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## **Special Meeting Agenda**

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN, 55337  
December 19, 2019  
6:30 PM

- I. Call to Order
  - A. Welcome
  - B. Pledge of Allegiance
- II. Attendance Boundaries
  - A. Check in/Update on Attendance Boundary Change Process 2  
Presenter: Lisa Rider, Executive Director of Business Services
  - B. Approve, on a First Reading Basis, New Policy 509.5: *Intra-District Transfer (Variance Enrollment)* 20  
Presenter: Stacey Sovine, Executive Director of Human Resources
- III. Facilities Usage and Board Unacceptable Means 24  
Presenter: Stephanie White, Director of Student Support Services
- IV. FY21 Budget 34  
Presenter: Dr. Theresa Battle, Superintendent, and Lisa Rider, Executive Director of Business Services
  - A. Superintendent Report
  - B. BOE Q&A and discussion
- V. Adjourn

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



**Agenda II.A.  
December 19, 2019**

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

**From:** Lisa Rider, executive director of business services

**Date:** December 18, 2019

**Re:** Attendance Boundary Adjustment Process Update

Receive a report on the Attendance Boundary Adjustment Process Update from Lisa Rider, executive director of business services.



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# Attendance Boundary Adjustment Process Update December 19, 2019

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## Overview of Presentation

- Attendance Boundary Design Team
- Guiding Change:
  - Current Reality
  - Criteria
  - Evaluation Matrix
- Guide K12
- Stakeholder Participation and Timeline

# Attendance Boundary Design Team To Be Established

- Executive Team Facilitator - Lisa Rider
- Two Co-Chairs (John Christianson; Don Leake)
- Four to Five Community Members (Non-Parent, Lives in Burnsville, Eagan or Savage)
- Executive Team Members and Operations - to include Curriculum, Special Education, Business, Human Resources
- Transportation - CESO Transportation (Center for Efficient School Operations) and Schmitty and Sons

# Attendance Boundary Design Team

## **Purpose:**

- Review Data and Develop Middle School and Elementary Scenarios for the School Board to Consider for Decision

## Current Reality:

- Current Boundaries are non-contiguous
- Closing of two elementary schools and a middle school will require adjustments to school attendance boundaries
- ISD 191 has not changed boundaries in 20+ years
- Adjustments to Attendance Boundaries will impact students beyond the identified closed schools

## Criteria:

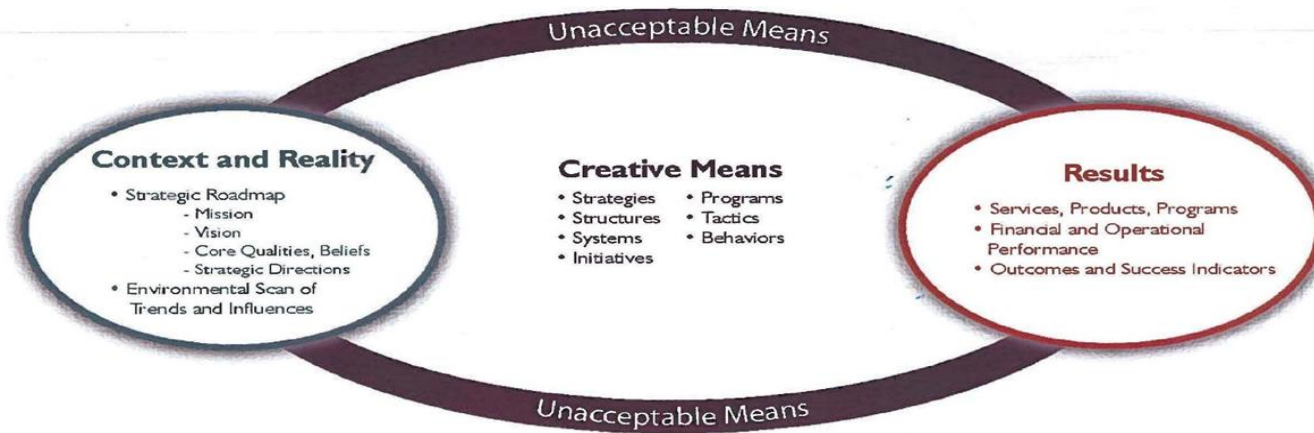
- Cannot be 20%+ or - another site when considering profile for students of color
- Cannot be 20%+ or - another site when considering socio-economics
- Change Impact
- Not exceed 90% Capacity
- Contiguous if possible
- Capacity for VPK in each elementary school
- Elementary Schools feed one Middle School

Used For:

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

## Guiding Change Framework

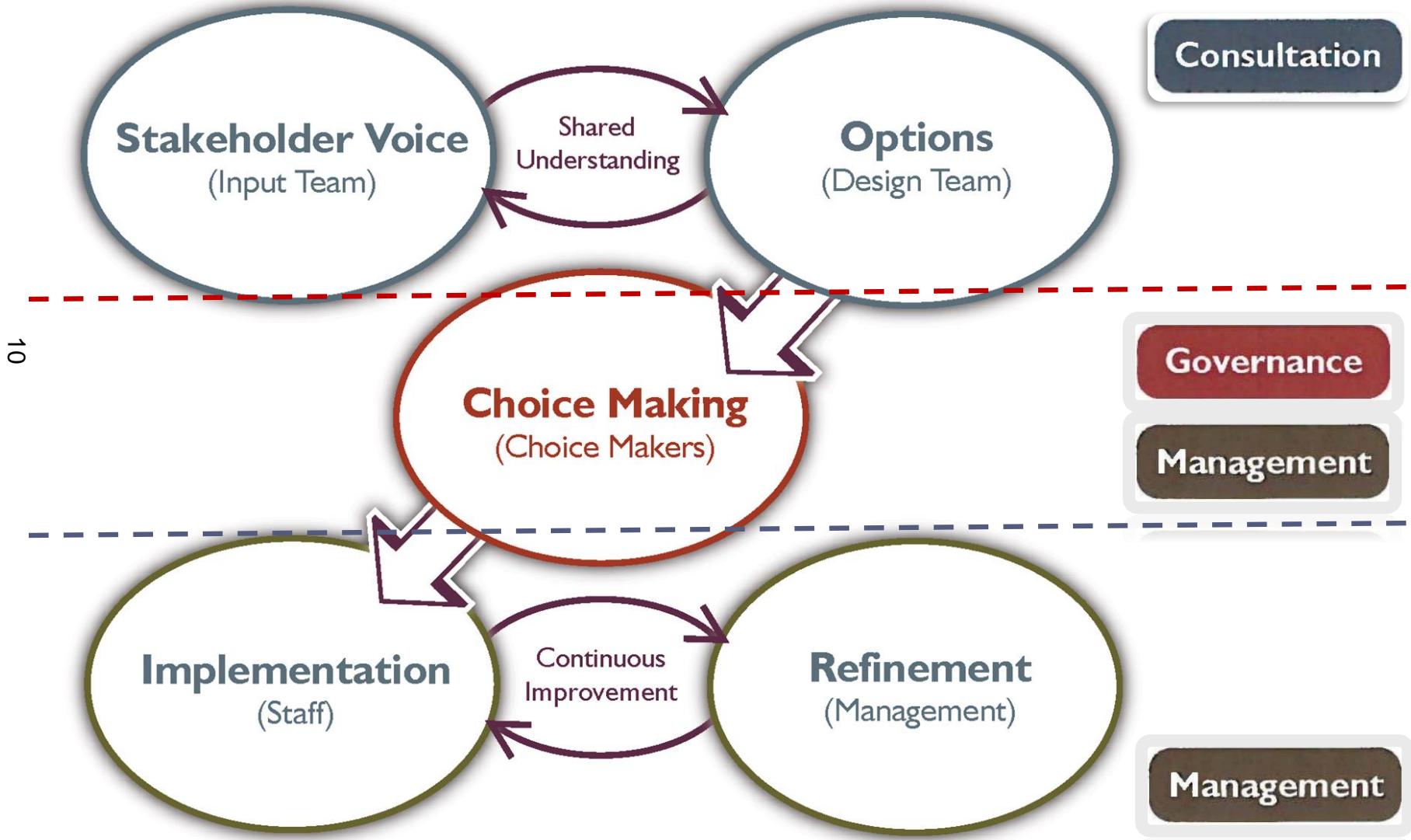
- Guiding Change Document
- Boundary Evaluation Matrix Current Reality



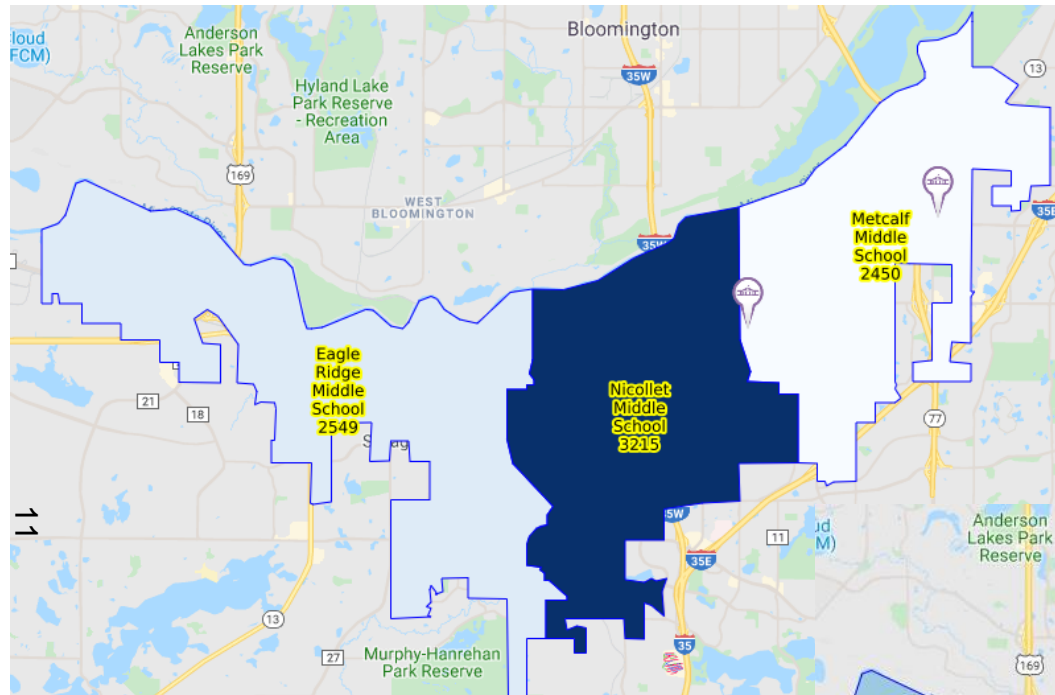
# Decision Making Framework

Used For:

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

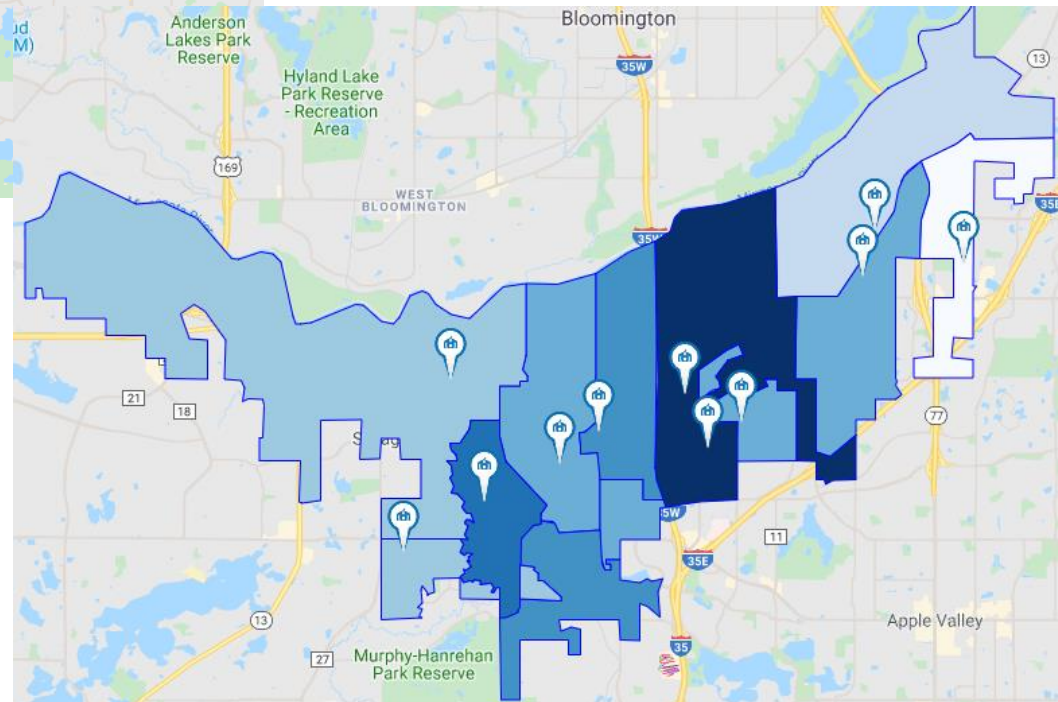


# Attendance Boundary Adjustment Process Update



## Middle School Attendance Boundaries

## Elementary School Attendance Boundaries



## Internal Design Team Work and Feedback

Date	Group	Attendance
December 16	Attendance Boundary Design Team	10
December 18	Admin Team	35
December 19	Attendance Boundary Design Team	
January 8	Admin Team	

## Community Member Design Team Work

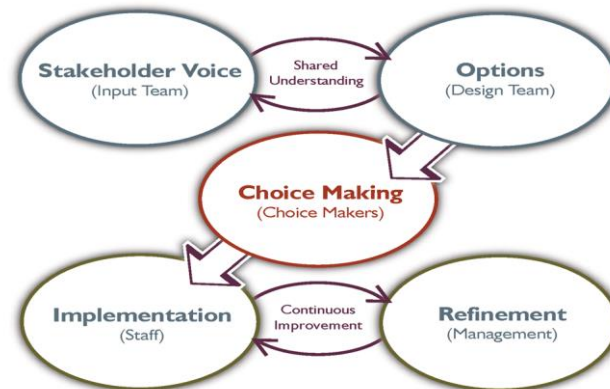
Date	Group	Attendance
December 16	Attendance Boundary Design Team	10
December 17	Attendance Boundary Community Member	5
December 19	Attendance Boundary Design Team	
January 3	Attendance Boundary Community Member	
January 7	Attendance Boundary Community Member	
January 13,14,15	6 Community Public Meetings to be scheduled- 2 per night	
January 16	Final Attendance Boundary Design Team Prepare Final Recommendations for January 23 Board Meeting	

## Stakeholder Participation

Date	Group	Attendance
January 13	Community Public Meetings 5:30pm-6:45pm 7:15pm-8:30pm	
January 14	Community Public Meetings 5:30pm-6:45pm 7:15pm-8:30pm	
January 15	Community Public Meetings 5:30pm-6:45pm 7:15pm-8:30pm	

## Focus Group Themes Notes

- The following slides reflect some of the Themes gathered thus far which are pertinent and will be considered in the Design Work for Attendance Boundaries



## Focus Group Themes

- Desire for transparency and desire to be heard in the process
- Concerned about possible loss of neighborhood schools
- What about transportation distances and ride times?
- How will this impact class sizes?
- Worried about possible loss of friends / relationships
- Need regular access to information throughout the process

## Focus Group Themes

- Redraw boundaries for equity, more culturally diverse schools
- More efficient and effective use of District funds (taxpayer resources)

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## Input from Students

- Transportation times
- Will I be separated from my friends / be someplace I don't know anyone?
- Schools have more money, can do more for kids
- More Kids = More Fun

## Implementation and Refinement

- January
  - Include changes in budget adjustment planning
  - January 23: Board discussion on boundary changes (**Tentative**)
  - What to do with closed buildings
- February
  - February : Board decision on boundary changes (**Tentative**)
  - Week of February 10: Begin staffing adjustments related to boundary adjustments (**Tentative**)
  - Process to outline transportation changes
  - Site staffing process commences
  - Budget adjustment planning and recommendations
- March
  - Finalize budget
  - Finalize staffing determinations
- April - May
  - Principal leads transition planning with staff, students, and families
- June-August
  - Physically moving materials/sites

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**Agenda II.B.  
December 19, 2019**

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

**From:** Stacey Sovine, executive director of human resources

**Date:** December 18, 2019

**Re:** New Policy 509.5: *Intra-District Transfer* (Variance Enrollment)

**Recommendation:** That the Board approves, on a first reading basis, New Policy 509.5: *Intra-District Transfer* (Variance Enrollment).

New Policy 509.5 was reviewed by the Policy Review Committee of the Whole on December 12, 2019.

Adopted:  
Reviewed:  
Revised:  
Rescinds:

## **509.5 INTRA-DISTRICT TRANSFER (VARIANCE ENROLLMENT)**

### **I. PURPOSE**

The school district provides enrollment options to resident students whenever practicable. It is the purpose of this policy to set forth procedures and standards in making such determinations.

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

#### **A. Eligibility**

Students who are current residents of the district are eligible to apply for Variance Enrollment. Applications for Variance Enrollment shall be available on the district website and in the District Enrollment Center.

#### **B. Standards for Acceptance**

1. Residents living in the district who would like to enroll their student in a school outside of their attendance area must complete the Variance Enrollment application (one form per child). Applicants will be notified in writing of approval/non-approval.
2. Approval for Variance Enrollment transfer is under the condition that program, class, grade level, or school building capacity is not exceeded as determined by the district.
3. Approval is valid for the duration of enrollment at the building designated on the application. Once approved for a particular school, there is no need to reapply each year that a student is enrolled at that school.
4. ~~While acceptance into the district is permanent through the student's graduation, w~~  
When the student promotes to a new building, he/she must apply for school building placement by completing and submitting a new Variance Enrollment application. Approval is based on current enrollment levels and promotion to the school that the majority of their sibling or peers will attend is not guaranteed.
5. The Superintendent shall establish an Approval Process for Variance Enrollments in accordance with Policy 509.5. The process shall be posted on-line under Student Enrollment.
6. Transportation of students under this policy shall be the responsibility of the parent/guardian, unless transportation is documented in a student's special education plan. The district may provide bus transportation in accordance with policy 707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS, if:
  - a. The ride is on an existing bus route to school/program and space is available on bus;

- b. No re-routing of buses and no additional bus stops are created;
- c. Any fees, if applicable, required by the district for providing transportation have been paid in full;
- d. A signed waiver is on file indemnifying the district of any liability for the safekeeping of the student at the bus stop, or to and from home to bus stop.

C. Exceptions to the Policy

- 1. The parent/guardian may sever the Variance Enrollment agreement at any time. When such agreement is cancelled by the parent, the student will be assigned to the school in his/her resident attendance area. A Severance Form to sever a Variance Enrollment shall be available on the district website and in the District Enrollment Center.
- 2. The district reserves the right to sever a Variance Enrollment agreement if it deems this action is in the best interest of the district. A Variance Enrollment agreement will not be severed during a school year, unless by mutual agreement with parent and the district.
- 3. The provisions of federal mandates supersede the terms and conditions of this policy. Any provision of this policy found to be in violation of any such law, regulation, directive or order shall be null and void and without force and effect.
- 4. The district reserves the right to alter the application process if it determines that it is appropriate to do so.

D. Temporary Suspension of the Policy

The School Board reserves the right to temporarily suspend the implementation of this policy when it deems such action is in the interest of ISD 191.

- 1. Any Board of Education action to suspend the implementation of this policy will be for the subsequent school year(s).
- 2. Board of Education action to suspend implementation of the policy will be subject to annual review and reaffirmation by the school board no later than March 31.
- 3. Students currently attending school under a previously approved Variance Enrollment agreement may be required to reapply for a Variance Enrollment if the Board of Education decides to suspend the implementation of this policy for a subsequent school year(s).

***Legal References:***

- Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
- Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
- Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
- Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
- Minn. Ch. 260A (Truancy)
- Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
- Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
- Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
Burnsville-Eagan-Savage School District Policy 517 (Student Recruiting)  
Burnsville-Eagan-Savage School District Regulation 509  
MSBA Service Manual, Chapter 5, Various Educational Programs



**Agenda III.  
December 19, 2019**

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

**From:** Stephanie White, director of student support services

**Date:** December 18, 2019

**Re:** Open Facilities Usage Planning

Receive a report on Open Facilities Usage Planning from Stephanie White, director of student support services.



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# Open Facilities Usage Planning

*2020-2021*

## December 19, 2019

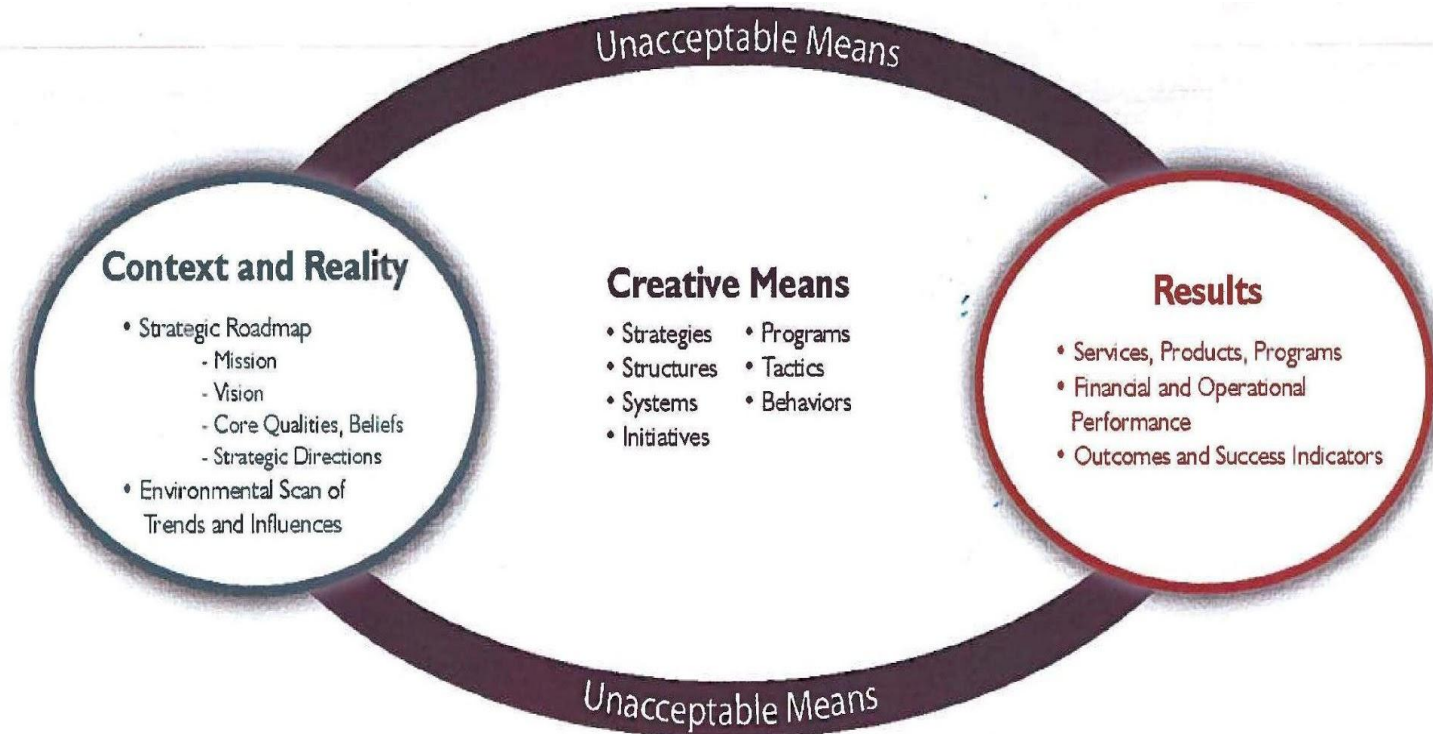
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## Agenda

- **Purpose of the Project**
- **Guiding Change Document**
- **Options for Consideration within District**
- **Community Partnership Opportunity**
- **Review Facilities Facts**
- **Timeline**

## Purpose

- **Maximize use of Open Facilities**
  - **What are our district needs?**
  - **What are our opportunities for community partnerships?**
- **Leverage our resources as efficiently and effectively as possible**



## Options for Consideration within District

- **Where would the Burnsville Alternative High School be located, if we repurposed their current location?**
- **Where would the Burnsville Eagan Savage Transition (BEST) be located is the River Ridge Building was leased or sold?**
- **Where would the Diamondhead Education Center programs and staff member be located is the building was leased or sold?**
- **Facilities utilization is complex and interdependent on other programs within our district.**

## Other Options for Consideration

- 1. District 917 has expressed interest in leasing all of Cedar School.**
- 2. City and Community Partners have begun discussions about the need for creating additional options of childcare.**
  - a. Could an open facility contribute to the solution for creating more childcare options?**
  - b. Are there other community stakeholders interested in collaborating to form solutions?**

## Community Partnerships' Role

- Collaborate and Innovate on community needs
- Offer the best, most conscientious advice to the School Board and Superintendent on behalf of the students, staff, and communities of the school district
- Keep a “district-wide” mindset
- Respect other’s input

## ISD 191 is Committed to:

- **Students, student learning and offering the best possible learning environments and opportunities;**
- **Engaging our community in this process and hearing from many voices;**
- **An open and transparent communication and decision making process;**
- **A cost effective use of our facilities and resources;**
- **Avoiding the creation of inequities or racially and socioeconomically identifiable schools.**

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**Agenda IV.  
December 19, 2019**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent, and Lisa Rider, executive director of business services

**Date:** December 18, 2019

**Re:** FY21 Proposed Budget Process

Receive a report on the FY21 Proposed Budget Process from Dr. Theresa Battle, superintendent, and Lisa Rider, executive director of business services.



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# FY21 Proposed Budget Process December 19, 2019

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# Overview of Presentation

- Superintendent Report
- Current Reality and Two year Projections

# Superintendent Report

# Goals for Budget FY 21

1. Be good stewards of taxpayer dollars
2. Align budget to strategic plan initiatives
3. Comply with all statutory uses of funds
- 38 4. Include stakeholders' perspectives and input throughout budget process
5. Be transparent about the district's current and projected finances, budget processes and budget decision-making
6. Submit a balanced budget that works to build fund balance

# Budget Process FY 21

## December

Superintendent presents budget process, discussion of projected enrollment and revenue and expenditures

## <sup>39</sup> January

Board workshop

Budget presentations to staff, parents and community

# Budget Process FY 21

## February

Superintendent presents preliminary budget recommendation

School budgets distributed, principals hold staff and parent meetings, feedback forms distributed

40 Online feedback form for public

Public Hearing

## March

Mid March - Superintendent makes adjustments and presents to

Board at workshop

# Budget Process FY 21

## April

Superintendent final adjustments and presentation of budget

## May

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Finance completes full line item budget

## June

Board of Education approves final budget

# Strategic Budget Plan

A budget aligned to the district's Strategic Roadmap and Vision ONE91 outlines the school district's instructional priorities over the next three years. It identifies the funding sources for each priority.

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The budget plan will describe goals, instructional priorities and measures of student achievement.

## 2020-2021 College & Career Ready

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AVID	Budget Amount	Budget Source
Coordinators (.20 FTE per building)	\$59, 460	Achievement & Integration
Tutors	\$58,303	Achievement & Integration
Professional Development <ul style="list-style-type: none"> <li>• Summer Institute, Elective Teacher Training</li> <li>• Schoolwide Training</li> </ul>	\$38,994	Achievement & Integration
Summer Bridge (MS Transition)	\$15,000	Achievement & Integration
Membership	\$21,000	District Curriculum
Elective Teachers (X FTE)	\$400,000	Building Elective Staffing
College Visits/College Fair Transportation	\$1200	Achievement & Integration Desegregation

## High School College Credit Attainment

- Advanced Placement
- College in the Schools
- Pathways Industry Certification
- Associate's Degree Planning

## Funding Sources

Assessment, Curriculum, Professional Development

- materials, training, development & Planning

High School

- College in the Schools tuition
- Concurrent enrollment course fee

# Current Reality

# Typical Order of Budget Adjustments



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- Adopted Budget June of previous year
- Audited Financial Statements of previous year complete by December
- Revised Budget incorporating
  - Audited beginning fund balance
  - Changes in enrollment
  - Changes in staffing
  - Changes in Federal/State Grants
- Adopted Budget Planning for Subsequent Year

- Where Are We Now -  
Budget Cycle
- Audit is complete, we have known Fall Counts
- Next we must Revise the Current Budget
- Prepare Revenue Assumptions off new Enrollment Projections

## General Fund Budget Comparative Summary

	Actual Results 2017-18	Revised Budget 2018-19	Actual Results 2018-19	Adopted Budget 2019-20	Projected Revised Budget 2019-20	Projected 2020-21	Projected 2021-22
Total Beginning Fund Balance	\$ 20,116,731	\$ 15,815,204	\$ 15,815,204	\$ 13,440,818	\$ 15,284,402	\$ 15,284,402	\$ 9,909,764
Revenues	125,822,009	130,590,440	131,545,485	129,196,398	129,196,398	129,282,470	129,282,470
Expenditures	130,123,536	132,964,826	132,076,287	130,103,486	130,103,486	134,657,108	139,370,107
Variance (Revenues - Expenditures)	(4,301,527)	(2,374,386)	(530,802)	(907,088)	(907,088)	(5,374,638)	(10,087,637)
Total Ending Fund Balance	\$ 15,815,204	\$ 13,440,818	\$ 15,284,402	\$ 12,533,730	\$ 14,377,314	\$ 9,909,764	\$ (177,873)
<b>Breakdown of Fund Balance Categories</b>							
Respendable	\$ 374,535	\$ 374,535	\$ 469,392	\$ 374,535	\$ 469,392	\$ 340,000	\$ 340,000
Restricted	4,158,407	3,338,202	5,526,162	2,831,580	4,526,162	4,000,000	3,500,000
Committed	1,257,804	1,198,221	1,550,194	1,248,175	1,550,194	1,000,000	800,000
Unassigned	10,024,458	8,529,860	7,738,653	8,079,440	7,831,565	4,569,764	(4,817,873)
Total Ending Fund Balance	\$ 15,815,204	\$ 13,440,818	\$ 15,284,402	\$ 12,533,730	\$ 14,377,314	\$ 9,909,764	\$ (177,873)
Unassigned Fund Balance %	7.70%	6.42%	5.86%	6.21%	6.02%	3.39%	-3.46%

Anticipated Net Variance Before Referendum	(5,374,638)
Referendum Increase	1,607,915
Anticipated Net Variance After Referendum	(3,766,723)

Possible Revised Budget FY20 impact	TBD
Adjustments to revenue assumption for enrollment projections	TBD
Budget Adjustments for FY21	TBD
Possible Savings due to school closures	2,000,000

- Next Steps on Timeline
  - January 23, Revised Budget
  - January 23, Preliminary FY 21 Revenue Assumptions
  - January Prepare Revenue Assumptions off new Enrollment Projections

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