



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
February 12, 2026
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 Chair Alt and Director Mikkelsen

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

I. Call to Order

A. Welcome

B. Pledge of Allegiance

II. Approval of Agenda

III. Information

A. Progress Report on the 2025 American Indian Parent Advisory Committee

Recommendations

Speaker(s): Isis Buchanan, Director of Educational Equity

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



**Agenda III.A.
February 12, 2026**

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

From: Isis Buchanan, director of educational equity

Date: February 12, 2026

Re: Progress Report on the 2025 American Indian Parent Advisory Committee
Recommendations

Attachments:
AIPAC Recommendation and District Response Document

Believe, Belong, Build and Become.

Progress Report on the 2025 American Indian Parent Advisory Committee (AIPAC) Recommendations

February 12, 2026

Isis Buchanan, director of educational equity

Key Areas of Focus

- Student Data & Cultural Proficiency
- Recognition of Indigenous Events
- Program Funding & Staffing
- Cultural Spaces & Resources
- Facility Name Changes



Recommendation 1

Recommendation:

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

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

District Response:

- **Data Monitoring:** Implemented "data walls" in Educlimber. The data wall supports the monitoring of attendance, academic performance, and disciplinary trends of Indigenous students
- **Staff Support:** American Indian Education Program (AIEP) staff utilize real-time notifications for K-12 Indigenous students, facilitating immediate awareness of needs and enhancing the district's capacity for timely, targeted student support. This allows the staff members to be part of the intervention teams.
- **Professional Development:** Facilitated wide breadth and depth of cultural proficiency training for staff geared towards all levels of learners. This includes Dream Catcher learning that has expanded to site support teams to ensure culture is included as part of the discussion when meeting to support Indigenous learners.

Recommendation 2

Recommendation:

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

- More active engagement by non-Native staff, sharing of 191 American Indian Education Program (AIEP) events with the American Indian students and families

District Response:

- **Curriculum:** Revised instructional materials; all sites taught lessons during the week of Oct 6–10, 2025.
- **Communication:** Weekly updates sent to site leaders for newsletters.
- **Events:** Hosted Orange Shirt Day, Indigenous Ally Day, Native American Heritage Night and monthly Drum and Dance and craft nights.



Recommendation 3

Recommendation:

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

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

District Response:

- **Funding Strategy:** Utilized "Achievement and Integration" funding in the FY26 budget.
- **Staffing Support:** This funding supports 1.0 FTE for the American Indian Cultural Specialist and 0.3 FTE for the Indigenous Cultural Liaison

Recommendation 4

Recommendation:

Provide cultural space and staffing for smudging space in each building

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

District Response:

- **Policy Revision:** Revised **Policy 419** (Tobacco-Free Environment) to include Minnesota Statute language protecting smudging practices.
- **Protocols:** Created the "One91 American Indian Education Program Smudging Protocols Document" to ensure common knowledge and proper procedures
 - Each school site has cultural items and smudge kits
 - Smudging can take place in any classroom or office space under the supervision of a staff member who is supporting the student would like to smudge
- **Cultural Spaces:** Burnsville High School, Eagle Ridge Middle School, and Nicollet Middle school have spaces that are used for Indian Education programming
 - Sites without a dedicated space have cultural items and smudge kits that can be used in various spaces that are used during American Indian Education program sessions
 - The culture trunk project will be an additional way that Indigenous history, culture and language will be shared at each school site

Recommendation 5

Recommendation:

Provide cultural trunks for each school for staff to use

- Need to expand the collection of AIPAC-approved cultural trunks, which currently feature Ojibwe, Dakota, and Powwow resources. While there is presently only one trunk available for district-wide checkout, high demand for use in classrooms makes it beneficial for students to have their own dedicated trunks to support teaching the American Indian state standards.

District Response:

- **Implementation:** Project launched with grant funding from the MN Humanities Center
 - Timeline:
 - June 2025 launched the culture trunk project
 - August 2025 through June 2026 we will gather information, resources, cultural items, develop learning materials, identify books, and create a website that will include additional digital learning resources
 - September 2026 launch the use of the culture trunks at each school site
- **Collaboration:** Lesson plans are being co-written with the Elementary/Secondary Coordinator and approved by AIPAC
- **Community:** Elders invited to share knowledge; resources include Ojibwe, Dakota, and story telling around cultural items

Name Change Process Update

Current Status

- The name change process is now included as part of the district's long-term Facilities Planning Project
 - Incorporating the *Name Change* process with long term facilities planning allows the district to be fiscally responsible, efficient, and aligned to ensure we include our community in the process
 - The board will provide direction that is aligned through the facilities planning process





*Full report and outcomes can be found in
the Board of Education agenda and
meeting materials posted online.*



- Thank you

This document provides an overview of the actions taken by District 191 staff in regards to the American Indian Parent Advisory Committee (AIPAC) recommendations received during fiscal year (FY) 2025.

Recommendation	Responses
<p><u>AIPAC Recommendation 1</u> Review disciplinary actions and review data of middle school American Indian students</p> <ul style="list-style-type: none"> In-depth American Indian cultural proficiency training for teaching staff across the district 	<ul style="list-style-type: none"> Independent School District 191 maintains a dedicated data wall within the Educlimber platform to monitor the attendance, academic performance, and disciplinary trends of Indigenous students American Indian Education Program (AIEP) staff utilize real-time notifications for K-12 Indigenous students, facilitating immediate awareness of needs and enhancing the district’s capacity for timely, targeted student support To streamline program access, the district implemented a specific identification icon within the Synergy Student Information System. This visual indicator ensures staff can promptly identify and connect Indigenous students with appropriate AIEP resources and programming As a core component of Indian Education programming, middle school student data was reviewed in collaboration with site administrators to ensure alignment between site-level outcomes and program goals In December 2025, approximately 150–200 eleventh-grade students engaged in a comprehensive study of Indigenous history, culture, and language as a formalized unit within the English Language Arts (ELA) curriculum The district remains committed to embedding professional development focused on American Indian culture, history, and language training for all staff During the 2025–2026 academic cycle, the district facilitated a series of

	<p>high-impact professional development sessions (summarized below)</p> <ul style="list-style-type: none"> ● Through "Dream Catcher" sessions held in August and November 2025, the district equipped liaisons, social workers, and counselors with sociocultural checklists and responsive intervention strategies to better serve Indigenous students. The Dream Catcher work is expanding into our Student Support Teams (SST) across the district <p>2025-2026 Professional Development:</p> <ul style="list-style-type: none"> ● March 2025 Early Childhood Identity & Belonging, VPK teachers ● April 2025 RISE: Indigenous Resilience, Identity, Strength, and Empowerment, BHS staff ● June 2025 Author Study (Peacock): Honoring Native Culture in Curriculum, Cross-district Lakeville and Burnsville ● August 2025: AIEP Program Overview & Compliance, BHS Staff ● November 2025: Nashke Games: Cultural Integration in Athletics, PE teachers ● November 2025: Instructional Leadership and Program Alignment, Site administrators ● January 2026: Oral Traditions: Storytelling and Historical Teachings, AIPAC & Community
<p><u>AIPAC Recommendation 2</u> More recognition by/from the individual buildings of Indigenous Peoples Day and other observances of American Indian Cultural Heritage</p> <ul style="list-style-type: none"> ● More active engagement by non-Native staff, sharing of 191 AIEP events with the American Indian students and families 	<ul style="list-style-type: none"> ● District One91 reviewed instructional materials for Indigenous Peoples' Day and made revisions to prepare for FY26 <ul style="list-style-type: none"> ○ All sites had training for teachers to review the lessons prior to teaching ○ All lessons were taught during the week of October 6th through the 10th of 2025 ● A system to share information with all site leaders on a weekly basis is in place to ensure aligned communication when

	<p>sharing information and details about American Indian Cultural Observances, events and activities. Each week information is shared with site leaders to be included in site newsletters and messages to families. The district continues to honor and elevate Indigenous history through structured events, including:</p> <ul style="list-style-type: none"> ○ October 2025 Orange Shirt Day - National Day for Truth and Reconciliation ○ November 2025 Indigenous Ally Day and Native American Heritage Night ○ Monthly Drum and Dance & craft night programming in partnership with other South of the River districts <ul style="list-style-type: none"> ● About 150 11th-grade BHS students as part of their ELA courses visited the new Indigenous Learning space at Burnsville High School
<p><u>AIPAC Recommendation 3</u> Salaries of American Indian Education Program (AIEP) Staff need to come out of the General Education fund</p> <ul style="list-style-type: none"> ● Reserving program funding resources for its intended purpose, American Indian Students. Many districts such as Osseo, 196, and Cottage Grove pay their Indian Ed staff directly from General Education Funding 	<ul style="list-style-type: none"> ● District 191 used Achievement and Integration funding in the FY26 budget to support the 1.0 FTE for the American Indian Cultural Specialist and 0.3 FTE of the Indigenous Cultural Liaison position
<p><u>AIPAC Recommendation 4</u> Provide cultural space and staffing for smudging space in each building</p> <ul style="list-style-type: none"> ● Section 1.[121.A.08] Minnesota Statutes 	<ul style="list-style-type: none"> ● District 191 reviewed and revised policy 419-Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery devices to include MN Statute language about smudging ● To ensure common information and knowledge regarding the practice is available, the District created an overview document: One91 AIEP Smudging Protocols Document. Smudging can take place in any classroom or office space under the supervision of a staff member

	<p>who is supporting the student would like to smudge</p> <ul style="list-style-type: none"> ● Each site has a smudge kit and cultural resources. We are in the process of identifying staff at each site that can support students who may want to smudge at school. The cultural tools are used as part of our American Indian Education program. Students know where the resources are and staff members can bridge students to the resources. ● Burnsville High School has an Indian Education Classroom, both middle schools have space for Indian Education programming. All sites have cultural items and the smudge kits that are available to be used in various spaces when working with Indigenous students. ● The culture trunk project will be completed by the end of the school year. The project will connect resources with each site for the Fall of 2026 school year
<p><u>AIPAC Recommendation 5</u> Provide cultural trunks for each school for staff to use</p> <ul style="list-style-type: none"> ● These trunks are to be a collection of culturally appropriate pieces provided by the district and approved by AIPAC. Currently our 191 AIEP has one learning trunk that teachers across the district are able to check out throughout the school year to help support their teaching of American Indian Curriculum. They include Ojibwe, Dakota, and Powwow trunks. These trunks are in high demand during a variety of units that are being taught throughout the year and it would be beneficial for students to have their own trunks to support teaching the American Indian state standards 	<ul style="list-style-type: none"> ● District 191 has started the cultural trunk project. This project will include a collection of resources and lesson plans for each school site. The trunks will be completed by June 2026. ● AIPAC members have helped identify resources to be included in the culture trunks <ul style="list-style-type: none"> ○ Grant funding from the MN Humanities Center is being used to support in gathering instructional materials ○ Elders have been invited to share information to support learning about Indigenous history, language, and culture ○ Visiting Indigenous community organizations and documenting the learning has been an exciting part of this project ● District 191 Indian Education Program staff collaborated with the SISA team to ensure Indigenous cultural items, books for literacy content include Indigenous

	<p>culture, heritage, language</p> <ul style="list-style-type: none"> ● This work involved: <ul style="list-style-type: none"> ○ Partnering with Elementary and Secondary Coordinator to meet with teachers and to collaboratively write lessons that will be included in each trunk. ○ Partnering with other South of the River Indian Education programs ○ Meeting with community elders and documenting learning and experiences to have the information as a learning tool for current and future students
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Name Change Process Update:

- District 191 is working through the facilities planning process. The name change process is included as a part of the facilities planning. Facilities planning is a long term project that allows District 191 to incorporate the name change recommendations into this process because it enables the district to be fiscally responsible, efficient, and aligned to ensure we include the community in the process. The board will provide direction that is aligned with the facilities planning process.

B. School Report: Sky Oaks Elementary School

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent , Dr. Renee Brandner, principal, Anne Sands and Nikki Harves, Teachers



**Agenda III.B.
February 12, 2026**

To: Board of Education

From: Dr. Chris Bellmont, assistant superintendent, Dr. Renee Brandner, principal, Anne Sands and Nikki Harves, teachers

Date: February 12, 2026

Re: School Report: Sky Oaks Elementary School

Believe, Belong, Build and Become.

Sky Oaks Elementary School

February 12, 2026

Renee Brandner, Principal
Anne Sands, Grade 1 Teacher
Nikki Harves, Learning Specialist, Teacher



Sky Oaks Mission

At Sky Oaks, we work together as a caring school family to ensure high levels of learning for EVERY student.

Guided by the beliefs:

- Each of us is responsible for the success of each and every student.
- Our collaboration and alignment ensure success.

Strong Core
Instruction

Data

Student
Support



Sky Oaks Goals

Literacy: By Spring 2026, Sky Oaks Elementary will increase the percentage of K-5 students who make typical to aggressive growth on foundational literacy assessments from 52% to at least 55%, as measured by FAST earlyReading (K-1) and aReading (2-5).

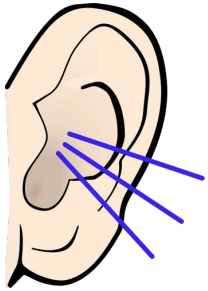
How we measure:

- Student growth scales- typical to aggressive growth
- Number of students proficient as measured by the standards
- Common Formative assessments- How did students perform on our most recent learning?

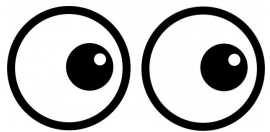


Tier 1, All students K-2

Specific, research-based instruction to build a solid foundation:



- Heggerty: This trains the "ear."
 - Phonemic Awareness, helping students hear and manipulate sounds.



- Bridge to Reading: This trains the "eye."
 - Phonics- a clear roadmap to decode (read) and encode (spell) words rather than guessing.

Tier 1, All students K-2



Intentional Instruction of targeted rigorous learning targets and individual student needs.

- Every lesson is a stepping stone toward a clear destination
- Review students' progress and discuss patterns within the weekly data we collect
- Know exactly what proficiency looks like and are monitoring progress

Tier 1, All students K-2

Every Minute Counts: Literacy doesn't stop when the "Reading Block" ends.

- Incorporating practice into every part of our day.
- Using transitions between subjects



Tier 1, All students K-2

Evidence of Progress

- We decreased kindergarteners designated as at-risk in the area of letter sounds from 63% at-risk down to 27% at-risk.
- We decreased our 1st graders designated as at-risk in the area of nonsense words from 48% at-risk to 28% at-risk.
- We increased our number of 2nd graders reading grade level text accurately from 30% to 56%.

Advanced	Low Risk	Some Risk	High Risk
		!	!!

Tier 1 Grades 3-5

Grades 3-5

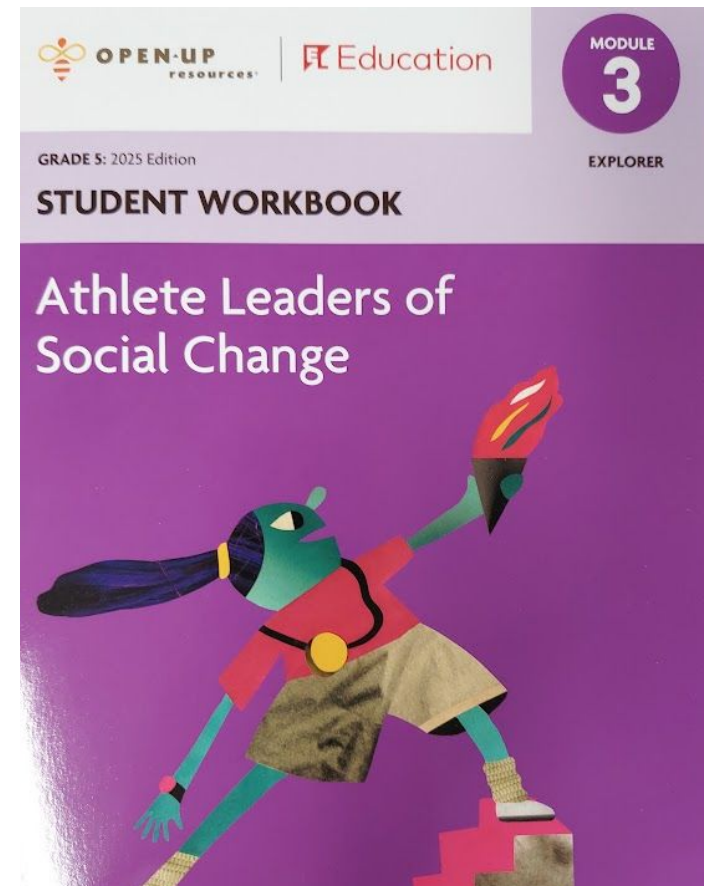
- Heggerty (gr. 3) & Morphology (gr. 4 & 5) Foundational Skills
 - Started last year
- English Language (EL) Education Pilot
 - One of Curricula approved by the Minnesota Department of Education
 - All strands of literacy instruction



Tier 1 Grades 3-5

EL Education curriculum provides

- Rigorous material with standard alignment for reading and social studies
- Instructional strategies aligned to best practice
 - Vocabulary and Reading Comprehension
 - Collaboration to support thinking and speaking
 - Strong writing component



Tier 1 Grades 3-5

Challenging teachers through:

- Using middle and end unit assessments to know what learning is important.
- Flexing use instructional strategies
- Co-Planning/teaching with EL around WIDA and student needs
- Student gaps in experience and skills are challenging given the rigor

MODULE 1- UNIT 3- END OF UNIT	
KNOW	SHOW
<ul style="list-style-type: none"> ● Soft c and g patterns & syllable patterns ● Decode words ● Self-correct while reading ● Access a glossary ● What it means to read fluently ● Read and jot thoughts to show understanding of the poem 	<ul style="list-style-type: none"> ● Read words correctly with soft c and g patterns ● Read a poem to themselves and out loud ● Jot down their understanding of the poem

Review Reading Data

- Formative Assessments
 - Collaborative Teams - How kids perform and instructional comparison
- Fastbridge Benchmarking
 - Data Days - meeting each students need at their level
- Progress Monitoring Data
 - Small group instructional support



Data: Now what?

When the challenge is a gap in 'skill':

- What I Need (WIN) Groups - filling in gaps
- Small Groups K-5 - Reteaching & filling in gaps
 - Sharing kids across grade level teachers and our support staff (Multilingual, Learning Specialist, Advanced Learning Special and Special Education)
 - Collaborating with all staff on best practices for teaching literacy gaps

Monday	Tuesday	Wednesday	Thursday	Friday
Paula Ian Emily Dominick	Amaya Aiden Said Carlos	Paula Ian Emily Dominick	Amaya Aiden Said Carlos	Amaya Kali Paula

Social Emotional Support

When the challenge is a gap in 'will' (motivation):

- Focus on teacher and student relationships
- Explicitly teaching skills via literacy curricula and Second Step
- Use Morning Meeting to building classroom Community
- We support the whole learner Check in Check out ([CICO VIDEO HERE](#)) to build student confidence through success and acknowledging the desired behaviors

Attendance: Root Cause

Why?

- Being at school is essential for tier 1, intervention, and relationships

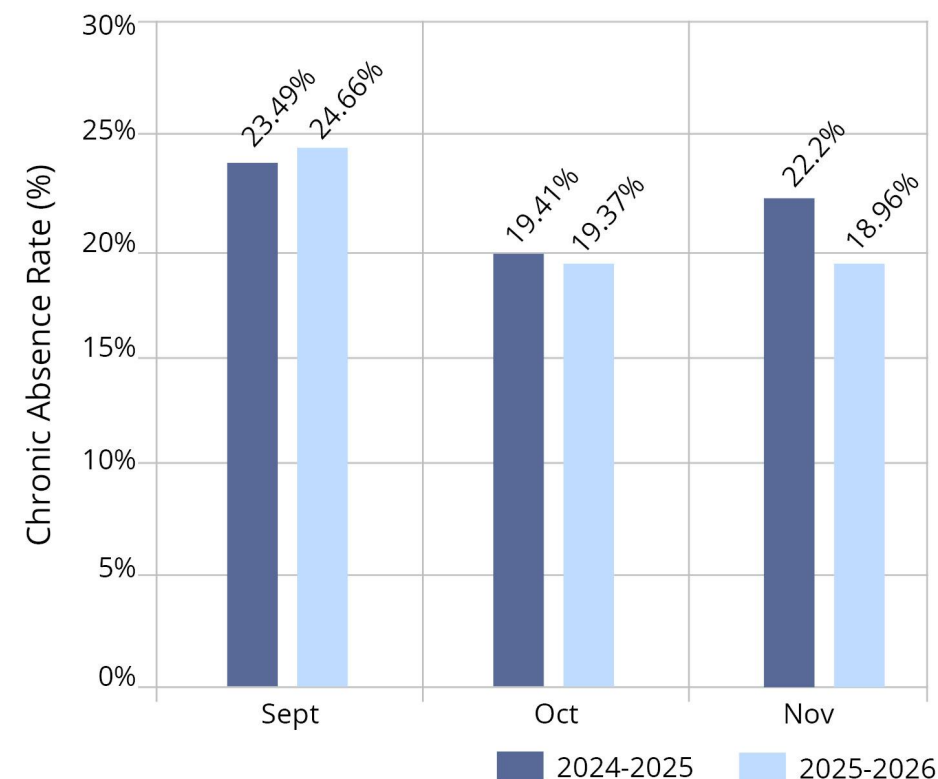
What?

- Communicating the importance and impact personally with care

Comparing Fall Data:

- Decreased the number of students chronically absent by 3.7% when comparing November 2024 to November 2025.

Chronic Absence Rate



Whole Child

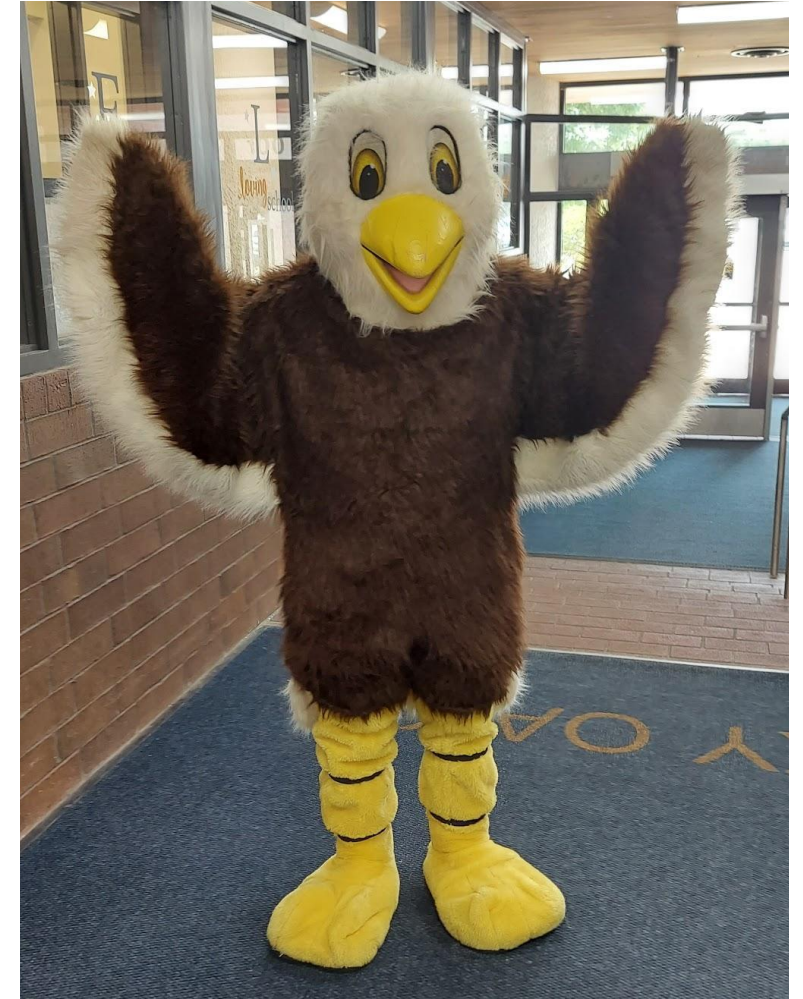
Building whole child for academic success

Strong Core
Instruction

Data

Student
Support

Literacy: Increase the number of students who make typical to aggressive growth on foundational literacy assessments as measured by FAST earlyReading (K-1) and aReading (2-5).



Thank You

C. Student Performance and Achievement Committee: Literacy Update

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Speaker(s): Imina Oftedahl, Director of Curriculum, Instruction, and Assessment, Katie Ness, Elementary Curriculum Coordinator, and Jaimie Howe, MTSS/Title 1 Coordinator



**Agenda III.C.
February 12, 2026**

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

From: Imina Oftedahl, director of curriculum, instruction and assessment, Katie Ness, elementary curriculum coordinator, and Jaimie Howe, MTSS/title 1 coordinator

Date: February 12, 2026

Re: Student Performance and Achievement Committee: Literacy Update

Student Performance and Achievement Committee: Literacy Update

February 12, 2026

Imina Oftedahl, Director of Curriculum, Instruction and Assessment

Katie Ness, Elementary Curriculum Coordinator

Jaimie Howe, MTSS / Title I Coordinator

Overview

Elementary and Secondary Literacy

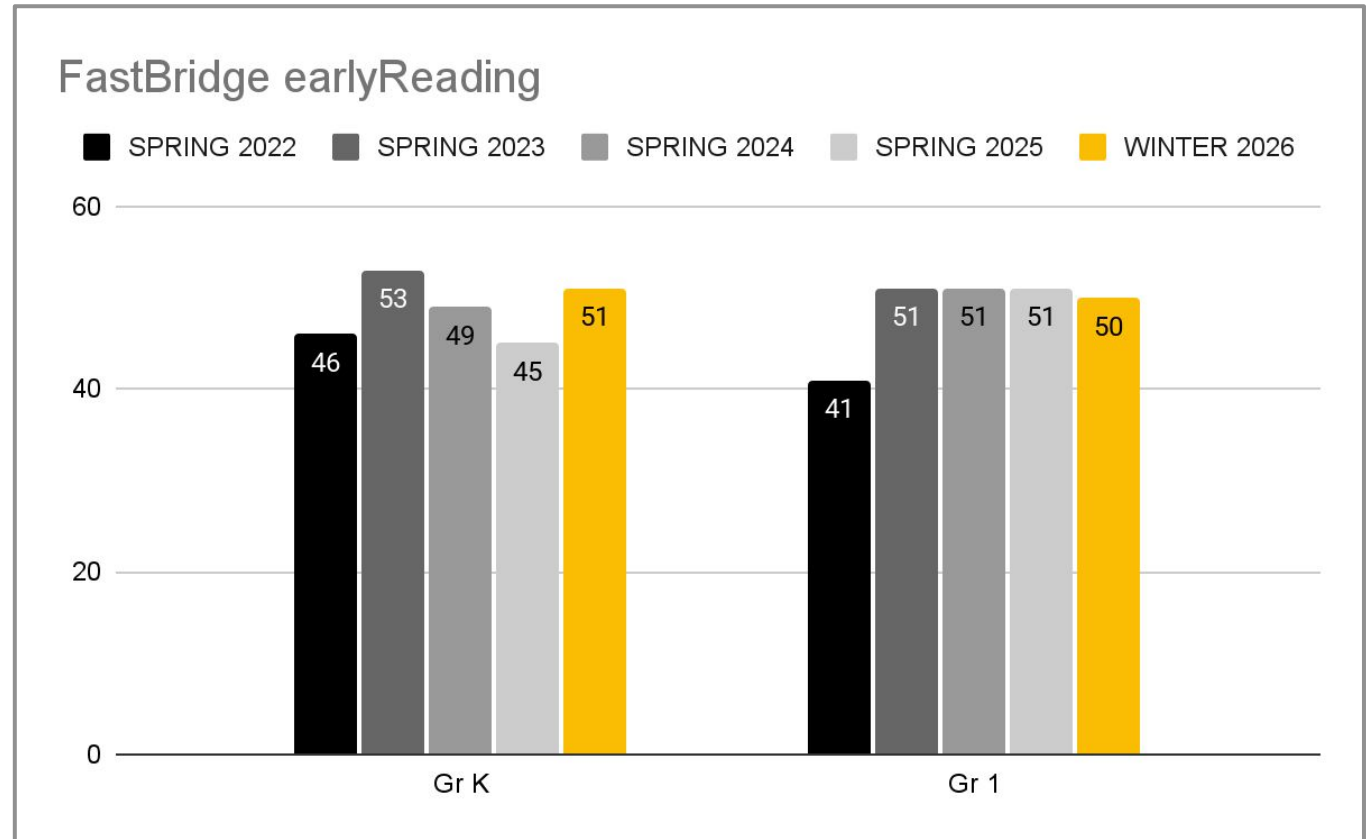
- Proficiency Benchmarks
- Growth Trends
- Action Plan Updates
- READ Act Update

District Grade Level Benchmark

Percent Meeting Reading Grade Level Benchmark

Elementary: Grades K-1

	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	WINTER 2025
Gr K	46	53	49	45	51
Gr 1	41	51	51	51	50

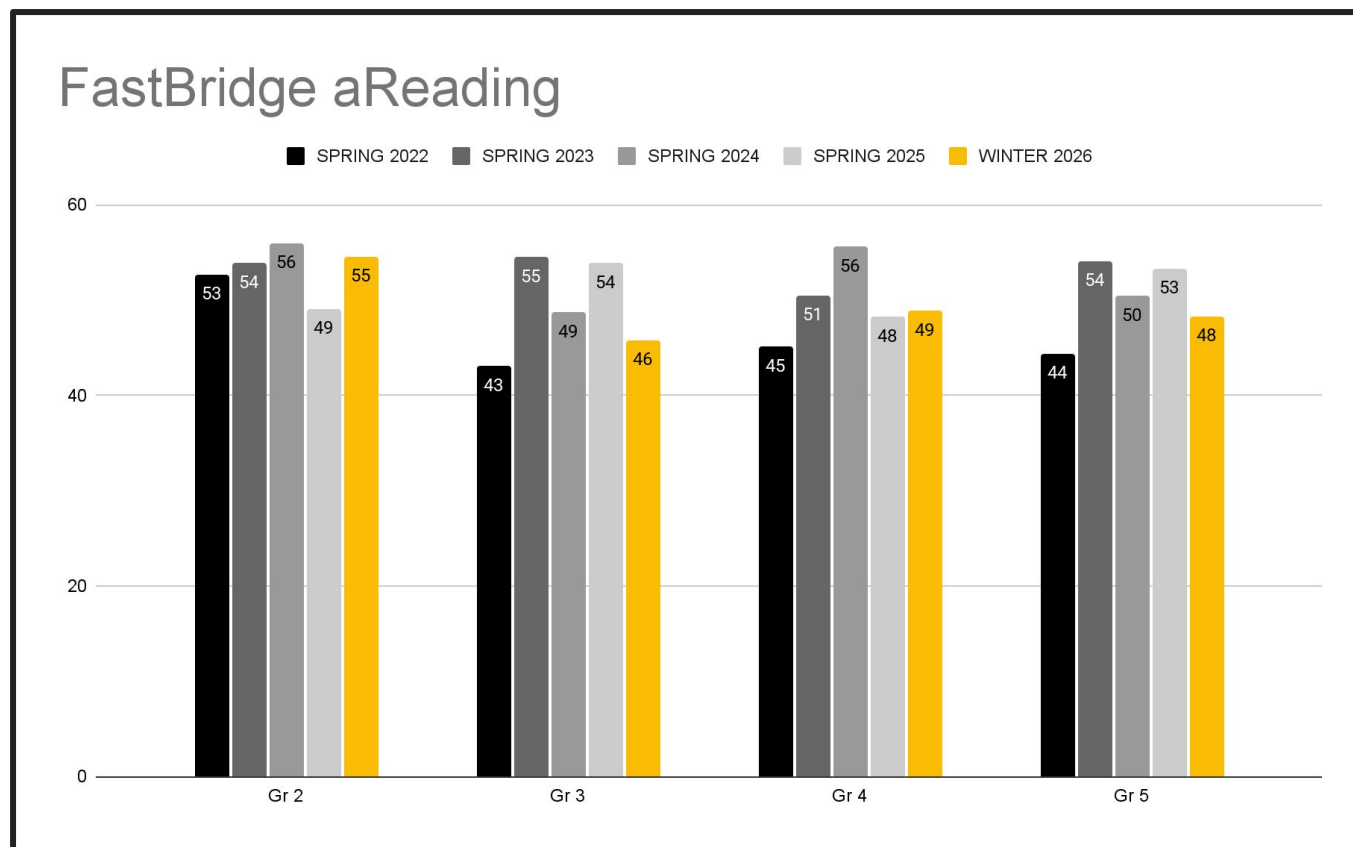


District Grade Level Benchmark

Elementary: Grades 2-5

	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	WINTER 2026
Gr 2	53	54	56	49	55
Gr 3	43	55	49	54	46
Gr 4	45	51	56	48	49
Gr 5	44	54	50	53	48

Percent Meeting Reading Grade Level Benchmark

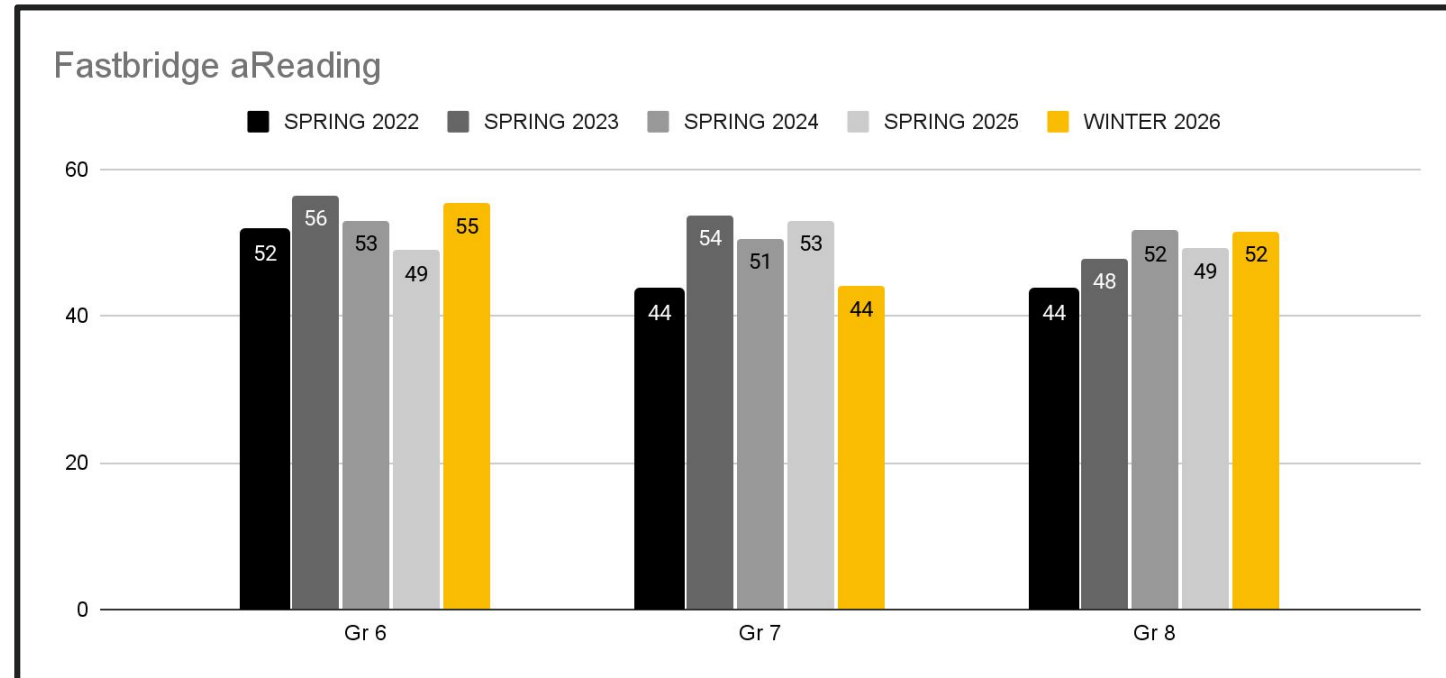


District Grade Level Benchmark

Secondary: Grades 6-8

	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	WINTER 2026
Gr 6	52	56	53	49	55
Gr 7	44	54	51	53	44
Gr 8	44	48	52	49	52

Percent Meeting Reading Grade Level Benchmark



Trend by Cohort

- Gr K-1: earlyReading
- Gr 2-8: aReading

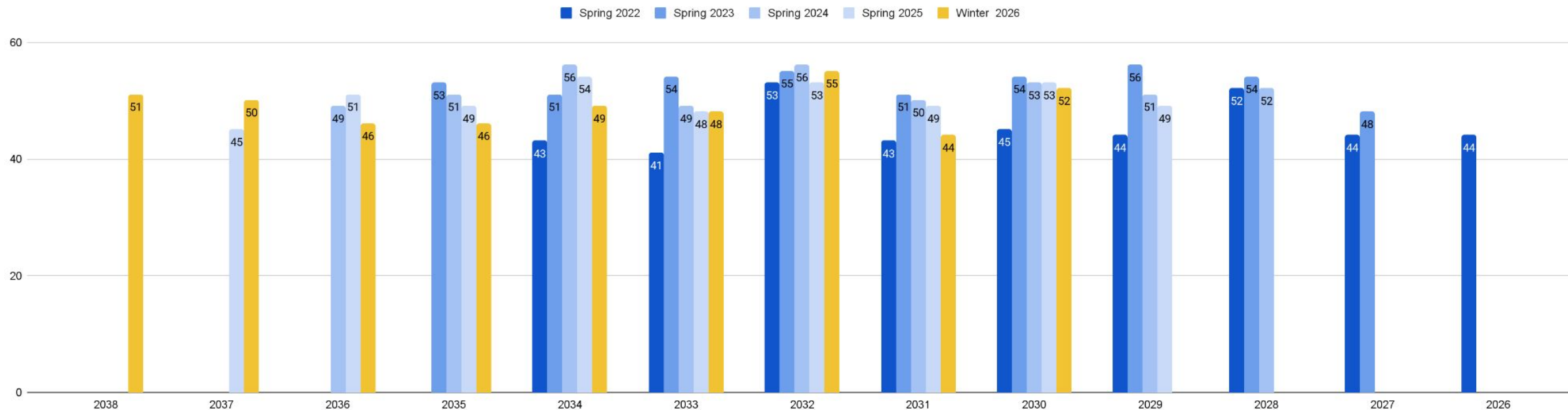
	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Winter 2026
Gr K	43	53	49	45	51
Gr 1	41	51	51	51	50
Gr 2	53	54	56	49	46
Gr 3	43	55	49	54	46
Gr 4	45	51	56	48	49
Gr 5	44	54	50	53	48
Gr 6	52	56	53	49	55
Gr 7	44	54	51	53	44
Gr 8	44	48	52	49	52

Cohort identified by color

Trend by Cohort

- Gr K-1: earlyReading
- Gr 2-8: aReading

Fastbridge: Percent Meeting Grade Level Benchmark



Cohort identified by graduation year

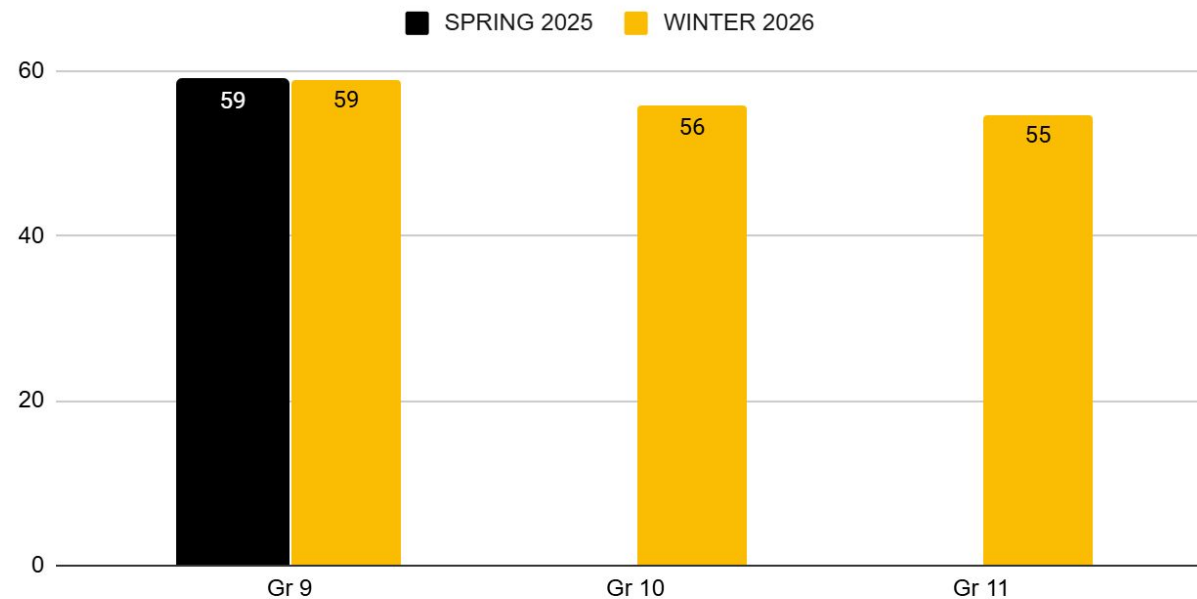
District Grade Level Benchmark

Secondary: Grades 9-11

	SPRING 2025	WINTER 2026
Gr 9	59	59
Gr 10		56
Gr 11		55

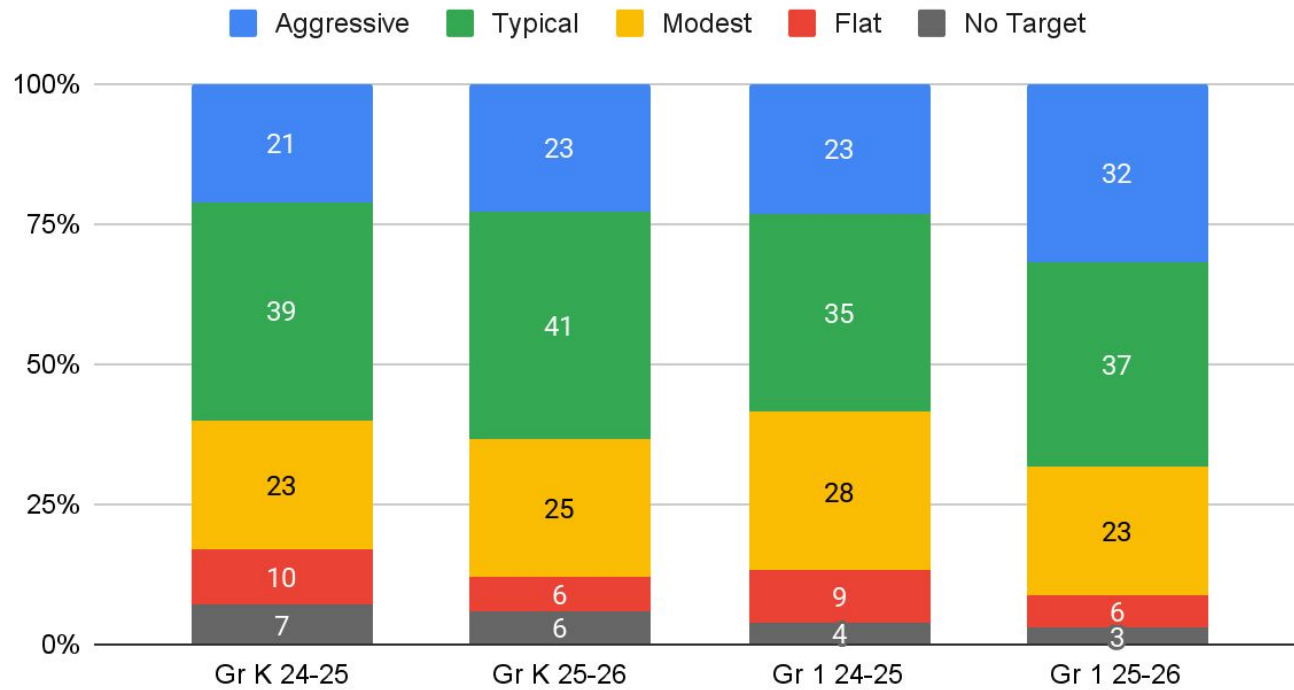
Percent Meeting Reading Grade Level Benchmark

Fastbridge aReading

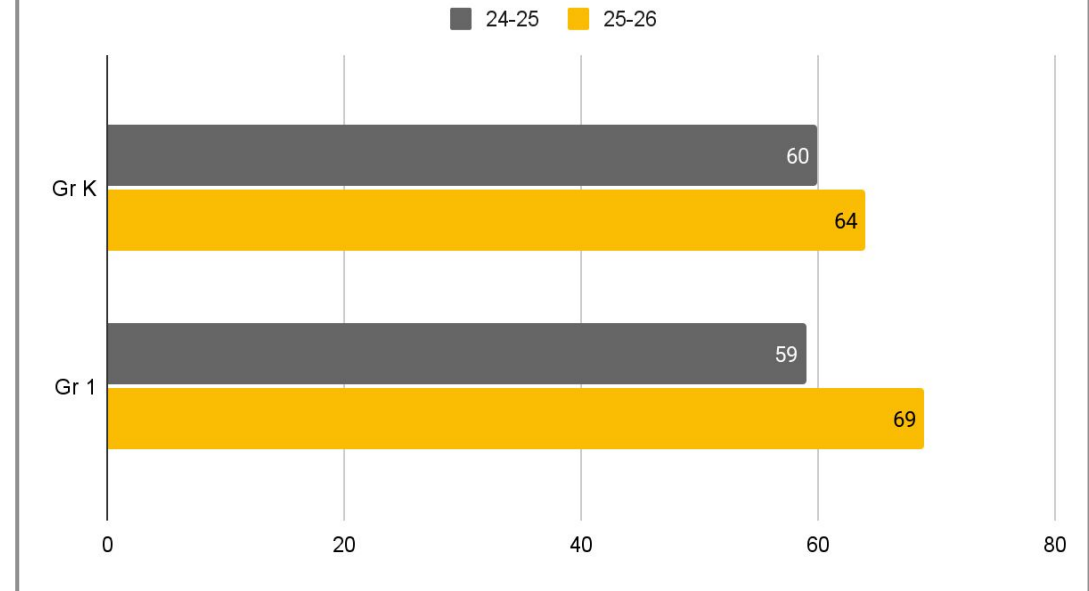


K-1 Growth: Fall-Winter

earlyReading Growth: Fall to Winter



earlyReading: Growth Fall to Winter

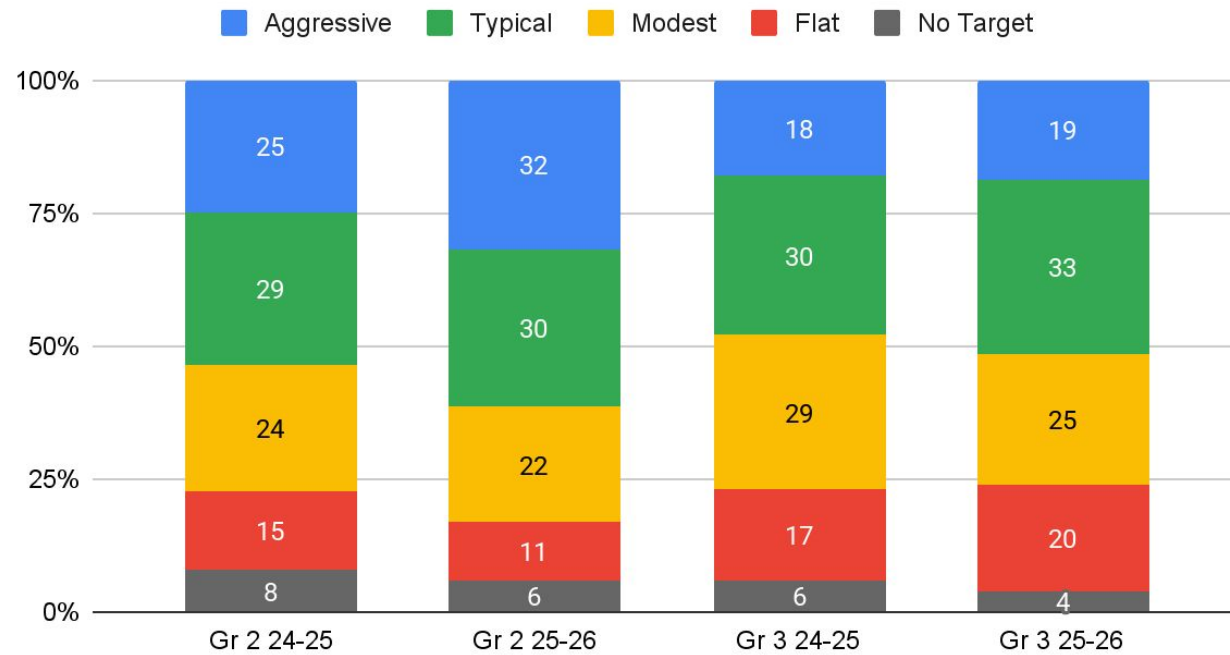


Percentage of Students Making Typical or Aggressive Growth

Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

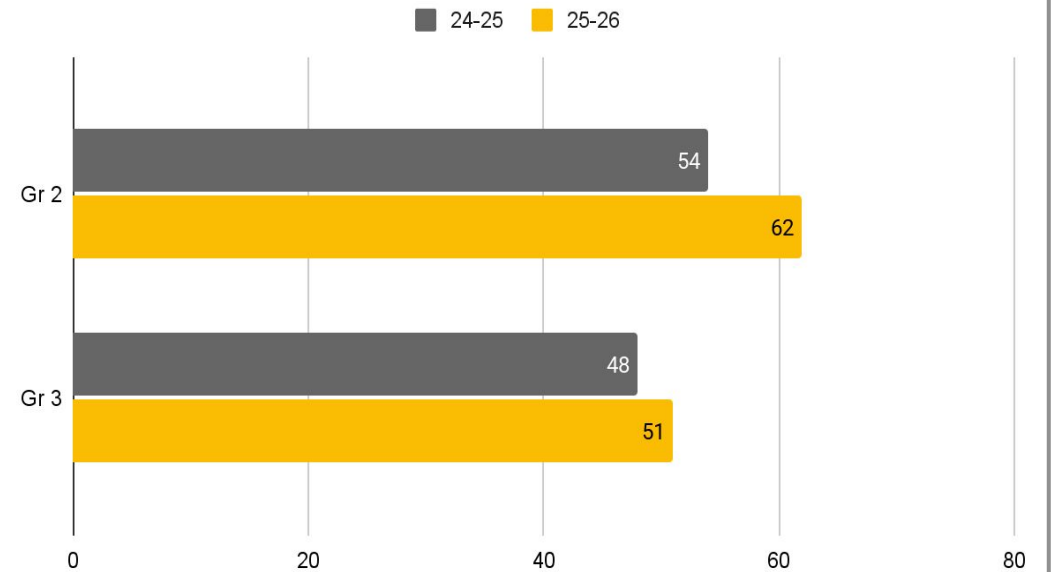
Grades 2-3 Growth: Fall-Winter

aReading Growth: Gr 2-3 Fall to Winter



Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

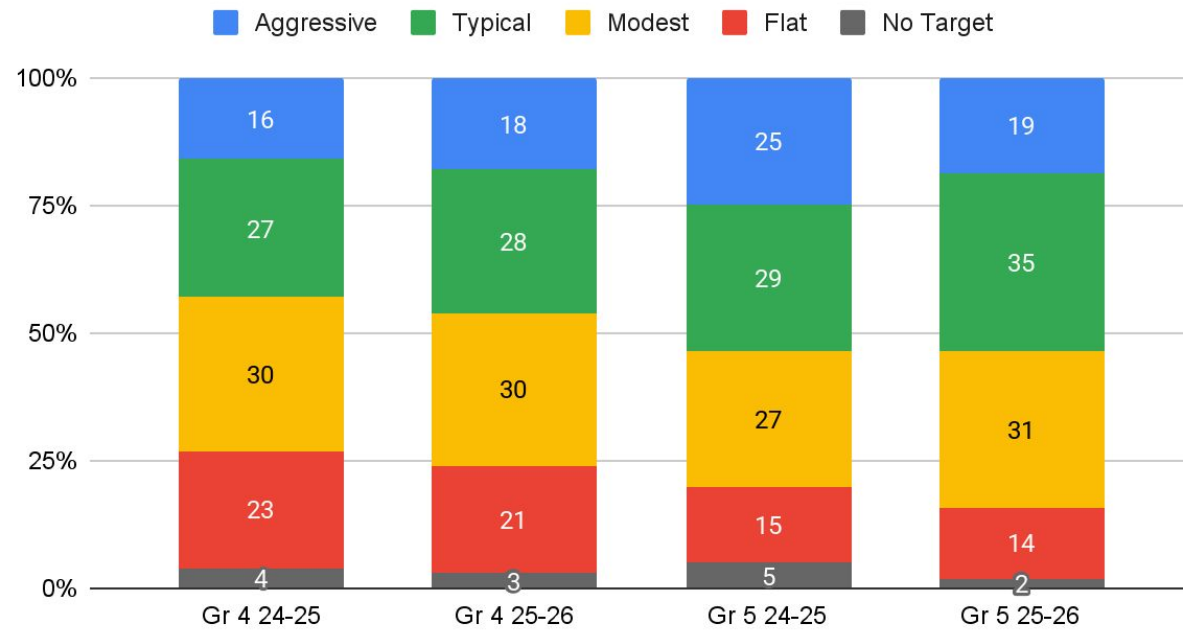
aReading: Growth Fall to Winter



Percentage of Students Making
 Typical or Aggressive Growth

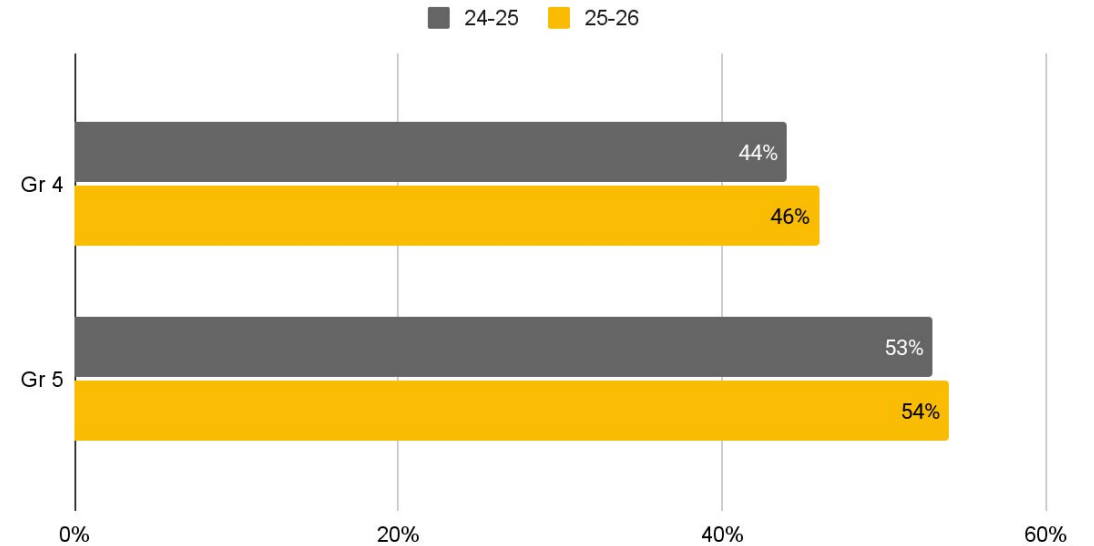
Grades 4-5 Growth: Fall to Winter

aReading Growth: Gr 4-5 Fall to Winter Growth



Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

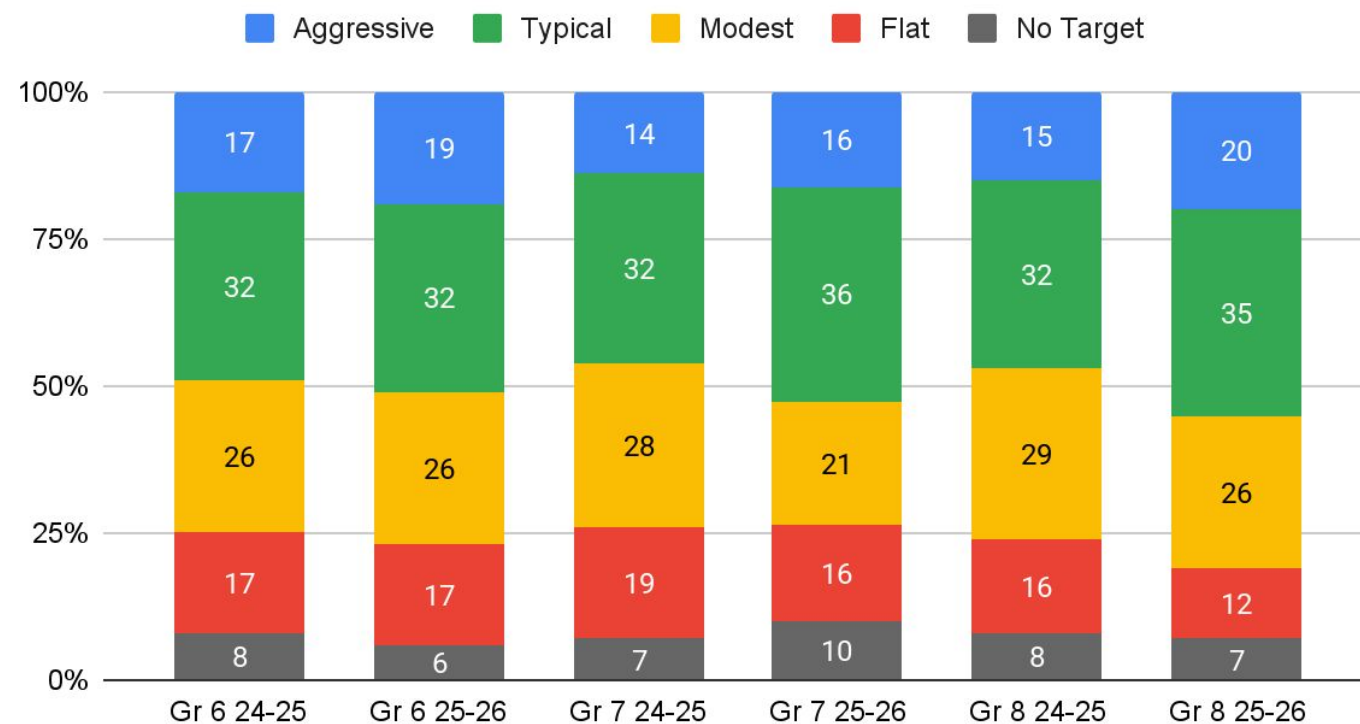
aReading: Growth Fall to Winter



Percentage of Students Making Typical or Aggressive Growth

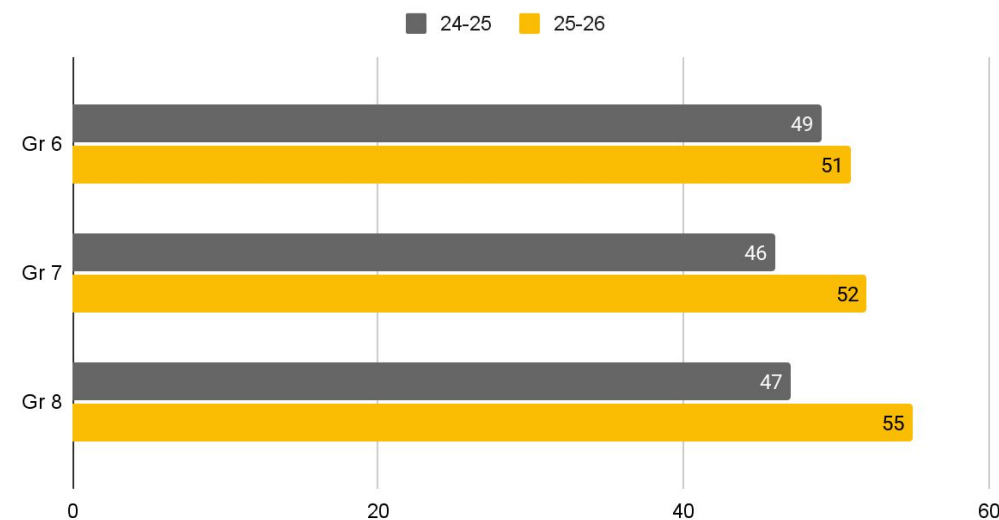
Grades 6-8 Growth: Fall to Winter

aReading Growth: Gr 6-8 Fall to Winter



Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

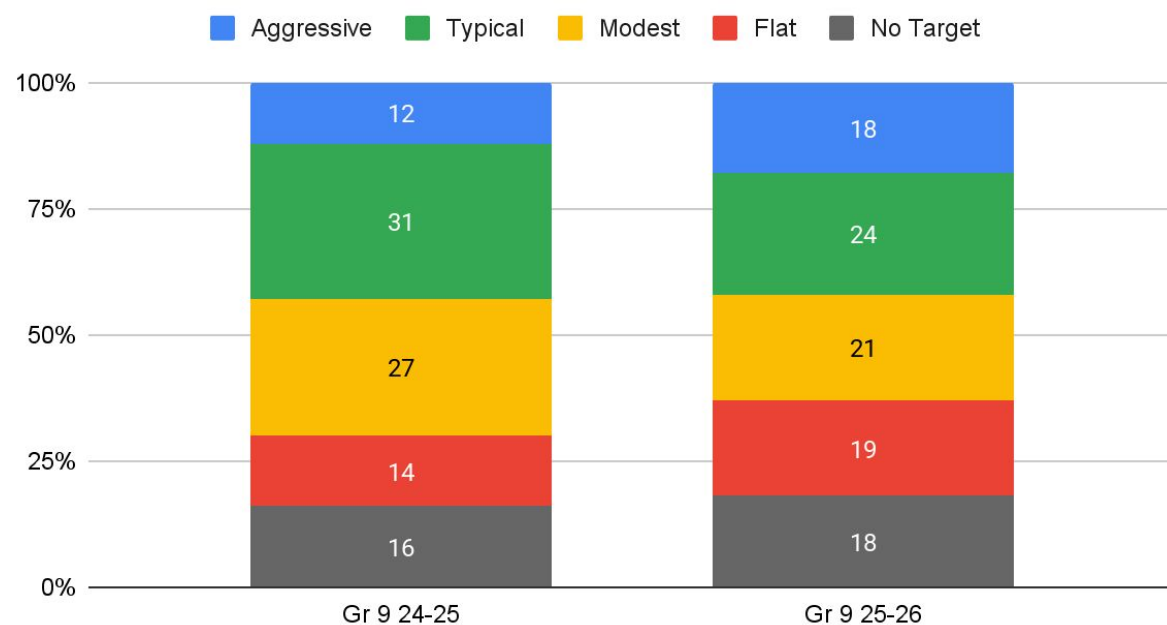
aReading: Growth Fall to Winter



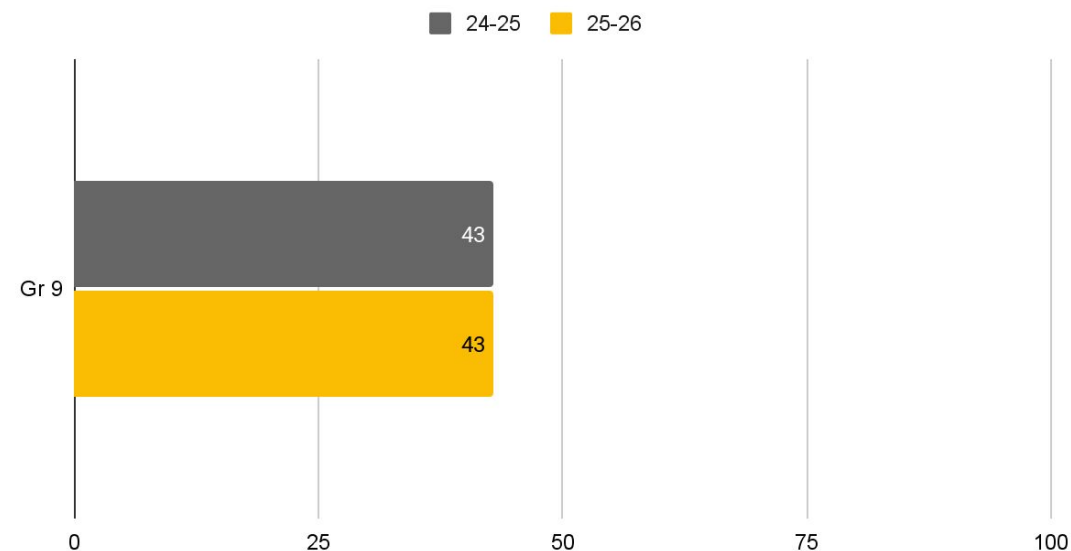
Percentage of Students Making Typical or Aggressive Growth

Grades 9-11 Growth: Fall to Winter

aReading Growth: Gr 9-11 Fall to Winter



aReading: Growth Fall to Winter



Aggressive = more than one year
 Typical = one year
 Modest = less than one year
 Flat = no growth
 No Target = missing scores

Percentage of Students Making Typical or Aggressive Growth

Elementary

MCA- IV - English Language Arts Standards Alignment

- Unit Alignment
- Common Assessments
- Revised Report Card

Comprehensive Curriculum Pilot and Review - Intermediate Grades

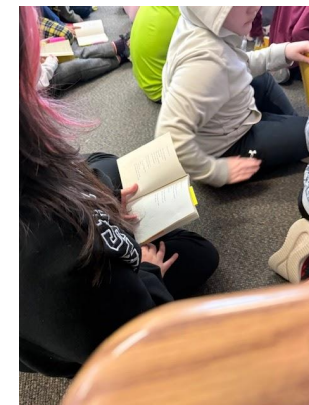
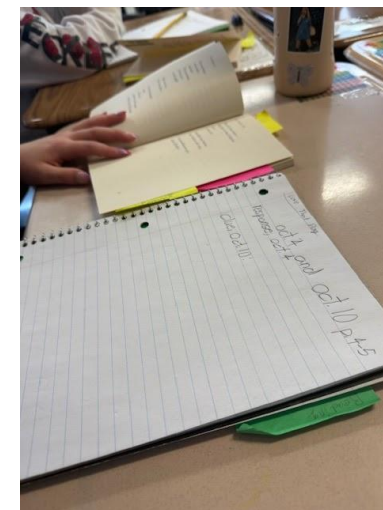
- Sky Oaks - *EL Education*
- Vista View - *Arts and Letters*

Foundational Literacy: Walkthroughs

- Focus on Small Group Instruction
- Informed November 10th Professional development
 - K-2 Small Group Instruction
 - 3-5 Common Formative Assessments

Foundational Literacy for Emerging English Language Learners

- Small Group instruction Support
- Foundational Literacy Pilot
 - William Byrne - *95 Percent*
- Comprehensive Curriculum Pilot support
 - Pre-teaching and Co-teaching Model



Secondary

Middle School FLEX/WIN Time Intervention Structure - Grades 6 and 7

- Multiple Interventions
 - Foundational Literacy
 - Vocabulary & Fluency
 - Comprehension

Multilingual Support - Foundational Literacy

- 6-12 Phonics Instruction for ML learners (Lexia)
- 9-12 Foundational Literacy Support (UFLI)

READ Act Update

Screening

- Providing CaptiBasix dyslexia screener for identified students in grades 4-12

Curriculum

- List of reading intervention programs provided by MDE
- Pilot of K-5 comprehensive literacy programs approved by MDE

Professional Development

- Educational assistants trained in August
 - District to provide training for all new hires
- Phase 1 training (37 individuals enrolled this year)
- Phase 2 (Secondary language arts and multilingual teachers)
 - Training Options under review
 - Training deadline for completion is July 1, 2027

Thank you

D. Report about the Mid-Year Review for Superintendent Dr. Daniels

Speaker(s): Scott Hume, Vice Chair



**Agenda III.D.
February 12, 2026**

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

From: Scott Hume, vice chair

Date: February 12, 2026

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

Mid-Year Superintendent Evaluation Report - January 22, 2026

Prepared by Vice-Chair Scott Hume

On Thursday, January 22, 2026, the Burnsville-Eagan-Savage Board of Education met with Superintendent Dr Latanya Daniels in a closed session, for the purpose of completing her mid-year performance evaluation. Attendees were all 7 Board members and Dr Daniels.

During the meeting, we reviewed each of the Essential Duties and Responsibilities of a Superintendent, as outlined by the Minnesota School Board Association (MSBA). These duties 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.

In reviewing Dr Daniels performance just over 6 months into her tenure, the Board was pleased with her work. She has demonstrated herself to be an effective leader who is engaged, connected, willing to listen and willing to consider the changes that are needed to strengthen the district in the coming years, especially in the critical areas of student learning outcomes, building safety & security, and staff support and morale.

Near the end of the closed session, we talked a bit about how the board can continue to provide Dr Daniels with the support she needs in order to be successful in the second half of this school year and beyond.

Overall, the board is very pleased with Dr Daniels at this point in her tenure and she continues to have our full support as we move into the second half of her first year as our superintendent.

E. Student Representative Report

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.E.
February 12, 2026**

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

From: Jennifer Saidu, alternate student board representative

Date: February 12, 2026

Re: Student Board Representative Report

F. Superintendent Report

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.F.
February 12, 2026**

To: Board of Education
From: Dr. Chris Bellmont, assistant superintendent
Date: February 12, 2026
Re: Superintendent Report

G. Board Member Reports

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



**Agenda III.G.
February 12, 2026**

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

From: Abigail Alt, Board Chair

Date: February 12, 2026

Re: Board Member Reports

Receive reports from board members.

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

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School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 January 22, 2026

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

Call to Order

Directors Anderson, Chester, Hume, Mikkelsen, Sachse, Werb and Chair Alt were present. Superintendent Dr. Latanya Daniels, Student Representative Feven Tesfaye, administrators, staff and members of the public were also present.

Attendance

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

Pledge of Allegiance

Moved by Werb, seconded by Chester to approve the agenda. The motion carried unanimously (7,0).

Agenda

Athletics and Activities Student Recognition ceremony was held.

Listen & Learn Report

Received a Listen and Learn Report from Dr. Latanya Daniels, superintendent.

FY 26 Report

Received a report about FY26 Revised Budget from Director of Finance, Tyler Dehne.

Board Member Reports

Committee, Board Appointment and School Assignment Reports:

-Director Chester gave a Legislative Committee and District 917 Update

-Director Alt gave a Policy Review Committee Update

Consent Agenda Minutes

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

-Approve minutes of the regular board meeting on January 8, 2026.

-Approve personnel recommendations Haley Voves, Shannon Johnsen, Kent Hamre, Mary Jo Good, Andrew Bennett, Mackenzie Donais, Micah Westby, Kalin Laurent, Olive Winter, Sarah Stousland, Jennifer Anderson, Katie Woodcock, Jennifer Kim, Nicole Haspert, Ashley Gonnella, Megan Gonzalez, Kristine Short, Hodan Muhumed, Nasteexo Osman, Jesús Moncada Contreras, Trey Blanchard, Kevin Silberman, Christian Kibler, Vincent Varpness, Tracy Ringger, Sarah Parker, Ryan King, Ryan Henke, Randy-Hoa Nguyen, Nicholas Zilka, Madeline Stuart, Joshua Wastvedt, Ivan Davila, Hannah Coleman, Donard Willis, Dante Steward, Christian Kibler, Brandon Kubitz, Andre Winters, Aaron Berg, Brennan Meyer, Maisee Mayega-Vue, Brooke Robinson, Jeffrey Kunze-Hoeg, Leon Sargent, Albert Padilla, Sabrina Hertel, Amy Boodram, Anders AD Grahn, Brian Goblirsch, Joe Kinsella, Henry Ivy, Leah Pallo, Julio Molina, Abigail Hillyer

Personnel Recommendations
 Donations checks, receipt, claims and investments
 Budget Analysis
 Listening Session
 2026 Committee

- November payroll checks in the net amount of \$4,573,813.69. November claims to date, wire transfers and adjustments totaling \$12,263,460.63.

Also, that the Board accepts November receipts of \$14,527,311.15 and

investments for the General Fund and OPEB of \$100,959,421.66 as of November 30, 2025.

-Accepts the Budget Analysis for the month ending November 30, 2025.

-Receive a report about the Listening Session on January 8, 2026.

-Approve the committee assignments, board appointments, and school assignments for 2026

The motion carried unanimously (7,0).

Robotics Field Trips

Moved by Sachse, seconded by Chester, to give preliminary approval for the Robotics Extended Field Trip to Lee Summit, MO, April 8-11, 2026.

The motion carried unanimously (7,0).

Moved by Anderson, seconded by Mikkelsen, to give preliminary approval for the Robotics Extended Field Trip to Houston, TX, April 28-May 2, 2026.

The motion carried unanimously (7,0).

Approve FY26 Revised Budget

Moved by Chester, seconded by Werb to approve the FY26 Revised Budget. The motion carried unanimously (7,0).

Pay Equity

Moved by Hume, seconded by Anderson, to approve the Pay Equity Report. The motion carried unanimously (7,0).

Supt. Eval Tool

Moved by Werb, seconded by Sachse, to approve the Superintendent Evaluation Tool. The motion carried unanimously (7,0).

Recess

Moved by Anderson, seconded by Sachse, to move to a recess at 8:00 p.m. until 8:05 p.m. before starting the board work session. The motion carried unanimously (7,0).

Work Session

The work session to Discuss the District 191 Legislative Platform for 2026 started at 8:05 p.m. and concluded at 8:25 p.m.

Closed Session to Discuss Superintendent's Mid-Year Evaluation

Werb left the meeting at 8:05 p.m.

Werb returned to the meeting at 8:18 p.m.

Moved by Hume, seconded by Anderson, to move to a closed session pursuant of Minnesota Statute section 13D.05 Subd. 3(a) to discuss the Superintendent's Mid-Year Evaluation. The closed session began at 8:31 p.m. In attendance were Chair Alt, Directors Sachse, Hume, Chester, Mikkelsen, Werb, Anderson, and Dr. Latanya Daniels. The Mid-year evaluation closed discussion ended at 9:33 pm. and the group went back to the open meeting.

Adjourn

Moved by Anderson, seconded Chester, to adjourn the meeting. The motion carried unanimously (7,0).

The meeting adjourned at 9:34 p.m.

/s/

February 12, 2026

Rachael Mikkelsen, Board Clerk
Approved

Date

|

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
January 12, 2026

These are the minutes of a retreat held by the Board of Education. The meeting was called to order by Chair Alt at 6:00 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Anderson, Chester, Hume, Mikkelsen, Sachse, Werb, and Chair Alt, and Superintendent Dr. Latanya Daniels were present. Others in attendance included Chief Brady Juell, Savage Police Department, Tyler Music, Cybersecurity Analyst, Stacey Sovine, Executive Director of Administrative Services, Dr. Chris Bellmont, Assistant Superintendent, Dave Lake, Director of Operations, and Isis Buchanan, Director of Equity.

Attendance

The purpose of the retreat was to learn more about Safety and Security for District 191.

Purpose

The meeting adjourned at 8:35 p.m.

Adjourn

/s/

Rachael Mikkelsen

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: February 12, 2026

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Administrative	Retirement	Imina Oftedahl		District-wide	Director of Curriculum, Instruction and Assessment	06/30/2026	1.0 FTE
Certified	Appointment	Haley Voves		Harriet Bishop Elementary	Teacher- Long-Term Substitute	1/20/2026* correction	1.0 FTE
Certified	Appointment	Samuel Conlin		Eagle Ridge Middle School	Teacher- Long-Term Substitute	12/15/2025	1.0 FTE
Certified	Appointment	Kari Wayman		Vista View Elementary School	Teacher	01/29/2026	1.0 FTE
Certified	Appointment	Luzia Tavares		Gideon Pond Elementary	Teacher	02/02/2026	1.0 FTE
Certified	Rescind Leave	Mary Chouanard		Eagle Ridge Middle School	Teacher	02/23/2026	1.0 FTE
Certified	Resignation	Michelle Pokodner		Nicollet Middle School	Teacher	04/10/2026	1.0 FTE
Certified	Resignation	Elizabeth Eppel		Vista View Elementary School	Teacher	01/25/2026	1.0 FTE
Certified	Resignation	Alexis Rollie		Gideon Pond Elementary	Teacher	06/05/2026	1.0 FTE
Certified	Retirement	Michelle Neuer		Burnsville High School	Teacher	06/05/2026	1.0 FTE
Certified	Retirement	Joanne Himrich		ECSE Center	Teacher	06/05/2026	.60 FTE
Certified	Retirement	Catherine Rossini		Edward Neill Elementary	Teacher	12/18/2026	1.0 FTE
Classified	Appointment	Ryan King		Burnsville High School	Head Coach- Football	Fall Stipend	1.0 FTE Stipend
Classified	Appointment	Molly Connors		Burnsville High School	Girls Soccer- Head Coach	Fall Stipend	1.0 FTE Stipend
Classified	Appointment	Brian Pickett		Burnsville High School	Custodian	02/09/2026	8 hours/day
Classified	Appointment	Jamilynne Johnson		Eagle Ridge Middle School	Musical Choreographer Director	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Emily Powers		Burnsville High School	PROUD Advisor	Year Round Stipend	1.0 FTE Stipend
Classified	Appointment	Kathryn Herrera		Burnsville High School	Musical Director	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Emma Gabbert		Burnsville High School	Educational Assistant	02/09/2026	7 hours/day
Classified	Appointment	Laquita Davis		Nicollet Middle School	Dean	02/02/2026	8 hours/day
Classified	Appointment	Clairissa Newton		Vista View Elementary School	Registered Behavior Technician	02/02/2026	8 hours/day
Classified	Appointment	Jorge Quiros Barquero		District-wide	Custodian	02/09/2026	8 hours/day
Classified	Appointment	Shukri Abdillahi		Community Education	Community Service Associate	02/09/2026	8 hours/day
Classified	Appointment	Justin DeWall		District-wide	Custodian	02/09/2026	8 hours/day
Classified	Appointment	Marilyn Solorzano Garcia		District-wide	Custodian	02/09/2026	8 hours/day
Classified	Appointment	Elizabeth Anderson		Burnsville High School	Food Service Associate	02/19/2026	3.75 hours/day
Classified	Change of Assignment	Beth Proctor		Nicollet Middle School	Boys Track- Assistant Coach	04/06/2026	1.0 FTE Stipend
Classified	Change of Assignment	Luis Molina		District-wide	Custodian	02/09/2026	8 hours/day
Classified	Leave of Absence	Donna Impola		Rahn Elementary School	Food Service Associate	1/13/2026-2/16/2026	5.75 hours/day
Classified	Leave of Absence	Nicole Haspert		Burnsville High School	Licensed Alcohol and Drug Counselor	1/20/2026-3/13/2026	8 hours/day
Classified	Leave of Absence	Samantha Thao		ECSE Center	Registered Nurse	3/11/2026-3/22/2026	8 hours/day
Classified	Resignation	Zulma Diaz		Burnsville High School	Custodian	01/16/2026	8 hours/day
Classified	Resignation	Tatiana Schlichting		WM. Byrne Elementary School	Educational Assistant	02/27/2026	7.25 hours/day
Classified	Resignation	Shelley Hermes		Eagle Ridge Middle School	Girls Track - Assistant Coach	05/26/2025	1.0 FTE Stipend
Classified	Resignation	Rebecca Akerson		Burnsville High School	Softball- Assistant Coach	01/27/2026	1.0 FTE Stipend
Classified	Resignation	Molly Connors		Burnsville High School	Girls Soccer- Assistant Coach	01/28/2026	1.0 FTE Stipend
Classified	Resignation	Kelly Kusniyyk		Eagle Ridge Middle School	Educational Assistant	02/06/2026	7.25 hours/day
Classified	Resignation	KateMarie Andrews		Eagle Ridge Middle School	Musical Vocal Director	02/09/2026	1.0 FTE Stipend
Classified	Resignation	Erin O'Hara		Burnsville High School	Spring Musical Set Design Assistant	02/08/2026	1.0 FTE Stipend
Classified	Resignation	Erika Sasseville		Burnsville High School	Musical Director- Assistant	02/04/2026	.37 FTE Stipend
Classified	Resignation	Emily Najjar-Field		Burnsville High School	Musical Instrumental Assistant	02/03/2026	.375 FTE Stipend
Classified	Resignation	Brian Pickett		Eagle Ridge Middle School	Educational Assistant	02/06/2026	7.25 hours/day
Classified	Resignation	Tim Chamberlain		Burnsville High School	Boys Golf- Assistant Coach	01/26/2026	.18292 FTE Stipend
Classified	Resignation	Alexia Johnson		Burnsville High School	Girls Soccer- Assistant Coach	02/09/2026	.90 FTE Stipend

3. 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.3.
February 12, 2026**

To: Board of Education
From: Dr. Chris Bellmont, assistant superintendent
Date: February 12, 2026
Re: Report about the Listening Session

Recommendation: Receive a report about the listening session scheduled on January 22, 2026

The following speakers spoke at the listening session on January 22, 2026:

Name	Relationship to School District	Topic(s) Addressed
Theresa Gomez	District 191 Resident	1. Status of the sale of Sioux Trail Property 2. ICE on School Property
Catarina Gomez	District 191 Resident	1. ICE using school property for operations.

4. Approve, on a First and Final Reading, Non-substantive Changes to Policies 612.1: *Development of Parent and Family Engagement Policies for Title I Programs*, and 621: *Literacy and the Read Act*



**Agenda IV.A.4.
February 12, 2026**

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

From: Imina Oftedahl, director of curriculum, instruction and assessment

Date: February 12, 2026

Re: Approve, on a First and Final Reading, Non-substantive Changes to Policies 612.1: *Development of Parent and Family Engagement Policies for Title I Programs*, and 621: *Literacy and the Read Act*

Recommendation: That the Board of Education approve, on a first and final reading, non substantive Changes to Policies 612.1: *Development of Parent and Family Engagement Policies for Title I Programs*, and 621: *Literacy and the Read Act*

Notes:

The following policies were reviewed during the January 20, 2026 Policy Review Committee as part of a regular review process.

Below is a summary of changes:

- 612- Minnesota School Board Association (MSBA) recommended update: Adds a resource under legal references
- 621 – MSBA recommended update: Add statutory reference to Article IX.A

Adopted: 05/2003

Burnsville-Eagan-Savage School District Policy 612.1

Reviewed: ~~3/14/2024~~ PRC 01/20/2026

Revised: 10/28/2021

Rescinds: KAA

612.1 TITLE I FAMILY ENGAGEMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. COMMUNICATION

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

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

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

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

V. PARENTING

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

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

VI. DECISION-MAKING AND ADVOCACY

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

VII. VOLUNTEERING

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

VIII. COLLABORATING WITH THE COMMUNITY

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

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

Cross References:

Resources: ***U.S. Department of Education: Parent and Family Engagement Non-Regulatory Guidanc (January 2025)***

Adopted: 10/26/2023

Burnsville-Eagan-Savage School District Policy 621

Reviewed: ~~08/28/2025~~ PRC 10/20/26

Revised: 09/11/2025

Rescinds:

621 LITERACY AND THE READ ACT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

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

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

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level timely information about:
 1. the student's reading proficiency as measured by a screener approved by MDE;
 2. reading-related services currently being provided to the student and the student's progress; and
 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must

measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. For students enrolled in dual language immersion programs:
 1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under ~~P~~paragraph A above;
 2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
 3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in

- the partner language;
4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
 5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.
- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who, are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.
- F. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under [Minnesota Statutes, section 120B.12, subdivision 2](#), paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. ~~Starting July 1, 2023, if~~ the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or

screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
 7. a statement of whether the school district has adopted an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;

- b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level.
- 9. the number of teachers and other staff that have completed training approved by the department.
- 10. the number of teachers and other staff proposed for training in structured literacy;
- 11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
- 12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and
- 13. beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
 - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. Annually, by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidenced-based

training programs to the following teachers and staff in accordance with Minnesota Statutes section 120B.12, subdivision 1, paragraphs (b) and (c) by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 4. curriculum directors;
 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher; and
 6. employees who select literacy instructional materials for a district; and
 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 2. teachers who provide instruction to students in a state-approved alternative program; and
 3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or
2. a training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

5. Approve, on a First and Final Reading, No Changes to Policy 616:
School District System Accountability

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
February 12, 2026

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

From: Imina Oftedahl, director of curriculum, instruction and assessment

Date: February 12, 2026

Re: Approve, on a First and Final Reading, No Changes to Policy 616: *School District System Accountability*

Recommendation: That the Board of Education approve, on a first and final reading, no changes to Policy 616: *School District System Accountability*

Notes:

The following policy was reviewed during the January 20, 2026 Policy Review Committee as part of a regular review process and no changes were recommended at this time.

Adopted: 05/1986

Burnsville-Eagan-Savage School District Policy 616

Reviewed: ~~03/18/25~~ PRC 01/20/2026

Revised: 03/27/25

Rescinds: IE

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

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

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

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

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

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

D. Reporting.

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

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

Legal References:

Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
 Minn. Stat. § 120B.36 (School Accountability;) Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the FirstClass; Definitions)
 Minn. Stat. § 123B.04 (Site Decision Making, Individualized Learning Agreement; Other Agreements)
 Minn. Stat. § 123B.147 (Principals)
 Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
 Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)
 Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education)
 Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)

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

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

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

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

6. Approve, on a First and Final Reading, No Changes to Policies 103:
Complaints - Students, Employees, Parents and Other Persons, 201:
Legal Status of the School Board, 202: School Board Officers, 203:
Operation of the School Board - Governing Rules, 203.1: School Board
Procedures - Rules of Order and 203.6 Consent Agendas



**Agenda IV.A.6
February 12, 2026**

To: Board of Education

From: Dr. Chris Bellmont, assistant superintendent

Date: February 12, 2026

Re: Approve, on a First and Final Reading, No Changes to Policies 103: *Complaints - Students, Employees, Parents and Other Persons*, 201: *Legal Status of the School Board*, 202: *School Board Officers*, 203: *Operation of the School Board - Governing Rules*, 203.1: *School Board Procedures - Rules of Order* and 203.6 *Consent Agendas*

Recommendation: That the Board of Education approve, on a first and final reading, no changes to policies 103: *Complaints - Students, Employees, Parents and Other Persons*, 201: *Legal Status of the School Board*, 202: *School Board Officers*, 203: *Operation of the School Board - Governing Rules*, 203.1: *School Board Procedures - Rules of Order* and 203.6 *Consent Agendas*

Notes:

The following policies were reviewed during the January 20, 2026 Policy Review Committee as part of a regular review process and no changes were recommended at this time.

Adopted: 6/1986

Burnsville-Eagan-Savage School District Policy 103

Reviewed: ~~11/19/2024~~ PRC 01/20/2026

Revised: 12/12/2024

Rescinds: KL

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, negotiated agreement, or Terms and Conditions of Employment, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees, or other persons may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent, or school board. However, persons are encouraged to file a complaint at the building level with the staff member most immediately involved with the issue when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent, who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in a reasonable time-period in writing to the complaining party concerning the completion of the investigation. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statutes chapter 13 (the Minnesota Government Data Practices Act) or other law.

- D. Before a complaint against an employee is acted upon, the employee will have the opportunity to respond to the complaint with the appropriate administrator to present information relevant to the complaint.
- E. No reprisals against a complainant or witness will be tolerated.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: Burnsville-Eagan-Savage School District Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
 Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
 Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
 Burnsville-Eagan-Savage School District Policy 514 (Bullying Prohibition)
 MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: 4/23/3

Burnsville-Eagan-Savage School District Policy 201

Reviewed: ~~5/11/2023~~ PRC 01/20/2026

Revised: 5/25/2023

Rescinds:

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

“School board” means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of seven elected directors. The term of office is four years.
- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
 - 1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
 - 2. conduct the business of the schools and pay indebtedness and proper expenses;
 - 3. employ and contract with necessary qualified teachers and discharge the same for cause;
 - 4. provide services to promote the health of its pupils;
 - 5. provide school buildings and erect needed buildings;
 - 6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
 - 7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
 - 8. employ and discharge necessary employees and contract for other services;
 - 9. provide for transportation of pupils to and from school, as governed by statute; and
 - 10. procure insurance against liability of the school district, its officers, and employees.
- F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
2. furnish school lunches for pupils and teachers on such terms as the school board determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References: Minn. Stat. § 123A.22 (Cooperative Centers for Vocational Education)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.23 (Liability Insurance; Officers and Employees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings
Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: Burnsville-Eagan-Savage School District Policy 101 (Legal Status of the School District)
Burnsville-Eagan-Savage School District Policy 202 (School Board Officers)
Burnsville-Eagan-Savage School District Policy 203 (Operation of the School Board -Governing Rules)
Burnsville-Eagan-Savage School District Policy 205 (Open Meetings and Closed Meetings)

Adopted: 08/2008 *Burnsville-Eagan-Savage School District Policy 202*
 Reviewed: ~~11/19/2024~~ PRC 01/20/2026
 Revised: 01/09/2025
 Rescinds: BCB

202 SCHOOL BOARD OFFICERS

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. The school board shall meet annually and organize by selecting a chair, a vice-chair, a clerk, and a treasurer.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify. The ISD 191 school board holds this meeting on the first Thursday following the first Monday in January.

- A. The duties of the clerk and treasurer are performed by the selected school board members or their designees.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.
- C. If a regularly scheduled board meeting is postponed due to bad weather, the meeting will be held at the discretion of the board chair and properly noticed.
- D. The school board will select the school district's legal counsel at the organizational meeting. The individuals authorized to contact legal counsel are the school board chair, the superintendent and his or her designees.

IV. OFFICER'S RESPONSIBILITIES

- A. Chair

1. The chair when present shall preside at all meetings of the school board, preserve order, ensure all business before the school board is conducted with propriety and dispatch, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.
3. The chair will provide leadership in carrying out the powers and duties of the school board and act as spokesperson for the school board unless this responsibility has been delegated to others. The chair shall have completed MSBA Phase I, II, III, and IV training prior to serving as chair to ensure governance norms and protocols. If the school board determines there is not a member who qualifies, this policy may be waived upon majority vote.
4. The chair will oversee all school board members' appointments to committees and outside organizations and bring such appointments to the school board for approval.
5. Other duties may be prescribed to the chair by law or school board action.

B. Vice-Chair

The vice-chair shall perform the duties of the chair in the event the chair is temporarily absent, assist the chair in the performance of his/her responsibilities, and plan and coordinate the school board's annual evaluation of the superintendent.

C. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minnesota Statutes section 123B.12.

D. Clerk

1. The clerk shall keep a record of all meetings in the books provided.

2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner;
 - (2) length of school term and enrollment and attendance by grades;
 - (3) the condition and value of school district property; and
 - (4) other items of information as called for by the Commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.

2. The superintendent shall perform the following:
 - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
 - b. recommend to the school board employment and dismissal of teachers;
 - c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;
 - d. superintend school grading practices and examinations for promotions;
 - e. make reports required by the commissioner; and
 - f. perform other duties prescribed by the school board.

Legal References: Minn. Stat § 123B.09 (Boards of Independent School Districts)
 Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders)
 Minn. Stat. § 123B.14 (Officers of Independent School Districts)
 Minn. Stat. § 123B.143 (Superintendent)
 Minn. Stat. § 126C.17 (Referendum Revenue)
 Minn. Stat. Ch. 205A (School District Elections)

Cross References: Burnsville-Eagan-Savage School District Policy 101 (Legal Status of the School District)
 Burnsville-Eagan-Savage School District Policy 201 (Legal Status of the School Board)
 Burnsville-Eagan-Savage School District Policy 203 (Operation of the School Board – Governing Rules)
 MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted: 7/1985

Burnsville-Eagan-Savage School District Policy 203

Reviewed: 5/11/2023 PRC 01/20/2026

Revised: 2/2012

Rescinds: BDDE

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. *Robert's Rules of Order, Revised* (eleventh edition) where not inconsistent with A. and B., above.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
 Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
 Minn. Stat. § 123B.14 (Officers)

Cross References:

Adopted: 07/1985

Burnsville-Eagan-Savage School District Policy 203.1

Reviewed: 5/11/2023 PRC 01/20/2026

Revised: 04/23/2015

Rescinds: BDDE

203.1 SCHOOL BOARD PROCEDURES; RULES OF ORDER

I. PURPOSE

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

- A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;
- C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To insure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

- A. School board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. Some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.

- D. The chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.
- E. The chair shall rule on all questions relating to motions and points of order brought before the school board.
- F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.
- G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.
- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the school board.
- K. The chair has the same right and responsibility as each school board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess, or to take measures to obtain a quorum.

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
 Minn. Stat. § 122A.40 (Employment Contracts, Termination)
 Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)
 Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
 Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)

Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)

Minn. Stat. § 471.88 (Exceptions)

Cross References: Burnsville-Eagan-Savage School District Policy 203 (Operation of the School Board – Governing Rules)
Burnsville-Eagan-Savage School District Policy 204 (School Board Meeting Minutes)
Burnsville-Eagan-Savage School District Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
Burnsville-Eagan-Savage School District Policy 207 (Public Hearings)

Adopted: 04/23/2015 *Burnsville-Eagan-Savage School District Policy 203.6*
Reviewed: ~~5/11/2023~~ PRC 01/20/2026
Revised: 4/27/2017
Rescinds:

203.6 CONSENT AGENDAS

I. PURPOSE

The purpose of this policy is to allow the use of a consent agenda.

II. GENERAL STATEMENT OF POLICY

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda.

III. CONSENT AGENDAS

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those items that (1) usually do not require discussion or explanation prior to school board action, (2) are noncontroversial and/or similar in content, or (3) have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: Burnsville-Eagan-Savage School District Policy 203.2 (Order of the Regular School Board Meeting)
Burnsville-Eagan-Savage School District Policy 203.5 (School Board Meeting Agenda)
Burnsville-Eagan-Savage School District Policy 204 (School Board Meeting Minutes)

7. Approve, on a First and Final Reading, No Changes to Regulation
103R *Complaints - Students, Employees, Parents and Other Persons*

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.7.
February 12, 2026**

To: Board of Education

From: Dr. Chris Bellmont, assistant superintendent

Date: February 12, 2026

Re: Approve, on a First and Final Reading, No Changes to Regulation 103R:
Complaints - Students, Employees, Parents and Other Persons

Recommendation: That the Board of Education approve, on a first and final reading, no changes to Regulation 103R: *Complaints –Students, Employees, Parents and Other Persons*.

Notes:

The following regulation was reviewed during the January 20, 2026 Policy Review Committee as part of a regular review process. No changes were recommended at this time.

Adopted:

Burnsville-Eagan-Savage School District Regulation 103

Reviewed: PRC 01/20/2026

Revised:

Rescinds: KL

103R COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

The following guidelines should be followed when a complaint or concern is voiced. The goal should be to resolve conflict at the lowest intervention level possible, but do not hesitate to follow the entire process if necessary. It is always wise to keep the administrator aware of any conflicts that are being handled in your building or program, no matter at what level the intervention is currently proceeding.

I. COMPLAINT PROCEDURES

- A. Those making complaints will be urged to provide adequate detail and to identify themselves so the matter can be handled appropriately. The school will make reasonable efforts to investigate and resolve anonymous complaints.
- B. Each school will develop a system to handle general complaints concerning policy and practice. These complaints will be heard, recorded, and periodically reviewed to determine general areas of concern.
- C. Follow up procedures may include an informal conference with the parties involved to attempt to resolve the matter, either individually or together as the administrator determines. Such discussion will take place within ten days after the complaint has been received.
- D. If the issue is not resolved at the conference, the complainant may request that the matter be reviewed by the next highest administrative authority. In such cases, the appropriate administrator will provide the following:
 1. A statement of the complaint prepared by the complainant and specifying the precise nature of the complaint.
 2. A statement of the facts on both sides of the matter.
 3. A summary of the opportunities afforded both sides to be heard.
 4. A statement from the complainant proposing resolution of the matter.
 5. A statement from the involved staff member(s) proposing resolution of the matter.
 6. A recommendation from the administration for proposed resolution of the matter.

II. SCHOOL BOARD INVOLVEMENT IN THE COMPLAINT PROCESS

- A. The superintendent will provide documentation similar to that listed in I.D. above if the school board is required to get involved to resolve the complaint.
- B. The school board will be guided by its code of ethics when hearing complaints.
- C. School board members who receive complaints should encourage the complainant to discuss the issue with the appropriate staff member or administrator.
- D. If the complainant does not wish to discuss the issue with the appropriate staff member or administrator, the school board member will refer the matter to the superintendent for study and possible resolution.
- E. Complaints made directly to the full school board shall be referred to the superintendent for study and possible referral to the appropriate staff member or administrator.

8. Approve Scheduling Joint Meeting with the City of Burnsville on February 24, 2026 at 6:00 p.m.



**Agenda IV.A.8.
February 12, 2026**

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

From: Abigail Alt, board chair

Date: February 12, 2026

Re: Approve Scheduling a Joint Meeting with the City of Burnsville on February 24, 2026 at 6:00 p.m.

Recommendation: That the Board of Education approve scheduling a Joint Meeting with the City of Burnsville on February 24, 2026 at 6:00 p.m.

9. Approve Scheduling a Board Retreat for March 2, 2026 at 6:00 p.m.

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



**Agenda IV.A.9.
February 12, 2026**

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

From: Abigail Alt, board chair

Date: February 12, 2026

Re: Approve Scheduling a School Board Retreat on March 2, 2026 at 6:00 p.m.

Recommendation: That the Board of Education approve scheduling a School Board Retreat on March 2, 2026 at 6:00 p.m.

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.

February 12, 2026 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(School Report)

Board Member Question	Staff Response
<p>1. Tier 1, All students K-1 "Evidence of Progress" slide: The first bullet is unclear. Was the decrease 63% down to 27%? OR was it a decrease of 27% (63% down to 36%)?</p> <p>2. Tier 1 Grades 3 - 5 "Challenging teachers" slide: What supports are in place for teachers to help them with the student gaps and meet the rigor of the curriculum? Looks like one support might be the WIN Groups in a later slide? Any other specific actions (since I think teacher support was a topic raised in Dr Daniels' learning sessions)?</p> <p>3. Attendance slide: Both years saw a drop from Sept to Oct. But this year didn't jump back up (as noted on the slide). Why? What are we doing right? So we can continue!</p>	<p>1. We have rewritten the bullets for more clarity and they now read:</p> <ul style="list-style-type: none"> ● We decreased kindergarteners designated as at-risk in the area of letter sounds from 63% at-risk down to 27% at-risk. ● We decreased our 1st graders designated as at-risk in the area of nonsense words from 48% at-risk to 28% at-risk. ● We increased our number of 2nd graders reading grade level text accurately from 30% to 56% <p>2. New materials are challenging just from an organizational standpoint. The new material is really rigorous and requires teachers to be specific about which parts of the curriculum they will teach. Because of the increased rigor, some of the gaps that students have in academic ability are more noticeable.</p> <p>To support this need we assist teachers through CTs, and having a learning specialist support classroom teachers.</p> <p>Classroom teachers are also a big help to each other and we have encouraged teachers to share information between grade levels. Another strategy has been to slow down the overall pacing a bit. We have also been working with SISA and the EL Education professional development trainer to answer teachers' questions.</p> <p>3. We were really working hard to improve attendance and many of the tools put in place at the start of year from the attendance pilot were helping. In December and January, attendance was significantly impacted by other factors in the community, from an increase in flu cases as well as families feeling unsafe about sending their children to school.</p>

Board Member Question	Staff Response																				
<p>1. Please confirm where these courses will be taken by our students. Contract language leads me to believe students will be on-site at DCTC.</p> <p>Q1-5 - For each of the last five years (including FY26), please share:</p> <p>Q1. Student Demand (How many students indicated interest in enrolling in Automotive classes leading up to the semester) S1 & S2</p> <p>Q2. Student Enrollment S1 & S2</p> <p>Q3. Seniors: Number completing capstone course(s)</p> <p>Q4. Seniors: Number graduating with special certifications</p>	<p>You are correct with your assumption - students are physically at Burnsville High School and the instruction is being delivered by a certified instructor from the Dakota County Technical College. Below are some quotes from Associate Principal Noble about this budding partnership:</p> <ul style="list-style-type: none"> "Our partnership with DCTC is growing and evolving. We are excited to grow and form a BHS program for automotive. Their team has been great to work with and our students appear to be responding well. It is unique to be able to offer CE for grads 9 - 12 and we are actively collaborating on this process. We have students interested for next year and look forward to continuing to offer courses with DCTC instructors during 26/27." <p>To date, we have been unable to find an internal One91 instructor able to deliver the same level of rigorous content material/programming.</p> <p>Q1. Below is the Student Demand for Automotive Classes leading up to S1 & S2</p> <table border="1" data-bbox="743 1220 1369 1440"> <thead> <tr> <th>Year</th> <th>22-23</th> <th>23-24</th> <th>24-25</th> <th>25-26</th> </tr> </thead> <tbody> <tr> <td>Demand for Automotive Courses</td> <td>171</td> <td>108</td> <td>117</td> <td>159</td> </tr> </tbody> </table> <p>Currently the interest for the 2026-2027 School is 128 students requesting automotive classes.</p> <p>Q2. Below is the Student Enrollment in Automotive Courses in S1 & S2 in the Automotive Courses Since 2022-23SY:</p> <table border="1" data-bbox="760 1797 1357 1965"> <thead> <tr> <th>Year</th> <th>22-23</th> <th>23-24</th> <th>24-25</th> <th>25-26</th> </tr> </thead> <tbody> <tr> <td>Total Enrollment</td> <td>151</td> <td>108</td> <td>116</td> <td>138</td> </tr> </tbody> </table>	Year	22-23	23-24	24-25	25-26	Demand for Automotive Courses	171	108	117	159	Year	22-23	23-24	24-25	25-26	Total Enrollment	151	108	116	138
Year	22-23	23-24	24-25	25-26																	
Demand for Automotive Courses	171	108	117	159																	
Year	22-23	23-24	24-25	25-26																	
Total Enrollment	151	108	116	138																	

Q5. Seniors: Number having participated in internships in community

Q3. and Q4. - Numbers of students completing capstone course(s) and or graduating with special certifications (these terms are interchangeable so the data reflected below represents data for both questions).

16 ASE Tests were taken on 24/25. We will need to do some digging to find out about the success rate. With the unexpected teacher turnover, this information is not readily available.

Q5. Seniors: Numbers having participated in internships in community

Year	22-23	23-24	24-25	25-26
Internships	N/A	N/A	2 Auto Placements/2 OSHA	3 Auto Placements/3 OSHA

There have been 5 total auto students and 8 auto placements. Some students have had more than one experience.

(SPA Report - Literacy Update)

Board Member Question	Staff Response
<p>1. Slide 4 - Percent Meeting Reading Grade Level Benchmark - It would be helpful to track Cohorts over time. With this particular graph, my eyes want to see how the 53% bar > Grade 2 > Spring 2022 fared the following year. This graph isn't structured to easily allow me to do that. I would like to request the addition of a third graph for elementary and MS cohort progress in a format/timeline similar to this prior one. While we can partially see cohort progress in the other chart (same slide), it will be helpful to see a more holistic view over time of cohort progress.</p>	<p>The chart and graph on slide 4 are showing the same information in two different views. The chart allows the reader to follow the cohort (identified by color bands) while the graph shows the reader the grade level performance each year.</p> <p>Charts/Graphs you requested:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literacy Trend by Cohort 22-26 <p>Slide 1: Chart with cohorts K-8. We do tend to separate K-1 from 2-8 because they are different tests.</p> <p>Slide 2: Graph showing cohorts by graduation year for K-8 tested this winter.</p>

<p>1. Reading skills at grades 2 and above seem to struggle to maintain the benchmark year over year (following the same students up through the grades) but yet we are seeing growth within each year. What is causing this disconnect? It seems like our students are losing ground at a greater rate than their growth at some point (over summer, perhaps?) and having to essentially re-learn, "re-grow", the next year. Do we have data to show when, what is happening with this? Just hoping we are able to identify ways to help our students maintain their growth by identifying where they are backsliding - so then progress can be reflected in the benchmark (snapshot) results. Or, are the growth metrics and benchmark testing measuring different skills so it's like comparing apples to oranges?</p>	<p>The assessments between grades K and 1 to grade 2 shifts.</p> <p>K and 1 earlyReading is an assessment of foundational reading skills (phonemic awareness, phonics, fluency). It is given individually in small subtests and is not adaptive. While many students may perform well at this level of assessment, the rigor of application of the comprehension-based assessment in the intermediate grades may need additional support and intervention.</p> <p>The aReading, administered in grades 2+, is a computer adaptive reading comprehension and vocabulary test. It adapts to the level of correct responses from the student and measures the level of mastery at that level. It also indicates the growth trajectory necessary for students to meet grade level benchmarks.</p> <p>Proficiency may take longer to increase because the grade level benchmark increases each year. If the student starts the year below benchmark, the student must make aggressive (more than 1 year's worth of growth) to bridge the performance gap. If a student is significantly below benchmark, it may take multiple years of accelerated growth to meet the increasing grade level benchmark.</p> <p>Interventionists conduct diagnostics for students reading below benchmark to identify the specific areas of unfinished learning or skill and target that skill for interventions. This targeted intervention in conjunction with students receiving grade level literacy instruction can accelerate growth for most students.</p>
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(AIPAC Report)

Board Member Question	Staff Response
<p>1. Recommendation 1: The curriculum item here (and on the Recommendations/Response pdf) seems more like a Recommendation 2 item. Nothing on the slides addresses the disciplinary actions that is up-front in the recommendation.</p>	<p>1. Updates have been made to the slide. The curriculum item was removed from the slide. Data monitoring, staff support and professional development was added to the slide. The information was updated with details from the AIPAC recommendation report to include the information requested.</p> <p>2. I added additional context to the report and have included the information that BHS, ERMS, and NMS</p>

<p>2. Recommendation 4: I understand that the Policy and Protocol needed to change first but the slide itself doesn't state anything about actual implementation of space as detailed in the recommendation. The detailed pdf states that BHS has a designated room. How about other schools? Could the slide include some kind of comment about the progress we have, or have not, made in designating space in every building?</p> <p>3. Recommendation 5: Do we have a timeline/deadline for when the cultural trunks will be complete and available?</p> <p>4. Name change process: Am I correct that adding this to the facilities planning process means that it becomes a long-term project rather than a short-term one - as far as the messaging that might be needed to our families and school community regarding timing expectations?</p>	<p>have classroom spaces for Indian Education Programming and have updated the slide with information from the report.</p> <p>3. Yes, District 191 has started the cultural trunk project. This project will include a collection of resources and lesson plans for each school site. The trunks will be completed by June 2026. We anticipate using the culture trunks in the fall of 2026.</p> <p>4. Yes, this would make this a long term project. I have updated the document and slide deck with this information.</p>
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1. Approve District 191 Legislative Platform for 2026

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Speaker(s): Lesley Chester, Legislative Committee Chair

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**Agenda IV.B.1.
February 12, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Lesley Chester, policy review committee chair

Date: February 12, 2026

Re: Approve District 191 Legislative Platform for 2026

Notes:

- November 18, 2025 the Legislative Committee began drafting initial priorities.
- January 20, 2026 the Legislative Committee finalized recommendations to bring to the full board.
- January 22, 2026 the Board of Education reviewed the 2026 Legislative Platform draft during a work session and made a few minor adjustments that have been updated for this final draft up for approval



School District 191 Legislative Platform

Adopted for 2026

2026 District 191 Legislative Platform



On behalf of the students, educators, families and community members of Burnsville-Eagan-Savage School District 191, the District 191 Board of Education asks the Minnesota State Legislature to take the actions described in this platform in 2026.

Priority #1 - School Safety

Increase Safe Schools levy funding to \$100 per pupil for school districts and \$35 per pupil for intermediate and cooperative units to support important safety initiatives, including cybersecurity, School Resource Officers, mental health services and physical security improvements.

Allow limited student removal within non-exclusionary discipline to support effective reentry planning and maintain safe classrooms.

Priority #2 - Stabilize Funding

Ensure revenue keeps up with inflation by increasing per-pupil allocations for facilities, operating capital and lease levies, while also increasing and indexing Local Optional Revenue to the general education formula.

Stabilize compensatory revenue by continuing Medicaid Direct Certification and hold districts harmless from revenue losses caused by recent formula changes until the Compensatory Revenue Task Force recommendations are fully implemented.

Remove the 15-day state residency requirement for students enrolled in online school.

Repeal the contingent \$250 million cut to special education cross-subsidy reduction aid scheduled for the 2028-2029 biennium.

Priority #3 - Fully Fund Mandates & Essential Services

Fully fund or repeal summer unemployment insurance for non-licensed school district staff.

Provide funding for employer premiums and substitute staff costs associated with the Paid Leave program, or provide an exemption for school districts.

Hold districts harmless for students who opt out of state standardized tests and create a Blue-Ribbon Commission to evaluate and make recommendations to improve the assessment system to support student-centered balanced assessments.

Enhance support for programs that address staff shortages and increase diversity among teachers, including Grow Your Own grants and the short-call substitute teaching program.

About District 191

Burnsville-Eagan-Savage School District 191 is a future-forward school district creating barrier-free pathways for learning for everyone in our community. We believe learning is a lifelong pursuit, and we create programs, services and opportunities that inspire this belief.

2. Approve, on a First Reading Basis, Changes to Policy 507.5: *School Resource Officer*

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Speaker(s): Dr. Chris Bellmont, Assistant Superintendent



**Agenda IV.B.2.
February 12, 2026**

To: Board of Education
From: Dr. Chris Bellmont, assistant superintendent
Date: February 12, 2026
Re: Approve, on a First Reading Basis, Changes to Policy 507.5: *School Resource Officer*

Recommendation: That the Board of Education approve, on a first reading basis, changes to Policy 507.5: *School Resource Officer*

Notes:

The following policy was reviewed during the January 20, 2026 Policy Review Committee as part of a regular review process.

Below is a summary of changes:

- Minnesota School Board Association (MSBA) Update: Adds a list of resources
- Minor formatting adjustments

Adopted: 08/22/2024

Burnsville-Eagan-Savage School District Policy 507.5

Reviewed: PRC 01/20/2026

Revised: 12/12/2024

Rescinds:

507.5 SCHOOL RESOURCE OFFICERS

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

- A. “School” means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.
- B. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

- A. A school resource officer’s contractual duties with the school district shall include:
 - 1. fostering a positive school climate through relationship building and open communication;
 - 2. protecting students, staff, and visitors to the school grounds from criminal activity;
 - 3. serving as a liaison from law enforcement to school officials;
 - 4. providing advice on safety drills;
 - 5. identifying vulnerabilities in school facilities and safety protocols;

6. educating and advising students and staff on law enforcement topics; and,
 7. enforcement of criminal laws.
- B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in paragraph IV.A.
 - C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
 - D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

- A. Except as provided for in ~~P~~paragraphs V.B., V.C., and V.D. below, beginning September 1, 2025, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.
- B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under paragraph V.A. above before June 1, 2027. A peace officer covered under this ~~P~~paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.

- D. An officer who is serving as a substitute school resource officer for fewer than (60) sixty student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.
- E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

Legal References: Minn. Stat. § 120A.05, subs. 9, 11, and 13 (Definitions)
 Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
 Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References: Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Burnsville-Eagan-Savage School Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 Burnsville-Eagan-Savage School Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 Burnsville-Eagan-Savage School 506 (Student Discipline)

Resources: [MN House of Representatives: School Resource Officers \(accessed 10/02/25\)](#)
[MN Department of Public Safety: School Resource Officer Training \(accessed 10/02/25\)](#)
[MN Department of Public Safety: FAQs for Mandated School Resource Officer \(SRO\) Requirements \(accessed 10/02/25\)](#)
[U.S. Department of Education: FAQs on Photos and Videos under FERPA \(accessed 10/02/25\)](#)
[U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act \(FERPA\) \(accessed 10/02/25\)](#)
[U.S. Department of Education: Does FERPA distinguish between School Resource Officers \(SROs\) and other local police officers who work in a school? \(accessed 10/02/25\)](#)

3. Burnsville High School Course by Contract Income Contract with
Dakota County Technical College

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Speaker(s): Dr. Chris Bellmont, Assistant Superintendent



**Agenda IV.B.3.
February 12, 2026**

To: Board of Education

From: Dr. Chris Bellmont, assistant superintendent

Date: February 12, 2026

Re: Burnsville High School Course by Contract Income Contract with Dakota County Technical College

Recommendation: That the Board of Education approve the Dakota County Technical College Income Contract presented between Burnsville High School and the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Dakota County Technical College and authorize the Superintendent of ISD 191 to execute the agreement.

Notes:

This is a new contract for courses that will be offered through Dakota County Technical College and the Automotive program.



P.O. Number _____
 Purchaser Name _____
 Contract Number **DCTC-2026-061321**

INCOME CONTRACT

This contract is by and between Burnsville High School, 600 State Hwy 13, Burnsville, Minnesota 55337 (hereinafter “Purchaser”) and the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Dakota County Technical College (hereinafter “Minnesota State”).

WHEREAS, the Purchaser has a need for a specific service; and

WHEREAS, Minnesota State, is empowered to enter into income contracts pursuant to Minnesota Statutes, Chapter 136F;

NOW, THEREFORE, it is agreed:

1. DUTIES OF MINNESOTA STATE.

The Minnesota State agrees to provide the following:

- Communicate eligibility requirements.
- Provide course and other services at the same level as provided to general College students.
- Award College credit to students upon successful completion of courses.
- Provide course grades to the School Districts at the conclusion of each semester.
- Bear initial legal fees and other expenses associated with the drafting of this agreement.
- Create invoices for the School Districts for courses being taken by School District students.
- Refer to Appendix A for additional responsibilities.

2. DUTIES OF PURCHASER.

The Purchaser agrees to provide the following:

Entering into this agreement for PSEO Course by Contract services to be directly contracted with the College.

- Authorize enrollment/course selection for eligible high school students with the College.
- Provide all textbooks and other instructional materials/equipment required for the course as determined by the sponsoring academic department and faculty mentor.
- Facilitate the enrollment and application process with students.
- Communicate the process for arranging educational accommodations. The College retains authority to determine whether a request for an educational accommodation is appropriate for classes taken for College credit.
- Refer to Appendix A for additional responsibilities.

3. CONSIDERATION AND TERMS OF PAYMENT.

- a. Consideration for all services performed and goods or materials supplied by Minnesota State pursuant to this contract shall be paid by the Purchaser as follows: The school districts will be billed by College at the rate of Three Thousand and 00/100 Dollars (\$3000) x number of credits. (Example: \$3000 x 4 credit class = \$12,000). This rate may change in the future contracts.
- b. Terms of Payment. Payment shall be made by the Purchaser within 30 days of the date of the invoice presented.

4. TERM OF CONTRACT.

This contract shall be effective on July 1, 2025 or upon the date that the final required signature is obtained by Minnesota State, whichever occurs later, and shall remain in effect until June 30, 2026 or until all obligations set forth in this contract have been satisfactorily fulfilled, whichever occurs first.

5. CANCELLATION.

This contract may be canceled by the Purchaser or Minnesota State at any time, with or without cause, upon thirty (30) days written notice to the other party. In the event of such a cancellation, the Minnesota State shall be entitled to payment, determined on a pro rata basis, for work or services satisfactorily performed.

6. AUTHORIZED REPRESENTATIVES.

- a. The Purchaser's Authorized Representative for the purposes of administration of this contract is:

Name:	Dr. Latanya Daniels, or their successor
Title:	Superintendent, Burnsville Public Schools
Address:	200 W Burnsville Parkway, Burnsville, MN 55337
Telephone:	952-707-2000

E-Mail: superintendent191@isd191.org

- b. An authorized representative of Minnesota State for the purposes of administration of this contract is:

Name: Heather Aagesen-Huebner, or their successor
 Title: Vice President for Finance and Operations
 Address: 2500 East 80th Street, Inver Grove Heights, MN 55076
 Telephone: 651-450-3534
 E-Mail: heather.aagesen-huebner@inverhills.edu

Each authorized representative shall have final authority for acceptance of services of the other party and shall have responsibility to ensure that all payments due to the other party are paid pursuant to the terms of this contract.

7. ASSIGNMENT.

Neither the Purchaser nor Minnesota State shall assign or transfer any rights or obligations under this contract without the prior written approval of the other party.

8. LIABILITY.

The Purchaser shall indemnify, save, and hold Minnesota State, its agents and employees harmless from any and all claims or causes of action arising from the performance of this contract by the Purchaser or Purchaser's agents or employees. This clause shall not be construed to bar any legal remedies the Purchaser may have for the failure of Minnesota State to fulfill its obligations pursuant to this contract.

9. AMERICANS WITH DISABILITIES ACT COMPLIANCE (hereinafter "ADA").

The Purchaser is responsible for complying with the Americans with Disabilities Act, 42 U. S. C. 12101, et. seq. and regulations promulgated pursuant to it. Minnesota State IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

10. AMENDMENTS.

Any amendments to this contract shall be in writing and shall be executed by the same parties who executed the original contract or their successors in office.

11. GOVERNMENT DATA PRACTICES ACT.

The requirements of Minnesota Statutes § 13.05, subd. 11 apply to this contract. The Purchaser and Minnesota State must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by Minnesota State in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the Purchaser in accordance with this contract. The civil remedies of Minnesota Statutes §13.08 apply to the release of the data referred to in this clause by either the Purchaser or Minnesota State.

In the event the Purchaser receives a request to release the data referred to in this clause, the Purchaser must immediately notify Minnesota State. Minnesota State will give the Purchaser instructions concerning the release of the data to the requesting party before the data is released.

12. JURISDICTION AND VENUE.

This contract shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this contract, or the breach thereof, shall be located only in the state or federal court with competent jurisdiction in Ramsey County, Minnesota.

13. STATE AUDITS.

The books, records, documents, and accounting procedures and practices of the Purchaser relevant to this contract shall be subject to examination by the contracting department and the Legislative Auditor.

14. ENTIRE AGREEMENT.

This contract represents the entire agreement between the parties and with regard to the stated subject matter and supersedes any previous discussions or agreements, either verbal or written that occurred between the parties with respect to this subject matter. This contract may not be amended except by written agreement signed by the parties hereto. In the event of any conflict or inconsistency between this contract and any riders, exhibits, addenda, or other document incorporated herein, this contract shall govern.

15. CLERICAL ERROR.

Notwithstanding Clauses "ASSIGNMENT, AMENDMENTS, and ENTIRE AGREEMENT" of this contract, Minnesota State reserves the right to unilaterally fix clerical errors, defined as misspellings, minor grammatical or typographical mistakes or omissions, that do not have a substantive impact on the terms of this contract without executing an

amendment. Minnesota State must inform Purchaser of clerical errors that have been fixed pursuant to this paragraph within a reasonable period of time.

16. **OTHER PROVISIONS.** (Attach additional page(s) if necessary):

Student Requirements

- Eligible students are currently enrolled must follow the Minnesota State Colleges and Universities System Procedure 3.5.1 Post-Secondary Enrollment Options Program.
<https://www.minnstate.edu/board/procedure/305p1.html>

The rest of this page intentionally left blank. Signature page to follow.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

APPROVED:

1. MINNESOTA STATE COLLEGES AND UNIVERSITIES,

Dakota County Technical College

By (authorized signature and printed name)	<u>Heather Aagesen-Huebner</u> <small>Heather Aagesen-Huebner (Jan 20, 2026 14:31:55 CST)</small>
Title	VP Finance & Operations
Date	01/20/2026

2. PURCHASER: Burnsville High School

Purchaser certifies that the appropriate person(s) have executed the contract on behalf of Purchaser as required by applicable articles, by-laws, resolutions, or ordinances.

By (authorized signature and printed name)	
Title	
Date	

By (authorized signature and printed name)	
Title	
Date	

3. AS TO FORM AND EXECUTION:

By (authorized signature and printed name)	
Title	
Date	

V. Work Session: 2026-27 Budget: Initial Information and Parameters

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Speaker(s): Stacey Sovine, Executive Director of Administrative Services

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**Agenda IV.B.1.
February 12, 2026**

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

From: Stacey Sovine, executive director of administrative services

Date: February 12, 2026

Re: Work Session: 2026-2027 Budget: Initial Information and Parameters

Believe, Belong, Build and Become.

2026-27 Budget: ***Initial Information and Parameters***

February 12, 2026

Stacey Sovine, executive director of administrative services

Agenda



Timeline



Enrollment for 2026-2027 school year



Current reality (revenue and expenses)



Our approach (values/strategies/research)



Initial input



Board guidance and parameters

Timeline



Revenue



Students we serve



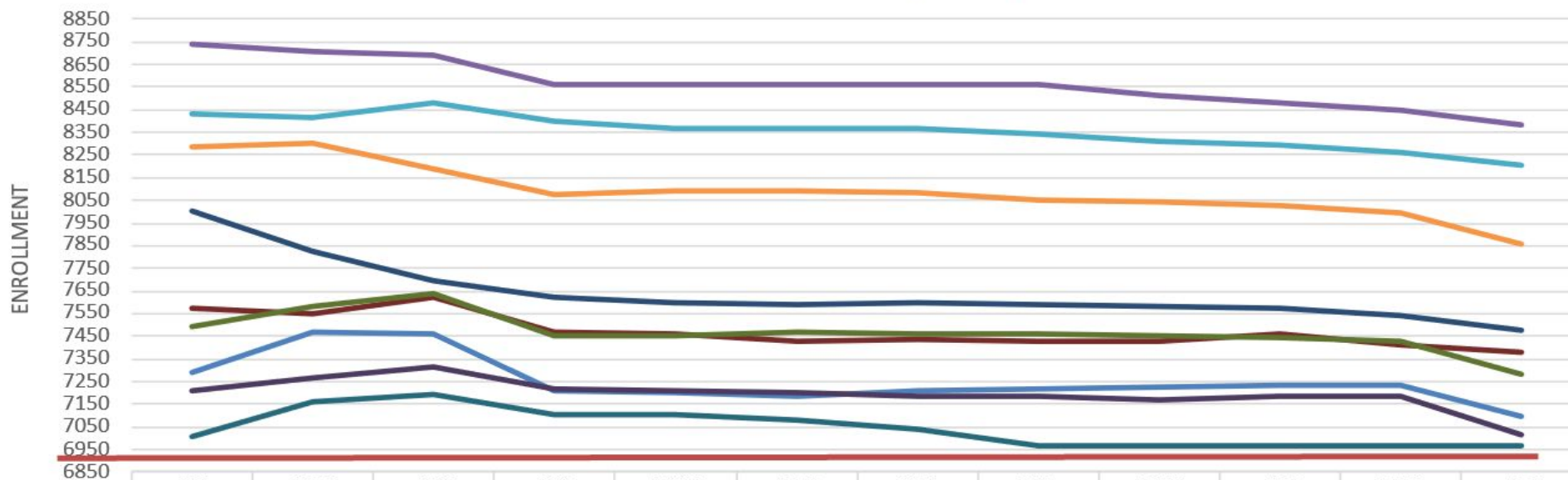
State and local
tax dollars per
student served



Total revenue
used to pay
for programs
and services

Enrollment Projections

Year Over Year K-12 Enrollment: **FY27 Project ~6,890 K12 Students**



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2018	8739	8708	8693	8561	8557	8557	8557	8557	8516	8478	8446	8381
2019	8432	8419	8477	8395	8369	8364	8364	8343	8308	8291	8261	8201
2020	8283	8305	8191	8075	8093	8093	8086	8055	8041	8031	7994	7858
2021	8006	7825	7695	7626	7597	7593	7595	7587	7585	7571	7539	7480
2022	7572	7551	7624	7467	7458	7429	7440	7431	7431	7459	7415	7383
2023	7496	7579	7636	7452	7452	7469	7463	7458	7452	7443	7428	7286
2024	7293	7466	7464	7207	7202	7185	7212	7220	7229	7234	7236	7098
2025	7206	7264	7316	7220	7209	7199	7186	7185	7173	7185	7188	7012
2026	7008	7165	7191	7104	7102	7079	7044	6969	6969	6969	6969	6969

Restricted Revenue



Technology (Capital
Projects Levy)



Title Funds



Long Term Facility
Maintenance Funds
ALC Funding

Expenses

80%

of our expenditures
are People



80% of our expenditures are People

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

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

Preliminary Financial Resources to Support Pathways

Close to \$2.4M of General, Restricted, Capital, and Grant funds support Pathways by:

- 📖 Advanced Learning Specialists
- ⚙️ Middle School Project Lead the Way
- 🌐 Elementary Spark Experiences
- 🎧 Elementary Instrumental Music
- 📖 Texts and instructional software: CTE, Associates of Arts Degree Program
- ⚙️ CTE consumables
- 🎧 Title IV-Elementary instrumental music teacher
- 🎓 Career Technical Education Levy-CTE staffing
- 📖 Perkins - MS/HS CTE
- ⚙️ Tech Levy - Makerspaces supplies
- 🌐 Title IV - Elementary extracurricular clubs
- 🎧 Math Masters Competition
- 🎓 Grow Your Own program-Education Pathway
- ⚙️ Dakota Electric-Associates Program
- ⚙️ Bosch Community Fund - MS, Teacher Externships
- 🎓 Greater Twin Cities United Way-Work based Learning Program
- 🎓 Greater Twin Cities United Way/DEED-Paid Student Work Experiences

Elementary Pathways

Arts, Global Communication, Information Systems	Business, Management & Entrepreneurship	Design, Engineering & Manufacturing Technologies	Health Sciences & Human Services
<p>Core Literacy (K-5) Music (K-5) Visual Art (K-5) Scratch Coding (2-3) Digital Learning-Media Literacy (K-5) Instrumental Music (5)</p> <p>Enrichment Musical Storytelling (1) Advanced Learning: Communication (2) Ceramics (K-5) Minneapolis Institute of Art Trip (3) Orchestra Hall Trip (4) Henna Design (5) Class Notes Artists-in-Residence (K-5)</p> <p>Extra Curricular Technology Club</p>	<p>Core Math Expressions (K-5) Literacy (K-5)</p> <p>Enrichment Advanced Learning: Entrepreneurship (4)</p> <p>Extra Curricular Peer Leaders Student Council</p>	<p>Core Math Expressions (K-5) Science Curriculum Review (K-5) Digital Learning (K-5)</p> <p>Enrichment I Am a Designer (K) Advanced Learning: Engineering (3) Advanced Math (4-5) Robotic Warehouse Fulfillment (2)</p> <p>Extra Curricular Technology Club Chess Club</p>	<p>Core Physical Education (K-5) Science Curriculum Review (K-5) Social Emotional Curriculum (K-5)</p> <p>Enrichment Advanced Learning: Health & Wellness (5) All District Track Meet (5) Science Fair (3-5) Multicultural Games (K-2) Cooperative Activities (3-5)</p>

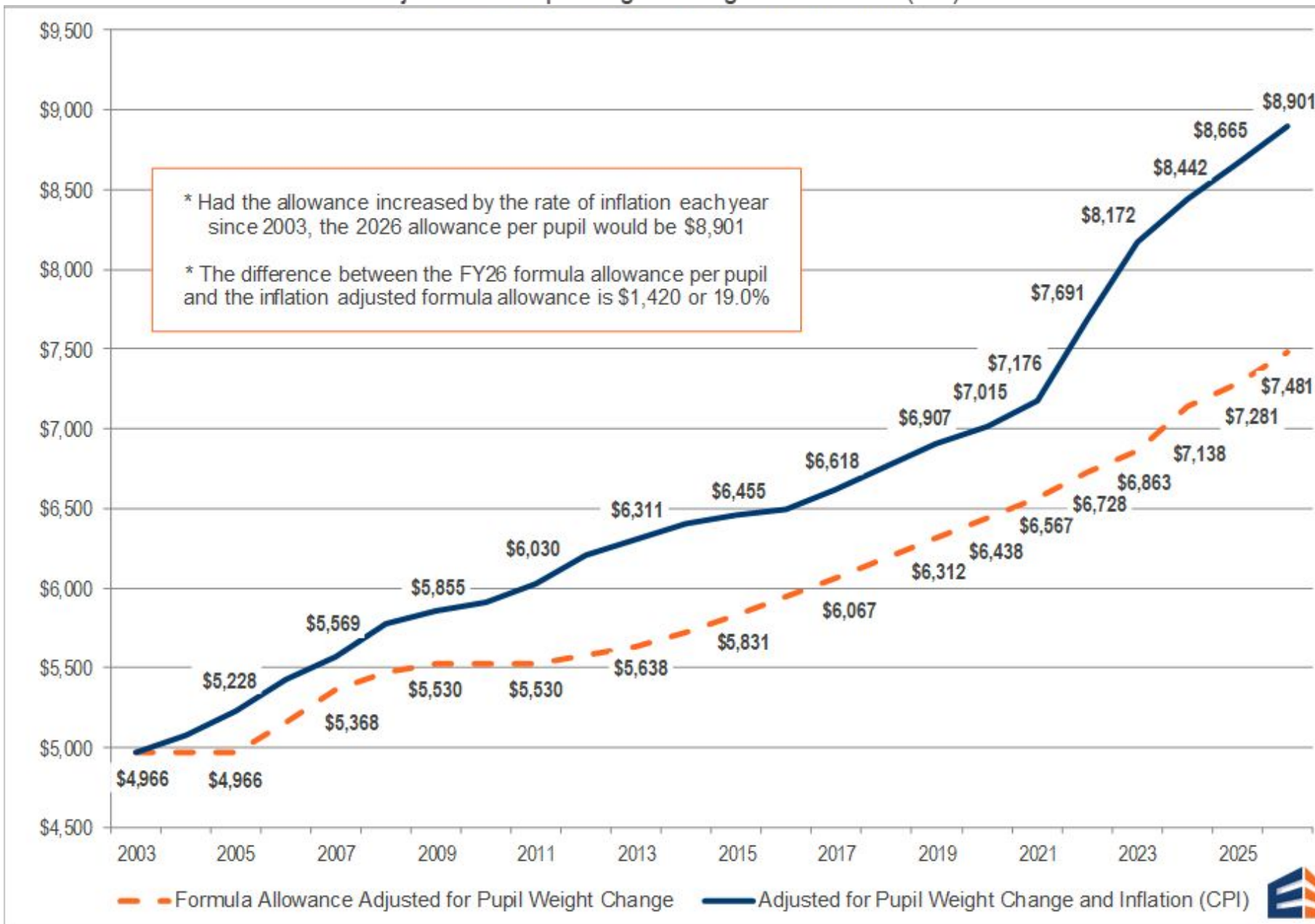
Purpose of Achievement & Integration Program

Close to \$2M a year of Achievement and Integration funds support:

-  Pursuit of Racial & Economic Integration
-  Increase Student Achievement
-  Create Equitable Educational Opportunities
-  Reduce Predictability In:
 - Academic disparities based on students' diverse racial, ethnic, and economic backgrounds.



Adjusted for Pupil Weight Change and Inflation (CPI)



Revenue and Expense Changes

Increased Revenue Over FY26

- 2.69% or \$202 per student on general aid (~ \$327,500).
- English Learner (EL):
 - \$547 increase per eligible student (~ \$1.2 million).
- Special Education (SPED):
 - Sped Formula increase \$1.0 million.
- General fund property tax levy increase \$1.366 million.
- Preliminary Compensatory revenue projections show a \$1.88 million decline in revenue.

Increased Expenses Over FY26

- 2.3% increase to salary schedules (\$4.8 million).
- 5% insurance increase (\$1.9 million),
- 5% transportation increase per 5 year contract (\$600k; does not include increase in costs for activities, athletics, primary age transportation, and mandated needs. Contract has an adjustment clause up to 5% based on Consumer Price Index (CPI).
- Other areas including utilities, supplies, capital, contracted services, etc with modest inflationary increase (5.0%, \$1 million).
- LTFM \$4.3 million in project costs (May 22, 2025).

Strategies for Structurally Sustainable Budget

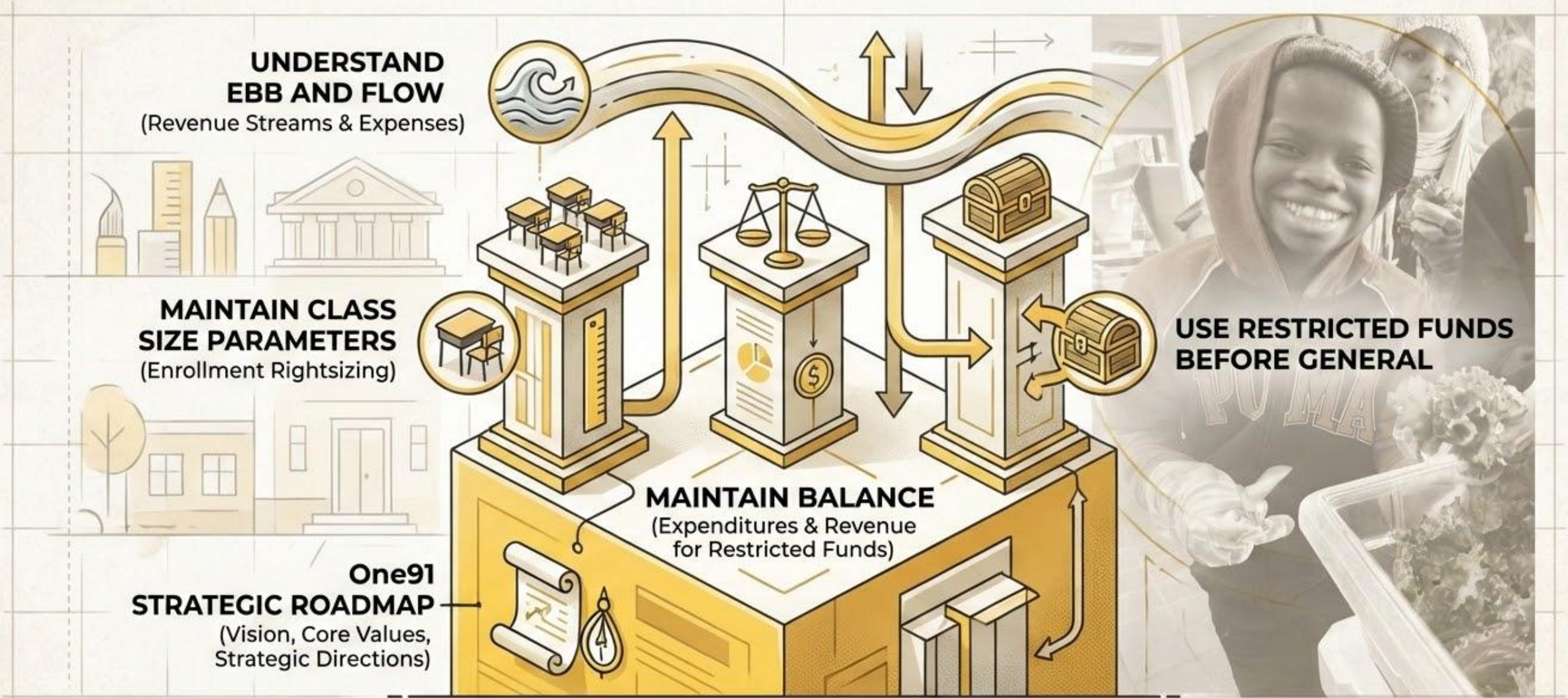
**UNDERSTAND
EBB AND FLOW**
(Revenue Streams & Expenses)

**MAINTAIN CLASS
SIZE PARAMETERS**
(Enrollment Rightsizing)

**USE RESTRICTED FUNDS
BEFORE GENERAL**

**One91
STRATEGIC ROADMAP**
(Vision, Core Values,
Strategic Directions)







MAINTAIN BALANCE
(Expenditures & Revenue
for Restricted Funds)



Initial Input Survey Summary



Community Input (11 responses)

-  Additional support for special education (evaluate FOCUS model), students not meeting standards
-  Addressing student behavior
-  Continue support of arts (orchestra, band, theater)
-  Improved onboarding/training, especially for EA's
-  Address staff mindset
-  Reduce positions that don't have direct contact with students



Principal/Departmental Input

-  Review Media Specialist role
-  Strategic reallocation of resources for local support
-  Stabilize field trip funding

Next Steps for Budget Feedback

March 13

Online feedback survey
open, closes April 12th



March and April

- School- & program-level parent meetings
- Presentation shared with families & staff, multiple opportunities to provide feedback



April 15th, 6 pm

Community presentation
offered to all families and public
Diamondhead Education Center

Board Parameters

Four Proposed Scenarios

Scenario 1:



Maintain
Class Size



Reduce \$13.6M
Spending



21.83%
Fund Balance
(Maintain)

Scenario 2:



Maintain
Class Size



Reduce \$14.8M
Fund Balance



Fund Balance
12.5%

Scenario 3:



Maintain
Class Size



Reduce \$5.0M
Spending



Reduce \$9.8M
Fund Balance



Fund Balance
15.76%

Scenario 4:



Maintain
Class Size



Reduce \$3.0M
Spending



Reduce \$11.8M
Fund Balance



Fund Balance
14.43%

Board Parameters

Scenario 1:

- Reduce \$13.6M Spending
- 21.83% Fund Balance (Maintain)

General Fund Budget Comparative Summary

Scenario 1	Actual Results 2023-24	Actual Results 2024-25	Adopted Budget 2025-26	Revised Budget 2025-26	Projected 2026-27	Projected 2027-28
Total Beginning Fund Balance	\$ 37,483,214	\$ 53,791,906	\$ 56,311,345	\$ 59,044,289	\$ 51,989,357	\$ 50,796,800
Revenues	156,983,853	163,655,781	158,590,425	162,370,288	163,103,925	166,366,003
Federal Relief Revenues for current costs	4,736,812	-	-	-	-	-
Federal Relief Revenues for new costs	3,867,316	-	-	-	-	-
Expenditures	145,411,973	158,403,398	169,547,066	169,425,220	164,296,481	166,041,305
Federal Relief Expenditures for new costs	3,867,316	-	-	-	-	-
Variance (Revenues - Expenditures)	16,308,692	5,252,382	(10,956,641)	(7,054,932)	(1,192,556)	324,698
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 50,796,800	\$ 51,121,499
Breakdown of Fund Balance Categories						
Nonspendable	\$ 342,496	\$ 291,247	\$ 300,000	\$ 250,000	\$ 200,000	\$ 150,000
Restricted	15,547,817	15,207,377	12,765,031	12,811,713	12,811,713	12,811,713
Committed	1,207,116	1,605,982	1,550,000	1,439,638	1,439,638	1,439,638
Assigned	-	250,000	500,000	500,000	500,000	500,000
Unassigned	36,694,478	41,689,683	30,239,673	36,988,006	35,845,449	36,220,148
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 50,796,800	\$ 51,121,499
Unassigned Fund Balance %	24.58%	26.32%	17.84%	21.83%	21.82%	21.81%
Unassigned Fund Balance % if no Assigned						

FY27 Assumptions

- 5% expenditure increase
- 5% for health insurance increase
- 1.5% for dental insurance increase
- 2.69% increase for revenue
- 6,890 K-12 students
- Salary increases for unsettled contracts

Assumptions for FY28

- 5% increase to expenses
- 2% increase to revenue
- Current staffing levels (no rightsizing included yet)

Cuts	\$13,600,000	\$6,470,000
Total	\$20,070,000	

Scenario #1 Maintain Fund Balance
 Maintain class sizes (rightsizing)
 Adjustments: \$13.60 million in FY27 and \$6.47 million in FY28 including rightsizing
 Unassigned fund balance spend down of \$1.19 million in FY27 and \$375k increase in FY28
 Unassigned fund balance decreases .01% in FY27 and decreases .01% to 21.81% in FY28,
 still above Board's minimum set in policy

Board Parameters

Scenario 2:

- Maintain Class Size
- Reduce \$14.8M Fund Balance
- Fund Balance 12.5%

General Fund Budget Comparative Summary

Scenario 2	Actual Results 2023-24	Actual Results 2024-25	Adopted Budget 2025-26	Revised Budget 2025-26	Projected 2026-27	Projected 2027-28
Total Beginning Fund Balance	\$ 37,483,214	\$ 53,791,906	\$ 56,311,345	\$ 59,044,289	\$ 51,989,357	\$ 37,196,800
Revenues	156,983,853	163,655,781	158,590,425	162,370,288	163,103,925	166,366,003
Federal Relief Revenues for current costs	4,736,812	-	-	-	-	-
Federal Relief Revenues for new costs	3,867,316	-	-	-	-	-
Expenditures	145,411,973	158,403,398	169,547,066	169,425,220	177,896,481	186,791,305
Federal Relief Expenditures for new costs	3,867,316	-	-	-	-	-
Variance (Revenues - Expenditures)	16,308,692	5,252,382	(10,956,641)	(7,054,932)	(14,792,556)	(20,425,302)
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 37,196,800	\$ 16,771,499
Breakdown of Fund Balance Categories						
Nonspendable	\$ 342,496	\$ 291,247	\$ 300,000	\$ 250,000	\$ 200,000	\$ 150,000
Restricted	15,547,817	15,207,377	12,765,031	12,811,713	12,811,713	12,811,713
Committed	1,207,116	1,605,982	1,550,000	1,439,638	1,439,638	1,439,638
Assigned	-	250,000	500,000	500,000	500,000	500,000
Unassigned	36,694,478	41,689,683	30,239,673	36,988,006	22,245,449	1,870,148
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 37,196,800	\$ 16,771,499
Unassigned Fund Balance %	24.58%	26.32%	17.84%	21.83%	12.50%	1.00%
Unassigned Fund Balance % if no Assigned						

FY27 Assumptions

- 5% expenditure increase
- 5% for health insurance increase
- 1.5% for dental insurance increase
- 2.69% increase for revenue
- 6,890 K-12 students
- Salary increases for unsettled contracts

Assumptions for FY28

- 5% increase to expenses
- 2% increase to revenue
- Current staffing levels (no rightsizing included yet)

Cuts	\$0	\$0
Total	\$0	\$0

Scenario #2 Do nothing but rightsizing
 Maintain class sizes (rightsizing)
 Adjustments: no other adjustments outside of rightsizing
 Unassigned fund balance spend down of \$14.7 million in FY27 and \$20.4 million in FY28
 Unassigned fund balance percentage decreases by 9.33% in FY27 and 11.50% to 1.00% in FY28,
 above Board's minimum set in policy for FY27 but below policy in FY28

Board Parameters

Scenario 3:

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- Maintain Class Size
- Reduce \$5.0M Spending
- Reduce \$9.8M Fund Balance
- Fund Balance 15.76%

General Fund Budget Comparative Summary

Scenario 3	Actual Results 2023-24	Actual Results 2024-25	Adopted Budget 2025-26	Revised Budget 2025-26	Projected 2026-27	Projected 2027-28
Total Beginning Fund Balance	\$ 37,483,214	\$ 53,791,906	\$ 56,311,345	\$ 59,044,289	\$ 51,989,357	\$ 42,196,800
Revenues	156,983,853	163,655,781	158,590,425	162,370,288	163,103,925	166,366,003
Federal Relief Revenues for current costs	4,736,812	-	-	-	-	-
Federal Relief Revenues for new costs	3,867,316	-	-	-	-	-
Expenditures	145,411,973	158,403,398	169,547,066	169,425,220	172,896,481	176,541,305
Federal Relief Expenditures for new costs	3,867,316	-	-	-	-	-
Variance (Revenues - Expenditures)	16,308,692	5,252,382	(10,956,641)	(7,054,932)	(9,792,556)	(10,175,302)
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 42,196,800	\$ 32,021,499
Breakdown of Fund Balance Categories						
Nonspendable	\$ 342,496	\$ 291,247	\$ 300,000	\$ 250,000	\$ 200,000	\$ 150,000
Restricted	15,547,817	15,207,377	12,765,031	12,811,713	12,811,713	12,811,713
Committed	1,207,116	1,605,982	1,550,000	1,439,638	1,439,638	1,439,638
Assigned	-	250,000	500,000	500,000	500,000	500,000
Unassigned	36,694,478	41,689,683	30,239,673	36,988,006	27,245,449	17,120,148
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 42,196,800	\$ 32,021,499
Unassigned Fund Balance %	24.58%	26.32%	17.84%	21.83%	15.76%	9.70%
Unassigned Fund Balance % if no Assigned						

FY27 Assumptions

- 5% expenditure increase
- 5% for health insurance increase
- 1.5% for dental insurance increase
- 2.69% increase for revenue
- 6,890 K-12 students
- Salary increases for unsettled contracts

Assumptions for FY28

- 5% increase to expenses
- 2% increase to revenue
- Current staffing levels (no rightsizing included yet)

Cuts	\$5,000,000	\$5,000,000
	Total	\$10,000,000

Scenario #3 Reduce spending \$5 million each year
 Maintain class sizes (rightsizing)
 Adjustments: \$5.0 million in FY27 and \$5.0 million in FY28 including rightsizing
 Unassigned fund balance spend down of \$9.7 million in FY27 and \$10.1 million in FY28
 Unassigned fund balance percentage decreases by 6.07% in FY27 and 6.06% to 9.7% in FY28,
 still above Board's minimum set in policy

Board Parameters

Scenario 4:

- Maintain Class Size
- Reduce \$3.0M Spending
- Reduce \$11.8M Fund Balance
- Fund Balance 14.43%

General Fund Budget Comparative Summary

Scenario 4	Actual Results 2023-24	Actual Results 2024-25	Adopted Budget 2025-26	Revised Budget 2025-26	Projected 2026-27	Projected 2027-28
Total Beginning Fund Balance	\$ 37,483,214	\$ 53,791,906	\$ 56,311,345	\$ 59,044,289	\$ 51,989,357	\$ 40,196,800
Revenues	156,983,853	163,655,781	158,590,425	162,370,288	163,103,925	166,366,003
Federal Relief Revenues for current costs	4,736,812	-	-	-	-	-
Federal Relief Revenues for new costs	3,867,316	-	-	-	-	-
Expenditures	145,411,973	158,403,398	169,547,066	169,425,220	174,896,481	180,641,305
Federal Relief Expenditures for new costs	3,867,316	-	-	-	-	-
Variance (Revenues - Expenditures)	16,308,692	5,252,382	(10,956,641)	(7,054,932)	(11,792,556)	(14,275,302)
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 40,196,800	\$ 25,921,499
Breakdown of Fund Balance Categories						
Nonspendable	\$ 342,496	\$ 291,247	\$ 300,000	\$ 250,000	\$ 200,000	\$ 150,000
Restricted	15,547,817	15,207,377	12,765,031	12,811,713	12,811,713	12,811,713
Committed	1,207,116	1,605,982	1,550,000	1,439,638	1,439,638	1,439,638
Assigned	-	250,000	500,000	500,000	500,000	500,000
Unassigned	36,694,478	41,689,683	30,239,673	36,988,006	25,245,449	11,020,148
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 40,196,800	\$ 25,921,499
Unassigned Fund Balance %	24.58%	26.32%	17.84%	21.83%	14.43%	6.10%
Unassigned Fund Balance % if no Assigned						

FY27 Assumptions

- 5% expenditure increase
- 5% for health insurance increase
- 1.5% for dental insurance increase
- 2.69% increase for revenue
- 6,890 K-12 students
- Salary increases for unsettled contracts

Assumptions for FY28

- 5% increase to expenses
- 2% increase to revenue
- Current staffing levels (no rightsizing included yet)

Cuts	\$3,000,000	\$3,000,000
	Total	\$6,000,000

Scenario #4	Reduce spending \$3.0 million each year
	Maintain class sizes (rightsizing)
	Adjustments: \$3.0 million in FY27 and \$3.0 million in FY28 including rightsizing
	Unassigned fund balance spend down of \$11.7 million in FY27 and \$14.2 million in FY28
	Unassigned fund balance percentage decreases by 7.4% in FY27 and 8.3% to 6.10% in FY28, above Board's minimum set in policy for FY27 but below policy in FY28

Thank You.

VI. 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.