



## Working Meeting Agenda

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN 55337  
November 22, 2022  
6:00 PM

- I. Welcome
- II. Discuss Plans for the Legislative Forum 2  
**Speaker(s):** Eric Miller
- III. Review the MSBA 2023 Legislative Platform 15  
**Speaker(s):** Eric Miller
- IV. Review the AMSD 2023 Legislative Platform (draft) 17  
**Speaker(s):** Eric Miller
- V. Wrap Up
- VI. Adjourn

## DRAFT - invitation to Legislators elected in 2022

Dear Legislator,

Congratulations on your election victory! You're invited to meet with Dr. Theresa Battle, superintendent, and the District 191 Board of Education Legislative Committee on **Tuesday, Dec. 20, 2022, or Tuesday, Jan. 24, 2023, from 6:00-7:00 p.m. at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville.** The Legislative Committee will share its legislative platform and information about our school district. The committee also wants to hear about your educational agenda and what additional information you may need from them. The committee meetings are open to the public, recorded, and live-streamed on our YouTube channel. (Legislators will be seated at the presenters table so your voice will be heard and your back will be to the camera.)

We are inviting all of our local legislators. So, please let me know by Monday, Dec. 12 if you're able to attend the committee meeting on Dec. 21 or Jan. 24 so we can plan accordingly. I look forward to hearing from you soon.

Sincerely,

Scott Hume,  
ISD 191 Legislative Committee Chair



Spark.

Fuel.

Blaze.



# OUR JOURNEY. OUR PATHWAYS.



As a district,  
I believe we are  
trailblazers.  
We find a way forward -  
we find our path,  
even if it's a path  
no one has traveled  
before.



Superintendent  
Dr. Theresa Battle



# Discover ONE91

Burnsville-Eagan-Savage School District 191 is a future-forward school district creating barrier-free pathways for learning for everyone in our community.

Our schools are supportive communities of learning where teachers and students go beyond the curriculum to maximize education and exploration. We believe learning is a lifelong pursuit, and our programs, services and opportunities inspire and encourage this belief.

Every school in our district has its own unique identity with a team of dedicated and passionate teachers and staff members working hard to benefit our students. What connects our schools and makes our district stand out from the rest is our Pathways model that prepares our students in every grade level for their futures in an innovative, encouraging and future-focused way.

*Supportive communities of learning that go beyond the curriculum.*

# CORE VALUES

Our core values express what we stand for and what we believe in. **They are our foundation.** They represent the lens through which all our work is done. In District 191, we believe in:

-  Caring Community
-  Cultural Proficiency
-  Future Readiness
-  Inclusive Partnerships
-  Student Agency



*I have a deep love for our district! The focus on literacy and dedication to encouraging diversity and inclusion has helped my children thrive and become confident students and better people. ISD 191 really is Community Strong!*

Jacquelyn Queen, One91 parent

# ONE91 BY THE NUMBERS

**8,000**  
STUDENTS



**1,200**  
EMPLOYEES



**100+**  
LANGUAGES  
SPOKEN



**5**  
INDUSTRY  
CERTIFICATES  
offered at BHS



**4** CAREER  
FIELDS &  
**14**  
PATHWAYS  
offered as part of  
the award-winning  
Pathways program



**200+**  
COMMUNITY  
PARTNERS



**8,000+**  
COMMUNITY  
SERVICE HOURS  
contributed by BHS  
students annually



**43**  
COLLEGE-CREDIT  
COURSES  
offered at BHS





## EACH STUDENT. FUTURE READY.

We champion individual authenticity and encourage all students to learn their way and be their true selves. Our learners find success by sparking their interest, fueling their passions and blazing their own path with strong support from teachers and staff along the way. Through a culture of innovation, students discover more about what they love earlier in life and are given the opportunity to pursue it.

“

*Ensuring students are future ready is about providing the skills & knowledge they'll need, definitely. But it's also about cultivating a future-focused mindset, so they're thinking about who they are, who they want to be and how they can get there.*

Dr. Theresa Battle, Superintendent





## What One91 Parents Are Saying

Parents are happy to share the positive experience their families have had in District 191 schools. In a recent survey:



# 96%

of parents say their family feels welcome in their child's school



# 96%

say their child's learning is preparing them for the next level



# 90%

say they are proud of District 191 and that they would recommend us to friends



# COMMUNITY<sup>7</sup> STRONG.

District 191 is a proud member of the Burnsville, Eagan and Savage communities. Together, we form the One91 Community, where we believe the next generation will do extraordinary things. Through dynamic partnerships and a strong focus on community service, we are able to collaborate with people with different perspectives and offer unique experiences to continue to strengthen our community.

Partnership comes in many forms. We prioritize building relationships and trust with potential and current partners, and look for mutually beneficial goals to guide what we do together.

### How we partner with businesses:

- Guest speakers in classrooms
- Class field trips to local businesses
- Job shadows or mentorships
- Donations of materials/supplies/funds



**PARTNER WITH US:**  
[isd191.org/community/partnerships](https://isd191.org/community/partnerships)



One91  
**PATHWAYS**

Our innovative approach to education and life preparedness drives everything we do in our schools. With our Pathways model, students are invited on a joyful journey of self-discovery from the first sparks of wonder as young learners, through the discoveries that fuel their academic exploration, to being equipped with the tools they need to blaze their own path.

*Spark.*

Curiosity above all else.  
(PreK-Grade 5)

*Fuel.*

Feed the fire.  
(Grades 6-8)

*Blaze.*

Ready to shine.  
(Grades 9-12)



**Lighting the spark**  
*in our youngest learners.*

Early Childhood programs through One91 Community Education are designed to spark the love of learning for children from birth to preschool. Early Childhood Family Education (ECFE) provides parents focused time with their children to learn and build a strong community together. Our 3- and 4-year-old preschool students widen their worlds and spark skills of curiosity, creativity, engagement and knowledge to continue their learning journey through child-directed and teacher-guided play.

Learn more: [communityed.isd191.org/early-childhood](https://communityed.isd191.org/early-childhood)



# Sparkling curiosity and wonder in elementary school.

Our Pathways model aims to introduce elementary students to different experiences to spark curiosity, wonder and to ignite a love of learning. Students discover a world of possibilities through rich learning experiences designed to excite and give them a glimpse into the possibilities for their future.

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*We chose Burnsville schools because we believe they have been intentionally designed to prepare our kids for the world. Our two kids have been surrounded by people who care about them and are invested in their success since our first days at Ready to Learn.*

Jason Viana, One91 Parent

# Spark.

## Pathways Experiences

Elementary Pathways learning is not tracking students and asking them to choose a career path. Rather, Pathways introduces elementary students to different services and experiences to spark their love of learning, including:

- Advanced Learning Specialists working with all students to provide rigorous, enrichment opportunities
- Band and orchestra experiences for all students
- Digital Learning Specialists facilitating design and coding units for all students
- Enhanced Makerspaces for additional engineering Pathway experiences
- Theater and performing arts residencies at each school
- Health and well-being career exploration activities at each school
- Entrepreneurship, math and design project-based learning at each school

## Coding Basics GRADES 2-3

Coding is the official introduction to computer science for students and is a creative, social way of learning that sparks excitement. Students use a coding program 30 minutes per week, and once they've mastered the early stages, the inquiry-based approach allows them to work at their own pace.

## Advanced Learning GRADES 2-5

Advanced Learning is a valued part of the One91 learning experience, and is guided by our commitment to equity, access and academic rigor. Our inclusive identification system ensures that these opportunities are available across all our elementary schools.

Advanced Learning instruction focuses on helping our students to be future ready by embedding and expanding the 4 Cs of 21st Century Learning: Communication, Collaboration, Critical Thinking and Creativity. Research projects focus on inquiry and creating solutions to real world problems.



# Fueling exploration and finding inspiration in middle school.

Grades 6–8 are a time of self-discovery where students find belonging, grow their interests and set the course for their next steps. We want students to feel empowered and excited as they begin to think about their high school experience and creating a life they will love. Our programming is designed to foster exploration, nurture creativity, and fuel the desire for students to pursue what is important to them.

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*As a parent in the district, I believe that these Pathway programs give a child like mine an opportunity to build and learn life skills where he has more control over his education and has a say so over what he’s going to learn.*

Hamde Daoud, Community Connections Coordinator



## Built on deep, nuanced learning.

Middle school students need to be challenged and encouraged, which is exactly what our rigorous curriculum does through meaningful educational opportunities and an experience that prepares students for future success. An exciting part of our plan to bridge our middle school to the existing high school Pathways program includes redesigned eighth grade electives that ramp into the coursework, study skills and philosophy students will encounter as ninth graders.

## AVID College Readiness

District 191 offers AVID (Advancement Via Individual Determination), a college prep program designed to ensure that students acquire the organizational and study skills needed for them to be successful. Students learn academic strategies to develop critical thinking skills and ask probing questions, which are skills necessary for attending a post-secondary education option.



## Building skills and self-confidence.

We know that investing in tomorrow’s leaders means giving them opportunities to grow and learn today. Through programs like Where Everybody Belongs (WEB), older students act as mentors for incoming sixth grade students and help ease the transition from elementary school life and create a strong culture of connection.



# Blazing a new trail and becoming a beacon in high school.

High school is where it all comes together for our students. They've done meaningful self-discovery and can engage in the critical thinking needed to put action to their desires. They have the skills they need to navigate their journey and are exposed to a variety of opportunities, career possibilities, experiential learning, mentorships, career path experts and thorough training. District 191 high school students can move on to the next step with confidence as they blaze a path that is just for them.

Read more about One91Trailblazers and their experiences at [pathways.isd191.org](https://pathways.isd191.org).

## Blaze.

*One91 offered me an extensive amount of support and opportunities as a student that I am glad to put to work as a staff member today! The Pathways programs at Burnsville High School set the tone for my career in education and performing arts.*

Braylon Lane, Class of 2022 and staff member



### 4 career fields. 14 distinct Pathways. Endless possibilities.

District 191 has created four career paths with 14 distinct Pathways – and more in development – for students to explore as they navigate through their high school education and start blazing their paths.

#### Arts, Global Communications & Information Systems



Visual & Performing Arts  
Information Technology  
Journalism & Broadcasting

#### Business Management & Entrepreneurship



Marketing  
Business, Management & Administration  
Finance  
Hospitality & Tourism

#### Design, Engineering & Manufacturing Technologies



Architecture & Construction  
Manufacturing  
Design, Engineering & Technology  
Engine & Automotive Technology

#### Health Sciences & Human Services



Health Sciences  
Education  
Government & Community

# Find your passion. Get involved.

Whatever ignites your passion - leadership, athletics, music, service - Burnsville High School has ample opportunities for you to get involved and extend your learning, impact your school and community, expand your social network, and grow.



## BHS Student Opportunities

**30+**  
ATHLETIC  
TEAMS



**25+**  
ACTIVITIES  
such as competitive  
speech, drumline,  
robotics and  
yearbook



**20+**  
STUDENT-LED CLUBS  
such as anime, gaming, crafts,  
fishing and spike ball



**6** STUDENT LEADERSHIP GROUPS  
such as student council, #BurnsvilleStrong and  
the Black Student Union, work to create the best  
culture and environment for all students.



## Join the One91 TRAILBLAZERS!

Whether you are new to the community, have children in the district, are a business owner, are looking for a career, or are a community member, we want you to join the One91 Community and make an impact.

**GET INVOLVED:**  
[isd191.org/community](http://isd191.org/community)

**CAREERS:**  
[isd191.org/careers](http://isd191.org/careers)

**ENROLL:**  
[isd191.org/enroll](http://isd191.org/enroll)

*We're cultivating what (our students) want to be and reinforcing those academic skills, relationships, communications skills, all those things needed to be a successful part of a community. I just want them to leave feeling confident and successful and ready to attack whatever they dream.*

Cara Slattery,  
teacher

# Connect with us

## **Burnsville-Eagan-Savage School District 191**

Diamondhead Education Center  
200 W. Burnsville Pkwy  
Burnsville, MN 55337  
Phone: 952-707-2000

Learn more at [isd191.org](https://isd191.org)

Enroll at [isd191.org/enroll](https://isd191.org/enroll)



## **2023 Legislative Platform**

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Supporting all learners and addressing inequity in education

On behalf of the students, educators, families and community members of Burnsville-Eagan-Savage School District 191, the District 191 Legislative Committee asks the Minnesota State Legislature and U.S. Congress to take the actions described in this platform in 2023.

### **Platform items**

Reduce the cross subsidy for special education and English Learner funding

Provide a legislative exemption to allow local control of property sale proceeds

Remove 15-day residency requirement for students enrolled in online schools

Increase Safe Schools funding to expand mental health supports

Provide targeted funding to increase diversity among teachers

Make funding for Voluntary Pre-Kindergarten (VPK) permanent and increase access to school-based pre-kindergarten programs.

Continue medicaid eligibility as a means of direct certification for a student to receive free school meals.

Details to be included similar to back-page of [2022 Legislative Platform](#)



## LEGISLATIVE PLATFORM FOR 2023

The Minnesota School Boards Association (MSBA) is a statewide organization and a leading advocate for public education, serving 331 public school districts with 2,450 locally elected school board members. School boards lead and govern school districts small and large – from 76 students to 37,626 students – 866,438 statewide, which represents 16 percent of Minnesota’s total population. Our student demographic profile is 36 percent students of color, 32 percent qualify for free or reduced-priced meals, and 17 percent receiving special education services. Minnesota’s student population is growing in diversity, special education needs, and poverty. Our districts’ and students’ needs are growing.

MSBA’s mission is to support, promote, and advocate for local school boards so all students are valued and achieve their potential.





## LEGISLATIVE PLATFORM FOR 2023

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Minnesota's Legislature has a constitutional duty to provide a general and uniform system of public schools. Legislators play a critical role in appropriating funds and oversight to ensure every student benefits from an excellent public education.

The MSBA platform recognizes the 2023 Legislature will determine the operating budgets for the next two years for every school district in the state. For this budget year, critical choices must be made to stabilize and increase public education funding, especially as federal ESSER revenue ends. Education funding has many pieces. One critical piece is the per pupil formula, which currently is underfunded by \$1,263 per student due to inflation. The perpetual underfunding of special education is the second critical piece, which causes an additional underfunding of approximately \$765 million or \$833 per pupil to be subtracted from the general fund. The third, equalization, ensures the quality of a child's education will not vary according to property wealth of their community. These critical pieces impact all public school districts and are the cornerstone of MSBA's legislative platform:

- Increase the **basic education formula** by 5% each year; indexed to inflation to address:
  - Critical staffing shortages including teachers, paraprofessionals, counselors, social workers, nurses, and bus drivers
  - Mental health support and violence prevention
  - Interrupted learning and recovery efforts due to COVID
  - The disparity in academic achievement among student populations
- Fully fund the **special education cross-subsidy**:
  - Underfunding of special education reduces learning opportunities for all students
  - Solve the shortage of special education staff and training
- Increase equity of eroded **equalization** formulas:
  - Operating referendum
  - Local optional revenue (LOR)
  - Debt service formulas
  - Equalize and increase safe schools levy
- Tools to **transform and innovate** our schools:
  - Flexibility in how schools define "instructional hours"
  - Allow schools to be on-line learning providers without application
  - Increase career and technical opportunities and funding
  - Explore new funding eligibility mechanisms for free and reduced lunch
  - Build a statewide plan for computer science education and funding
- **Flexibility in funding** new and renovated facilities:
  - Transfer of revenue from Long-term Facilities Maintenance (LTFM) to Operating Capital
  - Flexibility in health and safety funding for renovation of buildings
  - Revise cannabinoid edible law to ban possession or use on school property and school events as well as restrict the sale of THC products within a certain distance from schools.
- **Empower** local decision making:
  - Allow local school boards to renew an existing operating referendum
  - Resist new, statewide unfunded mandates
  - Increase legal life limits on Type III vehicles
  - Allow a board to leave a school board vacancy open under certain conditions
- School **personnel licensure**:
  - Allow districts to train and hire short-call substitute teachers
  - Expedite teacher licensure process



# LEGISLATIVE PLATFORM

Minnesota's future prosperity is directly tied to successfully closing our racial and income-based opportunity gaps while accelerating achievement for all students.

The pandemic has hastened the rate at which millions of Baby Boomers throughout the nation are retiring and leaving the workforce, creating unprecedented workforce shortages. These shortages come as Minnesota is experiencing a major demographic transition.

In the next decade, children aged 0-14 will be outnumbered by retirees aged 65 and above for the first time in Minnesota's history. At the same time, Minnesota is becoming increasingly diverse. Minnesota's youngest residents (age 0-4) are 32

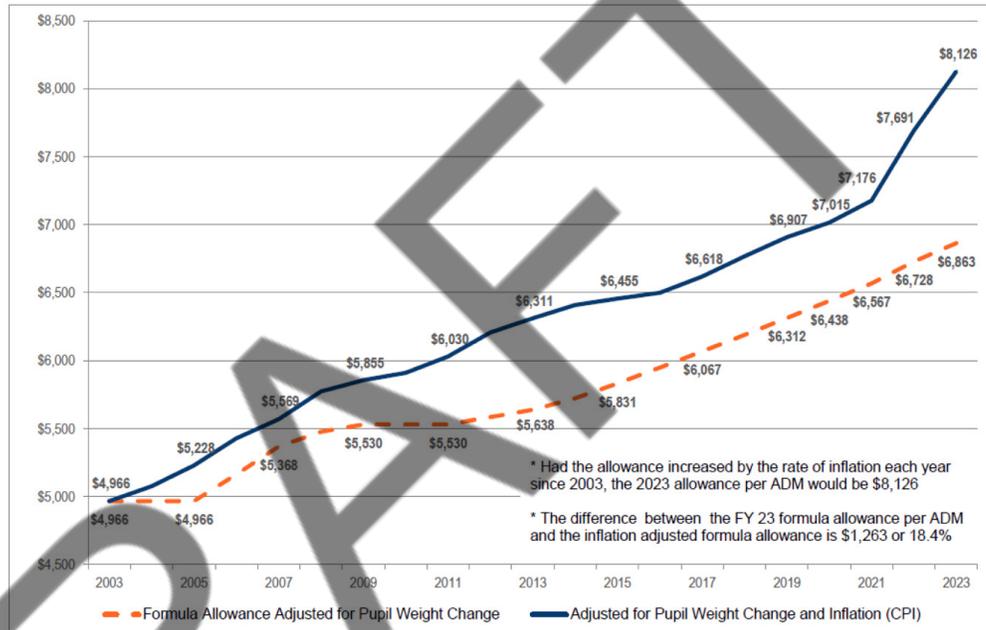
percent of color, compared to 6 percent of residents 65 and older. Eleven percent of school age children live in poverty.

To ensure the workforce needed in the coming years, it is critical that every student graduates from high school ready for college or career. Attaining this goal will require bold leadership and additional resources not currently provided by the state. It will also require that state policymakers and educators think creatively and do things differently.

The AMSD Board of Directors has identified a series of recommendations to help Minnesota reclaim its place as a national leader in education by addressing its racial and economic disparities and prioritizing high levels of achievement for all students.

## General Education Formula Allowance, 2003-2023

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE June 2022 Inflation Estimates



## ABOUT AMSD

The Association of Metropolitan School Districts represents 46 K-12 school districts and six intermediate / cooperative districts. AMSD member school districts enroll more than one-half of all public school students in Minnesota, with the mission to lead the transformation of public education. AMSD stands ready to assist state policymakers by providing current research and data to help them make informed decisions.





## Association of Metropolitan School Districts

# STRENGTHEN AND STABILIZE FUNDING

Adequate, equitable and stable funding is essential to ensuring equitable academic outcomes for our students. Toward that end, the Governor and Legislature should:

- Increase the basic formula allowance by 5 percent per year and index it to inflation;
- Fully fund the special education and English learner programs to eliminate the cross-subsidies;
- Increase Local Optional Revenue to \$840 per pupil and index it by average county wages to account for market-based geographic labor cost differentials;
- Allow locally elected school boards to renew an existing operating referendum; and
- Increase equalization of the operating referendum, local optional, and debt service levies to reduce taxpayer and education funding disparities

## ENHANCE SCHOOL SAFETY AND INCREASE MENTAL HEALTH SUPPORT

To address the mental health needs of our students and ensure safe and secure learning environments for students and staff, the Governor and Legislature should:

- Increase the Safe Schools revenue from \$36 to \$108 per pupil through state aid and an equalized levy to allow school districts and intermediate school districts to hire additional support staff to address the growing mental health needs of our students; and
- Remove the per pupil limit in the Long-Term Facilities Maintenance Revenue program and expand allowable uses of revenue to allow school districts and intermediate school districts to enhance safety through security modifications to buildings, including remodeling and additions to existing space.

## CLOSE OPPORTUNITY GAPS AND SPUR INNOVATION

To address disparities and meet the needs of underserved students, the Governor and Legislature should:

- Make funding for the Voluntary Pre-K program permanent and increase access to school-based pre-kindergarten programs; Allow school districts to implement a competency-based education model in lieu of seat time requirements to allow for personalized learning opportunities;
- Modernize the online learning law to expand opportunities for students;
- Establish a pilot project to allow approved school districts to replace the high school MCA exams with a nationally recognized college entrance exam; and
- Allow locally elected school boards to establish the school calendar that best meets the needs of their students, staff, and community.

## DIVERSIFY THE EDUCATOR WORKFORCE AND ADDRESS SHORTAGE AREAS

To diversify the educator workforce and address staff shortages, the Governor and Legislature should:

- Create incentives and alternative pathways to attract, develop, and retain teachers, particularly teachers of color and teachers in shortage areas;
- Streamline the process to obtain a short-call substitute teaching license and maintain multiple pathways to teacher licensure in the tiered licensing system; and
- Invest in rigorous teacher induction and mentoring programs.

## CONTACT AMSD

**Scott Croonquist, Executive Director**  
scroonquist@amsd.org  
612-203-5631

**AMSD Consultants:**  
Kris Amundson  
kris@amundsonstrategies.com

Lori Grivna  
lori@amundsonstrategies.com