



**Future Ready. Community Strong.**

## **Regular Meeting Agenda**

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN, 55337  
August 8, 2019  
6:30 PM

5:45 PM Board Listening Session with Directors DeeDee Currier and Lesley Chester.

I. Call to Order	
A. Welcome Public	
B. Pledge of Allegiance	
II. Approval of the Agenda	
III. Information	
A. Superintendent Report	3
B. Board Member Reports	4
IV. Business Meeting	
A. Consent Agenda	
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 Meeting Minutes	5
2. Approve Personnel Recommendation	11
3. Adopt a Resolution to Accept Donations	12
4. Receive a Report on the Listening Session	14
B. New Business	
1. Approve the Activities Handbook	15
Presenter: Guillaume Paek, Director of Athletics	
2. Approve, on a First Reading Basis, Changes to Policy 901: <i>Community Education</i>	36
Presenter: Lisa Rider, Executive Director of Business Services	

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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.

- |                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------|----|
| 3. Approve, on a First Reading Basis, New Policy 105: <i>Equity, Access, and Excellence in Education</i> | 39 |
| Presenter: Brian Gersich, Assistant Superintendent                                                       |    |
| 4. Approve, on a First Reading Basis, Changes to Policies 616: <i>System Accountability</i>              | 42 |
| Presenter: Brian Gersich, Assistant Superintendent                                                       |    |
| V. Adjourn to a Facility Study Workshop                                                                  | 48 |
| Presenter: Dr. Theresa Battle, Superintendent, and Brian Gersich, Assistant Superintendent               |    |



**Agenda III.A.  
August 8, 2019**

**To:** Board of Education  
**From:** Dr. Theresa Battle, Superintendent  
**Date:** July 31, 2019  
**Re:** Superintendent Report

Receive the Superintendent Report from Dr. Theresa Battle, Superintendent.



**Agenda III.B.  
August 8, 2019**

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

**From:** Abigail Alt, Board Chair

**Date:** July 31, 2019

**Re:** Board Member Reports

Receive reports from Board Members.

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
June 20, 2019

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

Call to Order

Members present: Schatz, Chester, Currier, Miller, Hume, Holweger, and Chair Alt. Others in attendance were Superintendent Amoroso, administrators, staff, and members of the public.

Attendance

Alt welcomed the audience and asked Currier to lead the Pledge of Allegiance.

Pledge of Allegiance

Moved by Schatz, seconded by Currier, to approve the agenda. Motion carried unanimously (7, 0).

Agenda

Received an update on Teacher Externship from Dr. Kathy Funston, director of strategic partnerships and pathways.

Future Ready.  
Community  
Strong.  
Reports

Received a report on Q Comp (ProPay) from Jen Bohr, Q Comp coordinator, Kelly Smith and Tracy Hiebert.

Currier reported on behalf of the Policy Review Committee.

Moved by Chester, seconded by Miller, to approve the consent agenda:  
-Approve minutes from the regular board meeting on June 13, 2019, and special workshop on June 19, 2019.

Consent Agenda  
Minutes

-Approve personnel recommendations for S. Ziegler, S. Kosloski, R. Meyer, K. Loran, A. Holloway, M. Hieb, J. Derouin, L. Pollitt, A. Schnobrich, H. Warren, Haley Johnson, T. Gray, C. Kruse, and A. Grahn.

Personnel  
Recommendations

- Adopt a resolution to approve and accept donations as presented.

-Approve April payroll checks in the net amount of \$4,131,345.80. April claims to date and wire transfers and adjustments totaling \$7,564,199.48. Also, that the Board accepts April receipts of \$14,320,201.86 and investments for the General Fund & 2015A School Building Bonds and OPEB of \$44,997,068.19 as of April 30, 2019.

Donations  
Payroll, claims,  
investments and  
receipts

-Accept the budget analysis for the month ending April 30, 2019.

-Receive a report on the June 13, 2019 listening session.

Budget Analysis  
Listening Session

Motion carried unanimously (7, 0).

Moved by Schatz, seconded by Hume, to approve the commitment of fund balance for Fiscal Year 2019 to include fund balance resulting from carryover funds and ProPay funds.

Fund Balance

Motion carried unanimously (7, 0).

Moved by Miller, seconded by Schatz, to approve the 2019-20 Adopted Budget providing all funds' revenues of \$178,862,643 and all funds' expenditures of \$181,367,998. Motion carried unanimously (7, 0).

Adopted Budget

Moved by Currier, seconded by Hume, to approve the proposed revisions and re-adopt the unchanged language in the 2019-2021 terms and conditions of employment for the Confidential Employees of ISD 191. Motion carried unanimously (7, 0).

Confidential

Moved by Schatz, seconded by Holweger, to approve the proposed revisions and re-adopt the unchanged language in the 2019-2021 terms and conditions of employment for the Unaffiliated Employees of ISD 191. Motion carried unanimously (7, 0).

Unaffiliated

Moved by Schatz, seconded by Chester, to approve the memorandum of agreement with Firefly Credit Union and authorize Lisa Rider, executive director of business services to sign the agreement on behalf of ISD 191. Motion carried unanimously (7, 0).

Firefly Credit Union

Moved by Schatz, seconded by Miller, to approve the 2019-20 Student Handbook. Motion carried unanimously (7, 0).

Student Handbook

Moved by Currier, seconded by Hume, to adopt the following resolution: BE IT RESOLVED, by the Board of Education of Independent School District 191, pursuant to Minnesota Statute § 122A.40 that the teaching contracts of the following licensed probationary teachers in Independent School District 191 be terminated at the end of the 2018–2019 school year: Islam, Asia, NMS, .15. BE IT FURTHER RESOLVED, that written notice is sent to said teachers regarding termination and nonrenewal of his/her contract as provided by law. Motion carried unanimously (7, 0).

Release of Probationary Teacher

Amoroso gave closing remarks.

Moved by Chester, seconded by Currier, to adjourn to a board workshop at 7:54 p.m. Motion carried unanimously (7, 0).

Adjourn

The board workshop began at 8:03 p.m. The purpose of the workshop was a potential FY20 levy The workshop ended at 8:35 p.m.

Workshop

Darcy Schatz, clerk

August 8, 2019  
Date approved

DRAFT

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
July 8, 2019

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

Call to Order

Directors Miller, Hume, Currier, Chester, Holweger, and Chair Alt were present. Schatz was absent. Superintendent Battle, Dr. Roger Worner, Dr. Kay Worner, and staff members were also present.

Attendance

The purpose of the meeting was to receive the facility study report.

Purpose

The meeting adjourned at 8:27 p.m.

Adjourn

August 8, 2019

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Darcy Schatz, clerk

Date Approved

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
July 11, 2019

The closed session of the Board of Education was called to order by Chair Alt at 8:02 a.m. at the Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN.

Call to Order

Directors Chester, Currier, Holweger, Hume, Schatz and Chair Alt were present. Miller was absent. Superintendent Battle, Rider, Tinklenberg, Gersich, and Sovine were also present.

Attendance

The meeting was closed, as permitted by Minnesota Statutes 13D.03, to discuss ISD 191's labor negotiation strategies with the Burnsville Education Association.

Purpose

The meeting adjourned at 8:56 a.m.

Adjourn

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Darcy Schatz, clerk

August 8, 2019

Date approved

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
July 15, 2019

The special workshop of the Board of Education was called to order by Chair Alt at 5:00 p.m. at the Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Miller, Hume, Schatz, Chester, Holweger, and Chair Alt were present. Currier was absent. Superintendent Battle, staff and members of the public were also present.

Attendance

The purpose of the meeting was to discuss ballot language.

Purpose

The meeting adjourned at 5:44 p.m.

Adjourn

August 8, 2019

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Darcy Schatz, clerk

Date Approved

August 8, 2019

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

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

**FROM:** Stacey Sovine, Executive Director of Human Resources

**DATE:** August 8, 2019 FINAL

**RE:** Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Administrative	Appointment	Replacement	Ashley Snoddy	*	Hidden Valley Elementary	Clerical Level IV	8/1/2019
Administrative	Appointment	Replacement	Imina Oftedahl	*	District-wide	Director of Curriculum and Instructio	7/15/2019
Administrative	Appointment	Replacement	Mohamed Selim	*	WM. Byrne Elementary School	Principal	7/8/2019
Administrative	Change of Assignment		Hamde Daoud	*	Diamondhead Education Center	Clerical Level III	8/7/2019
Administrative	Resignation		Judith Sherin	*	Diamondhead Education Center	Clerical Level III	7/18/2019
Administrative	Resignation		Samantha Cuaulte Plieger	*	Community Education	Clerical Level III	7/28/2019
Certified	Appointment		Lisa Engebretson	*	District-wide	Teacher	8/26/2019
Certified	Appointment	Replacement	Aimee Hagen	*	District-wide	Continuous Improvement Coach	
Certified	Appointment	Replacement	Amanda Harrie	*	Vista View Elementary School	Social Worker	8/20/2019
Certified	Appointment	Replacement	Ann Kielas	*	Burnsville High School	Teacher	8/26/2019
Certified	Appointment	Replacement	Caley Williams	*	Metcalf Middle School	Teacher	8/19/2019
Certified	Appointment	Replacement	Catherine Braun	*	Burnsville Alternative High School	Teacher	8/20/2019
Certified	Appointment	Replacement	Chadwick Tower	*	Metcalf Middle School	Teacher	8/19/2019
Certified	Appointment	Replacement	Christina Harrison	*	Metcalf Middle School	Teacher	8/19/2019
Certified	Appointment	Replacement	Emily Beckmann	*	Metcalf Middle School	Teacher	8/19/2019
Certified	Appointment	Replacement	Emily Tucker	*	Gideon Pond Elementary	Teacher	8/19/2019
Certified	Appointment	Replacement	Farhan Mohamoud	*	MW Savage Elementary School	Teacher	8/26/2019
Certified	Appointment	Replacement	Hawa Salad	*	Metcalf Middle School	Teacher	8/27/2019
Certified	Appointment	Replacement	Jennifer Schemenauer	*	WM. Byrne Elementary School	Teacher	8/19/2019
Certified	Appointment	Replacement	Joseph Clark	*	Metcalf Middle School	Teacher	8/19/2019
Certified	Appointment	Replacement	Katie Quinn	*	Nicollet Middle School	Counselor	8/19/2019
Certified	Appointment	Replacement	Katy Hemmah	*	Metcalf Middle School	Counselor	8/19/2019
Certified	Appointment	Replacement	Kayla Erickson	*	District-wide	Teacher	7/29/2019
Certified	Appointment	Replacement	Kayla Tesch	*	WM. Byrne Elementary School	Teacher	8/26/2019
Certified	Appointment	Replacement	Madison Wilts	*	Eagle Ridge Middle School	Teacher	8/19/2019
Certified	Appointment	Replacement	Marielle Jenquin	*	Burnsville High School	Teacher	8/27/2019
Certified	Appointment	Replacement	Marin Haugo	*	Eagle Ridge Middle School	Counselor	8/19/2019
Certified	Appointment	Replacement	Matthew Drugg	*	District-wide	Dean of Students	8/19/2019
Certified	Appointment	Replacement	Megan Swartout	*	Gideon Pond Elementary	Teacher	8/19/2019
Certified	Appointment	Replacement	Mollie Jonart	*	Eagle Ridge Middle School	Counselor	8/19/2019
Certified	Appointment	Replacement	Monet Barnes	*	District-wide	Teacher	8/26/2019
Certified	Appointment	Replacement	Noam Lekach-Rosenberg	*	Metcalf Middle School	Teacher	8/19/2019
Certified	Appointment	Replacement	Steven Last	*	Metcalf Middle School	Teacher	8/19/2019
Certified	Change of Assignment		Kristi Oscarson	*	Eagle Ridge Middle School	Speech and Language Pathologist	8/26/2019
Certified	Change of Assignment		Sarah Erbes	*	ECSE Center	Teacher	7/1/2019
Certified	Leave of Absence		Emily Robb	*	Nicollet Middle School	Counselor	7/1/2019
Certified	Leave of Absence		Jessica Dippel	*	Burnsville Alternative High School	Teacher	
Certified	Leave of Absence		Jill Pieper	*	Nicollet Middle School	Teacher	8/26/2019
Certified	Recall		Alesha Wening	*	District-wide	Floater	7/23/2019
Certified	Recall		Derek Tano	*	Burnsville High School	Teacher	7/1/2019
Certified	Recall		Gina Taack	*	Sioux Trail Elementary School	Teacher	6/19/2019
Certified	Recall		Julia Ulrich	*	District-wide	Teacher	7/1/2019
Certified	Recall		Roxanna Brace	*	District-wide	Floater	7/31/2019
Certified	Resignation		Aimee Plueger	*	Metcalf Middle School	Teacher	7/23/2019
Certified	Resignation		Alexandra Wills	*	Hidden Valley Elementary	Teacher	7/31/2019
Certified	Resignation		Angelica Keding	*	Sky Oaks Elementary School	Teacher	7/15/2019
Certified	Resignation		Emily Rasmussen	*	Gideon Pond Elementary	Teacher	7/31/2019
Certified	Resignation		Emily Wehri	*	WM. Byrne Elementary School	Teacher	6/27/2019
Certified	Resignation		Erica White	*	Hidden Valley Elementary	Casual	8/2/2019
Certified	Resignation		Erik Thompson	*	Burnsville High School	Dean of Students	6/19/2019
Certified	Resignation		Gregory Sylvester	*	Metcalf Middle School	Teacher	7/15/2019
Certified	Resignation		Heidi Koury	*	Burnsville High School	Dean of Students	7/2/2019
Certified	Resignation		Huel Scherrer	*	Burnsville High School	Teacher	7/11/2019
Certified	Resignation		Leah Bourg	*	Metcalf Middle School	Dean of Students	6/30/2019



**Agenda IV.A.3.  
August 8, 2019**

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

**From:** Lisa K. Rider, Executive Director of Business Services

**Date:** July 31, 2019

**Re:** Donations

**RECOMMENDATION:** To adopt a resolution to approve and accept donations as presented.

**RESOLUTION TO ACCEPT DONATIONS**

**WHEREAS,**

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02, Subd. 6 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

**THEREFORE, BE IT RESOLVED** by the School Board of ISD 191 to approve and accept with appreciation the donations as presented below and to permit their use as designated by the donors.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on August 8, 2019.

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Darcy Schatz, Clerk – Board of Education

<b>Date</b>	<b>Donor</b>	<b>Recipient</b>	<b>Terms</b>	<b>Donation</b>
6/19/2019	Burnsville Lion's Club	District 191	Sound system for Senior Center	\$2,500.00
7/3/2019	Joycelyn Black	John Metcalf Middle School	Instrument donation	Cello
7/18/2018	Nima Rafiei	John Metcalf Middle School	donation to music department	\$50.00 cash - instrument & soft shell case

**Total monetary donation received: \$2,550.00**



**Agenda IV.A.4.  
August 8, 2019**

**To:** Board of Education  
**From:** Assistant Superintendent Brian Gersich  
**Date:** June 21, 2019  
**Re:** Report on Listening Session on June 20, 2019

School Board Listening Session  
6.20.19

Board Members Eric Miller and Jen Holweger.  
Superintendent Cindy Amoroso

No one spoke at the listening session.



**Agenda IV.B.1.  
August 8, 2019**

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

**From:** Guillaume Paek, Director of Athletics

**Date:** August 2, 2019

**Re:** Burnsville High School Athletic and Activity Handbook

**RECOMMENDATION:** That the Board of Education approves the 2019-20 Burnsville High School Athletic and Activity Handbook.

### **Discussion**

The Burnsville High School Athletic and Activity Handbook was created to increase awareness of the many different extracurricular and co-curricular opportunities available to students. Students who are involved in an activity are more connected to their school community and more likely to be successful academically. The Burnsville High School Athletic and Activity Handbook is distributed to all new students at the beginning of the school year and available online.

The handbook is updated annually to accurately reflect the opportunities available to students, information about the opportunities, and, in many cases, contact information. Attached is the text for the handbook. I am asking for your approval tonight so that the handbook can be formatted by Communications, printed and then distributed to students on the first day of school.

Summary of Changes: Updated contact information for coaching and advisor changes that have occurred, as well as an update of clubs for 2019-2020.

# WE ARE

ARTISTS  
LEADERS  
DANCERS  
ATHLETES  
SCHOLARS  
THESPIANS  
PHYSICISTS  
MUSICIANS  
VOLUNTEERS  
JOURNALISTS  
FUTURE TEACHERS  
MATHEMATICIANS

# THE BLAZE



2019-20  
ATHLETICS & ACTIVITIES  
HANDBOOK

# DISCOVER OPPORTUNITIES

Dear Parents/Guardians and Students,

All of us at Burnsville High School want students to feel connected to our school community and find ways to be involved. This booklet lists and describes the amazing variety of athletic teams, activities and clubs offered to students. There are so many opportunities! Take advantage of them. Try something new this year.

We know that students benefit in many ways from participation in athletics and activities. They learn teamwork, commitment and discipline. They gain confidence, make friends, acquire skills and contribute to their community. Students discover future careers and lifelong interests through their involvement. Most importantly, they learn so much about themselves.

As with all opportunities also come responsibilities. Please review information on eligibility, requirements and other regulations.

Have a great school year,

Guillaume Paek  
Director of Athletics

Jay Lepper  
Associate Principal (Activities)

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All athletics and many activities have fees associated with them. However, students who qualify for free or reduced lunch are automatically eligible for a reduction in participation fees. If any family, regardless of free or reduced lunch status, needs additional assistance, please contact Athletics Director Guillaume Paek at [gpaek@isd191.org](mailto:gpaek@isd191.org) or (952) 707-2111 or Associate Principal overseeing Activities Jay Lepper at [jlepper@isd191.org](mailto:jlepper@isd191.org) or (952) 707-2340. No student will ever be denied participation in athletics or activities due to financial hardship.

# ENRICHMENT OPPORTUNITIES: SCHOOL SPONSORED CLUBS AND ACTIVITIES

## Academic Quiz Bowl

**Fee: \$40**

Open to all students, this activity competes against other metro area teams. Students quickly answer general knowledge questions at South Suburban and Quiz Bowl League tournaments from November to March.

**Contact: Les Moffitt. . . . .lmoffitt@isd191.org**

## Bowls for BrainPower

This is a joint project of ISD 191 Community Education, the BHS Art Department, and the BHS Youth Service Program to raise funds for BrainPower in a Backpack. Activities include making ceramic soup bowls, teaching others, and hosting a meal for this hunger cause.

**Contact: Robyn Tousignant . . . . .rtousignant@isd191.org**

## BrainPower in a Backpack

BrainPower in a Backpack is a community service project of the BHS Youth Service Program that provides weekend food for elementary school children in need. Volunteer activities include collecting food items, raising funds, shopping, and packing backpacks every Thursday.

**Contact: Pam Voigt. . . . .pvoigt@isd191.org**

## Class Officers - Seniors

Senior class officers are elected positions. The class selects approximately six class officers each year. Students who apply must have at least 2.0 grade point average and be on track for graduation. Senior class officers are responsible for senior class meetings, foreign exchange events, and other senior class activities including the senior carnival and graduation. Senior class officers will also be in charge of future reunions for their class. All money raised by the students stays with their class for planning their five year reunion.

**Senior Class Officer Advisor Contact: Dave Helke. . . . .dhelke@isd191.org**

## Competitive Speech Team

Fee: \$45

In this exciting activity, students will first explore and then select one of 13 possible competition categories that offer a wide range of interests as well as varying levels of time commitments. The categories include Creative Expression, Discussion, Dramatic Duo (done with a partner), Extemporaneous Reading, Extemporaneous Speaking, Great Speeches, Humorous Interpretation, Informative Speaking, Original Oratory, Serious Drama Interpretation, Serious Prose, Serious Poetry Interpretation, and Storytelling. Individual practice times are set up by coach and student allowing for flexibility and greater student success. You may earn a letter by competing in at least 5 meets and accumulating 25 hours of practice time. Speech practices begin in December and meets begin the last week of January and continue each Saturday through the second or third week of April. Competitive Speech is a great way to improve speaking skills that will endure for a lifetime.

Contact: Katherine Rider . . . . . [katherineerider@gmail.com](mailto:katherineerider@gmail.com)

## Debate Team

Fee: \$35

Members of the Debate Team compete on intramural and interscholastic levels to learn advanced methods of organized argumentation on highly controversial issues. (An activity particularly worthwhile for students planning on becoming lawyers)

Contact: Emily Thomas . . . . . [ethomas@isd191.org](mailto:ethomas@isd191.org)

## DECA

Fee: \$110

DECA is the leadership network that prepares students for careers in marketing, entrepreneurship, hospitality, business management, and finance. Through real-world experiences and classroom curriculum, DECA gives students a competitive edge for college and career success.

Contact: Meggan Malone. . . . . [mmalone@isd191.org](mailto:mmalone@isd191.org)

## Drumline (Winter)

Fee: \$55

The drumline is for all band students to enrich their band experience. Large and small group instruction on percussion instruments will be the focus as participants develop a performance for competition in Minnesota Percussion Association (MPA) events. Students are expected to participate in weekly practice sessions and any scheduled events. Students (7-12) currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

Contact: Paul Connell. . . . . [pconnell@isd191.org](mailto:pconnell@isd191.org)

## **FIRST Robotics Competition (FRC)**

**Fee: \$85**

Blaze Robotics, Team 3184, is comprised of high school students in good academic standing from grades 9 through 12. The team is supported by high school staff members and adult mentors from corporate sponsors and the community. This is a year-round program which includes a six-week "build season" to design, build and program a competition robot. Each spring, the team competes with the robot at regional competitions around the country, as well as at a championship event. There are many aspects to the program including Java Programming and CAD Design, photography and videography, marketing, communications, electronics, engineering design and build, social media, and much more! Snacks are provided.

**Contact: Blaze Robotics. . . . . team3184@gmail.com**

## **FIRST Tech Challenge (FTC)**

**Fee: \$100**

The Burnsville FIRST Tech Challenge (FTC) is a robotics competition open to students interested in STEM in grades 7 - 12. Teams of 8 students design, build, and control competition robots for each season. No previous experience in robotics is necessary. Robots are created using Android phones and Tetrix parts ([www.tetrixrobotics.com](http://www.tetrixrobotics.com)).

The season runs from early September through February, with regional competitions in the Midwest, and the FTC World Championship in late April in Detroit Michigan. See [www.firstinspires.org/robotics/ftc](http://www.firstinspires.org/robotics/ftc) for program and game description.

**Contact: David Peters. . . . . ftcburnsville@gmail.com**

## **Future Teachers of America (FTA)**

FTA is a student organization encouraging students to pursue post-secondary education in the field of education with a focus on urban learners in an urban, suburban and/or rural setting/environment through events, field trips, guest speakers and other hands-on experiences.

**Contact: David McDevitt . . . . . pmcdevitt@isd191.org**

## **Marching Band**

**Fee: \$55**

The Marching Band is responsible for supplying music and generating enthusiasm at fall sporting events and school assemblies. The band consists of a wind section (woodwind and brass) and percussion (drumline). Admission to scheduled events is free for Marching Band members. The group rehearses two or three times per week, beginning with a mini-camp experience at BHS in August. Students (9-12) currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

**Contact: Keith French. . . . . kfrench@isd191.org**

## Math League

**Fee: \$45**

The Math League Team stimulates interest and learning of mathematics and trains members for competitive participation in the Minnesota High School Mathematics League (MHSML). The MHSML gives awards to the top teams, the top individuals, and to the top student on each team. Attendance and performances at practices and meets may earn a letter. Extra credit may be earned for participation in math league which consists of an increase in one grade increment in your math course. (For example, an increase from a B+ to an A- or an increase from A- to an A, etc.) If students already have an A in their math courses at the time of the final exam, they shall be exempt from taking a final. This grade increment can be earned first semester or second semester or both semesters. The following requirements must be met in order to qualify for this extra credit:

### **First semester:**

- Compete in at least five of the six Math League competitions
- Accumulate 18 points in the six competitions
- Participate in all practices and meetings
- Sign up and pay for the AMC test
- Second semester:
- Compete in at least four of the five Math League competitions
- Accumulate 15 points in the five competitions
- Participate in all practices and meeting
- Take the AMC test

\*A student will not receive more than one increment bump per course per semester. In other words, if you qualify for an increment bump in two ways, such as in math league and in perfect attendance, you would only get an increase of one increment.

**Contact: Chuck Croatt. . . . . ccroatt@isd191.org**

## Mock Trial

**Fee: \$45**

The Minnesota High School Mock Trial Program is an exciting law-related education program that introduces students to the American legal system and provides a challenging opportunity for personal growth and achievement. Students will exercise their critical thinking and teamwork skills, as well as the basic skills learned in the classroom.

**Contact: Sara Levinski. . . . . slevinski@isd191.org**

## National Honor Society (NHS)

The National Honor Society is an organization for top-ranking juniors and seniors. BHS students are considered for entry into NHS if they have earned enough credits to be a junior or senior and have at least a 3.6 cumulative Grade Point Average (GPA) for those students who qualify for dual ranking. For those students who do not qualify for dual ranking, the minimum GPA is 3.8. Students who are eligible academically are contacted prior to the start of fall semester. NHS membership is also based on character, leadership, and service. Students must complete and return an informational sheet demonstrating those qualities for review. The faculty council then determines membership. Once students are part of NHS, they must continue to meet the academic, leadership, character, and service standards. Students who take courses under the Pass/Fail option are not eligible for National Honor Society membership. Transfer students must meet all requirements and have attended BHS at least one full semester to qualify for NHS.

**Contact: Lori Vanderwoude. . . . . lvanderwoude@isd191.org**  
**Marylou Dundon . . . . . mdundon@isd191.org**

## Newspaper (Voice)

The Voice is the monthly school newspaper for Burnsville High School. As an extracurricular activity it provides students with opportunities to learn a variety of skills related to the field of journalism including writing, editing, layout, photography, cartooning and advertising management. Attendance at weekly meetings is expected.

**Contact: Allison Millea. . . . . amillea@isd191.org**

## Pep Band

The Pep Band is responsible for supplying music and generating enthusiasm at winter season athletic events and school assemblies. Admission to scheduled events is free for members. The season begins in late November and runs through March. Members should expect to perform at no more than two events per week. Students in grades 9-12 currently enrolled in the District 191 Instrumental Music Program are eligible to participate. Eight band letter points are awarded for each season of participation.

**Contact: Keith French. . . . . kfrench@isd191.org**

## Physics Club

This is an after-school activity for people interested in hand-on science and engineering. Learn about radioactivity, weather balloons, Rube Goldberg machines, magnets, electronics, and exotic materials such as liquid Nitrogen and superconductors. Physics Club also participates in regional science activities and competitions.

**Contact: Jon Huber. . . . . jahuber@isd191.org**

## **PROUD**

PROUD (People Respecting Others and Understanding Differences) is the gay/straight alliance at BHS. PROUD's mission is to create a safe and welcoming environment for all staff and students at BHS through education and raising awareness of LGBT issues (Lesbian, Gay, Bisexual and Transgender) that affect students and their families. All students are welcomed at PROUD.

**Contact: Rebecca Akerson. . . . .rakerson@isd191.org**

## **Science Club**

Science Club gives students an opportunity to hear scientific-career speakers and scientific-research presentations. Field trips and social events are also a part of club activities.

**Contact: Mike Huemoeller. . . . .mhuemoeller@isd191.org**

## **Science Fair**

Students have opportunities to conduct independent research and compete at the Regional Science and Engineering Fair. Students may move on to the Minnesota Academy of Science State Fair and the International Science and Engineering Fair. Students may enter their projects in the prestigious Intel Science Talent Search. Research papers may also progress onto the Tri-State and National Junior Science and Humanities Symposium.

**Contact: Mike Huemoeller. . . . .mhuemoeller@isd191.org**

## **Science Quiz Bowl**

**Fee: \$45**

Teams of five students comprise the Burnsville Science Quiz Bowl. Teams compete at Macalester College and may qualify to compete at the National Science Quiz Bowl. Students are selected on their ability to answer questions in the areas of chemistry, biology, physics, earth science, current events and computer science.

**Contact: Mike Huemoeller. . . . .mhuemoeller@isd191.org**

## **Singers and Swingers**

**Fee: \$130**

Singers and Swingers are a group of male and female students interested in swing dancing. The group practices at Nicollet Middle School and performs at various functions and events throughout the year.

**Contact: Ann Bakken. . . . .abakken@isd191.org**

## **Step Team**

Step Team is a winter activity for up to 40 high school students in academic good standing to join and perform step dance routines at basketball games, pep fests and other events.

**Contact: Addie Abiodun. . . . .adedoyin97@gmail.com**

## Student Council

The Student Council is the governing organization of the student body. Students interested in membership on the Student Council must complete an application each spring with the student council advisor. Selections are made by the senior council members and student council advisor each spring. All elected members form the next school year's Student Council. Student Council is involved with organizing Homecoming, Relay for Life, leadership conferences, International Dance, Minneapolis Miracle project, Snow Week and the All District 9th Grade Dance. Numerous activities occur during the school year that require student action, participation and/or representation.

**Contact: Mark Riggs. . . . .mriggs@isd191.org**

## Theatre Guild

**Fee: Varies**

This organization is open to all students at the high school level who have an interest in the entire theatrical experience from ushering to acting, designing to directing and lights to sound. Student managers are selected each year to oversee areas of production and performance. The guild is involved in musicals, full-length plays, one-act competition, student-directed plays, Class Acts and many other activities. Points are earned and applied toward lettering in drama. Each production has an activity fee associated with it. Musicals, full-length plays and SHOWcase are \$75 while competition one-act is \$55 each. There is no maximum fee associated with the Theatre Guild productions.

**Productions for the 2019-20 school year will be:**

- Fall musical (directed by Amy Stead)
- One-act competition (directed by TBD)
- Spring musical or SHOWcase
- Spring play (directed by TBD)

**Contact: Amy Stead. . . . .astead@isd191.org**

## Writing Center

The Writing Center provides peer tutors who can help students with any writing assignments. Tutors can help with generating ideas, organizing layout, finding and citing evidence and using grammar correctly. The Writing Center meets in half hour sessions before or after school.

**Contact: Marie Hansen. . . . .mchansen@isd191.org**

## Yearbook

The student based staff prepares the yearbook for publication each year by working during study hall, after school, and sometimes weekends and breaks. There are many opportunities available for dedicated students in areas such as art, photography, sports, copywriting, sales and a deeper involvement in student life.

**Contact: Anne Staum. . . . .astaum@isd191.org**  
**Allison Millea. . . . .amillea@isd191.org**

## Youth in Government

Minnesota YMCA Youth in Government is an experiential learning activity for students interested in public issues. This program gives students the opportunity to research, study and debate public issues. Participants will gain an understanding of the political system by taking part in model government experiences. No prior experience is necessary. There is a fee through the YMCA for this activity.

## Youth Services

The Youth Service Program connects students with volunteer opportunities in schools and community. Students can give their time on a regular basis (weekly or other) or volunteer for one-time events on their own schedule. A list of opportunities is posted at [www.isd191.org/bhs/youthservice](http://www.isd191.org/bhs/youthservice)

**Contact: Courtnee Floback-Jackson. . . . . [cfloback@isd191.org](mailto:cfloback@isd191.org)**

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*PLEASE NOTE: Fees have been applied to some activities and are subject to change based on ISD 191 School Board approval.*



““ I would encourage students to get involved in sports or activities. The people in these groups will most likely have similar interests as you, which can lead to great friendships.  
– Kira, Class of 2019

””

# ENRICHMENT OPPORTUNITIES: STUDENT-INTEREST CLUBS AND ACTIVITIES

Burnsville High School wants all students to feel connected to our school community and find ways to be involved. In addition to the many co-curricular and extra-curricular activities in academics, arts and athletics sponsored by the school, there are also student-interest clubs and activities. These clubs and activities provide students additional opportunities to extend their learning, develop and demonstrate leadership, impact their school and community, expand their social network, and grow to be supported cognitively, emotionally and socially. We are committed to providing the best facilities and guidance possible to support student-interest clubs and activities.

## Starting and Chartering

1. A student-interest club or activity may be offered when there is sufficient student interest (minimum of five active students) and a faculty member willing to act as a sponsor and supervisor.
2. A student-interest club or activity must complete an application to be chartered. This application is available from Jay Lepper, Associate Principal overseeing Activities. Once chartered, the club or activity will be listed as an activity in the handbook and on the website.

## Announcements and Postings

1. The club will be able to announce their meeting date, time and location using the student announcements, with prior approval of the sponsor and school administration.
2. The club will be able to put a maximum of 10 posters/flyers no larger than 8½ X 14 in the hallways, foyers and cafeteria areas of the school with prior approval of the sponsor and stamped by the school administration.

## Current Student-Interest Clubs and Activities

### Anime Club

This club is for students who are interested in all aspects of Anime including creating, drawing, watching, collecting and more.

**Contact:** TBD. .... TBD

### Black Student Union (BSU)

The Black Student Union is a student-driven club that strives to promote cultural unity and creates a safe place for African-American students, as well as spreading unity among students of other cultures at Burnsville High School.

**Contact:** Rob Mestas. .... [rmestas@isd191.org](mailto:rmestas@isd191.org)

## Book Club

The BHS Book Club is a student-driven organization that discusses all types of literature. Students choose the books to read and meet 3-4 times during the school year to have a meaningful discussion about the book. Like all book clubs, there are usually refreshments and snacks.

**Contact: Gloria Webber. . . . . gwebber@isd191.org**

## #BurnsvilleStrong

The purpose of the #BurnsvilleStrong organization is to unify, strengthen and inspire our community as well as others. The group works on planning retreats and other positive/inspirational initiatives for the student body and community as a whole.

**Contact: Jen Waller. . . . . jwaller@isd191.org**

**Marie Hansen. . . . . mchansen@isd191.org**

## Craft Club

Craft Club is a student-led activity for students to gather to do crafts. Leaders pick out the designs or projects and club members work on these projects.

**Contact: TBD**

## Disc Golf

This is an activity for students who enjoy playing Disc Golf and want to improve their skills.

**Contact: Andrew Gehrke. . . . . agehrke@isd191.org**

## Environmental Club

The Environmental Club is involved in getting students more involved in and educated about environmental issues. This is a student-led activity so the issues acted upon and addressed are decided by the students.

**Contact: Lori Douglas. . . . . ldouglas@isd191.org**

## Fellowship of Christian Athletes (FCA)

FCA is a student-run club that encourages students in their Christian faith and involves them in fellowship with other athletes and BHS students. Every student is invited whether or not they are involved in athletics.

**Contact: Sue Stachowski. . . . . sstachowski@isd191.org**

## Fishing Club

This club is designed for students interested in fishing. Potential fishing excursions to area lakes and rivers may occur.

**Contact: Jeff Nelson. . . . . jpnelson@isd191.org**

## Futsal

This club meets throughout the year to play futsal in the auxiliary gym.

**Contact: Bill Englehardt. . . . . wenglehardt@isd191.org**

## Gaming Club

This club allows students to compete in video gaming competition with peers and online in competitions with students from other schools. Students do not need prior computer programming knowledge to be a part of the club. This club is for students who love to create and play games. We will use lots of different software as well as share some of your favorite games to play. This club meets throughout the school year.

**Contact: Cynthia Drahos. ....cdrahos@isd191.org**

## Giving Garden Club

This club works in conjunction with 360 Communities. Students will work in the winter to develop garden plans and grow starter plants. In the growing season, members will plant and maintain a garden on the BHS campus, with all of the vegetables going to support the 360 Communities food shelf or the BHS cafeteria.

**Contact: Matt Deutsch .....mdeutsch@isd191.org**

**Lori Douglas. ....ldouglas@isd191.org**

## HOSA Future Health Professionals Club

This club is designed for students that are interested in learning about and participating in activities concerning the various health care professions.

**Contact: Lori Van Der Woude. ....lvanderwoude@isd191.org**

**Anne Werner-Dempsey. ....awernerdepsey@isd191.org**

## Improv Club

This club practices the art of improvisation while on stage. Situations are given to students who then act out a sequence of events.

**Contact: TBD. ....TBD**

## Job Shadowing Club

High school students often struggle with choosing a field to commit to as a lifelong career. This club will allow them to get an idea of how certain professions feel and operate at the local level.

**Contact: Marcia Sexton. ....msexton@isd191.org**

## Knitting Club

This club is a student-led activity that promotes knitting. The club meets weekly with students working individually on knitting projects. No previous knitting experience necessary as others will help those students new to the art of knitting.

**Contact: Kendra Vogt. ....kvogt@isd191.org**

**Kim Harrod .....kharrod@isd191.org**

## Muslim Student Association

This is a student organization devoted to strengthening the Muslim community through service and activism. The goal of this group is to educate both Muslims and people of other faiths about the religion of Islam and facilitate a better environment for students on campus.

**Contact: Abdullahi Omar. . . . . anomar@isd191.org**

## Philosophy Club

This group meets most weeks to tackle burning philosophical issues. All curious minds are welcome to join the discussions.

**Contact: Bill Engelhardt . . . . . wengelhardt@isd191.org**

## Spike Ball Club

If you are interested in playing a fun game and getting some exercise while meeting new friends then spike ball is for you. Spike ball is a combination of four square and volleyball with a round net the size of a hoola hoop placed on the ground.

**Contact: Brad Fendler . . . . . bradleyfendler@gmail.com**

## Stock Market/Investment Club

Are you ready to learn about stocks and compete against hundreds of other students from across Minnesota? Join the club and start purchasing \$100,000 in stocks from companies you will learn about or you may already know. It's fun and hands-on. Students can create their own teams. Offered two times during the school year in September and January.

**Contact: Cynthia Drahos. . . . . cdrahos@isd191.org**

## Technology Club

If you have a passion/interest for new technologies, readiness for knowledge sharing, and desire to expand your social sphere, then this club is for you. Explore technology and gain hands-on experience while having fun.

**Contact: Cynthia Drahos. . . . . cdrahos@isd191.org**

## WE Day

This organization is dedicated to creating and nurturing awareness and involvement in the community and the world.

**Contact: David McDevitt. . . . . pmcdevitt@isd191.org**

## Women in Engineering

This organization's purpose is to inform high school females about engineering opportunities and to spark an interest in female engineers.

**Contact: Liz Davidson. . . . . edavidson@isd191.org**

## Young Life

Young Life provides a fun and safe place for students to be together and talk about their lives and faith. Everyone is invited to Young Life.

**Contact: Brad Fendler. . . . . bradleyfendler@gmail.com**

““

Opportunities are  
everywhere, you just have  
to look for them!

- Alyse, Class of 2019

””

## ENRICHMENT OPPORTUNITIES: OUTSIDE CLUBS AND ORGANIZATIONS

The following clubs and organizations are not sponsored by District 191 but have worked closely to form partnerships with the Burnsville High School Activities Department. A Burnsville High School varsity letter can be earned through some of these clubs and activities. Please see Mr. Paek, athletics director, or Mrs. Riggs, athletics and activity secretary, if interested in joining any of these clubs or organizations.

- **Blackdog Swim Club**
- **Bowling Team**
- **Burnsville Athletic Club**
- **Burnsville Bruisers Rugby Team**
- **BV United Soccer Club**
- **Burnsville Hockey Club**
- **Burnsville Trapshooting Team**
- **Minnesota Valley Figure Skating Club**
- **Mountain Biking Club**
- **Sparks Wrestling Club**
- **Various gymnastics gyms throughout the district**

# ENRICHMENT OPPORTUNITIES: ATHLETICS

SEASON	BOYS	FEE	GIRLS	FEE
FALL	Cross Country Running (9th-12th)	\$175	Cross Country Running (9th-12th)	\$175
	Football (9th-12th)	\$215	Adapted Soccer (7th-12th)	\$175
	Adapted Soccer (7th-12th)	\$175	Soccer (9th-12th)	\$205
	Soccer (9th-12th)	\$205	Swimming (7th-12th)	\$215
			Volleyball (7th-12th)	\$205
			Dance Team (7th-12th)	\$175
			Cheerleaders (7th-12th)	\$140
			Tennis (9th-12th)	\$175
WINTER	Basketball (9th-12th)	\$205	Basketball (9th-12th)	\$205
	Adapted Hockey (7th-12th)	\$175	Adapted Hockey (7th-12th)	\$175
	Hockey (9th-12th)	\$215	Hockey (7th-12th)	\$215
	Alpine Skiing (7th-12th)	\$0*	Alpine Skiing (7th-12th)	\$0*
	Nordic Skiing (7th-12th)	\$205	Nordic Skiing (7th-12th)	\$205
	Swimming (7th-12th)	\$215	Dance Team (7th-12th)	\$175
	Wrestling (7th-12th)	\$205	Olympic Weightlifting (7th-12th)	\$150
	Olympic Weightlifting (7th-12th)	\$150		
SPRING	Baseball (9th-12th)	\$205	Softball (7th-12th)	\$205
	Golf (7th-12th)	\$0**	Golf (7th-12th)	\$0**
	Tennis (9th-12th)	\$175	Badminton (7th-12th)	\$150
	Track and Field (9th-12th)	\$205	Track and Field (9th-12th)	\$205
	Adapted Softball (7th-12th)	\$175	Adapted Softball (7th-12th)	\$175
	Lacrosse (9th-12th)	\$215	Lacrosse (7th-12th)	\$215

\*Alpine Ski does not have a participation fee; however, athletes will cover the cost of hill passes and other expenses during the season.

\*\*Golf does not have a participation fee; however, athletes will cover the cost for greens fees, driving range and all other expenses during the season.

*Many athletics opportunities are available at the high school for our 7th and 8th grade students in multiple seasons.*

“ Take all the opportunities you can to enrich yourself ... It helps you learn new things, and it can connect you to people who will be a huge part of your life in the future.

- Vladimir, Class of 2019 ”

# Athletics Contact Information

<b>Sport</b>	<b>Coach</b>	<b>Phone</b>	<b>Email</b>
Adapted Floor Hockey, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Floor Hockey, PI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Soccer, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Soccer, PI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Softball, CI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Adapted Softball, PI	w/Lakeville & Farmington	952-707-3523	rejohnson@isd191.org
Alpine Skiing, Boys	Tim Bocklund	952-303-3558	tab@pennycycle.com
Alpine Skiing, Girls	Tim Bocklund	952-303-3558	tab@pennycycle.com
Badminton, Girls	TBD	TBD	TBD
Baseball	Mick Scholl	952-707-2526	mscholl@isd191.org
Basketball, Boys	Rob Mestas	651-341-0883	robmestas1@outlook.com
Basketball, Girls	Maurice Hodges	952-486-1683	maurice_hodges_sr@yahoo.com
Cheerleading (Competitive)	Alison Morris	952-913-3192	morrisa7081@my.uwstout.edu
Cheerleading (Sideline)	Jamie Woods	317-666-1702	jamiewoods79@gmail.com
Cross Country Run, Boys	Jeff Webber	952-707-2911	jwebber@isd191.org
Cross Country Run, Girls	Charlie Burnham	651-955-7559	cburnham@isd191.org
Dance Team, Girls J/F	Megan Thomas Jen Waller	952-707-2244	winterblazettecoaches@gmail.com
Dance Team, Girls H/P	Megan Thomas Jen Waller	952-707-2244	winterblazettecoaches@gmail.com
Dance Team, Girls Fall	Jessi Mosley	952-707-2439	jemosley@isd191.org
Football	Vince Varpness	952-707-2124	vvarpness@isd191.org
Golf, Boys	Larry Opatz	952-707-3627	lopatz@isd191.org
Golf, Girls	Lori VanderWoude	952-707-2264	lvanderwoude@isd191.org
Hockey, Boys	Steve Beaulieu	952-992-0900	sitdeer@hotmail.com
Hockey, Girls	Chris Lepper	651-485-5795	chris@edvisionsoffcampus.org
Lacrosse, Boys	Nick Roffers	952-220-8205	roffe015@comcast.net
Lacrosse, Girls	TBD	TBD	TBD
Nordic Ski Racing, Boys	Derek Schlager	952-707-2253	dschlager@isd191.org
Nordic Ski Racing, Girls	Derek Schlager	952-707-2253	dschlager@isd191.org
Soccer, Boys	Bill Toranza	612-850-4917	gtoranza@live.com
Soccer, Girls	John Soderholm	952-707-2417	jsoderholm@isd191.org
Softball, Girls	Eric Reuss	651-332-4884	ereuss@isd191.org
Swimming & Diving, Boys	Paul Tierney	612-202-8141	ptierney260@gmail.com
Swimming & Diving, Girls	Kim Harrod	952-707-2258	kharrrod@isd191.org
Tennis, Boys	Ryan Haddorff	612-743-3213	rhaddorff@isd191.org
Tennis, Girls	Ryan Haddorff	612-743-3213	rhaddorff@isd191.org
Track & Field, Boys	Pete Feig	952-707-2246	pfeig@isd191.org
Track & Field, Girls	Jef Winterlin	712-251-9710	jwinterlin@isd191.org
Volleyball, Girls	Josh Wastvedt	701-430-3619	jwastvedt15@gmail.com
Olympic Weightlifting	Justin Lerfald	507-744-4656	jlerfald@isd191.org
Wrestling	Bill Soderholm	952-707-2686	bsoderholm@isd191.org

# STUDENT CO-CURRICULAR ELIGIBILITY

Burnsville-Eagan-Savage School District 191 encourages students to participate in co-curricular activities because of the tremendous benefits. However, it is the philosophy of the district that student participation is a privilege rather than a right. Therefore, students who participate in athletics and activities must demonstrate high standards of behavior and academic achievement. The decisions students make, both in and outside of school, should reflect the ideals, beliefs, and standards of their organization, school, and community. The eligibility requirements apply when students are participating as members or in groups during practices, games, activities, competitions, on trips, and at any other time that the students are representing District 191 whether at school or outside of school. Students must follow eligibility rules as well as any guidelines established by the activity and athletic director and/or coaches in all cases. Failure to do so may result in the consequences described here.

## Eligibility Requirements

To participate in co-curricular programs, students must follow all policies of the district and their schools, rules of the Minnesota State High School League (MSHSL) and applicable law. In addition, the following specific requirements apply:

### Academic Eligibility:

A 7-12 student-athlete or activity participant who receives mid-quarter or quarter grades of "F" in a class will be placed on academic probation. The student will remain on academic probation until the student attains a grade of at least a D- in all classes. A student on academic probation may be ineligible to participate in competitions/performances, but may continue to participate in practices, scrimmages and team/club meetings.

In addition, to maintain academic eligibility a student must be making adequate progress toward graduation as defined by Burnsville-Eagan-Savage School District 191. A student is progressing adequately toward graduation if the student has accumulated the following credits prior to the beginning of the subsequent semester:

#### ***Class of 2020***

##### **12th Grade**

<b>Semester 1</b>	18 Credits
<b>Semester 2</b>	25 Credits

#### ***Class of 2021 and beyond***

	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Semester 1</b>	Freshman	9 Credits	19 Credits	31 Credits
<b>Semester 2</b>	4 Credits	14 Credits	25 Credits	38 Credits

*Please note, that the current eligibility structure is being examined this school year, 2019-2020. There may be changes to the eligibility requirements effective for the 2020-2021 school year. These changes will be communicated prior to the 2nd semester of the 2019-2020 school year.*

### School Attendance:

To participate in or practice in any activity, a student must attend school at least half of their academic day or have administrative approval. Individual exceptions, such as doctor appointments, may be approved by administration. Additionally, if a student has one unexcused absence in any class, they are not eligible to participate in that day's practice or competition.

## **Student Code of Responsibilities:**

As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of my school and the laws of my community, state, and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.

Violation of the Student Code of Responsibilities may result in a period of ineligibility as determined by the Principal. Students who are suspended or proposed for expulsion or exclusion will be deemed to violate the Student Code of Responsibilities and a consequence may be imposed by the Principal or a period of ineligibility. Where the student conduct is not covered by the MSHSL rules but violates District 191 and/or Burnsville High School rules governing student conduct, the Principal may determine that the student is ineligible to participate in co-curricular activities for a reasonable period of time. If the student conduct violates both MSHSL rules and District 191/Burnsville High School rules, the more severe penalty will be implemented.

## **Leadership Positions/Captains:**

If a student serving as a captain of a team or leader of a co-curricular club/organization commits a MSHSL rule violation, the student forfeits his/her captaincy or leadership position for a period of one calendar year from the violation. Upon a second MSHSL rule violation during a student's high school career, the student will lose the opportunity for captaincy/leadership of any team or club for the remainder of the student's high school career.

## **Accommodations:**

Students with documented disabilities who require accommodations should discuss the need for reasonable accommodations with the coach or person in charge of the activity as soon as possible. A request for an accommodation will not be retroactive except in the most unusual circumstances.

## **Appeals Process:**

When a student is declared ineligible, the parent(s) or guardian(s) will be notified by telephone and/or mail. The student and his/her parent(s) or guardian(s) may request a conference with the athletic/activities director. At that time the period of ineligibility will be stated and the appeal process will be reviewed. A written request to the building Principal must be made within five (5) school days of the notification of ineligibility. During the appeal process, the student is ineligible to compete in extra-curricular activities. The student may continue to practice with the team during the appeal process.

The Appeals Committee, comprised of two to three teachers and the building principal or designee, will hear the appeal and make a decision on the case. A written decision will be given to the parent/guardian within 10 school days.

# BURNSVILLE HIGH SCHOOL ATHLETICS & ACTIVITIES

## Department Mission Statement

Burnsville High School is committed to excellence in athletics and activities as part of a larger commitment to excellence in education. The guiding principle behind our vision with co-curricular participation is our belief in its educational value for our students. High school athletics promotes character traits of high value to personal development and success in later life. These include the drive to take one's talents to the highest level of performance; embracing the discipline needed to reach high standards; learning to work with others as a team in pursuit of a common goal; and adherence to codes of fairness and respect.

In addition, it is the mission of this department to create a Championship Culture of Success and Achievement for Burnsville. To do this we need to challenge all of our coaches on a daily basis to conduct themselves as champions. This conduct will be demonstrated and adhered to through our work habits and preparation, our words and manner of thinking, our communication and treatment of one another and in our expectations. We expect to be the very best at what we do. We will be the best we can every single day. All coaches and programs will PROMOTE other sports for our kids to do or compete in after they are finished with our season. We will encourage kids to be multiple sport athletes and actually teach the kids and parents why that is important. We will uplift other sports programs and coaches, not just tolerate them. We will continually promote the education of our coaches with new and verifiable recent research. We will expect and demand that all of our programs use a common language with regard to training for movement and strength and power development.

All programs will have our school's strength training and movement training as part of practice every week, both in season and off season. We will teach our student-athletes how to think and behave like champions. We will all be on the same page. We will strive to be champions in everything we do to make our program a Championship Burnsville Athletic Program, not an individual sport championship program, but rather, one in which we all work together to make the whole program of a championship caliber.



**Future Ready. Community Strong.**

200 W. Burnsville Pkwy.  
Burnsville, MN 55337  
[www.isd191.org](http://www.isd191.org)



**Agenda IV.B.2.  
August 8, 2019**

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

**From:** Lisa K. Rider, Executive Director of Business Services

**Date:** August 2, 2019

**Re:** Policy 901: *Community Education*

**RECOMMENDATION:** Approve, on a first reading basis, changes to Policy 901: *Community Education*.

Policy 901 was reviewed by the Policy Review Committee on June 18, 2019.

Adopted: 12/17/2015 *Burnsville-Eagan-Savage School District Policy 901*  
Reviewed: ~~12/03/2015, 9/29/2016~~ 8/2019  
Revised: 10/13/2016 PRC 6/18/2019  
Rescinds: KMB

## **901 COMMUNITY EDUCATION**

### **I. PURPOSE**

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

### **II. GENERAL STATEMENT OF POLICY**

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the school district service area.
- B. Educational needs and interest of area residents should be determined periodically.
- C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- D. Area residents should be encouraged to actively participate in program opportunities.
- E. So that senior citizens can more easily take part in school events, the Community Education Department will issue, on request, free passes for senior citizens to attend regularly scheduled home athletic contests (not including play off events) and senior preview school sponsored plays and concerts.

### **III. COMMUNITY EDUCATION ADVISORY COUNCIL**

- A. To the extent possible, the community education advisory council shall assist in promoting the goals and objectives of the program.
- B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry

services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

- C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.
- D. ~~The e~~Community education ~~advisory council~~ will ~~adopt a policy~~collaborate to reduce and eliminate program duplication within the school district.

**Legal References:** Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)  
Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)  
Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

**Cross References:** Burnsville-Eagan-Savage School District Policy 902 (Use of School District Facilities and Equipment)



**Agenda IV.B.3.  
August 8, 2019**

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

**From:** Brian Gersich, Assistant Superintendent

**Date:** August 2, 2019

**Re:** New Policy 105: *Equity, Access and Excellence in Education*

**RECOMMENDATION:** Approve, on a first reading basis, new Policy 105: *Equity, Access and Excellence in Education*.

Policy 105 was reviewed by the Policy Review Committee on June 18, 2019.

!

Adopted:  
Reviewed: 8/8/2019  
Revised:

## **105 EQUITY, ACCESS AND EXCELLENCE IN EDUCATION**

### **I. PURPOSE**

The purpose of this policy is to ensure that educational equity, access and excellence is provided for each learner. Each of the school district's students deserves respectful learning environments in which the student's identity and background is valued and contributes to successful academic outcomes for all students.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to raise achievement levels by creating a school district system which ensures equity, access and excellence for each student.

### **III. DEFINITIONS**

- A. "Equal" in education means of the same measure, quantity, amount or access.
- B. "Equity" in education means each student has access to what they need to be successful.

### **IV. ADMINISTRATIVE RESPONSIBILITIES**

- A. School district administration will develop, support, model, and sustain a system that provides equal opportunity to all students and equitable access to supports each student needs to overcome barriers to success.
- B. School district administration will create multiple pathways to success in order to meet the needs of each learner and will actively encourage, support and expect high academic achievement for all.
- C. School district administration will monitor policies, programs and practices to ensure educational equity and access and work to eliminate racial, ethnic, socioeconomic and different-ability disparities in all district and school-level programs.
- D. School district administration will develop processes that uphold the district's commitment to equal opportunities and equitable access to supports.

### **V. CULTURAL ADORNMENTS**

Students are allowed to wear cultural adornments at graduation ceremonies that represent their culture, race, ethnicity, gender and/or sexual orientation. Adornments must be displayed respectfully, truly represent the identity of the wearer, and be consistent

with other district policies and student handbook.

***Cross References:*** Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)  
Burnsville-Eagan-Savage School District Policy 504 (Student Dress and Appearance)  
Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)



**Agenda IV.B.4.  
August 8, 2019**

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

**From:** Brian Gersich, Assistant Superintendent

**Date:** August 2, 2019

**Re:** Changes to Policy 616: *System Accountability*

**RECOMMENDATION:** Approve, on a first reading basis, changes to Policy 616: *System Accountability*.

Policy 616 was reviewed by the Policy Review Committee on June 18, 2019.

Adopted: 05/1986

Burnsville-Eagan-Savage School District Policy 616

Reviewed: ~~8/10/2017~~8/2019

Revised: 8/24/2017

Rescinds: IE

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

The school district will establish a system to implement the Minnesota Academic Standards and review and improve instruction, curriculum, and assessment which will include 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. “Graduation Standards” means the credit requirements and Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; 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.

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

- A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals 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.
2. 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.
3. The district's continuous improvement process will ensure:
  - a. The evaluation of students' progress and 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 Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

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.
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 Academic Standards;

- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations that will be used to measure school district progress toward its goals;
3. The committee~~SASIAC~~ 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~~SASIAC~~ shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- a. Director of Curriculum, Instruction, Assessment and Student Services
  - b. School Improvement and Student Achievement Coordinator
  - c. School Board Member
  - d. Student Representative
  - e. Teacher representative from elementary and secondary
  - f. One parent from each building or a minimum of one parent from each instructional level
5. The committee~~SASIAC~~ shall meet four times annually.
6. Committee members will be nominated by their building principal in consultation with the ~~PTSAPTO (Parent Teacher Organization)~~ or other equivalent parent organization. [1]
7. Term of Office
- 1. Committee representatives will serve up to two years.
  - 2. If a school site has difficulty recruiting a representative, the School Board may, at its discretion, reappoint a member for additional terms. [2]

- D. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish the World’s Best Workforce report on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. 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.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)  
Minn. Stat. § 120B.35 (Student Achievement Levels)  
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making Agreement)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
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 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 Testing Plan and Procedure)

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

Burnsville-Eagan-Savage School District Policy 617 (School District Ensurance of Preparatory and High School Standards)

Burnsville-Eagan-Savage School District Policy 618 (Assessment of Student Achievement)

Burnsville-Eagan-Savage School District Policy 619 (Staff Development for Standards)

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

# Facilities Study Review Executive Summary

August 2019

## General Background

In the spring of 2019, Superintendent of Schools Cindy Amoroso and the School Board of Burnsville-Eagan-Savage School District #191 commissioned an Organizational Analysis Study to ascertain the status of the School District, draw conclusions, and tender recommendations that were intended to enhance the effectiveness, efficiency, and cost/effectiveness of the organization. The conclusions of the study were presented to the Board and administrative team on July 8, 2019 and included multiple recommendations based on the study findings.

The purpose of this document is to summarize the review of the Study by the ISD 191 administrative team and to share the next steps and process proposed by the administrative team.

## Principal and Admin Team Facilities Study Review

- An acknowledgement that we need to make changes since we have sites that are not efficient including, as an example, stated by the consultant, 6 elementary schools that are “grossly underutilized”.
- A strong feeling that we must make decisions using an equity lens and our tools of CPSS.
- Need for additional conversation related to the recommendations in the proposal for reconfiguration of the elementaries to PK-2 and 3-5s.
- Support to continue to explore the sale of Diamondhead with acknowledgement that more research is needed.
- Team committed to have a transparent process and work to ensure clear messaging for our community.
- The team will do what is needed for the greater good of ISD 191.

## Proposed Guiding Change Parameters and Draft Timeline

See attachment

## Facilitation and Support

The time needed to facilitate this process as well as the fact that possible closing of school sites is a challenging and potentially emotional experience for communities to navigate, it is our intent to engage consulting to support this process. Given the feedback from the Board and Administrative team, the process will be adjusted to meet the needs of ISD 191 and our commitment to equity and a culturally proficient school system. That said, with their experience in this type of work, the need for neutrality in decision making, the

time intensive nature of this process and the familiarity they developed with our facilities, their support in this process would be invaluable.

## Other items for consideration:

- We have a desire to look at potential partnerships for building use and would encourage research and caution before selling buildings and sites given the potential future needs for future space as enrollment rebounds.
- This summary only relates to facilities recommendations. Admin team will also continue to review and develop plans around other key findings including marketing, open enrollment, magnet programs and legislative action as examples.
- Admin team desires to keep an open mind in the process to other possible adjustments not included in the study.
- Other Board questions from previous work session(s)



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# ***Review of Facilities Study & Recommendations***

***August 8, 2019***

**School Board Work Session**

**Future Ready. Community Strong.**

### OUR MISSION

## ***Each Student. Future Ready. Community Strong.***

### CORE VALUES

- Expectations:** I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community.
- Respect:** I will honor the uniqueness of myself and others
- Integrity:** I will do the right thing, even when no one is looking
- Partnership:** I will engage in relationships and action which empowers learning for ALL

### STRATEGIC DIRECTIONS

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

### VISION 2020

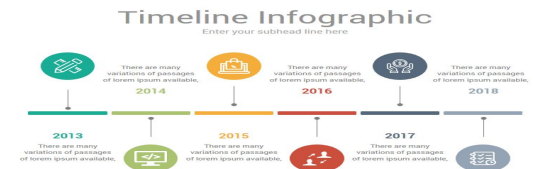
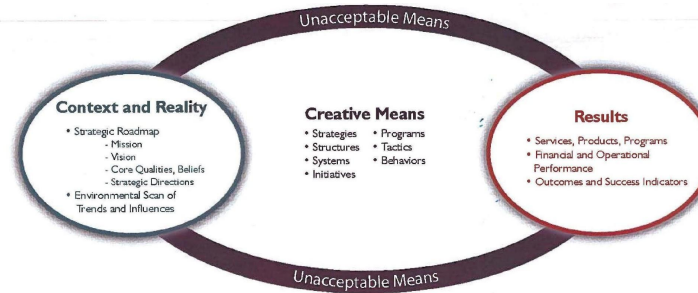
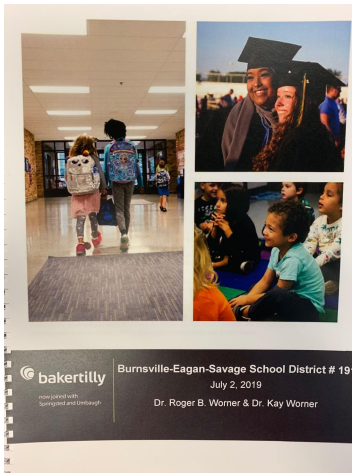
ISD 191 will become the leading and preferred source of learning and education for its students and adult learners because we:

- Utilize technology for instruction to provide rigorous, personalized learning, and maximize operational systems.
- Serve the unique needs of our students, families and communities first and foremost.
- Provide relevant and engaging student learning and enrichment leading to college and career readiness for all.
- Develop innovative, attractive and aligned academic programs, support services and opportunities.
- Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with District mission and core values.
- Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world ready learners and citizens.
- Attract, value, retain and develop the very best employees in education and operations to serve our students and families.

# Administration Review Process

- Review of Study, Survey about recommendations
- Guiding Change Document
- Timeline and Process

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*Principal and Admin.  
Team Consensus*

**Future Ready. Community Strong.**

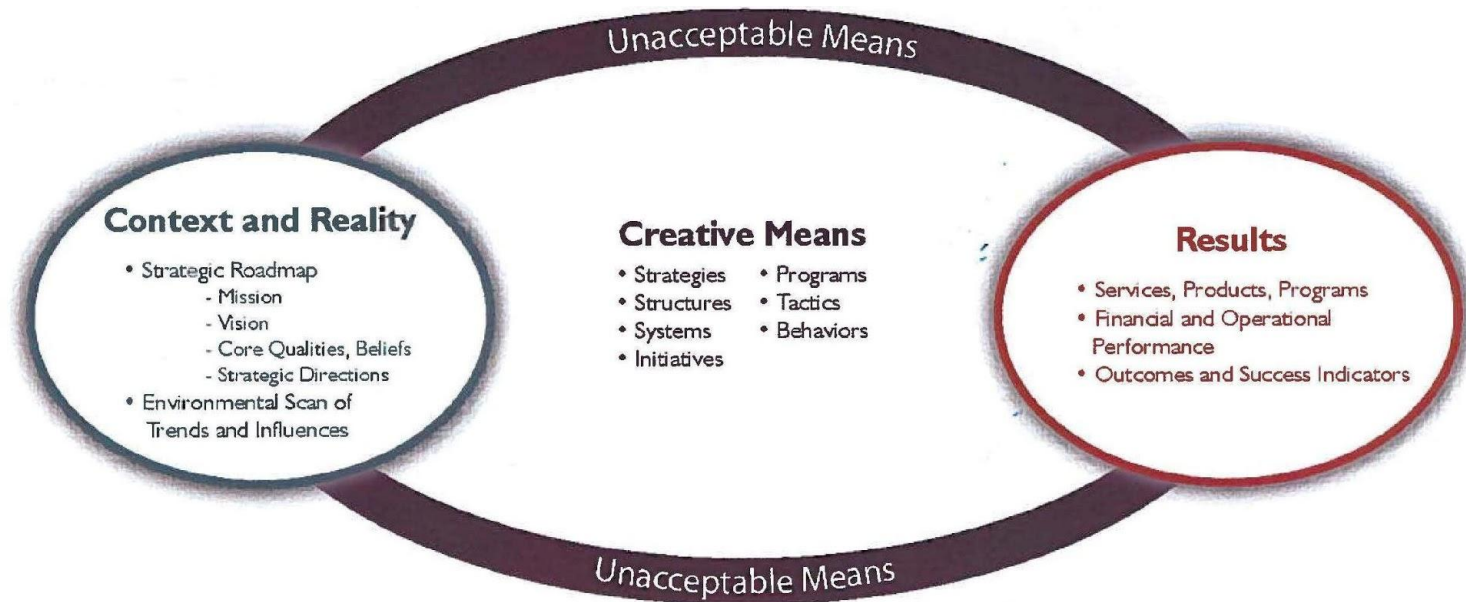
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# Guiding Change Framework

Used For:

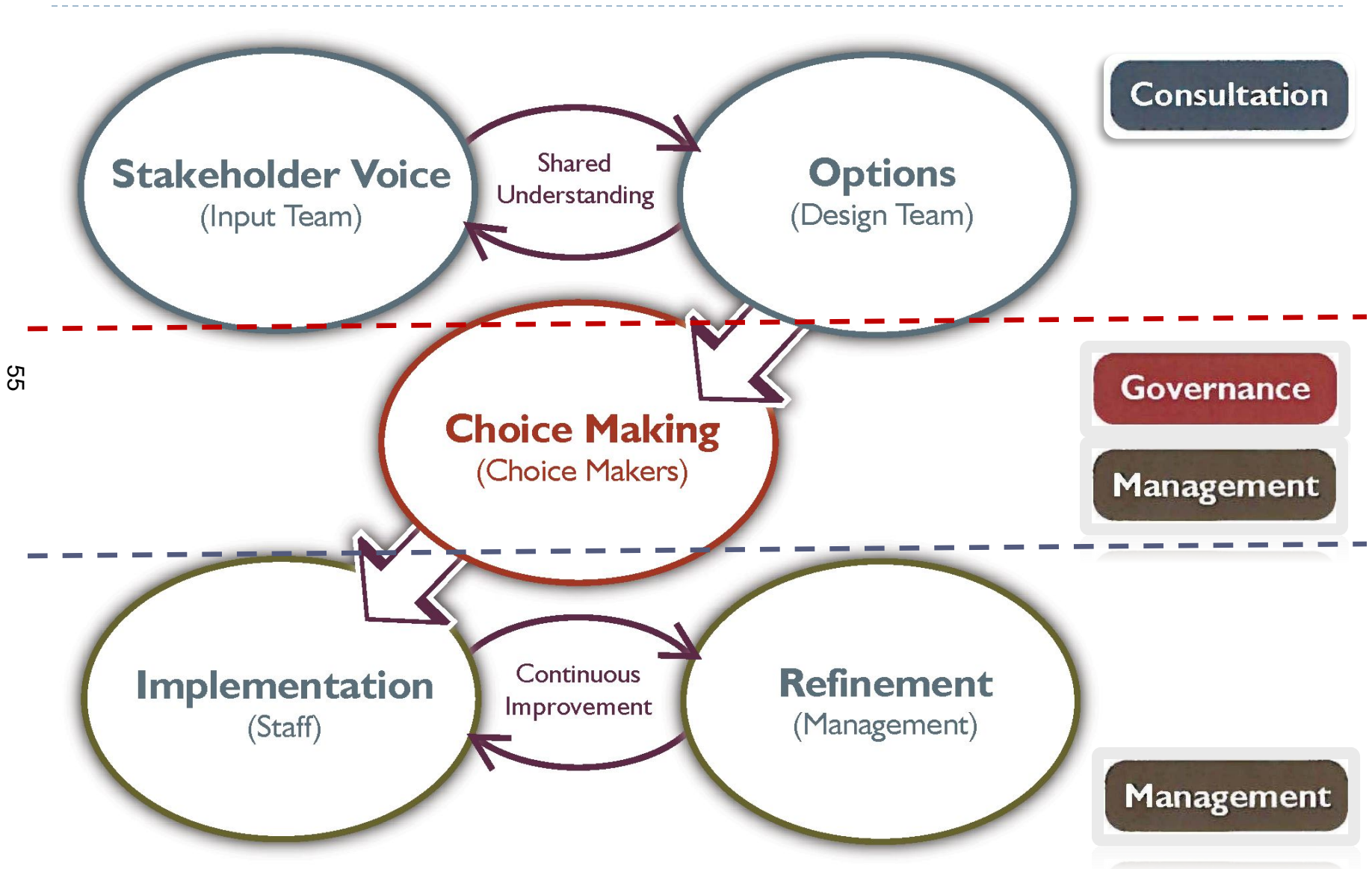
- Governance and Operational Leadership
- Establishing Boundaries for Creative Work
- Clarity of Roles, Responsibilities, Boundaries



# Decision Making Framework

Used For:

- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority



## Three phases of timeline:

- *Stakeholder Voice and Options*
  - *August - October*
- *Choice Making*
  - *November - December*
- *Implementation and Refinement*
  - *January - August*

- Experience
  - Complex Decision
  - Neutral Third Party
  - Ensure Objectivity
- Time intensive
- Recommended by other District Leaders

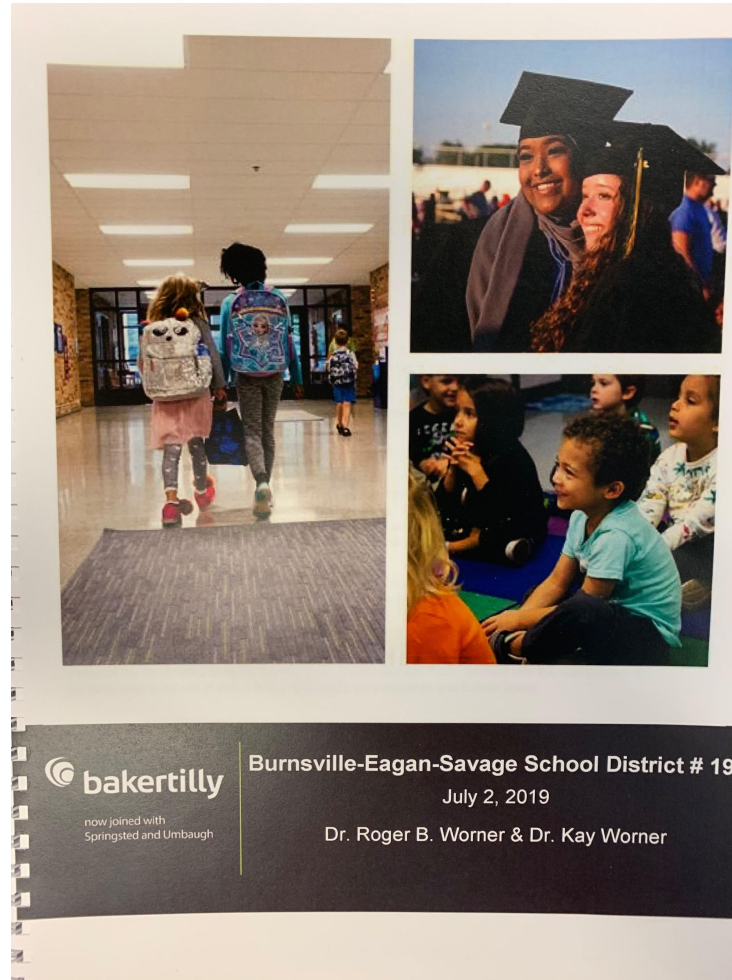
- Acceptance of specific recommendations as a charge
  - Support closing sites process
  - Support continued investigation of sale of DH with need to develop more objective data around this conceptually
  - Support continued study of elementary reconfiguration
- Engage expert to facilitate community engagement, selection of sites, and refine proposed timeline
- Continue to review community partnership opportunities for utilization of sites proposed for closure



# Questions from Previous Meeting

- Additional information based on questions from July 8 Board Retreat.

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## **Principal and Administration Team - Feedback Themes**

*If ISD 191 determines it necessary to close one or more buildings, what criteria should be used in the selection of sites (to be closed)?*

- We must ensure we are using an equity lens and the tools of CPSS to create a balanced district.
- We need to work to make the decisions objective. The data in the study makes it clear we need to adjust how we operate as several buildings are greatly underutilized.
- Geography should be a factor which includes attempting to maintain a neighborhood school feel. We should also look to maintain a presence at our district borders and look at the cost of transportation that could offset savings. This could also include a review of enrollment/moving out trends to see if there is a trend that has been developing because of growth or changes in some neighborhoods.
- We should consider other factors like the additional costs of a building including past and future renovations or operations. Consideration should be given to what has been invested in the buildings, the operating costs and general data about what needs to be spent on the buildings.
- Marketability of what to do with a building that is closed and if it is sold can also be a factor.

*Perspectives on the recommendation to close two elementary schools and one middle school at the conclusion of the 2019-20 school year.*

- The administrative team accepts the need for right-sizing and believes there are potential positives including opportunities for reconfigurations that may contribute to financial stability. An example is the belief that the middle schools could become a more complete MS model and that savings could protect future programming including extracurriculars.
- There is some concern about the impact of this process on our community relations. There is a question of if there will be a division in the community, or the question if this will help gain or lose students in the process. There are emotions that will come with school closings.
- The timeline is important. The proposed timeline is aggressive, and yet must continue to consider all options, all buildings and keep an open mind in the decision making.

*Perspectives on the recommendation to reconfigure the grade level organizational configuration from PK-5 to PK-2 and 3-5.*

- There is an understanding that this needs to be explored more and there are a lot of questions. The team needs more information to learn and understand this proposed model. The desire is to ensure we are being efficient with resources, and that the educational research supports this as beneficial for students. This would include family impact, the number of student transition, or increasing decreasing the neighborhood schools. The team recognized there may be opportunities for efficiencies, teaming or partnerships as well.
- Similar to other areas, Essential Elements of CPSS are being applied to ensure an equity lens is part of all decision-making.
- There is a general acknowledgement that grade reconfiguration could continue in creating efficiencies from staffing and teaming.

*Perspectives on the recommendation to market and sell the Diamondhead Education Center and relocate the staff, programs and services to the closed middle school.*

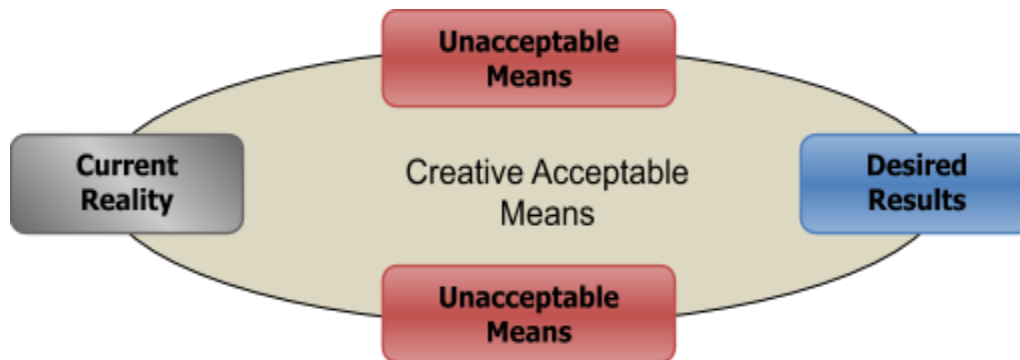
- The team has a number of questions about this and recognizes the need to use data and ensure an understanding of how much it would be a savings. It is also unclear from a data perspective if the building is marketable and if so, in what way.
- There is a consensus that any changes should attempt to ensure the District Office is in a location central to the School District.
- Diamondhead is a beautiful building and asset as a result of the renovations and the investments made in the facility which should be taken into account.
- The team acknowledges many parties may have additional input on the Diamondhead facility including other departments that operate in it that were not present at this particular discussion.

*Other ideas or perspectives related to the facilities study.*

- Transparency in process and clear messaging to all stakeholders is vital. It is important to share information proactively throughout the process and gather stakeholder input and to make sure there are opportunities for all voices and perspectives.
- Make sure timelines and processes are reasonable. This is an aggressive process and important there is confidence that the decision is the right one.
- Messaging and communication needs to focus on asset-based language to maintain a positive view avoiding the use of deficit language.
- Create efficiency with our scarce resources. With improved efficiency, there is the potential to offer more opportunities.
- Not all possibilities were addressed in this report. The River Ridge Education Center and the Cedar building were not addressed and should also be considered. Be open to innovative and other considerations not presented in the report.

# GUIDING CHANGE DOCUMENT

Facilities Planning 2019



**Driving Question:** *What should ISD 191 consider when vetting the recommendations of the Facilities Study including closing two elementary schools, closing one middle school, selling the Diamondhead Education Center and reconfiguring the elementary schools from PK-5 to PK-2 and 3-5?*

Current Reality	Unacceptable Means	Desired Results
<p>The following realities necessitate discussion of closing one or more school sites, reconfiguring elementaries, selling Diamondhead, other:</p> <ul style="list-style-type: none"> <li>• Underutilized spaces, building size and space use inefficient</li> <li>• Declining enrollment and out migration (net negative open enrollment), multiple year pattern</li> <li>• Negative perceptions of school quality and climate, unmet student needs and results</li> <li>• Inefficient staffing model</li> <li>• Budget shortfall, multiple year pattern</li> <li>• Have not redone boundaries in 20 plus years</li> <li>• Proximity of schools to each other - some really close</li> <li>• Growth in households without school aged children</li> </ul>	<p>It will be unacceptable to:</p> <ul style="list-style-type: none"> <li>• Create inequities</li> <li>• Create racially &amp; SES identifiable schools</li> <li>• Have specific groups who feel targeted</li> <li>• Create geographic imbalances or inequities (some with neighborhood school, others without)</li> <li>• Compromise student learning and opportunities</li> <li>• Make decisions in isolation or without stakeholder input</li> <li>• Prioritize anything ahead of students</li> <li>• Not look at all options, within &amp; beyond the report</li> <li>• Not go into our community to gain feedback and to educate (community spaces, Mosques, multiple cities, etc.)</li> <li>• Only listen to the advantaged (need to balance power and voice)</li> <li>• Fail to keep a reasonable timeline for decisions and implementation</li> <li>• Increase financial instability</li> <li>• To do nothing</li> <li>• Perpetuate negative messaging or points of view</li> </ul>	<p>The outcome of the project/decision will allow for:</p> <ul style="list-style-type: none"> <li>• Transparency in decision making</li> <li>• Cost effective use of facilities/resources</li> <li>• Stakeholders felt widely heard &amp; part of process</li> <li>• Sustainable financial long-term effect</li> <li>• Equitable boundaries, enrollment, programming &amp; resources</li> <li>• Equitable process</li> <li>• Community strong/united - internal &amp; external</li> <li>• Maintain and/or improve student opportunities and programming, community education programming</li> <li>• Realizing our mission/vision/strategic plan</li> <li>• Improving our reputation - we can &amp; need to create this</li> <li>• Trust through transparency</li> <li>• Creating an innovative extraordinary school system!!</li> <li>• Increasing our student enrollment (by marketing our diversity strategically and intentionally)</li> <li>• Staff to unite around a common endeavor</li> </ul>

<b>Groups</b>		
<b>Decision Makers (C)</b>	<b>Design Team (B)</b>	<b>Input (A)</b>
School Board	Assistant Superintendent - Facilitation	Parents
	Superintendent - Consultation	Staff
	Executive Cabinet and Principal Leadership	Students
		Community
		Others

**Action Plan**

*Stakeholder Voice and Options:*

- August
  - Admin team develops process, share with School Board for feedback and direction
  - Team develops easy to review data summary and information that can be used in decision making process
  - Consultant support the process and timelines
- September - October
  - Administration meets to review information, as needed will support gathering additional data sets
  - Administration uses multiple means to solicit feedback from the community (Focus groups, building meetings or similar to be determined, designed to ensure equitable access and opportunity for feedback in community)
  - Develop recommendations based on data and feedback

*Choice Making:*

- November
  - Finalize proposal / recommendations including possible site closures, alignment changes
  - Includes additional details about potential savings for less added costs estimated for transportation, other
  - Public Hearing in late November / early December per [MN statute 123B.51 Subd 5](#)
- December
  - Proposal to Board for final action (December or first meeting in January)

*Implementation and Refinement:*

- January
  - Include changes in budget adjustment planning
  - Begin discussions related to impact on staffing
- February - March
  - Finalize budget
  - School boundaries completed
  - Transportation changes
- April - May
  - Transition planning process with staff, students and families
  - What to do with closed buildings
- June - August
  - Physically moving materials/sites

# Questions & Answers Regarding Facilities Report For District 191 Board of Education

<b>TIMELINE QUESTIONS</b>	<b>1</b>
<b>FACILITIES RELATED QUESTIONS</b>	<b>2</b>
<b>PROGRAMMING QUESTIONS</b>	<b>4</b>
<b>ENROLLMENT QUESTIONS</b>	<b>6</b>
<b>DISTRICT FINANCES QUESTIONS</b>	<b>8</b>

## TIMELINE QUESTIONS

**What is a possible timeline for Board to make a decision regarding recommendations?**  
We must consider contractual agreements with employee groups, Minnesota Department of Education requirements and state statutes.

**Hiring/Staff considerations:**

Contract language impacting staffing starts on February 1st. Dialogue with Principals begins earlier in January. We would recommend January 1st for a decision to allow time for the reductions and staffing changes that will occur. June 30th final date for release of teachers. Need time for a hearing for Tenured staff if recommending a ULA. Notice of proposed discharge in early April. Probationary releases also in late March or early April.

**MN Department of Education (MDE) requirements**

MDE appears to require a public hearing including with specific expectations for posting this the hearing before the school is closed. In speaking with colleagues who have gone through school closings, there is a significant threat of litigation on these items so getting legal guidance along the way will be important.

Applicable statute:

[MN statute 123B.51 Subd 5:](#)

Subd. 5. **Schoolhouse closing.**

The board may close a schoolhouse only after a public hearing on the question of the necessity and practicability of the proposed closing. Published notice of the hearing shall be given for two weeks in the official newspaper of the district. The time and place of the meeting, the description and location of the schoolhouse, and a statement of the reasons for the closing must be

specified in the notice. Parties requesting to give testimony for and against the proposal shall be heard by the board before it makes a final decision to close or not to close the schoolhouse.

Subd. 5a. **Temporary closing.**

A school district that proposes to temporarily close a schoolhouse or that intends to lease the facility to another entity for use as a schoolhouse for three or fewer years is not subject to subdivision 5 if the school board holds a public meeting and allows public comment on the schoolhouse's future.

## FACILITIES RELATED QUESTIONS

### **Why do utility costs at Harriet Bishop appear to be more expensive than other schools?**

Harriet Bishop is about the same size as Hidden Valley and uses the same vendor of MN Valley Electric. However, Hidden Valley has a generator on site and we are subject to curtailment of our energy use from the grid during certain periods of time. The benefit to us in such a program is we have a significant rate reduction we see in our Hidden Valley billing. There have been considerations of obtaining a generator for Harriet Bishop, it is the question of the cost/benefit and necessity to this point has not led us to that investment. It certainly can be looked at in the future if needed.

### **Diamondhead Education Center (DEC) Questions**

The County Auditor's office states the value of DEC is estimated at \$6.4 million.

A broker may be contacted to provide a market-based value, rather than an auditor's tax value.

More details available at [Diamondhead Property Report off of the Dakota County website.](#)

- What is the sell/cost benefit of selling DEC? To be researched for the Facility Consultant
- What is the cost of moving programs?  
We would incur moving costs for boxes, contractor to move people, costs to take down modular furniture and put it back up. We know we incurred costs of \$125,290 in the moves made in fall 2016 related to grades 6,9, ASC, BEST at that time. We know this cost did not include the internal costs of the time of our custodial staff involvement. We did all of the packing. A more specific plan would be required to know the details and have a more accurate cost for any future move. Additionally, we incurred costs of \$365,571 for systems furniture moves. If moving all staff of DEC elsewhere, we would expect this to be a significant cost which would be dependent upon the circumstances and will require further study by the Facility Consultant.
- What is the amount owed on DEC?  
There are two different debts owed related to improvements at Diamondhead:

- “Leasehold” in the amount of \$528,230 related to 2006 improvements for ECSE. This is simply a different type of financing that was available at the time and didn’t require issuing bonds, but it is a debt that we are paying off.
- Bonded Debt: About 5% (\$2.55 million) of total Vision One91 bond spending was dedicated to Diamondhead as part of the 2015 referendum.
- Assuming there is not special legislation, the MN Department of Education has advised that we would need to follow [MN Statute 123B.51](#) subd.6 to determine how to use proceeds from a sale of a building toward paying off the total remaining debt from that 2015 referendum. Currently, the remaining Principal and Interest related to the 2015 referendum is about \$88.2 million. We may need some additional guidance about exactly how this statute would affect us.
- What would make DEC cost effective?
  - DEC has the opportunity to be rented out more frequently through our processes. The opportunity to use the space internally more extensively. Need the detail from Baker Tilley as they have made this statement. What did they consider? This should be addressed by Facility Consultant, it is subjective.
- What is the cost/benefit to leasing DEC property for development?
  - Would require further expertise and analysis from Broker.
- What is the cost/benefit of leasing DEC building space?
  - Would require further expertise and analysis from Broker.

**Thoughts about relationship between the investment the district made in Diamondhead and potential revenue that might be generated, or debt which might be reduced.**

To be assessed during the facilities process.

### **River Ridge Education Center & Cedar/BAHS Questions**

- Find market value (1. Sale or lease of property for development. 2, Sale or lease of building): River Ridge/BEST; Cedar School/AHS.
  - Would require further expertise and analysis from Broker.
- Estimated Market Value (via County Auditor) of River Ridge: \$801,100
  - [Link to RREC Dakota County Property Report.](#)
- Estimated Market Value (via County Auditor) of Cedar/BAHS: \$3.48 million
  - [Link to Cedar/BAHS Dakota County Tax Property Report.](#)

If the District needs to get a value on all the properties, we would recommend partnering with an appraiser. One appraiser estimated that the work could be completed in 2-3 months, but this largely depends on how much property information is on file (e.g.. if plans are missing, this prolongs this process). A deliverable could be a 20-page restricted report and may cost approximately \$2,000/property. Alternatively, a full 100-page formal appraisal could cost approximately \$3,000/property.

**Utility of River Ridge/BEST property usage would likely be informed by a SpED audit. Where and how our SpEd students best served? What would be required in new space to**

**serve these students if in our buildings?** This should be addressed by the Facility Consultant.

**Are there areas in which we are “sophisticated,” as noted in the report, where we could be leaner without significantly and negatively impacting students?** Confirm that our “sophistication” and additional expense is an impactful differentiator, as opposed to simply being incremental cost.

The report identifies three areas as being “sophisticated” or rating “excellent.” The first is in the instructional support services: those services provided outside of the general educational classrooms and programming which includes special education, preschool, early childhood, and adult learning opportunities. These areas represent the services and engagement with our families and community. Many of these services are also provided within their own funding streams such as community education for early childhood, preschool, and adult programming. Operating these programs with excellence supports the role of the school district as a community partner. The next area represents instructional spaces in the middle schools and high school that were part of the facility improvements over the past few years to address the inadequate facilities for science laboratories, gymnasiums, general classrooms, and music storage along with the high school spaces supporting the authentic learning environments for the Pathways program. Finally, the other areas rated as “excellent” were the group meeting spaces and preschool classrooms at Diamondhead. Again these are recent facility upgrades completed to address the spaces that would have been considered “marginal” and support the growing preschool.

**Was there any review/ analysis of the cost of closing schools, such as changes to busing costs?**

These are considerations that will have to be explored with a Facility Consultant as part of the process.

## PROGRAMMING QUESTIONS

### **Magnet Programs**

If making magnets viable is cost prohibitive, what options might exist to make their unique programming available with fidelity in all elementary schools, and also as we consider another grade reconfiguration? Facilities report mentions added expense due to magnets. Please explain and quantify.

Assistant Superintendent Brian Gersich asked SISA Coordinator Bethany Van Osdel to audit magnets. She is meeting with principals regarding magnets and what it would take to make them viable. Report due in October.

Regarding Magnet transportation costs, we incur costs for district wide transportation to Harriet Bishop Elementary (HB) which is used to serve the St. Johns Non-public students. We looked

at canceling our “magnet routes” and found we would not save any dollars as we still need the elementary routes district wide for the serving of St. John’s students. If we would eliminate all magnet routes we may have a savings of \$150,000 to \$225,000 and would need to serve St. John’s students on secondary routes only. Any such change will require ample time to communicate to all families. In addition to the HB routes are the few (less than 20 students) transported from various approved neighborhoods to Rahn Elementary. These routes would need to be communicated if ended. Actual cost savings would depend on if it meant we lost students in the district. We would have a small enough number to be able to determine family choices.

Here are additional questions to be explored for the magnet study due in October.

1. Hope to learn more from the GuideK12 software.
2. What are the numbers of students enrolled through variance at our magnet schools?

Rahn in (As of August 6, 2019):

RA488				
Grade	Enrollment			Actual Enrollment
	Residents	OE	Variance	
K	37	5	7	49
1	31	9	9	49
2	13	12	10	35
3	30	10	6	46
4	25	7	7	39
5	26	8	18	52

HB in (As of August 6, 2019):

HB491				
Grade	Enrollment			Actual Enrollment
	Residents	OE	Variance	
K	51	12	14	77
1	53	7	23	83
2	37	9	23	69
3	44	11	32	87
4	32	7	31	70
5	43	7	32	82

3. Of the total non-neighborhood students attending each magnet, how many are varianced vs open enrolled in?
4. What do we know about graduation rates for these students?
5. It appears that the only additional expense for magnets at this point is transportation. True?
6. Also, what is the impact of our magnet schools on the neighborhood schools the students would have attended, had it not been for the magnets. Where are we seeing shifts in student groups out of a neighborhood school? How does this shift affect the neighborhood school? Or, compare neighborhood schools as they are now vs what they would be if there were no magnets. If MN definition of racially isolated school included isolation of any student group including Caucasian, would HB be such a school?
7. Are magnets in concept and reality in alignment with our values?

**Nursing Model Description/Clarification**

“Nurse” represents LSN which falls under the Teacher’s contract. Continuing to transition LSN’s to RN or LPN’s as opportunity presents itself. We are required to have LSN’s on staff, but the amount is District discretion.

Currently, we have:

LSN-10.4; RN- 2.4; LPN- 3.0; HA- 3.8= 19.6 staff for 18 sites

**Is internal audit of spaces utilized by students receiving special education services needed?**

To be addressed by Facility Consultant

**(Table 9 & 10) Are there isolated instances of low class size across all content areas, or within specific departments? Is class size of 26-30 ideal at secondary?**

We staff based upon an average number of students in each class for either 7 or 8 periods based upon the level. The staffing allocation does not include special education or EL services. In some cases these classes are pull-out and in others teaming where two teachers may be in a classroom together with a larger group. It is unclear whether the classes were identified as teaming and both teachers were considered in the class size calculation. Also CIS, Pathways, and other specialist courses may also require smaller class sizes that in return increase other course sizes. The class sizes vary and are not uniform across departments or content areas as these are building level decisions based on registrations and offerings. Also, using 30 as a cut-off is quite different than 45. We could have 150 classes at 31 students which is a very good size over all. This information is a little incomplete in the details.

**Page 26 “The School District’s middle school and high school course section sizes were rated as highly cost/effective.” Isn’t it more accurate to say that BHS classes were costly based on stats (43% MS under 25 students per class. 30% BHS under 25 students per class) It would seem to me that class size of 26-29 would be ideal at secondary.**

This will be addressed later.

## ENROLLMENT QUESTIONS

**When do most students leave the district? When is out migration occurring?**

It occurs at all grade levels. The Communications Department will put together a marketing plan to include what is done well in MS and how we can improve it.

Year over year data as of July 15. Cohorts are the same color.

Row	Sum of	Sum of	Sum of	Sum of	Sum of	Sum of	Sum of	Sum of	Sum of	Sum of	Sum of	Sum of	Sum of
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Labels	Grade k	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
7/15 /2016	508	686	741	716	754	676	719	667	672	663	663	664	680
7/13 /2017	507	646	682	715	689	759	684	685	636	693	659	653	657
7/17 /2018	520	657	606	632	679	644	737	618	661	636	649	645	758
7/15 /2019	582	655	630	586	611	677	647	677	622	686	622	657	651

See info below from Enrollment History from 2012-2013 forward. Keep in mind the data is end of year and includes the portions of an ADM we have served students. It is reflective of our extended time with students through our PALS program and BYC program. Note the significant decline in 17/18, that is reflective of the lack of teacher support in running our PALS and BYC resulting in a number of students not served compared to past years or 2018-2019 expected numbers. 2018-2019 is a projected number back in October 2018.

A review of the data in the table below will provide information about the enrollment migration by Grade in prior years and the migration that is anticipated in the projection years.													
	Enrollment History							Enrollment Projections					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
12 - K		60.0	(39.2)	(89.3)	(90.6)	(117.7)	(85.5)	(89.4)	(79.1)	(77.1)	(55.7)	(85.7)	(24.3)
1		(43.7)	(59.8)	(9.3)	(8.7)	(40.0)	(38.0)	(27.0)	(27.0)	(27.0)	(27.0)	(27.0)	(27.0)
2		(21.1)	(27.9)	(29.7)	(22.0)	(38.9)	(36.8)	(27.8)	(27.9)	(27.9)	(27.9)	(27.9)	(27.9)
3		(18.6)	(8.4)	(28.0)	(28.4)	(35.7)	(29.6)	(22.4)	(23.5)	(23.6)	(23.6)	(23.6)	(23.6)
4		(25.5)	(9.0)	(29.6)	(18.5)	(44.5)	(3.3)	(18.3)	(16.4)	(17.1)	(17.2)	(17.2)	(17.2)
5		(7.8)	(32.5)	(3.3)	(5.7)	(2.6)	(12.1)	(9.8)	(8.6)	(7.7)	(8.0)	(8.1)	(8.1)
6		(16.9)	(6.5)	(9.9)	(18.0)	(57.2)	(68.6)	(32.4)	(34.0)	(29.8)	(26.6)	(27.8)	(28.0)
7		(28.4)	(12.6)	(40.5)	(25.7)	(16.2)	(0.2)	(17.4)	(15.5)	(16.3)	(14.2)	(12.7)	(13.3)
8		3.0	8.6	5.5	22.9	(13.6)	10.9	5.4	5.7	5.1	5.3	4.7	4.2
9		(10.1)	(21.5)	(13.6)	3.0	(39.4)	15.7	(8.4)	(7.7)	(8.2)	(7.3)	(7.7)	(6.8)
10		(11.9)	(15.7)	(2.5)	16.3	(4.0)	18.7	4.3	4.5	4.1	4.4	3.9	4.1
11		(32.8)	(28.5)	(13.0)	5.7	(5.9)	3.0	(6.8)	(6.6)	(6.9)	(6.3)	(6.7)	(6.0)
12		49.3	85.5	73.0	100.9	63.6	61.3	70.4	70.2	68.1	71.0	65.1	69.5
<b>Total Migration</b>		(164.5)	(128.3)	(100.9)	21.9	(234.6)	(79.0)	(90.3)	(86.8)	(87.2)	(77.6)	(85.2)	(80.1)
<b>Total Enrollment Change by Year</b>		(104.6)	(167.5)	(190.1)	(68.7)	(352.2)	(164.6)	(179.7)	(165.9)	(164.4)	(133.3)	(170.8)	(104.5)
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25

### Revisit Communications' Open Enrollment Survey

Summary Results Survey included only parents who open-enroll out of the district. Biggest takeaways include:

- Word of mouth, website are top places for information for parents
- "Academic reputation" was the biggest driver for those decisions
- Parents are considering open enrollment even before starting elementary school
- Once families have left, they are very unlikely to return

# DISTRICT FINANCES QUESTIONS

## What is our approach to get our finances in order?

We need a multi-pronged approach. We value being fiscally responsible and being good stewards of the taxpayer’s money. Our financial plan is focused on increasing revenue and focusing expenditures on quality programs and supports for the children we serve, providing positive and productive workplaces for our employees and implementing well run operations.

A comprehensive approach to stabilizing/improving the district financial situation may include:

- A voter approved levy that would maximize revenue and minimize (but not eliminate) future reductions
- Right-sizing district facilities to reflect our current enrollment and needs
- Seeking alternative revenue sources, including grants
- Improving programming, with a focus on areas of concern (middle school safety/community; equity)
- Use priority-based budgeting to continue making the district as efficient as possible, while still delivering quality education for all students.
- The Board’s legislative agenda

## Professional staff v. instructional staff. Who is included?

Row Labels	Sum of FTE	Position	Staff count/percent
ACADEMIC INTERVENTIONIST	17.46		
ASSISTANT PRINCIPAL, MIDDLE SCHOOL	3.00		
ASSISTANT PRINCIPAL, SECONDARY	4.00	<b>Teachers</b>	599/ 46.9%
DEAN OF STUDENTS	7.00		
GUIDANCE AND COUNSELING, SECONDARY	14.00	<b>Other Licensed</b>	121/ 9.5%
MEDIA GENERALIST	3.24	<b>Professionals</b>	
Q COMP PEER REVIEWER/COACH	1.00		
Q COMP TEACHER LEADER MISC.	9.00	<b>Paraprofessionals</b>	159/ 12.5%
SCHOOL NURSE	11.40	<b>Administrators</b>	30/ 2.3%
SCHOOL PSYCHOLOGIST	12.80		
SCHOOL SOCIAL WORKER	13.00	<b>Other staff - including</b>	367/ 28.8%
SPEECH LANGUAGE PATHOLOGIST	22.00	<b>non-licensed staff</b>	
TEACHER LEADER - MISC.	2.00		
TEACHER ON SP ASSIGN-NON INSTRUCTIONAL	1.00	<b>Total</b>	1,278/ 100.0%
<b>Grand Total</b>	<b>120.90</b>		

Information is submitted to the MN Department of Education according to STAR guidelines. As enrollment declines the number of Teachers has declined, but the number of Licensed Professionals has increased for the number of support services needed. The bulk of the added support positions are still within the teachers unit. Thus why the overall number of teachers in the unit has declined more slowly than enrollment.

## Budget effect of Enrollment Decline vs. Loss of Students

On page 12, the report stated that, as a result of open enrollment, ISD 191 experiences a revenue shortfall of \$10m in 2017-18, plus \$7.7m from private school, charter school, home school enrollment. During our budget discussions and communications over the winter and spring, we repeatedly stated that declining enrollment impacted budget by only \$1.9m. We realize that the \$1.9m was based on one year of enrollment decline while the report reviews total impact of declining enrollment, this is a pretty big difference and we need to be prepared to clearly communicate the 'real' numbers throughout this process.

One number - revenue decrease as a result of enrollment decline (the \$1.9 million) - is measuring change from year-to-year. Enrollment decline can be happening for many reasons, including natural attrition and open enrollment. This number is relevant to budget discussions as the discussion centers around change from one year to the next, which is why we reference that number when talking about our budget.

The “revenue shortfall” mentioned in the report gives an idea of how our revenue would be different if more students who live in the district chose District 191 schools. This number doesn’t make as much sense to include as part of budget discussions, because it isn’t revenue that we had previously. It’s hypothetical revenue. It should be noted that it also represents increased hypothetical expenses, so it’s not very valuable and even a little confusing as a number on it’s own.

All of this is in contrast to the chronic underfunding of special education and state aid that hasn’t kept up with inflation. These are structural problems that affect only the revenue side of the equation. If we captured more of our resident students, we would still face these funding issues, just as our neighboring districts are.

**Administration Expenses (Page 21)** - It seems that district administration expenses may have increased at a much higher rate since 2011, compared to other departments and compared to similarly sized districts. Is that an accurate interpretation?

UFARS codes had changed since FY13 to include a new Program area for coding technology services as shown below. PRO 108 which falls into the District Administration category or PRO 630 which falls into the Instructional Support Services category. When building our new codes for the Technology levy, we chose the PRO 108 for the technology department vs. the PRO 630 not considering the shift in categories that would be reflected in any comparison. In retrospect, our Technology staff responsibilities fall under the PRO 630 and is why in the past we had coded the same staff members to a PRO 605 under UFARS. Had we used the PRO 630 instead, the numbers in Table 6 of the facility report would have shown 523 instead of 636, the change column would have shown +88 with a % change of 20.23%. A number less than the 27.2% comparative state expenditures.

#### District 191 costs included in Administration

- Technology service supervision and administration - Activities concerned with directing, managing and supervising data-processing services.

- Systems analysis and planning-activities concerned with searching for and evaluating alternatives for achieving defined objectives, based on judgment and, wherever, possible, on quantitative methods.
- Systems application development-activities concerned with the preparation of a logical sequence of operations to be performed, either manually or electronically, in solving problems or processing data.

### 630 Instruction-Related Technology

- Student computer centers - Activities concerned with supporting and maintaining computer centers (outside the classroom) that are established to support the instructional environment.
- Technology service supervision and administration-activities concerned with directing, managing and supervising data-processing services.
- Systems application development-activities concerned with the preparation of a logical sequence of operations to be performed, either manually or electronically, in solving problems or processing data.
- Systems operations-activities concerned with scheduling, maintaining, and producing data. Network support-services that support the networks used for instruction-related activities.

**With over 200 home school students, how does their participation impact our funding? Do we receive funding for Post-Secondary Enrollment Option (PSEO) students? If a student is PSEO, we then receive the funding for the time they are enrolled as PSEO with us and we pay the tuition bill received from the educational institute they are attending.**

**Page 15/16 - Clarify staffing. Instructional support services (represents EAs, EL, ....?) vs Pupil Support Services (represents liaisons, social workers, deans, psychologists, nurses...?). If we combine staff from Instructional support services and Pupil support services (included here on page 15/16), would we then see the sum total listed on Table 12 on page 30?**

No, Instructional Support Services and Pupil Support Services do not include the Special Education listed in Table 12 or Community Education listed in Table 12.

**Page 16 “The School District’s largest dollar expenditure increase per pupil between 2012-13 and 2017-18 occurred in regular instruction expenditures (+\$905/ADM).” In other words, our teaching staff received the largest dollar increase over time, no? Regular Instruction includes teachers and any activities/athletics as well.**