 3. Increase knowledge of best practices to achieve effectiveness of district Operations (Food and Nutrition, Buildings and Grounds, Financial and Business Services, and Technology) by requiring the use of a project management tool. MSBA Standard 1: Governance Team (serves as Chief Executive Officer of the School District). Standard 1b - Goals and/or Strategic Plan & MSBA Standard 7: Student Support, Element 7c- Support for Students.~~

Mark only one oval.

- 4 - Highly Effective. Facilitates development of the school district’s short- and long-term measurable goals and aligns available resources with school district’s budget to accomplish goals
- 3 - Effective. Facilitates development of the school district’s short- and long-term goals and recommends necessary financial strategies to meet goals
- 2 - Developing. Goals have been developed but no overall plan or alignment of resources exists
- 1 - Ineffective - Goals are not developed.
- Other: _____

~~18. Evidence of performance & comments regarding Goal #3~~

Dr. Daniels 2025-2026 Specific Goals

Communication and Community Engagement Goal (Community Partnerships and Engagement)

Goal: Foster a culture of transparency, trust and collaboration by establishing consistent channels of communication with stakeholders and engaging the broader school community through meaningful dialogue and outreach initiatives

School District Operations Goal (Operations and Management)

Goal: Establish a facilities management plan that ensures safe, functional, and future-ready learning environments through proactive planning, transparent budgeting and stakeholder engagement and collaboration

Teaching and Learning Goal

Goal: Establish a district-wide culture of collaborative leadership and instructional excellence by building trusting relationships, aligning strategic priorities and fostering continuous improvement across all levels of District One91 in the first 12 months

Climate and Culture Goal

Goal: Foster a culture of transparency, trust and collaboration by establishing consistent channels of communication with stakeholders and engaging the broader school community through meaningful dialogue and outreach initiatives

Google Forms

A Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members
and Superintendents



Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents

Minnesota School Boards Association
Minnesota Association of School Administrators

INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts “1” and “2” ([Minnesota Rules 3512.0510](#)).

FOR MORE INFORMATION

MSBA

Kirk Schneidawind, Executive Director

Phone: 800-324-4459 or
507-934-2450

Email: kschneidawind@mnmsba.org

MASA

Deb Henton, Ed.D., Executive Director

Phone: 651-645-6272 or
651-439-7719 (cell)

Email: deb.henton@mnasa.org

PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

TABLE OF CONTENTS

Part 1: Evaluation Overview

Reasons to Evaluate the Superintendent	2
Elements of a Comprehensive Superintendent Evaluation	3
How to Evaluate Objectively and Fairly	4
Timeline for Superintendent Evaluation	5
Closed Meeting for Superintendent Evaluation	7
Superintendent Job Description	8

Part 2: Developing a Goals- and Standards-Based Evaluation and Process

Step 1: Establish Goals and Select Standards	11
Standard 1: Governance Team	14
Standard 2: School District Finances	15
Standard 3: Communication and Community Relationships	16
Standard 4: School District Operations	17
Standard 5: Human Resources	19
Standard 6: Teaching and Learning	20
Standard 7: Student Support	21
Standard 8: Ethical and Inclusive Leadership	23
Step 2: Schedule and Hold a Mid-Year Evaluation	25
Preparing for the Mid-Year and End-of-Year Evaluation Meetings	25
Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting	26
Tips for Conducting a Fair and Objective Evaluation Meeting	27

Part 3: Appendices

Evidence Samples	A-1 – A-3
Goals and Standards Evaluation Forms/Examples	
Sample Form 1 – Establish Goals and Standards	A-4
Sample Form 2 – Mid-Year Formative Evaluation	A-5
Sample Form 3 – School Board’s Final End-of-Year Summative Evaluation	A-6
Sample Form 4 – Final Performance Summary Sheet	A-7
Sample Form 5 – Superintendent Self-Evaluation Form (Optional)	A-8 – A-9

OVERVIEW OF PART 1

Part 1: Evaluation Overview

1. Evaluation Overview
 - Reasons to Evaluate the Superintendent
 - Components of a Comprehensive Superintendent Evaluation
 - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

DO	DON'T
Collaborate with the superintendent on expectations, process, and timeline	DON'T expect either the school board or the superintendent to manage the evaluation alone
Develop an effective process for the <i>entire</i> school board to engage in the evaluation	DON'T appoint a school board committee or a single school board member to conduct the evaluation
Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent	DON'T provide only the agreed-upon ratings
Compile one final evaluation summary so that the school board speaks with one voice	DON'T prepare separate, individual evaluations from each school board member
Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation	DON'T conduct the evaluation as a one-way communication from the school board to the superintendent

2. Elements of a Comprehensive Superintendent Evaluation

Principle	Rationale
Provide opportunities for personal and professional development	Successful evaluation processes must address the whole person and be oriented toward continuous improvement
Focus on improving performance (not proving incompetence)	An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority
Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in Minnesota Rules 3512.0510	Evaluation criteria should incorporate these qualities
Create an ongoing process connected to school district and school improvement goals and/or performance standards	Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans
Connect the school district's goals with the community's vision for its schools	Goals must reflect the community's hopes for its public schools and students
Link evaluation to academic, social, and emotional growth of all school district students	Accountability should include multiple measures of student learning
Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large	The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

Documentation

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent’s progress and accomplishments related to established goals and/or performance standards.

Criteria and Ratings

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

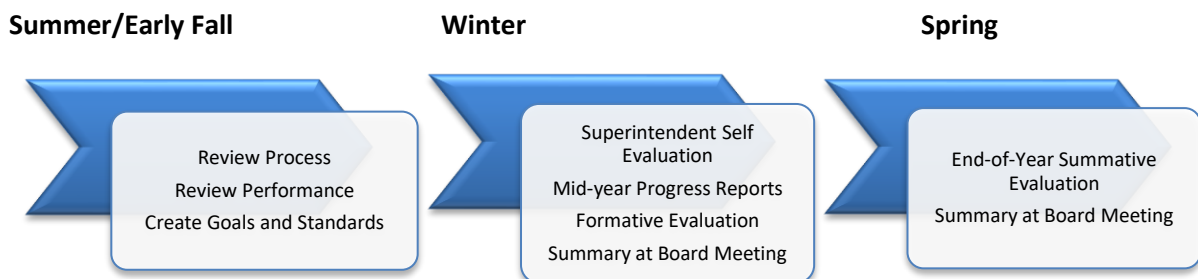
Written Comments

Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

Evaluation Conferences

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board’s mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota’s Open Meeting Law ([Minnesota Statutes Chapter 13D](#)), the Minnesota Government Data Practices Act (MGDPA) ([Minnesota Statutes Chapter 13](#)), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.



Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.
- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.
- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.
- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.
- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.
- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board’s review of the superintendent’s performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
 - The school board members share assessments of the superintendent’s formative evaluation performance.
 - The superintendent may offer clarification and/or progress reports on goals and/or standards.
 - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.
- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota’s Open Meeting Law.
- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent’s personnel file.

Spring

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.
- The school board members **prepare to discuss the superintendent’s performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent’s presence, but the school board cannot exclude the superintendent.
- At the **evaluation meeting**, the school board chair leads the school board’s review of the superintendent’s performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
 - The school board members share their assessments of the superintendent’s summative evaluation performance.

A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent’s personnel file.

- The superintendent may provide clarification and/or progress reports on the goals and/or standards.
- The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota’s Open Meeting Law.
- The **final written summative evaluation form** is placed in the superintendent’s personnel file.

5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent’s performance in a closed meeting. The following steps must be taken:

- a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent
- b) The school board **meets in open session** pursuant to the notice.
- c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.
 - **NOTE:** If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
 - **NOTE:** the superintendent has the right to attend the closed meeting.
- d) The school board **proceeds to the closed meeting** to evaluate the superintendent.
- e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.
- f) The school board chair **prepares a summary** of the school board’s conclusions regarding the superintendent’s evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

The summary should include:

- The closed meeting date;
 - The names of attendees;
 - The performance areas that were reviewed, including
 - Whether expectations were met
 - Areas of strength
 - A summary statement of each goal
 - Areas of concern, if any (do not include specific personnel data that led to the concern)
- g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent’s evaluation. The ‘next open meeting’ applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

6. Superintendent Job Description

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

Sample Superintendent Job Description

General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing policies that the school board has adopted.

Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

OVERVIEW OF PART 2

Part 2: Developing a Goals- and Standards-based Evaluation and Process

1. Establish goals and selecting standards
 - Standard 1: Governance Team
 - Standard 2: School District Finances
 - Standard 3: Communication and Community Relations
 - Standard 4: School District Operations
 - Standard 5: Human Resources
 - Standard 6: Teaching and Learning
 - Standard 7: Student Support
 - Standard 8: Ethical and Inclusive Leadership
2. Schedule and hold a mid-year evaluation
 - Preparing for the mid-year and end-of-year evaluation meetings
3. Schedule and hold an end-of-year summative evaluation meeting
 - Tips for Conducting a Fair and Objective Evaluation Meeting

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards

Step 2: Schedule and hold a mid-year formative evaluation meeting

Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

Step 1: Establish Goals and Select Standards

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. Minnesota Rules 3512.0510, which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

Standard	Elements
Governance Team	<ul style="list-style-type: none"> • Roles and Responsibilities • Goals and/or Strategic Plan • Policy Implementation • Information for Decision-Making • School Board Questions and Development
School District Finances	<ul style="list-style-type: none"> • Budget Development and Maintenance • Financial Statements • Financial Controls • Bond and Levy • Asset Protection
Communication and Community Relationships	<ul style="list-style-type: none"> • Relationship with the Community • Engagement • Informs the Community as a Whole • Advocacy • Media • Visibility and Approachability
School District Operations	<ul style="list-style-type: none"> • Facilities • Transportation • Food Service • Technology • Maintenance • Personnel
Human Resources	<ul style="list-style-type: none"> • Internal Communications • Personnel Concerns • Delegation of Duties • Visibility and Approachability • Hiring and Staff Development • Collective Bargaining and Union Relations • Evaluation
Teaching and Learning	<ul style="list-style-type: none"> • Staff Development • School Improvement • Curriculum and Instruction • Professional Knowledge of Teaching and Learning • Culture of Cooperation
Student Support	<ul style="list-style-type: none"> • Student Engagement and Feedback • Student Attendance • Support for Students • Student Discipline • Culture of Cooperation • School Safety and Security • Emotional Health and Social Needs
Ethical and Inclusive Leadership	<ul style="list-style-type: none"> • Ethics and Professional Behavior • Interactions with Staff, Students, and Community • Professional Practice • Diverse Communities • Cultural Competency • Equity Plan Implementation

Standard 1. Governance Team				
Element 1.a. Roles and Responsibilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</i>	<i>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</i>	<i>Articulates and adheres to the roles and responsibilities of the school board and superintendent</i>	<i>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</i>	
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>	<i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>	<i>Goals have been developed but no overall plan or alignment of resources exists</i>	<i>Goals are not developed.</i>	
Element 1.c. Policy Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process</i>	<i>Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making</i>	<i>Occasionally acts without following school board policy</i>	<i>Does not follow or rely on school board policy. Uses personal discretion in decision-making</i>	
Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i>	<i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>	<i>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</i>	<i>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</i>	
Element 1.e. School Board Inquiries and Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols</i>	<i>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</i>	<i>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</i>	<i>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</i>	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>	<i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>	<i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i>	<i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>	
Element 2.b. Financial Statements				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</i>	<i>Regularly reports to the school board concerning budget and financial status</i>	<i>Reports status of financial accounts as requested by school board</i>	<i>Does not report financial information to school board other than annual audit</i>	
Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>	<i>Is current with general and state accounting procedures; maintains internal controls</i>	<i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>	<i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>	
Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>	<i>Helps school board develop community engagement strategies that build support for levies and bonds</i>	<i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>	<i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>	
Element 2.e. Asset Protection				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</i>	<i>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</i>	<i>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</i>	<i>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</i>	

Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i>	<i>Creates relationships with public and private sectors</i>	<i>Reluctantly seeks some relationships with public or private sectors</i>	<i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i>	
Element 3.b. Engagement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process</i>	<i>Solicits input from select external groups and individuals</i>	<i>Very rarely seeks input from external groups and individuals</i>	<i>Demonstrates lack of regard for input and influence of external groups and individuals</i>	
Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i>	<i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i>	<i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i>	<i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i>	
Element 3.d. Advocacy				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions</i>	<i>Assumes leadership role through numerous contacts with government officials to protect and promote students' interests</i>	<i>Engages with government officials to protect students' interests</i>	<i>Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests</i>	
Element 3.e. Media				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively engages media; maintains professionalism with media; seeks to promote school district in media and community</i>	<i>Is cooperative with media; seeks to promote school district in media</i>	<i>Passively and reluctantly communicates with media</i>	<i>Does not communicate with community</i>	
Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events.</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	

Standard 4. School District Operations				
Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>	<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>	<i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>	<i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>	
Element 4.b. Transportation*				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</i>	<i>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed</i>	
Element 4.c. Food Service**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</i>	<i>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</i>	<i>Food service operates with a deficit; meals meet government standards</i>	<i>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</i>	
Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>	<i>No technology plan in place; no replacement plan for hardware, software, and infrastructure</i>	
Element 4.e. Maintenance***				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed</i>	<i>Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner</i>	<i>Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders</i>	<i>Maintenance department operates haphazardly with no system for reporting and/or handling work orders</i>	
Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>	<i>Most sites are staffed appropriately; staff receive on-going professional development</i>	<i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>	<i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i>	

** Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

***Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

****Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>	<i>Keeps staff informed of most important matters and seeks input annually</i>	<i>Inconsistently keeps staff informed of important matters</i>	<i>Lacks specific system to inform staff of important matters or fails to seek input</i>	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</i>	<i>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</i>	<i>Establishes policies and procedures, but does not implement them consistently</i>	<i>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</i>	
Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>	<i>Delegates responsibility to appropriate staff</i>	<i>Is reluctant to place much authority or decision-making with key staff</i>	<i>Tightly controls decisions made within administrative team</i>	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</i>	<i>Is visible and approachable by staff; visits buildings and/or classrooms</i>	<i>Seldom visits buildings; attends few building events and activities; is not approachable</i>	<i>Is neither visible nor approachable by staff; is isolated from staff</i>	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>	<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	<i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i>	<i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	
Element 5.f. Collective Bargaining**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assists school board in preparing for and conducting negotiations</i>	<i>Is proactive in preparing for collective bargaining by sharing appropriate information</i>	<i>Accepts that collective bargaining is necessary and may be challenging</i>	<i>Does not seek to understand and/or improve collective bargaining</i>	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</i>	<i>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</i>	<i>Assures evaluations are completed, but are consistent or not in compliance with state law</i>	<i>No performance evaluation system in place; evaluations not completed as required by state law</i>	

*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

**Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.

Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</i>	<i>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</i>	<i>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</i>	<i>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</i>	
Element 6.b. School Improvement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress</i>	<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals</i>	<i>School improvement plans are in place at building level, but lack school district-wide coordination</i>	<i>School improvement efforts are limited; no comprehensive plan in place</i>	
Element 6.c. Curriculum and Instruction				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning</i>	<i>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</i>	<i>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</i>	<i>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</i>	
Element 6.d. Professional Knowledge of Teaching and Learning				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit</i>	<i>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</i>	<i>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</i>	<i>Is uninvolved in current instructional programs; is unaware of current instructional issues</i>	
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting relationships among staff</i>	<i>Encourages open, productive, caring, and trusting environment among staff</i>	<i>Haphazardly supports open, productive, caring, and trusting environment among staff</i>	<i>Culture of trust does not exist</i>	

Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</i>	<i>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</i>	<i>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</i>	<i>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</i>	
Element 7.b. Student Attendance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</i>	<i>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</i>	<i>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</i>	<i>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</i>	
Element 7.c. Support for Students				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students</i>	<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists</i>	<i>Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students</i>	<i>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</i>	
Element 7.d. Student Discipline				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</i>	<i>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</i>	<i>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</i>	<i>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</i>	
Element 7.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting school culture among students</i>	<i>Encourages open, productive, caring, and trusting school culture among students</i>	<i>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</i>	<i>Trusting school climate does not exist</i>	

Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i>	<i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>	<i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>	<i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>	
Element 7.g. Emotional Health and Social Needs				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis</i>	<i>Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented</i>	<i>Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed</i>	<i>No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist</i>	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i>	<i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i>	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>	<i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>	<i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>	<i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</i>	<i>Demonstrates self-awareness and need for improved professional practice</i>	<i>Has awareness of need to improve on professional practice</i>	<i>Does not demonstrate awareness of need to improve professional practice.</i>	
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>	<i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>	<i>Becomes familiar with views and characteristics of diverse groups within the community</i>	<i>Does not recognize or respond to the existence of diverse groups in the community</i>	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>	<i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>	<i>Assures that staff has necessary cultural competence to respond to students' needs</i>	<i>Does not use strategies that recognize and capitalize on community's diversity</i>	

Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</i>	<i>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development</i>	<i>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</i>	<i>No plan to achieve equity has been developed</i>	

Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (MGDPA) (Minnesota Statutes Chapter 13).*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with [M.S. 13D.05, Subd. 3\(a\)](#) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of [M.S. 13D.05, Subd. 3\(a\)](#).

**Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (Minnesota Statutes Chapter 13).^{*} Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- **“Highly Effective”** – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.
- **“Effective”** – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.
- **“Developing”** – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.
- **“Ineffective”** – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

Part 3: Appendices

1. Evidence Examples

2. Goals and Standards Evaluation Forms/Examples
 - Sample Form 1 – Establish Goals and Standards
 - Sample Form 2 – Mid-Year Formative Evaluation
 - Sample Form 3 – School Board’s Final End-of-Year Summative Evaluation
 - Sample Form 4 – Final Performance Summary Sheet
 - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

A. Evidence Examples

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members’ use of evidence to rate the superintendent’s performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent’s performance.

The data sources that serve as evidence of the superintendent’s performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent’s performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent’s performance for each goal and/or standard to be assessed.

School District Policies, Plans, and Reports	Relevant Goal/Standard	Date Submitted
Administrative Calendar		
Affirmative Action Plan		
Auditor’s Report		
Community Education Annual Report		
Community Survey		
Crisis Management Plan		
Diversity Training/Awareness Plan		
ESSA Accountability Report		
Long-Range Facilities Management Plan		
Minnesota Report Card		
Minnesota Student Survey Results		
NAEP Data		
Needs Assessment		
Q-Comp Plan		
School Improvement Plan		
Staff Handbook		
Strategic Plan		
Student Handbook		
Wellness Report		
World’s Best Workforce Report		

School District Employees		
Background Check Verification		
Contract Negotiations Participation		
Grievances (number, reason, status)		
Hiring Process Documents		
Job Descriptions		
Instruction, Curriculum, and Assessment		
Instruction-focused Professional Development		
Presentations to Staff		
Professional Learning Communities		
Teacher Use of Student Data		
Students and Curriculum		
Bullying/Harassment Programs		
Celebrations of Student Achievement		
Character Education Program		
Curriculum and Instruction Audit		
Curriculum Team Meeting Agendas		
Enrollment Projections		
Equity Program Results		
Graduation Rates		
Open Houses		
Parent Classes		
Parent-Teacher Conferences		
Positive Behavior Supports		
Program Evaluation		
Registration Materials		
Student Achievement Data		
School District Finances		
Bids and Quotes		
Fund Management Policies and Procedures		
Grants Applied For/Received		
School District Budget		
Communications and Community		
Civic Group and Stakeholder Presentations		
Community Meeting Agendas/Minutes		
Community Partnerships		
Outreach Programs		
Parent Communications		
Relationship Building Efforts		
School District Communication Plan		
School District Earned Media		
School District Social Media Plan and Presence		
Superintendent Participation in Community Organizations		
Superintendent Professional Memberships		
Website Development, Maintenance, and Usage		

School Board and Administration		
Administrative Team Meeting Agendas/Minutes		
New School Board Member Orientation Program		
Policies and Administrative Procedures		
Recommendations to the School Board		
School Board and Administrative Goals		
School Board Meeting Agendas		
School Improvement Advisory Committee Minutes		
Workshops and Training Programs		

B. Evaluation-Related Forms

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

Form 1: Establish Goals and Standards

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent's performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent's performance is included.

Form 2: Mid-Year Formative Evaluation Form

The superintendent's goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

Form 3: School Board's Final End-of-Year Summative Evaluation

The superintendent's goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

Form 4: School Board's Summary of its Conclusions

The school board provides a summary statement on each superintendent goal and standard.

Form 5: Superintendent Self-Evaluation Form (Optional)

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS				
Goal 1: Provide leadership to maximize use of school district resources	Evidence of Performance 1: By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.			
	Evidence of Performance 2: By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.			
	Evidence of Performance 3: Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.			
Goal 2: Provide leadership to strengthen school/community communications and relationships.	Evidence of Performance 1: Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.			
	Evidence of Performance 2: Increase by ___% the number of parents who “Agree” or “Strongly Agree” that “the school district provides timely and informative communication about the school district” on the school district’s climate survey.			
	Evidence of Performance 3: Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.			
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan <i>Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.</i>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable
<i>Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals</i>	<i>Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed.</i>	

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

- * No more than three standards should be evaluated at one time.
- ** Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*	
Goal 1: Provide leadership to obtain and maximize use of the school district’s resources.	
Evidence of Progress and/or Growth to Date: Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators	
Goal 2: Provide leadership to strengthen school/community communications and relationships.	
Evidence of Progress and/or Growth to Date: A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.	
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan	
Evidence of Progress and/or Growth to Date: Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.	
Overall Comments:	
Goal 1: The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals.	
Goal 2: Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned.	

Mid-Year Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

*Additional goals and/or standards/elements may be inserted above

SAMPLE FORM 3 – SCHOOL BOARD’S FINAL END-OF-YEAR SUMMATIVE EVALUATION*				
Place <i>one</i> check [✓] in each row for each goal and <i>one</i> check [✓] for overall rating.				
	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.				
Goal 2: Provide leadership to strengthen school/ community communications and relationships.				
Overall Goals Rating:				
Standard 1. Governance Team:				
Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Rating Goals and Standards (Combined)				
<p>A. For the goals and standards, which best illustrates the superintendent’s greatest strength and why? Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships.</p> <p>B. For the goals and standards, which presented the superintendent with the greatest challenge and why? The abundance of data generated by the survey given was overwhelming. As we move forward with the school district’s new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue.</p> <p>C. How might the school board enhance the superintendent’s strengths and assist in overcoming challenges? Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year’s school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input.</p> <p>D. Superintendent’s Comments: We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year’s budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year’s goals.</p>				

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

* Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 4 – SCHOOL BOARD’S SUMMARY OF ITS CONCLUSIONS *

Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.

Summary Statement: The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.

Goal 2: Provide leadership to strengthen school/community communications and relationships.

Summary Statement: The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.

Standard 1: Governance Team

Element 1.b. Goals and/or Strategic Plan

Summary Statement: The superintendent facilitated the development of the school district’s short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

**Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

Note: The school board’s summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.

SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)	
<p>Superintendent Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.</p>	<p>Evidence of Performance 1: By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.</p>
	<p>Evidence of Performance 2: By the fall of 20__, the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.</p>
	<p>Evidence of Performance 3: On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.</p>
<p>Evidence of Progress and/or Growth Goal 1 to Date: This year, I facilitated the school board’s strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district’s resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district’s capital improvement plan into the strategic plan. I am cognizant of the school board’s goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years</p>	
<p>Goal 2: Provide leadership to strengthen school/community communications and relationships.</p>	<p>Evidence of Performance 1: Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.</p>
	<p>Evidence of Performance 2: Increase by ___% the number of parents who “Agree” or “Strongly Agree” with the statement “The school district provides timely and informative communication about the school district” on the school district’s climate survey.</p>
	<p>Evidence of Performance 3: Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</p>
<p>Evidence of Progress and/or Growth Goal 2 to Date: Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.</p>	

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan				
<i>Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals</i>	<i>Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed</i>	
<p>Evidence of Progress and/or Growth Standard 1 to Date: Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board’s planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.</p>				
<p>Areas of Strength: As a result of this year’s successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board’s goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board’s fund balance goal.</p>				
<p>Areas Needing Improvement/Strategies for Improvement: I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board’s annual review and revision of the school district’s strategic plan. This is a priority that is essential to support the school board’s work.</p>				

Evaluation Period: _____ to _____

* Recommend no more than three standards be evaluated at one time.

** Additional goals and/or standards/elements may be inserted above.

*** MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.



Minnesota School Boards Association
1900 West Jefferson Avenue
St. Peter, MN 56082
507-934-2450, 800-324-4459
Fax: 507-931-1515
www.mnmsba.org

VI. Closed Session, as permitted by Minnesota Statutes Section 13D.03, to
Discuss Labor Negotiations Strategy

431

Speaker(s): Stacey Sovine, Executive Director of Administrative Services

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



**Agenda VI.
October 23, 2025**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: October 23, 2025

Re: Closed Session, as permitted by Minnesota Statutes Section 13D.03, to
Discuss Labor Negotiations Strategy

VII. Adjourn

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.