



Future Ready. Community Strong.

Workshop Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN, 55337
December 10, 2019
6:30 PM

- I. Welcome
Presenter: Abigail Alt, Board Chair
- II. Discuss Facilities
 - A. Board Discussion 2
Presenter: Abigail Alt, Board Chair
 - B. Superintendent Statement about Facilities Recommendation 135
Presenter: Dr. Theresa Battle, Superintendent
- III. Adjourn
Presenter: Abigail Alt, Board Chair

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

Burnsville-Eagan-Savage District 191

Dr. Roger Worner
Project Consultant
November 2019

SCHOOL CLOSING STUDY AND ANALYSIS SEQUENCE

- **Conduct Organizational Analysis Study**
- **Post Organizational Analysis Study on District Website**
- **Conduct Community Engagement Meetings (8)**
 - **Administration (1)**
 - **Design Team (1)**
 - **Middle School/Feeder Elementary Schools (3)**
 - **Cultural Groups (with Interpreters) (2)**
 - **Other Community (1)**
- **Survey of Participants' Advice on Probable Cause**
- **Survey of Participants' Advice on Priority Factors**
- **Formulation of Consultant's Recommendations**

PROBABLE CAUSE FOR CONSIDERING THE CLOSING OF ONE OR MORE SCHOOL DISTRICT SCHOOLS

- **Community Engagement Meetings (Composite):**

- YES 260 (67.9%)
- NO 95 (24.8%)
- NO OPINION: 28 (7.3%)

- **Administrative Team Meeting:**

- YES (100.0%)
- NO (0.0%)

- **School Faculty Meetings (Composite):**

- YES 237 (93.3%)
- NO 11 (4.3%)
- NO OPINION 6 (2.4%)

- **Community Engagement Meetings (Individual)**

- % YES:
- 83.8%
- 82.5%
- 86.1%
- 63.4%
- 45.3%

- 14 school faculties had majority YES votes;
- 1 school faculty had majority NO votes

IMPORTANT FACTORS THAT SHOULD BE CONSIDERED WHEN CHOOSING SCHOOLS TO CLOSE

- **Has the smallest actual current enrollment.**
- **Has the smallest overall capacity (number of classrooms).**
- **Is closest to another school of the same level.**
- **Is oldest/has the greatest need for updating/has the greatest need for capital improvement.**
- **Is the least flexible for future programming.**
- **Is the least cost/effective or economical to operate.**
- **Has the lowest geographic risk of losing students to a nearby school district via open enrollment.**
- **Other**

RANKING OF FACTORS THAT SHOULD BE CONSIDERED WHEN CHOOSING SCHOOLS TO CLOSE

- **Community Engagement Meetings (Composite):**

- Rank 1: smallest enrollment (69)
- Rank 2: oldest/greatest need (56)
- Rank 3: lowest geographic risk (41)

- **Administrative Team Meeting:**

- Rank 1: lowest geographic risk (6)
- Rank 2: least flexible for future programming (3)
- Rank 3: smallest overall capacity (2)

- **School Faculty Meetings (Composite):**

- Rank 1: lowest geographic risk (63)
- Rank 2: closest to another school (33)
- Rank 3: oldest/greatest need (29)

PROJECT CONSULTANT'S RATING OF SCHOOL CLOSING FACTORS

Priority Factors

- **Rank 1: Geographic risk**
- **Rank 2: Oldest, least modern, least flexible**
- **Rank 3: Smallest capacity (See square footage)**
- **Rank 4: Smallest enrollment**
- **Rank 5: Least cost/effective; costly to operate**

PROJECT CONSULTANT'S CANDIDATES FOR SCHOOL CLOSURE

- **Elementary Schools:**

- **Marion W. Savage Elementary School**

- **Rahn Elementary School**

- **Sioux Trail Elementary**

- **Vista View Elementary**

- **Advisory Recommendations: Marion W. Savage and Sioux Trail Elementary Schools**

- **Middle Schools:**

- **Nicollet Middle School**

- **Eagle Ridge Middle School**

- **Metcalf Middle School**

- **Advisory Recommendation: Metcalf Middle School**

CONSULTANT'S RATIONALE FOR RECOMMENDATIONS

- **Rahn Elementary School eliminated from consideration due to geographic risk.**
- **Marion W. Savage was selected for recommendation to close due to: OLDEST, LEAST MODERN, LEAST FLEXIBLE; SMALLEST ENROLLMENT (3rd); LEAST COST/EFFECTIVE.**
- **Sioux Trail was selected for recommendation to close due to: SMALLER CAPACITY (3rd,T), SMALL ENROLLMENT (2); LEAST COST/EFFECTIVE (3).**
- **Metcalf Middle School was selected for recommendation to close due to: OLDEST; SMALLEST ENROLLMENT; LEAST COST/EFFECTIVE; SMALL CAPACITY (2) and factors for retaining other two middle schools.**



now joined with
Springsted and Umbaugh

Burnsville-Eagan-Savage School District # 191

July 2, 2019

Dr. Roger B. Worner & Dr. Kay Worner



MUNICIPAL ADVISORS

now joined with
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July 2, 2019

Dr. Theresa Battle, Superintendent
Burnsville-Eagan-Savage School District #191
200 West Burnsville Parkway
Burnsville, Minnesota 55337

Re: **Educational Programming and Facility Review**

Dr. Battle and School Board Members:

On behalf of Baker Tilly Municipal Advisors, I am pleased to present our final Educational Programming and Facility Review report for your consideration and planning. In collaboration with Roger Worner Associates, we have undertaken to complete a thorough educational and facility review of the Burnsville-Eagan-Savage Public Schools' programs, educational adequacy of its facilities, and options for the future.

I would like to thank our consultants, Dr. Roger Worner and Dr. Kay Worner, who undertook the majority of this thorough review. Their extensive experience with this type of project proved extremely valuable throughout the review.

We look forward to responding to your questions about the report and its recommendation and would welcome the opportunity to assist the Burnsville-Eagan-Savage Public Schools with the next phases of planning once a course of action is finalized by the administration and School Board.

Thank you for the opportunity to assist you on this project.

Respectfully submitted,

A handwritten signature in blue ink that reads "Kelly D. Smith".

Kelly D. Smith, Ed. D., Director

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Contents

This document contains confidential material that is proprietary to Baker Tilly Virchow Krause, LLP, and other related entities (collectively referred to herein as Baker Tilly). The materials, ideas, and concepts contained herein are to be used exclusively to evaluate the capabilities of Baker Tilly. The confidential information and ideas herein may not be disclosed to anyone outside parties and may not be used for purposes other than the evaluation of Baker Tilly's capabilities.



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Executive Summary

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 Study methodology included interviews of the School District's Superintendent of Schools, School Board members, key district-level administrators, building principals, and a selection of other personnel; facility tours; School District document and data review and analysis; State of Minnesota data review and analysis; review and analysis of the average of all Minnesota School Districts' data; and review and analysis of all Minnesota peer group (like-sized) School Districts' data.

The Study focused on examining Burnsville-Eagan-Savage School District #191's enrollment and enrollment trends; finances; programs; services; staffing; facilities; and other operational components of the organization.

Document/data analyses revealed that the School District has experienced multiple, recent General Fund budget reductions; student enrollment decline, largely through Open Enrollment out-migration and the combined loss of students to charter schools, private and parochial schools, and home school settings; projected, future student enrollment decline; declining General Fund budget balances; and, as a function of student enrollment decline, heightened cost/ineffectiveness in facility utilization.

Additional documents/data reveal a School District with cost/effective class section sizes, though higher at the secondary school level; a numerically quality array of programs, services, and specialty staff members; an expansive Community Education Program; and modern, well-maintained school facilities.

Multiple recommendations are tendered based on Study findings/conclusions to enhance the organization's cost/effectiveness.

1. Chapter I. Geographic Setting

Burnsville-Eagan-Savage School District #191 is a suburban school district located in the Minneapolis-St. Paul metropolitan area and, more specifically, due south of the City of Minneapolis. The School District is situated, in part, in Dakota and Scott Counties. The two primary communities located in the geographic boundaries of the School District are the City of Burnsville and the City of Savage. The current estimated population of the School District is 72,007 residents.

According to the U.S. Census Bureau, the estimated population of the City of Burnsville was 61,302 residents in 2017. According to the U.S. Decennial Census, the 2017 estimated population of the City of Savage was 31,352.

Burnsville-Eagan-Savage School District #191 borders seven adjacent school districts, including the following: Lakeville School District #194; Rosemount-Apple Valley-Eagan School District #196; West St. Paul-Mendota Heights-Eagan School District #197; Bloomington School District #271; Eden Prairie School District #272; Prior Lake-Savage School District #719; and Shakopee School District #720.

The City of Burnsville is located 16.2 miles due south of the City of Minneapolis by way of Interstate-35W and 21.8 miles southwest of the City of St. Paul along Interstate-35E.

Update Dr. Cindy Amoroso is the Superintendent of Schools of Burnsville-Eagan-Savage School District #191. The School District's Superintendent and District Office staff are located at 200 Burnsville Parkway, Burnsville, Minnesota 55337. Superintendent Amoroso and the School Board of Burnsville-Eagan-Savage Schools conduct their regular and special meetings of the School Board at the 200 Burnsville Parkway, Burnsville, Minnesota facility location.

The largest employers in Burnsville-Eagan-Savage School District #191 include Independent School District #191, Fairview Ridges Hospital, UTAS Sensor Systems, Northern Tool Plus Equipment, Pepsi-Cola Bottling, YRC, Mackin Educational Resources, Cub Foods, Frontier Communications, and AMS Holding. Beside K-12 education, manufacturing is the second largest industry.

According to the Burnsville Chamber of Commerce website, the median family income is \$78,129, while the median household income is \$63,688. Sources of resident employment include the following: management or professional occupations (39.0%); sales (28.0%); service industries (15.3%); production and transportation (10.1%); and construction (5.2%). Several residents of the School District commute to other communities/localities in the Minneapolis-St. Paul metropolitan area for employment.

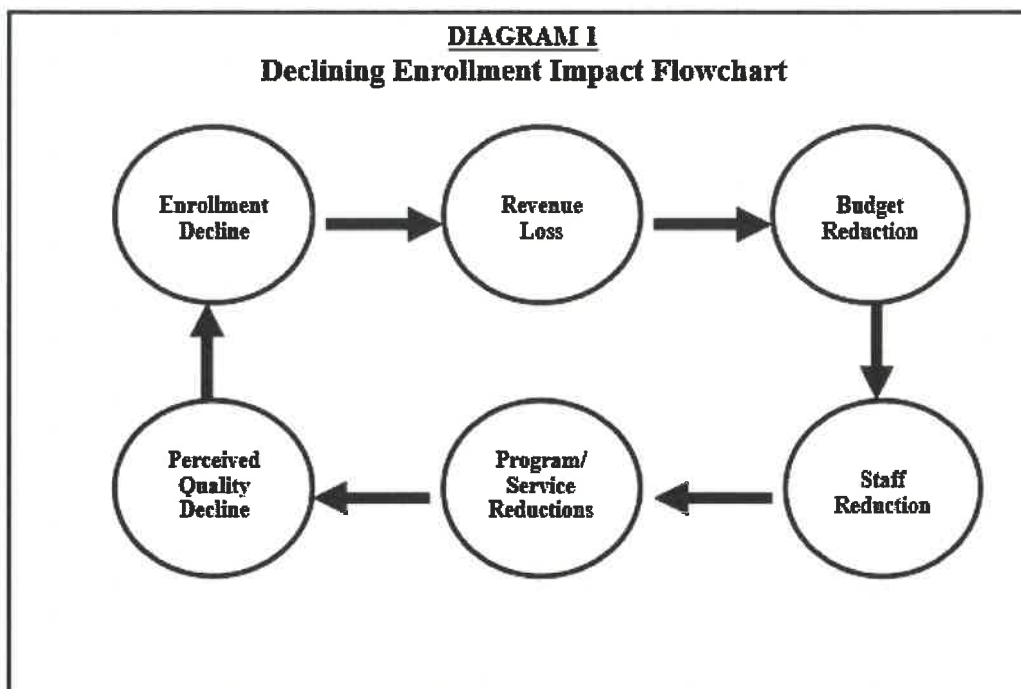
2. Chapter II. District Size and Enrollment Trends

Introduction

In State of Minnesota school districts, district size and enrollment trends are the two most significant variables that impact the long-term financial condition and programmatic viability of all educational enterprises, whether they are large, urban school districts, medium-sized or large suburban school districts, large, rural educational organizations, or remote, small school systems. While Burnsville-Eagan-Savage School District #191's organizational size has presented itself as an immense asset, the school district's enrollment trends have had and continue to have deleterious consequences for its finances and, increasingly, its class sizes, programs, services, staffing, and facilities.

The size of the school district under-girds the status of the school enterprise. Those school districts with large critical student masses have substantially greater prospects for "survivability" than do small critical student mass school districts, displaying greater latitude in, resiliency to, and flexibility for recovering from unanticipated events or conditions that could jeopardize an organization's long-term viability. Events such as high inflation, failure by the State of Minnesota to fulfill its (promised) funding obligations, increases in unfunded mandates, modest funding increases by the State of Minnesota, enrollment decline, changes in technology, new statutory requirements, and similar events have the capability of negatively impacting an organization's effectiveness, efficiency, cost/effectiveness, and the overall real or perceived quality of a school district.

The enrollment trends that have occurred in school districts over a multi-year span of time are highly critical variables in gauging and projecting the future status and viability of school organizations. Enrollment is the dominant variable which drives the funding of school districts in the State of Minnesota and virtually all other states. Enrollment trends (growth, stability, and decline) are the harbingers of change in the school district's budget, budget reserves, tax rates, class sizes, staffing, program and service offerings, the need for facilities, ability to respond to further changes in State of Minnesota requirements, and the capacity of the organization to address the needs, interests, and expectations of parents, patrons, and students.



The impact of declining enrollment on school districts is depicted in Diagram 1, revealing that—regardless of the size or location of the school district—enrollment decline consistently begets revenue decline; revenue decline begets budget reductions; budget reductions beget staffing reductions; staffing reductions beget reductions in programs and services; and the loss of programs and services begets a generalized decline in the quality of the school district and, more frequently, a further loss of student enrollment. Should student enrollment decline prove to be of such a substantial nature that organizational cost/effectiveness is further imperiled, the school district may find it prudent to engage in deeper, more unconventional budget reductions and systemic modifications, including school closings, drawing boundary lines, changes in organizational configuration, and student and staff relocations.

The cycle of declining enrollment in any school district poses a significant challenge to the organization’s leadership. Burnsville-Eagan-Savage School District #191 faces such a challenge.

District Size

Chapter II. District Size and Enrollment Trends

Table 1 of the Study delineates Burnsville-Eagan-Savage School District #191's K-12 enrollment by grade level for the 2018-19 organizational year. Table data report that School District #191 enrolled 8,334 students in grades K-12.

In 2018-19, Burnsville-Eagan-Savage School District #191 enrolled 637 students at the Kindergarten level of instruction while 3,052 students were enrolled in grades 1-5, 1,945 students were enrolled in grades 6-8, and 2,700 students were enrolled in grades 9-12.

TABLE 1		
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191		
ENROLLMENT		
2018-19		
<u>Grade</u>	<u>Enrollment</u>	<u>Rank by Size*</u>
K	532+105 = 637	7
1	616	10
2	558	13
3	598	12
4	663	3
5	617	9
6	675	2
7	613	11
8	657	5
9	629	8
10	658	4
11	647	6
12	766	1
Total	8,334	
K	637	
1-5	3,052	
6-8	1,945	
9-12	2,700	
Total	8,334	
Largest three-grade level enrollment span: grades 10-12 = 2,071 students		
Smallest three-grade level enrollment span: grades 1-3 = 1,772 students		

Chapter II. District Size and Enrollment Trends

*Ranks, Enrollment Grade by Grade Level, by Largest (1) to Smallest (13).

Table data reveal the following significant facts:

- The School District’s largest grade level enrollments in 2018-19, respectively, were 766 students in grade 12, 675 students in grade 6, and 663 students in grade 4.
- The School District’s smallest grade level enrollments in 2018-19, respectively, were 558 students in grade 2, 598 students in grade 3, and 613 students in grade 7.
- The largest three-grade level enrollment span in the School District occurred in grades 10-12 with 2,071 students enrolled.
- The smallest three-grade level enrollment span occurred in the School District in grades 1-3 with 1,772 students enrolled.
- The School District’s largest three-grade level (grades 10-12) enrollment span was 299 students or 16.9% larger than the smallest three-grade level enrollment span (grades 1-3).
- The School District’s rank of grade levels by size suggests that the organization could anticipate student enrollment decline in the future. Four of the grade levels with the smallest enrollments are located in the six grade levels comprising K-5.
- The School District’s average grade level enrollment size during the 2018-19 school year was 641.1 students.
- Six of thirteen grade level enrollments in 2018-19 exceeded the average grade level size (641.1 students) in the School District.

Enrollment Trends: Actual

The actual past enrollment trends in Burnsville-Eagan-Savage School District #191—as reported by the School District—are reported in Table 2 for the ten year span of time from 2009-10 through 2018-19.

TABLE 2											
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191											
ACTUAL PAST ENROLLMENT											
2010 / 2018-19											
<u>District</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>Change</u>

Chapter II. District Size and Enrollment Trends

#191	9,858	9,694	9,554	9,473	9,332	9,211	8,977	8,804	8,554	8,334	-1,524
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Table data delineate the following facts:

- Over the ten-year span of time from 2009-10 through 2018-19, the School District's enrollment declined by -1,524 students or -15.5% from 9,858 students in 2009-10 to 8,334 students in 2018-19.
- Over the ten-year span of time, the School District's lowest enrollment figure was 8,334 students in 2018-19.
- Over the ten-year span of time, the School District's highest enrollment figure was 9,858 students in 2009-10.
- The School District experienced student enrollment decline in ten consecutive years from 2009-10 through 2018-19.
- The School District would be classified as a declining enrollment school district.

Enrollment Trends: Projected

Burnsville-Eagan-Savage School District #191 commissioned a projection Study entitled **Burnsville Eagan Savage, District #191: Demographic Study and Enrollment Projections**, completed in September 2016. Table 4 of the Study projected a net decline of -200 students over the four-year span of time from 2017-18 (8,927 K-12 students) to 2021-22 (8,727 K-12 students). In as much as the School District's 2018-19 student enrollment was reported at 8,334 K-12 students, the Project Consultants used as their benchmark for the School District's projected student enrollment a document produced by members of the administrative staff of Burnsville-Eagan-Savage School District #191.

For the purposes of the Study, the source document employed for the School District's enrollment projections were derived from a District Study entitled **ISD 191, 2018-2019: Enrollment and Enrollment Projections**.

Table 3 below presents enrollment projections over a five-year span of time as documented in **ISD 191, 2018-2019: Enrollment and Enrollment Projections**.

Chapter II. District Size and Enrollment Trends

TABLE 3							
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191							
ENROLLMENT PROJECTIONS							
2018-19 / 2023-24							
<u>District</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>Change</u>
#191	8,334	8,233	8,067	7,902	7,769	7,598	-736

Table data reveal the following significant facts:

- The School District’s baseline enrollment during the 2018-19 school year was 8,334 K-12 students.
- Over the five-year span of time from 2018-19 through 2023-24, the School District’s enrollment was projected by School District personnel to decline from 8,334 students in 2018-19 to 7,598 students in 2023-24, representing a net loss of -736 students or -8.8% of its K-12 students.
- Over the five-year span of time, the School District student enrollment is projected to decline in five successive years.
- Incorporating data from Table 2 and Table 3, the School District’s actual and projected enrollment over the 15-year span of time from 2009-10 through 2023-24 is expected to decrease by -2,260 students or -22.9%.
- Assuming the accuracy of the School District’s five-year enrollment projections, the organization will have lost the equivalent of 90 class sections (assuming an average class section size of 25 students/section) over the 15-year span of time from 2009-10 through 2023-24.

Student In-Migration and Student Out-Migration

Parents and caregivers in the State of Minnesota are provided with an array of alternatives from which they may choose their school-aged youngsters and young adults to participate in educational programs and services in addition to the public school districts that serve their places of residency. Among those options are the Minnesota Open Enrollment Options’ Program, the Minnesota Post-Secondary Enrollment Options, Charter Schools, Non-Public Schools, Home Schools, Tuition Agreements, Non-Resident Agreements, Area Learning Centers, and others. The State of Minnesota’s Open Enrollment Options’ Program is the most popular alternative available to parents and their students.

Chapter II. District Size and Enrollment Trends

TABLE 4			
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191			
OPEN ENROLLMENT			
2017-18			
<u>District</u>	<u>In-Migration</u>	<u>Out-Migration</u>	<u>Net</u>
#191	+598	-2,154	-1,556

Table 4 reports information on Burnsville-Eagan-Savage School District #191's Open Enrollment In-Migration and Out-Migration during the 2017-18 organizational year.

Table data reveal the following significant facts:

- The School District "in-migrated" 598 non-resident students during the 2017-18 school year.
- The largest numbers of "in-migrating" non-resident students to the School District during the 2017-18 school year relocated from the Rosemount-Apple Valley-Eagan School District (261 students), Prior Lake School District (86 students), Lakeville School District (73 students), and Shakopee School District (44 students).
- The School District "out-migrated" -2,154 resident students during the 2017-18 school year.
- The largest numbers of "out-migrating" resident students from the School District relocated to the following, neighboring, educational organizations: Rosemount-Apple Valley-Eagan School District (1,089 students), Prior Lake School District (523 students), Lakeville School District (135 students), and Bloomington School District (119 students).
- The School District realized a net loss of -1,556 students through the Minnesota Open Enrollment Options' Program during the 2017-18 organizational year.
- The School District's net open enrollment student out-migration is among the highest 5% of all Minnesota school districts.
- As a result of a net loss in student enrollment through the Minnesota Open Enrollment Options' Program in 2017-18, the School District experienced a General Fund revenue loss that would exceed \$10 million (based on a 2017-18 basic education formula allowance of \$6,188/ADM).

Non-Public, Charter, and Home School Attendance

Chapter II. District Size and Enrollment Trends

The State of Minnesota offers additional “choice options” for parents to educate their children beyond those provided by the Minnesota Open Enrollment Options’ Program. Attendance in non-public, charter, and home school settings is available for parents (and their children) to choose as beliefs, desires, and/or opportunities may dictate.

Burnsville-Eagan-Savage School District #191’s 2017-18 resident student enrollments in non-public, charter, and home school settings are detailed below in Table 4-A.

TABLE 4-A				
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191				
NON-PUBLIC, CHARTER SCHOOL, AND HOME SCHOOL ENROLLMENT				
2017-18				
<u>District</u>	<u>Non-Public</u>	<u>Charter</u>	<u>Home</u>	<u>Total</u>
#191	-585	-417	-246	-1,248

Table data delineate the following significant facts:

- During the 2017-18 school year, the School District realized the “out-migration” of 585 resident students to non-public schools in the area. St. John the Baptist provided educational services to 217 resident students during the 2017-18 school year.
- During the 2017-18 school year, the School District reported that 417 resident students “out-migrated” to area charter schools. Aspen Academy (104 students), Minnesota Connections Academy (52 students), and Seven Hills Preparatory Academy (40 students) were those charter schools which garnered the largest number of District #191 resident students.
- During the 2017-18 school year, the School District reported that 246 resident students attended alternative programs and services in their homes (home schooling).
- School District resident students who attended non-public schools, charter schools, and home school settings during the 2017-18 school year totaled 1,248.
- The School District’s projected general education revenue loss through resident students attending non-public, charter, and home schools in 2017-18 exceeded \$7.7 million.

Other Demographic Data

An examination was made of multiple documents which divulged demographic information about the Burnsville-Eagan-Savage School District, including the **Burnsville-Eagan-Savage Census Geographic Report**, the **Burnsville Economic Development and Redevelopment Strategic Plan, 2018-2020**, and **DataUSA**. Table 4-B below reports the School District's population total and 0-16 age, actual and projected, at five-year time increments from 2000-2020.

0-14? <

<p align="center">TABLE 4-B BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 POPULATION TOTAL AND 0-14 AGE ACTUAL AND PROJECTED 2000 – 2020</p>							
<u>Category</u>	<u>2000</u>	<u>2005</u>	<u>2010</u>	<u>2015</u>	<u>2020</u>	<u>Change</u>	<u>% Change</u>
Population Total	66,166	66,748	67,370	69,894	75,535	+9,369	+14.2%
0-14 Age Group	15,617	15,001	14,287	13,769	13,133	-2,484	-15.9%
0-14 Age % Population	23.6%	22.5%	21.2%	19.7%	17.8%	-5.8%	-24.6%

Table data reveal the following significant facts:

- The School District's total population increased from 66,166 residents in 2000 to a projected 75,535 residents in 2020, a net change of +9,369 residents or +14.2%.
- The School District's 0-14 age group population decreased from 15,617 young people in 2000 to a projected 13,133 in 2020, a loss of -2,484 young residents or -15.9%.
- The School District's total population increased and is projected to increase for 20 consecutive years from 2000 through 2020.
- The 0-14 age group population decreased or was projected to decrease for 20 consecutive years from 2000 through 2020.
- The School District's 0-14 age group population declined as a percentage of total resident population by -24.6%.

3. Chapter III. Finances

Background Information

An analysis of Burnsville-Eagan-Savage School District #191's financial status was undertaken to ascertain financial trends, determine organizational reserves, examine sources of revenue, and compare the School District's spending patterns over the most recent five year span of time with the average of all Minnesota School Districts and the average of all like-sized (peer group) School Districts. Such analyses is a value to the School District in assessing the levels of expenditure variances with the average of all Minnesota and peer group School Districts and, further, assessing organizational effectiveness, efficiency, and cost/effectiveness.

State of Minnesota Funding

The State of Minnesota and virtually all other School Districts in the United States finance public education through a foundation aid formula which is typically based on school systems' student enrollments. In Minnesota, each School District is funded on the basis of enrollment that is weighted in accordance with the organizational level at which each student is enrolled and instructed. Kindergarten through grade 6 students are weighted at 1.0 pupil units, while grades 7-12 students are weighted at 1.2 pupil units. Each School District in the State of Minnesota totals the number of students at the two organizational levels (that is, K-6 and 7-12), and multiplies the total students at each organizational level by the appropriate weighting (that is, 1.0 or 1.2) and multiplies each of those two figures by the foundation aid allotted for each pupil as affixed by the Minnesota State Legislature. The total number of pupil units times the aid allotment/pupil unit establishes the foundation aid reimbursement for the School Districts throughout the State of Minnesota. The level of funding furnished to School Districts through the foundation aid formula on a pupil unit basis is set solely at the discretion of the Minnesota State Legislature.

In addition to funding provided by the State of Minnesota, a local School District **may elect to implement additional funding options** to augment and enhance their budget. These funding options must be adopted by local School Boards and approved by simple majorities of the voting publics. The additional, major sources of funding available for the support of



staff, programs, and services and the construction and/or renovation of school facilities in Minnesota School Districts are the operating levy and bond levy.

Financial Analysis

An analysis was undertaken of Burnsville-Eagan-Savage School District #191’s annual audit reports for each of the six inclusive fiscal years of 2012-13 through 2017-18. The analyses of the audits were undertaken to examine the status of the School District’s General Fund budget and, to lesser degrees, the Community Education and Debt Retirement funds.

The General Fund budget is the largest and most flexible fund operated by a School District and contains dollar allocations for the employment of administrators, teachers, specialists, custodians, secretaries, and other School District personnel and the purchase of textbooks, instructional materials, staff development, curriculum development, equipment, utilities, transportation, insurances, fringe benefits, and more. Table 5 details the General Fund revenues, expenditures, and fund balances for Burnsville-Eagan-Savage School District #191 for the inclusive years of 2012-13 through 2017-18.

<p align="center">TABLE 5 BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 GENERAL FUND REVENUES, EXPENDITURES, FUND BALANCES 2012-13 / 2017-18</p>			
<u>Fiscal Year</u>	<u>Revenue</u>	<u>Expenditure</u>	<u>Fund Balance</u>
2012-13	\$112,096,004	\$110,325,578	\$23,513,831
2013-14	\$114,381,341	\$116,179,878	\$21,960,591
2014-15	\$118,595,443	\$120,386,631	\$20,677,866
2015-16	\$120,543,172	\$120,269,787	\$21,629,697
2016-17	\$124,402,930	\$126,130,083	\$20,116,731
2017-18	\$125,781,093	\$130,123,536	\$15,815,204
Change	+\$13,685,089	+\$19,797,958	-\$7,698,627
% Change	+12.2%	+17.9%	-32.7%

Table data reveal the following significant facts:

- The School District's General Fund revenue increased from \$112,096,004 (2012-13) to \$125,781,093 (2017-18), a gain of +\$13,685,089 or +12.2%.
- The School District's General Fund expenditures increased from \$110,325,578 (2012-13) to \$130,123,536 (2017-18), an increase of +\$19,797,958 or +17.9%.
- The School District's General Fund balance decreased from \$23,513,831 (2012-13) to \$15,815,204 (2017-18), a decline of -\$7,698,627 or -32.7%.
- In 2017-18, the School District's General Fund balance amounted to 12.2% of the General Fund expenditure budget in that year.
- The School District's 2017-18 unassigned General Fund balance was \$10,024,458.
- Over the six-year span of time from 2012-13 through 2017-18, the School District's General Fund balance declined from the previous year on four of five occasions. During the same span of time, the General Fund budget was balanced at year end on two of six occasions.

Five Year Comparative District Expenditures

In order for any organization, including Minnesota School Districts, to make valid and reliable assessments of their fiscal effectiveness, efficiency, and cost/effectiveness, it is essential those organizations acquire benchmarks for (fiscal) comparison. Toward that end, the following four tables report data acquired from the Minnesota Department of Education over the five-year span of time from 2012-13 through 2017-18. Table 6 reveals five year trend data for Burnsville-Eagan-Savage School District #191, while Tables 6-A and 6-B divulge trend data, respectively, for the average of all School Districts in the State of Minnesota and the average of all peer group (like-sized) School Districts in Minnesota. Table 6-C provides comparative School District, peer group average, and State of Minnesota average expenditures for the 2017-18 school year.

The purpose of the comparative analyses of select General Fund expenditures is to permit the reader to draw numerous conclusions about expenditure trends and organizational effectiveness, efficiency, and cost/effectiveness.

Table 6 details an analysis of select expenditures for Burnsville-Eagan-Savage School District #191 from 2012-13 through 2017-18 in the following, major cost centers: administration; regular instruction; career technical instruction; special education instruction; student activities; instructional support services; pupil support services; operations/maintenance; student transportation; and total General Fund operating expenditures.

The reader should note in reviewing Table 6 that the School District's student enrollment from 2012-13 through 2017-18 declined, respectively, from 9,811 to 9,043 students, a loss of 768 students or -7.8%. Such student losses tend to elevate expenditures per ADM.

TABLE 6 BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 COMPARATIVE DISTRICT EXPENDITURES* 2012-13 / 2017-18				
<u>Expenditure</u>	<u>2012-13</u>	<u>2017-18</u>	<u>Change</u>	<u>% Change</u>
District Administration +	435	636	+201	+46.2%
School Administration	518	631	+113	+21.8%
Regular Instruction	4,943	5,848	+905	+18.3%
Career/Technical	133	237	+104	+78.2%
Special Education	2,025	2,729	+704	+34.8%
Student Activities	188	252	+64	+34.0%
Instructional Support Services	676	1,115	+439	+64.9%
Pupil Support Services	342	430	+88	+25.7%
Operations/Maintenance	903	1,009	+106	+11.7%
Pupil Transportation	663	882	+219	+33.0%
Total P-K-12 Operations	10,827	13,769	+2,942	+27.2%
Student Enrollment	9,811	9,043	-768	-7.8%
*Expenditure per Average Daily Membership (ADM) Served Plus Tuitioned Out				

+District Adm. Costs increase due in part to passage of technology levy with expenses coded to District Adm. Beginning in FY17.

Table data reveal the following significant facts:

- The School District's expenditure categories which experienced the greatest percent of increase over the five year span of time from 2012-13 through 2017-18 were as follows: career/technical education (+78.2%); instructional support services (+64.9%); district administration (+46.2%); and special education (+34.8%).
- The School District's expenditure categories that experienced the smallest percentage change over the five-year span of time from 2012-13 through 2017-18 were as follows: operations and maintenance (+11.7%); regular instruction (+18.3%); school administration (+21.8%); and pupil support services (+25.7%).
- The School District's largest dollar expenditure increase per pupil between 2012-13 and 2017-18 occurred in regular instruction expenditures (+\$905/ADM).
- The School District's smallest dollar expenditure increase per pupil between 2012-13 and 2017-18 occurred for student activities expenditures (\$64/ADM).
- The School District's expenditures for total P-K-12 operations (combining all General Fund expenditures) revealed an increase of +\$2,942/ADM or +27.2% over the five-year span of time from 2012-13 through 2017-18.
- The School District's General Fund expenditures over the five-year span of time from 2012-13 through 2017-18 averaged on an annual basis (approximately) +5% annually.
- The School District's leaders, School Board, patrons, and parents must recognize that student enrollment losses over the five-year span of time may well have accounted for expenditure increases of +2% annually. (That is, if the School District's costs were to have remained constant over the five-year span of time, expenditures/ADM would increase by 1-2% per year simply because of costs being divided by a smaller number of students).

Five Year Comparative Average State of Minnesota Expenditures

Table 6-A delineates changes in expenditures that occurred for the average of all State of Minnesota School Districts over the five-year span of time from 2012-13 through 2017-18.

As was the case in Table 6, Table 6-A's data reveal changes in the average of all State of Minnesota School Districts' expenditures in the identical cost centers examined for Burnsville-Eagan-Savage School District #191 over the same five-year span of time.

TABLE 6-A BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 COMPARATIVE STATE (AVERAGE) EXPENDITURES 2012-13 / 2017-18				
<u>Expenditure</u>	<u>2012-13</u>	<u>2017-18</u>	<u>Change</u>	<u>% Change</u>
District Administration	475	604	+129	+27.2%
School Administration	417	487	+70	+16.8%
Regular Instruction	4,681	5,283	+602	+12.9%
Career/Technical	132	159	+27	+20.4%
Special Education	1,896	2,315	+419	+22.1%
Student Activities	274	319	+45	+16.4%
Instructional Support Services	466	639	+173	+37.1%
Pupil Support Services	291	375	+84	+28.9%
Operations/Maintenance	838	924	+86	+10.3%
Pupil Transportation	625	747	+122	+19.5%
Total P-K-12 Operations	10,096	11,853	+1,757	+17.4%

Table data reveal the following significant facts:

- The average of all State of Minnesota School Districts experienced their greatest percent increases in expenditures per pupil from 2012-13 through 2017-18 in the following expenditure categories: instructional support services (+37.1%); pupil support services (+28.9%); and district administration (+27.2%).

- The average of all State of Minnesota School Districts experienced the lowest percent increases in expenditures per pupil from 2012-13 through 2017-18 in the following expenditure categories: operations and maintenance (+10.3%); regular instruction (+12.9%); and student activities (+16.4%).
- The average of all State of Minnesota School Districts' expenditures for total P-K-12 operations (a combination of all General Fund expenditures) increased by +\$1,757/ADM over the five-year span of time from 2012-13 through 2017-18.
- The average of all State of Minnesota School Districts experienced an average increase in expenditures for total P-K-12 operations of approximately +3.5% per year.

Five Year Comparative Average Peer Group Expenditures

Table 6-B delineates changes in expenditures for the average of all like-sized (peer group of districts greater than 4,000 students) School Districts in the State of Minnesota over the five-year span of time from 2012-13 through 2017-18. As was the case in Tables 6 and 6-A, Table 6-B's data reveal the changes in the average of all like-sized (peer group) School Districts' expenditures in the cost centers examined for Burnsville-Eagan-Savage School District #191 over the same five-year span of time.

TABLE 6-B BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 COMPARATIVE DISTRICT EXPENDITURES (PEER) 2012-13 / 2017-18				
Expenditure	2012-13	2017-18	Change	% Change
District Administration	398	504	+106	+26.6%
School Administration	415	489	+74	+17.8%
Regular Instruction	4,899	5,541	+642	+13.1%
Career/Technical	135	159	+24	+17.8%
Special Education	2,078	2,468	+390	+18.8%
Student Activities	228	269	+41	+18.0%
Instructional Support Services	544	743	+199	+36.6%
Pupil Support Services	337	436	+99	+29.4%

Operations/Maintenance	819	906	+87	+10.6%
Pupil Transportation	624	736	+112	+17.9%
Total P-K-12 Operations	10,475	12,250	+1,775	+16.9%

Table data reveal the following significant facts:

- The average of all like-sized Minnesota School Districts' largest percent increases in expenditures per pupil over the five year span of time from 2012-13 through 2017-18 occurred in the following cost categories: instructional support services (+36.6%); pupil support services (+29.4%); and district administration (+26.6%).
- The average of all like-sized Minnesota School Districts' smallest percent increases in expenditures per pupil over the five year of time from 2012-13 through 2017-18 occurred in the following cost categories: operations and maintenance (+10.6%); regular instruction (+13.1%); school administration (+17.8%); and career/technical instruction (+17.8%).
- The average of all like-sized Minnesota School Districts' greatest dollar increase per pupil (+\$642/ADM) between 2012-13 and 2017-18 occurred with regular instruction expenditures.
- The average of all like-sized Minnesota School Districts' total P-K-12 operations of +16.9% yielded an estimated increase of approximately 3.4% annually over the five-year time span from 2012-13 through 2017-18. Total P-K-12 operations spending was \$12,250/ADM in 2017-18.

Comparative District, Peer, and State Expenditures, 2017-18

Table 6-C reports the comparative expenditures for Burnsville-Eagan-Savage School District #191, the average of all like-sized School Districts in the State of Minnesota, and the average of all School Districts in the State of Minnesota for the 2017-18 school year.

TABLE 6-C BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 COMPARATIVE DISTRICT, PEER, AND STATE EXPENDITURES 2017-18			
<u>Expenditure</u>	<u>District #191</u>	<u>PEER</u>	<u>STATE</u>
District Administration	636	504	604

School Administration	631	489	487
Regular Instruction	5,848	5,541	5,283
Career/Technical	237	159	159
Special Education	2,729	2,468	2,315
Student Activities	252	269	319
Instructional Support Services	1,115	743	639
Pupil Support Services	430	436	375
Operations/Maintenance	1,009	906	924
Pupil Transportation	882	736	747
Total P-K-12 Operations	13,769	12,250	11,853

Table data reveal the following significant facts:

- The School District’s expenditures per pupil trailed those of both the average of their peer group and the average of all State of Minnesota School Districts in the following cost centers during the 2017-18 organizational year: student activities.
- The School District’s expenditures per pupil exceeded those of both the average of their peer group and the average of all State of Minnesota School Districts in the following cost centers during the 2017-18 organizational year: district and school administration; regular instruction; career/technical education; special education; instructional support services; operations and maintenance; pupil transportation; and total P-K-12 operations.
- The School District’s expenditures per pupil trailed the average of all like-sized School Districts in its expenditures for pupil support services (\$430/ADM vs. \$436/ADM) and exceeded those for the average of all School Districts in the State of Minnesota (\$430/ADM vs. \$375/ADM) during the 2017-18 school year.
- The School District’s expenditures for instructional support services in 2017-18 exceeded those of the average of all like-sized School Districts in Minnesota by +\$372/ADM or +50.1% (\$1,115/ADM vs. \$743/ADM) and exceeded expenditures of the average of all State of Minnesota School Districts by +\$476/ADM or +74.5% (\$1,115/ADM vs. \$639/ADM) during the 2017-18 organizational year.
- The School District’s expenditures per pupil for special education in 2017-18 exceeded those of the average of all Minnesota peer group School Districts by

+\$261/ADM or +10.6% (\$2,729/ADM vs. \$2,468/ADM) and exceeded such expenditures for the average of all State of Minnesota School Districts by +\$414/ADM or +17.9% (\$2,729/ADM vs. \$2,315/ADM).

- The School District’s regular instruction expenditures per pupil in 2017-18 exceeded those of both the average of their peer group and the average of all State of Minnesota School Districts, respectively, by +\$307/ADM or +5.5% (\$5,848/ADM vs. \$5,541/ADM) and +\$565/ADM or +10.7% (\$5,848/ADM vs. \$5,283/ADM).
- The School District has higher overall expenditures by comparative State of Minnesota standards.

Unreserved General Fund Balance

Table 7 delineates the unreserved General Fund balances for Burnsville-Eagan-Savage School District #191 and the average of all State of Minnesota School Districts for the six-year span of time from 2011-12 through 2017-18.

<p align="center">TABLE 7 BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 GENERAL FUND UNRESERVED FUND BALANCE/ADM 2011-12 / 2017-18</p>								
	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>% Change</u>
District	1,578	1,781	1,884	1,765	1,863	1,738	1,289	-18.3%
State	1,535	1,505	1,612	1,677	1,726	1,741	1,750	+14.0%

Table data reveal the following significant facts:

- The School District’s unreserved General Fund balance decreased over the six-year span of time from \$1,578/ADM in 2011-12 to \$1,289/ADM in 2017-18, a decline of -\$289/ADM or -18.3%.
- The General Fund unreserved fund balance for the average of all State of Minnesota School Districts increased from \$1,535/ADM in 2011-12 to \$1,750/ADM in 2017-18, a growth of +\$215/ADM or +14.0%.
- Over the six-year span of time from 2011-12 through 2017-18, the School District’s General Fund unreserved fund balance reached its highest point in 2013-14 (\$1,884/ADM) and its lowest point in 2017-18 (\$1,289/ADM).

- Over the six-year span of time from 2011-12 through 2017-18, the average of all School Districts in the State of Minnesota achieved its highest General Fund unreserved fund balance in 2017-18 (\$1,750/ADM) and its lowest point in 2011-12 (\$1,535/ADM).
- The School District's General Fund unreserved fund balance increased on three occasions and decreased on three occasions over the six-year span of time from 2011-12 through 2017-18. The average of all State of Minnesota School Districts' General Fund unreserved balance increased on five occasions and decreased on one occasion over the six-year span of time from 2011-12 through 2017-18.

Sources of General Fund Revenue

Based on an examination of the School District's 2017-18 audit report, Table 8 cites Burnsville-Eagan-Savage School District #191's sources of General Fund revenue. The sources of revenue for the School District during the 2017-18 school year were as follows: property taxes; earnings and investments; other local/county revenues; revenue from State; revenue from Federal; and total revenues.

TABLE 8 BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 SOURCES OF GENERAL FUND REVENUE 2017-18		
<u>Source</u>	<u>Actual</u>	<u>% of Total</u>
Property Taxes	\$26,115,688	20.8%
Earnings and Investments	\$124,827	>0.1%
Other Local/County Revenues	\$2,599,204	2.1%
Revenue from State	\$92,932,943	73.9%
Revenue from Federal	\$4,008,431	3.2%
Total Revenues	\$125,781,093	100.0%

Table data reveal the following significant facts:

- The School District's General Fund revenue total during the 2017-18 organizational year was \$125,781,093.

- The School District's largest amount of General Fund revenue received during the 2017-18 school year was from the State of Minnesota in the amount of \$92,932,943, a figure that represented 73.9% of all organizational revenue.
- The School District's taxpayers contributed \$26,115,688 or 20.8% of all General Fund revenue during the 2017-18 organizational year.
- The School District received additional General Fund revenue in 2017-18 from other local/county and Federal sources, respectively, in the amounts of \$2,599,204 or 2.1% and \$4,008,431 or 3.2%. Additionally, the School District received \$124,827 from earnings and investments during the 2017-18 organizational year.
- During the 2017-18 organizational year, the School District's residents contributed—through property taxes—approximately \$1 in each \$5 that supported the organization's General Fund revenue budget of \$125,781,093.

Operating Levy

Burnsville-Eagan-Savage School District #191 has a \$1,790.01/AMCPU operating levy in place to support the organization's General Fund budget. School Board members, district and building administrators, and others interviewed expressed that the School District's community patrons had always demonstrated support of the organization by repeatedly authorizing both operating and bond referenda.

Adjusted Net Tax Capacity

By State of Minnesota standards, Burnsville-Eagan-Savage School District #191 is an average property wealth School District and, as such, has consistently displayed an average adjusted net tax capacity/adjusted pupil unit. During the 2017-18 organizational year, the School District's adjusted net tax capacity was \$7,545/APU, while the average of all School Districts in the State of Minnesota's adjusted net tax capacity/APU was \$7,844/APU.

During the 2017-18 organizational year, the average home value in the School District was \$201,964, a figure which was slightly greater than the average of all School Districts in the State of Minnesota (\$200,992). In that year, School District's average tax per home was \$963/ADM, a figure that was marginally higher than the average property tax per home in the average of all State of Minnesota School Districts (\$861/ADM).

4. Chapter IV. Educational Programs, Services and Staffing

Regardless of the geographic setting of a School District in the State of Minnesota, the organizational size, enrollment trends, and finances have direct bearings on the number, breadth, scope, and sophistication of class section sizes, course offerings, programs and services, the numbers and types of staff members employed, and the numbers, types, and sophistication of facilities that are employed in the delivery of instructional programs and services. Such is the case in all School Districts, including Burnsville-Eagan-Savage School District #191.

The primary purpose of the operation of public-School Districts in Minnesota and throughout the United States is the delivery of instructional programs and services to pre-school youngsters, school-aged students, and adults. Consequently, it is logical that an examination would be undertaken of the School District's educational programs, services, staffing, and related issues (including class sizes, course offerings, staffing, special education, Community Education, organizational configuration, and other pertinent factors).

Elementary Class Sizes

Burnsville-Eagan-Savage School District #191's elementary class section sizes in grades K-5 during the 2018-19 school year are presented in Table 9.

The School District currently houses its K-5 student population in 10 elementary schools. In 2018-19, the School District enrolled 637 students in Kindergarten and 3,052 students in grades 1-5 for a total K-5 student population of 3,689.

<p style="text-align: center;">TABLE 9 BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 ELEMENTARY CLASS SIZES 2018-19</p>					
<u>School</u>	<u>Less than 20</u>	<u>20-25</u>	<u>26-29</u>	<u>30 or larger</u>	<u>Total</u>
K-5	45	62	36	5	148
%	30.4%	41.9%	24.3%	3.4%	100.0%

Table data reveal the following significant facts:

- The School District operated a total of 148 elementary class sections during the 2018-19 school year.
- The School District operated 45 elementary class sections or 30.4% with enrollments of less than 20 students/section.
- The School District operated 62 elementary class sections or 41.9% with enrollments of 20-25 students/section.
- The School District operated 36 elementary class sections or 24.3% with enrollments of 26-29 students/section. Only 5 elementary class sections or 3.4% enrolled 30 or more students/section.
- The School District’s average class section size in grades K-5 during the 2018-19 school year was computed at 24.9 students per regular education section.
- With 107 of 148 or 72.3% of all elementary class sections enrolling 25 students or less during the 2018-19 school year, the School District’s elementary class section sizes would be rated as favorable.
- The School District operated cost/effective elementary class section sizes.

Secondary Class Section Sizes

Table 10 delineates Burnsville-Eagan-Savage School District #191’s middle school and high school class section size data. The School District’s class section size data were examined for **regular education** class sections only and did not include special education offerings.

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During the 2018-19 school year, Burnsville-Eagan-Savage School District #191 enrolled 1,945 students in grades 6-8 in the organization’s three middle schools and 2,700 at the high school level in grades 9-12.

TABLE 10					
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191					
SECONDARY CLASS SIZES					
2018-19					
<u>School</u>	<u>Less than 20</u>	<u>20-25</u>	<u>26-29</u>	<u>30 or larger</u>	<u>Total</u>
Middle School*	118	147	178	167	610
%	19.3%	24.1%	29.2%	27.4%	100.0%
High School	69	79	87	241	476
%	14.5%	16.6%	18.3%	50.6%	100.0%
*Does not include special education class sections. Does include Blaze Time Sections.					

Table data reveal the following significant facts:

- The School District’s middle schools conducted 610 regular education course sections during the 2018-19 school year.
- The School District operated 118 middle school course sections or 19.3% with enrollments of less than 20, 147 course sections or 24.1% with enrollments of 20-25, 178 course sections or 29.2% with enrollments of 26-29, and 167 course sections or 27.4% with enrollments of 30 students or larger/section.
- The School District’s high school staffed 476 regular education course sections during the second semester of the 2018-19 school year.
- The School District’s high school operated 69 or 14.5% of its course sections with less than 20 students/section, 79 or 16.6% of its course sections with enrollments of 20-25 students/section, 87 or 18.3% of course sections with 26-29 students/section, and 241 or 50.6% of course sections with 30 students or larger/section.
- The School District’s middle school and high school course section sizes were rated as highly cost/effective.

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- The School District's class section sizes at the high school level—with 241 of 476 sections or 50.6% enrolling 30 students or greater/section—would appear less appealing to students and parents and, indeed, may have a bearing on the organization's student out-migration

Senior High School Credit Course Offerings

Burnsville-Eagan-Savage School District #191 operates a single, comprehensive high school: Burnsville High School. Additionally, the School District maintains an Alternative High School. Table 11 reports that Burnsville High School intends to make available 401 credit course offerings for the 2019-20 school year.

TABLE 11 BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 CREDIT COURSE OFFERINGS, 9-12 2019-20	
<u>Discipline/Subject</u>	<u>Credits</u>
Arts, Global Communication & Info Systems	72 + 3
Business Management & Entrepreneurship	18
Career and Technical Education	10
Design, Engineering and Manufacturing Tech	22
ELL	16
English/Language Arts	35
Health Sciences and Human Services	24
Mathematics	26 + 14
Physical Education & Health	2 + 9
Science	20 + 9
Social Studies	19 + 6
Special Education	64

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<u>Discipline/Subject</u>	<u>Credits</u>
World Languages	24
Other Global Electives	8
Total	401

Table data reveal the following significant facts:

- The School District's high school students are offered the broadest array of credit course offerings in the following disciplines: arts, global communication, and information systems (75 credits); mathematics (40 credits); English/language arts (35 credits); science (29 credits).
- The School District's high school students were offered the narrowest range of credit course offerings in the following subject matter disciplines: career and technical education (10 credits); physical education and health (11 credits); business management and entrepreneurship (18 credits); design, engineering and manufacturing technology (22 credits).
- The School District's high school provides 67 course credits to support special education students and 16 credits to support English language learner students.
- The breadth and scope of grade 9-12 credit course offerings made available to Burnsville High School students were comparable to or exceed those found in high schools in the State of Minnesota with comparable critical student masses.
- Burnsville High School's Pathways Program is a highly attractive feature of the school's curricular offerings.
- Burnsville High School's College in The Schools, Advanced Placement, Dual Credit, and Post-Secondary Education Options' offerings provide outstanding latitude for students to advance their post-secondary school/college credit status.

Organizational Configuration

Burnsville-Eagan-Savage School District #191's organizational configuration (grade level configuration) during the 2018-19 school year was a P-K-5; 6-8; 9-12 grade level structure.

In recent years, the School District restructured its organizational configuration from P-K-6; 7-9; 10-12 by relocating grade 6 students from the organization's ten elementary schools to its three middle schools **and** relocating grade 9 students from the three middle schools

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to Burnsville High School. The movement of students was precipitated by the School District's expansion of Burnsville High School.

The School District's organizational configuration is viewed as sound and appropriate for instructional program and service delivery. All facilities are capable of offering appropriate spaces for students served.

Secondary Schools Schedules

Burnsville High School operates a conventional seven period schedule in which the periods are 48 minutes in duration. Courses are typically structured on a semester or full-year basis. Five minutes are allocated for students to pass between class periods. The school operates five lunch periods of approximately 26 minutes in length. The student school day extends from 8:00 a.m. to 2:36 p.m. or 6 hours and 36 minutes.

While there are slight variations among the School District's three middle schools, all include a seven-hour student schedule. The schedules are comparatively conventional and operate with nine periods. Period lengths are typically 43-44 minutes (depending upon the middle school) and passing time from one period to the next is 3-4 minutes (depending upon the middle school). Lunch periods are typically 22 minutes in length. All of the School District's middle schools provide an Advisory period of 18 minutes during which time teacher advisors interact with students and provide school related academic and activity information as well as information which may assist them in being successful in their school experiences.

By contract, the School District's teachers are assigned six classroom teaching and/or supervision responsibilities during the student day in addition to a duty-free planning period and a duty-free lunch period. Additionally, at the middle school level, teachers are typically also scheduled into a daily team planning period.

Instructional Support Services

Burnsville-Eagan-Savage School District #191 delivers (or collaborates in delivery) a broad and comprehensive array of instructional and support services for its pre-school, school-aged, and adult populations that would be characteristic of the most sophisticated of School Districts in the State of Minnesota with enrollments of similar or larger critical student masses.

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Instructional support services include programs and services delivered by specialist personnel, special education programs and services, Community Education programs and services, programs and services for under-achieving students, pre-school and Early Childhood programs and services, school-aged childcare services, co-curricular and extra-curricular activities, and the like.

TABLE 12
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191
INSTRUCTIONAL AND SUPPORT SERVICES (SAMPLE)
2018-19

• Athletics	• Autism Spectrum Disability
• Cheerleading	• Learning Disability
• Dramatics/Plays	• Communication/Speech Disorder
• Speech	• Cognitive Disability
• Band/Marching Band	• Emotional/Behavioral Disability
• Choir	• Physical Disability
• Music Ensembles/Musicals	• Other Health Impaired
• Yearbook	• Psychological Services
• Newspaper	• Vision Services
• Danceline	• Deaf/Hard of Hearing Disability
• Academic Competitions	• Traumatic Brain Injury
• Leadership Groups	• Physical Therapy
• Clubs	• Occupational Therapy
• Music Specialist	• Early Childhood/Special Education
• Physical Education Specialist	• Early Childhood/Family Education
• Library/Media Specialist	• School Readiness
• Art Specialist	• Extended Day/Childcare
• Computer Specialist	• Adult Education
• Guidance Counselor	• Adult Enrichment
• Cultural Liaison	• Adult Basic Education/GED
• Social Worker	• Youth Enrichment
• Nurse Service	• Youth Recreation
• School Resource Officer	• Area Learning Center
• Title I	• Senior Citizens
• Pre-School Screening	• Cooperative Programming
• ELL	• Aquatics

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• Summer School	• College in the School, AP
• AVID	• Pre-School
	• Pathways

Staffing

Burnsville-Eagan-Savage School District #191's staffing trends over the six-year span of time from 2011-12 through 2017-18 were examined. It should be noted that over the six-year span of time, the School District's K-12 enrollment declined by 1,000 students.

TABLE 13				
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT#191				
TOTAL LICENSED INSTRUCTIONAL AND PROFESSIONAL STAFF (FTE)				
2011-12 / 2017-18				
<u>Category</u>	<u>2011-12</u>	<u>2017-18</u>	<u>Change</u>	<u>% Change</u>
Licensed Instructional	617	602	-15	-2.4%
Licensed Professional	711	759	+48	+6.8%

Table 13 reveals that over the six-year span of time from 2011-12 through 2017-18, the School District's licensed instructional staff decreased from 617 (2011-12) to 602 (2017-18), a decrease of -15 licensed instructional staff members or -2.4%. Over the same time span, the School District's licensed professional staff increased from 711 (2011-12) to 759 (2017-18), a gain of +48 licensed professional staff member or +6.8%.

Explanation from Brian

<p align="center">TABLE 14 BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT#191 ADM SERVED PER LICENSED INSTRUCTIONAL STAFF 2011-12 / 2017-18</p>				
<u>School</u>	<u>2011-12</u>	<u>2017-18</u>	<u>Change</u>	<u>% Change</u>
#191	16	15	-1	-6.2%
MN Ave	16	15	-1	-6.2%

Table 14 delineates that the School District’s average daily membership (students) served per licensed instructional staff member decreased over the six year span of time from 2011-12 through 2017-18. The School District’s ADM served per licensed instructional staff member decreased from 16 in 2011-12 to 15 in 2017-18, a decline of -1 student served per licensed instructional staff member or -6.2%. During the same time span, the average of all School Districts in the State of Minnesota’s ADM served per licensed instructional staff member experienced the identical trend as Burnsville-Eagan-Savage School District #191.

Special Education

As found in Table 15, Burnsville-Eagan-Savage School District #191 reported delivering special education programs and services to 1,745 eligible students during the 2018-19 school year. Students receiving special education programs and services at the pre-school and elementary school levels totaled 732, while students receiving such services at the secondary school level numbered 1,013.

TABLE 15
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191
SPECIAL EDUCATION STUDENTS SERVED AND STAFFING
2018-19

<u>School</u>	<u>Special Education Students Served</u>	<u>Special Education Staffing*</u>
Burnsville HS	373	29.0
Burnsville Alt. HS	24	1.4
BEST	39	5.4
ECSE	224	31.3
Eagle Ridge MS	127	10.0
Metcalf MS	121	10.7
Nicollet MS	105	8.9
Edward Neill Elem.	81	6.5
Gideon Pond Elem.	70	4.4
Harriet Bishop Elem.	52	4.5
Hidden Valley Elem.	90	7.4
Marion Savage Elem.	79	5.6
Rahn Elem.	70	6.4
Sioux Trail Elem.	62	5.5
Sky Oaks Elem.	87	8.0
Vista View Elem.	74	6.4
William Byrne Elem.	67	5.9
District-Wide	NA	9.5
Other	NA	0.3
Total	1,745	167.1

*Figures rounded to nearest one-tenth.

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Table data reveal the following significant facts:

- The School District's schools in which the largest numbers of students received special education programs and services were as follows: Burnsville High School (373 students); ECSE program (224 students); Eagle Ridge Middle School (127 students); and Metcalf Middle School (121 students).
- The School District's schools in which the smallest number of students received special education programs and services were as follows: Burnsville Alternative School (24 students); BEST (39 students); Harriet Bishop Elementary School (52 students); and Sioux Trail Elementary School (62 students).
- The School District's special education staffing during the 2018-19 school year totaled 167.1.
- The School District's schools with the largest staff providing programs and services to special education students were as follows: ECSE program (31.3 staff members); Burnsville High School (29.0 staff members); and Metcalf Middle School (10.7 staff members).
- The School District's schools which allocate the smallest number of staff members for the delivery of special education programs and services were as follows: Burnsville Alternative School (1.4 staff members); Gideon Pond Elementary School (4.4 staff members); and Harriet Bishop Elementary School (4.5 staff members).
- During the 2018-19 school year, the School District's special education staff members delivered programs and services to eligible students in the following (highest) disabilities' categories: specific learning disabilities (390 students); autism spectrum disorder (299 students); developmental delay (246 students); speech/language impaired (240 students); other health disabilities (174 students); and emotional/behavioral disorders (153 students). Other disabilities for which the School District delivered special education programs and services are as follows: cognitive disabilities; physically impaired; visually impaired; deaf and hard of hearing; deaf/blind; multiply impaired; traumatic brain injury disabled.

Table 16 provides comparative information on School District #191's and the average of all State of Minnesota School Districts' percentage of special education students, limited English proficient students, and students receiving free or reduced meals over the six year span of time from 2011-12 through 2017-18.

TABLE 16 BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191 DISTRICT AND STATE PERCENT SPECIAL EDUCATION, LEP, AND FREE/REDUCED MEALS 2011-12 / 2017-18				
	<u>District #191</u>		<u>State</u>	
	<u>2011-12</u>	<u>2017-18</u>	<u>2011-12</u>	<u>2017-18</u>
Percent Special Education	14.7%	16.7%	14.6%	15.3%
Percent Limited English Proficient	15.8%	16.9%	7.8%	8.4%
Percent Eligible for Free/Reduced Meals	40.7%	50.6%	37.1%	37.1%

Table data reveal the following significant facts:

- The School District’s percentage of special education students increased from 14.7% to 16.7% over the six-year span of time from 2011-12 through 2017-18, while the average of all School Districts in the State of Minnesota’s percentage of special education students increased from 14.6% to 15.3%.
- The School District’s percent of limited English proficient students increased from 15.8% to 16.9% over the six year span of time from 2011-12 to 2017-18, while the average of all School Districts in the State of Minnesota’s percent of limited English proficient students served increased from 7.8% to 8.4% over the same time span.
- The School District’s percentage of students eligible for free or reduced meals increased from 40.7% in 2011-12 to 50.6% in 2017-18, while the average of all School Districts in the State of Minnesota’s percent of eligible students receiving free or reduced meals remained unchanged over the six-year span of time.

Community Education Programs and Services

Burnsville-Eagan-Savage School District #191 delivers a comprehensive Community Education Program which serves pre-school, school-aged, and adult populations within the geographic boundaries of the organization.

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According to the School District's 2017-18 audit report, the Community Education Program received \$7,344,060 in revenue, expended \$7,545,746, and reported a year-end balance of \$408,108. Between June 30, 2017, and June 30, 2018, the Community Education Program fund balance decreased by -\$201,686. The primary sources of the School District's Community Education Program budget revenue in 2017-18 were, primarily, from tuition and fees (\$4,013,278), State sources (\$1,709,718), and local property taxes (\$1,548,150). Examinations were made of the following 2017-18 Community Education Program reports: **Community Education Annual Report; 2017-2018 School Readiness Annual Report; 2017-2018 Early Childhood Family Education Annual Report; and 2017-2018 Early Childhood Screening Report.**

According to the **Community Education Annual Report**, pre-kindergarten participation levels were as follows in 2017-18: academic (2,058); childcare (2,022); enrichment (647); health/safety (897); recreation (145); and sports (266), while participation levels of youth enrolled in grades K-12 were as follows: academic (3,028); childcare (1,630); enrichment (956); health/safety (2,113); recreation (2,037); service (2,150); and sports (1,212). Adult participants in 2017-18 Community Education Program services were as follows: academic (2,584); enrichment (2,867); health/safety (2,463); recreation (1,890); services (1,430); and sports (1,412).

The number of 3-6-year-old youngsters screened by the School District in the 2017-18 school year totaled 792.

Sixty-nine Early Childhood/Family Education classes were offered during the 2017-18 organizational year involving 715 children. Parents involved in Early Childhood/Family Education programming numbered 265.

The number of child participants who received School Readiness services during the 2017-18 school year totaled 396.

The Community Education Program administration reported that 109 external groups and 175 internal groups secured permits to use the School District's facilities.

Technology

The School District has in place a Five Year Technology Plan. An updated/revised Five Year Technology Plan was planned to be submitted to the School District's School Board in May of 2019.

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A recent technology levy of \$2.5 million was approved by the School District's voters in February of 2015. The levy was intended to provide technology staff and address infrastructure needs.

The School District provides Chromebook access to all students, K-12. The Chromebook to student ratios at the elementary school level are 1:2 for youngsters in grades K-3 and 1:3 in grades 4-5. The technology devices at the elementary school level are intended for use on-site and are not to be taken home by students. The Chromebook to student ratio at the secondary level, grades 6-12, is 1:1. Secondary school students may use their Chromebooks at both school and home.

All school district teachers are allocated both a Chromebook and a desktop computer.

Throughout Burnsville-Eagan-Savage School District #191, the use of computer technology was obvious and extensive. Most classrooms employ SMART Boards or comparable systems for technology projection and/or interaction. In grades K-5 in all of the School District's elementary schools, digital learning specialists are employed for the delivery of basic computer and communication skills. At the middle school and high school levels, technology coursework opportunities—generally on an elective basis—are provided. Many components of the School District's Pathways courses involve significant usage and application of technology principles.

Recent information acquired during the course of interviews regarding the School District's technology priority was "the necessity to keep up with changes in technology infrastructure."

In summary, the School District's technology status would be rated as comparable to or more favorable than State of Minnesota's School Districts of comparable or larger size.

Interview Perceptions

Interviews were conducted with the Superintendent of Schools, School Board members, Principals, other key district administrative personnel, and a sampling of teachers (during the course of building tours) to secure perspectives about the perceived strengths, needs, and priority ratings of Burnsville-Eagan-Savage School District #191.

The most frequently cited strengths of the School District among individuals interviewed were as follows: diversity; facilities; programs; Pathway; community support; students; and others.

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The most frequently identified needs/concerns of the School District among individuals interviewed were as follows: budget issues; open enrollment out-migration; perceived image of middle schools and high school.

Individuals interviewed were asked to rate select quality factors/characteristics of Burnsville-Eagan-Savage School District #191 on a scale of 0 to 10 (lowest to highest). Respondents' ratings—when averaged—yielded the following quality ratings of organizational characteristics:

Factors/Characteristics	Average Rating
◆ Quality of the School District	7.2
◆ Quality of the School Board	7.4
◆ Quality of the administration (District and Bldg)	7.7
◆ Quality of the teaching staff	7.4
◆ Quality of programs and services delivered to students	7.2
◆ Quality of teaching/learning spaces	7.2
◆ Quality of the organization's communication with the public	6.4
◆ How burdensome do you believe the public believes school taxes are	4.2

5. Chapter V. Educational Adequacy of School Facilities

Introduction

Following an examination of Burnsville-Eagan-Savage School District #191's district size, enrollment trends, finances, educational programs and services, staffing, and related issues, a context had been provided within which an assessment could be made of the conditions and need for the School District's current facilities.

Importance of School Facilities

Both private and public sector organizations and their leadership realize that the environment in which a process occurs and/or product is manufactured is supremely important to the organization's productivity, performance, and accountability and the level of quality of the process or product. School facilities provide the environment within which the teaching/learning process unfolds and the environment within which students either will or will not acquire skills, concepts, processes, and attributes necessary to function with distinction in the highly competitive global economy that will characterize the 21st Century.

Surprisingly, it is only within the past four decades that school districts have given significant credence to the truism that school district facilities enhance or detract from the quality of delivery of educational programs and services to students and the achievement of those students.

Prior to the 1970's and the onset of special education programs, gender equity in the delivery of curricular, extra-curricular, and co-curricular programs, handicapped accessibility, health and life safety issues, technology expansion, child-care, early childhood/family education programming, parenting education, Senior Citizen programming, multi-institutional collaboration, burgeoning recreational and enrichment programming, and a myriad of other programs and services, school facilities were simply designed to "house" instructional programs and services. In today's and tomorrow's information age, school facilities must do much more than "house" the needs of pre-schoolers, school-aged students, parents, and community patrons. Access to



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sophisticated laboratories, a range of co-educational programs, rapidly-changing technology, sophisticated media, child-care programming, early childhood opportunities, enhanced parent/patron involvement in the schools, business/educational partnerships, performance-based curricular design, multi-district telecommunication connectivity, co-location of governmental programs and services, expanded volunteerism, community-based and project-based learning, graduation standards' implementation, and much, much more virtually make it mandatory that school district facilities not be designed in the same manner as characterized the unsophisticated, lecture-based, inflexible structures that reflected delivery systems and methodologies between 1900-1970. Consequently, program and service changes and public expectations—as reflected above—must be taken into consideration in appraising and assessing school facilities and teaching/learning environments which will prepare students for the world of work in the 21st Century.

Among other focuses, the Burnsville-Eagan-Savage School District #191's Study examined and assessed the teaching/learning environments in which students either will or will not acquire the skills, concepts, processes, and attributes necessary to function with distinction in the highly-competitive global economy that will characterize the 21st Century; offering conclusions and recommendations to assist the School Board, Superintendent, administrative and teaching staffs, and community patrons strengthen their organization's cost/effectiveness; and, indeed, provide a framework within which the school district can retain a larger marketshare of its resident students and, as well, attract prospective parents, patrons, and students to the school district and communities in the future.

Guidelines for School Facilities

Presented below in Table 17 are **Selected Guidelines for School Facilities**—established by the State of Minnesota (Minnesota Department of Education)—which provide representative benchmarks for school districts to use when undertaking new construction, renovation, and remodeling projects and/or comparative facility appraisals.

Detailed in the table are guidelines for school site acreage and (facility) square footage per student in modern-day elementary, middle, junior high, senior high, junior-senior high, and campus school settings.

TABLE 17			
SELECTED GUIDELINES FOR SCHOOL FACILITIES			
<u>School Enrollment</u>	<u>Elementary SF</u>	<u>Middle Level SF</u>	<u>High School SF</u>
Less than 500	125-155	170-200	200-225
500-999	110-135	160-190	190-220
For Pool Addition	10-12	10-12	10-12
For Auditorium Addition	10-12	10-12	10-12
<u>Site</u>	<u>Acreeage</u>	<u>Square Foot Per Student</u>	
Elementary	10	100 SF – 110 SF	
Middle School	20	48 SF or 25/1200 SF	
Junior High	25	36 SF or 25/900 SF	
Senior High	35	150 – 200 SF depending upon grade organization and enrollment	
Junior-Senior High	40	150-200 SF depending upon grade organization and enrollment	
Campus (Several Schools)	40 – 60	32 SF or 25/800 SF	
PLUS			
One acre for each 100 students of estimated capacity, including additions			

Overview of the School District’s Facilities

At the time of the conduct of the study, Burnsville-Eagan-Savage School District #191 owned and operated 1 high school, 1 alternative high school, 3 middle schools, 10 elementary schools, a District administrative center, and a transition program facility.

TABLE 18
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191
OVERVIEW OF FACILITIES
2018-19

<u>School</u>	<u>Construction / Additions</u>	<u>Square Feet</u>	<u>Enrollment</u>	<u>Sq. Ft./ Student</u>
Burnsville HS	1955 / '58, '62, '71, '76, '80, '93, '98, '16	524,283	2,417	216.9
Burnsville Alt. HS	1961 / '71	60,952	155	393.2
Eagle Ridge MS	1996	132,000	698	189.1
Metcalf MS	1966 / '16	163,372	609	268.3
Nicollet MS	1970 / '95, '95	188,772	635	297.3
Edward Neill Elem.	1968 / '95	68,550	352	194.7
Gideon Pond Elem.	1965 / '95	75,700	478	158.4
Harriet Bishop Elem.	1996	78,107	467	167.3
Hidden Valley Elem.	1989	89,525	391	229.0
Marion Savage Elem.	1950 / '54, '57, '61, '63, '65, '71, '90, '92	82,700	328	252.1
Rahn Elem.	1969 / '95, '16	67,448	270	249.8
Sioux Trail Elem.	1964 / '95	75,790	303	250.1
Sky Oaks Elem.	1975	85,850	391	219.6
Vista View Elem.	1963 / '95	80,069	338	236.9
William Byrne Elem.	1967 / '95, '16	79,856	431	185.3
River Ridge Education Center	1978	12,054		
Diamondhead Education Center	1971	140,000		

Table 18 provides the dates of original construction of and additions to each of the school district's teaching/learning facilities; facility square footages; enrollments; and square footages/student.

Facility Observations

Tours were conducted as a part of the Study to assess the **educational adequacy** of the Burnsville-Eagan-Savage School District #191's facilities. **Educational adequacy** is a phrase employed to describe the capabilities of a school facility to enhance the delivery of modern-day programs, services, methodologies, and teaching experiences that will ensure the students are well-positioned to perform with distinction in a highly-competitive, global marketplace upon high school graduation and subsequent further training in an institution of higher learning (e.g. technical institution, college, university, military, or other).

Except in newly-constructed schools, most modern-day school facilities lack select components of **educational adequacy**, but in the main, they exhibit a significant majority of the following design components and characteristics:

- Adequate size, including space for parking, playgrounds, athletics/recreational/community usage, transportation access, other.
- Provide safe and secure entries—including visual inspection—to deter intruders.
- Meet health, life safety, and accessibility statutes and codes.
- Display modern-day electrical, plumbing, heating/cooling, and ventilation systems.
- Display current technology, including voice, video, and data access.
- Provide adequate classroom and specialty room space per student.
- Provide custom-designed teaching/learning spaces for art, music, physical education, technology, special education, science, business education, technical education, family and consumer science, fitness, and the like.
- Are flexibly-designed to accommodate multi-purpose functions.
- Accommodate modern-day teaching methodologies and delivery systems, including team teaching, project-based learning, applied learning, cooperative learning, community-based learning, inter-disciplinary curriculum delivery, performance-based assessment, co-located programming, inclusion model, resource-based model, multi-age level grouping, technology-based learning, peer tutoring, and the like.
- Provide adequate conferencing space.
- Furnish variable teaching/learning spaces, including independent study, small group, and large group spaces.
- Offer specialty spaces for teacher planning, teaming, and curriculum design.

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- Offer a centrally located, spacious, multi-purpose media center as the “hub” of the school.
- Provide teacher office areas.
- Incorporate contemporary equipment, furniture, and fixtures.
- Encourage before and after school usage by the community, while maintaining the integrity (security) of the school district’s properties.
- Facilitate usage of technology in the teaching/learning process.
- Other factors.

As the educational specialists tour, review, and assess the educational adequacy of a school district’s schools, the comparative benchmark employed (by those specialists) is/would be a typical, recently-constructed, mid-range costed, modern-day elementary school, middle school, or high school (as the comparison may dictate) in the same state or general region (in this case the Midwest) of the United States. Thus, each of the school district’s teaching/learning facilities was examined in the light of the aforementioned **educational adequacy** components as those components would be found in a recently constructed, modern-day school of like organizational level. Each school facility component is ranked, employing the following coding system: Excellent (state-of-the-art); Good (definitely a higher quality than that which is typically found in most schools); Adequate (acceptable; workable; average, not necessarily deficient; not necessarily remarkable); Marginal (below standard; deficient); Poor (inadequate; unacceptable as a teaching/learning environment).

To provide a broad spectrum perspective for the reader in assessing a school district’s teaching/learning facilities, the educational specialists would describe, for example, the educational adequacy of an “excellent” teaching/learning environment as follows: spacious; well-lighted; modern-day flooring and ceilings; ample modern-day cabinetry; technology-laden (SMART Board); modern-day furniture; flexible seating; adequate storage; and the like. By comparison, the educational adequacy of a “poor” teaching/learning environment would be described as follows: under-sized; antiquated flooring; antiquated, soiled, and, potentially, missing ceiling components; insufficient electricity; aged and/or insufficient storage; absence of technology; period-dated furniture; aged heating and ventilation system; period-dated and inadequate lighting; poor air quality; and the like.

With the aforementioned guidelines in mind, floor plans were examined, and tours were undertaken of each of School District’s teaching/learning facilities to ascertain select educational adequacies and inadequacies:

Elementary Schools

- The School District operates 10 elementary schools that range in size from 67,448 square feet (Rahn) to 89,525 square feet (Hidden Valley) and 303 students (Sioux Trail) to 478 students (Gideon Pond) in (current) student populations.
- The oldest elementary school (Marion Savage) was originally constructed in 1950 and has received eight subsequent additions and the newest elementary school (Harriet Bishop) was constructed in 1996 and received no subsequent additions.
- Six elementary schools were originally constructed in the 1960's: Vista View (1963); Sioux Trail (1964); Gideon Pond (1965); William Byrne (1967); Edward Neill (1968); and Rahn (1969).
- Two elementary schools received additions in 2016 (Rahn and William Byrne).
- Two elementary schools are situated on the sites of School District middle schools: Hidden Valley (Eagle Ridge MS) and Sky Oaks (Nicollet MS).
- Three elementary schools are circular in design. Six elementary schools are multi-level (two).
- All elementary schools are well maintained; adequate to good condition; attractive and appealing.
- All elementary schools reveal safety measures at entry ways; ADA compliance; fire compliance.
- Office areas typically contain reception; office(s); nurse area; storage; mail; conference; adequate.
- Elementary classrooms are modestly to adequately sized; modern lighting; tile or carpet; modest to adequate storage; SMART Board; white board; adequate to good. Select schools have moveable walls.
- Elementary school media centers are typically spacious; carpeted; well lighted; adequate to good storage; office space; adequate to excellent (Harriet Bishop).
- Elementary school gymnasias are typically two station; adequate to good size; tile flooring; well lighted; adjacent storage; stage (two); adequate to good.
- Elementary school cafeteria are typically well lighted; tile floor; modestly spacious to spacious; select schools with natural lighting; moveable seating; marginally adequate to adequate.
- Elementary special education classrooms are typically identical to regular education classrooms; spacious; well-appointed; SMART Boards; white boards; storage; adequate to good.

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- Elementary school digital learning classrooms are typically comparable to (or identical to) regular classrooms; adequately appointed; adequate to good.
- Elementary school music classrooms typically display adequate size; no acoustical treatment; mainly carpeted; substandard to adequate storage; risers (two); adequate.
- Elementary art classrooms are under-sized to spacious; tile flooring; storage; kiln (select); adequate to good lighting; adequate to good.
- Elementary school makerspace classrooms are typically spacious; well-appointed; good to excellent.
- Elementary school kindergarten classrooms are typically adequate to good size; carpet/tile; SMART Board; white board; storage; bathroom access; water; adequate to good.
- Elementary school conference rooms are typically located in the building main office; adequate.
- The School District's elementary school enrollment capacities have significantly declined as a result of reassigning regular/general education classrooms to specialty functions, including digital learning, art, music, makerspace, offices, Early Childhood, pre-school, and the like.
- An examination of Table 17 and Table 18 reveals that Marion Savage (252.1 square feet/student), Sioux Trail (250.1 square feet/student), Rahn (249.8 square feet/student), Vista View (236.9 square feet/student), Hidden Valley (229.0 square feet/student), and Sky Oaks (219.6 square feet/student) operate significantly under capacity, using the State of Minnesota's square foot capacity for elementary schools with enrollments of less than 500 students (125-155 square feet/student).

Middle Schools

- The School District operates three middle schools. The oldest middle school was constructed in 1966 (Metcalf), while the most recent middle school was constructed in 1996 (Eagle Ridge).
- The School District's largest middle school is 188,772 square feet (Nicollet), while the smallest middle school is 132,000 square feet (Eagle Ridge).
- Since original construction, smaller additions have been made to Nicollet Middle School (12,700 square feet) and Metcalf Middle School (372 square feet).
- Eagle Ridge Middle School and Nicollet Middle School have co-located elementary school facilities on their school sites (Hidden Valley and Sky Oaks).
- The middle schools demonstrate security at their entry ways; are ADA compliant; fire compliant.

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- The middle school offices typically consist of reception; multiple offices; conference room; work room; storage; carpeted; well lighted; access to counseling; nursing; other; adequate to good.
- Middle school classrooms are appropriately sized; adequate to good condition; SMART Board; white board; storage; adequate to good.
- Middle school media centers are well lighted; carpeted; appropriately sized; office; workroom; conference room; adequate to good lighting; adequate to good.
- Middle school gymnasiums are spacious; two stories; wood flooring; storage; auxiliary gym (N and M); good to excellent.
- Middle school cafeterias are spacious; tile or terrazzo; internal/external lighting; climbing wall (ER); adequate to good.
- Middle school special education classrooms are comparable to regular education classrooms; adequate to good.
- Middle school art rooms have tile flooring; tables; water; storage; internal/external lighting (ER); kiln room; adequate to good.
- Middle school music suites are adequately sized; acoustical treatment; tile or carpet flooring; storage; practice rooms; band and choir areas; risers; adequate to good.
- Middle school family and consumer science classrooms display adequate to good space; tile flooring; storage; tables; flexible seating; workstations; adequate to good.
- Middle school science classrooms range from under-sized (ER) to adequately sized; tile flooring; well lighted; lecture/laboratory capability; lab stations; storage; SMART Board; white board; adequate to good.
- Middle school technology shops are converted industrial education shops; tables; flexible seating; tile/concrete flooring; marginal to adequate lighting; storage; office; adjacent spaces; conventional; adequate.
- The middle schools each have swimming pools.
- Eagle Ridge has a Performing Arts Center; John Metcalf has a lecture theater; Nicollet has a lecture room with tiered flooring.
- An examination of Table 17 and Table 18 reveals that Nicollet Middle School (297.3 square feet/student) and Metcalf Middle School (268.3 square feet/student) operate significantly under capacity, using the State of Minnesota's square foot capacity for middle schools of 500-999 students (160-190 square feet/student).

Burnsville High School

- Burnsville High School was originally constructed in 1955 and has received eight subsequent additions or remodels. The school provides an average of 216.9

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square feet of teaching/learning, support, and office spaces for an enrollment of 2,417 students (at the time of the Study). The school's square footage/student is consistent with the State of Minnesota's **Guidelines for School Facilities**.

- The high school's front entrance is secure; terrazzo flooring; ADA compliant; fire compliant; adequate.
- The high school's office is spacious; carpeted; offices for administration, counseling, nurse, cultural liaison; adjacent to/connected with Career Center; good.
- The high school has multiple conference rooms in the administrative suite and elsewhere in the building; good.
- The high school's regular education classrooms are appropriately sized; tile or carpet flooring; SMART Boards; white boards; basic storage; adequate to good to excellent.
- The high school's media center is spacious; well lighted; carpeted; flexible seating; adjacent to cafeteria and commons; good.
- The high school's technology laboratories are modern-day; well-appointed; good to excellent.
- The high school provides six gymnasia; a wrestling space; weight room; fitness room; dance studio; physical education/health classrooms; well-appointed; modern-day; good lighting; natural lighting; good to excellent.
- The high school's special education classroom approximate those in quality and kind of regular education classrooms; adequate.
- The high school's art suite includes three laboratories; a kiln room; good external and internal lighting; spacious; good storage; terrazzo flooring; good.
- The high school's music suite includes spaces for choir, band, and orchestra; rehearsal in the Mraz Center; spacious; carpeted; acoustics; excellent storage; practice rooms; offices; adequate to good.
- The high school's family and consumer science classrooms are under-sized; tile floor; design and foods laboratories; storage; adequate.
- The high school's science laboratories are spacious; lecture/laboratory; tile floor; technology; storage; office space; adequate to good.
- The high school's newest technology laboratories are modern-day, state-of-the-art; spacious; carpeted; flexible seating; excellent lighting; excellent.
- The high school provides planning areas for teachers which are spacious; well-lighted; contain offices; desks; technology; storage; bathrooms; and meeting space; good.
- The high school allocates space for the Burnsville Community Television Studio.

Burnsville Alternative High School

- The Alternative High School is a one-story structure; secure entry way; fire compliant; ADA compliant; terrazzo and tile flooring. The school is a former elementary school. Approximately one-half of the school is leased to Intermediate School District #917.
- The Alternative School's office contains a reception area; two offices; carpeted; under-sized; adequate.
- The Alternative School's classrooms are adequately sized; tile flooring; cabinet/storage space; white board; SMART Board; adequate.
- The Alternative School's science rooms are converted regular education classrooms; good; lab stations; adequate.
- The Alternative School's cafeteria has internal and external lighting; tile flooring; adequate.
- The Alternative School has no media center.
- The Alternative School's computer laboratory is under-sized; carpeted; 12 computers; marginally adequate.
- The Alternative School's gymnasium has two stations; elementary style structure; lighting; tile flooring; divisible wall between west and east gymnasias; adequate.
- The Alternative School's art suite is a standard classroom; tile flooring; internal/external lighting; minimal storage; tables; minimally adequate.
- The Alternative School's weight room is under-sized; rubberized flooring; treadmills (3); bicycles (2); free weights; marginally adequate.

Diamondhead Education Center

- The Center was originally a commercial facility and has been modified to offer the School District office space and programs and services for pre-school youngsters and adults.
- The Center was constructed in 1971 and provides 140,000 square feet of office, teaching/learning, and support spaces.
- The Center's offices are modern-day; well-appointed; good to excellent.
- The Center's pre-school classrooms and support spaces are spacious; well-lighted; well-appointed; good to excellent.

Chapter V. Educational Programs, Services and Staffing

- The Center's adult teaching/learning spaces are modern-day; well-appointed; spacious; well-lighted; carpeted; good to excellent.
- The Center has multiple, well-appointed large group meeting spaces; attractive commons' areas; an atrium; a cafeteria; and a Senior Center. All are rated good to excellent.

General Obligation Bonds

An examination of Burnsville-Eagan-Savage School District #191's 2017-18 annual audit report revealed the status of the organization's General Obligation Bonds (GOB) that remained payable at the conclusion of the fiscal year.

TABLE 19			
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191			
GENERAL OBLIGATION DEBT			
2017-18			
	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
#191	\$144,690,000	\$48,992,089	\$193,682,089
Capital Lease Payable: \$1,411,172			

Table data reveal the following significant facts:

- The School District's General Obligation Bond principal payable at the conclusion of the 2017-18 organizational year was \$144,690,000.
- The School District's 2017-18 General Obligation Bond interest payable at the conclusion of the 2017-18 organizational year was \$48,992,089.
- The School District's General Obligation Bond debt at the conclusion of the 2017-18 organizational year was \$193,682,089.

Utility Expenses by Building Square Footage

Table 19 presents Burnsville-Eagan-Savage School District #191's utility expenses by building square footage for the 2017-18 school year.

For the purposes of this Study, utility expenses included the costs of electricity, natural gas, fuel oil, and water.

Chapter V. Educational Programs, Services and Staffing

Table data reveal the following significant facts:

- The School District's utility expenses at Burnsville High School during the 2017-18 organizational year were \$0.96/square foot.
- The School District's utility expenses for its three middle schools were as follows: Eagle Ridge (\$0.92/square foot); Nicollet (\$0.96/square foot); Metcalf (\$1.09/square foot).
- The School District's highest utility expenses/square foot at the elementary school level were as follows: Harriet Bishop (\$1.27/square foot); Rahn (\$1.12/square foot); Edward Neill (\$1.07/square foot); and Gideon Pond (\$1.02/square foot).
- The utility expense/square foot for Diamondhead Education Center during the 2017-18 organizational year was \$1.14/square foot.

TABLE 20				
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT #191				
UTILITY EXPENSE BY BUILDING SQUARE FOOTAGE				
2017-18				
<u>School</u>	<u>Utility Costs</u>	<u>Square Feet</u>	<u>Enrollment</u>	<u>Cost/Sq.Ft.</u>
Burnsville HS	\$504,297	524,283	2,417	\$0.96
Burnsville Alt. HS	\$69,129	60,952	155	\$1.13
Eagle Ridge MS	\$121,212	132,000	698	\$0.92
Metcalf MS	\$178,573	163,372	609	\$1.09
Nicollet MS	\$180,609	188,772	635	\$0.96
Edward Neill Elem.	\$73,609	68,550	352	\$1.07
Gideon Pond Elem.	\$76,943	75,700	478	\$1.02
Harriet Bishop Elem.	\$99,493	78,107	467	\$1.27
Hidden Valley Elem.	\$74,612	89,525	391	\$0.83
Marion Savage Elem.	\$78,989	82,700	328	\$0.96
Rahn Elem.	\$75,877	67,448	270	\$1.12
Sioux Trail Elem.	\$71,319	75,790	303	\$0.94
Sky Oaks Elem.	\$61,231	85,850	391	\$0.71
Vista View Elem.	\$67,559	80,069	338	\$0.84
William Byrne Elem.	\$77,954	79,856	431	\$0.98
River Ridge Education Center	\$21,194	12,054		\$1.76
Diamondhead Education Center	\$158,943	140,000		\$1.14

6. Chapter VI. Conclusions and Recommendations

Introduction

The Burnsville-Eagan-Savage School District #191's Study was conducted to furnish the Superintendent of Schools and School Board with findings, conclusions, and recommendations which would assist the organization's leadership in fashioning a comprehensive plan of action intended to achieve short-term and long-term stability in student market share, improve organizational outputs, and enhance effectiveness, efficiency, and cost/effectiveness of the School District's operations

The specific questions which guided the Study and furnished substantial content for analysis were as follows:

- What were findings on the current status of the School District, including its enrollment, enrollment trends, finances, programs, services, staffing, facilities, and related issues?
- What conclusions may be drawn about the effectiveness, efficiency, and cost/effectiveness of the School District's operations?
- What recommendations would be tendered to the School District's leadership to increase organizational effectiveness, efficiency, and cost/effectiveness in the future?

Conclusions

Based on data gathered, analyzed, and presented in the previous five chapters of the Study, the following conclusions are tendered to the Superintendent and School Board of Burnsville-Eagan-Savage School District #191:

District Size and Enrollment Trends

- The School District is a large critical student mass organization by State of Minnesota standards and enrolled 8,334 students in grades K-12 during the 2018-19 organizational year.



Chapter VI. Conclusions and Recommendations

- The School District experienced ten consecutive years of student open enrollment decline from 2009-10 through 2018-19 and predicts further, continuous student enrollment declines from 2018-19 through 2023-24.
- The School District's net student out-migration during the 2017-18 organizational year was -1,556 students, while an additional -1,248 students out-migrated from the School District to non-public, charter, and home school settings.
- The School District has lost significant General Fund revenue as a result of student out-migration and has projected to further experience revenue losses as a result of student out-migrations in the future.
- Individuals interviewed during the conduct of the Study expressed that a combination of the reputation of the School District's middle schools and high school and changing demographics of the communities/student population were factors which have exacerbated student out-migration.
- The School District may consider a Study of student out-migration, development of a marketing plan, and development of a further, detailed strategic plan to address student enrollment losses in the future.

Finances

- The School District maintained a General Fund balance of \$15,815,204 at the conclusion of the 2017-18 organizational year with an unassigned General Fund balance of \$10,024,458.
- The School District's General Fund balance has declined by -\$7,698,627 or -32.7% over the five-year span of time from 2012-13 to 2017-18.
- The School District's General Fund balance is minimal, equating to approximately one month of required operating expenditures.
- Comparatively, the School District's General Fund expenditures are notably higher than the average of its peer group School Districts in Minnesota and the average of all School Districts in Minnesota in the following budget categories: regular instruction; special education instruction; and instructional support services. In 2017-18, the School District's total P-K-12 operational expenditures (\$13,769/ADM) exceeded those of their peers by \$1,519/ADM and the average of all School Districts in Minnesota by \$1,916/ADM.
- The School District's 2017-18 primary sources of General Fund revenue were from the State of Minnesota (\$92,932,943) and local property taxes (\$26,115,688).
- The School District has in place an operating levy in the amount of \$1,790.01/AMCPU to support the organization's General Fund budget.
- The School District has undertaken budget reductions in the recent past to offset revenue losses that have occurred in recent years. The School District will

Chapter VI. Conclusions and Recommendations

continue to experience the need for further reductions to its General Fund budget. Budget categories worthy of further examination may include special education, instructional support services, and operations and maintenance, along with consideration of future school closings and reductions in licensed and unlicensed support personnel.

Educational Programs and Services

- The School District operates cost/effective, desirably sized elementary class section sizes with an average of 24.9 students per regular education section.
- The School District's middle school class section sizes are cost/effective and, seemingly, well balanced, while the high school class section sizes—though highly cost/effective—are skewed on the higher side with 328 of 476 or 68.9% of its class section sizes at 26 students or greater and, less desirably, 241 or 50.6% of its class sections enrolling 30 or more students.
- Burnsville High School intends to make available 401 credit course offerings for the 2019-20 school year, a range of student opportunities that is highly impressive.
- Burnsville High School's Pathways Program is a highly attractive feature of the school's curricular offerings as are those opportunities for students to advance their post-secondary schools/college credit status through a range of program options.
- The School District delivers a broad and comprehensive array of instructional support services for its pre-school, school-aged, and adult populations that would be characteristic of the most sophisticated of School Districts in the State of Minnesota.
- While not specifically addressed (narratively) in the Study, revealing sentiment among those interviewed suggests that the implementation of magnet programs in the School District have not fulfilled their intended purposes and, concomitantly, have incurred increased expenditures which would appear not justified in light of the District's budgetary status.
- The School District would be encouraged to expand and/or enhance the marketing of the substantial array of quality programs and services delivered through its regular education program (particularly high school and middle schools), special education program, and Community Education Program.

Chapter VI. Conclusions and Recommendations

Staffing

- During the six-year span of time from 2011-12 through 2017-18—when the School District experienced the net decline of -1,000 students—the organization's licensed instructional staff was reduced by 15, while the licensed professional staff increased by 48. *2x explanation*
- The School District's average daily membership (students) served per licensed instructional staff over the six-year time span from 2011-12 to 2017-18 mirrored that of the average of all Minnesota School Districts.
- The School District engaged 167.1 special education staff members to serve 1,745 special education eligible students during the 2018-19 school year.
- In 2017-18, the School District's percentage of special education students was 16.7%; the percentage of limited English proficient students was 16.9%; and the percentage of students eligible for free/reduced meals was 50.6%. In that same year, the average of all Minnesota School Districts' percentage of special education students was 15.3%; the percentage of limited English proficient students was 8.4%; and the percentage of students eligible for free/reduced meals was 37.1%.
- The School District's percentage of eligible special education students has increased (+2.0%) at a rate that is nearly three times greater (+.7%) than the average of all Minnesota School Districts. This phenomenon may be a function of the School District's loss of non-special education students through open enrollment and the retention of special education students.
- Unfortunately, it would appear the School District will need to engage in further staff reductions in the foreseeable future.
- The School District's in-district open enrollment opportunities for parents/students are laudable for the purposes of enhancing choice, though such practices have deleterious impacts on staffing and balancing class sections sizes. While the open enrollment opportunities may well be maintained, select restrictions on the timing of parental decision-making should be instituted.

Facilities

- In 2018-19 the School District operated one high school, one alternative high school, three middle schools, ten elementary schools, a District administrative center, and a transition center. Despite student enrollment decline, the School District has not altered the number of its teaching/learning facilities.
- Using State of Minnesota Selected Guidelines for School Facilities as a guide for applicable square footage of school buildings, elementary schools with

Chapter VI. Conclusions and Recommendations

enrollments of 500 students or less are constructed to allocate between 125-150 square feet/student. Employing that standard, six of the School District's elementary schools are grossly under-utilized. All ten of the elementary schools exceed the upper limit (155 square feet/student) of the recommended square footage/student for newly constructed elementary schools.

- Employing the State of Minnesota's square footage/student for middle schools enrolling 500-999 students (160-190 square feet/student), two of the School District's three middle schools are grossly under-utilized. The square footage/student of the third middle school (189 square feet/student) is virtually at the high end (190 square feet/student) of the State of Minnesota's square foot allocation for middle schools with enrollments of 500-999 students.
- The School District's teaching/learning facilities are well maintained, functional, and appealing.
- As the School District's student enrollment declined, additional support programs and services have been implemented which have resulted in a functional reduction in the regular education student capacity in all elementary schools and middle schools.
- The School District's Diamondhead Education Center is underutilized.
- The School District would be advised to create a Task Force to review this Study and the teaching/learning facilities in operation with the full intention of tendering **advisory** recommendations on multiple school closures.] ☆
- The School District would subsequently be advised—following decisions regarding the implementation of school closures—to institute the process of reconfiguring school attendance boundaries. Subsequently, the School District would be advised to reconfigure the grade level organization at the elementary school level from P-K-5 to P-K-2 and 3-5.] ??!

Recommendations

- Based on the Study's findings and conclusions, it would appear prudent for the School District's leadership to undertake measures that would enhance organizational cost/effectiveness through intensifying marketing of its programs and services to its constituency and reduce further losses of student market share; institute select personnel reductions; and close and repurpose select teaching/learning and other facilities.
- Central to implementing the aforementioned measures is the expansion of the organization's current Strategic Plan, which would be advised to include—but not be limited to—the creation of broadly-based task forces to assist with and have

Chapter VI. Conclusions and Recommendations

ownership in decisions aimed at strengthening the organization's cost/effectiveness.

- The following recommendations are tendered to the School Board and Superintendent of Burnsville-Eagan-Savage School District #191:

Facilities


- Close two elementary schools effective at the conclusion of the 2019-20 organizational year.
- Close one middle school effective at the conclusion of the 2019-20 organizational year.
- Market and sell the Diamondhead Education Center and relocate the facility's staff, programs, and services to the closed middle school as expeditiously as possible.
- Reconfigure the grade level organizational configuration at the elementary school level from P-K-5 to P-K-2 and 3-5 as expeditiously as possible.

Task Forces and/or Studies

- Create a Facility (Closing) Task Force to identify two elementary schools and one middle school for closure.
- Create a Strategic Planning Task Force to expand the scope and detailed plans for addressing the organization's highest priority needs.
- Commission a study to reconfigure the School District's attendance boundaries.
- Commission a study or create a task force to examine the nature of and strategic approaches to address student open enrollment out-migration.
- Create an internal work group to develop a plan for marketing the School District and, more particularly, the middle schools' and high school's programs, services, opportunities, and environment.

Procedures

- Restrict in-district open enrollment opportunities for the ensuing school year to March 15 of the prior year.
- Eliminate or significantly restrict elementary school magnet programs.
- Seek authorization from the Minnesota State Legislature to allocate to the General Fund budget the net proceeds acquired from the sale of school properties for the purpose of enhancing the school district's communities. (Logic: The proposal will reduce unused, excess, non-taxable school properties and, in their stead, create

- 
- through economic development properties that are taxable and provide both service benefits and potential tax relief to the school district's residents).

MEMORANDUM

November 14, 2019

To: Superintendent Dr. Theresa Battle and Members of the School Board

From: Dr. Roger B. Worner, Project Consultant/Facilitator, Roger Worner Associates, Inc.

Subject: Recommendations on School Closings, Burnsville-Eagan-Savage School District #191

ORGANIZATIONAL ANALYSIS STUDY

Baker Tilly Municipal Advisors, LLC, St. Paul, MN was engaged by the leadership of Burnsville-Eagan-Savage School District #191 to undertake an Organizational Analysis Study on behalf on the school district during the Spring of 2019. Baker Tilly representatives contracted with Roger Worner Associates, Inc. to conduct the formal study and tender recommendations to the Superintendent and School Board.

Drs. Roger and Kay Worner were engaged as the Organizational Analysis Study Consultants.

The four month study included analyses of the school district's enrollment/enrollment trends, finances, programs and services, staffing, and facilities. Methodologically, the study entailed interviews of School Board members, the Superintendent, key District Office administrators, building Principals, and random teaching staff members and students; document analysis; data analysis; select comparative data analyses; building tours; and numerous informal (non-interview) conversations with school and non-school personnel.

The study resulted in the preparation and delivery of a 57 page study document. The study report tendered 11 recommendations to the School Board and Superintendent. For the purposes of this memorandum, two of the

recommendations are particularly salient and a third recommendation is worthy of inclusion as it has, from the Project Consultants' perspectives, a bearing on the School Board's and Superintendent's decisions regarding future school closures and/or the timing of decision(s) regarding future school closures.

Then, for the purposes of this memorandum, the three salient recommendations are as follows:

- Close two elementary schools effective at the conclusion of the 2019-20 organizational year.
- Close one middle school effective at the conclusion of the 2019-20 organizational year.
- Market and sell the Diamondhead Education Center and relocate the facility's staff, programs, and services to the closed middle school as expeditiously as possible.

The recommendations were significantly and substantially predicated on (1) the school district's past enrollment decline, (2) the school district's future, projected enrollment decline, (3) the assessed under-utilization of the school district's elementary and middle level schools – leading to increased cost/ineffectiveness – resulting from past and future, projected enrollment decline; (4) a declining General Fund balance; and (5) past and future, projected General Fund budget reductions (cost cutting measures).

COMMUNITY ENGAGEMENT PROCESS

The Superintendent and School Board displayed a commitment to be fully transparent with its parents and publics about the contents of Organizational Analysis Study with particular focus on the possibility of school closures. Toward those ends, the school district posted the entire Organizational Analysis Study on its website. It also requested that the school district's administrative staff structure a series of community engagement meetings to provide parents and patrons the opportunity to learn more about the Organizational Analysis

Study with particular focus on the undergirding logic for the recommendations for closing two elementary and one middle level schools.

The school district engaged the services of Dr. Roger Worner, Roger Worner Associates, Inc., to serve as the community engagement meeting(s) Facilitator with the assistance of school district Assistant Superintendent Brian Gersich.

Eight meetings were scheduled during which the Facilitator presented with additional commentary by the school district's Assistant Superintendent. Those presentations were as follows: Administrators (9/17); Design Team (9/23); Eagle Ridge School (10/2); Metcalf School (10/7); Community Leaders (10/8); Nicollet School (10/9); Hispanic (10/14); Somali (10/15). Additionally, building Principals presented to their faculties in each of the school district's schools.

The Facilitator delivered a 30-35 minute power point presentation at each of the community engagement meetings which included purpose, roles, General Fund budget decline, past and projected budget reductions, past enrollment decline, projected enrollment decline, square foot/student building standards; actual building enrollment and square foot/student; actual building utility costs/square foot.

Meeting participants were informed that, were school(s) to be closed, boundary lines would need to be redrawn, and redrawing boundaries may impact multiple buildings. Further, participants were informed of principles/value sets to which the school district's administrative staff and School Board will conform in the event decisions are made to institute school closure(s).

At the conclusion of the community engagement presentations, participants were asked to provide ADVISORY feedback on Individual Feedback Forms and, subsequently, furnish individual or group open-ended commentary on questions prepared by the administrative staff (responses to these questions were not a consensus of the small groups recording the feedback).

Responses to the following question/statements were requested of community engagement meeting participants on the Individual Feedback Form:

- Is there probable cause for the Superintendent and School Board to consider the closing of one or more school district schools?**

- Consider the **THREE** most important factors that should be considered when choosing which schools to close and rank them in order from 1 to 3 (1 being the most important). (Seven factors were provided on the Form with an additional open-ended Other...fill in the blank space...factor option made available for participants to employ as deemed fitting).

INDIVIDUAL FEEDBACK FORM FEEDBACK

ADVISORY feedback was secured from those participants at five community engagement meetings and the school district’s administrative staff and 15 school building faculties. The findings were as follows:

Probable cause for considering the closing of one or more school district schools?

- **Composite community engagement meetings:** YES: 260 (67.9%); NO: 95 (24.8%); No Opinion: 28 (7.3%); YES % ALL MEETINGS: 83.8%; 82.5%; 86.1%; 63.4%; 45.3%
- **Administrative team meeting:** YES: 14 (100.0%); NO: 0 (0.0%)
- **Composite school faculty meetings:** YES: 237 (93.3%); NO: 11 (4.3%); No Opinion: 6 (2.4%). 14 school faculties voted strong majorities, YES. One school faculty voted NO.

Further **ADVISORY** feedback was provided by the same participant groups stated above. The findings were as follows:

Three most important factors that should be considered when choosing which school(s) to close:

- **Composite community engagement meetings:** Ranked #1: smallest enrollment (69); oldest/greatest need (56); lowest geographic risk (41); closest to another school (31). Composite ranking of #1 + #2 + #3: oldest/greatest need: 196; smallest enrollment: 172; closest to another school: 144; lowest geographic risk: 128.

- **Administrative team meeting: Ranked #1: lowest geographic risk (6); #2 least flexible for future programming (3); smallest overall capacity (2). Composite ranking of #1 + #2 + #3: least flexible for future programming (10); lowest geographic risk (8); smallest overall capacity (6) AND oldest/greatest need (6).**
- **Composite school faculty meetings: Ranked #1: lowest geographic risk (63); closest to another school (33); oldest/greatest need (29). Composite ranking #1 + #2 + #3: oldest/greatest need (132); lowest geographic risk (129); closest to another school (111).**

PROJECT CONSULTANTS RATING OF SCHOOL CLOSING FACTORS

The Project Consultant was impressed by the ADVICE that emanated from the community engagement meetings and school personnel meetings regarding the rating of factors the school district administrators (and the Project Consultant) should CONSIDER in making recommendations to the School Board on those schools to be closed (if any). It was apparent there was a good grasp of the issues (particularly, the perceived wisdom/necessity of closing schools as an alternative to further, deeper General Fund budget reductions). While there would be expected variance on the rating of school closing factors by such diverse groups, the advising groups relatively consistently rated LOWEST GEOGRAPHIC RISK and OLDEST/GREATEST NEED among the highest three factors to be considered in identifying schools to be closed. These were consistent with two of the three highest rated factors employed by the Project Consultant in preparing recommendations to the Superintendent and School Board on potential school closings.

The Project Consultant (also Facilitator), a Third Party Neutral, rated the following as the most critical factors he employed in tendering

recommendations on those schools to be closed in Burnsville-Eagan-Savage School District 191:

1-Geographic risk

2-Oldest, least modern, least flexible

3-Smallest capacity (See square footage)

4-Smallest enrollment

5-Least cost/effective; costly to operate

An explanation of the Project Consultant's logic in selecting the factors and their comparative rating sequence is provided as follows:

Geographic risk – in this Project Consultant's estimation - is clearly the most critical factor in that a miscalculation on selecting a building for closure could result in revenue loss through open enrollment out-migration that may offset revenue savings that were anticipated as a result of the school closure.

When downsizing, the oldest, least modern, and least flexible facility is virtually always the highest or among the highest candidates for closure. In fact, in the absence of geographic risk presented by another building, it is the most critical factor. It also represents the greatest potential future facility cost (remodeling) outlay for the school district if the school is retained in favor of an alternative closure.

Similar to the oldest, least modern, and least flexible facility, smaller school(s) are among the highest candidates for closure. All things being equal, school districts tend to retain their larger (capacity), more cost/effective facilities.

A school's smaller enrollment is a factor that is adjustable by simply altering the school district's boundary lines unless the school does not have the capacity to accept additional students (This is the reason smaller capacity is a higher priority factor than is smaller enrollment as a factor).

Closing the least cost/effective school is generally a function of a combination of some or all of the higher priority factors...facility age, small capacity, small enrollment.

PROJECT CONSULTANT'S RECOMMENDATIONS ON SCHOOL CLOSINGS

Elementary Schools

Based on an examination of the school district's ten elementary schools, the Project Consultant identified four schools worthy of initial consideration for closure: Rahn; Marion W. Savage; Sioux Trail; and Vista View. Worthiness of consideration was determined by each of the four schools meeting multiple factors listed above.

While it is the school district's smallest elementary school, Rahn Elementary School was eliminated from consideration for a recommendation to close because of the Project Consultant's (and others') assessment that it was highly vulnerable to Factor 1 – geographic risk.

Marion W. Savage Elementary School was identified by the Project Consultant for a recommendation to close because it significantly demonstrates Factors 2, 4, and 5. Factor 2 is a significant consideration in formulation of the recommendation.

Sioux Trail and Vista View Elementary Schools were likely candidates for a closure recommendation by the Project Consultant. Neither seems to pose a geographic risk (Factor 1) and their ages and additions are virtually identical (ST=1964/95; VV=1963/95) and their conditions are equivalent in quality (Factor 2). However, Vista View has a great capacity (80,069 sq. ft.) than Sioux Trail (75,790 sq. ft.)(Factor 3); a greater enrollment (VV=338; ST=303)(Factor 4); and lower utility costs (VV=\$67,559; ST=\$71,319); lower utility costs/student (VV=\$200/student; ST=\$235/student); lesser square feet/student (VV=236.9 sq. ft.; ST=250.1 sq. ft.) (Factor 5).

Sioux Trail Elementary School was identified by the Project Consultant for a recommendation to close.

It should be noted that the two elementary schools recommended for closure (Sioux Trail and Marion W. Savage) are the second and third smallest enrolled schools in the school district. Closure of the two schools will result in displacement of the fewest number of elementary school students than from any other combination of schools in the school district (excepting with a closure of Rahn Elementary School; See above regarding Rahn).

Middle School

Regarding a middle school closure, the Project Consultant recommends the closure of Metcalf Middle School. The factors that weighed most heavily in selecting Metcalf Middle School as the school preferred for closing were (1) the school is the oldest among the three middle schools, (2) its enrollment is the smallest, (3) it has the highest utility cost/square foot (least cost/effective), (4) it has the second smallest capacity, and (5) it has the second highest number of square feet/student. Other salient factors that impacted the Project Consultant's recommendation included (1) Eagle Ridge Middle School is the newest, most modern day, middle level facility and (2) Nicollet Middle School is the largest of all middle level facilities, is the center for district food service production, and its operation is pivotal in providing utilities to its site sister, Sky Oaks Elementary School.

Diamondhead Education Center

The closure of Diamondhead Education Center was recommended by the Project Consultant. There are, minimally, three undergirding reasons for that recommendation.

- The Diamondhead facility may very well represent a significant asset for the school district if successfully marketed and sold for commercial development.**

- **The Diamondhead is costly to operate. By traditional school standards, it is cost/ineffectively operated (not through mismanagement but an inability to achieve maximum utilization).**
- **The Project Consultant’s recommendation regarding the closing of one of the school district’s middle schools was predicated on (1) the perceived cost/ineffectiveness of all three middle schools (because of declining enrollment) and (2) an assumption that the closed middle school would become the future home base for the school district’s Superintendent, School Board, and administrative staff and the personnel, programs, and services currently housed in the Diamondhead Education Center. It would be imprudent for the school district to close Metcalf Middle School and allow it to sit idle because it is a valuable resource to the school district.**
- **It bears mention, however, that an FULLY ACCEPTABLE ALTERNATIVE to the closing and relocation of the Diamondhead Education Center’s programs, services, and personnel (that may not be practical within an abbreviated time span) which may well satisfy the need to achieve the cost/effective operation of the (former) Metcalf Middle School could be relocating the school district’s Alternative High School and BEST Programs to the closed Middle School, engaging in further leasing of the facility in which one of the programs is located (Alternative High School facility is currently partially leased), leasing space in the (former) Metcalf Middle School, and embracing a range of other options that could include offering a centrally-located gifted/talented program (as an example; not a proposal), a magnet program (as an example), an early childhood center (freeing space at the Diamondhead Center for leasing)(as an example), or the like.**



**Agenda II.A.
December 10, 2019**

To: Board of Education
Superintendent Dr. Theresa Battle

Date: December 3, 2019

Re: Public Hearing Comments

Dec. 4 Public Hearing Notes

Summary for Board Review

52 people (or small groups) signed up to speak

47 actually spoke

Most common themes:

Open Enroll - At least 28 speakers mentioned open enrolling

Geographic Risk - At least 25 speakers cited geographic risk

Awards - At least 13 mentioned awards won by Sioux Trail Elem.

1

If closing a middle school in the One91 District is absolutely necessary, then take a look at this:

Eagle Ridge and Nicolet are the closest to each other, here's what the population at each school: Found on the school websites:

Eagle Ridge- 562 students

Metcalfe- 470

Nicolet- 485

See metcalfe only has around 15 fewer students than Nicolet, so if anything, Nicolet would be more reasonable to close, because it is the closest to the other school Eagle Ridge.

And the last point we would like to make, is that will be over populating both nicolet and eagle ridge class sizes if metcalfe closes, most of you parents cant even stand one or two of us, right mom?! Now this is making 40-50 kids in a class

Thank you for your time

Let's talk about MDE
It's members perform original
plays and stories all of which
are made with a message in
mind. A message that's
meant to help others. This
is what sets us apart from
others

Hello, My name is Allison sloneker,

Hi i am Katarina wells,

Greetings i am mackinley shannon,

and we are here to speak today, because we are all students who attend metcalf middle school. As you know there are three schools that have been recommended to close, as students we will be defending our school.

All Metcalf students were struck with the news that Metcalf was one of the schools that was recommended to close about a month ago.

Many are very upset and anxious from this news and do not know where they are going to go to school next year, but take a look at the distances between all of the schools, and the main area of Burnsville and Eagan where a large percentage of these students live:

Black Hawk, 10 minutes away,

Falcon Ridge, 11 minutes away.

Nicollet, 12 minutes away.

Oak Grove, 13 minutes away.

Eagle Ridge, 15 minutes away.

Two middle schools that are nine minutes away from each other. Then what's going to happen to all of the students, such as myself, who live in this area of Eagan?

From this area, that would be a 13 minute drive to Nicollet.

From the same area to Eagle Ridge is 19 minutes.

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If closing a middle school in the One91 District is absolutely necessary, then take a look at this:

Eagle Ridge and Nicolet are the closest to each other, here's what the population at each school. Found on the school websites:

Eagle Ridge- 562 students

Metcalf- 470

Nicolet- 485

See metcalf only has around 15 fewer students than Nicolet, so if anything, Nicolet would be more reasonable to close, because it is the closest to the other school Eagle Ridge.

And the last point we would like to make, is that will be over populating both nicolet and eagle ridge class sizes if metcalf closes, most of you parents cant even stand one or two of us, right mom?! Now this is making 40-50 kids in a class

Thank you for your time

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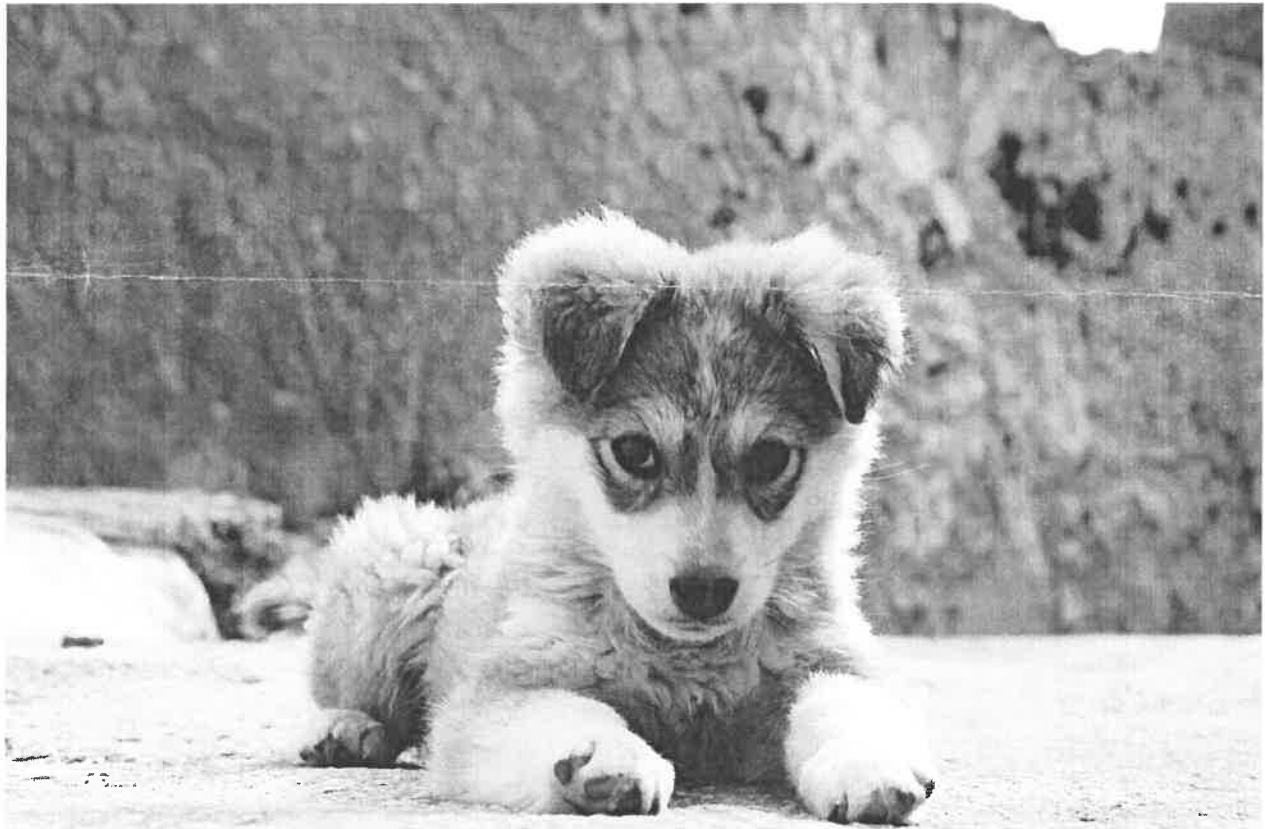
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Thank you for your time

wait
for
Mackinley >

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Hi my name is Irene and I am a fourth grader at Sioux Trail. I don't think you should close Sioux Trail because Their are great teachers. They are nice and they help me if I need help. Sioux Trail is a School of Excellence and I don't want that to stop. Sioux Trail is a special place because when we get 150 Pride cards, we get to celebrate. Taste of Sioux Trail is delicious because we get to try new foods that other people in the world like. It would be better if you close another school, and those kids got to come to Sioux Trail. If you close Sioux Trail my friends might go to another school than me I might not get to see then again. ~~It would make me feel sad and mad. Please don't close my school.~~



Choosing to stay part of district 191 while living in Eagan has brought about a need to continuously defend my decision. People on my street, at the gas station and on Eagan Facebook groups all think I should open enroll my kids in district 196. Until this month, I fought back. I told them about the great schools and how I would never leave the Burnsville-Eagan-Savage School District. This month, that district showed me that it no longer has my childrens' best interest at hand, and for the first time ever, I have submitted the paperwork to open enroll my two daughters in district 196.

My daughter at Metcalf catches the bus at 7:11 in the morning; now you're telling me she will have to get up even earlier and ride the bus longer? Metcalf is 3.1 miles from my house; Nicollet is over twice that distance at 7.4, so how much earlier will she have to get up? Is that developmentally appropriate to have teenagers waking up that early? Why should I send my daughter all the way across Burnsville when there is a middle school in 196 that is 2.2 miles from my house? The consultant got it wrong. To allow Rahn Elementary to stay open for geographic risk, but to ignore Sioux Trail and Metcalf (the school that Rahn students attend after 5th grade) doesn't make sense. I live closer to 196 schools, why shouldn't I send my kids there?

It makes much more sense to close the centrally-located middle school in this district. Moving all the Metcalf students to Nicollet will displace students there, causing more students to be disrupted than closing Nicollet directly. The argument the consultant gave about utilities and the kitchen only make sense if you're planning on shuttering the building, but you're not.

Dr. Worner cautioned you to stay away from achievement when discussing school closings, but that is exactly what families look at when they choose other districts. No one looks at square feet per student when looking at a school. They consistently look at test scores and the culture of the school, and yet you're being told to ignore these things in choosing which school to close. It doesn't make sense.

District 191's strategic plan has two strategic directions that are consistently being achieved at Sioux Trail Elementary: to close gaps and raise achievement for all students and to create a culturally proficient school system. Is this your true focus when you are talking about closing a school that has already demonstrated large gains in these areas? Sioux Trail won an Innovation Award for its work in Cultural Proficiency in 2016 from Humphrey School of Public Affairs and has remained a district leader in cultural proficiency work. In 2017, it won the School of Excellence award for the data-driven work that has made great strides in closing the achievement gap. Sioux Trail should be a beacon school for this district, and instead you are talking about closing it.

I have a great love for the teachers and staff in 191. I have stood up for this district more times than I can count and supported the teachers whenever possible. I do not want to move my kids to a different district, but I don't see much of a choice when you close not one, but two of the amazing schools here.

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191 Public Hearing, re: school closures

Good evening. My name is Nancy Anderson and I live in the North River Hills neighborhood. My two oldest children attend Sioux Trail Elementary School – I have a 1st grader in Mrs. Odegard's class and a preschooler in Ms. Cassie's class. Every day after school, it is a competition as to who had a better day at school and who did more 'cool' things during the day.

I am also an alumni of ISD 191 and attended Sioux Trail Elementary, Metcalf Middle School and Burnsville High School. I thought I was never going to live in the suburbs again, however when my parents were ready to sell their home after 40 years of living there and they offered to sell it to us, my husband and I considered it carefully and I can honestly say Sioux Trail was a MAJOR deciding factor in our final decision to move back. The diversity of students at Sioux Trail has grown by leaps and bounds since the 80's when I attended and it feels like the perfect place for my bi-racial Latino kiddos to be and to be surrounded by others who are culturally similar and different from them.

The need to have a balanced budget and to be a fiscally sound school district is important for the future of 191. However, finances are far from the only thing that should be considered when we are talking about children, education and staffing. My kids and all district children are worth so much more than the cost per square ^{foot} within their school.

I understand that standardized tests do not measure the whole student, but our Reading and Math proficiency test scores at Sioux Trail are one of the highest of the elementary schools in the 191 district. Not only does this speak to the hard working students attending Sioux Trail, but it showcases the amazing teachers and staff at ~~Sioux Trail~~ and the work they do. It is this team that has worked together for many years that forms the welcoming educational community our kids are so fortunate to attend. If Sioux Trail were to close, this team of teachers and staff would be split up, which is something that could never be duplicated elsewhere.

Sioux Trail is not shiny, fancy or new but it IS a staple in Burnsville & North River Hills area as a neighborhood school. The sense of community between the parents, students and staff is something that cannot be put into words or shown on a graph or chart – it is the feeling of belonging that everyone has when they walk through the doors. Since 'graduating' from Sioux Trail 27 years ago, I can say it still feels like home and my home school. I am so proud that my kiddos have the opportunity to attend this School of Excellence.

ST is a safe space with doors in all of the classrooms

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lastly, it was sited in Dr. Worner's report that Geographical risk was of utmost importance when considering which schools to close. Sioux Trail Elementary AND Metcalf Middle School house a significant number of students from our Eagan boundaries in the Northeast Corner of the district. Our neighborhood and families feel targeted for the school closure proposal. I can strongly say I know of MANY families who plan to open enroll elsewhere and/or completely move away from Burnsville if Sioux Trail and/or Metcalf schools are closed. Our family will also look into alternative options if Sioux Trail were to close. Our family believes in 191 and has hope for positive decision-making during this process that ^{directly} affects all of our children

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I am a parent and former PTO President at Sioux Trail. While I agree with closing schools in our district, I do not agree with the recommendation to close both Sioux Trail and Metcalf for several reasons.

My biggest concern is the Geographic Risk the district is taking closing these two schools. In his report Dr Worner states that geographic risk is the "most critical factor" when choosing schools to close and points out that if the district miscalculates open-enrollment caused by closing a building it would actually cause revenue loss where the district is trying to save money.

Later the report concludes that Rahn can't be considered for closure because of Geographic Risk. Yet Sioux Trail and Metcalf are not identified as a geographic risk, even though parts of the Sioux Trail enrollment area are in Eagan, and Rahn Elementary students eventually attend Metcalf Middle School. The consultant even went as far as saying the Sioux Trail was NOT a geographic risk, which anyone who lives in this area will tell you is incorrect.

There are 7 Elementary schools in other districts within 10 minutes from Sioux Trail. By comparison, Vista View has only 2 schools with the same criteria. If Sioux Trail closed and my son was sent to Rahn instead, it would take me 7 minutes to drive him there and only 2 minutes longer to drive him to Deerwood Elementary in 196. And other families that attend Sioux Trail ~~are~~ actually closer to 196 elementary and Middle schools than they are to any schools in the 191 school district.

With any school closure you force families to reconsider where their children attend school. When you double this change for a family by closing both their Elementary and Middle Schools, you REALLY make families think about what might be best for their family. If their kids are making a big change in schools, perhaps they should make a slightly bigger change and just switch school districts altogether. Assuming our district receives \$6,000/child from the state, losing 25 students to another district would cost us over \$150,000. Our district can't afford to take this risk.

Due to the geographic risk in closing a school towards the Eagan end of the district, I think instead it makes more sense to close a school in the middle of the district. Those students could more easily be moved to other schools with less of

a ripple effect than closing a school like Sioux Trail. It would also allow a building closer to the Heart of the City area to be used for other purposes.

My neighborhood has 56 homes. Five years ago only 2 kids in our neighborhood attended ISD196 schools. Today of the 50 school age kids in our neighborhood, 23 open enroll into 196. Without a neighborhood school, going to Rahn or William Byrne will have the same feel as open enrolling into another district because of the distance from our home. And the perceived advantages in the 196 district will usually be the turning point in choosing open enrollment. ISD 191 can't risk losing any more students to open enrollment and should reconsider this proposal to close Sioux Trail.

Utility costs were mentioned as a reason to close S.T.

SI utility costs/sq ft

4 their costs are \$5K lower than GP which is identical in building layout & size.

utility costs/Person

SM

6

Hello School Board members and Superintendent and thank you for the opportunity to speak on the recommended school closings. My name is Tracy Berkovitz and I am a mom of two children that currently attend Metcalf Middle School.

The recommendation for the district to close schools does make financial sense, however, the schools chosen by the Consultant, may not be the best choice for the district. As we know the school district receives around \$6,000 per enrolled student, and has 303 students enrolled currently at Sioux Trail. The Consultant, maybe did not understand how close the 196 elementary schools are to the Sioux Trail/North River Hills neighborhood, nor did the Consultant look at how many children in the North River Hills area already enroll out of the district. If the School Board moves forward with closing Sioux Trail, I have learned through recent conversations of many families who are strongly considering or have already decided to leave 191 and enroll out of the district or move if Sioux Trail is closed.

Sioux Trail is also a School of Excellence. This took a year of parents and staff working on this award, to submit papers and backup and essays showing the school was deserving of the award. This award alone shows the amount of support Sioux Trail Elementary has. Along with, no other school in District 191 has received this award. Sioux Trail also on an average has around 100 community members and Parents volunteering throughout the year and helping to make things happen and giving the students a unique learning experience. The voters in the Sioux Trail attendance area have also had some of the highest turn outs in years where we needed to pass School Levys and always votes YES for these levies. By closing Sioux Trail we will lose some of the support of these precious voters and the district needs all the people they can get to pass future levies/referendums and change the perception in the community about our district.

The Consultant noted he did not look at test scores which is interesting with how heavy the state looks at test scores and bases different goals for students on them. Sioux Trail students test scores are significantly higher than the other students at the other elementary schools across the district for MCA tests, etc. With how much we talk about equality and how hard we work to make sure everyone is equal, yet again Sioux Trail numbers are incredibly amazing when we look at how the teachers and staff have managed to reduce the achievement gap for students of color, and students who speak English as a second Language, as 70% of Sioux Trail students met their growth target in 2018, while the state average is 40%.

It is because of the reasons noted previously I suggest the board looks at other elementary schools centered more in the middle of the district, with less geographic risk. Two noted schools that are very comparable to Sioux Trail Elementary in age of the building, and number of students is Vista View Elementary or Gideon Pond. Both these schools, are less of a geographical risk due to where the school boundaries are located, and therefore you are less likely to lose the number of student enrollees to 191, than if you close Sioux Trail. This also alleviates any neighborhood across the district to have to have two of their neighborhood schools closed. By closing Metcalf, MW Savage and Vista View or Gideon Pond, you would have a more equitable change across the district, rather than so heavily closing schools in one section of the district. By doing so, you can alleviate the number of students who will open enroll out of the district, which needs to scale back, so the district can focus towards growing again.

Closing both Metcalf and Sioux Trail would be detrimental to the district in future years. Please reconsider this recommendation and partner with us to make our school district better for the future.

I'm a parent of 3 children, one at Metcalf who is a member of their storied and national champion chess team, and two at Sioux Trail, which two years ago was named a MN school of excellence. My youngest attended Pre-K at Rahn. We've lived in our house in North River Hills for almost 16 years. We love our neighborhood, the schools, and the district. The neighborhood is invested in the schools even if a lot of the residents have children who are grown and no longer attending these schools. We are a tight knit community.

It was extremely disheartening to hear the recommendation from the project consultant to close both of our neighborhood schools. It was also disheartening and confusing to hear the rationale. The most critical factor, in the consultant's own words, is geographic risk, and QUOTE "a miscalculation on selecting a building for closure could result in revenue loss through open enrollment out-migration that may offset revenue savings that were anticipated as a result of the school closure." END QUOTE

The recommendation further states that removing Rahn Elementary from the list of candidates eliminates geographic risk in his estimation. Rahn feeds into Metcalf, one of the recommended closures. The distance between the two schools is 1.4 miles. Assuming these students would be redirected to Nicollet Middle School, the distance would increase to 5.5 miles. Meanwhile, there are 3 other middle schools with distances from Rahn that are under 5 miles away, all located within district 196. The presumption of eliminating geographic risk by keeping Rahn while closing its nearest middle school is faulty when these other options exist. Similarly, Sioux Trail is located a half mile from Metcalf, and 4.5 miles from Nicollet. The 3 middle schools in 196 I referenced range from 3.2 to 5.5 miles from Sioux Trail. Speaking as a parent I can assure you that if the burden of losing both Metcalf and Sioux Trail falls on our area, which feels very disproportionate, I would certainly take a look at all of those schools as options rather than automatically accepting a move to another school within 191, as I will have two children in middle school next fall. I love the schools my kids attend. I love the teachers and staff. I think the district is much better than it often receives credit for, and I would be very sad not to be part of it in the future. However, if the recommendation carries forward as presented, I feel that shows those of us in northeast Burnsville and our Eagan neighbors a lot about our value. Cuts need to be made for the district to be financially viable, we understand. But referring back to the quote from the consultant, a miscalculation of revenue that could be lost through open enrollment could be a very serious mistake. I urge you to consider rejecting or modifying the recommendation as presented. Thank you.

Rahn to Blackhawk Middle School 3 miles

Rahn to Falcon Ridge 4 miles

Rahn to Dakota Hills 4.8 miles

Rahn to Mecalf 1.4 miles

Rahn to Nicollet 5.5 miles

ST to Nicollet 4.5 miles

ST to Blackhawk 3.2 miles

ST to Dakota Hills 5.4 miles

ST to Falcon Ridge 5.5 miles

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Hello. I am Michele Steglich. I have three children attending schools in the district. One son is at BHS, another son is at Metcalf, and my daughter attends Sioux Trail. I grew up in this district, as well. I started my education in Mrs. Inge Voelker's afternoon kindergarten class at Neill, went to Nicollet Jr. High, and graduated from BHS in 1994. I am proud to send my children to District 191 and have been a strong supporter of our schools. I have a "We are One91" yard sign prominently displayed in my front yard. However, I have open enrollment forms waiting for me to fill out to send my children to schools in 196.

I had expected that Sky Oaks-Nicollet would be recommended for closures due to those schools central location and lower risk of open enrollment. I was shocked to learn that Sioux Trail, a Minnesota School of Excellence, and Metcalf were recommended for closure. Because of my neighborhood's close proximity to 196, many of my neighbors already open enroll. In fact, in my immediate neighborhood the number of students attending 191 is less than those attending 196.

The project consultant, Mr. Roger Worner, rated geographic risk as the most critical factor in determining schools to recommend for closure. To quote Mr. Worner: "Geographic risk—in this Project Consultant's estimation—is clearly the most critical factor in that a miscalculation on selecting a building for closure could result in revenue loss through open enrollment out-migration that may offset revenue savings that were anticipated as a result of the school closure."

Mr. Worner then went on to eliminate Rahn Elementary from closure consideration due to geographic risk. This same rationale should be applied to Metcalf and Sioux Trail. The closures of these two schools will open a floodgate of yet even more students into 196. And as I have watched in my own neighborhood, this leads to a domino effect. The loss of such a large number of students will further reduce funding and programming for ALL students in the district.

How does the district plan to overcome yet even more loss of funding? At \$6312 per student of state funding, losing even 150 students (a potentially low estimate) for the next school year is a loss of nearly one million dollars to the budget. How many more programs will be cut from schools to offset this loss? My 5th grade daughter was so sad to learn last year that she would not get to participate in 5th grade band at Sioux Trail because elementary band was eliminated due to budget cuts. She had looked forward to learning to play an instrument in a band with her peers, just like her brothers had. Instead, she is taking private clarinet lessons at Schmitt Music.

My heart wants my children to remain in District 191. However, with continued budgets cuts I worry about the future of this district.

I urge the school board to very carefully and thoughtfully consider their decisions. Your decision will have a momentous impact on the future of District 191.

My son attends Sioux Trail Elementary. With others I'm concerned about the geographic risk in closing both Sioux Trail and Metcalf. However what concerns me more is that during this study on closing schools in our district, the intangible things in the schools weren't considered at all.

It is true that the awards won by a school and test scores from the students can be subjective. But when a family looks to purchase a home and parents are deciding where their children will attend school, these intangible things are the main things that parents consider.

We have had children attending Sioux Trail since 2010. Over that time we have been very pleased with the quality of education received at the school and the ability of the teachers to work together as an amazing team to help learners at all levels. We've seen Sioux Trail excel in many areas, and over the past 3 years win several awards. In 2017 Sioux Trail was named a MN School of Excellence. In 2016 Sioux Trail received an award for the CPSS program they developed for their building. And last year Sioux Trail was recognized for its PBIS program.

only 8

- o In 2017 Sioux Trail was named a Minnesota School of Excellence by the Minnesota Elementary Schools Principals Association (MESPA). Sioux Trail was one of only 8 schools in the state to receive the award that year.
- o In 2016 Sioux Trail was named a top award winner in the Humphrey School of Public Affairs Local Government Innovation Awards for its Culturally Proficient School System.
- o Last school year, Sioux Trail achieved Positive Behavioral Interventions and Supports (PBIS) Sustaining Exemplar status through the Minnesota Department of Education

Schools in the State!

The awards themselves are an great achievement for the school, but these awards could not have happened without the teamwork of the staff. Sioux Trail has been a leader in our district most recently in developing a Culturally Proficient School System and using it as an example throughout our district. The success of Sioux Trail is evident as they reduced the achievement gap for their students of color and especially for English Language learners. These achievements may be lost if Sioux Trail is closed and its team of teachers is dispersed across the district.

Championship Team

A good analogy to this is a SuperBowl caliber football team. When a team of players comes together and works together well they can play off each other's strengths to achieve great success. In the following year if that team is broken apart and split onto 5 other teams, it's unlikely that each individual player can bring enough to the new team to lead them to the same success seen on that SuperBowl team. Likewise when you have a team of teachers working together, winning awards and closing achievement gaps, you are hurting our kids by breaking this team apart instead of giving them more students that can benefit from their years of teamwork and success.

We've lived in our home within walking distance to Sioux Trail for 15 years. When our oldest child was about to start elementary school we reviewed all of our options including open enrolling into another district and private school.

Ultimately we decided to send our ^{daughter} daughter to Sioux Trail because we loved the idea of a neighborhood school and the sense of community that comes with it.

Without having Sioux Trail in our neighborhood, I can't say that we would make that same choice today.

~~A choice currently 1/2 of the 50 children~~

~~A~~

Sioux Trail is a go (rather risk)

Not so risk

3rd oldest

4th same car.

2nd same car.

Tuition costs.

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December 4, 2019

ISD 191 Board of Directors -

I am writing as a concerned resident and parent in ISD 191. If the board votes to approve the recommendation of the consultant, to close both Sioux Trail Elementary and Metcalf Middle School, I strongly believe the district will lose a significant number of additional students and families (and funding based on those students), beyond the many in our NE Burnsville neighborhood who have already left the district.

The consultant indicated that geographic risk was the first priority considered in his recommendation, and he said that Sioux Trail was not a geographic risk. This is not accurate. A large majority of the Cedarbridge and Rivers Edge neighborhood has already chosen to attend district 196. My children will both be in high school next year but if I had elementary or middle school age children I would most likely move my children to District 196 based on geographic location. Nicollet Middle School is further from our home in Cedarbridge than two middle schools in ISD 196.

The other factual data I believe should be considered in the Board's decision is test scores. The consultant did not consider this information because he considered it subjective, however, low test scores is another reason I would chose to leave the district. According to the MN Department of Education website, Sioux Trail has been one of the top three schools for both Reading and Math the past three years and one of the top four schools for Science.

I encourage you to consider closing an elementary school of similar size, with far less geographic risk and lower test scores (e.g. Vista View). I also encourage you to consider leveraging Nicollet for district offices and keeping Metcalf open due to similar geographic risk (Nicollet being further away from families on the NE side of Burnsville than 2 ISD 196 middle schools). I appreciate your consideration of this information in the decision of which schools to close.

Sincerely,

Laura Brown

H/14

Today I wish to share my thoughts on the proposal to close Sioux Trail Elementary. There is no doubt that our District is facing difficult decisions that are necessary to weather this difficult time. Doubtless the choices made will touch every person who lives, works, or attends the district.

I am a parent, a voter, a business owner in this district. I was raised by an elementary school teacher and taught to value the importance of the community that develops around our local schools. I have already spent years supporting the teachers, neighborhood and District despite the fact that my oldest only started Kindergarten this year.

The community that surrounds Sioux Trail is a thriving one that has been instrumental in the highly functional environment of the school. Sioux Trail boasts EXACTLY the kinds of accomplishments that the District should be highlighting to help prevent the kind of open enrollment emergency that we are currently facing.

Sioux Trail won a Local Government Innovation Award in 2016 presented by the Humphry School of Public Affairs. It was a Minnesota School of Excellence in 2017. Sioux Trail was a top winner and awarded a grant from the Bush Foundation for its work to become a culturally proficient school. These achievements PERFECTLY embody the goals of Closing the Opportunity Gap and fostering Culturally Proficient Schools as outlined by our own District's Strategic Plans.

This has been achieved by the hard work of the Sioux Trail community that is proven to work together successfully. We have strong engagement, turnout, and financial support for the efforts of our PTO. We also have a highly active electorate that consistently boasts the district's highest voter turnout AND the highest rate of support for ballot measures concerning funding education.

These proven factors have already contributed to drawing more amazing families into our district as the neighborhood that surrounds Sioux Trail has been experiencing a natural turnover as the population has been maturing into different housing needs. By these measures, the parent-student community around Sioux Trail is among the MOST equipped to welcome additional students who can anticipate an environment where they will thrive.

The Study that was presented to you repeatedly cites Geographic Risk as the most important factor when determining which schools should be closed. As stated in the Consultant's Study, "Geographic Risk is clearly the most critical factor in that a miscalculation on selecting a building for closure could result in revenue loss through open enrollment out-migration that may offset revenue savings that were anticipated as a result of the school closure".

By selecting TWO schools in the North East edge of the District, it is obvious that the Geographical Risk posed in this region was tremendously underestimated and you should know that the damage of following through with that choice will be catastrophic. I contend that the Drs Worner were mistaken when later in the study they determined Sioux Trail not to pose a Geographic Risk.

While residents who currently attend Sioux Trail COULD stay in the district by attending William Byrn or Rahn which are only 1 or 2 miles away from Sioux Trail Elementary, it is far more likely that we will push just one mile FURTHER by open enrolling into 196 to Deerwood, Thomas Lake or Oak Ridge Magnet School, all of which are only 3 MILES AWAY.

The truth is, I am have already begun preparing my paperwork to open enroll into 196. And I'm not alone. There is already community discussion about ways that we can help ease the parental burden through ride sharing and carpooling.

The Study that you were presented with spent some time comparing data about Sioux Trail directly with Vista View. It found that they were virtually identical in several factors including age and condition of building. Then it tried to distinguish some characteristics that might differentiate the two. It turns out that Sioux trail happens to have 6% smaller capacity (5k sq fee) and 35 fewer students currently enrolled...a difference of only 11%. Truth be told, the changes in overall enrollment that result from closing any elementary school renders that bit of data a foolish one on which to base this decision.

The Study also contends that NEITHER Sioux Trail nor Vista View pose a geographic risk. I have already outlined the fallacy of that assumption as it pertains to Sioux Trail. On the other hand, students attending Vista View have SIGNIFICANTLY more options that would keep them within the District. Where Sioux Trail Students had 3 options within 3 miles that would result in them abandoning this District, Vista View has FOUR options within that same range that ALL keep them enrolled in this District. The resulting loss of students from the North East part of the district seems a steep price to pay simply because Sioux Trail has a measly 6% fewer square feet.

The proposal in front of you, to close Sioux Trail, especially with the additional proposal to close Metcalf constitutes an attack on the North East region of this district. You try to boast being Community Strong, but this poorly thought out proposal is simply COMMUNITY WRONG and will have disastrous results. According to your own Guiding Change Document, you stated that it would be Unacceptable to have specific groups who feel targeted, create geographic imbalances in inequities, or to perpetuate negative messaging or points of view. That is would be the exact outcome if you close both Sioux Trail and Metcalf.

Don't be COMMUNITY WRONG.

Laura Schmitz

#12

School Board Copy

Good evening, my name is Denise Engberg, I am a 30 year resident of North River Hills. My concerns about these recommended school closings are from the perspective as one of 1200 households in the North River Hills neighborhood.

The newspapers write that ISD 191 has been in a "chronic" state of declining enrollment for a number of years and the decision to close schools has not been an easy one. This is a bitter pill to swallow and the resulting fallout of closing Sioux Trail and Metcalf forces one community to shoulder the closure of both of their neighborhood schools. This possibility is a double whammy both emotionally and economically.

The emotional connection, identity and pride that our community has enjoyed with Sioux Trail and Metcalf over the years will be difficult to lose, but the closure of both schools hits the people of North River Hills neighborhood even harder financially.

Through a conversation with a local realtor who specializes in northeast Burnsville, the closure of one neighborhood school reflects poorly of the area, but for both of the neighborhood schools to be closed will be extremely detrimental to property values.

Even as the news came out about the possible closures of Sioux Trail and Metcalf the market values for homes in the north river hills neighborhood immediately took a hit. She recommended that anyone interested in selling their home in our neighborhood should wait a few years, until the "dust settles and the district turns things around." she went on to explain "that one of the biggest selling points that influences a future home buyer is the reputation of the local schools and Burnsville has a reputation of being less desirable than that of neighboring school districts".

If indeed Burnsville has that reputation, why close a school that was recognized as a 2017 Minnesota school of excellence, was awarded by our own district with the 2018 Community of Excellence - Spirit of Excellence award along with other recent local and state recognitions. Sioux Trail could be marketed to work in the district's favor to help turn around the perceived reputation to the surrounding community.

We are currently losing over 2000 students to other districts every year. If the district abandons the east side with closing half of its four schools it will only compound the problem, encouraging more families with means to leave ISD191 and enroll in other districts that are closer and offer more opportunities for their children. Tax dollars to benefit our community will be lost as well with property values plummeting.

In closing, it was mentioned in several of the realignment meetings that the future boundary changes to the remaining schools would equally reflect the broad scope of demographics that exists across the district.

Shouldn't the closures that are being considered also be equally shared across the district? The loss that these closures bring need to be realized equally and not so keenly concentrated in one area of northeast Burnsville.

You have a choice, do not close both Sioux Trail and Metcalf. This will adversely affect the east side of the city of Burnsville and ISD191 for years to come. Thank you.

Metcalfe and Sioux Trail Proposed Closing

15

Jean Ann Jensen

Time in District

We have lived in the district for 25 years. The year we moved here was the year the High School had an arson fire. Three of my children have attended Sioux Trail, Metcalfe and graduated from Burnsville High School. This proposal looks and feels targeted and is causing us to leave the district.

Geographic Risk

Since Geographic Risk is the highest factor, the consultant got it wrong.

There are 4 schools on the East side that are high geographic risk: Rahn, William Byrne, Sioux Trail and Metcalfe.

Closing one or more of these schools will cause a large number of students to leave the district.

District 196 is very close to this side of the district and open enrollment is a very viable option, many already do so.

This proposal will not result in fewer students leaving the District but a large number of students.

The District will need to significantly increase the decrease in student enrollment for the next school year.

This will decrease funds available for the budget in the next school year.

Closing Metcalfe will increase the number of students open enrolling as District 196 Middle Schools are better quality and closer.

Increased transportation costs for closing Metcalfe as a large number of students are farther from the middle school.

School Quality

Intangible factors are what parents look for in a school.

Many parents have moved into the area for the following reasons: Diversity in neighborhood school, quality of neighborhood school, test scores of neighborhood school and quality of neighborhood.

Sioux Trail has been awarded the following: Top award winner in Humphrey School of Public Affairs Local Government Innovation Awards (LGIA) included a grant, Named Minnesota School of Excellence by Minnesota Elementary Schools Principles Association (MESPA)-1 of 8 schools to receive the award in 2017, Achieved Positive Behavior Interventions and Supports (PBIS) sustaining Exemplar status from MN Department of Education.

Test Scores for Sioux Trail: Top 3 Test scores in the District for Elementary Schools for the last 3 years, Sioux Trail results for traditionally low scoring population is higher than many schools therefore closing the achievement gap, test scores in the 50's for both reading and math versus 20's for low performing schools.

Test Scores for Metcalf: Consistently in the 30's over the last 4 years. Metcalf has consistently scored better than Nicollet.

Metcalf is a great school with some growing pains and I had no hesitation sending my 6th grader to Metcalf. Nicollet still has racial problems that have been there for last 25 years with little or no improvement. My children will not be attending a school with a history of problems.

Excellence in a school does not transfer when students move to a different school. The results of a good school stays with the culture of the school. Bringing more students in a good school increases the excellence in the district.

December 04, 2019

Dear ISD191 School Board,

Our new Latino Parents Committee has taken the task of being the voice of our community. As a first task, we convey our voices to share opinions or suggestions that we ask you to consider in regard to the closure of schools.

With the changes that we will experience in the near future, we want you to be extra vigilant with the next items, without particular order:

- ❖ Number of students per class.
 - We know this number will increase to a cap that is the most common generally, but since this has not been the experience for many of our teachers, we ask you to consider additional support, to avoid unnecessary stress and for teachers to focus peacefully on educating our children.
- ❖ Extracurricular activities
 - In activities where excellence has been demonstrated, such as the chess club, please evaluate how to keep the group together and active, as they have fought so hard to be in the place they are now.
- ❖ Discipline
 - Unfortunately this is an issue that especially at the secondary level in recent years has been worrisome. With the increase of student body, we wonder, what preventive measures are considered?
- ❖ Communication
 - We hope the language is not a reason for not keeping the lines of communication open. The fact that we parents do not communicate with schools much, does not mean we are not interested, we only trust the education system. Most of the time we find out about problems in a reactive way instead of having talked about the matter preventively.

Thank you very much for your attention. Please know that we are open to share some time with you and see if there is any way we can support our district and community together.

Sincerely,

Pedro Santos, Angelica Montoya, Natividad Reza
Latino Parents Committee representatives

#19

My name is Katlin Ring. I have been at Sioux Trail for 10 years.

At Sioux Trail our vision is growing together, putting kids first. Our community lives this everyday.

On election day, Sioux Trail is home to Precinct 4. As far back as the Secretary of State reports, Precinct 4 has approved all levy and referendums at or ~~above~~ exceeding the level they passed the district as a whole.

Not only does the Sioux Trail

Community Support our Schools, They typically have the highest voter turnout in the district. On November 5 they had the most votes in the 191 referendum. Their 637 votes made up 20% of the yes votes in the entire district.

The precinct 4 community has shown up for Sioux Trail for over 50 years. They not only support Sioux Trail, they show up at the polls every November and special election to support

our entire one community.

They truly embody what it means to be Community Strong.

What we ask of you is that you merge other communities into Sioux Trail. Keeping Sioux Trail

Open will financially benefit our district for years to come.

#24

My name is Bobbie Kunkel and I have taught at Sioux Trail for 16 years. At Sioux Trail our vision is Growing Together: Putting Kids First. We live, embrace and share this vision every day with the community. I decided to share my concerns with the board tonight as our district is faced with a difficult and emotional decision to close three schools. Currently Sioux Trail is a school that is recommended to be closed at the end of the school year. According to the report Sioux Trail was not considered a geographical risk school. Even though it's on the eastern border of 196 and 191. I am compelled to share that I completely disagree with that factor. I encourage the board to contemplate the following information when challenged with the decision to close ST. Currently, our families have the option to open enroll their children to our neighboring district 196. You must put this into consideration when making the recommendation to close ST. Currently, ISD 191 receives around \$6,000 per student enrolled in the district. If a student open enrolls that money goes to the new district the student attends. If 20 kids open enroll its \$120,000. Is the district willing to risk this type of financial loss by closing border schools? In my opinion that is like just handing ISD 196 free money that we can and should preserve for the betterment of our district. As an invested educator to the district I

am being honest and telling you ST families are preparing to leave 191. It is discouraging, disheartening and frustrating to hear my first grade students and families share about which schools they are selecting if ST closes. Trust me the schools they are selecting are not 191 schools. ST is a geographical risk. We have the opportunity to embrace these supportive, dedicated and loyal families. We must keep them in 191. I ask that when you make a decision you are careful, proactive and intentional with your considerations ~~and identify an elementary school that is in the heart of the district.~~ It's essential 191 retains families, we must increase student revenue and blaze the trail with the dedicated, talented and committed staff ^{and families} we have in ISD 191. This is our time to let 191 be a role model school district. We deserve ^{the} ~~it.~~ However, closing two East side schools will automatically make that side of the district an isolated island and is not a financially sound decision for a district that is facing declining enrollment. ST is a geographical risk. What do you want for our community? What do you want for current ^{and future} student population? What do you want for the financial future for 191? What we ask of you is that you merge schools into Sioux Trail. We have the systems, culture, and expertise to support excellence for all students.

Keeping ST open will finically benefit our district for years to come.

ST is a geographical risk.

#25

Hello, my name is Sharron Stalock and I have worked at Sioux Trail for 11 years. At Sioux Trail, our vision is Growing Together; Putting Kids First. We live this vision every day.

We ask that you reconsider the process you are using to close schools in Burnsville.

Forward not backward. Instead of looking backward and taking our cues for closing schools from the past. Let's focus on the future. We can say we are closing school x, y, or z OR we can say we are merging schools x and y to create a NEW entity as we expand our successful pathways programming. Announcing to the community we are merging schools to create something better instead of closing a school rebrands the process and creates a positive perception. Wouldn't it be better to engage community members in creating something exciting instead of merely closing schools?

Strategic not reactive. It is fiscally responsible to react to declining enrollment. With our quick timeline, we are missing opportunities to communicate with families, plan for smooth transitions, and promote the positives to our community. We are in a very unique situation as a district so our staffing and design plans for implantation need to be unique as well so that teachers, principals, staff, families and students can feel prepared and excited for what's to come. One dad stopped me last Tuesday morning and asked where his children would be going to school next year and when he would know. He wanted to know by January 15th because if he wasn't okay with the decision, he would put in an open enrollment request for ISD 196. Strategic planning, communication and engaging our families and staff will be key in retaining and reattracting our current population. Our district has communicated how much can be saved by closing a school building. Have we considered the opportunity costs to closing Sioux Trail? How many families will leave and go to a neighboring district and what is the lost revenue attached to that?

Broad versus narrow. In this process you have defined school as the bricks and mortar that house the students, educators and staff. [We ask that you broaden this definition to include the history, the systems, the culture and the vision created in the school.] We have heard many times that we can't use test scores, systems, or awards in the decisions because they are too subjective. This would be like not using sales, productivity, or market share numbers from a business. To make a well-informed decision, the board must use many educational metrics. Positive data doesn't just happen, it takes years of focus, creating systems and building on success. There are schools in our district that do not have these embedded systems in place. Do we have

that kind of time with declining enrollment and high stakes tests creating perceptions of us?

Forward, Strategic. Broad. Please keep these ideas in mind as you make decisions that change the trajectory of our district. Thank you so much for listening. What we ask of you is that you merge other schools into Sioux Trail. We have the systems, culture, and expertise to support excellence for all students. Keeping Sioux Trail open will financially benefit our district for years to come.

#5-7

While the district is facing challenging financial times, and it does make sense to close schools, it doesn't make sense to close schools that will drive more families out, nor does it make sense to close a School of Excellence that has actually attracted families to move into the district. Long before Sioux Trail was validated a School of Excellence by MESPA, my husband and I bought our house, excited that our children would follow in his footsteps and attend Sioux Trail and Metcalf. My children have thrived in that environment, and while emotionally I am sad to think of Sioux Trail closing, it also doesn't make the best financial sense for the district. By closing two schools that border 196 and 197, and have multiple other school options within a short drive of the neighborhoods serviced, you risk more families leaving. I know I have often contemplated moving my children to 196 as I pass 5 elementary schools and two middle schools on my way to work. However, we have believed in Burnsville and the importance of community and neighborhood schools, and kept our children here. With the changes coming, we are investigating our options, up to and including open enrollment in another district. The more families that leave from this decision, the less state funding for the district.

Closing Sioux Trail means additional bussing and transportation costs, as there are many children who are easily able to walk to school that will no longer be able to, as the neighborhood is surrounded by major roads children should not be expected to cross. Closing Metcalf, you will need to bus every child who attends further into the city. What is currently a 10 minute bus ride, will now be 20 or more. This is also allowing more time for middle schoolers and high schoolers to be on the bus together, not to mention making wake up times even earlier, at an age when we know sleeping in is best.

While I know Nicollet is tied to Sky Oaks and houses the district kitchens, all of the suggested uses for Metcalf would allow Nicollet still to be accessed by the district, negating the arguments for keeping Nicollet open, when the consultant said the ideal situation was to have a middle school on each side of the city. Since the buildings won't be shuttered, this argument doesn't hold up. It also displaces the least number of students, and comes with far less geographic risk, as every elementary school that feeds into Metcalf will now have to travel further, and are close to many other out of district schools.

I came here tonight thinking I was going to say one thing and after listening to other speakers live ~~feedback~~ ^{feedback to the board} charged my ~~support~~ ^{come offering} support to the board for having to make the tough decision to close schools. I see that there is much more at hand than I previously realized. My children attend William Byrne and are not facing the possibility of their school closing. ^{currently} In order to stop the "bleeding" so to speak, I don't agree with the choice of ~~Sioux Trail & Metcalf~~ ^{Sioux Trail & Metcalf} being recommended to close. Although we would welcome students from Sioux Trail ~~and~~ ~~with~~ ~~open~~ ~~arms~~ I have to agree with everything being said here tonight. Sioux Trail and Metcalf are not the correct choice, we have already seen the decline in enrollment due to this areas close

proximity to ^{the} 1960 school district.
I have to admit with the budget cuts and recommended school closings now more than ever I feel like I need to step up and do more. I want to be part of whatever movement is needed in this community to change the perception ~~of our district~~ that people have of our district because cats fall it the whole elephant in this room is why is everyone leaving? That should be the biggest focus and change that comes from what we are currently experiencing. The schools being considered for closure in North East Burnsville I'm convinced now need ~~to~~ remain open.

It only makes sense to look towards the inner boundaries for schools closure rather than those sitting near the borders of another district. There does need to be work

#36

that continues to keep parities near 196 borders in our district. We have failed as a district to identify how to combat this issue. We found data on the U of M's website ^{for} law ~~school~~ school from the Institute on Metropolitan Opportunity with a study ~~on~~ open enrollment ~~of~~ of mn ~~school~~ school districts ~~from~~ from 2010 that identifies district 191 as a district which has high open enrollment outside of our district. I want to know why there hasn't been more of a focus on what we can do differently to attract and keep families in our district. It clearly has been on a downward spiral for a number of years. If we could have gotten ahead of this maybe we wouldn't be where we are now. I am someone thoughtful ~~is~~ that is ready ~~to~~ and willing to explore and help institute change. I think there will be more opportunity to work on change by keeping Sioux Trail and Metcalf open.

#31

My name is Sarah Henrich. I have been teaching special education at Sioux Trail for 6 years. I also grew up in Savage. I attended MW savage elementary school, eagle ridge junior high at the time, and then graduated from Burnsville High School in 2009, so this district is near and dear to my heart.

At Sioux Trail our vision is Growing together: Putting kids first. We live this vision every day. Something that sets our school apart from others, is our Positive Behavior Interventions and Supports (PBIS). We have had a PBIS team since 2011. The team includes administration, teachers, other staff members such as educational assistants and even a school parent. We also have a student group called PAWS. These students are PRIDE leaders in our school. PBIS is a constant thing that is apart of every school day and surrounds anyone who walks in our school. We have large posters around the school of our students showing PRIDE. We have a school mascot, Shadow, students earn PRIDE cards for demonstrating being prepared, respectful, involved, dreaming, and/or excelling. We were the first school in the district to achieve Positive Behavioral Interventions and Supports (PBIS)

Sustaining Exemplar status through the Minnesota Department of Education in 2017-2018. We achieved the status again last school year (2018-2019). ~~Some measurements or assessments that this team takes are the Tiered Fidelity Inventory (TFI) and the PBIS self assessment survey (SAS). The TFI refers to the different tiers of intervention. Tier 1 is for every student and is universal, tier 2 is targeted for students who may be at risk, and tier 3 is the smallest which is intensive support for a specific individual. We have continuously shown improvement on both the TFI and SAS assessments as a school every year.~~ We have a solid tier 1 (PRIDE) and are also the farthest along in our tier 2 and tier 3 interventions in the district. ~~We have implemented different interventions such as check-in and out for students, we also have token economy or folders for specific students for tier 3 interventions.~~ The district has a PBIS team and every fall and spring the members go on a walk-thru in each school to collect data around PBIS. This fall the district's ratio for

the amount of positive interactions to negative interactions, was 3.3:1. Sioux trails, ratio was 11:1! This demonstrates what I said earlier, when I said PBIS and PRIDE are just apart of us. If you have ever been in a school you know how behavior can significantly impact the culture, the climate, the learning, everything. That impacts how students and families feel about a school, which impacts where the students will attend and enrollment. At Sioux Trail we have such a strong and positive culture that it would be a shame to destroy it.

What we ask of you is that you merge other schools into Sioux Trail. We have the systems, culture, and expertise to support excellence for ALL students. Keeping Sioux Trail open will financially benefit our district One91 for years to come. Thank you!



As I also mentioned I am a special education teacher. Sioux Trail is home to a focus program for student's with severe to profound cognitive disabilities. Sioux Trail is home to this program and everyone is including and inviting to these students and their families. Making this program would be very emotionally destructive and costly but also financially. The rooms have special physical adaptations, such as large swing hooks in the ceiling and also

Other large equipment.

~~The students who attend~~

~~this school are not necessarily~~

Sioux Trail is not necessarily

their home schools, so transportation
cost also plays a large role.

A38

December 4, 2019

Good evening. I am here tonight as not only the mother of a Sioux Trails first grader, but also as a member of the River Hills Community, where both of our neighborhood schools, Sioux Trail and Metcalf, are being considered for closure. I want to start by saying how strong of a community the River Hills district is. How involved we are in our schools and how families move to our community for this very reason. With both of our schools being threatened with closure, what do you, as a school board, think that says to our community? To our students?

Additionally, what it says to the people who were considering moving to our community? We sit on the boarder of the 191 and 196 school districts. We have many elementary schools within 5 miles of us that we could open enroll to. But we don't. We actually had never considered open enrollment, until now. I know neighbors, my best friend and sister in law, and many others who are also considering selling their home or open enrolling if Sioux Trail and/or Metcalf closes. In fact, with the deadline looming, some have already filled out their open enrollment paperwork. If financial reasons are the justification for closure, then this comes at a great cost for district 191. If just 10 families open enroll one student to another district, then district 191 stands to lose \$60,000. Imagine if that amount doubles, or even triples.

In 2017, Sioux Trail was named a "Minnesota School of Excellence." One of only eight schools in the state to receive the award that year. The MCA scores for the past 3 years at Sioux Trail have been in the top three across elementary schools. In 2018-2019, the Math scores at Sioux Trail were 59 with a score of 52 for Reading - compared to Sky Oaks who had a 29 in Math and 21 in Reading. That is a difference of 30 for both math and reading. Sioux Trail also has a record of supporting marginalized students by reducing the achievement gap for both students of color and EL students. Last year, the percentage of EL students who met their growth target was 70%. The state average was only 40%. Combining these awards and test scores with community and parent involvement, cultural inclusivity, neighborhood location, and the unbeatable school administration – Sioux Trail is a recipe for success. Exactly what parents are looking for when they are searching for a school. To not consider these respectable achievements when making a decision on closures not only shows a lack of acknowledgement and support from the school board, it tells our community – but more importantly our students - that none of these accomplishments matter. When they do.

Our school may currently not be at capacity, but it can be with the realignment of the boundaries. Does it not make more sense to fill a larger more successful school with students? Or to close it and take a risk that students new schools do not meet their academic needs? The answer here is easy. Please do not fail our children who are on a track record for success. Make the right decision.

Thank you.

Jodi Boucher |

#40

Good Evening-

- My husband and I are both teachers working in two different nearby school districts. We have three sons, two currently attend Sioux Trail and we have one at Metcalf. We have chosen to keep our children in district 191 schools because of the excellent teaching staff, neighborhood schools, along with the diversity this district provides. While other districts strive for perfection in the balance of Equity, your teachers at Sioux Trail have it nailed. No matter what each student walks through the door with (or without) each day, the playing field becomes equal for all when they enter through Sioux Trail's school doors. They feel loved and cared about no matter what they left behind at home.

- Our family has had many long and hard conversations about the fact that it is hard to not feel "targeted" on our end of the district since all three of our children are feeling the impact of the recommendations that the consultant made due to the geographic clustering of these two schools. Having a first grader share that the conversation at lunch or recess includes discussions amongst 7 year olds about "when our school will close" is heart- breaking.

- Our home is located one mile from Sioux Trail in a large cul de sac near black dog park with 16 houses on it. We have lived there for 19 and a half years. We currently have 15 children living on the block under the age of 14. There are currently 7 children on the block that have yet to enter Kindergarten. One of 7 is currently in the pre-k program in the district- and one of my questions is were all of these children included in your projections for a district that is continuing to decline in enrollment? I also ask- How are we reaching out to young parents to let them know that District 191 is a great option? I question where the consultant obtained the data from in order to project how many K students we will have for the next five years, partly because as a district we always have students that don't register for Kindergarten, they don't attend any district early childhood programs and they don't go through preK screening. At Sioux trail we have even had to create an additional K class in previous years in order to accommodate the amount of students we had show up at school that weren't included in projections for the year.

- In looking through the consultants report, his recommendations do not make sense for our district. Suggesting that Sioux Trail is not a geographic risk is NOT a true statement - especially when you have students attending Sioux Trail that live in and have a home address of Eagan. Another statement was that Sioux Trail had lower enrollment than Vista View (if I did my math correct it was a difference of 35 students?) which seems completely trivial when this number fluctuates from year to year. If this study had been completed two years ago would this factor have swayed the consultant to lean towards

recommending to close Vista View instead? It also talked about Sioux Trail using the most utility costs per student, yet there have been contests in the past when the schools competed in the district against one another to lower utility costs and Sioux Trail won the award so many years in a row that they stopped doing the competition.

- I encourage you to take your time in making your decision. This is a decision that should not be taken and/or made lightly. Taking less than a year to research and receive feedback from resources does not feel long enough when you are a few making decisions for hundreds, potentially thousands of people in this district. Closing schools comes with it a heavy burden of bringing back enough students to “refill” those buildings once they are closed. That is also a hefty task.

- I encourage the school board to re-think their focus and concentrate on schools in the middle of our district. There are several elementary schools that are clustered within 1-4 miles from one another that would provide for easy transportation and rezoning of boundaries within the district while not adding to bussing expenses and amount of time students are spending being transported across the district. The district offices and early childhood centers based in the middle of our district near the heart of the city makes much more sense than focusing on one end of the district. Taking a look at schools that are underperforming whether it is test scores, or by receiving feedback from teachers about “schools they prefer not to be in” may benefit students and staff members across the district. Redistributing students to nearby schools rather than across the district can help promote growth in students in areas that are not currently being nurtured.

- Both Sioux Trail and Metcalf have a history of retaining tenured teachers. When positions open in the buildings across the district tenured teachers bid into those positions because they want to be part of the community on that end of the district. Sioux Trail currently has a reputation for being a school teachers want to be at. When teachers retire from that building they come back to sub. Last year of the 12 classroom teaching positions at Sioux Trail we had only one teacher leave to take a district wide position.

- As a parent if I go online to research schools, how old a building is, the amount of students in a building, the amount of space being utilized and utilities cost per student do not come up on the top of my list of things to weed through about each school.

- You currently have two schools that are recommended for closure that are beacons of light projecting out onto main roads leading into the district. Sioux Trail shines brightly

onto Highway 13 and Metcalf casts its light out onto Diffley and Cedar Avenue. Metcalf is well known nationally for the competitive Chess Club it breeds. While Sioux Trail is not only one of the top 3 elementary schools in the district in both reading and math scores, it has also won several awards including the MN School of Excellence Award in 2017 by the Minnesota Elementary School Principals' Association (MESPA) being one of only eight schools in the entire state to receive the honor that year. A quote from the communication put out by district 191 stated "MESPA cited Sioux Trail's commitment to 21st century teaching and learning. Sioux Trail has been a leader in implementing District 191's work to become a Culturally Proficient School System (CPSS), which supports personalized learning. The school won a Local Government Innovation Award from the University of Minnesota Humphrey Institute for its CPSS work and success last year. Sioux Trail has also celebrated significant growth in student proficiency as measured by state standardized tests."

- As a parent that is 100% wanting this exact thing for my own children- I ask how can this truly be one of the schools our district is looking at closing? One that is in the media for doing well, thriving and celebrating student success, growth and diversity!

- On days when I drive my children to school in the morning, I can't help but notice the other busses that come through our neighborhood. There is currently a bus that goes to Seven Hills in Bloomington that stops in the church parking lot across highway 13 from Sioux Trail Elementary School. There is a St. Johns bus that stops daily in our neighborhood up the street from our house. We also have families within a two block radius from us that carpool to Minnehaha Academy, Visitation in Eagan and to schools in District 196.

- The families living within our neighborhood have options. And those of us fighting to keep our neighborhood schools open have chosen to say "Yes" to District 191. We are the parents out there encouraging voters to pass the Levy's. We are the parents supporting the active PTO's evident in both buildings that are contributing to putting money back into the buildings. We are the parents that assist in raising money for indoor recess activities for the students at Sioux Trail, helping fund replacing the mats on the stage at Sioux Trail and helping fund a new community park built at Sioux Trail. We are the parents that each year watch friends and even family find options they feel are better for their children than district 191 and yet we have chosen to stay. We are the parents out there telling our neighbors with young children why we keep our students in District 191.

When you are deciding on how you will vote. I encourage you to think about the impact NOT having THESE parent voices out there in support of the district could have on a district that is already struggling. If we don't have neighborhood schools to fight for there are all these other options that cater to our area already. And many of them provide our students with more programs, options and activities than district 191.

This end of the district should be reconsidered and looked as potential schools to attract students To our District rather than cutting off the Eagan end of the school district. If you Truly feel this end is a detriment to the district, you need to be prepared when people leave, which leads back to the issue the board is focusing on....MONEY...when families leave so do the student dollars attached to them. Which means that ultimately your 2000 students that open enroll will become greater, which ultimately means additional teacher and program cuts throughout the district. By closing these schools you will create a long lasting decline in enrollment adding to the current issue and sad affair the district is already in.

If you vote to close both Metcalf Middle School and Sioux Trail Elementary School my three boys will no longer attend schools in district 191. Proximity wise our home is closer to two middle schools out of our district than Nicollet. My children have expressed their opinion that if they don't get to go to school with their neighborhood friends they don't care where they go to school. If as a district we are looking at redoing our boundaries and rezoning our schools we have had to tell them there are no guarantees they will remain with their friends.

The dollar amounts that add up when you equate the years my own first, fifth and eighth grade students still have in school becomes a significant amount of money the district will watch walk away. I know our family is not alone when we look at the options out there and realize that if neighborhood schools Do NOT remain a priority to THIS school district then the world is our oyster.

- If you aren't familiar with our end of the district I encourage you to drive through our neighborhoods where there are signs of children and families. I see this on a daily basis when I drive through the Sioux Trail neighborhood and see the blow up holiday items in the yards and snowmen in the yards. I could be mistaken but those are clearly signs of youth and a thriving neighborhood. I have yet to see my elderly neighbors that are original owners in the neighborhood build a snowman because they thought it was fun!

#44

Hi, my name is Lisa Bitner.

My situation is a little different than most. You see, I have a very special little boy. My 8 year old son ~~Mike~~, has Sanfilippo Syndrome. It's a rare terminal disease. It causes regression, and will eventually take his life.

^{My son}
~~Mike~~ is in the amazing special education program at Sioux Trail. His team is wonderful. I can tell how much they care about ^{him} ~~Mike~~ from the meetings we attend and from how excited ^{he} ~~Mike~~ is to go to school. As I said ^{he} ~~Mike~~ will regress. Not only physically but intellectually as well. His team is helping him keep the skills he has as well as helping him to learn new ones. For our family this is huge!

^{My son}
This program doesn't just help ^{my son} ~~Mike~~ though, it helps other special children as well. One of whom I saw run up to ^{my son} ~~Mike~~ and give him a hug on his birthday. For nonverbal children, connection with peers is difficult. Knowing that my son has friends at school means more than words can say. Not only does he have friends in his special education classroom, he has friends in his typical 2nd grade classroom that he visits a few times a week as well.

What happens if Sioux Trail closes? Where do all these connections go? What happens to his amazing team that cares so much and is helping him continue to thrive? I was told they would do their best to keep the teams together, but like most things in life there are no guarantees.

Sioux Trail isn't our home school, Gideon Pond is. We were told that Sioux Trail has the best special education program for ^{my son} ~~Mike~~, so we send him there instead of to our home school with his brother. Money seems to be a big part of the reason for closing Sioux Trail. Please keep the cost of moving Sioux Trail's special education program in your thoughts. There is a lot of equipment and space required to run this program. Where would everything fit if it had to be moved to another school? How much money would it cost to move and reinstalled all of the equipment?

This may all be too personal, and you may argue that this only affects a small amount of children. But someone has to stand up and speak for those who can't. Thank you for your time.

December 4, 2019

Dear ISD 191 School Board Members,

I wish to address the proposal to close Marion W. Savage Elementary School, my teaching home for the past twelve years.

Marion W. Savage Elementary has been a pillar of the Savage community since the early 1950s when Savage was still a small farming community. Originally named Savage Elementary, the school was renamed in the 1980s to honor the town's namesake, Marion W. Savage.

While sentimentality is not a strong point for keeping a building open, I do question the recommendation of closing Marion W. Savage (MWS) for a variety of reasons. I hope the board can provide some clarity and response to my questions.

First of all, the consultant gave the recommendation to keep lower capacity Rahn open for geographical reasons which is understandable based on Rahn's proximity to ISD 196. However, the boundaries for MWS are intertwined with those from ISD 719- Prior Lake-Savage Schools. We have students in our attendance area with neighbors and neighboring streets attending ISD 719. While 719 has been bursting at the seams and capping open enrollment, with the opening of a new elementary school in the fall of 2020 and building additions and renovations at all other buildings, open enrollment will be opening up again.

With our strange boundaries, close proximity to ISD 719, as well as Shakopee, how can Rahn be recommended to remain open for geographical purposes, but MWS is not?

Additionally, MWS has approximately twenty-five students attending MWS on a variance from other district elementary schools. Was the number of in-district students on a variance attending MWS looked at when making this recommendation? Were families on a variance ever asked why they sent their children to MWS over another ISD 191 elementary school? Have parents who have children on

a variance been asked if they will keep their children in ISD 191 if MWS closes? I feel these are important questions to be addressed.

On the school district website, the consultant, Mr. Worner, says “the risk of losing students to open enrollment if it’s closed was considered small.” What does small mean? How were the numbers calculated? This is a vital question that needs to be answered. At MWS we have seen a mass exodus of students leaving for neighboring districts and charter schools. As a resident of Savage, I hear the discussions of negative perceptions of our district compared to neighboring districts. While this conversation is not necessarily factual, it does play into parents deciding to send their children to our district. By closing a school that is intertwined with another district’s boundaries, how can we say the risk of losing students is small? I feel more data is needed to support this argument in order for the public to understand why MWS was recommended for closure.

Finally, there is the issue of the age of MWS. Yes, it is the oldest in the district, but it has had numerous updates and is extremely well maintained. According to the facilities report prepared by Mr. Worner, it costs an average of \$0.96 per square foot to run MWS. This cost was below that of four other elementary schools in our district-- Neill (\$1.07/sq. ft.), Gideon Pond (\$1.02/sq. ft.), Harriet Bishop (\$1.27/sq. ft.) and Rahn (\$1.12/sq. ft.). MWS is also larger than these four schools at 82,700 square feet. Why would a larger, more cost efficient school be recommended to close rather than a smaller, more expensive to run school?

Ultimately, we do need changes to our district if we want to be sustainable in the future. However, the recommendation of MWS is puzzling for a variety of reasons. By reaching out to the decision makers of our district, I hope to better understand why this recommendation was made so we can move forward to support our students, staff, families, and community.

Thank you for your work in our district.

Respectfully,

A handwritten signature in cursive script, appearing to read "Annie Jarzyna-Ingles". The signature is written in dark ink and is positioned above the printed name.

Annie Jarzyna-Ingles

Second Grade Teacher, Marion W. Savage Elementary, ajarzyna@isd191.org

ISD 191 School Board,

I was shocked to hear that the consultant hired by the district recommended Sioux Trail Elementary and Metcalf Middle School for closing. One of the greatest factors for everyone surveyed going into the school closing discussion was geographical risk. Sioux Trail and Metcalf pose a substantial geographical risk to the district, as they are both very close to the Eagan border. There are already students from this area open enrolling into ISD 196 – if the decision to close these two schools is made, a great number more will open enroll or move out of ISD 191. This mass exodus would pose a significant financial loss to the district, amplifying the budget trouble the district is already facing.

Beyond the geographical risk, there are a number of non-tangible factors to consider. Sioux Trail has received numerous awards in the last 5 years, including being named a Minnesota School of Excellence in 2017 by the Minnesota Elementary Schools Principals Association - an award that was only given to 8 schools that year - as well as achieving Positive Behavioral Interventions and Supports Sustaining Exemplar status through the Minnesota Department of Education for the 2018-2019 school year. Sioux Trail also has a history of high test scores and helping traditionally marginalized students which has reduced the achievement gap for students of color and EL students. I understand that test scores are difficult to compare, but it is easy to see a difference between Sioux Trail and other elementary schools in the district. The consultant did not take these into account because they are difficult to measure, but these are the things that parents are looking at when they decide where to send their children to school. Taking away a school that helps all students from all backgrounds achieve would be a huge disservice to our students and community.

Truthfully, our family has been considering moving for a handful of years. When our oldest started school, we put moving on the back burner because we didn't want to take her out of her school community and away from her friends. We had even decided if we were going to move into a bigger house, that we should look within the Sioux Trail boundaries. If the decision to close Sioux Trail is made, we will move out of the district as there are other districts that I would rather have my children in. If my child will have to change schools anyway, it will be the perfect time to move.

By not truly looking at the geographical risk of the schools and not considering the non-tangible items, the consultant made a very poor recommendation for which schools to close. I sincerely hope that you take all factors into consideration before moving forward and deciding which schools should be closed.

Thank you,

Alysha Larkin

Nicollet middle school parent message ?

- When people say Nicollet middle school is a bad school and has bad reputation to the district, I disagree 100% and I had two students graduate from Nicollet and they both are in honors & high achievers and I have one at nicollet middle school, and she is in honors and doing well. She is doing amazing as well and expects and I expect the same faith for her as my graduating student. One may need more work and effort than other and that when we need to come to the same table and stop blaming one school. The district need to work together Nicollet does awesome job & has a lot to offer.

I want to remind people
Just schools have more
diversity does not mean
it is bad school. Sky
oaks and Nicolet have
the best fields & best
community and people from
other school feel it is
bad schools I feel like
they don't want diversity.
I love Skyoaks & Nicolet.
And it has been foundation
schools for my children
and I hope people would
how great these schools are
and it does not mean other
schools will be left alone
we can come together as
community.

12/4/2019

My name is Julie Curtis - I live in the North River Hills neighborhood. And probably unlike most people present today, I am not a current 191 parent or student. I am the parent of a 1-year old. And I am here to tell you I am watching and weighing. I am also a manager of business analysts - business professionals whose job is to identify root cause of business problems, conduct deep analysis, propose solutions, and see those solutions to successful completion.

Future Ready:

Wearing my business hat, I have read the full Recommendation Presentation by consultant Dr. Roger Worner. I was shocked on two fronts: first, that academic performance and opportunity gap closure results, or school culture, were not at all part of the analysis and consideration. For a district whose slogan begins: "Future Ready," this makes zero sense. Second, one of the top factors was geographic risk. To my understanding, very little investment was made to conduct and collect quantitative data. I think you have and will hear tonight from from families that that was grossly inadequate.

Community Strong:

Wearing my community member hat, my husband and I are your target demographic for growing this district. We are dual-income and had our choice of every suburb in the TC metro, we are well-networked with many friends who are young families looking to root down. We chose N River Hills, largely because of the neighbors and because of Sioux Trail elementary. When purchasing a home, young families consider safety and quality community neighborhood schools. I have been recommending this school district to friends also looking to move out of the city - I have three families currently looking. Until recently, I have praised this district. But now my message has changed. Now I'm saying: wait. And I myself, for my son, am on the fence. The options I had when purchasing my home are still completely open to me. We could buy elsewhere, we could open-enroll, etc. Right now it is very obvious to me as a prospective parent that the district is at a cross-roads: choose budget as the ultimate decision-maker, or choose values of Future Ready and Community Strong. People don't enroll their children b/c facilities were built yesterday, or because class sizes are a bit small. We enroll our children on the quality. That is what sells. To close Sioux Trail - your award winning elementary sends a very strong message about the school district to those of us shopping. As of right now, I am waiting to see if this school board will live up to the values shared on the website.

I don't feel this recommendation will make us Future Ready or Community Strong. I think it is Community Wrong. The school board must consider the message that is being sent to those that are looking to enroll in the coming years. This is the wrong message.



**Agenda II.B.
December 10, 2019**

To: Board of Education
From: Superintendent Dr. Theresa Battle
Date: December 3, 2019
Re: Superintendent's Statement about the Facilities Recommendation

The recommendation has been posted in BoardBook under the December 12, 2019 Board meeting.