



## Regular Meeting Agenda

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN 55337  
March 13, 2025  
6:30 PM

### Strategic Directions:

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging innovation to improve student outcomes and district culture
- Engaging our community to ensure common understanding of our Strategic Roadmap and the district work to support it

5:45 PM Listening Session with Chair Chester and Director Anderson

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

#### I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

#### II. Approval of Agenda

#### III. Information

- A. School Report from Burnsville Alternative High School, Vista View Elementary School and Virtual Academy 3  
**Speaker(s):** Dr. Chris Bellmont, Assistant Superintendent, Kelly Ronn and Dr. Angie Pohl, Principals and their guests
- B. Student Representative Report 18
- C. Superintendent Report 19
- D. Board Member Reports 20

#### IV. Business Meeting

- A. Consent Agenda

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District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team. 21

**Description:** Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.

|   |     |
|---|-----|
| 1. Approve Minutes  | 24  |
| 2. Approve Personnel Recommendations  | 28  |
| 3. Receive a Report about the Listening Session   | 29  |
| 4. Approve, on a Second Reading Basis, Changes to Policy 634: <i>Electronic Technologies Acceptable Use</i>                         | 30  |
| 5. Approve, on a Second Reading Basis, Changes to Policy 504: <i>Student Dress and Appearance</i>                                   | 47  |
| 6. Approve, on a Second Reading Basis, Changes to Policies 613: <i>Graduation Requirements</i>                                      | 51  |
| 7. Approve Scheduling a Board Retreat for March 19, 2025 at 6:30pm  | 58  |
| B. New Business   |     |
| 1. Adopt a Resolution to Accept Donations   | 59  |
| <b>Speaker(s):</b> Dr. Theresa Battle, Superintendent   |     |
| 2. Initial approval of the extended field trip for the National Middle School Chess Tournament in Orlando, Florida, May 8-13, 2025. | 61  |
| <b>Speaker(s):</b> Dr. Chris Bellmont, Assistant Superintendent and Brian Ribnick, Chess Club Advisor and their guests              |     |
| V. Work Session   |     |
| A. FY26 Initial Budget Presentation   | 67  |
| <b>Speaker(s):</b> Dr. Theresa Battle, Superintendent and Stacey Sovine, Executive Director of Administrative Services              |     |
| B. Vote of Non-Concurrence Response Planning  | 89  |
| <b>Speaker(s):</b> Dr. Theresa Battle, Superintendent and Isis Buchanan, director of educational equity                             |     |
| C. Board and Superintendent Communication Practices   | 100 |
| <b>Speaker(s):</b> Anna Werb, Board Chair   |     |
| VI. Adjourn   |     |



**Agenda III.A.  
March 13, 2025**

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

**From:** Dr. Chris Bellmont, assistant superintendent, Kelly Ronn and Dr. Angie Pohl,  
principals and their guests

**Date:** March 13, 2025

**Re:** School Report from Burnsville Alternative High School, Vista View Elementary School  
and Virtual Academy

# Vista View Elementary Elementary, Middle and High School Virtual Academy Burnsville Alternative High School

Dr. Angie Pohl, Principal  
 Kelly Ronn, Principal

March 13, 2025

Table 4.6  
 Leadership Behaviors for Adapting to Diversity

| <p><i>FROM:</i></p> <p><b>TOLERANCE FOR DIVERSITY</b><br/> <i>Destructiveness, Incapacity &amp; Blindness</i><br/>           The focus is on <i>them</i></p>  | <p><i>TO:</i></p> <p><b>TRANSFORMATION FOR EQUITY</b><br/> <i>Precompetence, Competence &amp; Proficiency</i><br/>           The focus on <i>our practices</i></p>   |
|---|--|
| <p>Leaders respond to system-wide accountability and to meet the changing needs of a diverse community and to reduce cultural dissonance and conflict. As the leader, he</p> <ul style="list-style-type: none"> <li>develops and uses multiple programs to meet multiple goals. System monitors resource allocation and accountability to funding source.</li> <li>invests in recruiting and hiring new staff that is competent, committed and caring.</li> <li>has a laser-like focus on high expectations and achievement and an orientation for timely <i>intervention and remediation</i> for students not making progress.</li> <li>holds teachers accountable for high standards for all students and high quality instruction based on standards.</li> </ul> | <p>Leaders use system-wide accountability for continuous improvement and responsiveness to community. Staff understands, operates and perseveres on the edge of often rapid and continuous change. As the leader, she</p> <ul style="list-style-type: none"> <li>integrates important themes, programs and goals. Resources are combined and allocated equitably to students and communities most in-need.</li> <li>Invests, at the district level, in capacity-building of staff that is competent, committed and caring.</li> <li>has a laser-like focus on high expectations and achievement and an orientation for <i>prevention</i> of student learning gaps.</li> <li>holds teachers, administrator, staff, parents and students accountable for high standards and quality instruction. Stakeholders ensure that standards-based instruction and accountability for test scores do not result in diminished educational quality or negative educational consequences for any student/student groups.</li> </ul> |

# Vista View Elementary

- PBIS Cohort
- Monthly family events
- Buddy classrooms
- Worked to have consistent art, music, and Digital Learning teachers



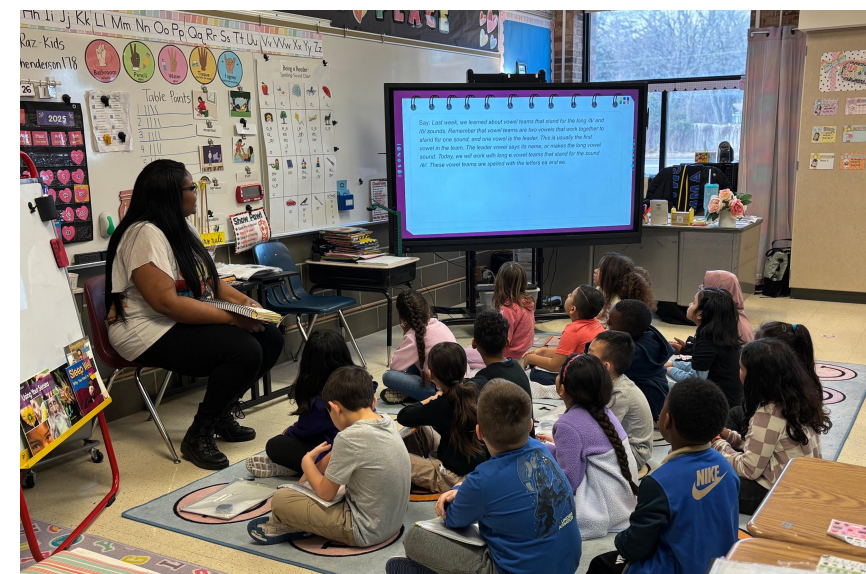
100% of families agree that:

- They feel welcome at Vista View
- Vista View is a safe learning environment

(Survey Results, 2025)

# Vista View Elementary

- **Strong focus on literacy**
  - Foundational Literacy instruction across grade levels
  - Professional development on science of reading and differentiation
  - Collaborative Teams focused on reading growth
  - Learning specialists intervening to support students not at grade level
  - Minnesota Reading Corps tutors



# Vista View Elementary

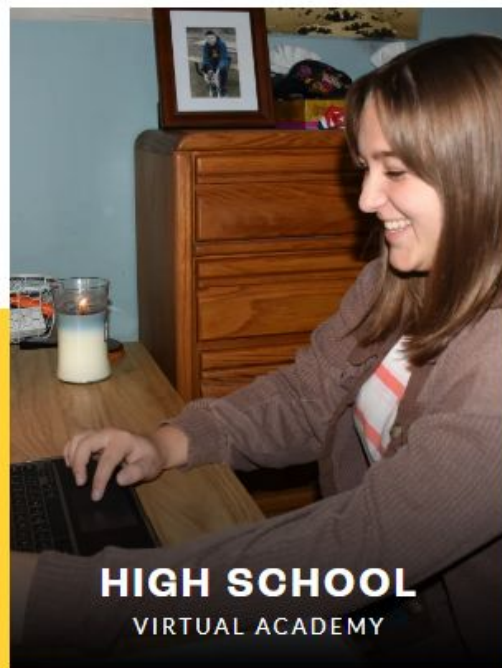
**We are smart, brave and kind  
Open hearts and open minds**

**We work hard, but we play too  
Vista View it's what we do**

**We are proud to ROAR like Roary  
Vista View HOORAY!  
I will be a roar learner in all I do  
today**

**R O A R, Vista View ROAR!**





**Virtual  
Academy**

# Elementary One91 Virtual Academy

### Morning Sessions

**9:00 - Morning Meeting**  
  
**ALL**

**9:30 - Math**  
 **2**  **3**

**10:15 - Phonics**  
 **2**   **3**

**10:45 - Small Group**  
 **3**

**11:15 - Specialists**  
 **ALL**

### Afternoon Sessions

**11:45 Lunch and Recess**  
**12:25- Small Group**  
  

**12:45 Literacy/content**  
 **ALL**

**1:30- Small Group**  
    
 - 1:40

**2:00 - Small Group**  
 

**2:20 - Office Hours/Small group**  


### Schedule

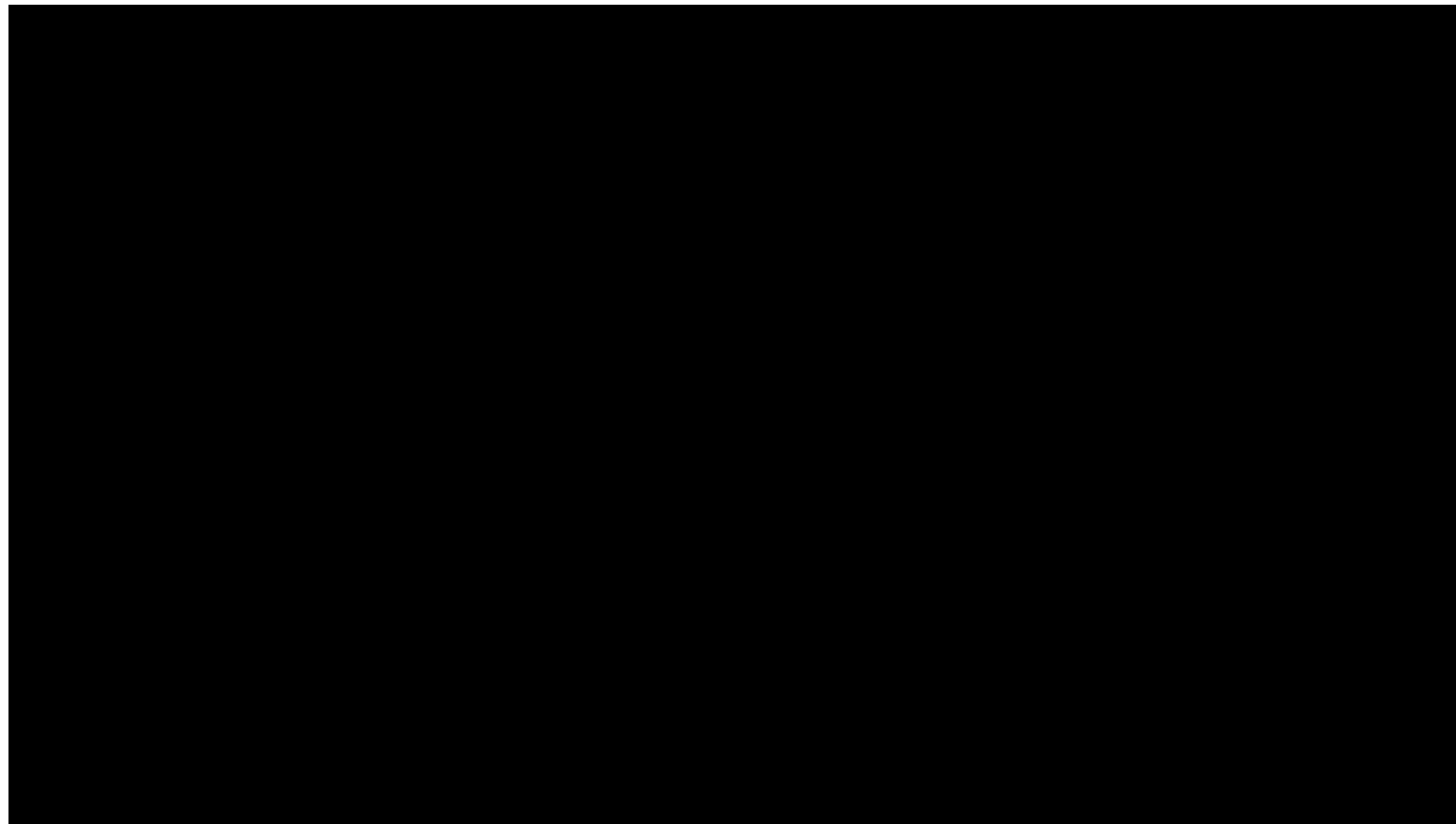
|       |   |
|-------|---|
| 10:45 |  |
| 11:00 |  |
| 1:15  |  |
| 1:30  |  |

**2:55 RECESS**  


**Daily Independent practice**  
  

- Grades K-5
  - Multi-Age Classrooms
    - K/1
    - 2/3
    - 4/5
- Live meetings each day
- Hands-on activities
- Individualized learning experiences
- Same curriculum as in person but adapted for virtual learning
- Regular reciprocal communication between staff and families

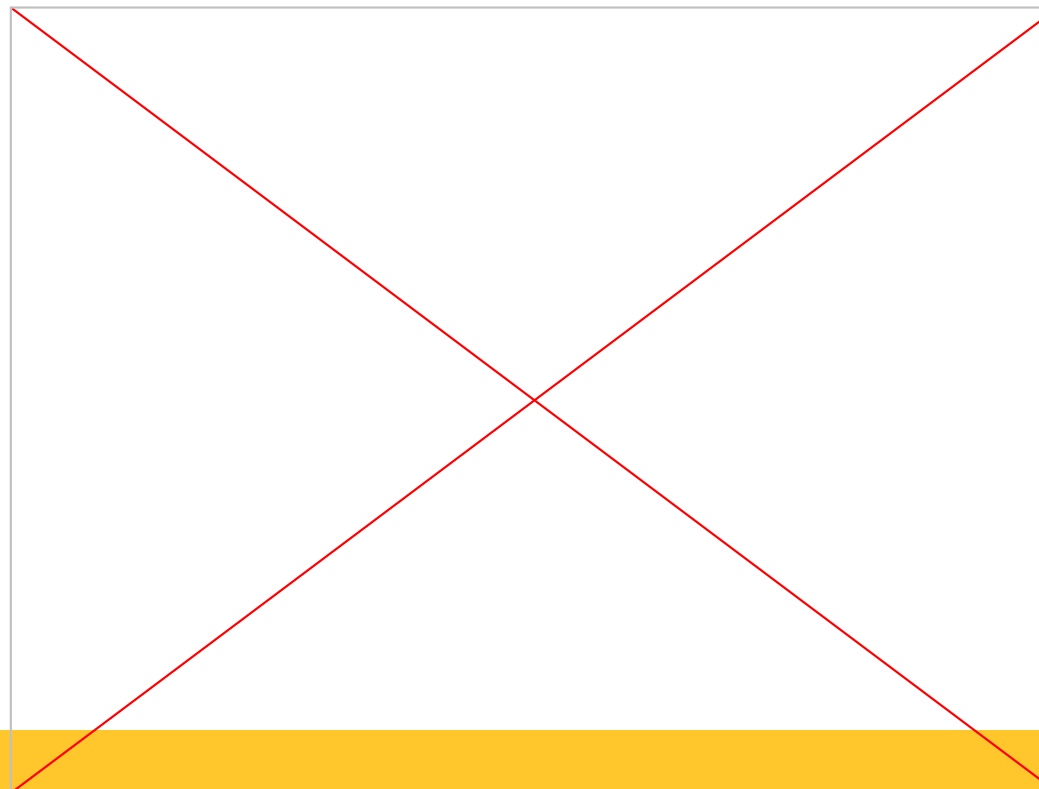
# Elementary One91 Virtual Academy



Virtual Learning Experience



**Virtual  
Academy**



**[ *One91 VA Elementary Students & Families Share Their Experiences* ]**

# Middle School One91 Virtual Academy

## 2024-25 Enhancements

- WIN Time- Interventionist for ELA/Math, Exact Path, Enrichment
- Student support services- counselor, weekly SST Meetings with all stakeholders, mySaebrs, EA
- Schoolwide data based decision making and reflection
- Study groups and social groups

## Celebrations

- Increased student recognition system
- Field trips
- Curriculum development with ERMS and NMS

## Future Opportunities

- Increase enrichment and social opportunities
- Family engagement programs or activities
- Pathways classes



**Virtual  
Academy**



***One91 VA Middle School Students  
Speak about Their Experiences***



**6th Grade VA Teacher Pat Mosey**

[LINK](#)

# High School One91 Virtual Academy

## 2024-25 Enhancements

- Interventionist for high school students and teacher led resource room
- Student Support Services- counselor, weekly SST meetings with all stakeholders, mySaebars
- Advisory for all HS VA students
- Schoolwide data based decision making and reflection
- Xello lessons and post secondary planning

## Celebrations

- Increased student recognition system
- Course Attainment Rate Increase
- Curriculum Development with BHS/BAHS

## Future Opportunities

- Increase supplemental students from BHS
- Increase enrollment
- Develop flexible assistance schedule for students



## Virtual Academy

***One91 VA High School Students  
Speak about Their Experiences***

[LINK](#)

# Burnsville Alternative High School

## 2024-25 Enhancements

- Student leadership group
- Increased post secondary visits
- Collaborative team focuses: trauma informed instruction, AVID, multilingual learners
- Student Support: nurse, LDAC, interventionist (Math)
- Curriculum work with BHS/VA

## Celebrations

- Continued increase in credit attainment percentage
- Students returning to BHS
- Pathway classes
- Student survey results

## Future Opportunities

- Continued increase in family engagement
- Mentorship program
- Increase community partnerships

# **BAHS** BURNSVILLE ALTERNATIVE HIGH SCHOOL



***BAHS Students Demonstrating  
One91 Core Values***



[LINK](#)



**Agenda III.B.  
March 13, 2025**

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

**From:** Mackinley Shannon, student board representative

**Date:** March 13, 2025

**Re:** Student Board Representative Report

Receive a report from Mackinley Shannon, substitute student board representative.



**Agenda III.C.  
March 13, 2025**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** March 13, 2025  
**Re:** Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.



**Agenda III.D.  
March 13, 2025**

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

**From:** Anna Werb, board chair

**Date:** March 13, 2025

**Re:** Board Member Reports

Receive reports from board members.

# March 13, 2025 Board Meeting

## Board Members' Questions and Staff Responses regarding BoardBook materials

(Policy 634-Electronic Technologies/Cell Phone)

| Board Member Question  | Staff Response  |
|--|---|
| <p>What were the conversations about implementing this prior to the policy being adopted by the board?<br/>           Didn't we send out a message at the beginning of the year regarding the cell phone policy changing to "during the day away"?</p> <p>I don't feel like we as a board have a full understanding of what the feedback was that Chris gathered</p> | <p>The development of the draft policy with staff began several months ago and schools informed parents via parent Square and other communication means. There was a blurb in the student handbook as well, that shared that a new policy was being developed this school year.</p> <p><b>CELL PHONES</b><br/> <a href="#">In response to recent state legislation, One91 is in the process of adopting formal policy around cell phone usage in schools. Site level administrative teams continue to have the authority to implement cell phone practices at the site level in alignment with existing discipline policies. Administrators will continue to partner with students, families, and staff to ensure effective implementation.</a></p> <p>Board updates were given in the Friday Updates on two occasions:</p> <p>9/13/24: Cell Phone - all districts are expected to have a Cell Phone policy by March, 2025. While we do have some references in our acceptable use policy and current practices in place, we are working to make sure our policy is effectively created and implemented across our system. Chris has design team subgroups who are collecting information from students, staff, and families regarding our cell phone implementation. We plan to present policy to our Policy Review Committee later this Fall.</p> <p>11/1/24: Successful implementation of cell phone procedures. This is in its initial implementation year with the goal of moving to standard work for 25-26. Principals, parents, students, and staff have been so helpful in making sure procedures are consistent. Final policy recommendations will be going forward to the Policy Review Committee in December with the goal of full policy in place by no later than March. (Note: The December PRC meeting was cancelled and committee's didn't meet in January due to board reassignments, so this policy didn't come forward to PRC until February 2025)</p> <p>Cell phone policy revision and implementation started concurrently, in January of 2024.</p> <p>Below are some key benchmarks with resources that might be helpful in understanding where we have been and where we are going:</p> <ul style="list-style-type: none"> <li>● <b>January 2024</b> -- committee of administrators, teachers, and central office staff were formed.</li> </ul> |

Our objectives were to identify areas of focus for handbook/behavior intervention development and set a PDSA plan for each.

- **April 2024** -- committee members attended an MASSP/MASA training for review latest legislative outcomes and suggestions for sites related to the handbook/behavior intervention. The team met with other districts, and internally, to plan out our vision. Areas of focus that were identified included: (1) attendance intervention (2) cell phone policy and implementation and (3) effective non-exclusionary discipline coherence. Subcommittees were established.
- **July 2024** -- a subcommittee (K-12 administrative team) for cell phone policy met to examine input that had been collected from school communities related to cell phone usage, establish a [Theory of Action](#), and set an implementation course forward for policy review and implementation.
- **July/August 2024** - the subcommittee met to continue to refine the [Theory of Action](#), engage their school communities. Concurrently, Rachel Gorton and Chris Bellmont met to create policy language that would match our current approach.
- **September-November 2024** - subcommittee continues to ensure implementation energy at all sites. Elementary took a diverging approach to Middle/High School based on current data trends. Rachel and Chris continue to update the subcommittee, gain feedback, and use the information for policy recommendations.
- **Jan-March 2025** - Rachel and Chris bring recommendations for initial policy language to the PRC.
- **January-March 2025** - subcommittee completes data analysis (with additions of Deans and Liaisons) and makes standard level implementation recommendations.
- **April-May 2025** - standard level implementation recommendations are presented to Dr. Battle and ELT.
- **May-August 2025** - standard level implementation recommendations are put into place, with success indicators, by all administrators for the 2025-26 SY. New policy and procedures are presented to staff during workshop week.

One idea for the Board to consider -- we could look at a regulation and/or additional policy language for next Fall, once we have standard level action in place at all sites.

| Board Member Question  | Staff Response  |
|--|---|
| Slide 14 FY26 Strategies - Please add the two targets we have seen previously for K-2 and 3-5, respectively.   | We need more clarification. Slide 14 has been the same for many years.  |
| Slide 15 Rightsizing - Please detail FTE rightsizing by level (elem, MS, HS, BAHS), presuming rightsizing is not limited to elementary. If it is, please annotate in 'Rationale and Implications.' | Approximately:<br>-7 FTE at elementary including VA<br>-7 FTE at BHS<br>+3.5 FTE at *MS<br>+2 FTE at VA Secondary   |
| Slide 17 IBA<br>- #3.3 - Estimate number of students impacted by proposed change.  | ~100 students   |
| #3.4 - List repairs and replacements and estimated value of each item proposed for reassignment to LTFM.   | The Operations General fund repairs expenses have increased and we will apply the strategy of using restricted funds first. Allowable expenses under LTFM in the amount of \$500,000 will be coded to LTFM instead of General Fund. For example, the repair and replacement of bathroom fixtures in the school is estimated at \$200,000 per year. Another example is that we have hundreds of mechanical pumps that range between \$5,000 to \$15,000 to replace that we would code to LTFM. |
| #3.6 - Please elaborate on this item.  | 1.0 FTE reduction of an account specialist and Finance will assume the responsibilities   |

(Topic)

| Board Member Question | Staff Response |
|-----------------------|----------------|
|                       |                |

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
February 7, 2025

The retreat of the Board of Education was called to order by Chair Werb at 4:00 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Alt, Anderson, Chester, Hume, Mikkelsen and Chair Werb, were present. Others in attendance were Dr. Battle, superintendent.

Attendance

The purpose of the retreat was to plan and finalize logistics for the board vacancy candidate interview process.

Purpose

The meeting adjourned at 5:20 p.m.

Adjourn

/s/  
\_\_\_\_\_  
Scott Hume

3.13.25  
\_\_\_\_\_  
Date approved

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 February 27, 2025

The regular meeting of the Board of Education was called to order by Chair Werb at 6:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55333.

Call to Order

Directors Alt, Anderson, Chester, Hume, Mikkelsen and Chair Werb were present. Assistant Superintendent Dr. Belmont, Student Representative Maryam Bradai, administrators, staff and members of the public were also present.

Attendance

Chair Werb welcomed the audience and asked Director Chester to lead the Pledge of Allegiance.

Pledge of Allegiance

Moved by Chester, seconded by Mikkelsen, to approve the agenda. The motion carried unanimously (6,0)

Agenda

Received a report from Eagle Ridge Middle School, Hidden Valley Elementary School and Harriet Bishop Elementary School from Dr. Chris Belmont, assistant superintendent, Principal's Dave Helke, Ken Essay, Kristine Black and Dean's Jen Hall and Elle Jenquin, and Student's Maria Jose Navarro Moreno and Azar Hassan.

Reports

Received a READ Act Update report from Imina Oftedahl, director of curriculum, instruction and assessment.

Received a report about FY26 Achievement and Integration Budget from Isis Buchanan, director of educational equity.

Received a report about our Indian Education Programming and the Vote of Concurrence or Nonconcurrence from Madison MckInney, One91 Indigenous Cultural Liaison and Kelly Sundquist and Brian Burthay, Co-Chairs of the American Indian Parent Advisory Committee.

Received reports on Board committees, appointments and school assignments from Director Chester on the Legislative Committee and District 917 and from Director Alt on the Policy Review Committee.

Moved by Anderson, seconded by Chester, to approve the consent agenda:

-minutes from special meeting of the board on February 12, 2025  
 minutes of the regular board meeting on February 13, 2025.

-Approve personnel recommendations for Lisa Millard, Michael Anyirah, Caitlin Wright-Connely, Julia Ulrich, John Peters, Alta Simon, Kari Orlando, Rebecca Akerson, Michelle Pokodner, Eleanor Nesseth, Abigail Adkins, Brennan Meyer, Robert Paetzoid, Jermy Lemus, Hannah Lushanko,

Consent Agenda  
 Minutes  
 Personnel  
 Recommendations  
 checks, receipt,  
 claims and  
 investments  
 Budget Analysis  
 Listening Session,

Paulette Thomas, Michael Schiller, Kathy Buck, Jacson Kieffer, Hanna Polukhina, Emma Ganion, Beth Proctor, and Dawn Mosser.  
 -December payroll checks in the net amount of \$4,571,999.23. December claims to date, wire transfers and adjustments totaling \$12,352,220.59. Also, that the Board accepts December receipts of \$11,884,031.18 and investments for the General Fund and OPEB of \$95,482,957.27 as of December 31, 2024.  
 -Accepts the Budget Analysis for the month ending December 31, 2024.  
 -Receive a report about the Listening Session on February 13, 2025.  
 -Final approval Extended Robotics Field Trip to Houston, TX.  
 -Final approval of DECA Nationals Extended Field Trip to Orlando, FL.  
 -Southwest West Central Service Cooperative Contract.  
 -Approve, on First and Final Reading, Non-substantive Changes to Policy 614: *School District Testing Plan and Procedure*.  
 The motion carried unanimously (6,0).

Field trips, SWCS Contract

Vote of Nonconcurrency

Moved by Hume, seconded by Alt, to approve Indian Education Progaming & Vote of Nonconcurrency. The motion carried unanimously (6,0).

FY26 Achievement and Integration Budget

Moved by Chester, seconded by Anderson, to approve the FY26 Achievement and Integration Budget. The motion carried unanimously (6,0).

JPA Senior Center

Moved by Hume, seconded by Mikkelsen, to approve the Joint Powers of Agreement for Burnsville Senior Center. The motion carried unanimously (6,0).

JPA Dissolution for BYC at the Garage

Moved by Alt, seconded by Anderson, to approve the Dissolution of Joint Powers of Agreement for Burnsville Youth Collaborative at the Garage. The motion carried unanimously (6,0).

Policies

Moved by Hume, seconded by Anderson, to approve, on a First Reading Basis, changes to Policy 634: *Electronic Technologies Acceptable Use*. The motion carried unanimously (6,0).

Moved by Anderson, seconded by Mikkelsen, to approve, on a First Reading Basis, changes to Policy 504: *Student Dress and Appearance*. The motion carried unanimously (6,0).

Moved by Mikkelsen, seconded by Anderson, to approve, on a First Reading Basis, changes to Policy 613: *Graduation Requirements*. The motion carried unanimously (6,0).

Recess

Moved by Werb, seconded by Alt, to move to a recess at 8:07 p.m. until 8:15 p.m. The motion carried unanimously (6,0).

Work Session

The work session to discuss the FY26 budget Preliminary Investments

Adjourn

began at 8:16 p.m. and ended at 8:36 p.m.

Having no further agenda items, Chair Werb adjourned the meeting at 8:37 p.m.

/s/  
Scott Hume, Clerk

March 13, 2025  
Date Approved

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

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

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: March 13, 2025

RE: Recommended Personnel Changes

| CLASSIFICATION | ACTION                   | NAME                | FINAL | LOCATION                     | POSITION                              | EFFECTIVE DATE      | HOURS / FTE         |
|----------------|--------------------------|---------------------|-------|------------------------------|---------------------------------------|---------------------|---------------------|
| Certified      | Appointment              | Karissa Nicholson   |       | Vista View Elementary School | Teacher                               | 03/10/2025          | 1.0 FTE             |
| Certified      | Appointment              | Rodney McGinnis     |       | Nicollet Middle School       | Teacher- Long-Term Substitute         | 03/28/2025          | 8 hours/day         |
| Certified      | Appointment              | Hannah Garza        |       | District-wide                | Teacher                               | 03/17/2025          | 1.0 FTE             |
| Certified      | Leave of Absence         | Michael Curley      |       | Nicollet Middle School       | Teacher                               | 2/14/2025-4/27/2025 | 1.0 FTE             |
| Certified      | Leave of Absence         | Ashly Gagner        |       | Rahn Elementary School       | Teacher                               | 3/7/2025-5/4/2025   | 1.0 FTE             |
| Certified      | Resignation by Agreement | Michelle Dyrrhaug   |       | Burnsville High School       | Teacher                               | 03/05/2025          | 1.0 FTE             |
| Certified      | Retirement               | Roxanne Rudolph     |       | Burnsville High School       | Teacher                               | 06/06/2025          | 1.0 FTE             |
| Classified     | Appointment              | Vincent Varpness    |       | Burnsville High School       | Fitness Center Supervisor             | Spring Stipend      | .25 FTE Stipend     |
| Classified     | Appointment              | Vincent Varpness    |       | Burnsville High School       | Strength and Conditioning- Head Coach | Spring Stipend      | .25 FTE Stipend     |
| Classified     | Appointment              | Steven McGee        |       | Eagle Ridge Middle School    | Boys Track- Head Coach                | Spring Stipend      | 1.0 FTE Stipend     |
| Classified     | Appointment              | Riley Armstrong     |       | Burnsville High School       | Track and Field- Assistant Coach      | Spring Stipend      | .731708 FTE Stipend |
| Classified     | Appointment              | Nicole Kocur        |       | Nicollet Middle School       | Track Coach                           | Spring Stipend      | .50 FTE Stipend     |
| Classified     | Appointment              | Joshua Westvedt     |       | Burnsville High School       | Boys Volleyball- Assistant Coach      | Spring Stipend      | .12195 FTE Stipend  |
| Classified     | Appointment              | Hannah Coleman      |       | Burnsville High School       | Track and Field- Assistant Coach      | Spring Stipend      | .40 FTE Stipend     |
| Classified     | Appointment              | Erika Sasseville    |       | Burnsville High School       | Musical Director                      | Spring Stipend      | .131 FTE Stipend    |
| Classified     | Appointment              | Adonya Gray         |       | Burnsville High School       | Track and Field- Assistant Coach      | Spring Stipend      | .60 FTE Stipend     |
| Classified     | Appointment              | Maisee Meyega-Vue   |       | Community Education          | Community Service Associate           | 03/17/2025          | 8 hours/day         |
| Classified     | Appointment              | Jessica Moryn       |       | Diamondhead Education Center | Finance Controller                    | 03/10/2025          | 8 hours/day         |
| Classified     | Appointment              | Safa Ahmed          |       | Burnsville High School       | Clerical                              | 03/10/2025          | 8 hours/day         |
| Classified     | Appointment              | Soada Abdrahman     |       | Hidden Valley Elementary     | Educational Assistant                 | 03/13/2025          | 7.25 hours/day      |
| Classified     | Appointment              | Luis Molina Urgiles |       | District-wide                | Custodian                             | 03/11/2025          | 8 hours/day         |
| Classified     | Appointment              | Milahr Garcia       |       | District-wide                | Custodian                             | 03/11/2025          | 8 hours/day         |
| Classified     | Appointment              | Delayne Poitra      |       | WM. Byrne Elementary School  | Food Service Associate                | 03/10/2025          | 3.75 hours/day      |
| Classified     | Appointment              | Asher Giese         |       | Burnsville High School       | Baseball- Assistant Coach             | Spring Stipend      | .41667 FTE Stipend  |
| Classified     | Appointment              | Rebecca Johnson     |       | Sky Oaks Elementary School   | Food Service Associate                | 03/13/2025          | 3.75 hours/day      |
| Classified     | Appointment              | Kamilah Gobran      |       | Burnsville High School       | Musical Instrumental- Director        | Spring Stipend      | 1.0 FTE Stipend     |
| Classified     | Appointment              | Nathan Strand       |       | Nicollet Middle School       | Track Coach                           | Spring Stipend      | 1.0 FTE Stipend     |
| Classified     | Change of Assignment     | Briseida Gonzalez   |       | Burnsville High School       | Food Service Associate: Temporary     | 03/17/2025          | 5.75 hours/day      |
| Classified     | Change of Assignment     | AnaLiisa Olson      |       | Nicollet Middle School       | Track Coach                           | Spring Stipend      | 1.0 FTE Stipend     |
| Classified     | Leave of Absence         | Bronwyn Coddington  |       | District-wide                | Behavior Specialist                   | 3/5/2025-5/20/2025  | 8 hours/day         |
| Classified     | Resignation              | Keith French        |       | Burnsville High School       | Spring Musical                        | 03/03/2025          | 1.0 FTE Stipend     |
| Classified     | Resignation              | Heidi Smith         |       | District-wide                | Food Service                          | 03/14/2025          | 3.75 hours/day      |
| Classified     | Resignation              | Eric Otto           |       | Burnsville High School       | Baseball- Assistant Coach             | 03/03/2025          | .17708 FTE Stipend  |
| Classified     | Resignation              | Emma Chapman        |       | Nicollet Middle School       | Girls Track- Assistant Coach          | 02/26/2025          | .25 FTE Stipend     |
| Classified     | Resignation              | Emily Najjar-Field  |       | Burnsville High School       | Musical Director                      | 03/05/2025          | 1.0 FTE Stipend     |
| Classified     | Resignation              | Jordyn Queen        |       | Eagle Ridge Middle School    | Boys Track- Head Coach                | 02/26/2025          | .25 FTE Stipend     |



**Agenda IV.A.3.  
March 13, 2025**

**To:** Board of Education  
**From:** Dr. Chris Bellmont, assistant superintendent  
**Date:** March 13, 2025  
**Re:** Report about the Listening Session

**Recommendation:** Receive a report about the Listening Session on February 27, 2025

| <b>Speaker</b>       | <b>Relationship to School District</b> | <b>Topic</b>                       |
|----------------------|--|------------------------------------|
| Mary Ann Vande Vusse | Grandparent of 191 Student             | Electric School Buses              |
| Daniel Trajano       | District Resident                      | Transportation Savings Opportunity |



**Agenda IV.A.4.  
March 13, 2025**

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

**From:** Dr. Chris Bellmont, assistant superintendent

**Date:** March 13, 2025

**Re:** Policy 634: *Electronic Technologies Acceptable Use*

**Recommendation:** Approve, on a second reading basis, changes to Policy 634: *Electronic Technologies Acceptable Use*

The policy was discussed at the Policy Review Committee February 18, 2025 and approved, on a first reading basis, during the Board of Education meeting on February 27, 2025.

*Summary:*

Policy 634 – Legislative updates related to new cellphone policy requirements as well as improved alignment with more current standards and technology related terminology.

Adopted: 9/23/2021

*Burnsville-Eagan-Savage School District Policy 634*

Reviewed: 02/27/2025

Revised: 03/13/2025

Rescinds: IIBG and IIBG-E, 524

## **634 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY**

### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

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

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

### **III. LIMITED EDUCATION PURPOSE**

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

### **IV. DEFINITIONS**

- A. The term "Electronic Technologies" includes, but is not limited to, computer hardware and software, operating systems, web-based information and applications, telephones and other telecommunications equipment, video and multimedia equipment, information kiosks, and office products such as copiers and printers.
- B. The term "District Network" includes any equipment or interconnected system or

subsystem that is used in the acquisition, storage, manipulation, management, movement, control, display, switching, transmission, or reception of data or information. The District Network is inclusive of all infrastructure necessary to provide and manage systems including but not limited to internet access, data, telecommunications, and wifi.

- C. The term “user” refers to any person using the District’s electronic technologies or network.

## **V. USE OF SYSTEM IS A PRIVILEGE**

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

## **VI. SECURITY**

- A. The District has a cybersecurity program which maintains appropriate levels of access to District information and resources. Security practices apply to all users and for all District operations and activities. Unauthorized access, use, transfer, distribution, compromise or change of District data by any employee, student, or any other individual, may result in disciplinary action, which may include a recommendation for termination and other legal action. In order to effectively implement this policy, the District will:
1. Implement standards and procedures to effectively manage and provide necessary access to District data, while at the same time ensuring, to the extent possible, the confidentiality, integrity, and security.
  2. Maintain an information security program based on risk assessment that follows relevant best practices in the field of information security.
  3. Provide processes for evaluating and vetting software that interfaces with District data, including processes for evaluating third parties and their security practices.

## **VII. UNACCEPTABLE USES**

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
    - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

- b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - d. information or materials that could cause damage or danger of disruption to the educational process;
  - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to engage in political campaigning.
5. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
6. Users will not use external proxy servers or other means of bypassing the district's internet content filter or security measures.
7. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
8. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
  - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
  - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.
- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” “TikTok,” “Reddit,” and similar websites or applications.

- 9. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
- 10. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the

person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

11. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  12. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
  - C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.
  - D. The District does not support personal equipment. Users will not attach any personal equipment or install software on any District-owned systems. Users may use personal devices on the District's guest WIFI.

## VIII. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will use best efforts and industry standard approaches to block or filter Internet access to any visual depictions that are:
1. Obscene;
  2. Child pornography; or
  3. Harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Access to chat rooms, discussion boards, school-issued email and other forms of direct electronic communications are limited to applications approved by the District and/or hosted within the District domain for the safety and security of minors. Access to communication tools may be adjusted based on student age.
- D. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- E. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- F. The District is obligated to monitor and/or review filtering activities.
- G. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

## **IX. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

## **X. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. It is recommended that electronic mail contain a confidentiality notice, similar to the following:
 

If the information in this email is related to an individual or student, it may be private data under state or federal privacy law. This individual private data should not be reviewed, distributed or copied by any person other than the intended recipient(s), unless otherwise permitted under law. If you are not the intended recipient, any further review, dissemination, distribution, or copying of this electronic communication or any attachment is strictly prohibited. If you have received an electronic communication in error, you should immediately delete it from your system.
- G. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

## **XI. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. By using the district's internet and technology resources, users accept the terms of this policy.

## **XII. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

## **XIII. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or servers.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification of password ownership and password protection procedures.
5. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
6. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
7. Notification that student email addresses may be provided to District-approved third-party providers for access to educational tools and content.
8. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
9. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
10. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

#### **XIV. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet.

#### **XV. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS**

- A. "Technology provider" means a person who:
  1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. “Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student’s educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
  2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
  3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student’s educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider’s employees or contractors have access to educational data only if authorized; and
  2. the technology provider’s employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider’s property.

## **XVI. SCHOOL-ISSUED DEVICES**

- A. “School-issued device” means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student’s dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
  2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
  3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
  2. the activity is permitted under a judicial warrant;
  3. the school district is notified or becomes aware that the device is missing or stolen;
  4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
  5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
  6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## **XVII. PERSONAL DEVICE ACCESS**

- A. Personal Devices may be used only on the district's guest WIFI and must abide by the district's Acceptable Use Policy.
- B. Personal devices may not be connected to other networks besides public WIFI and may not be connected to any district equipment.

C. Though guests may use their personal devices and expect some aspects of privacy, use of our network and systems have the following expectations:

1. **Use at your own risk.** Use of the Burnsville-Eagan-Savage District 191 network is at the device owner's discretion and therefore Burnsville Public Schools is not responsible for any loss, damage or adverse effects that may occur to a device while on our network.
2. **The District 191 network is filtered.** Known inappropriate and/or malicious sites, and many non-instructional sites, are blocked. Use of the district network and systems requires that owners of personal devices adhere to legal and ethical conduct, and refrain from attempting to access blocked content.
3. **Expectation of privacy.** Access to the contents of a personal devices is governed by local and federal laws. However, while accessing The District 191 network, systems and buildings, there is not a right to privacy of any content, and as such, may be monitored for inappropriate or illegal activities.
4. **District 191 reserves the right to maintain records of usage.** Burnsville-Eagan-Savage District 191 immediately terminates the privilege to use its network should it become aware that the network is being used for inappropriate or illegal activities. The district reserves the right to take appropriate action in the event inappropriate or illegal activities are discovered on our systems or network.

## **XVIII. CELL PHONE USE**

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the negative impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for grades K-5, 6-8, 9-12 and special programs.

If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

## **XIX. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN**

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

## **XX. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

## **XXI. LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the internet.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. § 13.32 (Educational Data)
  - Minn. Stat. § 121A.031 (School Student Bullying Policy)
  - Minn. Stat. § 121A.73 (School Cell Phone Policy)
  - Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
  - Minn. Stat. § 125B. 15 (Internet Access for Students)
  - Minn. Stat § 125B.26 (Telecommunications/Internet Access Equity Act)
  - 15 U.S.C § 6501 *et seq.* (Children's Online Privacy Protection Act)
  - 17 U.S.C § 101 *et seq.* (Copyrights)

47 U.S.C § 254 (Children’s Internet Protection Act of 2000 (CIPA))  
 20 U.S.C § 6751 et se. (Enhancing Education Through Technology Act of 2001)  
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
*Mahanoy Area Sch. Dist. v. B.L.*, 594 U.S. 180, 141 S. Ct. 2038 (2021)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)  
*States v. American Library Association*, 539 U.S. 194 (2003)  
*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D. Minn. 2015)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)  
*Tatro v. Univ. of Minnesota*, 800 N.W. 2d 811 (Minn. App. 2011) aff’d on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee’s Summit R-7 Sch. Dist.*, 696 F.3d 771 (8<sup>th</sup> Cir. 2012)  
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)  
*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3<sup>rd</sup> Cir. 2011)  
*JS v. Bethlehem Area Sch. Dist.*, 807 A.2d 847 (Pa. 2002)

***Cross References:***

Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)  
 Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)  
 Burnsville-Eagan-Savage School District Policy 498 (Political Campaign & Activities)  
 Burnsville-Eagan-Savage School District Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
 Burnsville-Eagan-Savage School District Policy 514 (Bullying Prohibition Policy)  
 Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)  
 Burnsville-Eagan-Savage School District Policy 519 (Interviews of Students by Outside Agencies)  
 Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)  
 Burnsville-Eagan-Savage School District Policy 522 (Student Sex Nondiscrimination)  
 Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)  
 Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)  
 Burnsville-Eagan-Savage School District Policy 606 (Textbooks and Instructional Materials)  
 Burnsville-Eagan-Savage School District Policy 622 (Copyright Policy)  
 Burnsville-Eagan-Savage School District Policy 806 (Emergency Operations Policy)  
 Burnsville-Eagan-Savage School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)







**Agenda IV.A.5.  
March 13, 2025**

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

**From:** Dr. Chris Bellmont, assistant superintendent

**Date:** March 13, 2025

**Re:** Policy 504: *Student Dress and Appearance*

**Recommendation:** Approve, on a second reading basis, changes to Policy 504: *Student Dress and Appearance*

The policy was discussed at the Policy Review Committee February 18, 2025 and approved, on a first reading basis, at the Board of Education meeting on February 27, 2025.

*Summary:*

Policy 504 – Removes the word “grooming” from Article I and adds the role of district staff under the general statement of policy in Article II

Adopted: 9/24/2015  
 Reviewed: 02/27/2025  
 Revised: 03/13/2025  
 Rescinds:

*Burnsville-Eagan-Savage School District Policy 504*

## **504 STUDENT DRESS AND APPEARANCE**

### **I. PURPOSE**

The purpose of this policy is to enhance the learning environment of students by establishing expectations of dress that are related to educational goals and community standards.

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

- A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s). District staff should reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.
- B. Appropriate clothing includes, but is not limited to, the following:
1. Clothing appropriate for the weather.
  2. Clothing that does not create a health or safety hazard.
  3. Clothing appropriate for the activity (i.e., physical education or the classroom).
  4. Footwear that does not present a safety hazard.
  5. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.
- C. Inappropriate clothing includes, but is not limited to, the following:
1. Tops that are low cut, expose the midriff and other clothing that expose undergarments.
  2. Clothing bearing a message that is lewd, vulgar, or obscene.
  3. Apparel promoting products or activities that are illegal for use by minors.
  4. Objectionable emblems, badges, symbols, signs, words, objects or pictures

on clothing or jewelry (including sports apparel) communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Burnsville-Eagan-Savage School District Policy 413.

- D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

### III. PROCEDURES

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.
- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).
- C. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- D. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

**Legal References:** U. S. Const., amend. I  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir. 2009)  
*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Cir. 2008)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*B.H. ex rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3<sup>rd</sup> Cir. 2013)  
*D.B. ex rel. Brogdon v. Lafon*, 217 Fed.Appx. 518 (6<sup>th</sup> Cir. 2007)  
*Hardwick v. Heyward*, 711 F.3d 426 (4<sup>th</sup> Cir. 2013)  
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)  
*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)  
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999)  
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820 (N.D. Ill. 1987)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)  
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
 Burnsville-Eagan-Savage School District Policy 525 (Violence Prevention)



**Agenda IV.A.6.  
March 13, 2025**

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

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

**Date:** March 13, 2025

**Re:** Policy 613: *Graduation Requirements*

**Recommendation:** Approve, on a second reading basis, changes to Policy 613: *Graduation Requirements*.

The policy was reviewed at the Policy Review Committee February 18, 2025 and approved, on a first reading basis, at the Board of Education Meeting on February 27, 2025.

*Summary:*

Policy 613 – Legislative updates recommended by the Minnesota School Board Association that update graduation requirements and references

*Adopted: 4/1997*  
*Reviewed: 02/27/2025*  
*Revised: 03/13/2025*  
*Rescinds: IKF*

*Burnsville-Eagan-Savage School District Policy 613*

## **613 GRADUATION REQUIREMENTS**

### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

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

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A. “Credit” means a student’s successful completion of a semester of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- C. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- D. “Required standard” means: a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.
- E. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

#### **IV. DISTRICT ASSESSMENT ADMINISTRATOR**

The Assessment, Data and Research Coordinator shall serve as District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

#### **V. ASSESSMENT GRADUATION REQUIREMENTS**

##### **A. Graduation Requirements**

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
2. Consistent with this paragraph and Minnesota Statutes section 120B.125 beginning in grade 6 and no later than grade 9, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

##### **B. Targeted Instruction Plan**

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students.

Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
4. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## VI. GRADUATION CREDIT REQUIREMENTS

Students who first enrolled in grade 9 in the 2024-2025 school year or later must successfully complete 46 high school level credits for graduation:

### A. Credit Requirements

1. Eight credits of language arts;
2. Six credits of mathematics sufficient to satisfy all academic standards in mathematics;
3. Six credits of science, including two credits to satisfy all the earth and space science standards for grades 9 through 12, two credits to satisfy all the life science standards for grades 9 through 12, and two credits to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Seven credits of social studies, including one credit of geography, two credits of world history, two credits of American history, one credit of government & citizenship in 11<sup>th</sup> or 12<sup>th</sup> grade, and one credit of economics;
5. Two credits in the arts sufficient to satisfy the academic standards;
6. One credit of health;
7. One credit of physical education sufficient to satisfy the state standards;
8. One credit of personal finance in grade 11 or 12;
9. Incoming 9<sup>th</sup> graders must complete one credit of College and Career Planning, required during the 9<sup>th</sup> grade year. This requirement may be met by:
  1. Success 191, AVID Elective 9, college and career planning content-based English language development course, or coursework aligned to IEP transition goals.
  2. Students enrolling in subsequent years will be required to complete an

additional elective to meet the total number required for graduation; and

10. Thirteen credits of electives.

#### B Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph A.4., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

## VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
  1. District determined standards, Health (K-12)

2. District determined standards, Career and Technical Education (K-12) and
  3. District determined standards, World Language (K-12)
- B. Academic standards in health, world languages, and career and technical education will be reviewed as part of the curriculum review process. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12;
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12;
  5. Minnesota Academic Standards, Physical Education K-12; and
  6. Minnesota Academic Standards, Arts K-12.
- B. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

### **VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation  
613-5

Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 ( for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness))

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process) for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness) )

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments Minn.

Stat. § 120B.303 (Assessment Graduation Requirements)

Minn. Stat. § 120B.307 (College and Career Readiness)

Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Art Standards for Kindergarten through Grade 12 )

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)

Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)

Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)

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

Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)



**Agenda IV.A.7.  
March 13, 2025**

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

**From:** Anna Werb, board chair

**Date:** March 13, 2025

**Re:** Approve Scheduling a Board Retreat on March 19, 2025 at 6:30pm

**Recommendation:** That the Board of Education approves scheduling a board retreat on March 19, 2025 from 6:30—8:00 p.m. at Diamondhead Education Center, 200 West Burnsville Parkway in Burnsville.



**Agenda IV.B.1.  
March 13, 2025**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** March 13, 2025

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

**RESOLUTION TO ACCEPT DONATIONS**

**WHEREAS,**

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

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

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

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

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on March 13, 2025.

\_\_\_\_\_  
Clerk – Board of Education

|            |  |                           |   |   |
|------------|--|---------------------------|---|---|
| 12/12/2024 | Elizabeth Kauffman                         | community education       | Brainpower in a Backpack  | \$100 <sup>60</sup>                         |
| 12/16/2024 | Give MN (Mighycause Charitable Foundation) | Harriet Bishop Elementary | General fund  | \$135                                       |
| 12/17/2024 | Glendale United Methodist Church Women     | Hidden Valley Elementary  | To give books to students at the end of the year beginning in 2nd grade and spreading out from there as far as the money will go.                       | \$1000                                      |
| 12/26/2024 | Ann Sheedy                                 | Community Education       | BSC Annual Giving   | \$100                                       |
| 12/18/2024 | Lori Standafer                             | Sky Oaks Elementary       | Supplies for student use  | Socks, kleenex, notebooks, glue sticks, etc |
| 12/19/2024 | Keshia Gaddy                               | Rahn Elementary           | Donate toys, food and clothing to the students  | Toys, food and clothing                     |
| 1/29/2025  | ENeill PTO                                 | Community Education       | Brainpower in a Backpack  | \$1,000                                     |
| 1/30/2025  | Arnoldo Mea Sanchez                        | Hidden Valley Elementary  | Coffee bags and K-cup for staff   | Coffee for staff                            |
| 1/31/2025  | 9 students and 1 faculty                   | Food & Nutrition Services | For students in need  | \$126.22                                    |
| 11/7/2024  | Parent of Amanda Cruz                      | Food & Nutrition Services | For students in need  | \$3.9                                       |
| 2/17/2025  | Hospitality MN Education Foundation        | Burnsville High School    | Funding from Hospitality MN Education Foundation for annual course support. Will send receipts to them and get reimbursed for general groceries.        | \$500                                       |
| 2/17/2025  | Hospitality MN Education Foundation        | Burnsville High School    | Funding from Hospitality MN Education Foundation for annual course support. Will send receipts to them and get reimbursed for cake decorating supplies. | \$1,500                                     |
| 2/19/2025  | Joanne Young and Thomas Church             | Community Education       | Brainpower in a Backpack  | \$1,500                                     |
| 2/19/2025  | Roxanne Hagge                              | Community Education       | Brainpower in a Backpack  | \$25  |
| 2/25/2025  | Prince of Peace                            | Community Education       | Brainpower in a Backpack  | \$2,000.00                                  |
| 2/25/2025  | Mr. Javier Blasquez                        | Burnsville High School    | To provide learning equipment for the students in the Automotive Technologies Pathway.  | 2013 Dodge Caravan                          |
| 3/3/2025   | Arnoldo Mea Sanchez                        | Hidden Valley Elementary  | Staff appreciation  | K-cups<br>Coffee                            |
| 12/12/2024 | Scott Koltes                               | Burnsville High School    | Automotive department learning opportunity  | 2002 F 150                                  |
| 03/4/2025  | Garrett Sampson                            | Community Ed              | Brainpower in a Backpack  | \$100                                       |
| 3/11/2025  | MN Valley Electric Cooperative             | Community Ed              | Brainpower in a Backpack  | \$500                                       |

**Total Cash Donations - \$8590.12**



**Agenda IV.B.2.  
March 13, 2025**

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

**From:** Dr. Chris Bellmont, assistant superintendent, and Brian Ribnick, chess club advisor, and guests

**Date:** March 13, 2025

**Re:** Nicollet Middle School Chess Club Field Trip May 8-13, 2025

**Recommendation:** Approve an application for the preliminary approval of an extended field trip for Nicollet Middle School Chess Club to participate in the National Middle School Chess Championships.

**Date:** May 8-13, 2025

**Destination:** Orlando, FL

**Name of sponsoring staff:** Brian Ribnick

**Description and Educational Objective:** Proposal to take Nicollet Middle School Chess Club to participate in the National Middle School Chess Championships in Orlando Florida. The trip will give the students an opportunity to apply and develop their chess skills against the other best chess players in the country. They will also have the opportunity to do some touring and learn about another part of the country.

**Estimated cost per student:** \$1075/per student

**Estimated number of students and chaperones:** 23 students and 3 chaperones

***Itinerary:***

*5-8-25 – Travel Day*

*5-9-25 – National Middle School Chess Tournament*

*5-10-25 – National Middle School Chess Tournament*

*5-11-25 – National Middle School Chess Tournament*

*5-12-25 – Touring*

*5-13-25 – Travel Day - Returning*

***Fundraising: Cub Food Bagging, Silent Auction***

**INDEPENDENT SCHOOL DISTRICT 191  
EXTENDED FIELD TRIP - APPLICATION FOR INITIAL APPROVAL  
EXHIBIT 2**

(Extended Field Trips must be Board approved at least 60 days, when possible, prior to the field trip departure date and before any communication occurs with students and families. Information based on estimates.)

1. Sponsoring Activity: Nicollet Ms. Chess Club Date 2-18-25

2. School: Nicollet Middle School

3. Name(s) of Sponsoring Staff: BRIAN RIBNICK

4. Destination: Orlando Florida

5. Date(s) of Trip: 5/8/25 to 5/13/25

6. Paragraph Description of Proposed Program:  
We plan to participate in the National Middle School Chess Championships in Orlando Florida, then do a little touring for a couple days.

7. Educational Objectives of Extended Field Trip:  
To put all the learning put in during the season to use against the best of the best at our country's National Middle School Chess Championships.

8. Anticipated transportation Information (check all that apply):

- a. Bus
- b. Plane
- c. School Vehicle
- d. Commercial Transportation

9. Lodging

Hotels: Yes/No

Other: Yes/No; Provide description:

Hyatt Orlando

10. Complete Itinerary:

DATES

ITINERARY

|               |   |
|---------------|---|
| <u>5/8/25</u> | <u>FLY OUT ; NATIONAL Middle School Blitz Int</u> |
|---------------|---|

|         |                                   |
|---------|-----------------------------------|
| 5/9/25  | National Middle School Chess Trip |
| 5/10/25 | "                                 |
| 5/11/25 | "                                 |
| 5/12/25 | Turning                           |
| 5/13/25 | Returning                         |
|         |                                   |

11. Estimated number of students: 23

12. Number of chaperones: 3

13. Anticipated Participation Costs

| Breakdown of trip costs:  | Estimate    |
|---|-------------|
| <b>Participant Expenses</b>   |             |
| Airfare   | 325         |
| Ground Travel   | 100         |
| Lodging   | 250         |
| Admission Fees per student  | 100         |
| <b>Participant Share of Group Expenses</b>  |             |
| Chaperone Expenses (Airfare, Ground, Lodging)   | 100         |
| Staff Advisor Salary and Benefits   | 0           |
| Liability Insurance   | 0           |
| Miscellaneous   | 200         |
| Number of substitutes needed  | 0           |
| <b>Total Anticipated Cost per Student</b>   | <b>1075</b> |
| <i>The anticipated cost is based on <u>23</u> student participants. Costs will vary with the number of participants and currency exchange rates (for international travel).</i> |             |
| <b>Personal Expense</b>   |             |
| Food Incidentals, Spending Money  | 175         |

14. What provisions will be made for students for whom financing the trip is an issue? FUNDRAISING

15. List opportunities for fundraising (planned or anticipated): CUB Food Bagging, Silent Auction

16. What travel agency will be used? THIS IS STILL BEING DETERMINED. THEY HAVE USED TRAVEL AGENTS IN THE PAST, BUT NOT EVERY TIME

  
Approval of Building Administrator

2/24/25  
Date

  
Approval of Superintendent

2/26/25  
Date

\_\_\_\_\_  
Approval by School Board

\_\_\_\_\_  
Date

REQUIRED: Attach proposed communication to students/families about this extended field trip, once approved by the Superintendent and School Board.

WE plan to attend the National Middle School Chess Championships May 9-11<sup>th</sup>, 2025 in Orlando Florida. We plan to fly out of Minnesota May 8<sup>th</sup>. We plan to put in a couple days of touring and return Tuesday May 13<sup>th</sup>.



**Agenda V.A.  
March 13, 2025**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent and Stacey Sovine, executive director of administrative services

**Date:** March 13, 2025

**Re:** FY26 Initial Budget Presentation

# 2025-26 Budget Initial Recommendations

Dr. Theresa Battle, superintendent  
Stacey Sovine, executive director of administrative services

March 13, 2025

# Agenda

- Timeline
- What's affecting our budget for 2025-2026
- Current reality
- Our approach (values/strategies)
- Proposed Adjustments

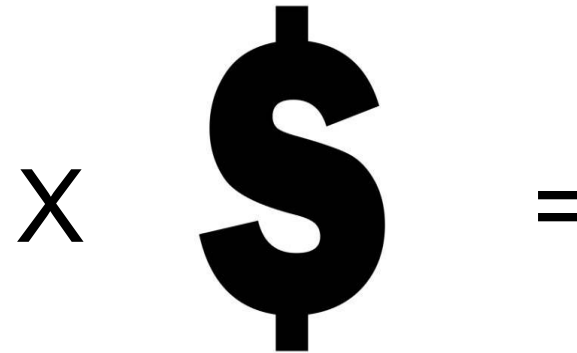
# Timeline

- **January - February**
  - Board approves FY25 revised budget
  - Board receives report on FY26 budget assumptions and Parameter Options
- **March**
  - Superintendent presents initial budget recommendations to the Board
- **April - May**
  - Staff and community presentations and feedback opportunities
  - Board report on feedback and board work session
- **June 12** - FY26 Adopted Budget presented
- **June 26** - FY26 Adopted Budget approved

# Revenue



Students we serve



State and local  
tax dollars per  
student served

Total revenue  
used to pay  
for programs  
and services



# Restricted Revenue



Technology Levy

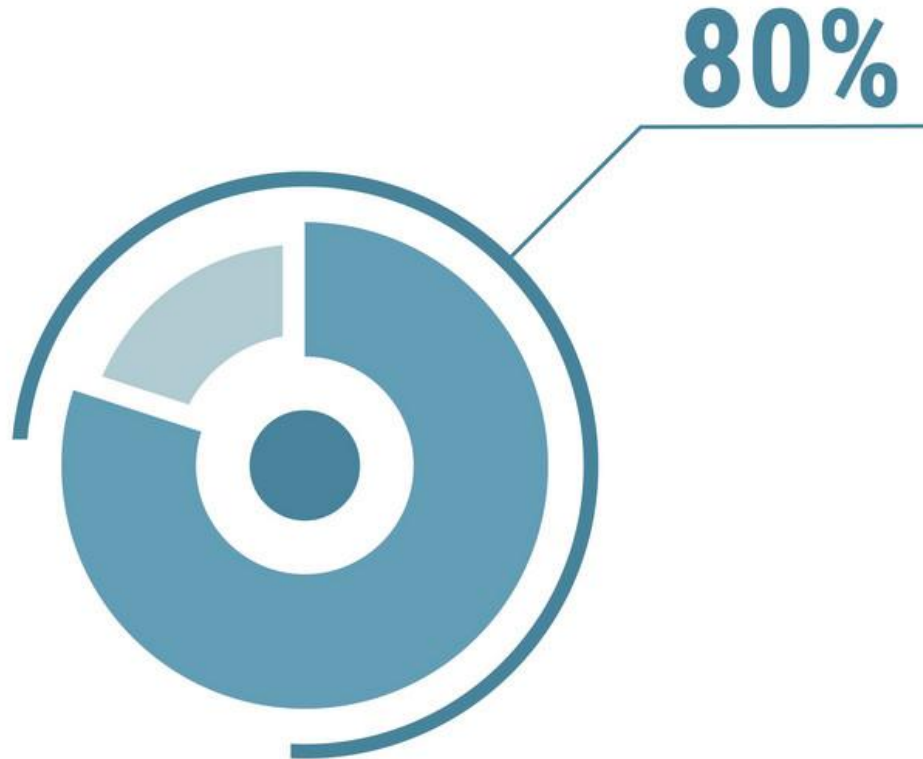


Title Funds



Long Term Facility  
Maintenance Funds

# Expenses

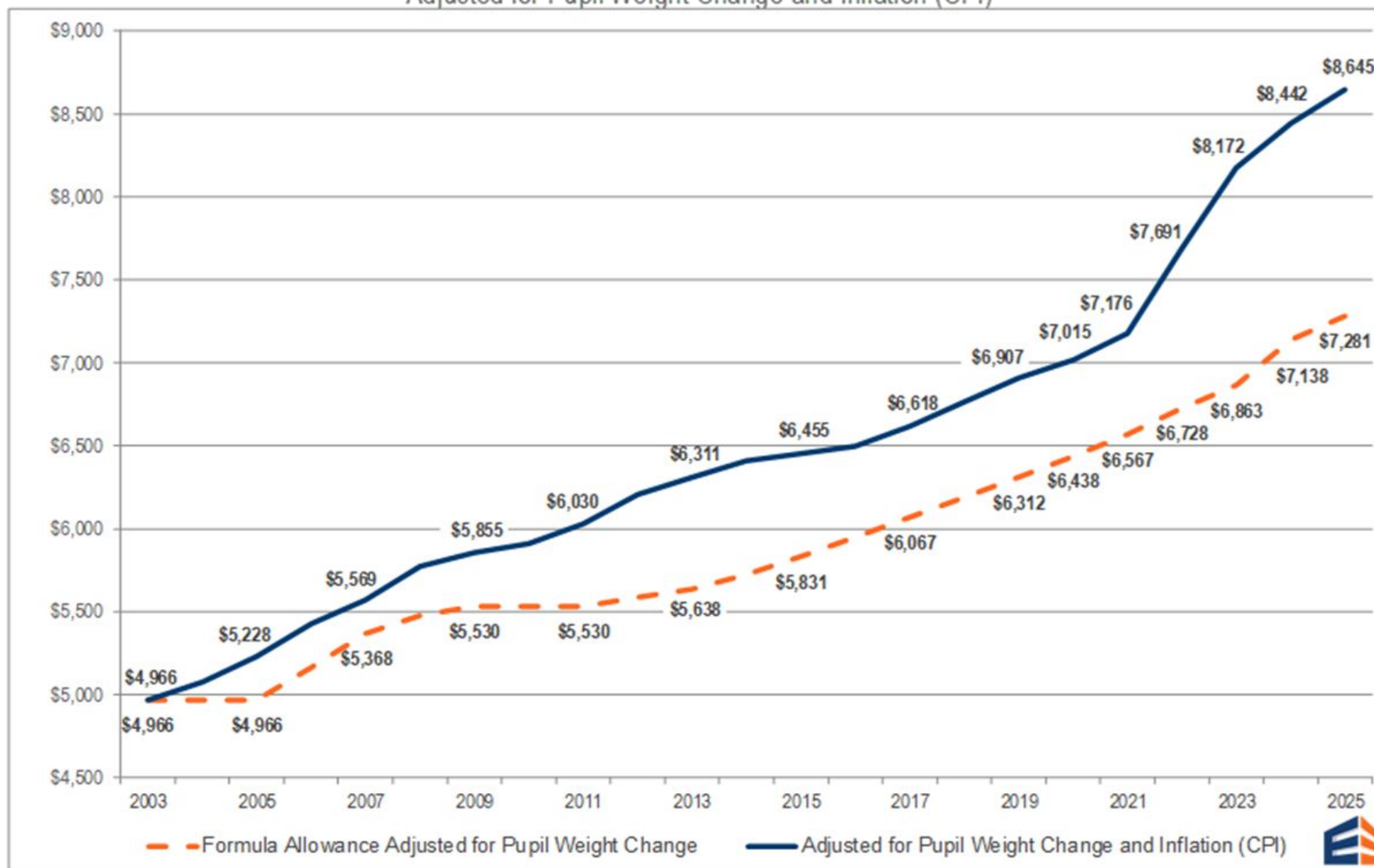


80% of our expenditures are People

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

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

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE June 2024 Inflation Estimates and Minnesota Laws 2023

# Revenue and Expense Changes

## Increased Revenue Over FY25

- 2.74% or \$200 per student on general aid (~ \$519,000).
- English Learner (EL):
  - \$0 increase per eligible student.
- Special Education (SPED):
  - Sped Formula increase \$1.0 million.
- Property tax levy
  - Capital Projects increase \$338,000.
  - LTFM increase \$2.3 million.
  - General tax levy decreased \$5.5 million.
- Compensatory decrease \$2.06 million (formula change).
- Miscellaneous one time funding (-\$577k).

## Increased Expenses Over FY25

- 2.5% increase to salary schedules (\$4.9 million).
- 5.0% insurance increase (\$1.1 million).
- 5% transportation increase per 5 year contract (\$582k; does not include increase in costs for activities, athletics, primary age transportation, and mandated needs. Contract has an adjustment clause up to 5% based on Consumer Price Index (CPI).
- Other areas including utilities, supplies, capital, contracted services, etc with modest inflationary increase (5.0%, \$1.1 million).
- LTFM \$2.3 million in project costs (Sept 26, 2024).

# Strategies for Structurally Sustainable Budget

- Provide resources for creating conditions to support One91 Strategic Roadmap ([Vision Statement](#), [Core Values](#), [Strategic Directions](#))
- Maintain current class size parameters (Enrollment Rightsizing).
- Maintain balance in expenditures and revenue for restricted funds.
- Use of restricted funds before general undesignated funds.
- Understand ebb and flow of revenue streams and expenses.



# Initial Input Survey Summary

- **Community Input (11 responses)**
  - Continue expanding, improving Pathways at elementary schools
  - Small class sizes
  - Behavior, social/emotional, specific learning need support
  - Reduce administration
  - Maintain arts & extracurricular activities
  - Continue 'Grow Your Own' efforts
- **Principal/Departmental Input**
  - Non-licensed support for instruction/behaviors
  - Instructional support for multilingual students
  - Instructional coaches
  - Full-time specialists
  - Athletics/activities administration
  - Smaller class sizes
  - Expanded media/library staffing
  - Additional clerical support
  - Instrumental lessons
  - Restorative coaching positions

# Board Parameters

## Four Proposed Scenarios

Target Fund Balance of 18%.  
Reductions ~\$2.05 million.

### Scenario 1:

- Maintain Fund Balance
- Reduce Spending by \$11.0 million

### Scenario 2:

- Maintain Class Size
- No other spending reductions
- Reduce Fund Balance by 8.11%, \$11.4 million

### Scenario 3:

- Maintain Class Size
- Reduce Spending by \$5.5 million
- Reduce Fund Balance by \$5.9 million

### Scenario 4:

- Maintain Class Size
- Reduce Spending by \$4.5 million
- Reduce Fund Balance by \$6.9 million

# FY26 Adopted Budget: Process

- **Each budget manager is responsible for the following:**
  - Review the budget to ensure that all expenditures for 2024-25 school year have been coded correctly or for maximum efficiency
  - Identify priority expenditures
  - Identify any cost savings
  - Make decisions about discretionary funds
- Submit budget adjustments and/or request for additional funding
- Cross-functional team reviews before submission to Superintendent

# FY26 Strategies: How we maintain class sizes

- Staffing allocations provided to building principals based on current Board approved class size averages.
  - K-5 average : **24.5** students per class with fewer students in Kindergarten and more in 5th grade classes.
  - 6-8 average : **12** students per FTE\*, **19.5** students per average class
  - 9-12 average : **16** students per FTE\*, **25.7** students per average class

\*secondary program class sizes vary based on course type, external class size restrictions, instructional models, student interest, and graduation requirements.

| Elementary Master                             |       |            |         |  |     |     |      |       |       |
|---|-------|------------|---------|--|-----|-----|------|-------|-------|
| Staffing projection for FY26: 3216, 136 FTE's |       |            |         |  |     |     |      |       |       |
| Grade   | FTE's | Enrollment | Average |  | Min | Max | Targ | +/-   | Avg   |
|   |       |            |         |  |     |     |      |       |       |
| K   | 25.4  | 493        | 19.41   |  | 20  | 25  | 22.5 | -3.09 | 19.41 |
| 1   | 21.3  | 511        | 23.99   |  | 24  | 28  | 26   | -2.01 | 23.99 |
| 2   | 25.3  | 569        | 22.49   |  | 25  | 29  | 27   | -4.51 | 22.49 |
| 3   | 20.4  | 525        | 25.74   |  | 26  | 30  | 28   | -2.26 | 25.74 |
| 4   | 21.3  | 563        | 26.43   |  | 27  | 31  | 29   | -2.57 | 26.43 |
| 5   | 22.3  | 555        | 24.89   |  | 28  | 32  | 30   | -5.11 | 24.89 |
|   |       |            |         |  | 25  | 29  | 24.5 | 1.86  | 26.36 |
| 22.67   | 136   | 3216       | 23.65   |  |     |     |      |       |       |

# Rightsizing

| Line Item | Adjustment Category and Item Description/ Department | F.T.E. | Budget Unit | Budget Adjustment | Account Code | Rationale and Implications   |
|-----------|--|--------|-------------|-------------------|--------------|--|
| 1.1       | Maintaining Class Sizes (K-12)                       | -8.55  | Various     | -\$845,250.00     | Various      | Maintaining class sizes based on enrollment -<br>Approximately:<br>-7 FTE at elementary including VA<br>-7 FTE at BHS<br>+3.5 FTE at *MS<br>+2 FTE at VA Secondary |

# Strategic Roadmap

| Line Item | Adjustment Category and Item Description/ Department              | F.T.E. | Budget Unit | Budget Adjustment | Account Code                                       | Rationale and Implications  |
|-----------|---|--------|-------------|-------------------|--|---|
| 2         | <b>Strategic Roadmap</b>  |        |             |                   |  |   |
| 2.1       | Community Based Mentoring Program                                 |        |             | \$35,000.00       | Various  | Leverage new methods to improve student outcomes by engaging and providing targeted support for students in grades 5-6 and grades 8-9. Additionally, to provide professional development for athletic coaches to successfully engage our communities.   |
| 2.2       | Technology Tool ELLevation Platform and Strategies (On Demand PD) |        | 7060        | \$69,000.00       | Data & Assessment, Curriculum, PD, Technology, MLL | Equip students to meet rigorous academic challenges - All teachers have access to the ELLevation resource to look at strategies to support students. The Strategies component of the program would be an additional component that includes on demand PD in the area or English Learner support to teachers and administrators. |
| 2.3       | Barr Program  |        | 21000       | \$0.00            | Various  | Student Agency- to motivate and engage students to attend school regularly. Use Attendance grant funds to pay for program.  |
| 2.4       | CATALYST TRAINING   |        | 15010       | \$40,000.00       | Various  | Caring community - proactive behavior management to build connection to and build a community of learners   |

# Initial Budget Adjustments

| Line Item | Adjustment Category and Item Description/ Department | F.T.E. | Budget Unit | Budget Adjustment | Account Code             | Rationale and Implications   |
|-----------|--|--------|-------------|-------------------|--------------------------|--|
| 3         | <b>Preliminary Adjustments</b>                       |        |             |                   |                          |  |
| 3.1       | Middle School (School within a School)               | 2      | 10010       | \$240,000.00      | Various                  | Maximizing Schedule to fund additional SWAS positions. Restrict funds no impact to Unassigned.                                   |
| 3.2       | Special Education TOSA                               | 1      | 09010       | \$0.00            | Various                  | Realignment within Department  |
| 3.3       | Secondary 2 mile walk                                | -1     | 18010       | -\$136,000.00     | 03 E 005 760 720 361 000 | Increase walking distance by .5 mile. Bussing still available for annual fee.  |
| 3.4       | Capital Projects and Repairs                         | 1      | 19020       | -\$500,000.00     | Various                  | Coding Repairs and Replacements to Long Term Facilities Maintenance  |
| 3.5       | Increase athletic Fees 15%                           |        | Revenue     | -\$50,000.00      | Various                  | Pending Board approval. Align with conference rates and address inflationary increase in transportation, referees, and equipment |
| 3.6       | Student Svcs Acct Specialist                         | -1     | 09010       | -\$130,000.00     | 01 E 200 420 372 170 000 | Move services into Finance   |
| 3.7       | Elem Media EA's +2 hours                             | 2      | 14020       | \$72,000.00       | 01 E 200 630 795 172 000 | Tech collection and distribution at elementary sites   |
| 3.8       | VPK sliding fee structure                            | 1      | Revenue     | -\$90,000.00      | 01 R xxx 200 000 040 000 | State requires sliding fee schedule and payments for VPK students that don't qualify.  |

# Initial Budget Adjustments

| Line Item                        | Adjustment Category and Item Description/ Department              | F.T. E. | Budget Unit | Budget Adjustment | Account Code                                       | Rationale and Implications  |
|----------------------------------|---|---------|-------------|-------------------|--|---|
| 1.1                              | Maintaining Class Sizes (K-12)                                    | -8.55   | Various     | -\$845,250.00     | Various  | Maintaining class sizes based on enrollment   |
| <b>2 Strategic Roadmap</b>       |   |         |             |                   |  |   |
| 2.1                              | Community Based Mentoring Program                                 |         |             | \$35,000.00       | Various  | Leverage new methods to improve student outcomes by engaging and providing targeted support for students in grades 5-6 and grades 8-9. Additionally, to provide professional development for athletic coaches to successfully engage our communities.   |
| 2.2                              | Technology Tool ELLevation Platform and Strategies (On Demand PD) |         | 7060        | \$69,000.00       | Data & Assessment, Curriculum, PD, Technology, MLL | Equip students to meet rigorous academic challenges - All teachers have access to the ELLevation resource to look at strategies to support students. The Strategies component of the program would be an additional component that includes on demand PD in the area of English Learner support to teachers and administrators. |
| 2.3                              | Barr Program  |         | 21000       | \$0.00            | Various  | Student Agency- to motivate and engage students to attend school regularly. Use Attendance grant funds to pay for program.  |
| 2.4                              | CATALYST TRAINING   |         | 15010       | \$40,000.00       | Various  | Caring community - proactive behavior management to build connection to and build a community of learners   |
| <b>3 Preliminary Adjustments</b> |   |         |             |                   |  |   |
| 3.1                              | Middle School (School within a School)                            | 2       | 10010       | \$240,000.00      | Various  | Maximizing Schedule to fund additional SWAS positions. Restrict funds no impact to Unassigned.  |
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| 3.3                              | Secondary 2 mile walk   | -1      | 18010       | -\$136,000.00     | 03 E 005 760 720 361 000                           | Increase walking distance by .5 mile. Bussing still available for annual fee.   |
| 3.4                              | Capital Projects and Repairs                                      | 1       | 19020       | -\$500,000.00     | Various  | Coding Repairs and Replacements to Long Term Facilities Maintenance   |
| 3.5                              | Increase athletic Fees 15%  |         | Revenue     | -\$50,000.00      | Various  | Pending Board approval. Align with conference rates and address inflationary increase in transportation, referees, and equipment  |
| 3.6                              | Student Svcs Acct Specialist                                      | -1      | 09010       | -\$130,000.00     | 01 E 200 420 372 170 000                           | Move services into Finance  |
| 3.7                              | Elem Media EA's +2 hours  | 2       | 14020       | \$72,000.00       | 01 E 200 630 795 172 000                           | Tech collection and distribution at elementary sites  |
| 3.8                              | VPK sliding fee structure   | 1       | Revenue     | -\$90,000.00      | 01 R xxx 200 000 040 000                           | State requires sliding fee schedule and payments for VPK students that don't qualify.   |

[Complete List in PDF Format](#)

# Recommended Budget FY 26

## General Fund Budget Comparative Summary

|   | Actual Results<br>2022-23 | Actual Results<br>2023-24 | Adopted Budget<br>2024-25 | Revised Budget<br>2024-25 | Projected<br>2025-26 | Projected<br>2026-27 |
|---|---------------------------|---------------------------|---------------------------|---------------------------|----------------------|----------------------|
| <b>Total Beginning Fund Balance</b>         | \$ 32,521,898             | \$ 37,483,214             | \$ 44,088,212             | \$ 53,791,906             | \$ 56,311,345        | \$ 47,605,951        |
| <b>Revenues</b>                             | 132,752,660               | 156,983,853               | 154,353,629               | 161,980,777               | 158,595,219          | 161,767,123          |
| Federal Relief Revenues for current costs   | 4,349,350                 | 4,736,812                 | -                         | -                         | -                    | -                    |
| Federal Relief Revenues for new costs       | 5,172,694                 | 3,867,316                 | -                         | -                         | -                    | -                    |
| <b>Expenditures</b>                         | 132,090,694               | 145,411,973               | 157,791,210               | 159,461,338               | 167,300,613          | 172,319,631          |
| Federal Relief Expenditures for new costs   | 5,222,694                 | 3,867,316                 | -                         | -                         | -                    | -                    |
| <b>Variance (Revenues - Expenditures)</b>   | 4,961,316                 | 16,308,692                | (3,437,581)               | 2,519,439                 | (8,705,394)          | (10,552,508)         |
| <b>Total Ending Fund Balance</b>            | \$ 37,483,214             | \$ 53,791,906             | \$ 40,650,631             | \$ 56,311,345             | \$ 47,605,951        | \$ 37,053,443        |
| <b>Breakdown of Fund Balance Categories</b> |                           |                           |                           |                           |                      |                      |
| <b>Nonspendable</b>                         | \$ 603,936                | \$ 342,496                | \$ 503,936                | \$ 342,496                | \$ 242,496           | \$ 142,496           |
| <b>Restricted</b>                           | 12,855,738                | 15,547,817                | 13,269,854                | 15,213,346                | 15,213,346           | 15,213,346           |
| <b>Committed</b>                            | 1,505,311                 | 1,207,116                 | 988,221                   | 786,199                   | 1,536,199            | 1,436,199            |
| <b>Assigned</b>                             | -                         | -                         | -                         | 250,000                   | 250,000              | 250,000              |
| <b>Unassigned</b>                           | 22,518,230                | 36,694,478                | 25,888,620                | 39,719,305                | 30,363,911           | 20,011,403           |
| <b>Total Ending Fund Balance</b>            | \$ 37,483,214             | \$ 53,791,906             | \$ 40,650,631             | \$ 56,311,345             | \$ 47,605,951        | \$ 37,053,443        |
| <b>Unassigned Fund Balance %</b>            | 16.40%                    | 24.58%                    | 16.41%                    | 24.91%                    | 18.15%               | 11.61%               |

### FY26 Assumptions

- 5% expenditure increase
- 5% for health insurance increase
- 1% for dental insurance increase
- 2.74% increase for revenue
- 7,021 K-12 students
- Salary increases for unsettled contracts

### Assumptions for FY27

- 3% increase to expenses
- 2% increase to revenue
- 6,942 K-12 students
- Current staffing levels (no rightsizing included yet)

| Adjustments | \$2,365,250 | \$0 |
|-------------|-------------|-----|
| Total       | \$2,365,250 |     |

| Scenario #4   | Don't go below 18% in 2026 |
|---|----------------------------|
| Maintain class sizes (rightsizing)  |                            |
| Adjustments: \$2.365 million in FY26 including rightsizing  |                            |
| Unassigned fund balance spend down of \$9.36 million in FY26 and \$10.35 million in FY27  |                            |
| Unassigned fund balance percentage decreases by 6.8% in FY26 and 6.5% to 11.6% in FY27, still above Board's minimum set in policy |                            |

# Next Steps for Budget Feedback

- March 14: Online feedback survey open, closes April 18th
- March and April:
  - School- & program-level parent meetings
  - Presentation shared with families & staff, multiple opportunities to provide feedback
- Community presentation offered to all families and public
  - **April 16th, 6 pm Diamondhead Education Center**

**Thank You.**



**Agenda V.B.  
March 13, 2025**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent and Isis Buchanan, director of educational equity

**Date:** March 13, 2025

**Re:** Vote of Non-Concurrence Response Planning

January 15, 2025

Dear Board Members And Dr. Battle,

The American Indian Parent Advisory Committee of District 191 has issued a vote of Non-Concurrence at our meeting for the 2024-2025 school year. The AIPAC has identified areas that need to be addressed and ideas for improvement based on conversations with staff, students, and families both native and non-native within the district.

- ❖ Review disciplinary actions and review data of middle school American Indian Students
  - In-depth American Indian cultural proficiency training for teaching staff across the district
- ❖ More recognition by/from the individual buildings of Indigenous Peoples Day and other observances of American Indian Cultural Heritage
  - More active engagement by non-Native staff, sharing of 191 AIEP events with the AI students and families.
- ❖ Salaries of American Indian Education Program Staff need to come out of the General Education fund.
  - Reserving program funding resources for its intended purpose, American Indian Students. Many districts such as Osseo, 196, and Cottage Grove pay their Indian Ed staff directly from General Education Funding.
- ❖ Provide cultural space and staffing for smudging space in each building
  - Section 1.[121.A.08] Minnesota Statutes
- ❖ Provide cultural trunks for each school for staff to use.
  - These trunks are to be a collection of culturally appropriate pieces provided by the district and approved by AIPAC. Currently our 191 AIEP has 1 learning trunk that teachers across the district are able to check out throughout the school year to help support their teaching of American Indian Curriculum. They Include Ojibwe, Dakota, and Powwow trunks. These trunks are in high demand during a variety of units that are being taught throughout the year and it would be beneficial for students to have their own trunks to support teaching the AI state standards.

We would like to acknowledge the support district 191 has provided throughout our existence. We support the steps towards meeting the educational and cultural needs of our Native American students and we appreciate the efforts of our Native American Liaison Maddison McKinney and our Equity and ML Services Director Isis Buchanan. We value and acknowledge the support of our school board members and superintendent.

As per MDE guidelines, we expect a written response from the school board to each of the above recommendations within 60 days of receipt of this letter. The AIPAC is available to dialogue with the school board members that are assigned to respond to this letter.

Sincerely,

191 American Indian Parent Advisory Committee

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

| Recommendation   | Responses  |
|--|--|
| <p><b><u>AIPAC Recommendation 1</u></b><br/>Review disciplinary actions and review data of middle school American Indian students</p> <ul style="list-style-type: none"> <li>In-depth American Indian cultural proficiency training for teaching staff across the district</li> </ul>  | <ul style="list-style-type: none"> <li>District 191 has created a Data Wall using Educlimber to monitor student attendance, grades, and discipline referrals</li> <li>Student data at the middle school level will be reviewed with site administrators and shared with school staff</li> <li>We will continue to embed professional development training focused on American Indian culture, history, and language</li> </ul> |
| <p><b><u>AIPAC Recommendation 2</u></b><br/>More recognition by/from the individual buildings of Indigenous Peoples Day and other observances of American Indian Cultural Heritage</p> <ul style="list-style-type: none"> <li>More active engagement by non-Native staff, sharing of 191 AIEP events with the American Indian students and families</li> </ul>   | <ul style="list-style-type: none"> <li>District One91 will review lessons used for Indigenous People’s Day and making revisions to prepare for FY26</li> <li>Each site will develop a communication plan to share lesson information and details about American Indian Cultural observances</li> </ul>   |
| <p><b><u>AIPAC Recommendation 3</u></b><br/>Salaries of American Indian Education Program (AIEP) Staff need to come out of the General Education fund</p> <ul style="list-style-type: none"> <li>Reserving program funding resources for its intended purpose, American Indian Students. Many districts such as Osseo, 196, and Cottage Grove pay their Indian Ed staff directly from General Education Funding</li> </ul> | <ul style="list-style-type: none"> <li>District 191 is in the process of developing the FY26 budget and will review the source of funds used to pay for the American Indian Cultural Specialist and Indigenous Cultural Liaison and share the information with AIPAC members</li> </ul>  |
| <p><b><u>AIPAC Recommendation 4</u></b><br/>Provide cultural space and staffing for smudging space in each building</p> <ul style="list-style-type: none"> <li>Section 1.[121.A.08] Minnesota Statutes</li> </ul>  | <ul style="list-style-type: none"> <li>District 191 has reviewed and revised policy 419-Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery devices to include MN Statute language about smudging</li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>● District 191 will seek clarification on the request for space and identify staff members who will be trained to support students who may smudge during the school day</li> </ul>  |
| <p><b><u>AIPAC Recommendation 5</u></b><br/>Provide cultural trunks for each school for staff to use</p> <ul style="list-style-type: none"> <li>● These trunks are to be a collection of culturally appropriate pieces provided by the district and approved by AIPAC. Currently our 191 AIEP has one learning trunk that teachers across the district are able to check out throughout the school year to help support their teaching of American Indian Curriculum. They include Ojibwe, Dakota, and Powwow trunks. These trunks are in high demand during a variety of units that are being taught throughout the year and it would be beneficial for students to have their own trunks to support teaching the American Indian state standards</li> </ul> | <ul style="list-style-type: none"> <li>● District 191 will create a plan to create cultural trunks for each school site and work with AIPAC to identify what resources should be included in each site’s cultural trunk</li> <li>● District 191 will review budgetary costs of the items and establish a timeline for completion</li> <li>● District 191 will work with our SISA team to ensure the cultural trunk resources connect to MN state standards and align with grade level learning outcomes</li> </ul> |

February 13, 2024

## American Indian Parent Advisory Council (AIPAC) Recommendations and Responses

| AIPAC Recommendations  | District Response  |
|--|--|
| <p>Cultural Proficiency Training for all staff in the district</p> <ul style="list-style-type: none"> <li>Specifically on cultural heritage, generational trauma and tribal nations</li> </ul>   | <ul style="list-style-type: none"> <li>FY 24 CPSS training for staff focused on lesson look-fors and instructional practices to support students</li> <li>Feb. 19, 2024, Indigenous Liaisons leading PD session, <i>Indigenous Education for ALL</i></li> </ul>  |
| <p>More American Indian representation in the schools and district</p> <ul style="list-style-type: none"> <li><a href="#">Tribal maps</a> of Minnesota and the district Land Acknowledgment in every classroom and in entryways in all district facilities</li> </ul>        | <ul style="list-style-type: none"> <li>Land Acknowledgments are placed in entry ways. Revised Land Acknowledgement posters are being created to replace the current image</li> <li>Follow up with AIPAC: Clarification on the Land Acknowledgements and tribal maps in every classroom</li> </ul>  |
| <p>Review of the names of schools in the district:</p> <ul style="list-style-type: none"> <li>In the near future, changes to building names</li> <li>Specifically Gideon Exposure</li> <li>Dakota/Lakota/Ojibwe/Oceti Sakowin (Sioux). Tribes Native to Minnesota</li> </ul> | <ul style="list-style-type: none"> <li>Review policy <b>899 - Naming School Buildings or Facilities</b> and follow procedures included in policy <a href="https://www.isd191.org/discover/board-of-education/policies/details/~board/district-policies/post/899-naming-school-buildings-or-facilities">https://www.isd191.org/discover/board-of-education/policies/details/~board/district-policies/post/899-naming-school-buildings-or-facilities</a></li> </ul> <p>“Whether naming a building, facility, or building component, the aforementioned criteria shall apply. The school board may establish a committee including five to seven residents, which will receive suggestions from the community, staff, and students. This committee shall be representative of the entire school district and will propose a name or names to the school board. The school board reserves all rights in the naming or renaming of school buildings, facilities, or components of school building.”</p> |
| <p>More American Indian representation in school newsletters regarding</p> <ul style="list-style-type: none"> <li>South Of The River Pow Wow, Indigenous Peoples Day, Orange Shirt Day, other special observances of American Indian Cultural Heritage and</li> </ul>        | <ul style="list-style-type: none"> <li>Communications department staff will meet with AIPAC to ensure that information AIPAC wants shared is included in district communications with families, staff, and the community. Information for these events will be shared in school</li> </ul>   |

|   |  |
|---|--|
| <p>Peoples</p>  | <p>newsletters and other district communications</p>   |
| <p>District Wide Smudging Policy</p> <ul style="list-style-type: none"> <li>• Use of sacred sage, sweetgrass, cedar, and tobacco in building with American Indian Students</li> </ul>                               | <ul style="list-style-type: none"> <li>• Review and modify 419 - Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices</li> <li>• Review other districts smudging policies : Saint Paul Public Schools <a href="https://resources.finalseite.net/images/v1699023053/sppsorg/en6dfisreiqryml2gov5/policy00smudging.pdf">https://resources.finalseite.net/images/v1699023053/sppsorg/en6dfisreiqryml2gov5/policy00smudging.pdf</a></li> <li>• Submit revised policy to Policy Review Committee</li> <li>• There is a bill in the Minnesota legislature (SF 2998) that would address smudging if it is enacted</li> </ul> |
| <p>More support for American Indian Education Programming overall and the Liaisons:</p> <ul style="list-style-type: none"> <li>• Student count and subsequent data</li> <li>• Special Education Services</li> </ul> | <ul style="list-style-type: none"> <li>• Worked with MARRS Coordinator to update American Indian student records</li> <li>• Reviewed the MDE Ethnic and Racial Designation Forms and guidance</li> <li>• Review data about the progress of American Indian students with IEPs</li> <li>• Continue collaboration with Student Services team to learn more about the <a href="#">Dream Catcher Project</a> to work to reduce the disproportionality and unnecessary assessment of American Indian students and placement in special education programs</li> </ul>  |

| <p><b>American Indian Legislation 2023 <a href="#">Link</a></b></p>                           | <p><b>District Response</b></p>   |
|---|---|
| <p>(Minnesota Statutes, Section 13.32, Subdivision 3<br/>Data Sharing with Tribal Nations</p> | <ul style="list-style-type: none"> <li>• Data can be shared: (r)with federally recognized Tribal Nations about Tribally enrolled or descendant students to the extent necessary for the Tribal Nation and school district or charter school to support the educational attainment of the student</li> </ul> |
| <p>Dedicated American Indian Education Coordinator (Minnesota Statutes, Section</p>           | <ul style="list-style-type: none"> <li>• During FY23, included the American Indian Cultural Specialist role</li> </ul>  |

|  |   |
|--|---|
| 124D.76)   |   |
| American Indian Culture and Language Classes Required (Minnesota Statutes, 124D.74, Subdivision 7)           | <ul style="list-style-type: none"> <li>Started the course proposal process and will work with AIPAC to create plans</li> <li>Discussions about Language programs in after school programs or in work with collaboration districts</li> </ul>  |
| Shared Time Enrollment (Minnesota Statutes, 124D.74, Subdivision 3)  | <ul style="list-style-type: none"> <li>A district or participating school may make provision for the voluntary enrollment of non-American Indian American Indian Legislation 2 children in the instructional components of an American Indian education program in order that they may acquire an understanding of the cultural heritage of the American Indian children for whom that particular program is designed</li> <li>American Indian children enrolled in an existing nonpublic school system may be enrolled on a shared time basis in American Indian education programs</li> </ul> |
| American Indian Education Aid (Minnesota Statutes 124D.81, Subdivision 2a) (Effective May 24, 2023 for FY24) | <ul style="list-style-type: none"> <li>District 191 received a State allocation of \$98,000</li> </ul>  |
| Indigenous Peoples Day (Minnesota Statutes, Section 120A.42.) (Conduct of School on Certain Holidays)        | <ul style="list-style-type: none"> <li>Shared lessons with all teachers to share with all students K-12</li> <li>Review process and make revisions to the process to include documentation confirming that lesson was taught</li> </ul>   |
| Indigenous Education for All Students s (Minnesota Statutes, Section 120B.021, Subdivision 5)                | <ul style="list-style-type: none"> <li>The Minnesota Education Commissioner must complete steps shared in this legislative item and will share with districts</li> <li>As a district we shared the comprehensive needs assessment form that was used to collect information with staff and families on social media</li> </ul>  |
| American Indian Mascots Prohibited (Minnesota Statutes, Section 121A.041)                                    | <ul style="list-style-type: none"> <li>Review mascot imagery and ensure we are in compliance</li> </ul>   |
| Tribal Regalia at Graduation Ceremonies  | <ul style="list-style-type: none"> <li>PRC reviewing policy 105 Equity,</li> </ul>  |

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| (Minnesota Statutes, 124 Section 124D.792)  | Access and Excellence in Education, suggested revisions include adding language from MN Statute revised in 2023   |
| Sacred Tobacco Allowed (Minnesota Statutes, Section 144.4165)                                   | <ul style="list-style-type: none"> <li>• See Smudging information above PRC Committee review policy</li> </ul>  |
| Embed Indigenous Education in Academic Standards and Ethnic Studies                             | <ul style="list-style-type: none"> <li>• The Minnesota Education Commissioner must complete steps and share information with school districts to support this legislative item</li> <li>• February 28, 2024 MDE update shared that Applications for the Education on the Holocaust, Genocide of Indigenous Peoples, and Other Genocides Working Group are now open. Applications will close on March 22, 2024. The working group will convene April 2024-October 2025</li> <li>• "Ethnic studies" means the interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States. Ethnic studies analyzes the ways in which race and racism have been and continue to be social, cultural, and political forces, and the connection of race to the stratification of other groups, including stratification based on the protected classes under section 363A.13</li> <li>• Work with SISA Elementary and Secondary team to share information with AIPAC about curriculum materials and courses as they are developed</li> </ul> |
| Minnesota Indian Teacher Training Program (Minnesota Statutes, Section 120B.021, Subdivision 5) | <ul style="list-style-type: none"> <li>• An account has been set up to support Minnesota Indian teacher training</li> <li>• Grants must be submitted and approved to access this funding</li> </ul>   |
| Minnesota Indian Teacher Training Program Grant   | <ul style="list-style-type: none"> <li>• This is a grant program to assist people who are American Indian and want to become teachers. Grants must be submitted and approved to access this funding</li> </ul>  |

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| <p>American Indian Education Aid-Carry Forward of Funds</p>   | <ul style="list-style-type: none"> <li>• The Office of American Indian Education is working collaboratively with the School Finance division to create a process for validation of expenditures for the carry-forward provision to be implemented during the 2024-2025 school year</li> <li>• This information is shared with our finance team to ensure understanding of the process to carry American Indian Education Aid beyond the current fiscal school year</li> </ul>   |
| <p>American Indian Student Definition (Minnesota Statutes, Section 124D.73, Subdivision 5)</p>                          | <ul style="list-style-type: none"> <li>• For the purposes of sections 124D.71 to 124D.82, the number of students who identify as American Indian or Alaska Native, as defined by the state of Minnesota on October 1 of the previous school year, will be used to determine the state-identified American Indian student counts for school districts, charter schools, and Tribal contract schools for the subsequent school year</li> <li>• Worked with MARRS Coordinator to update American Indian student records</li> </ul> |
| <p>American Indian Education Aid Allowed Sites (Minnesota Statutes, Section 124D.74, Subdivision 4)</p>                 | <ul style="list-style-type: none"> <li>• As a district we reviewed this information to ensure we are following the procedures noted</li> </ul>  |
| <p>American Indian Parent Advisory Committees (Minnesota Statutes, Section 124D.78)</p>                                 | <ul style="list-style-type: none"> <li>• Districts with 10 or more American Indian students must have an American Indian Parent Advisory Committee (AIPAC)</li> <li>• District 191 has a functioning AIPAC</li> </ul>   |
| <p>MDE Using State Count of American Indian Students (Minnesota Statutes, Section 124D.78, Subdivision 5)</p>           | <ul style="list-style-type: none"> <li>• Review on October 1 count and work to ensure accurate data was submitted</li> </ul>  |
| <p>American Indian History and Culture Licensure Renewal</p>  | <ul style="list-style-type: none"> <li>• The Professional Educator Licensing and Standards board must develop rules for this requirement</li> </ul>   |
| <p>American Indian History and Culture License Renewal for Teachers (Minnesota Statutes, Section 42, Subdivision 7)</p> | <ul style="list-style-type: none"> <li>• The Professional Educator Licensing and Standards board must develop rules for this requirement. Native</li> </ul>   |

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|                                      | language revitalization grant applications can be submitted for approval to receive this funding  |
| Native Language Revitalization Grant | <ul style="list-style-type: none"><li>• Two staff members are registered to attend <a href="#">Dakota/Ojibwe Language Symposium</a></li><li>• Partner with Minnesota Humanities Center as part of Intermediate District 917</li></ul> |



**Agenda V.C.  
March 13, 2025**

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

**From:** Anna Werb, Board Chair

**Date:** March 13, 2025

**Re:** Board and Superintendent Communication Practices

## Philosophy/Purpose

Clear and timely communication between members of the Board of Education and the Superintendent is essential to a productive working relationship by establishing trust and ensuring all parties are informed and prepared to be effective.

Clearly defining communications procedures, as well as roles and responsibilities, will help reduce confusion and the potential for misinformation or conflicting information to be shared to other parties, including district leadership, staff and community members. Additionally, it will help support Board Members in their role of Governance and support the Superintendent to provide leadership and supervision for the school district.

## Goals of these Communications Protocols

- Clearly define roles and expectations for communication between Board Members and the Superintendent
- Set expectations for communication involving Board Members and district staff
- Ensure clear and consistent two-way communication

## Values

In working together for District 191, Board Members and the Superintendent will model the District 191 Values as outlined in the Strategic Roadmap.

Caring Community - Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.

Cultural Proficiency - Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.

Future Readiness - Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.

Inclusive Partnership - Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.

Student Agency - Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.

## Guiding Principles of Board/Superintendent Communication

- We will speak with one voice.
- We will value and respect the unique and distinct roles of the Board and the Superintendent.
- We will communicate positively about each other, staff and District 191 as a whole.
- We will advocate for District 191 and public education.

- We will communicate regularly and clearly with the goal of keeping board members informed about events and/or changes that may have a consequential impact on the district overall. These situations<sup>102</sup> will be communicated to the Board in advance of staff and community.

## **Legal Requirements**

The Board and Superintendent will follow all applicable state laws concerning open meetings.

## **Roles and Responsibilities**

As a body of elected officials, the Board as a whole represents the community at large and has the responsibility to oversee the operation of the school district, through the Superintendent.

### Board Members:

- Speak with one voice, communicating the decisions of the Board with support from the Superintendent and advocating for District 191 schools.
- Work together, taking recommendations from the Superintendent, to establish district policy, adopt the district budget, and conduct district business as outlined in policy and state statute.
- Work together to provide direction to and review the work of the Superintendent.
- Represent the voice of the community through constituent relations, including by bringing concerns of community members and staff, as detailed below.
- Supports publicly the work of the district and communicates the value of District 191 schools and programs.

### Board Chair:

- Serves as a liaison between the Board and the Superintendent.
- Is responsible for sharing information pertaining to Board work with all Board members on a timely basis and is the primary conduit of information flow from the Board to the Superintendent.
- Works with the Superintendent to set meeting agendas, as outlined by Policy.
- Works with the Superintendent and Director of Communications to act as primary spokesperson for the Board with the media.

### Superintendent:

- In consultation with the Board Chair, establishes and reviews these communications protocols.
- Schedules meetings with individual board members.
- Provides information requested by board members, as outlined in these protocols.
- Works with the Board Chair to set meeting agendas, as outlined by Policy.

## **Regular Communication**

Weekly email: The Superintendent will provide a weekly update to Board Members via email. The weekly update will include issues selected by the Superintendent as important, updates requested by the Board, and information from members of the Superintendent's leadership team. Board Members are expected to check emails in a timely manner.

The executive assistant to the superintendent will provide a weekly update for calendar invites and events to board members.

One-on-one meetings: The Superintendent will meet regularly with individual Board Members to provide information, hear and answer questions or concerns, and conduct business (e.g. setting agendas or scheduling meetings), as needed. At the Superintendent's discretion, she will send a follow-up email to all Board Members as a response to specific requests/questions.

Board work sessions: The Board Chair and Superintendent may schedule work sessions for the Board where topics of particular importance can be presented and discussed in depth. In general, staff participation at these meetings will be limited to presenting information and answering questions.

Regular Board Meetings: As scheduled by the Board each year, the Board will hold regular meetings for conducting district business and receiving informational reports. Agendas will be set by the Superintendent, Board Chair, and Vice Chair. Documents for Board meetings will be available to Board Members per policy.

Board Members are asked to submit questions about materials in advance, so they can be answered before the meeting. Board Members may still choose to ask their question(s) at the meeting, if they feel there is a benefit to the answer being shared in a public forum.

### **Communication with Staff**

In general, Board Members should make requests for information to the Superintendent, who will determine the appropriate method for responding to those requests.

The Board and its members will not issue directives to staff except through the Superintendent or the Superintendent's designated representative(s). Regarding staff presentations in Boardbook, suggestions for revisions and questions should be sent to the staff member, direct supervisor and Superintendent if the staff member is not a member of the executive leadership team.

Individual Board Members will not request reports or compilation of materials from staff that involves significant work time unless the majority of a Board Committee or the Board as a whole approved the preparation of the report.

### **Emergency/Crisis Communication**

In the event of an emergency/event, the Superintendent will ensure that all Board Members are aware of the situation as soon as possible, providing details that are available. In general, this information will be provided by email, with a text notification sent by the Superintendent to bring Board Members' attention to the email for situations that require District Incident Command Team action.

- Generally, the board will be notified when the following events occur at district schools and/or sites:
- Emergency services are requested with a 911 call
- An unexpected evacuation is activated
- Implementation of standard response protocols for Secure, Lockdown, Evacuate, Shelter
- Weapons or lookalike weapons are discovered on school or district sites
- Significant or serious injury to staff, student(s) and/or visitor(s)
- There is a high probability that there will be information about the incident shared widely on social media platforms

After the initial alert is shared with the full BOE, messaging will be sent to staff, followed with communication to students/families. This helps ensure that the BOE is informed and can provide last minute feedback on planned communications. More importantly, it ensures full board support of the superintendent in formal, external communications to our school community. 104

As needed updates on emergency situations may be provided by the Communications Director or other staff members, as requested by the Superintendent.

When seeking input from board members before making a public statement about a district or public crisis, attempts will be made to allow 24-48 hours for board members to provide input before releasing the message to the staff or public.

### **Community Relations**

Members of the Board will refer all personal appeals, applications, complaints, and other communications concerning the administration of the school district to the Superintendent or his or her designated representative(s) for investigation and report to the Board Member.

Board Members will encourage staff and community members to follow the chain of command, bringing their complaint or concern to their teacher, principal, Supervisor and/or Superintendent, as appropriate.

Responses to community members will be provided by the Board Chair, in consultation with the Superintendent and appropriate staff.

### **Protocol for Special Events**

The superintendent, when speaking at special events, will acknowledge board members by name who are present at special events especially when other elected officials (city, state and federal) are in attendance.

*Revised: March/April 2024*

*Approved: April 18, 2024*

