



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
May 8, 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 Directors Alt and Anderson

I. Call to Order

A. Welcome

B. Pledge of Allegiance

II. Approval of Agenda

III. Information

A. Annual Innovation Report

Speaker(s): Dr. Theresa Battle, Superintendent



**Agenda III.A.
May 8, 2025**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: May 8, 2025
Re: Annual Innovation Report

Annual Innovation Report

May 8, 2025

Dr. Theresa Battle, superintendent



***Supporting and leveraging new
methods and original thinking to
improve student outcomes***



***District 191 Strategic Roadmap
Strategic Direction #3***

Grow Your Own

Descriptions

An additional award has been received up to \$750,000 over a 5-year period. Partnerships between school districts, educator preparation programs, and community organizations that recruit and prepare high school students and non-certified school staff to enter the teaching profession and teach in their communities.

The state provides tuition scholarships or stipends for district employees who are people of color or American Indian.

Community Partners

Metro State University
Grow Your Own Adult Pathway Grant
Scholarship Opportunities
Future Teachers of America

Teamwork Highlights

Currently, a **dozen One91 employees** working towards teaching degrees.

One graduated last year and is teaching at Rahn Elementary and another will graduate this month.



Community Strong

- Digital Ticket Provider - Switched to GoFan for Athletic tickets for a better point of sale purchase option
- Athletic Event Livestream - Switched to Hudl for better viewer experience
- More language options - General Athletics information provided in English, Spanish, Somali and Hmong
- Summer Lunch & Learn - Partnership to have activities during some summer meal service satellite locations
- Arux, a comprehensive cloud-based platform - This new registration system allows us to efficiently manage a wide range of services including before and after-school care, VPK preschool billing, enrichment programs, and facility bookings

Employee Experiences

P-Card

- Transitioned p-card users to City National Bank for an improved card holder and approver experience

Livestream Switch

- Switched to Hudl for livestream and coaches' film



Student Support

- Bus Ambassadors PBIS Program
- First 6 Weeks of Kindergarten
- Grade 9 Academy
- Elementary School PreSchool Breakfast



Community Education Partnership

PORTICO Healthnet

- New program introduced for the Latino Community
- Improves access to health insurance and medical care
- Supports families with gaps in services throughout the community

Community Education Operations

Facilities Upgrades

- New Scoreboards (Summer 2024)
- New Bleachers at BHS (Summer 2025)
- Upgrades to signage near the BHS tennis courts (Spring 2025)
- Wireless microphones added in the Mraz Center (Fall 2025)

Infrastructure & System Innovations

- Added security monitoring at elementary main entrances for early morning School Readiness programs



Thank you!

B. Community Education Achievement Data Report

14

Speaker(s): Allison Jordan, Community Education Supervisor and Jason Sellars,
Director of Community Education



**Agenda III.B.
May 8, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Allison Jordan, community education supervisor and Jason Sellars, director of community education

Date: May 8, 2025

Re: Community Education Achievement Data Report

Community Education Achievement Data

May 8, 2025

Jason Sellars, Director of Community Education

Allison Jordan, Supervisor of Community Education

Agenda

- » Review Summer School data request
-September 2024
- » Analysis of VPK Program data
-Key insights and outcomes
- » Evaluation of Kindergarten Jumpstart data
-Student impact

Profile of a Summer School Learner ALC

K-7



Total Number of Students	Summer 2021	Summer 2022	Summer 2023	Summer 2024
American Indian - Alaskan Native	4	4	5	7
Asian	57	77	58	63
Hispanic/Latino	311	424	380	515
Black/African American	283	256	171	154
White	176	178	136	143
Two or More	72	93	69	61
Total Number of Students	903	1,032	819	943
Multilingual	327	443	405	530
Special Education	230	269	194	198

Longitudinal Summer School Data 2021 - 2024

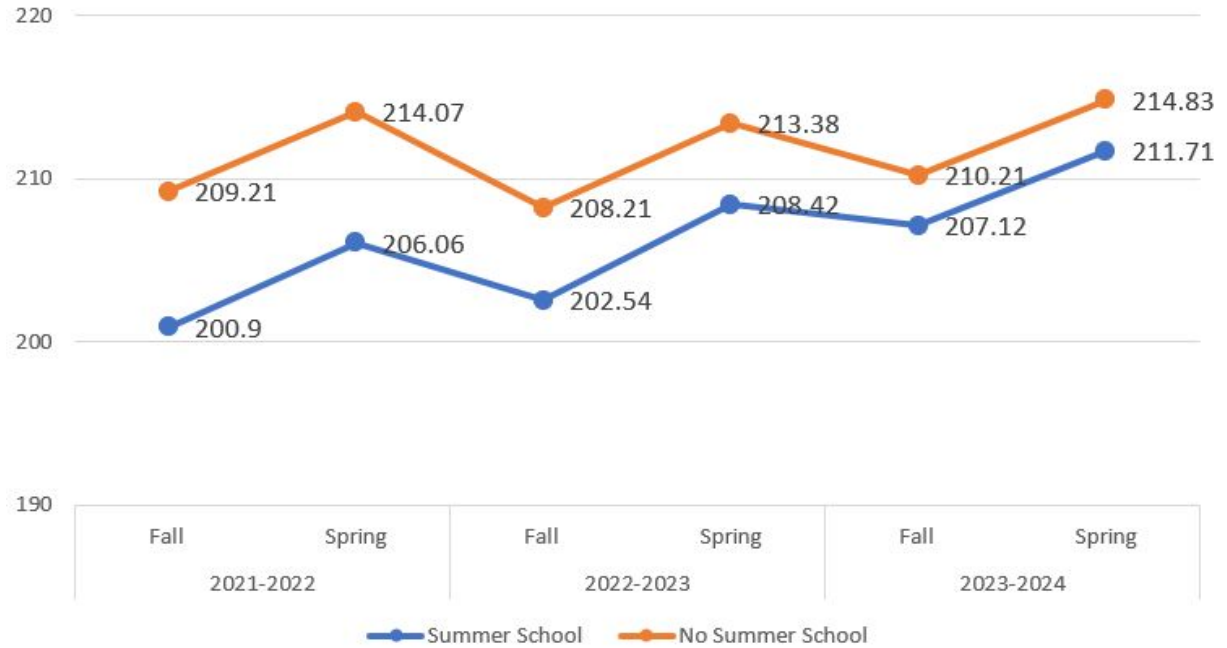
Demographics	Total number of students attending across multiple summers
American Indian/Alaskan Native	1
Asian	57
Hispanic/Latino	302
Black/African American	195
White	137
Two or More	69
Total	761



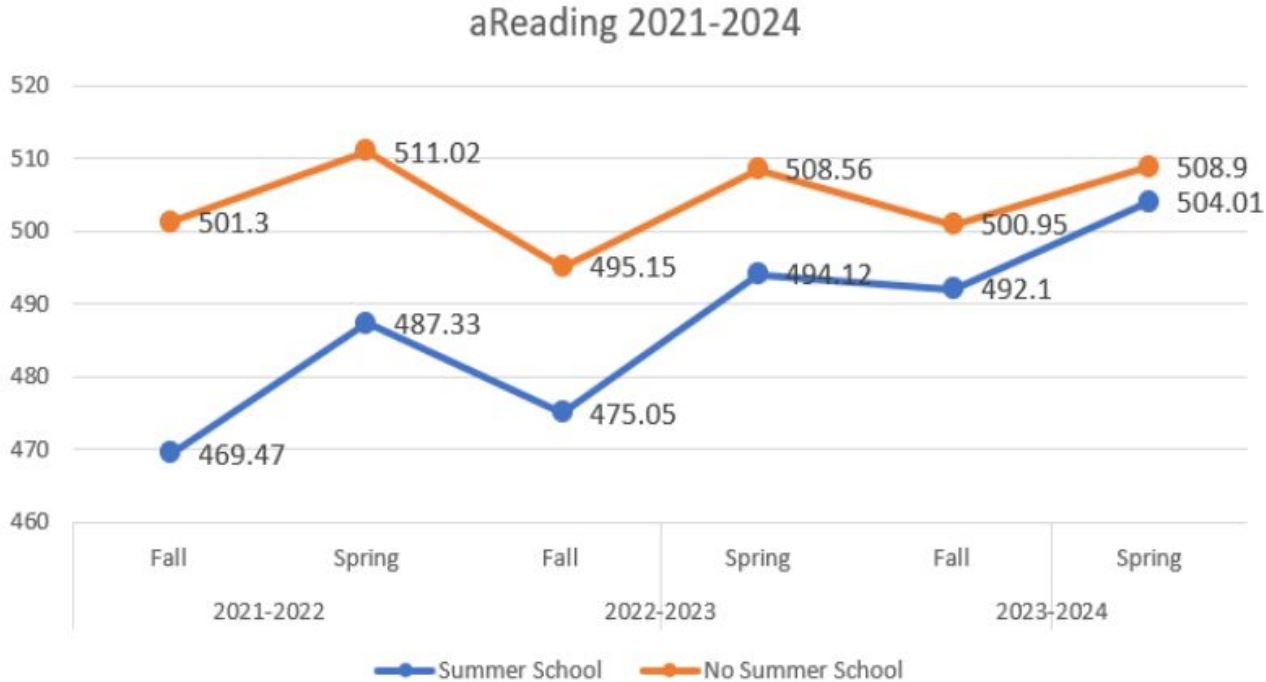
Overall aMath data Fall 2021 - Spring 2024



aMath Data 2021-2024

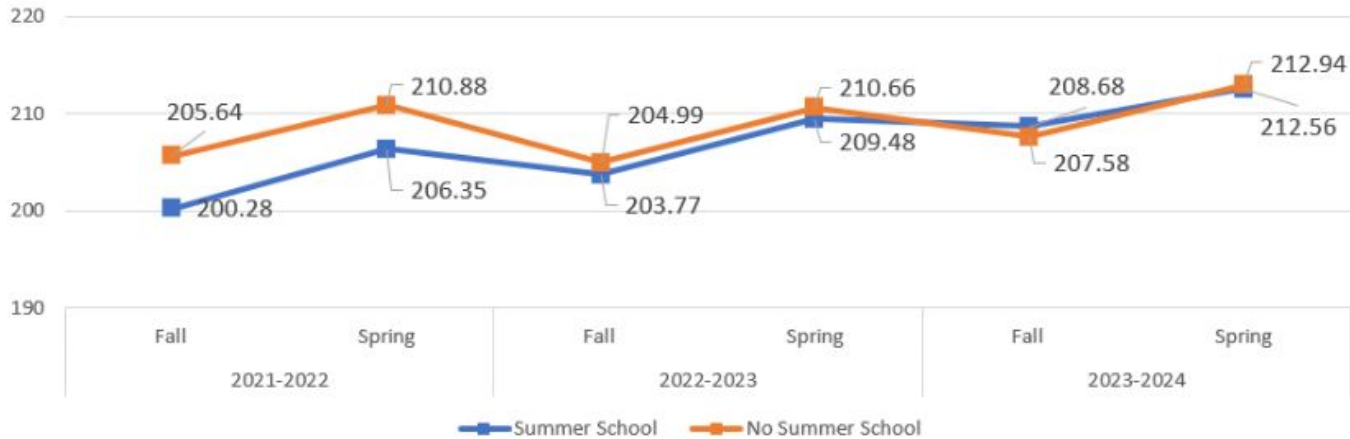


Overall aReading Fall 2021 - Spring 2024



Black/African American aMath Fall 2021 - Spring 2024

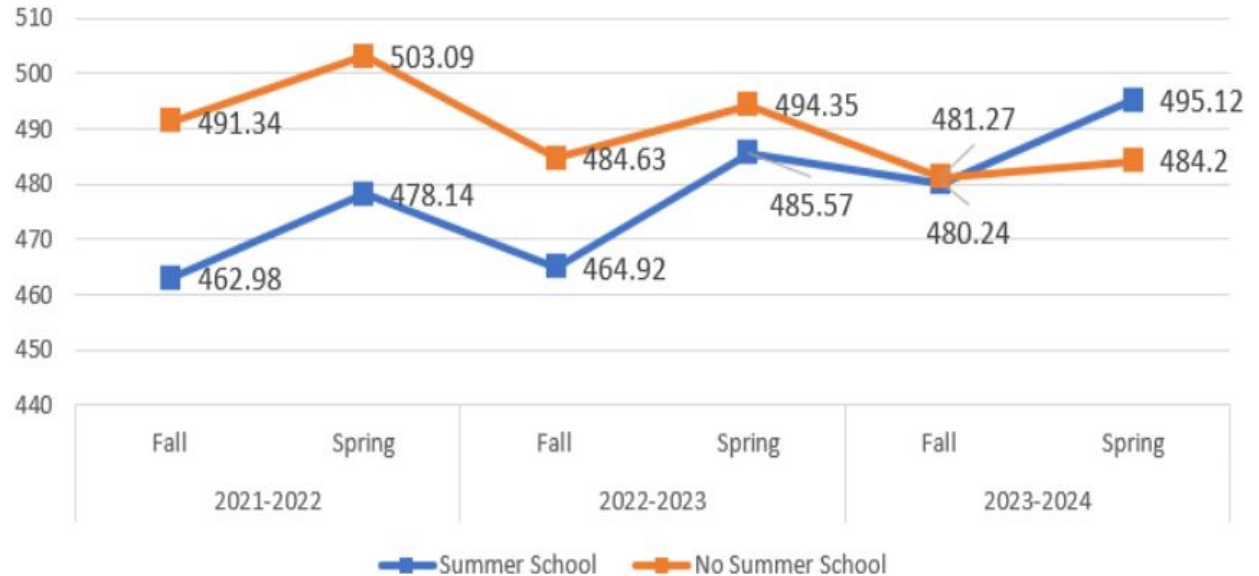
Black/African American aMath 2021 - 2024



Black/African American aReading Fall 2021 - Spring 2024



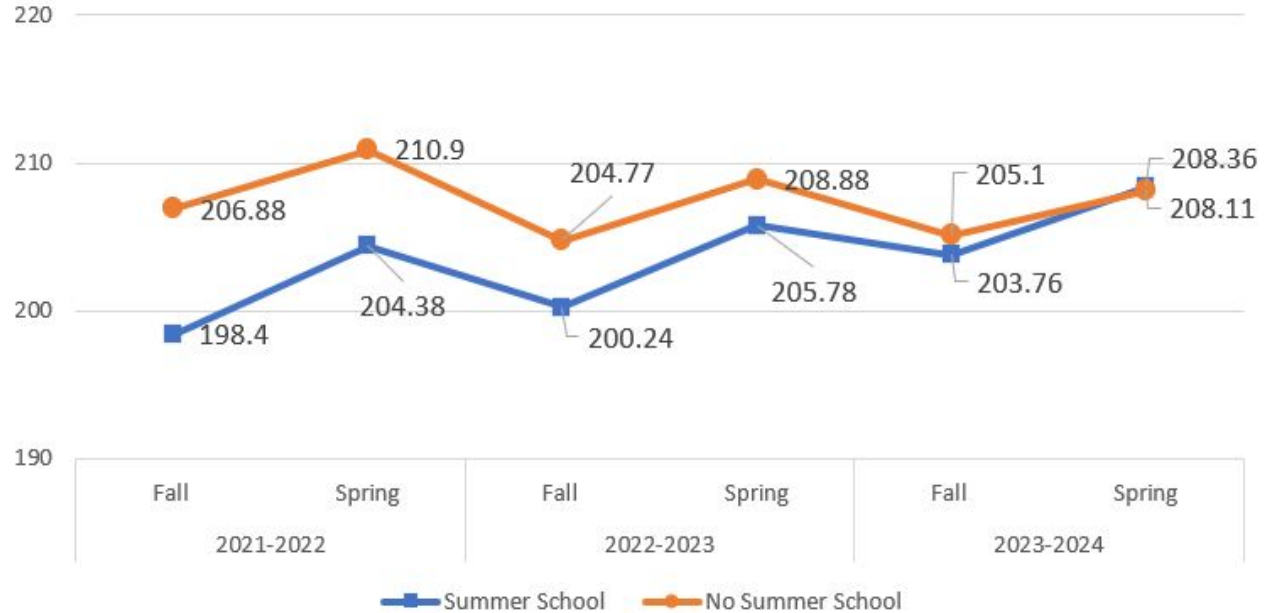
Black/African American aReading 2021-2024



Hispanic aMath Fall 2021 - Spring 2024

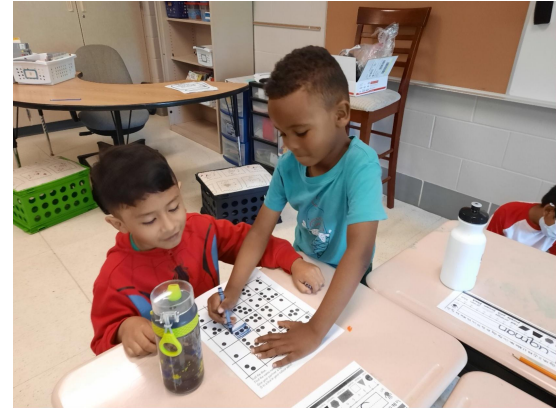
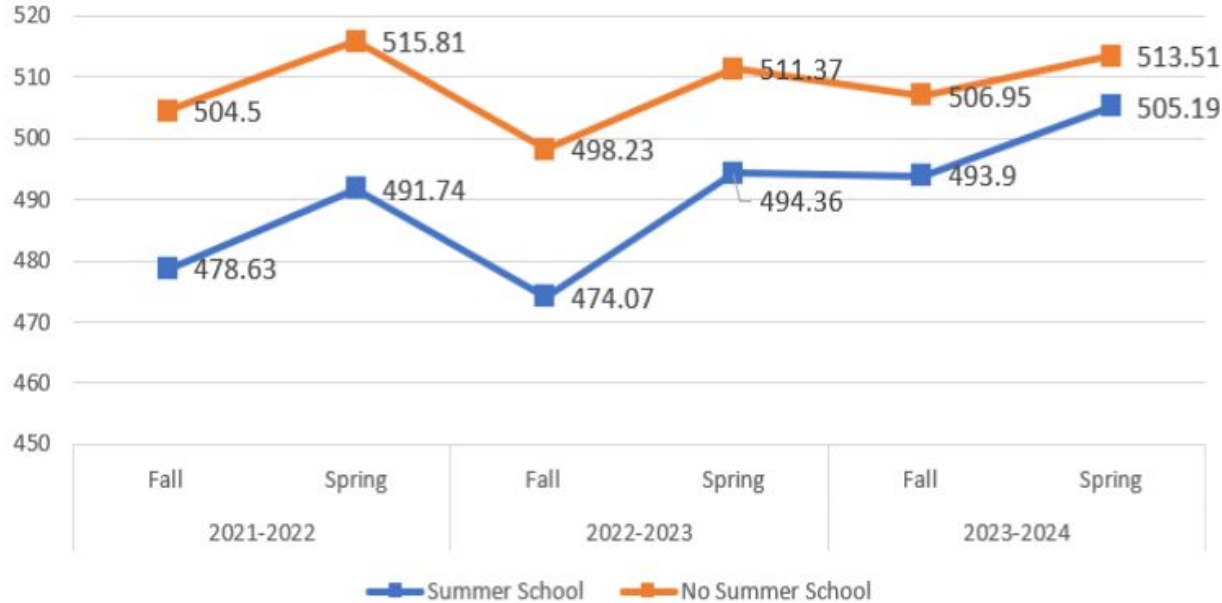


Hispanic aMath 2021-2024



Hispanic aReading Fall 2021 - Spring 2024

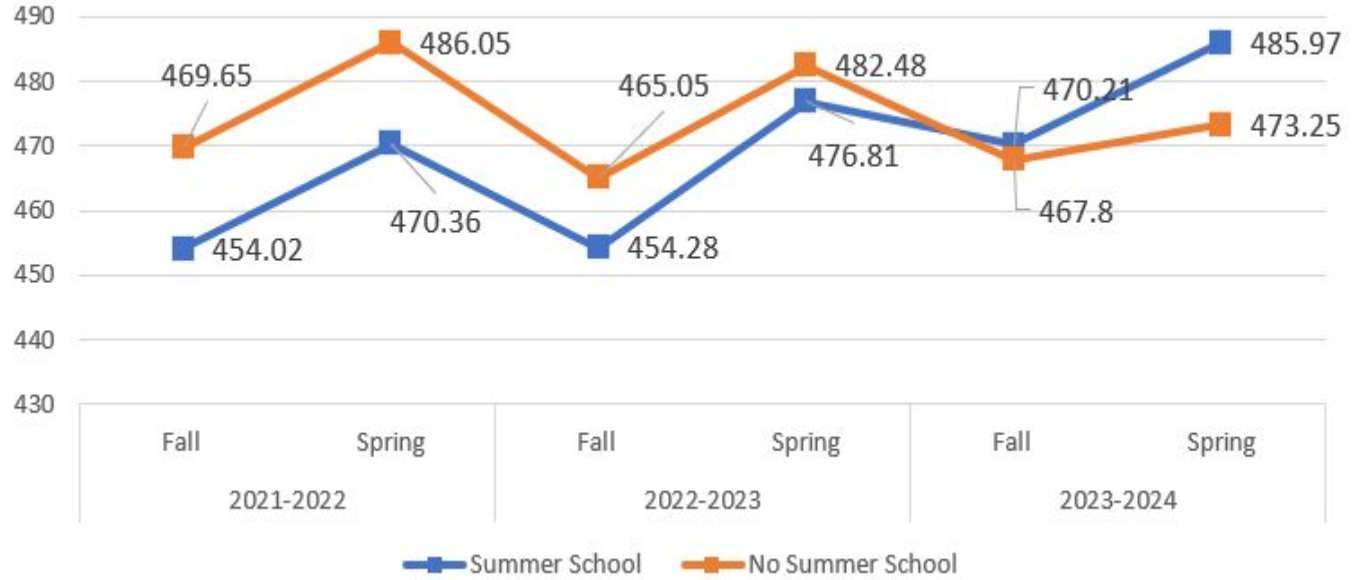
Hispanic aReading 2021-2024



Multilingual aMath Fall 2021 - Spring 2024

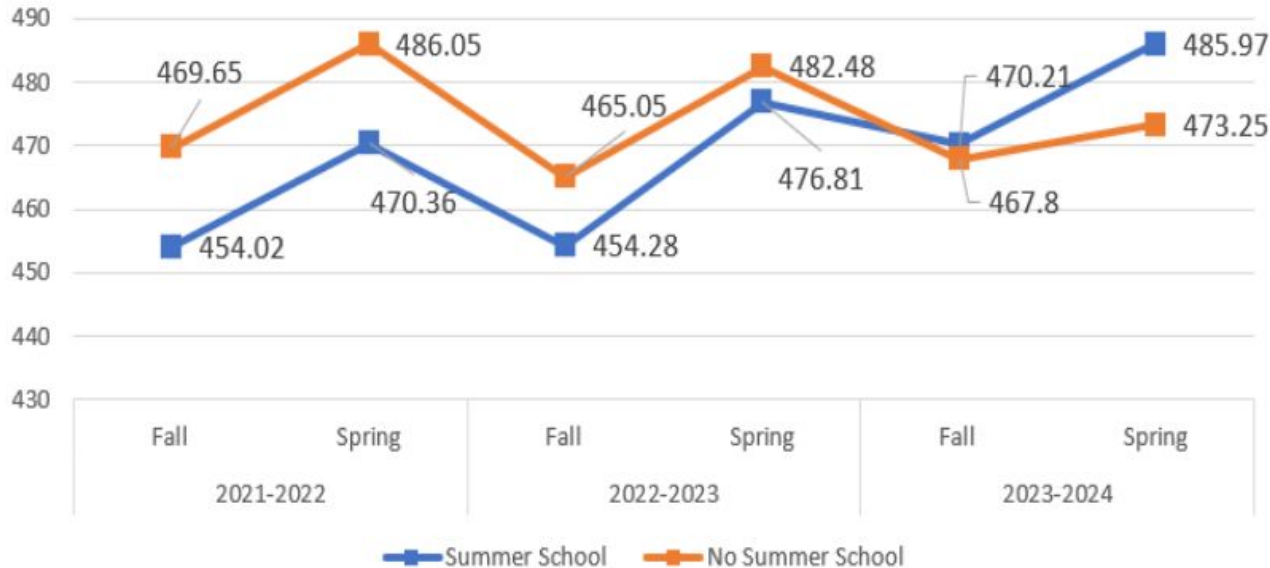


Multilingual aMath 2021-2024



Multilingual aReading Fall 2021 - Spring 2024

Multilingual aReading 2021-2024



VPK Enrollment Demographics 2022 -

2024

Total Number of Students	2022-2023	2023-2024
American Indian and Alaskan Native	6	4
Asian	23	30
Hispanic/Latino	65	86
Black/African American	111	134
White	113	112
Total	318	366
Multilingual	154	182



Data Key



Exceeds



Low Risk



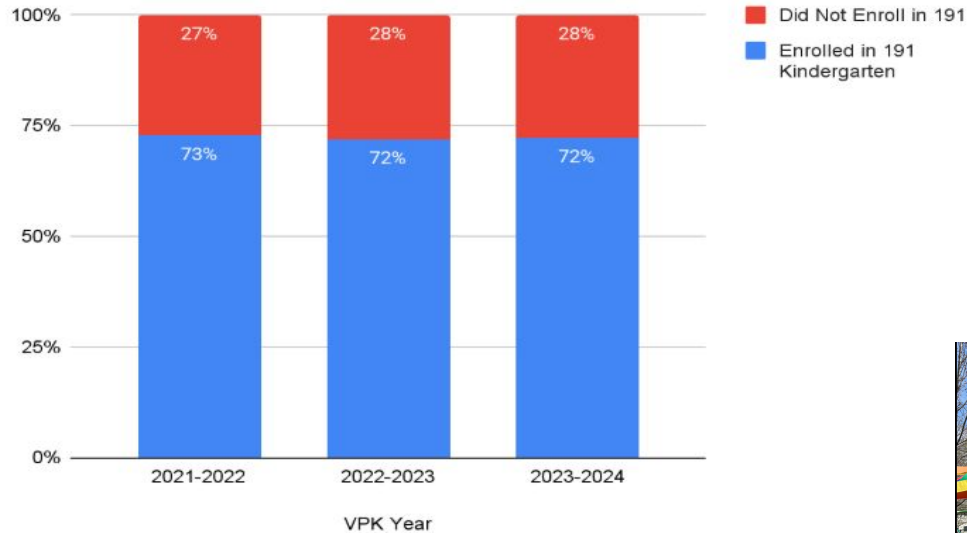
Some Risk



High Risk

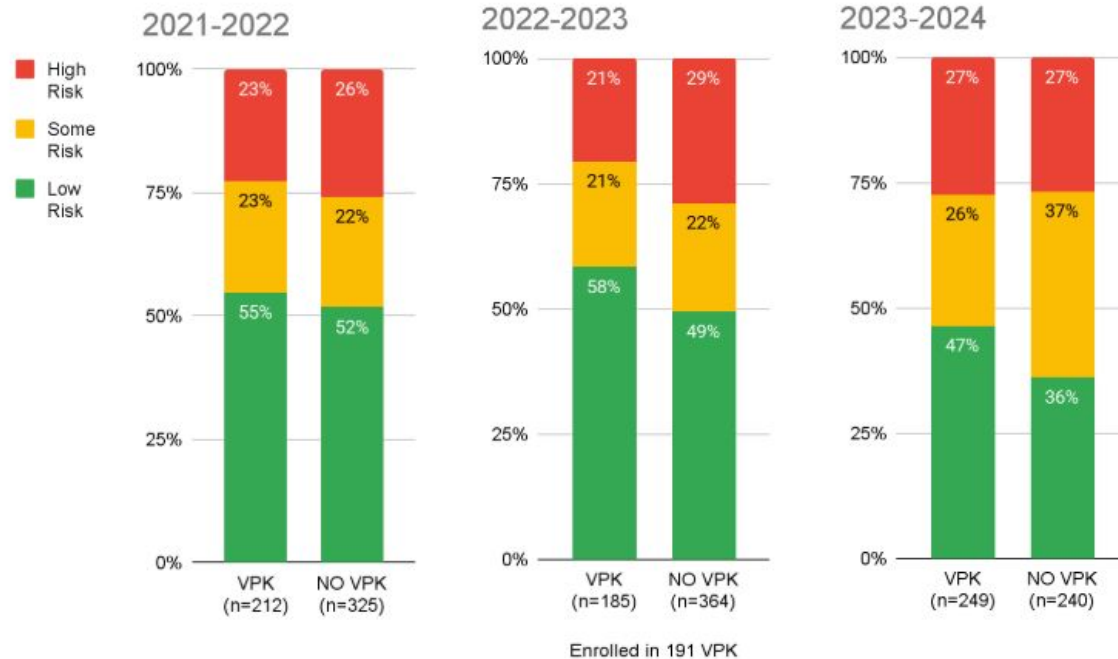
VPK Retention Data 2021 - 2024

VPK Retention



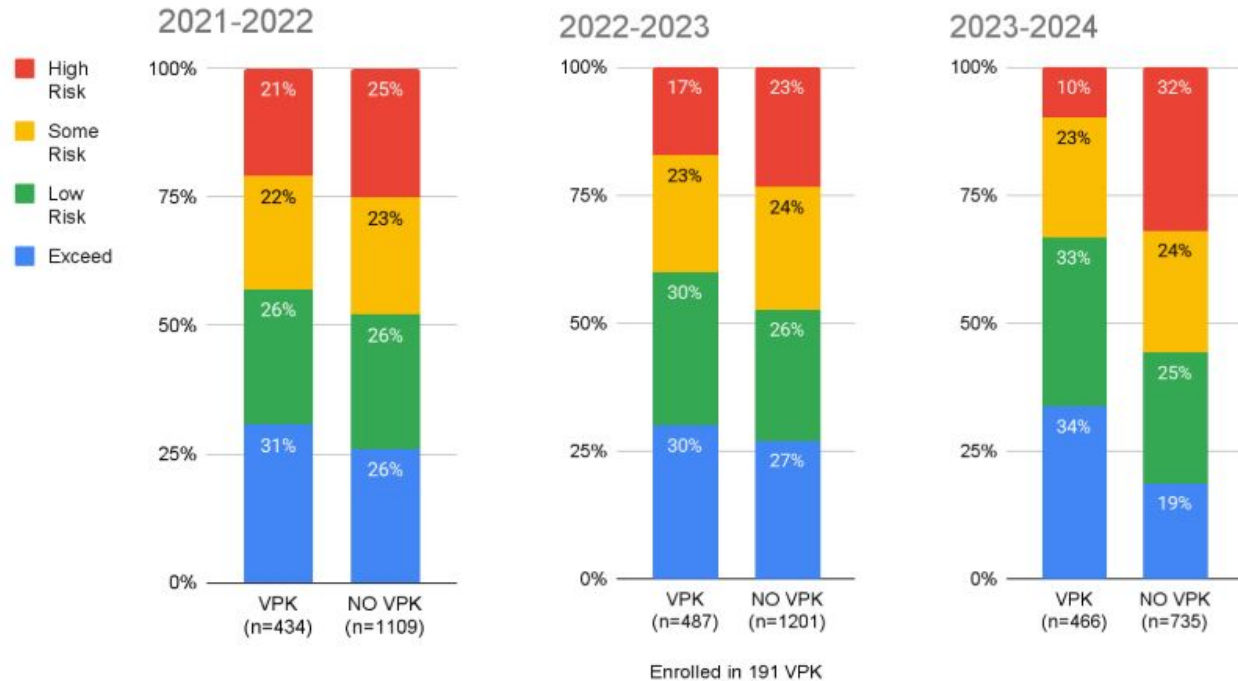
Kindergarten earlyReading Data 2021 - 2024

Kindergarten Literacy - earlyReading



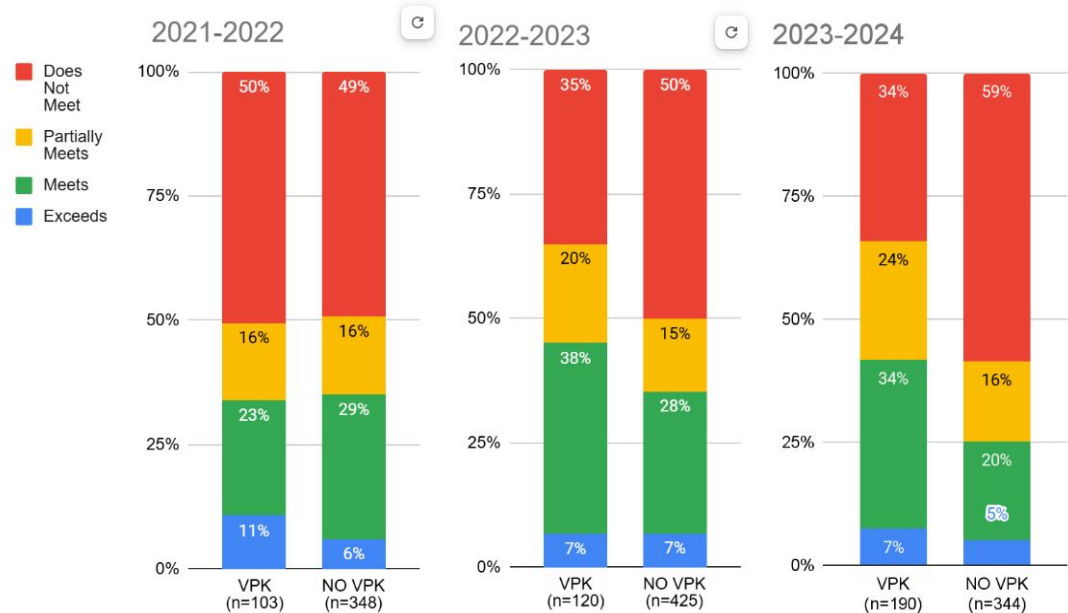
Grades 1 - 3 aReading Data 2021 - 2024

Grades 1-3 Literacy - aReading

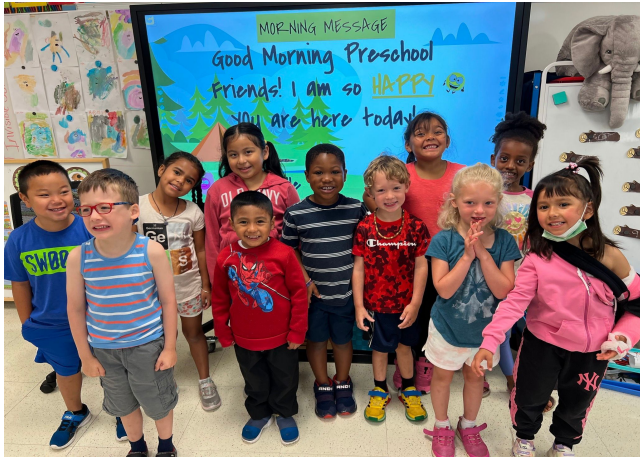


Grade 3 MCA Reading Data 2021 - 2024

Grade 3 Literacy - MCA Reading

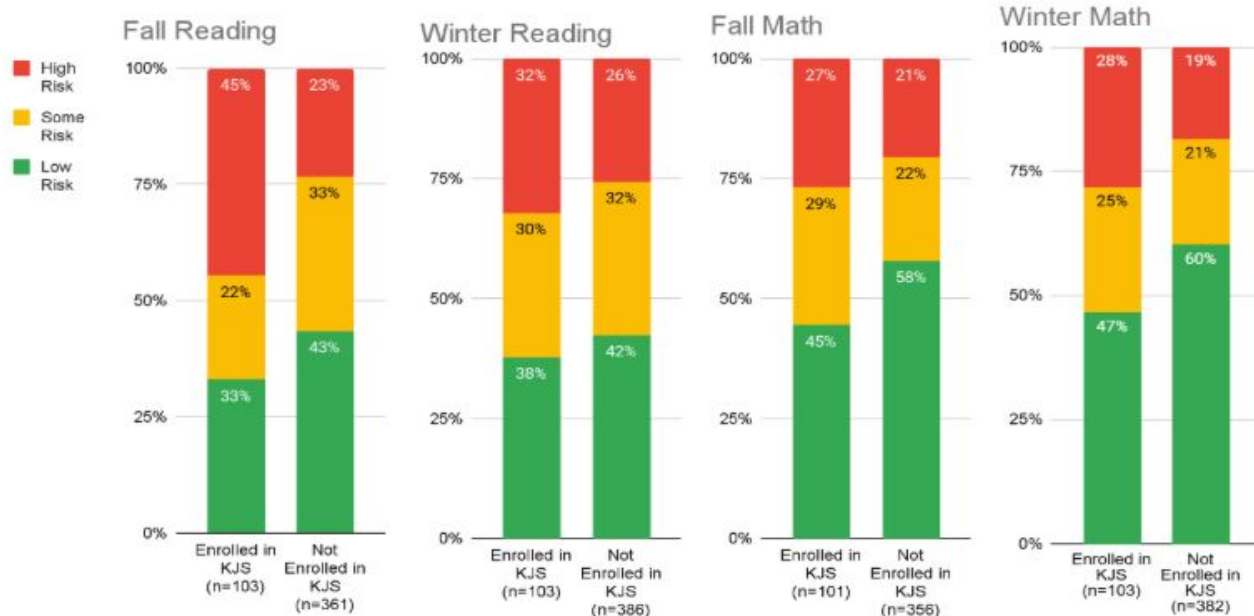


Profile of a Kindergarten Jumpstart Learner



Kindergarten Jumpstart Data Fall 2024 - Winter 2025

Kindergarten Jump Start



Continuous Improvement

35

- Reviewing and revising summer school curriculum
- Continued implementation of Heggerty Phonemic Awareness Curriculum in VPK/Pre-K Classrooms
- Implement consistent Instructional Framework for VPK/Pre-K Programs
- Continue Offering Kindergarten Jumpstart during the summer to support Elementary transition
- Provide ongoing Professional Development focused on supporting Multilingual Learners

Thank You

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- Director Oftedahl and Dr. Brandon Lowe for providing necessary data to analyze VPK-Pre K programming
- Director Gorton and Drew Wolke for providing summer school and VPK-Pre K data
- Teachers and Support Staff
- District Leadership and Departments

C. 2026-2027 School Calendar Options

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Wendy Drugge, BEA President

Agenda III.C.
May 8, 2025

To: Board of Education
Dr. Theresa Battle, superintendent

From: Dr. Chris Bellmont, assistant superintendent
Wendy Drugge, BEA president

Date: May 8, 2025

Re: Receive a Report about the 2026-27 School Calendar Options

Notes:

This year the calendar design team identified two calendars to recommend. They have both commonalities and variations between them. At this time, the committee is seeking input from the Board of Education to review and provide guidance regarding the two options that the calendar design team is putting forth for consideration for the 2026-27 school year.

Both versions include:

- Grades K and 1 assessment days.
- P-T conferences in conjunction with MEA break.
- November 3 is a Remote Learning Day.
- PD day on President's Day in February.
- Spring break is March 29 - April 2
- P-T Conferences are the 7th week in 1st quarter & 3rd quarter (first week of March)

Option 1:

- First day of school after Labor Day - September 8.
- Winter break of 11 days
- Last day of school is June 10.

Option 2:

- First day of school before Labor Day - August 31
- Winter break of 12 days
- MLK, Jr. Day coincides with the PD day between Semesters 1 & 2.
- Last day of school is June 3.
- Would require special board permission based on the contingencies outlined in policy.

2026-27 School Calendar Options

May 8, 2025

Dr. Chris Bellmont, Assistant Superintendent

Wendy Drugge, Burnsville Education Association President

Policy Supported Parameters (602)

40

- 170 Student Days
- 184 Teacher work days
- 187 Days for new teachers
 - 3 Additional days prior to workshop
- Five non-student days for PD and prep
 - One must be after 1st semester
 - One must be placed in preparation for fall conferences
 - One must be placed in preparation for spring conferences

Policy Supported Parameters (602)

41

- Four workshop days prior to first day
- One end-of-year professional day after the last student day
- Must start after Labor Day unless special circumstance
- Minimum four K-12 Family Conference days; Two fall, Two spring

Policy Supported Parameters (602)

42

Additional Non-Student Days (beyond conferences and professional development days):

- Labor Day
- Two Days in October for the annual MEA convention
- Thanksgiving and the Friday after Thanksgiving
- Preference - a Winter Break of at least seven days (excluding weekends)
- MLK Jr. Day
- Memorial Day

Design Team

Multi-Year Calendar Design Team including:

- Students (3)
- Parents (7)
- Administrators (6)
- Teachers (5)
- Social Worker(1)
- Liaisons (2)
- Wendy Drugge and Chris Belmont = Co-Facilitators

Grounded in our Core Values and CPSS



Design Team Recommendations

- Design Team members met four times to discuss the 26-27 School Calendar. Meetings were held virtually, in-person, and hybrid. There were also asynchronous feedback opportunities between meetings.
- The 2026-27 school calendar is somewhat unique as it features the latest possible Labor Day date.
- Eleven calendar versions were developed for consideration. Two options were ultimately selected by the Team to share with the Board.

Design Team Recommendations

Option 1:

- First day of school after Labor Day - September 8
- Winter break of 7 weekdays
- Last day of school is June 10



Option 2:

- First day of school before Labor Day - August 31
- Winter break of 8 weekdays
- MLK, Jr. Day coincides with the PD day between Semesters 1 & 2
- Last day of school is June 3
- Would require special board permission based on the contingencies outlined in policy

Appreciation

Thank you to all who helped contribute to this important collaboration.



**Burnsville-Eagan-Savage School District 191
2026 - 2027 School Year Calendar, Option 1**

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

- 25-27 New Teacher Workshop (No Students)
- 31 Professional Day (No Students)

SEPTEMBER

- 1-3 Professional Day (No Students)
- 7 Labor Day (No Staff/No Students)
- 8 First Day of School grades 2-12
- 10 First Day of School grades K&1

September 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER

- 12-14 Parent-Teacher Conferences & Teacher (No Students)
- 15-16 Minnesota Educator Academy (No Staff/No Students)

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

- 3 Remote Learning Day
- 26-27 Fall Break (No Staff/No Students)

DECEMBER

- 24- 31 Winter Break (No Staff/No Students)

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY

- 1 New Year's Day (No Staff/No Students)
- 18 MLK, Jr. Day (No Staff/No Students)
- 22 Last Day of 1st Semester
- 25 Professional Day (No Students)

FEBRUARY

- 15 Professional Day (No Students)

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH

- 3-5 Parent-Teacher Conferences & Teacher Prep (No Students)
- 10 No School (No Staff/No Students)
- 29-31 Spring Break (No Staff/No Students)

APRIL

- 1-2 Spring Break (No Staff/No Students)

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

- 17 Professional Day (No Students)
- 31 Memorial Day (No Staff/No Students)

JUNE

- 10 Last Day of School
- 11 Graduation & Professional Day (No Students)
- 21 Juneteenth observed

Total School Days.....170
Total Teacher Work Days.....184

Color Key:

No School for All Students
New Teacher Workshop (No Students)
Professional Day (No Students)
First & Last Day of School
Holiday (No Staff/No Students)
Parent-Teacher Conferences & Teacher Prep (No Students)
Remote Learning Day
Graduation



**Burnsville-Eagan-Savage School District 191
2026 - 2027 School Year Calendar, Option 2**

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
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AUGUST

- 18-20 New Teacher Workshop (No Students)
- 24-27 Professional Day (No Students)
- 31 First Day of School grades 2-12

SEPTEMBER

- 2 First Day of School grades K&1
- 4 No School (No Staff/No Students)
- 7 Labor Day (No Staff/No Students)

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NOVEMBER

- 3 Remote Learning Day
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DECEMBER

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3	4	5	6	7	8	9
10	11	12	13	14	15	16
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16	17	18	19	20	21	22
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Holiday (No Staff/No Students)
Parent-Teacher Conferences & Teacher Prep (No Students)
Remote Learning Day
Graduation



D. Superintendent Search Update

Speaker(s): Anna Werb, Board Chair



**Agenda III.D.
May 8, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Anna Werb, board chair

Date: May 8, 2025

Re: Superintendent Search Update

Receive a report about the Superintendent Search.

E. Student Representative Report

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



**Agenda III.E.
May 8, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Maryam Bradai, student board representative

Date: May 8, 2025

Re: Student Board Representative Report

Receive a report from Maryam Bradai, student board representative.

F. Superintendent Report

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**Agenda III.F.
May 8, 2025**

To: Board of Education
From: Dr. Theresa Battle, superintendent
Date: May 8, 2025
Re: Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.

G. Board Member Reports

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**Agenda III.G.
May 8, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Anna Werb, board chair

Date: May 8, 2025

Re: Board Member Reports

Receive reports from board members.

IV. Business Meeting

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.

May 8, 2025 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

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(Calendar)

Board Member Question	Staff Response
<p>1. Please detail the make-up of the calendar committee total headcount plus: number of teachers, number of each different admin and staff type, number of parents if any, number of students, if any.</p> <p>2. Please share evidence of parent/caregiver and student input into both options.</p>	<p>1. Multi-Year Calendar Design Team including:</p> <ul style="list-style-type: none"> • Students (3) • Parents (7) • Administrators (6) • Teachers (5) • Social Worker(1) • Liaisons (2) • Wendy Drugge and Chris Belmont = Co-Facilitators <p>2. Design Team members met four times to discuss the 26-27 School Calendar. Meetings were held virtually, in-person, and hybrid. There were also asynchronous feedback opportunities between meetings.</p>
<p>Spring conferences: was there any discussion around doing conferences on the 5th, 8th, and 9th so the school closure on the 10th fits more seamlessly into the schedule?</p>	<p>Yes, there was significant discussion among the Calendar Committee members. We did look at doing P-T conferences March 5th, 8th, and 9th.</p> <p>The current teacher contract language states that one of the days of p-t conference days is a 12-hour work day for teachers, one of the days is an 8-hour day, and the third day is a 3 & 3/4 hour day.</p> <p>There also must be 4 hours of teacher preparation prior to the start of the p-t conferences. Since the prep must be before the conferences, we put the 4-hour block on the 12-hour day. As result, the 12-hour day is our 1st day of p-t conferences. Therefore, it would not be practical to start conferences on Friday, March 5th b/c conferences would fall that night from 4-8 pm.</p> <p>The other alternative was to do the 8-hour day on the 5th, the 12-hour day on Monday the 8th, and the 3 & 3/4 hour day on Tuesday the 9th. This would allow for 4</p>

	<p>hours of teacher prep on the 5th (before any conferences began). However, then either the 8th or the 9th would be the 12-hour day, and the 12-hour day would have 11 hours of parent-teacher conferences. Teachers felt they would not be at their best to have so many conferences in one day.</p>

(Community Education Achievement Data)

Board Member Question	Staff Response
<p>1. What is the staffing breakdown historically for supporting ML and SpEd students during summer? Ratios by year would be helpful.</p> <p>2.1 It would be interesting to know the specific areas in which Community Ed has aligned KJS/VPK with Kindergarten. (Academics, Specialists, Experiential, etc.)</p>	<p>1. All staff hired for summer sessions serve ML and SpEd students. It is a practice to hire additional licensed teachers to utilize as instructional support for SPED and ML students, even though they may not be licensed exclusively in either field. In general, the goal is always to hire as many ML and SPED licensed staff as possible. Typically we attempt to ensure that we hire one additional teacher per grade level for ML and one additional teacher per grade level for SPED. We also attempt to hire a SPED/ML site lead for the elementary programming to help facilitate successful student transition into a new program, school environment, and classroom.</p> <p>2.1 Current Statute Language in <i>italics</i>:</p> <p><i>Subd. 2. Program requirements. (a) A voluntary prekindergarten program provider must:</i></p> <p><i>(1) provide instruction through play-based learning to foster children's social and emotional development, cognitive development, physical and motor development, and language and literacy skills, including the native language and literacy skills of English learners, to the extent practicable;</i></p>

Units of study are thoughtfully embedded throughout the day using play-based learning centers, as well as small and large group experiences. These units are designed to support the whole child, with intentional focus on social-emotional development, cognitive growth, motor skills, and language and literacy development. Students in VPK, PreK, and Kindergarten Jumpstart (KJS) receive explicit instruction in phonemic awareness through the Heggerty curriculum, ensuring consistent, research-based literacy support across all early learning programs.

(2) measure each child's cognitive and social skills using a formative measure aligned to the state's early learning standards when the child enters and again before the child leaves the program, screening and progress monitoring measures, and other age-appropriate versions from the state-approved menu of kindergarten entry profile measures;

VPK follows a developmental progressions model that builds on each child's individual strengths and skills. These progressions are aligned with Minnesota's Early Childhood Indicators of Progress (ECIPs), which directly connect to the Minnesota Kindergarten Standards and our district's Grade Level Guarantees.

Student progress is formally documented twice per year using Teaching Strategies GOLD (TSG). During the summer, VPK implements both a pre- and post-assessment aligned with ISD 191's Kindergarten Inventory to monitor growth and readiness. In addition, Heggerty phonological awareness assessments are conducted approximately every six weeks, with pre- and post-data tied to fall FASTbridge earlyreading benchmarks.

This assessment cycle continues through the Kindergarten Jumpstart program to ensure consistency and alignment with kindergarten readiness goals.

2.2 What does this look like in our elementary buildings as well as in the programming offered at Diamondhead?

2.21 What is similar and what is different in terms of student academics and experiences (elem sites v DEC)?

(3) provide comprehensive program content including the implementation of curriculum, assessment, and instructional strategies aligned with the state early learning standards, and kindergarten through grade 3 academic standards;

Each classroom follows a consistent structure that includes the following components:

Group Time – a daily opportunity to build classroom community and introduce key concepts.

Three-Day Read-Aloud – focused story sessions with intentional language and literacy targets.

Heggerty Phonemic Awareness – daily practice to build foundational literacy skills.

Recess – time for outdoor play, motor development, and social interaction.

Lunch – a structured mealtime that fosters independence and social engagement.

Small Group Instruction – targeted learning experiences tailored to individual student needs.

Play-Based Learning Centers – thoughtfully designed areas that support academic targets, communication skills, and social-emotional development through purposeful play.

During the school year, VPK classrooms do not have access to building or district specialists, including those at Diamondhead. However, the VPK curriculum is thoughtfully designed to incorporate science, music, art, and physical activities daily through engaging, play-based learning centers.

In contrast, the Kindergarten Jumpstart program includes daily access to specialists, providing students with enriched experiences in areas such as physical education, music, and art. Also, KJS summer programming is a full day to prepare every student for a full day of kindergarten in the fall.

	<p>2.2 Programming is consistent across elementary schools and DEC, with shared curriculum, structure, and instructional goals. The primary differences at the Diamondhead location include an extended recess period and a 30-minute quiet time built into the daily schedule, providing students with additional opportunities for physical activity and rest.</p> <p>Additionally, Diamondhead offers wraparound care through our licensed childcare program Ready to Grow Ready to Learn, allowing students to attend before-school care from 7:00–9:00 a.m. and/or after-school care from 3:30–5:50 p.m. This program supports families who need a more flexible schedule.</p> <p>2.21 See response above, Programming is consistent across elementary schools and DEC, with shared curriculum, structure, and instructional goals. The primary differences at the Diamondhead location include an extended recess period and a 30-minute quiet time built into the daily schedule, providing students with additional opportunities for physical activity and rest.</p>
<ol style="list-style-type: none"> 1. Is VPK participation open to families living in neighboring districts? 2. If so, how large is that participation? 3. Do we know how many participants are going to private or charter schools for Kindergarten? 	<ol style="list-style-type: none"> 1. Yes. We prioritize our families first, but if we have room, we must enroll children from other districts. 2. We will have to pull data and create a report. Once complete I will share with you and the other board members. 3. On average we retain 7 out of 10 VPK students. When parents are asked why they are not choosing our kindergarten the top three responses are they plan to enroll in a private or parochial school where they attend church, they are moving out of our district or they are returning to their home district.

<p>With the shift from 4 - 5 days in our elementary sites, how does this impact teaching staff, in terms of what their days and week look like?</p>	<p>The number of contract days for teachers remains the same, 208. The number of non-student contact time is decreasing so that we can maximize instruction and state revenue.</p>
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(ProPay MOU)

Board Member Question	Staff Response
<p>1. Please elaborate on the impact of removing language on page 5 around CTs using standardized tests and payout in the Fall. Is this suggesting that standardized tests are no longer used with ProPay? That payouts will no longer be in the Fall? Both?</p> <p>2. Please elaborate on the removal of language on page 5 regarding the deadline for completing all other trained observer observations. Why is this being recommended?</p>	<p>With the addition of VPK and RTG/RTL some of the items had to become more generalized since we don't have the same standardized testing available for those levels. We most definitely will continue with standardized tests such as Fastbridge. For the VPK programming we use the MDE required Teaching Strategies Gold for assessing students. We won't likely use the State's MCA standardized tests requiring the late payout because it doesn't cover everything we need. Per number 4, payout will occur on July 15.</p> <ul style="list-style-type: none"> i. Completion & Processing <ul style="list-style-type: none"> 1. Evidence of completion should be submitted by May 31st. 2. Because some Collaborative Teams may choose to use standardized tests, payout will be processed in the fall when all data are available. 3. Teachers may revise their Collaborative Team Goals and resubmit them up until October 31st or within 6 calendar weeks of date of hire, whichever is later. 4. Payments shall occur by July 15. <p>Because it's redundant with item 2.</p> <ul style="list-style-type: none"> i. Deadlines <ul style="list-style-type: none"> 1. All first observations should be completed by Jan. 31. 2. All second observations should be completed before May 15. 3. All other trained observer observations should be completed by May 15.

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(Innovation Report)

Board Member Question	Staff Response
<p>1. Is BHS using the new ticketing system for graduation for scanning and tracking attendees for safety and security purposes? These new online ticketing systems make safety and security so much more simple with no cost to attendees.</p> <p>2.1 How many P-Card holders do we have?</p> <p>2.2 How do we track and budget for P-Card usage?</p> <p>3. I am reminded that in the recent past, Activities/Athletics was living outside of its budget. Please provide an update.</p>	<ol style="list-style-type: none"> 1. The high school will not be using GoFan for Graduation. 2. We currently have 50 active Pcards in the district. Pcard expenditures are not budgeted separately from other payment methods. All expenses are budgeted according to district policies and procedures. 3. While there have been inflationary increases, especially in Athletics, budget management has been with allocations. There was a carry over last year.
<p>Why did we switch to GoFan for our digital athletic tickets? Other tech changes (like the switch to Hudl) listed a reason for the change. But not for the GoFan switch. Also, for the P-card switch. Any cost benefits to either of these?</p>	<p>We switched to have a better Point of sale purchase option. GoFan is free to us, but they do get \$1 per ticket. Every online ticket provider gets some portion of the ticket sales, so nothing abnormal there.</p> <p>GoFan provides point of sale (card readers) in addition to the online purchase option. Our previous provider did not provide a reliable solution for point of sale purchases. This switch to GoFan with the reliable card readers has been the final piece of the puzzle in terms of going cashless for ticket sales. We no longer have the issue of not being able to navigate buying online. Almost everyone has a card to tap/insert/swipe to make their payment.</p> <p>P-Card: There are a few cost benefits to switching.</p> <p>Rebate The US Bank rebate is an extremely complicated formula that takes into account single use purchases over a certain dollar</p>

amount and factors in upper and lower limits. For example, small purchases of supplies less than \$100 would not count towards the rebate. A good amount of our pcard transactions are purchases like this. There are other specific exclusions from the rebate, but the lower limit affects our rebate the most. Basically, it is almost impossible for me to project what kind of rebate we will get each year. The rebate runs May-April of each year, so we haven't received one yet this year. Here's a breakdown of our yearly spend and rebate by years (May-April).

20-21: 653,341.90 spend, 7,426.61 rebate (1.14%)

21-22: 973,214.71 spend, 10,632.04 rebate (1.09%)

22-23: 1,547,605.31 spend, 16,303.16 rebate (1.05%)

23-24 1,601,182.58 spend, 16,204.67 rebate (1.01%)

Total Spend: 4,775,344.50

Total Rebate: 50,566.48 (1.05% average)

CNB Rebate

The CNB rebate program is much simpler and easier to project. It is a straight percentage based on total spend:

1,000,000-1,499,999 spend- 1.0% rebate

1,500,000-1,999,999 spend- 1.05% rebate

2,000,000+- 1.1% rebate

Staff projects that our spending will fall into the second tier in the first year of the program. They say that usage will increase to the third tier next year because of rising costs, inflation, and increased utilization from the new system. Staff will use their cards more as they get more comfortable in the new system. A few cardholders shared that they tried to avoid using the Pcard to the fullest extent because of how difficult the old system was to navigate.

Staff Time

The rebate isn't a lot of money, but the largest cost benefit is going to be how much staff time is saved during the reconciliation process. Our new system pulls active, complete codes directly from Skyward and only allows complete submissions. The old system allowed users to put any

	<p>combination of codes into the system, whether they existed or not. These codes would bomb out when they are imported into Skyward. The old system also allowed users to submit expenses without descriptions/comments. This puts a hold on the entire month's statement being posted until Finance can work with the staff to determine the information needed.</p> <p>The receipt and documentation process has also been updated. In the new system, cardholders attach receipts/backup directly to each transaction. When they pull their card statements, the system automatically puts it in order of the transactions. This saves users and Finance multiple hours monthly in the final reconciliation process as we match every transaction in the district to every receipt submitted. These changes are a huge time saver and allows all staff more time to complete other duties.</p>
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(Personnel Report)

Board Member Question	Staff Response
<p>Please elaborate on the cause of the district wide shift of EAs.</p> <p>What are the budgetary implications and timeline for implementation?</p>	<p>General education VPK students are increasing their access to VPK services from four days per week to five days per week. Students receiving specialized services must also have access to VPK services five days per week, consistent with the schedule of their non-disabled peers. This ensures compliance with the Individuals with Disabilities Education Act (IDEA), which mandates access to the general education curriculum in the least restrictive environment.</p> <p>This only impacts EAs. DEC VPK programming has 5 days of student contact while the elementary buildings have 4 days. Mondays have been used for PD and other meetings. We are shifting the schedules to have alignment with all VPK programs to be 5 student contact days a week. Prep built in daily. Teachers are still at 208 days, EA's are still within contract language of 172 days. No contract or negotiation implications. Also, the 5 days a week</p>

	<p>maximizes our revenue for VPK & ECSE to have the maximum ADM (.6) calculation.</p> <p>Beginning in the 2025–2026 school year, Educational Assistants (EAs) who support students in VPK environments will receive pay for one additional day per week.</p> <p>We will also receive additional funding to support students receiving special education services, which will help sustain this expanded access and staffing support.</p>

(Topic)

Board Member Question	Staff Response

A. Consent Agenda

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

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School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 April 24, 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, Sachse and Chair Werb were present. Superintendent Dr. Battle, Student Representative Maryam Bradai, administrators, staff and members of the public were also present.

Attendance

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

Welcome and Pledge of Allegiance

Moved by Mikkelsen, seconded by Chester to approve the agenda. The motion carried unanimously (7,0)

Agenda

Received a report about the FY26 Budget Feedback from Dr. Battle, superintendent and Stacey Sovine, executive director of administrative services.

Reports

Received a report about the 2025-2026 Equity Plan from Isis Buchanan, director of educational equity, and Kiefer Anderson, English learner teacher.

Received a report about the Early Childhood Special Education Stretch Calendar from Kristi Wanzek, special education supervisor.

Received a Superintendent Search Update report from Chair Werb.

Received Board Reports: Policy Review Committee review report from Director Alt, and Legislative Committee report from Director Mikkelsen.

Consent Agenda

Moved by Hume, seconded by Anderson, to approve the consent agenda:
 -Approve minutes of the regular board meeting on April 10, 2025.
 -Approve personnel recommendations for Cynthia Gale, Olive Winter, Micah Westby, Sarah Taylor, Margaret Kubes, Carolyn Allston Trenteetun, Elizabeth Davidson, Lauren Haley, Julia Rose, Harrison Easton, Francesca Collignon, Dana Thompson, Allison Miilea, Sara Holcombe, Scott Powers, Naimo Adan, Adam Voight, Briseida Gonzalez, Timothy Bocklund, Scott Powers, Naimo Adan, Megann Johnson, Mary Dickey, Lynelle Hovde, Kylie Sieben, Jennifer Gleason, Gabriela Kauls, Adonya Gray, Ann Bakken, Evi Teachout, Manuela Morales.
 -February payroll checks in the net amount of \$4,682,331.24. February claims to date, wire transfers and adjustments totaling \$11,011,277.81. Also,

Minutes

Personnel Recommendations
 Checks, Receipt, Claims and In
 Budget Analysis
 Listening Session
 Revised Purchase Agreement
 Policies
 Committee Assignments

that the Board accepts February receipts of \$16,544,829.48 and investments for the General Fund and OPEB of \$88,348,508.07 as of February 28, 2025

- Accepts the Budget Analysis for the month ending February 28, 2025.
 - Receive a report about the Listening Session on April 10, 2025.
 - Revised Purchase Agreement for Metcalf Middle School
 - Approve, on a First and Final Reading, Non-substantive Changes to Policy 423: *Employee-Student Relationships*.
 - Approve, on First and Final Reading, No Changes to Policy 407: *Employee Right to Know - Exposure to Hazardous Substances*.
 - Approve, on First and Final Reading, Non-substantive changes to Policy 699: *Teaching About Controversial Issues*.
 - Approve, on First and Final Reading, No Changes to Policies 605: *Alternative Programs*, 546: *Early Admission to Kindergarten*, 611: *Homeschooling*.
 - Approve Updates to 2025 Board Committee Assignments
- The motion carried unanimously (7,0).

Non-Licensed Staff Hours

Moved by Alt, seconded by Sachse, to approve Lease Agreement for Copier Equipment and Service.
The motion carried unanimously (7,0).

Moved by Hume, seconded by Mikkelsen, to adopt a Resolution Terminating Non-Licensed Staff Hours at the End of the 2024-2025 School Year.

BE IT RESOLVED, by the Board of Education of School District 191, pursuant to Minnesota Statute § 122A.40 that the Non-Licensed personal in Independent School District 191 be terminated at the end of the 2024-2025 school year.

Last Name	First Name	School	Position	Hours Per Day
Sexton	Marcia	Burnsville High	Career and College Counselor	3.2

Non-Licensed Staff

BE IT FURTHER RESOLVED, that written notice is sent to said Non-Licensed staff regarding termination of their assignment for 2024-2025 school year as provided by law.
The motion carried unanimously (7,0).

Moved by Alt, seconded by Hume, to adopt a Resolution Terminating Non-Licensed Staff at the End of the 2024-2025 School Year.

BE IT RESOLVED, by the Board of Education of School District 191, pursuant to Minnesota Statute § 122A.40 that the Non-Licensed personal in Independent School District 191 be terminated at the end of the 2024-2025 school year.

Last Name	First Name	School	Position
Anderson	Leo	Nicollet Middle School	Dean
Anderson	Nancy	William Byrne	Educational Assistant
DeLeon	Angel	Diamondhead	Student Support Accounts Specialist
Elmi	Morgan	District-Wide	Cultural Liaison
Gangnon	Kathleen	Nicollet Middle School	Licensed Practical Nurse
Ibrahim	Ardo	Diamondhead	Community Connections Coordinator
Lemus	Jeremy	Burnsville High School	Educational Assistant

BE IT FURTHER RESOLVED, that written notice is sent to said Non-Licensed staff regarding termination of their assignment for 2024-2025 school year as provided by law. The motion carried unanimously (7,0).

Moved by Mikkelsen, seconded by Chester, to approve the Early Childhood Special Education Stretch Calendar for 2025-2026 School Year. The motion carried unanimously (7,0).

Moved by Sachse, seconded by Hume, to approve on a First Reading Basis, changes to Policy 413: *Harassment and Violence*. The motion carried unanimously (7,0).

Moved by Anderson, seconded by Chester, to approve on a First Reading Basis, changes to Policy 601: *School District Curriculum and Instruction Goals*. The motion carried unanimously (7,0).

Having no further agenda items, Chair Werb adjourned the meeting at 7:29 p.m.

Early Childhood Stretch Calendar

Policy 413

Policy 601

Adjourn

Scott Hume, Board Clerk 5/8/25
Date Approved

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
April 28, 2025

The special meeting of the Board of Education was called to order by Chair Werb at 5:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

The purpose of the meeting was to:

Purpose

- 1) Review superintendent applicant information and determine finalists, schedule for interviews, interview procedures and interview questions.
- 2) Discuss, decide and schedule the steps necessary for the rest of the hiring process.

Directors Alt, Anderson, Chester, Hume, Mikkelsen, Sachse and Chair Werb, were present. Others in attendance were Barb Dorn from MSBA, and District Staff Sarah Olsen-Dickhausen.

Attendance

Pledge

Chair Werb asked Director Hume to lead the Pledge of Allegiance.

Agenda

Moved by Chester, and seconded by Mikkelsen to approve the agenda. The motion carried unanimously (7,0).

First Round interviews

Moved by Werb, and seconded by Chester, to extend an offer for first round interviews for the District 191 superintendency to candidates A, E, H, M and T. The motion carried unanimously (7,0).

Upon completion of the vote, Barb Dorn from the MSBA executive search consultant read back, in random order, the names of the candidates that were extended the offer for first round interviews which were as follows: Dr. Rainy Briggs, Rebecca Brodeur, Dr. Tyrone Brookins, Dr. Latanya Daniels, and Dr. Jenna Mitchler.

The meeting adjourned at 6.29 p.m.

Adjourn

/s/
Scott Hume

5.8.25
Date approved

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 May 1, 2025

The special meeting of the Board of Education was called to order by Chair Werb at 4:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

The purpose of the meeting was for 1) preparing for interviews, interviewing candidates for the superintendent position, discussing information from the interviews and naming candidate(s) who will continue for second interviews, 2) finalizing the schedule for second interviews, candidate tours and second interview questions and procedures and 3) discussing, deciding and scheduling the steps necessary for the rest of the hiring process.

Purpose

Directors Alt, Anderson, Chester, Hume, Mikkelsen, Sachse and Chair Werb, were present. Others in attendance were Barb Dorn from MSBA, and district staff and members of the public.

Attendance

Pledge

Chair Werb asked Director Mikkelsen to lead the Pledge of Allegiance.

Moved by Chester, and seconded by Alt to approve the agenda. The motion carried unanimously (7,0).

Agenda

The following semifinalist candidates were interviewed by the Board of Education for the Burnsville-Eagan-Savage District 191 superintendent position:

Interviews

Jenna Mitchler
 Tyrone Brookins
 Latanya Daniels
 Rebecca Brodeur

Moved by Werb, seconded by Anderson, to extend an offer for second round interviews for Burnsville-Eagan-Savage District 191 Public School superintendency to the following candidates: Tyrone Brookins, Latanya Daniels and Rebecca Brodeur.

Second-round
 Interview Offers

The meeting adjourned at 11:16 p.m.

Adjourn

/s/
 Scott Hume

5.8.25
 Date approved

2. Approve Personnel Recommendations

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

**Burnsville-Eagan-Savage 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: May 8, 2025

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Kaitlin Cantolla		Community Education	Early Learning Coordinator	07/01/2025	1.0 FTE
Certified	Appointment	Jennifer McCarthy		Rahn Elementary School	Teacher- Long-Term Substitute	4/28/2025-6/6/2025	1.0 FTE
Certified	Appointment	Hodan Ibrahim		Hidden Valley Elementary	Teacher- Long-Term Substitute	05/01/2025	1.0 FTE
Certified	Appointment	Philip Homen		Hidden Valley Elementary	Teacher- Long-Term Substitute	04/16/2025	1.0 FTE
Certified	Change of Assignment	Nick McGraw		Nicollet Middle School	Teacher	08/25/2025	1.0 FTE
Certified	Change of Assignment	Stacey Harold		District-wide	Teacher	08/25/2025	1.0 FTE
Certified	Resignation	Simin Fani		Nicollet Middle School	Dean	06/06/2025	1.0 FTE
Certified	Resignation	Robert Jacobson		Burnsville High School	Teacher	06/06/2025	1.0 FTE
Certified	Resignation	Lisa Millard		WM. Byrne Elementary School	Teacher	04/29/2025	1.0 FTE
Certified	Retirement	Jacki Ritchie		Sky Oaks Elementary School	Teacher	06/06/2025	1.0 FTE
Classified	Appointment	Paul Nesseth		Burnsville High School	Girls Tennis- Head Coach	08/11/2025	1.0 FTE
Classified	Appointment	Madison McKinney		District-wide	Specialist of American Indian Education	04/28/2025	1.0 FTE
Classified	Appointment	Christian Kibler		Burnsville High School	Track and Field- Assistant Coach	Spring Stipend	.40 FTE Stipend
Classified	Appointment	Ann Bakken		Burnsville High School	Musical Choreographer- Assistant	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Timothy Chamberlain		Burnsville High School	Golf- Assistant Coach	Spring Stipend	0.182926 FTE
Classified	Resignation	Simin Fani		Nicollet Middle School	National Honor Society	06/06/2025	1.0 FTE Stipend
Classified	Resignation	Simin Fani		Nicollet Middle School	Yearbook	06/06/2025	1.0 FTE Stipend
Classified	Resignation	Madison McKinney		District-wide	Cultural Liaison	04/27/2025	8 hours/day
Classified	Resignation	Kayla Chosa		Burnsville High School	Girls Volleyball- Assistant Coach	04/22/2025	24390 FTE Stipend
Classified	Resignation	Kalley Kupka		Burnsville High School	Dance Team- Assistant Coach	05/05/2025	.72916 FTE Stipend
Classified	Resignation	Kaitlin Cantolla		Community Education	Early Learning Support Specialist	06/30/2025	8 hours/day
Classified	Resignation	Gabriela Trjanin		Edward Neill Elementary	Educational Assistant	06/05/2025	6.75 hours/day
Classified	Resignation	Clayton Holt		Burnsville High School	Wrestling- Assistant Coach	05/05/2025	.70 FTE Stipend
Classified	Resignation	Brooke Reinhardt		Burnsville High School	Girls Volleyball- Assistant Coach	05/06/2025	.92683 FTE Stipend
Classified	Resignation	Aleena Tan		Burnsville High School	Girls Volleyball- Assistant Coach	04/22/2025	85365 FTE Stipend
Classified	Resignation	Melanie Butorac		Gideon Pond Elementary	Educational Assistant	06/05/2025	2 hours/day
Classified	Resignation	Angel De Leon		Diamondhead Education Center	Student Services Account Specialist	05/16/2025	8 hours/day
Classified	Retirement	Jolene Kump		Gideon Pond Elementary	Educational Assistant	06/05/2025	8 hours/day
Classified	Retirement	Daniel O'Leary		Nicollet Middle School	Custodian	05/30/2025	8 hours/day
Classified	Retirement	Lori Schiller		Sky Oaks Elementary School	Educational Assistant	06/05/2025	7.25 hours/day
Classified	Retirement	Julie Maro		Diamondhead Education Center	Clerical	08/04/2025	8 hours/day

3. Receive a Report about the Listening Session

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



**Agenda IV.A.3.
May 8, 2025**

To: Board of Education
From: Dr. Chris Bellmont, assistant superintendent
Date: May 8, 2025
Re: Report about the Listening Session

Recommendation: Receive a report about the Listening Session on April 24, 2025

The following speakers spoke at the Board of Education Listening Session on April 24, 2025:

Speaker	Relationship to School District	Topic
John Doll	District Resident District Taxpayer	Superintendent Search

B. New Business

1. Adopt a Resolution Relating to the Termination and Nonrenewal of the Teaching Contract of Probationary Certified Personnel at the Close of the 2024-2025 School Year

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Speaker(s): Stacey Sovine, Executive Director of Administrative Services



**Agenda IV.B.1.
May 8, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: May 8, 2025

Re: Adopt a Resolution Relating to the Termination and Nonrenewal of the Teaching Contract of Probationary Certified Personnel at the Close of the 2024-2025 School Year

Recommendation: It is the recommendation that the Board of Education adopt the following resolution:

BE IT RESOLVED, by the Board of Education of School District 191, pursuant to Minnesota Statute § 122A.40 that the teaching contracts of the following licensed probationary teachers in Independent School District 191 be terminated at the end of the 2024-2025 school year.

Last Name	First Name	Building	Full Time Equivalent (FTE)
Anne	McGee	BHS	1.0

BE IT FURTHER RESOLVED, that written notice is sent to said teachers regarding termination and nonrenewal of their contract as provided by law.

V. Closed Session, as permitted by Minn. Stat. Section 13D. 03, to Discuss
Labor Negotiations Strategy

Speaker(s): Stacey Sovine, Executive Director of Administrative Services



Agenda V
May 8, 2025

To: Board of Education
Dr. Theresa Battle, superintendent

From: Stacey Sovine, executive director of administrative services

Date: May 8, 2025

Re: Closed Session, as permitted by Minn. Stat. Section 13D. 03, to Discuss Labor Negotiation Strategy

VI. Work Session to Discuss Board of Education Goal Setting for 2025-2026

Speaker(s): Anna Werb, Board Chair

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



**Agenda VI
May 8, 2025**

To: Board of Education
Dr. Theresa Battle, superintendent

From: Anna Werb, board chair

Date: May 8, 2025

Re: Work session for Board of Education Goal Setting for 2025-2026

ISD 191 Board of Education 2024-2025 Goals

In alignment with the One91 Strategic Road Map and District Values, the ISD191 Board of Education has identified the following-five goals for the 2024-2025 school year:

GOAL 1 – Cultural Proficiency

Building on the work from recent years, all ISD191 Board Members will understand and be able to articulate the district’s work in being a culturally proficient school system (CPSS).

Members of the District 191 Board of Education will:

- Work to understand how CPSS is reflected in our district and the plan for further implementation.
- Be able to articulate why the work of CPSS is an important factor in fostering an environment that ensures the best possible outcomes for all students.

Measures of progress:

- Board members will participate in a facilitated retreat to learn more about CPSS, where the district currently fits, plans for continued implementation, and how this work leads to improved outcomes for students.
- Board members will receive information from Cultural Liaisons and other diverse community representatives as part of school and district program reports during the school board meetings. School reports will also feature examples of the school culture as well as celebrations of this culture within the school community.

GOAL 2 – Supporting and leveraging new methods and original thinking to improve student outcomes

All ISD191 Board Members will better understand how the District is working to ensure that all students are meeting goals and expectations around student achievement, including but not limited to our Pathways K-12 program, and use this improved understanding to inform setting district priorities.

Members of the District 191 Board of Education will:

- Better understand how our academic programming, including K-12 Pathways, leads to improved student outcomes.
- Have a deeper understanding of how the Pathways K-12 program is reflected in our district, especially within our elementary and middle schools.

Measures of progress:

- Board members will participate in workshops in order to understand how the curriculum we are using, including but not unlimited to K-12 Pathways and Profile of a Learner, are leading to improved academic achievement for our students.

- Board members will receive reflections of Pathways K-12 and other district curriculum priorities as part of school reports during the school board meetings.
- Board members will receive dashboard reports which reflect the district's progress in meeting our goals.
- Board members will receive quarterly board meeting reports on the READ Act Implementation.

GOAL 3 – Creating space and opportunity for each and every voice to be heard

As a district, it is the responsibility of the ISD191 Board of Education to be transparent with our community and receive community input to inform decision making.

Members of the District 191 Board of Education will:

- Seek input from multiple voices (families, staff, students, and community members) that represent the full diversity of our communities, in order to inform decisions.
- Be transparent in its communication with the community.

Measures of progress:

- Board members will ensure members of the community have opportunities to provide input regarding district activities (i.e. budgeting, etc.) through community gatherings, surveys, etc.
- Board members will learn how information is getting to our families, students and staff, identify any gaps, and have staff work to resolve the gaps, leading to improved transparency of communication.
- Board members will understand which voices are represented in survey results, identify voices missing, and learn the plan to reach them.

Goal 4 - Provide appropriate governance and guidance to Dr. Battle and her Team.

All ISD191 Board members will understand and live up to the governance role of the board of education in supervising and providing support and guidance to the Superintendent.

Members of the District 191 Board of Education will:

- Better understand the differences between “governance” and “management” in Board work and interactions with the superintendent.
- Better understand the responsibilities charged to the Board Member role by the members of the public who elected us.
- Clarify expectations with Dr. Battle around communications protocols and other items where she needs Board support or Board direction.

Measures of progress:

- Board members will participate in one or more facilitated retreats to discuss board governance versus board management in order to better understand the appropriate role of the board and individual board members.
- Board members will work with Dr. Battle to review and clarify the Board / Superintendent communications protocols to ensure alignment and clear expectations among all board members and Dr. Battle.

Goal 5 - The Board of Education will provide appropriate governance and guidance to Dr. Battle and her team with the ISD 191 Special Projects in 2024-2025, specifically surrounding the renewal of the tech levy and the open facilities plan.

Members of the District 191 Board of Education will:

- Learn and understand the impact of each project on the district.
- Serve as a voice to the community in sharing information about the special projects.

Measure of Progress:

- Successful renewal of Capital Levy for Technology.
- Successful closure and sale of Metcalf property.
- Forward momentum in other areas of the open facilities plan.

VII. Adjourn

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