



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
March 12, 2026
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 Director 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: Harriet Bishop Elementary School

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Speaker(s): Dr. Chris Bellmont, Assistant Superintendent, Ken Essay, Principal, Siri Mehring, Clarissa Ruvalcaba, and Kaitlyn Shirley, Teachers



**Agenda III.A.
March 12, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent, Ken Essay, principal, Siri Mehring,
Clarissa Ruvalcaba, and Kaitlyn Shirley, teachers

Date: March 12, 2026

Re: School Report: Harriet Bishop Elementary School



Burnsville · Eagan · Savage

Believe, Belong, Build and Become.

Harriet Bishop Elementary School

Building Inclusive Systems for All Learners

March 12, 2026

Ken Essay, Principal

Siri Mehring, Multilingual Teacher

Clarissa Ruvalcaba, Focus Teacher

Kaitlyn Shirley, Grade 1 Teacher

Harriet Bishop - Why this work matters?

- Inclusive Practices & Multilingual Learner Success
- Designing for our most diverse learners
- Improving outcomes for all students
- Building systems, not programs



Building Capacity with Staff- Individualized Education Plan (IEP)

Clear Lens Consulting

- Sensory Breaks/ Diets
- Scaffolding and Support-Independence
- Shared HLP (High Leverage Practices)

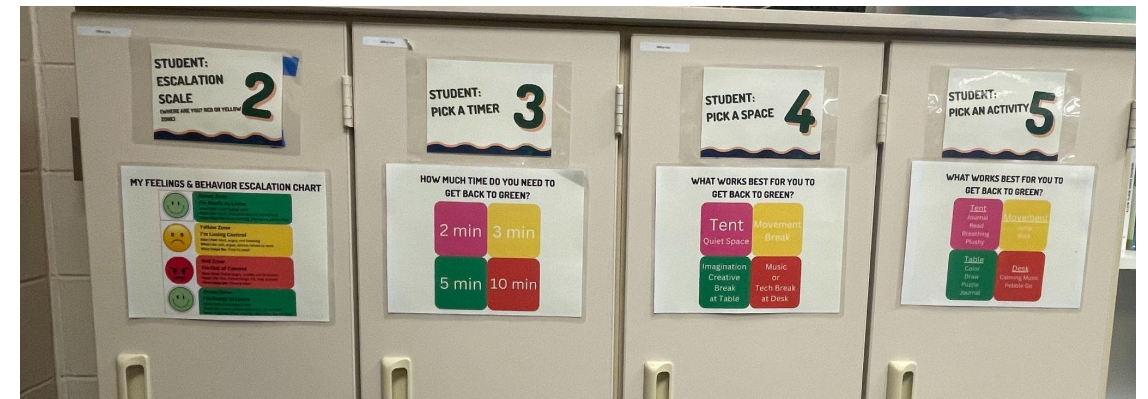


Student Impact- IEP

- Student in escalation
- Clear routines + sensory tools
- Increased time in class
- High Quality Tier 1 Instruction*

Supporting Students Through the Escalation Cycle

Staff Response					
Prevention	Prevention and Redirection	Clear and Concise	Safety and Crisis Management	Time and Space	Reintegration
Proactive Strategies	Positive Redirection	State Expectations	Give Time and Space	Give Time and Space	Re-Teach Expectations
Praise (4:1)	Neutral Voice Tone	First-Then	Remove Others	Set a Timer	Revisit Reinforcement Plan
Relationship Building	Give 2 Choices	Reduce Interaction	Maintain Safety for All	No Verbal Interaction	Reintegrate to Original Setting
Reinforcement	Check-In	Silent Wait-Time	No Verbal Interaction	Visual Directions	Return to "Prevention"
Skills Teaching	Silent Wait-Time	Visual Directions	Visual Directions		
Thinking: Reasonable Logical Abstract Thinking: Unfocused Illogical Concrete					
Student Behavior & what it looks like					
Baseline	Triggers	Escalation	Peak/Crisis	De-Escalation	Recovery
Calm	Distracted	Swearing	Staff Aggression	Decrease in Energy	Starting to Respond to Adult Direction
Following Directions	Unfocused	Elopement	Student Aggression	Regulated Breathing	Rational thinking
On-Task	Out of Seat	Arguing	Self-Injury	Social Withdrawal	*Note: NOT Baseline. Students are still easily triggered during this phase
Ignoring Others	Increase Movement	Threatening	Emergency/Crisis Behavior	*Note: Students are still easily triggered during this phase	
Appropriate Behavior	Non-Compliance	Property Destruction			



*Tier 1 is the foundation of a Multi-Tiered System of Supports (MTSS), it aims to meet the needs of roughly 80% or more of students, preventing the need for more intensive, specialized interventions

Impact of the Focus Room- IEP

Quality Tier 1 Instruction Strategies

High Levels of Learning in the Focus Classroom

Staff consistency- Regular Sub coverage

Students Engaged in with General Education Peers



**Building Capacity for
Inclusive Environments**



CLEAR LENS
CONSULTING

Inclusion Beyond Special Education

Multilingual Learner Inclusion Model

- Stronger mainstream classroom Instruction
- Co-Teaching in Writing

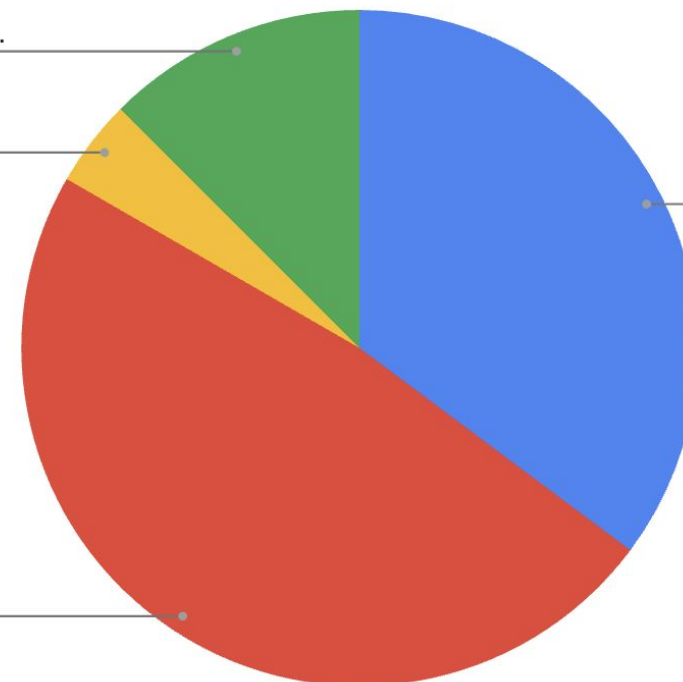
Home Languages at HB

21 Other Home Lang...
12.5%

Somali
4.2%

Spanish
35.2%

English
48.1%



ML- Stronger mainstream Tier 1 classroom Instruction

ELLevation Strategies/ Other PD Amany Elaraby

ELLevation provides clear data on Multilingual Learners' proficiency and needs, helping us plan intentionally and respond with precision.

ELLevation equips teachers with strong Tier 1 strategies that support Multilingual Learners while improving instruction, clarity, and academic language development for all students.

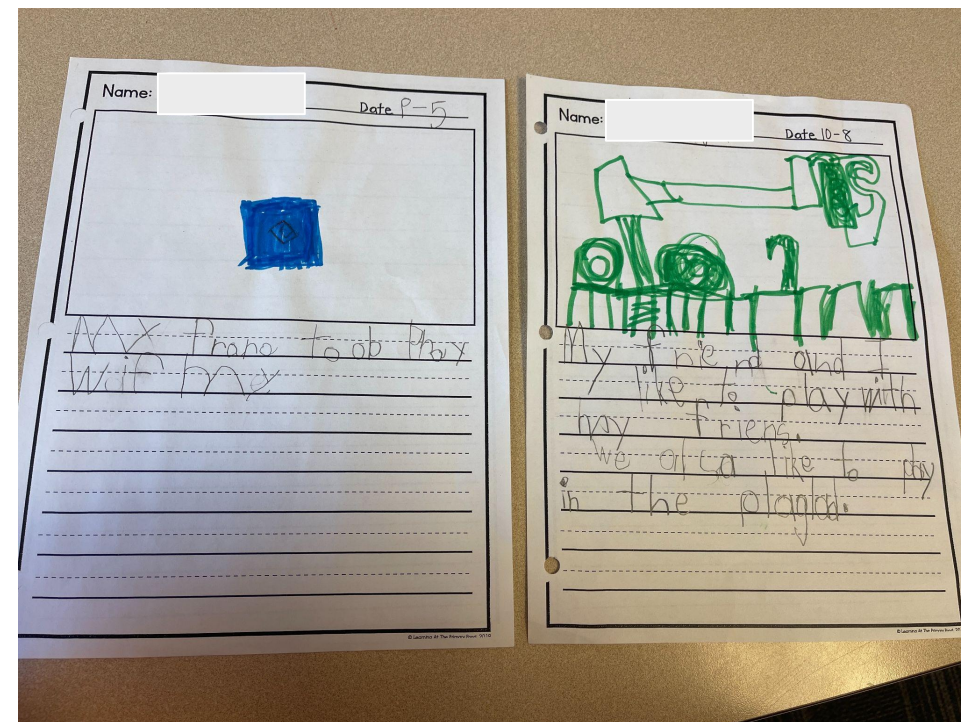


Co-Teaching in Writing

Access Testing Scores

- Student strong verbal/listening scores
- Writing = largest barrier
- Explicit scaffolds improved growth

Examples of Student Work



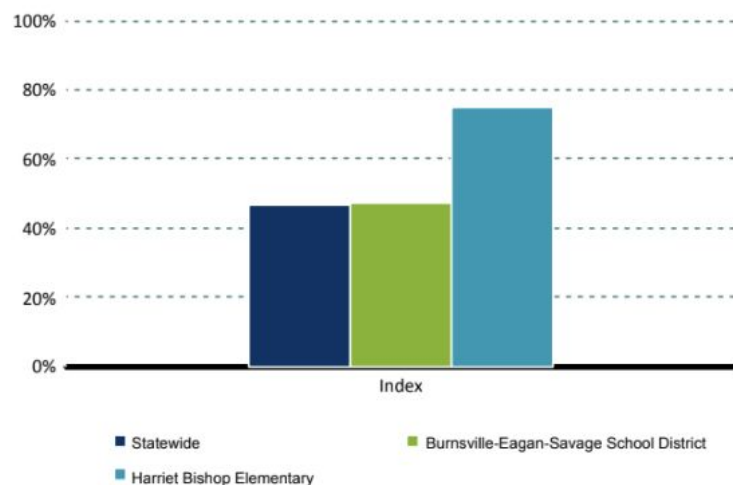
Why Writing - Long Term?

Chances of exiting decrease as a student gets older

- Research - exiting language services exponentially increases future academic access
- Research - if Multilingual students do not exit by 5th grade, their chances of exiting goes way down
- Increased access to rigorous coursework
- Stronger outcomes beyond high school

DATA- Connecting the Scores

Progress Towards English Language Proficiency

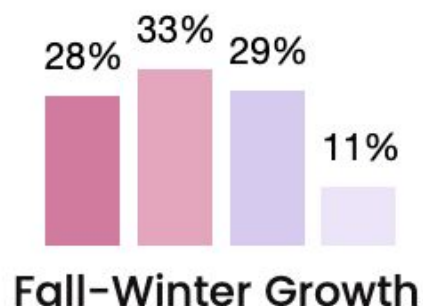


“Index” is the average amount of progress English learners made towards their individual goals on a test of English language proficiency.

“Meeting” is the percentage of English Learners who reached or went past their target.

Organization	ELP Index
Statewide	46.63
Burnsville-Eagan-Savage School District	47.02
Harriet Bishop Elementary	74.63

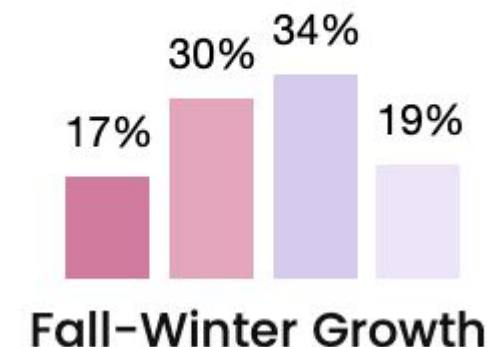
A-Reading Growth- ML Students



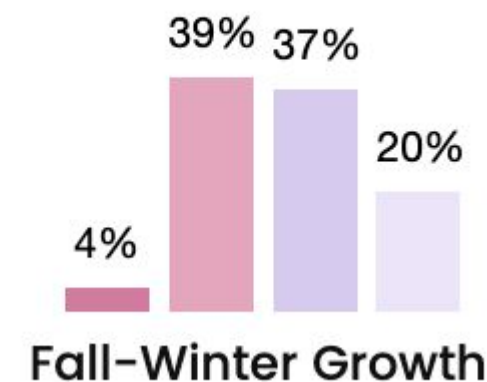
Student Growth %ile:



A-Reading Growth- All Students



A-Reading Growth- SPED Students



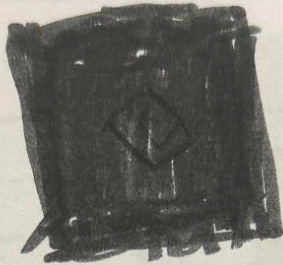
Harriet Bishop- Why this work matters?

- Strong Tier 1 instruction
- Inclusive classroom practices
- Benefits all learners



Name: 

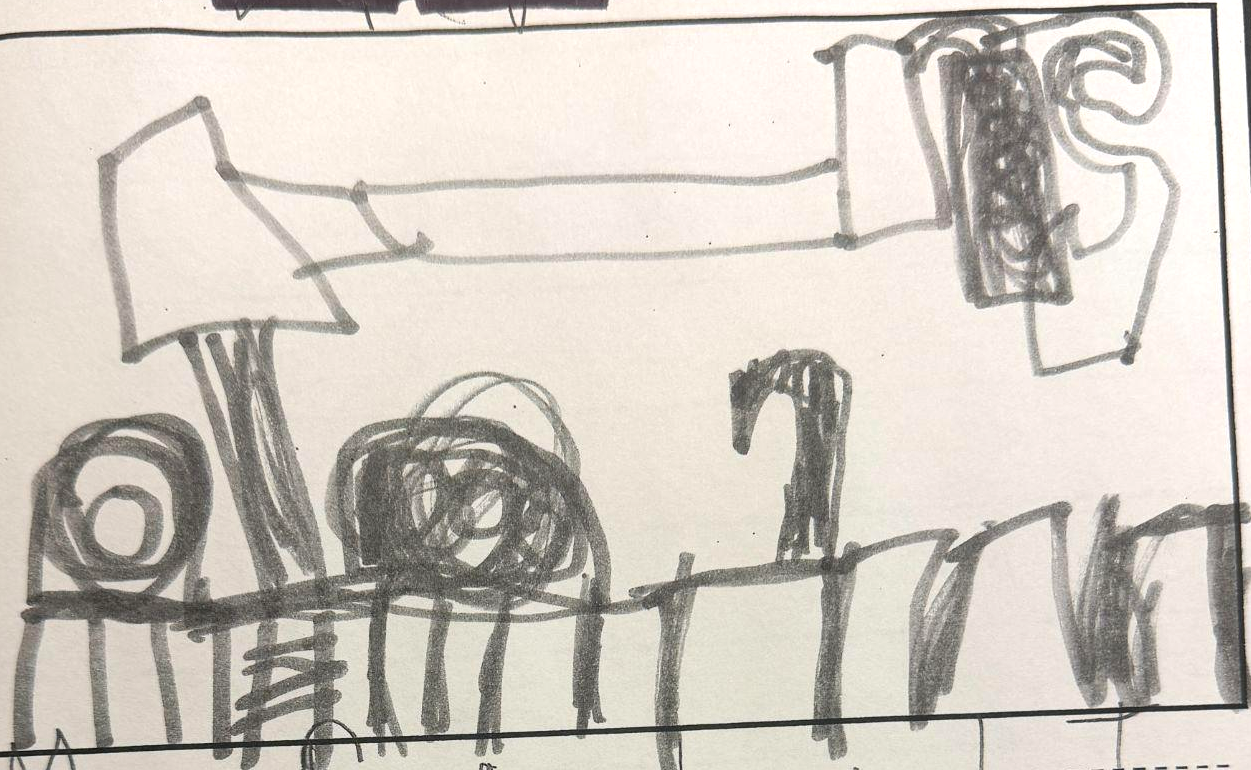
Date P-5



Max Franco to ob Max
w. if Max

Name: [REDACTED]

Date 10-8

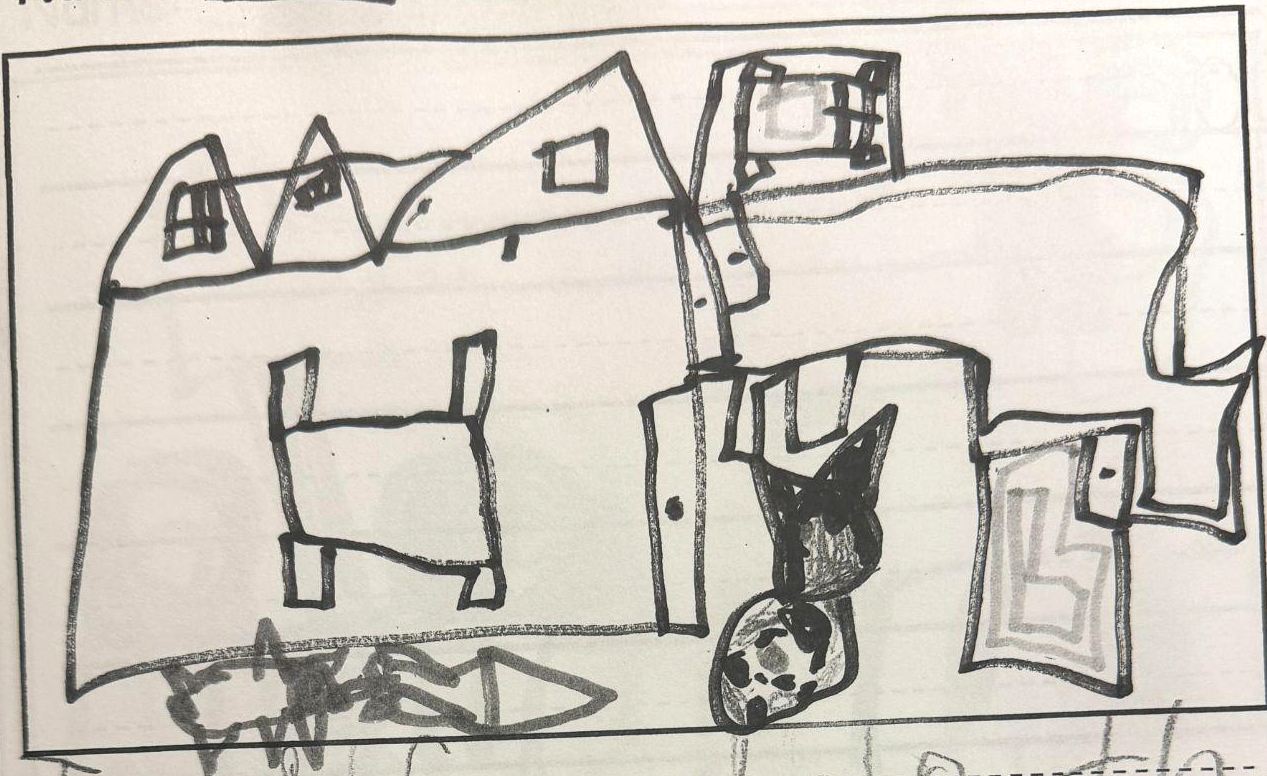


My friend and I
like to play with
my friends.

We also like to play
in the playground.

Name: [REDACTED]

Date 1-28



I wish for help the
 from this because they
 don't have money. I
 will give some money
 to the from this. I will
 give money to the
 the from this when I grow

Name: _____

Date 2-4



my name is

My age is

7 years old. My school
 is Tarbet Bishop. My
 birthday is in October
 13. I live in a big
 neighborhood. I like to do

Name: _____

coloring. I have 5 people
 in my family. I like to
 play with my dad.

NAME: [REDACTED]

DATE: 9-11-25

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I like to play my
neighbor dog.

Name: _____

Date 10-22



I want to be a
 unicorn because is
 shiny. I would like
 a unicorn because is
 beautiful. I would
 also want a cat because a
 unicorn because is

Name: _____

magical.

Name: _____

Date 2-4-6



I My name is _____

I am 7 years old. I have
a sister I have a brother

cat 5 my cats Name

is Peter and brother

NAME: _____

DATE: 9-11-25



h e e o t h e y

g a l h e k k

i l l i k e h o m e

B. Report on Achievement and Integration Plan 2027-2029

Speaker(s): Isis Buchanan, Director of Educational Equity



Agenda III.B
March 12, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Isis Buchanan, director of educational equity

Date: March 12, 2026

Re: Report on Achievement and Integration Plan 2027-2029

Achievement and Integration Plan 2027-2029

March 12, 2026

Isis Buchanan, director of educational equity

Overview

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» Achievement and Integration Purpose

» Goals

» Strategies

» Budget

Purpose

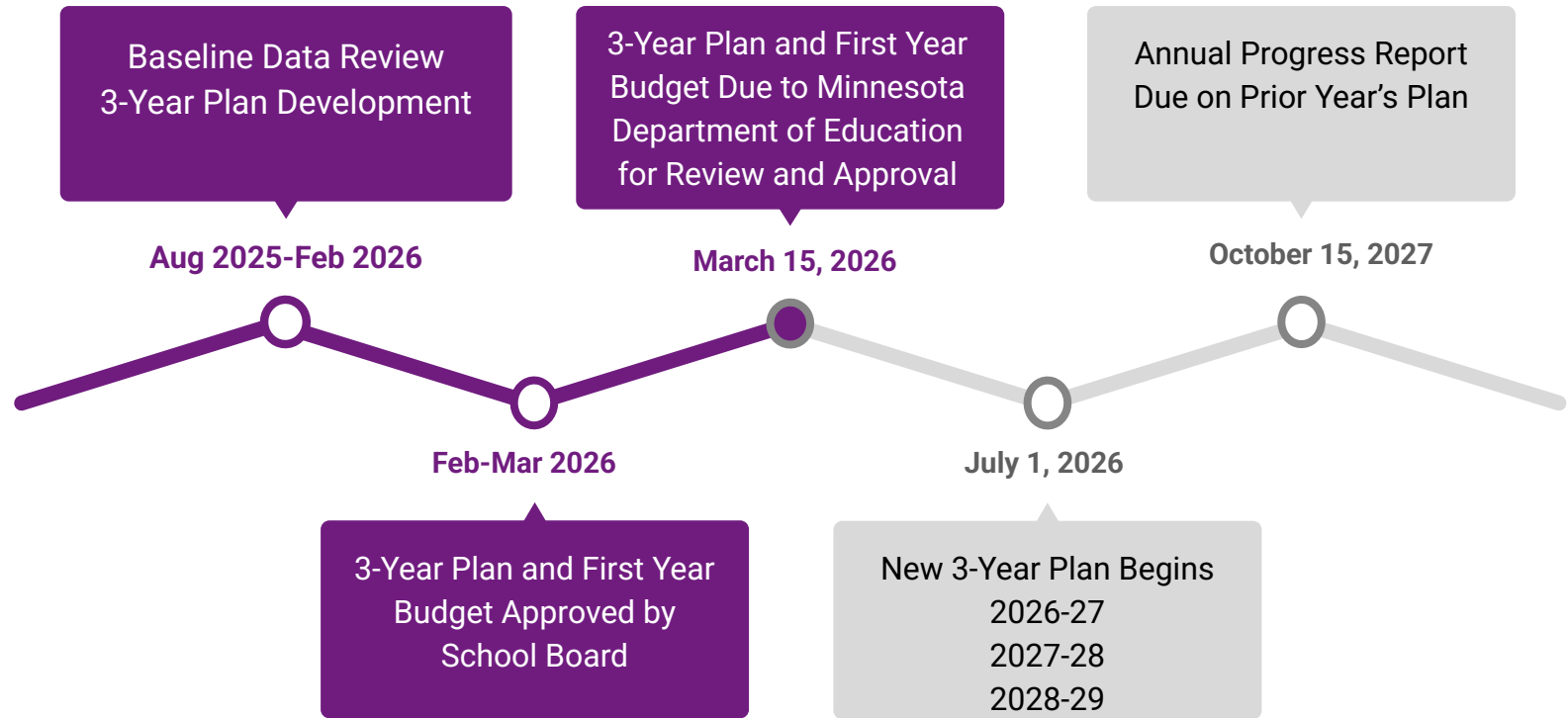
26

The purpose of the Achievement and Integration (A&I) program is to:

- Pursue racial and economic integration
- Increase student achievement
- Create equitable educational opportunities
- Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds

Timeline: Three-Year Plan

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Goal 1-4 Achievement Disparity

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Increase the four-year high school graduation rate at Burnsville High School (BHS) for culturally/linguistically diverse students.

Goal #1: Increase the four-year BHS graduation rate for BIPOC students from 73.6 % (218 out of 296) in 2024 to 90 % in 2029

Goal #2: Increase the four-year BHS graduation rate for linguistically diverse students from 46.7 % (50 out of 107) in 2024 to 70% in 2029

Goal #3: Increase the four-year BHS graduation rate for Indigenous students from 40% (2 out of 5) in 2024 to 70% in 2029

Goal #4: Increase the four-year BHS graduation rate for Latino students from 54.2 % (65 out of 120) in 2024 to 80% in 2029

Goal 5-8 Integration

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Goal #5: We will increase the percentage of representation of BIPOC senior students taking rigorous* courses at Burnsville High School from 33.2% in 2025 to 70% in 2029
(*all courses that provide opportunities for postsecondary credit)

Goal #6: We will increase the percentage of representation of 12th grade *Latino students taking rigorous* courses from 23.7% in SY 2025 to 28% in SY 2029*

Goal #7: We will increase the percentage of representation of *American Indian students taking rigorous* courses from 66.7% in SY 2025 to 70% in SY 2029*

Goal #8: We will increase the percentage of representation of linguistically and culturally diverse students *taking rigorous* courses from 11.7% in SY 2025 to 30% in SY 2029*

Goal 9: Teacher Equity

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Goal #9: Increase the number/percentage of staff who share that using culturally responsive practices in their classroom improves student engagement and academic outcomes from 00% in 2026 to 50 % in 2029 (Professional Development (PD) Survey to be created and shared with secondary teachers in 2026.)

Strategies

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1. Targeted Student Support to Improve Academic Outcomes

- a. Vertical Pipeline to Academic Support
- b. Targeted Intervention
- c. Partnership with Bloomington Schools*

2. Cross-District Partnership for Access to Rigorous Courses

- a. Increase Enrollment and Success in Rigorous Courses
- b. Family Engagement
- c. Ongoing Specialized Support

*Partnership strategy
with District 271

3. Targeted Professional Development to Improve Academic Outcomes

- a. Focus on Inclusive, Restorative, Culturally Responsive Practices and experiential professional development
- b. AVID Emerge: PD focused on culturally/linguistically diverse family partnerships
- c. Restorative Practices: Adulthood Awareness

4. Targeted Family Engagement & Student Support

- a. Culturally Responsive Family Partnership
- b. AVID Family Workshops
- c. Bilingual Outreach
- d. Interactive Digital Access

5. Living into Literacy

- a. “Culture Trunk” Project
- b. Literacy Events that are Structured Gatherings focused on literacy, storytelling, and Indigenous culture
- c. Peer Mentoring - cross generational learning
- d. Curricular Alignment: Lessons linked to English Language Arts (ELA), Social Studies, and Science Standards

Budget Proposal

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	Costs	Percent of Budget	Requirement
Direct Services to Students: • cultural liaisons • social workers • college/career readiness support	\$1,822, 968	85.91%	at least 80%
Professional Development • AVID Emerge • Restorative Practices • Experiential Learning	\$88,424	4.17%	no more that 20%
Administrative/Indirect: • AVID site & district coordinators, BAHS AVID Lead • director	\$210, 663.34	9.93%	no more than 10%
Total Allocation	\$2,122,055.34		





Achievement and Integration Revenue FY 2027 Budget Worksheet

Use this workbook to list proposed expenditures of FY 2027 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. Please use the instructions in the prior tab of this workbook. For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: Burnsville Eagan Savage
 District ISD Number: 191
 Superintendent: Dr. Latanya Daniels
 Partnering Districts: ISD271 Bloomington Public Schools

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Isis Buchanan
 Phone: 952-707-2004
 E-mail: ibuchanan@isd191.org

Fiscal Staff: Tyler Dehne
 Phone: 952-707-2055
 Email: tdehne@isd191.org

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2027 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY27 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Initial Revenue (FIN 313)	\$ 2,043,023.34
Total Incentive Revenue (FIN 318)	\$ 79,032.00
TOTAL A&I REVENUE	\$ 2,122,055.34

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2027 Achievement & Integration budget as approved by the school board.

Board Approval Date _____
 School Board Chair _____ Date _____
 Superintendent _____ Date _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____ Approved Incentive Revenue: _____
 MDE Approval: _____ Date: _____



FY 2027 Achievement and Integration Budget Expenditure Summary

District Number: 191			District Name: 2002970		
Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$1,822,968.00	85.91%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$88,424.00	4.17%	Professional Development No more than 20% of total	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$210,663.34	9.93%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$2,122,055.34		Total Revenue Expended:	\$0.00	
Total Amount Proposed FIN 313	\$2,043,023.34		Improvement Planning Expenditures	86%	#DIV/0!
Total Amount Proposed FIN 318	\$79,032.00		Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).		

Amending Line Items To amend line items in this budget after it's been approved by MDE, strike the approved dollar amt and related budget narrative. Insert a row below the line you want to change (make sure the new row is above the total revenue line). Add a new dollar amt and narrative to the row you just added. Then highlight both lines with the color highlight function. Explain the change in the comments box at the bottom of the tab.

UFARS Corrections You do not need to submit an amended budget to MDE in order correct UFARS codes. Instead, make UFARS corrections when you submit your Actual Expenditure report. Add a note to explain the correction. See the A&I Budget Guide for more details on when to amend your MDE-approved budget.

Comments:

Improvement Funding Directions

Only districts that did not meet the goals in their last plan after three years should complete this tab. If you didn't meet your goals, you must use up to 20% of your annual integration revenue to fund improvement strategies.

Step 1) Complete the DSS, PD and Admin tabs for FIN 313 and 318. Step 2) Copy and paste line items that will fund improvement strategies into one of the sections below.

- Copy line items totaling up to 20% of your total proposed revenue. That percentage will be calculated for you on the Expenditures Summary tab.
- The line items you copy may be either FIN 313 or FIN 318 depending upon how you're funding your improvement strategies.

What is an improvement strategy? Strategies that were 1) not in your prior plan, or 2) strategies that you've adjusted and kept in your current A&I plan, and 3) strategies developed using an equity-centered improvement process like the one described in the A&I Improvement Planning Guide. The strategies should be different from the ones in your prior plan because they are either new to your A&I work or have been changed in some way that increases the likelihood of meeting the goals in your district's current plan.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amount	Budget Narrative - Which strategy in you're A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit this workbook with actual FY27 expenditures by 12/1/27.	Describe what will be purchased, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement a strategy. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name
Direct Student Services									
Social Workers Salary .50 FTE 14 staff	Various	740	313	156	\$741,324.00		Salary .50 FTE for 14 social workers at each site		1- Targeted Student Support to Improve Academic Outcomes 1, 2, 3, 4, 9 3-Targeted Professional Development to Improve Academic Outcomes
Social Workers Benefits	Various	740	313	200	\$279,591.00		Benefits for 14 social workers		1- Targeted Student Support to Improve Academic Outcomes 1, 2, 3, 4, 9 3-Targeted Professional Development to Improve Academic Outcomes
Cultural Liaison Salary 0.75 FTE 12 liaisons	005	790	313	175	\$449,155.00		Salary 0.75 FTE for 12 cultural liaisons		1- Targeted Student Support to Improve Academic Outcomes 1,2, 3, 4, 5, 6, 7, 8, 9 3-Targeted Professional Development to Improve Academic Outcomes
Cultural Liaison Benefits 0.75 FTE	005	790	313	200	\$230,914.00		Benefits 0.75FTE for cultural liaisons 12 cultural liaisons		1- Targeted Student Support to Improve Academic Outcomes 1,2, 3, 4, 5, 6, 7, 8, 9 3-Targeted Professional Development to Improve Academic Outcomes

FY 2027 Achievement and Integration Budget
Direct Student Service Costs
District Number: 191

District Name: Burnsville Eagan Savage

80% Direct Services to Students

List proposed FIN 313 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies in a district's

MDE-approved A&I plan that provide direct services to students. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amt	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	
	ORG	PROG	FIN	OBJ			Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit this budget with actual FY27 expenditures by 12/1/27.		
Social Workers Salary .50 FTE 14 staff	Various	740	313	156	\$658,324.00		1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support
Social Workers Benefits	Various	740	313	200	\$279,591.00		1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support
Cultural Liaison Salary 0.75 FTE 12 liaisons	005	790	313	175	\$449,155.00		1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support
Cultural Liaison Benefits 0.75 FTE	005	790	313	200	\$230,914.00		1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support

Specialist of American Indian Culture .60 FTE	005	790	313	175	\$33,908.00		Salary .60 FTE Specialist of American Indian culture district wide	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2- Cross-District Partnership for Access to Rigorous Courses3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Specialist of American Indian Culture Benefits 0.6 FTE	005	790	313	200	\$15,190.00		Benefits 0.60 FTE for Specialist of American Indian Culture	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2- Cross-District Partnership for Access to Rigorous Courses3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Indigenous Cultural Liaison (Secondary) 0.30 FTE salary	005	790	313	175	\$14,878.00		Salary .30 FTE Indigenous cultural liaison	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2- Cross-District Partnership for Access to Rigorous Courses3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Indigenous Cultural Liaison (Secondary) 0.3 FTE benefits	005	790	313	200	\$13,275.00		Benefits .30FTE Indigenous cultural liaison	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2- Cross-District Partnership for Access to Rigorous Courses3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID Senior Summer Field Trip	005	211	313	360	\$2,000.00		AVID Seniors going to their elementary sites to talk with students	1, 2, 3, 4, 5, 6, 7, 8,	1- Targeted Student Support to Improve Academic Outcomes 4- Targeted Family Engagement and Student Support
AVID Tutor Salary	005	211	313	186	\$70,000.00		Hourly salary for classroom AVID tutors	1, 3	1- Targeted Student Support to Improve Academic Outcomes3- Targeted Professional Development to Improve Academic Outcomes

AVID Tutor Benefits	005	211	313	200	\$13,000.00		benefits for AVID Tutors	1,3	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes	
FIN 313 TOTAL					\$1,780,235.00	\$0.00				

Insert lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2027 Achievement and Integration Budget

Direct Student Service Costs to Reduce Enrollment Disparities

District Number: 191

District Name: Burnsville Eagan Savage

80% Direct Services to Students

List proposed **FIN 318** expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies included in the district's MDE-approved A&I plan which provide direct services to students. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal #	Strategy # and Name
Specialist of American Indian Culture Salary .40 FTE	005	790	318	175	\$22,606.00		Salary for .40 FTE 1 staff district wide	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Specialist of American Indian Culture Benefits	005	790	318	200	\$10,127.00		Benefits for 0.40 FTE Specialist of Amer In Culture	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy

Cultural Liaisons hourly salary	005	790	318	186	\$3,000.00		hourly salary for cultural liaisons	1, 2, 3, 4, 5, 6, 7, 8, 9 1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Cultural Liaisons hourly benefits	005	790	318	200	\$345.00		hourly benefits for cultural liaisons	1, 2, 3, 4, 5, 6, 7, 8, 9 1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Specialist of American Indian Culture hourly salary	005	790	318	186	\$2,000.00		Hourly salary for Specialist of American Indian Culture	1, 2, 3, 4, 5, 6, 7, 8, 9 1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy

Specialist of American Indian Culture hourly benefits	005	790	318	200	\$200.00		Hourly benefits for Specialist of American Indian Culture	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Partnership Family Engagement Food					\$4,455.00		Funding to purchase food to feed families who attend family partnership and support meetings	1,2, 3, 4, 5, 6, 7, 8, 9
FIN 318 TOTAL	005	790	318	490	\$42,733.00	\$0.00		1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy

Insert lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2027 Achievement and Integration Budget

Professional Development Costs

District Number: 191

District Name: Burnsville Eagan Savage

20% Professional Development

List all proposed **FIN 313** expenditures for professional development below. **No more than 20% of this budget's total revenue may be proposed or used for these costs.** All training funded through this budget must directly support strategies in a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal # Strategy # and Name
AVID Contracted PD Emerge/Summer Institute	005	640	313	305	\$45,000.00		AVID Professional Development/Sub Coverage	1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
Teacher Hourly	005	640	313	185	\$6,090.00		Hourly salary for licensed staff to attend PD	1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
Teacher Benefits	005	640	313	200	\$1,035.00		Benefits for licensed staff to attend PD	1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
			313					
			313					
			313					
			313					
FIN 313 TOTAL					\$52,125.00	\$0.00		

Add lines **above** the **FIN 313 TOTAL** line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:





FY 2027 Achievement and Integration Budget

Professional Development Costs to Reduce Enrollment Disparities

District Number: 191

District Name: Burnsville Eagan Savage

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20% of this budget's total revenue may be proposed or used for these costs. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for more details.

UFARS Title	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name
AVID Path Registration	005	640	318	366	\$22,049.00		registration for AVID PD with partner district		1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
Teacher Hourly	005	640	318	185	\$12,180.00		hourly salary for licensed staff to attend PD		1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
Teacher Benefits	005	640	318	200	\$2,070.00		benefits for licensed staff		1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
			318						
			318						
FIN 318 TOTAL					\$36,299.00	\$0.00			

Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:



FY 2027 Achievement and Integration Budget

Administrative/Indirect Costs

District Number: 191

District Name: Burnsville Eagan Savage

10% Admin/Indirect Costs

List proposed Administrative/Indirect FIN 313 expenditures below. No more than 10% of this budget's total revenue may be proposed or used for administrative or indirect costs. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name
Director Salary .50 FTE salary	005	030	313	110	\$60,343.34		Salary program oversight 5 FTE for 1 staff	1,2,3,4,5,6,7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Director Benefits .50 FTE benefits	005	030	313	200	\$16,800.00		Benefits program oversight .5 FTE for 1 staff	1,2,3,4,5,6,7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID Site Coordinator .20 FTE salary	Various	605	313	143	\$63,863.00		Salary .20 FTE AVID site Coordinator at 4 sites	1,2,3,4,5,6,7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy

AVID Site Coordinator .20 FTE benefits	Various	605	313	200	\$32,526.00	Benefits AVID site coordinator at 4 sites	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID District Wide Coordinator .20 FTE Salary	005	605	313	143	\$21,289.00	Salary .20 FTE AVID District Coordinator-vertical alignment	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID District Wide Coordinator .20 FTE Benefits	005	605	313	200	\$10,842.00	Benefits .20 FTE AVID District coordinator-vertical alignment	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
				185	\$5,000.00	BAHS AVID Lead teacher Stipend	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID Lead Stipend (Burnsville Alternative HS)	514	605	313				
FIN 313 Total					\$210,663.34	\$0.00	

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for Improvement strategies and paste them into the Admin/Indirect section of the Improvement Planning tab.

Comments:

C. Report about Regulation 524 — Implementation of Personal Electronic
Devices During the School Day

54

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Jen Hall, Dean of
Students, Eagle Ridge Middle School



Agenda III.C
March 12, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent and Jen Hall, Eagle Ridge Middle School dean of students

Date: March 12, 2026

Re: Report about Regulation 524 – Implementation of Personal Electronic Devices During the School Day

Report about 524 Regulation - Implementation of Personal Electronic Devices

March 12, 2026

Dr. Chris Bellmont, Assistant Superintendent

Ms. Jen Hall, Dean of Students Eagle Ridge Middle School

Plan for Tonight

- Understand the context around personal electronic devices in schools and the policies and procedures that currently apply.
- Understand what data trends might be telling us about personal electronic devices.
- Explore ways our schools are looking to adapt, enhance, and sustain practices to improve the data.

Context

- 2024 Legislative session
- 524 Policy Development (2024-25)
- 524 Regulation (524R) Development (2025)

PLAN

DO

STUDY

ACT

Features of Policy 524 and 524R

Elementary

Away for the day, should not be on person.

High School

Away during instructional time, can be on person and used in passing time and lunchtime.

Deans

Calibration work with site visits

Middle

Away for the day, can be on person.

Leveled Interventions

Leveled Interventions with parent communication.

Allowances

Allowances for use in emergency situations.

What is the data telling us? - Teaching Staff

Survey Responses & Key Findings 2025-2026



Survey Respondents

176 (Fall), 221 (Winter)



Increased Attention

Fall: 80.1%
Winter: 82.1%

Agree/Strongly agree more attention is being paid to personal electronic devices in 25-26.



Consistency Clarity

Success depends on staff communication and consistent application.



Enforcement Burden

Some teachers feel like unsupported 'phone police.'

Quotes from Teaching Staff



"Personal electronic device usage is difficult to police in Virtual Academy."

- Virtual Academy Teacher



"ERMS has done electronics away for the day for many years now. It is a game changer in classes as long as every teacher is consistent with it."

- Eagle Ridge Middle School Teacher



"I would like posters for the classroom to remind students about the need to put away their devices."

- Burnsville High School Teacher



"I'm hoping we can stay consistent with our personal electronics policy."

- Nicollet Middle School Teacher

What is the data telling us? - Students

Academic Impact



Improved attention and concentration.

Strictness & Circumvention



Rules felt more strict; some find ways around them.

Social Dynamics



More in-class interaction, but a significantly quieter cafeteria.

Quotes from Students



**"I feel like I'm
paying attention
more in class bc of
the new rules."**

- Eagle Ridge Middle School Student



**"I learn better
when I listen to
music."**

- Burnsville High School Student



**"Healthy relationships
with peers. I believe we
need to be able to have
our phones at certain
times during the day."**

- Nicollet Middle School Student



**"I use it [my phone]
for schoolwork."**

*- Burnsville Alternative
High School Student*

What is the data telling us? - Parents

Focus groups at all five schools revealed several themes:

- **Priorities:** Parents' main concern is the ability to have emergency contact with their child.
- **Support for learning:** Most parents value reduced distraction and have noticed academic improvement.
- **Consistency:** Parents prioritize fair policy application over policy itself.



Quotes from Parents



"What if there's an emergency?"

- Burnsville Alternative High School Parent



"I think the policy is fine, our daughter just needs it so that she can contact us if needed."

- Eagle Ridge Middle School Parent



"[The policy] prevents issues; less distractions"

- Nicollet Middle School Parent



"The phone causes a major struggle in our family almost daily."

- Burnsville High School Parent

What is the data telling us? - Principals

Principals' feedback included:



Enforcement challenges

Behaviors are sometimes escalated to administration faster than what is outlined in the handbook guidance



Consistency

Consistent staff implementation is crucial.



Tools and Resources

Routine, consistent use of tools (e.g., wall pockets) have produced positive results.

Quotes from Principals



"Staff consistency is the critical factor for success; without it, the policy loses credibility."

- Burnsville Alternative High School Principal



"There is a need for strong systems to be in place and for all our staff to be engaged around it."

- Burnsville High School Principal



"[The policy] helps limit the distraction from learning."

- Eagle Ridge Middle School Principal

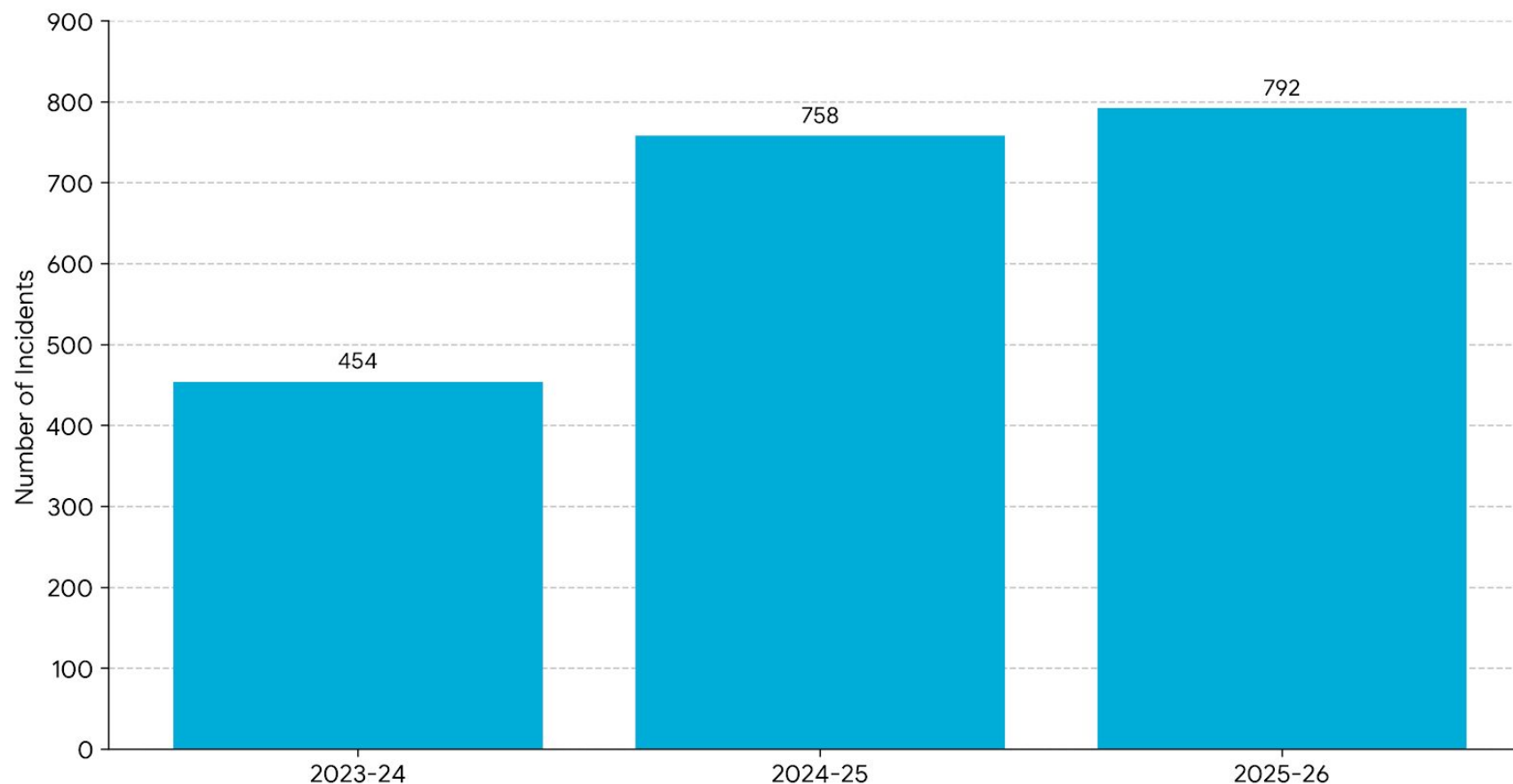


"Students and families overall note an increased focus on cell phones this year."

- Nicollet Middle School Principal

What is the data telling us? - Behavior

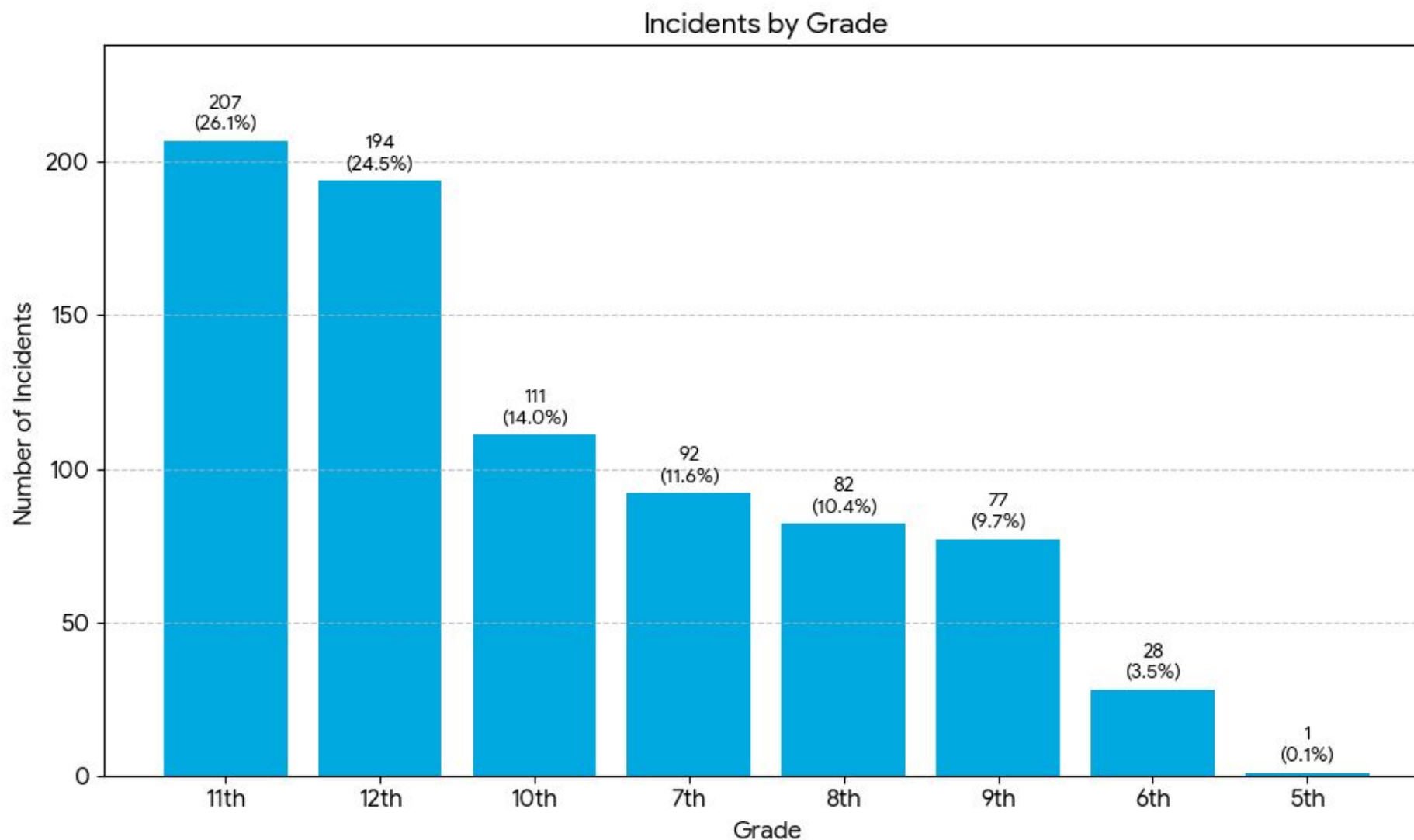
Documented Incidents of Level 2+ (through March 1, 2026)



2023-Present

** Note - our student handbook and data system recording changed in 2024-25 school year and were enhanced 2025-26.

What is the data telling us? - Behavior

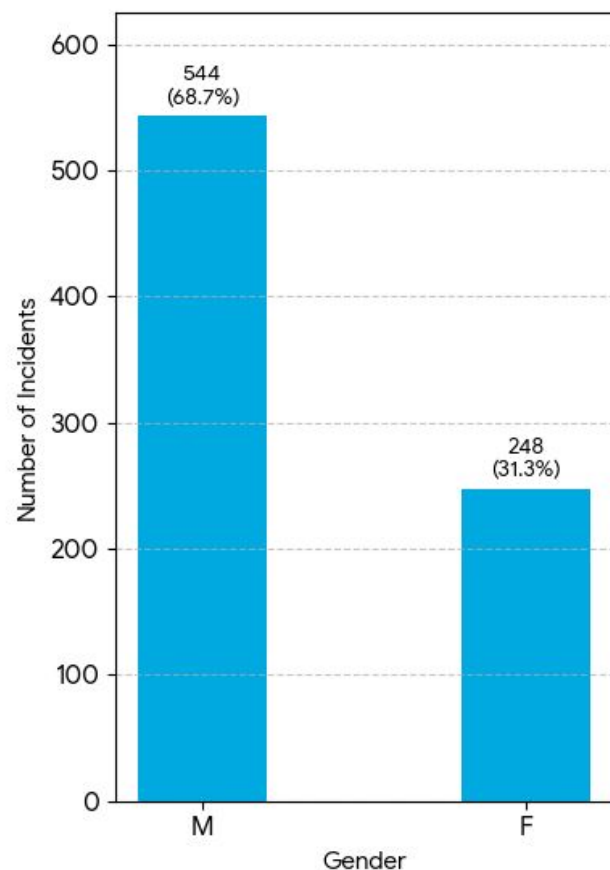


2025-2026
School
Year

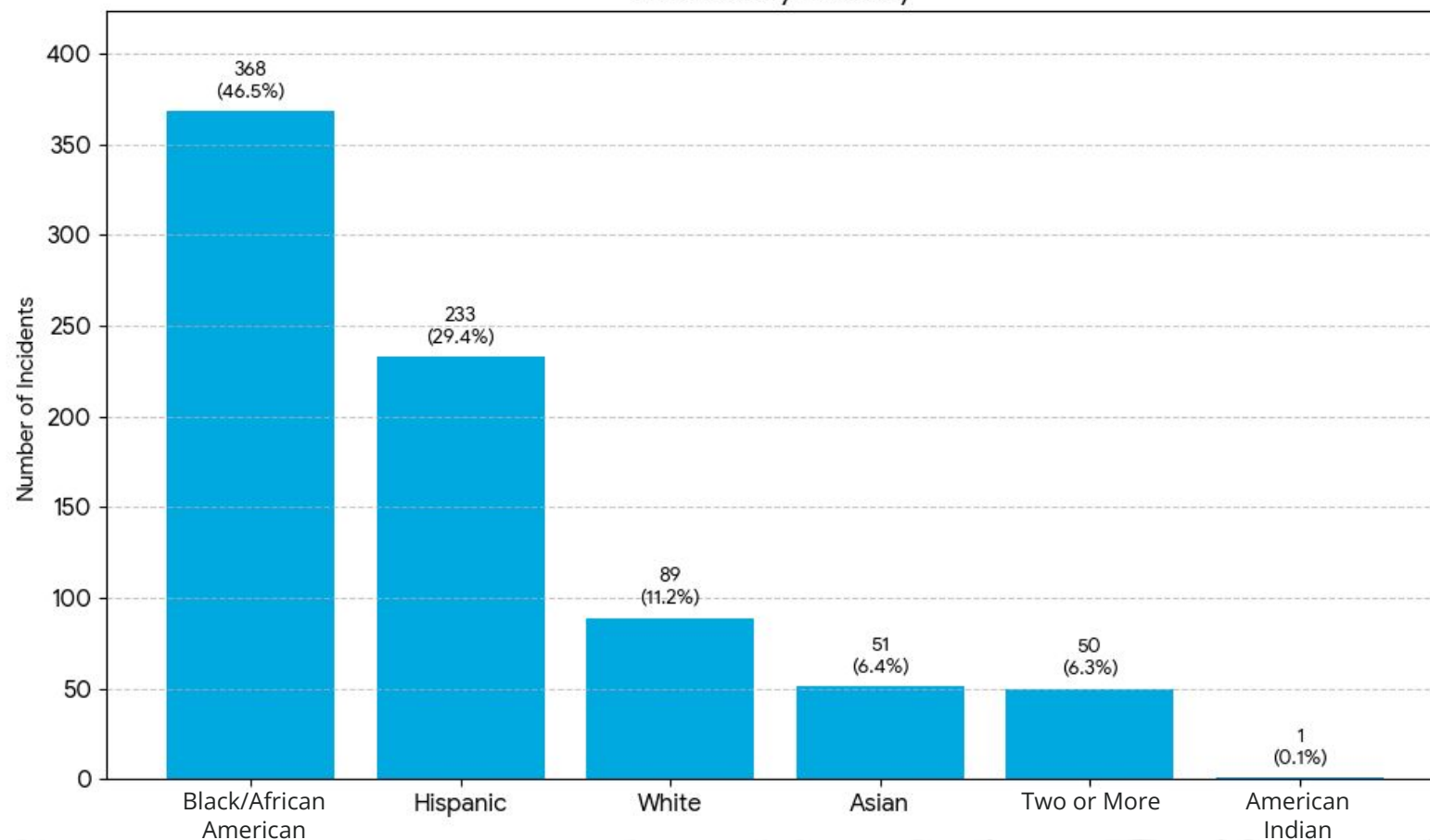
What is the data telling us?

2025-2026 School Year

Incidents by Gender



Incidents by Ethnicity



Voices from the schools



Next Steps

In response to the data, we will:

- ❑ Review and improve the student handbook (spring to June).
- ❑ Align high-impact practices across sites.
- ❑ Conduct fidelity checks and tracking with BLTs.
- ❑ Continue calibration work with Deans.
- ❑ Proactively and routinely teach expectations, especially at the high school level.
- ❑ Continue to monitor changes to Minnesota Legislation.

Thank you!

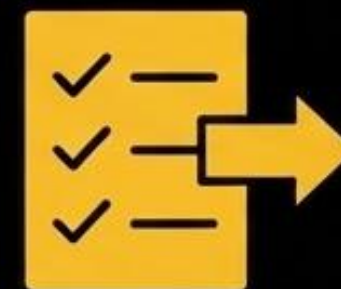
Context



Next Steps



Data Trends



Parts of this slideshow created with support from Gemini

D. FY27 Budget Report - Vision and Recommendation

74

Speaker(s): Dr. Latanya Daniels, Superintendent and Stacey Sovine, Executive Director of Administrative Services



**Agenda III.D.
March 12, 2026**

To: Board of Education

From: Dr. Latanya Daniels, superintendent and Stacey Sovine, executive director of administrative services

Date: March 12, 2026

Re: FY27 Budget Report – Vision and Recommendation

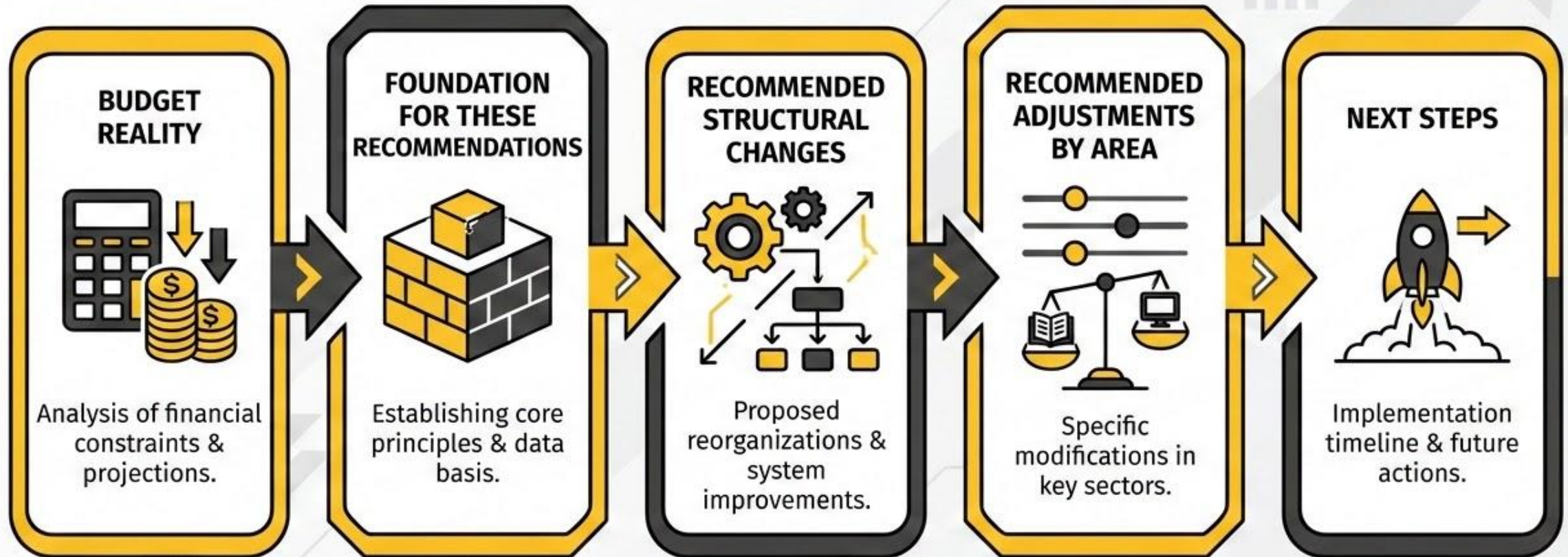
Believe, Belong, Build and Become.

2026-27 Budget: *Vision and Recommendation*

March 12, 2026

Dr. Latanya Daniels, superintendent
Stacey Sovine, executive director of administrative services

Agenda



[Budget Reality]

Revenue & Expense Changes

Revenue Changes Compared to FY26

- 2.69% increase per student on general aid (\$327,500)
- \$547 increase per eligible student for EL service (\$1.2 million)
- Special Education formula increase (\$1 million)
- General fund property tax levy increase (\$1.37 million)
- Projected decrease in Compensatory revenue (-\$1.88 million)

Expense Changes Compared to FY26

- 2.3% increase to salary schedules (\$4.8 million)
- 5% insurance increase (\$1.9 million)
- 5% transportation increase, per contract (\$600,000)
- Does not include cost increases for activities, athletics, primary age transportation and mandated needs
- Projected 5% inflationary increase for other areas, including utilities, supplies, capital, contracted services (\$1 million)
- Long Term Facilities Maintenance project costs (\$4.3 million)

Board Direction

Four Proposed Scenarios

Target Fund Balance of ~15%.
Reductions ~\$4.0 million.



Scenario 1:



Maintain
Class Size



Reduce \$13.6M
Spending



21.83%
Fund Balance
(Maintain)

Scenario 2:



Maintain
Class Size

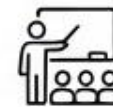


Reduce \$14.8M
Fund Balance



Fund Balance
12.5%

Scenario 3:



Maintain
Class Size



Reduce \$5.0M
Spending



Reduce \$9.8M
Fund Balance



Fund Balance
15.76%

Scenario 4:



Maintain
Class Size



Reduce \$3.0M
Spending



Reduce \$11.8M
Fund Balance



Fund Balance
14.43%

[

Foundations

]

Learnings



Declarations

WE WILL:

- provide **safe** and **supportive** learning environments where students and staff can thrive together.
- cultivate a **culture** grounded in high expectations and mutual respect for all.
- **communicate** in ways that actively engage stakeholders in decision-making and promote **clarity**.
- provide **aligned**, engaging and high quality instruction and programming that supports the success of every student.
- **support** students who benefit from specialized supports in ways that are both appropriate and effective.

[Structural Changes]

Purpose & Outcomes

- Create clear, aligned systems, especially around:
 - Special Education: Intake, evaluation, due process, programming
 - Student Services: Develop clear proactive systems of support, addressing behavior & needs
- Remove a layer between district & schools, creating more aligned, integrated systems for clarity & communication
- Focus on providing high quality instruction at all levels
- Address budget shortfall

Special Programs

Executive Director of Special Programs (new)

Strategic direction & support for special education, student services, multilingual education.
Supervises two directors and ML teachers

Director of Special Education (new)

Role

- Develops clear processes for intake, evaluation, due process, etc.
- Reviews programming structure
- Ensures due process

Why

- Need for additional clarity & focus

Resources

- SpEd Supervisors, Teachers, Health Services, EAs

Director of Student Support (new)

Role

- Develops clear proactive systems of support
- Systems for addressing student behavior & needs
- Family Engagement

Why

- Student needs are significant
- Need for clarity in systems to address student behavior

Resources

- Cultural Liaisons, Social Workers, Deans, Indian Ed Program, Behavioral Analysts, Counselors, Level III EAs

Special Programs - Key Items

- Eliminates Director of Individual Student Services, Director of Educational Equity, ML Coordinator positions
- Equity is everyone's job
- For all structural changes, Directors will bear more responsibility as Coordinator position is eliminated

Instruction - Tier 1

Assistant Superintendent

Strategic direction & support for instruction, curriculum, assessment, professional development.
Supervises principals & two directors.

Director of Elementary Ed (new)

Role

- Oversees instruction, assessment, professional development, curriculum at elementary level
- Works with principals, instructional coaches, other resources to implement systems, including Pathways

Why

- Provide elementary-specific perspective & solutions
- Streamline connection between district & schools

Resources

- Instructional Coaches (new) at each building

Director of Secondary Ed (new)

Role

- Oversees instruction, assessment, professional development, curriculum at secondary level
- Works with principals, instructional coaches, other resources to implement systems, including Pathways

Why

- Provide secondary-specific perspective & solutions
- Streamline connection between district & schools

Resources

- Instructional Coaches (new) at each building

Instruction Tier 1 - Key Items

- Eliminate Director of SISA, Director of Partnerships & Pathways, all 4 SISA Coordinators, SISA TOSA
- Eliminate SSLS positions (currently 4 shared among 8 elementary schools)
- For all structural changes, Directors will bear more responsibility as Coordinator positions are eliminated
- Addition of 12 Instructional Coaches, one at each building (1 shared between Elem VA & Vista View, 1 shared between Secondary VA, BAHS and BHS)

Instructional Coaches*

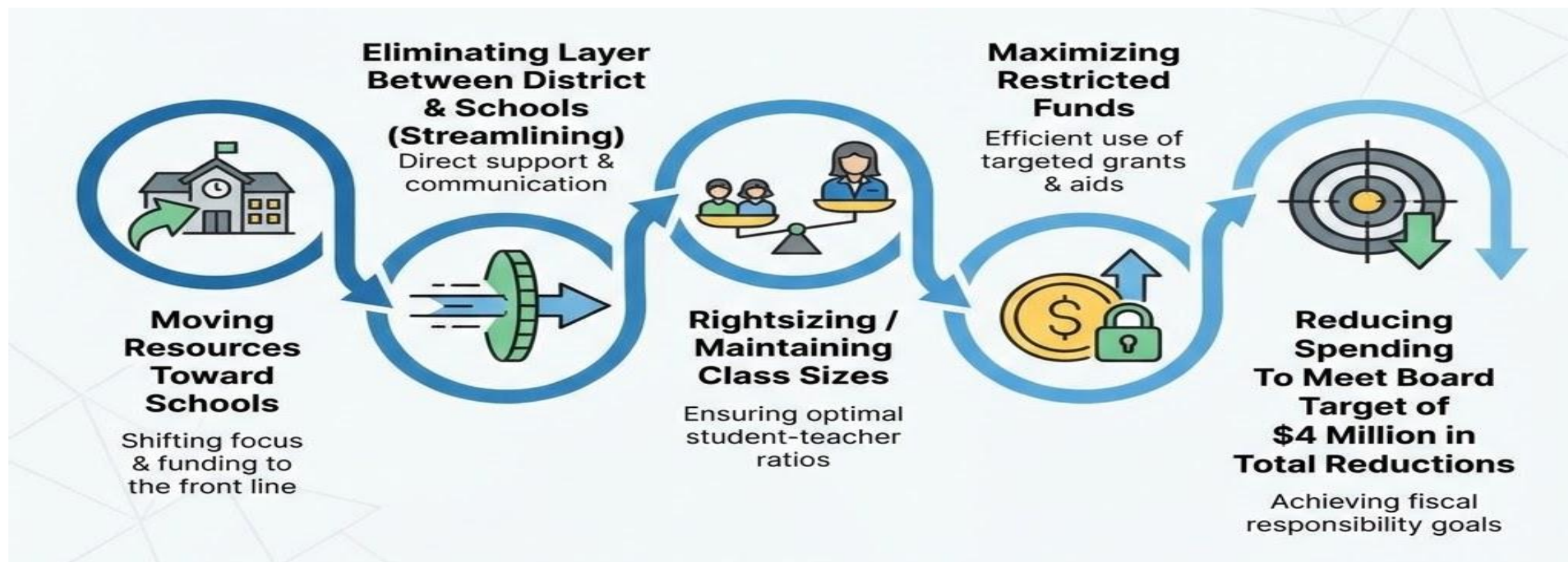
- Build teacher capacity and elevate high-quality, evidence-based instructional practices
- Partner with teachers in co-planning, modeling, observation and coaching cycles
- Advance grade-level alignment and coherence through Collaborative Teams
- Plan and lead professional development that supports school-level and district-level priorities
- Support curriculum and Pathways implementation

Ultimately, this role exists to build teacher capacity, strengthen grade-level alignment and positively impact student achievement through sustained, collaborative and strategic instructional leadership.

**Name subject to change*

[Adjustments by Area of Impact]

Adjustments - Key Themes



Adjustments - District Office

Change	Purpose	Budget Impact
Eliminate Director Positions (4)	Restructure	-\$880,000
Eliminate Coordinator Positions (5)	Eliminate layer between district & schools	-\$875,000
Eliminate SISA TOSA (1)	Eliminate layer between district & schools	-\$121,000
Add Exec. Dir. of Special Prog.	Restructure	\$245,000
Create Directors (4)	Restructure Increase focus & alignment	\$880,000
Add Clerical Support	Support for director positions	\$170,000
Total Budget Impact		-\$581,000

Adjustments - School Support

Change	Purpose	Budget Impact
Create Instructional Coaches (12)	School-level instructional & programmatic support	\$1,450,000
Reduce CICs (2)	Due to expected Compensatory Aid reduction	-\$242,000
Eliminate SSLS positions (4)	Restructure	-\$484,000
Total Budget Impact		\$726,000

Adjustments - Student Contact

Change	Purpose	Budget Impact
Reduce Elem. Classroom Teachers (11)	Maintain Class Sizes	-\$1,331,000
Reduce Elem. Specialists (3)	Maintain Class Sizes	-\$363,000
Increase Middle School Teachers (0.1)	Maintain Class Sizes	\$12,100
Reduce BHS Teachers (3.4)	Maintain Class Sizes	-\$411,400
Reduce MS Math Interventionist (2)	Offset with SWAS supports	-\$242,000
Reduce Advanced Learning Specialists (4)	Budget reduction	-\$484,000
Reduce BHS Interventionists	Expected Compensatory Aid Reduction	-\$242,000
Reduce Multilingual Teachers (4)	Maintain Class Sizes	-\$484,000
Increase VA Secondary Teachers (1.2)	Maintain Class Sizes	\$145,200
Add MS School w/in a School Positions (10)	Expand House Model to 8th Grade	\$1,200,000
Total Budget Impact		-\$2,200,100

Adjustments - Maximizing Funds

Change	Budget Impact
Code lunchroom behavior supervision to Food Service	-\$100,000
Code Diamondhead receptionist to Community Services	-\$85,000
Code VPK summer programming to ALC	-\$80,000
Code ML teaching positions to funding other than Compensatory	-\$700,000
Maximizing restricted revenue to fund SWAS model/schedule	-\$1,200,000
Total Budget Impact	-\$2,165,000

Adjustments - Summary

Area	Budget Impact
District Office Changes	-\$581,000
School Support Changes	+\$726,000
Direct Student Contact Changes	-\$2,200,100
Maximizing Restricted Funds	-\$2,165,000
Total Budget Impact	-\$4,220,100

Recommended Budget FY 27

General Fund Budget Comparative Summary

	Actual Results 2023-24	Actual Results 2024-25	Adopted Budget 2025-26	Revised Budget 2025-26	Projected 2026-27	Projected 2027-28
Total Beginning Fund Balance	\$ 37,483,214	\$ 53,791,906	\$ 56,311,345	\$ 59,044,289	\$ 51,989,357	\$ 41,416,900
Revenues	156,983,853	163,655,781	158,590,425	162,370,288	163,103,925	166,366,003
Federal Relief Revenues for current costs	4,736,812	-	-	-	-	-
Federal Relief Revenues for new costs	3,867,316	-	-	-	-	-
Expenditures	145,411,973	158,403,398	169,547,066	169,425,220	173,676,381	178,360,200
Federal Relief Expenditures for new costs	3,867,316	-	-	-	-	-
Variance (Revenues - Expenditures)	16,308,692	5,252,382	(10,956,641)	(7,054,932)	(10,572,456)	(11,994,197)
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 41,416,900	\$ 29,422,704
Breakdown of Fund Balance Categories						
Nonspendable	\$ 342,496	\$ 291,247	\$ 300,000	\$ 250,000	\$ 200,000	\$ 150,000
Restricted	15,547,817	15,207,377	12,765,031	12,811,713	12,811,713	12,811,713
Committed	1,207,116	1,605,982	1,550,000	1,439,638	1,439,638	1,439,638
Assigned	-	250,000	500,000	500,000	500,000	500,000
Unassigned	36,694,478	41,689,683	30,239,673	36,988,006	26,465,549	14,521,353
Total Ending Fund Balance	\$ 53,791,906	\$ 59,044,289	\$ 45,354,704	\$ 51,989,357	\$ 41,416,900	\$ 29,422,704
Unassigned Fund Balance %	24.58%	26.32%	17.84%	21.83%	15.24%	8.14%
Unassigned Fund Balance % if no Assigned						

FY27 Assumptions

5% expenditure increase
5% for health insurance increase
1.5% for dental insurance increase
2.69% increase for revenue
6,890 K-12 students
Salary increases for unsettled contracts

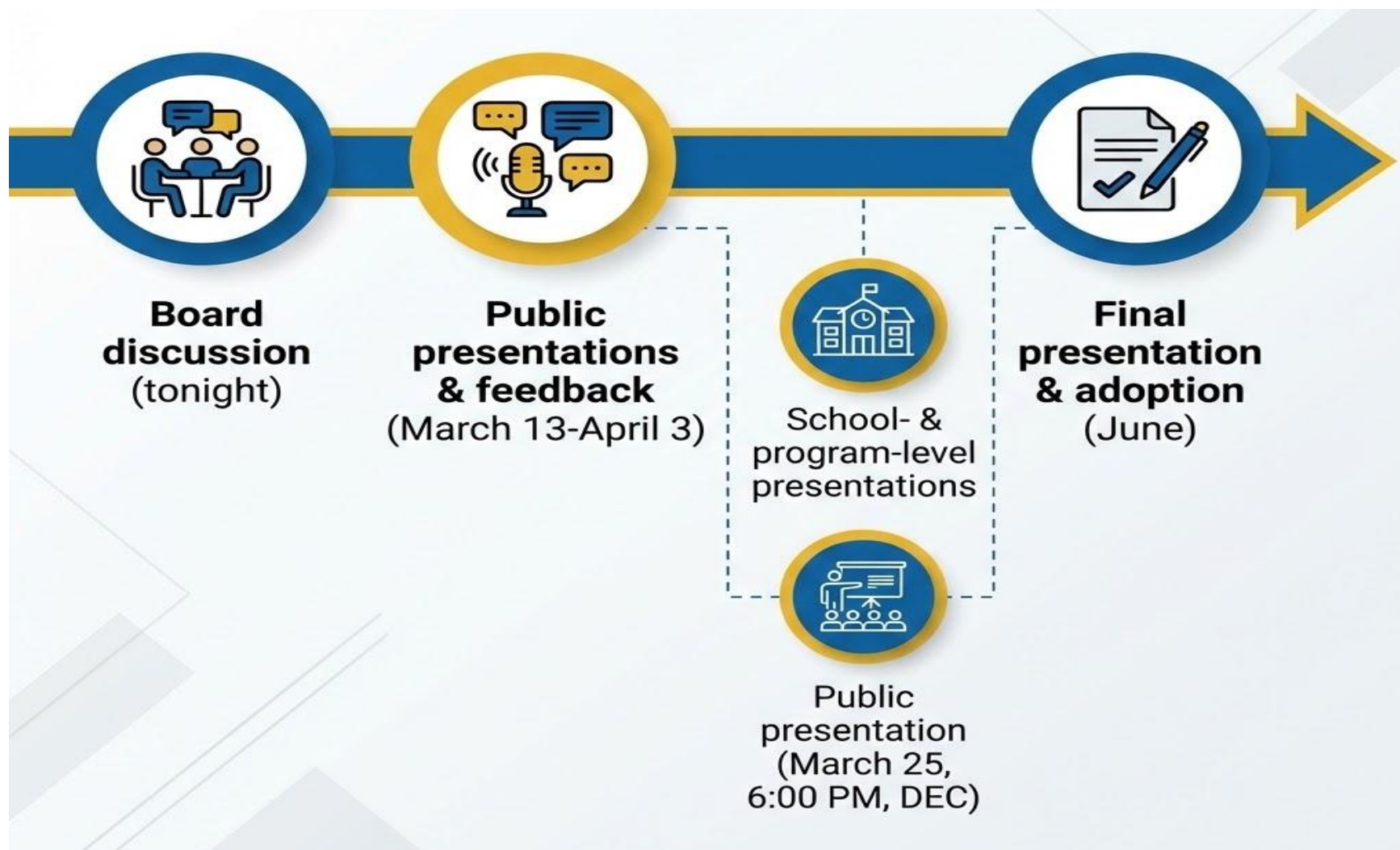
Assumptions for FY28

5% increase to expenses
2% increase to revenue
Current staffing levels (no rightsizing included yet)

Cuts	\$4,220,100	\$4,000,000
Total	\$8,220,100	

Scenario #5 Reduce spending \$4.0 million each year
Maintain class sizes (rightsizing)
Adjustments: \$4.2 million in FY27 and \$4.0 million in FY28 including rightsizing
Unassigned fund balance spend down of \$10.5 million in FY27 and \$11.9 million in FY28
Unassigned fund balance percentage decreases by 6.6% in FY27 and 7.1% to 8.14% in FY28,
still above Board's minimum set in policy

Next Steps



Thank You.

E. Student Representative Report

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.
March 12, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Feven Tesfaye, student board representative

Date: March 12, 2026

Re: Student Board Representative Report

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.F.
March 12, 2026**

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: March 12, 2026

Re: Superintendent Report

G. Board Member Reports

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.G.
March 12, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Abigail Alt, Board Chair

Date: March 12, 2026

Re: Board Member Reports

Receive reports from board members.

IV. Business Meeting

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
 February 24, 2026

The ISD 191 Board of Education and the Burnsville City Council met for a special work session at the Ames Center, 12600 Nicollet Avenue, Burnsville, Minnesota, on February 24, 2026. The meeting was called to order at 6:00 p.m. by Mayor Elizabeth Kautz.

Call to Order

Burnsville Council Present: D. Gustafson, E. Kautz, D. Kealey, V. Workman

Attendance

Burnsville Staff Present: G. Lindberg, B. Brewer, E. Henderson, J. Rhode, J. Thomson, T. Schwartz, B. Jungmann, M. Smith, S. Kass

ISD 191 Board Present: A. Alt, A. Anderson, L. Chester, R. Mikkelsen, A. Werb, F. Tesfaye, P. Yusupova

ISD 191 Staff Present: L. Daniels, C. Belmont, I. Buchanan, J. Sellars, S. Sovine, A. Tinklenberg

Mayor Kautz welcomed everyone to the meeting. Dr. Daniels facilitated introductions and an activity for attendees to get to know one another better. The Council and School Board Directors discussed the following:

- The importance of strengthening the community together. It has been a year since the last meeting and the possibility of meeting more often.
- Not all ISD 191 students live within the City of Burnsville, some may even be experiencing homelessness, and how to better support all students.

Welcome
 Purpose

- The various ways the city and school district are already partnering and the connections and relationships between staff of both organizations, e.g. Police Department Teen Academy, EMT high school class, and Hope for Tomorrow mentorship program.
- The importance of aligning City and School District efforts to ensure shared goals are met and limited resources are used effectively.
- Ways the City and School District can strengthen collaboration, noting that responsibility for building and maintaining relationships with other cities in ISD 191 boundaries lies with the School District and not the City.

It was the consensus of the group to:

- Create a joint working group to continue strengthening the partnership between the city and ISD 191. The working group would include two city council members, two school board members, two youth representatives, and city and school district staff appointed by the city manager and superintendent, respectively. Councilmembers Gustafson and Workman, School District Board Directors Anderson and Werb, and School Board Student reps Tesfaye and Yusupova volunteered to be members of the working group.

-Inventory the partnership activities to inform the working group and joint city council school board partnership discussions.

Having no further agenda items the meeting adjourned at 7:30 p.m.

Adjourn

/s/

March 12, 2026

Rachael Mikkelsen, clerk

Date approved

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
February 26, 2026

The regular meeting of the Board of Education was called to order by Chair Alt at 6:30 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Anderson, Chester, Hume, Mikkelsen, Sachse, Werb and Chair Alt were present. Superintendent Dr. Latanya Daniels, Student Representative Feven Tesfaye, administrators, staff and members of the public were also present.

Attendance

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

Pledge of Allegiance

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

Agenda

Received a report about the 2026 American Indian Education Program & Vote of Concurrence from Madison McKinney, American Indian Educational Specialist and Marlene Bad Warrior, Indigenous Cultural Liaison, Kelly Sundquist and Brian Burthay, American Indian Parent Advisory Committee Co-chairs.

AIPAC
Report/Vote of Concurrence

Received a school report about Eagle Ridge Middle School from Dr. Chris Bellmont, Assistant Superintendent, Dave Helke, Principal, Madi Carter, Teacher, Cole Rogers, Reading Interventionist and Dawn Schmidt-Boyles, Math Interventionist.

Eagle Ridge
Middle School
Report

Received a report from Director Chester on the Legislative Committee Meeting and District 917. Director Mikkelsen shared a Policy Review Committee Meeting report and gave an update on the Savage State of City event. Director Werb reported on the most recent Fire Muster Committee meeting and Director Anderson shared a Foundation 191 report.

Board Committee
and Assignment
Reports

Moved by Hume, seconded by Werb, to approve the consent agenda:
-Approve minutes of the regular board meeting on February 12, 2026.
-Approve personnel recommendations for Jennifer McCarthy, Sterlin Haji, Michelle Pokodner, Courtney Landgrebe, Michael Huemoeller, Jordyn Queen, Rachel Boerner, Paul Carney, Maria Rosas Zubia, Allison Drutowski, Saira Sanchez Alvarez, Summer Mao, Robert Thompson Michael Huemoeller, AnnMarie Engebretson, Alyssa Sinclair, Alexis Gruber, Mercy Edmondson, Nate Strand, Justin DeWall, Megan Thomas and Darryl Wick.

Consent Agenda
Minutes
Personnel
Recommendations
Checks, Receipt,
Claims and
Investments
Budget Analysis
Listening Session
Policies

- Approve December payroll checks in the net amount of \$4,549,551.83. December claims to date, wire transfers and adjustments totaling \$12,219,198.37. Also, that the Board accepts December receipts of \$13,923,992.66 and investments for the General Fund and OPEB of \$98,111,952.86 as of December 31, 2025.

-Accepts the Budget Analysis for the month ending December 31, 2025.

-Receive a report about the Listening Session on February 12, 2026.
 - Approve, on First and Final Reading, No Changes to Policies 212: *School Board Member Development*, 213: *School Board Committees*, and 214: *Out of State Travel by School Board Members*.
 -Approve, on a First and Final Reading Basis, No Changes to Policies 404: *Employment Background Checks*, 421: *Gifts to Employees and School Board Members* and 424: *License Status*.
 - Final Approval of Extended Robotics Team Field Trip to Lee Summit, MO on April 8-11, 2026.
 The motion carried unanimously (7,0).

Robotics Field Trip

Moved by Werb, seconded by Chester, to accept the American Indian Parent Advisory Committee Vote of Concurrence. The motion carried unanimously (7,0).

AIPAC Vote of Concurrence

Moved by Anderson, seconded by Sachse, to approve the Joint Powers Agreement for Childhood Vaccinations between Dakota County and ISD 191. The motion carried unanimously (7,0).

JPA Childhood Vaccinations

Moved by Hume, seconded by Mikkelsen, to approve the Collective Bargaining Agreement with the Burnsville District-wide Administrators. The motion carried unanimously (7,0).

Collective Bargaining District-wide Administrators

Moved by Anderson, seconded by Sachse, to approve, on a first reading basis, changes to policies 209: *Code of Ethics* and 299: *Student Representatives to the School Board*. The motion carried unanimously (7,0).

Policies 209 and 299

The meeting adjourned at 7:34 p.m.

/s/

March 12, 2026

Adjourn

Rachael Mikkelsen, Board Clerk

Date Approved

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 March 2, 2026

These are the minutes of a retreat held by the Board of Education. The meeting was called to order by Chair Alt at 6:00 p.m. The meeting was held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Directors Anderson, Chester, Hume, Mikkelsen, Sachse, Werb, Chair Alt and Superintendent Dr. Latanya Daniels were present. Others in attendance included Aaron Bushberger, senior municipal advisor from Ehlers, Stacey Sovine, Executive Director of Administrative Services, Dr. Chris Bellmont, Assistant Superintendent, and Isis Buchanan, Director of Equity and Aaron Tinklenberg, Director of Communications.

Attendance

The purpose of the retreat was to learn more about Long-Term Capital and Debt Planning (Ehlers), Savage School Resource Officer and planning for MSBA Day at the Capitol

Purpose

The meeting adjourned at 7:32 p.m.

Adjourn

/s/

3/12/26

Rachael Mikkelsen

Date approved

2. Approve Personnel Recommendations

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

TO: Members, Board of Education
Dr. Latanya Daniels, Superintendent

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: March 12, 2026

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	David Nelson		Nicollet Middle School	Long-Term Substitute Teacher	02/23/2026	1.0 FTE
Certified	Appointment	Victoria Peters		Burnsville High School	Teacher	03/02/2026	.50 FTE
Certified	Appointment	Annika Meade		Sky Oaks Elementary School	Long-Term Substitute Teacher	03/06/2026	1.0 FTE
Certified	Leave of Absence	Jessica Northenscald		Community Education	Teacher	3/3/2026-4/14/2026	.68 FTE
Certified	Leave of Absence	Amina Mohamed		Sky Oaks Elementary School	Teacher	3/16/2026-6/5/2026	1.0 FTE
Certified	Leave of Absence	Alesha Wening		Vista View Elementary School	Teacher	4/3/2026-6/5/2026	1.0 FTE
Certified	Leave of Absence	Eamon Whiteaker-Smith		Diamondhead Education Center	Teacher	4/6/2026-4/26/2026	1.0 FTE
Certified	Retirement	Edward Byrne		Eagle Ridge Middle School	Teacher	06/05/2026	1.0 FTE
Certified	Retirement	Kathleen Bunkers		Burnsville High School	Teacher	06/05/2026	1.0 FTE
Certified	Retirement	Ann Marie Gambucci		Rahn Elementary School	Teacher	06/05/2026	1.0 FTE
Classified	Appointment	Sarah Parker		Burnsville High School	Boys Volleyball- Head Coach	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Sarah Parker		Burnsville High School	Girls Volleyball- Head Coach	02/25/2026	1.0 FTE Stipend
Classified	Appointment	Robert Thompson		Nicollet Middle School	Girls Track and Field- Assistant Coach	Spring Stipend	1.0 FTE Stipend
Classified	Appointment	Jennifer Hall		Nicollet Middle School	Athletic Coordinator	03/23/2026	.50 FTE Stipend
Classified	Appointment	Brandon Kubitz		Burnsville High School	Football- Assistant Coach	Fall Stipend	1.0 FTE Stipend
Classified	Appointment	Tony Pham		Burnsville High School	Softball- Assistant Coach	03/09/2026	.50 FTE Stipend
Classified	Appointment	Neil Hardie		Rahn Elementary School	Educational Assistant	03/02/2026	2.5 hours/day
Classified	Appointment	Nathan Strand		Nicollet Middle School	Girls Track and Field- Head Coach	04/06/2026	1.0 FTE Stipend
Classified	Appointment	Celina Cheng		Burnsville High School	Girls Badminton- Assistant Coach	03/02/2026	1.0 FTE Stipend
Classified	Appointment	Amal Mohamed		Harriet Bishop Elementary	Educational Assistant	03/09/2026	7.25 hours/day
Classified	Appointment	Satarus Horton		Rahn Elementary School	Educational Assistant	03/09/2026	7.25 hours/day
Classified	Appointment	Ryan Dennis		Burnsville High School	Softball- Assistant Coach	03/09/2026	.50 FTE Stipend
Classified	Leave of Absence	Luz Del Alba Veneroso Garcia		Diamondhead Education Center	Custodian	3/5/2026-3/26/2026	8 hours/day
Classified	Leave of Absence	Samantha Thao		ECSE Center	Registered Nurse	2/14/2026-3/20/2026	8 hours/day
Classified	Resignation	Erika Granda		Burnsville High School	Food Service Associate	03/11/2026	5.75 hours/day
Classified	Resignation	AnaLiisa Olson		Nicollet Middle School	Girls Track and Field- Assistant Coach	02/25/2026	1.0 FTE Stipend
Classified	Resignation	Alexandra Wilcox		WM. Byrne Elementary School	Educational Assistant	03/13/2026	7.25 hours/day
Classified	Retirement	Ruth Brown		Vista View Elementary School	Educational Assistant	03/31/2026	7.25 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.
March 12, 2026**

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: February 26, 2026

Re: Report about the Listening Session

Recommendation: Receive a report about the listening session scheduled on February 26, 2026.

There were no speakers who signed up to speak at the listening session on February 26, 2026.

4. Approve, on a Second Reading Basis, Changes to Policies 209: *Code of Ethics* and 299: *Student Representative to the School Board*

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Agenda IV.A.4
March 12, 2026

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: March 12, 2026

Re: Approve, on a Second Reading Basis, Changes to Policies: 209: *Code of Ethics* and 299: *Student Representative to the School Board*

Recommendation: That the Board of Education approve, on a second reading basis, changes to Policies: 209: *Code of Ethics* and 299: *Student Representative to the School Board*.

Notes:

The following policies were reviewed during the February 17, 2026 Policy Review Committee. The following changes were passed, on a first reading basis, during the February 26, 2026 Regular School Board Meeting:

- 209: Minor formatting update for inclusive language
- 299: Update to alternate description, process and meeting schedules

Adopted: 10/1999

Burnsville-Eagan-Savage School District Policy 209

Reviewed: ~~PRC 2/17/26~~ 12/8/2022

Revised: 1/12/2023

Rescinds: BBF

209 CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to assist the individual school board member in understanding ~~their his or her~~ role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

II. GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.

2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with their ~~his or her~~ responsibilities.
3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.

4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (General Powers of Independent School Districts))
 Minn. Stat. § 123B.09 (Boards of Independent School Districts))
 Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: None

Adopted: 7/1985

Burnsville-Eagan-Savage School District Policy 299

Reviewed: ~~PRC 2/17/26~~10/12/2023

Revised: 10/26/2023

Rescinds: ABC/ABC-R/JFB

299 STUDENT REPRESENTATIVE TO THE SCHOOL BOARD

I. PURPOSE

The purpose of this policy is to provide for student input on the school board through the establishment of a student representative who shall be an ex officio member of the school board.

II. GENERAL STATEMENT OF POLICY

A. Selection

A student representative shall be selected from the student body of the Burnsville High School to serve on the school board. This student representative will provide student views and suggestions in regard to the development of educational policies and programs and will serve as an advisor to the school board.

B. Eligibility

The person selected from the student body shall be a member of the junior class during the selection period and will adhere to the student code of conduct.

C. Term

The student representative shall serve for one student school year.

D. Election

The high school administration and Student Leadership Councils shall establish the date and method for selection within the guidelines of this regulation and submit the name of the appointee from the student body at large to the school board.

E. Duties

1. The student representative shall attend all school board meetings and provide perspective, from the student point of view, to school board deliberations.

2. If the selected student representative is unable to attend a meeting, one of the Burnsville High School student alternates identified in the runner-up in the identification process shall serve as a temporary substitute.
3. The student representative will prepare for school board meetings by becoming familiar with agenda items and attached materials received prior to each school board meeting.
4. The student representative shall participate in the regular school board orientation and any other in-servicing activities deemed appropriate by the Superintendent.
5. The student representative shall abide by the school board's policies, rules of parliamentary procedure, and processes.
6. The Student Representative and alternates will meet with the Superintendent once a month during the school year to plan and prepare for meetings and share information related to their work as student board representatives.

F. Limitations

1. The student representative shall not vote on issues before the school board.
2. The student representative shall not be furnished or exposed to material and will not participate in discussions pertaining to the following:
 - a. personnel matters or private personnel data;
 - b. negotiation materials;
 - c. land acquisition or sale information;
 - d. items covered by the attorney-client privilege;
 - e. private student data, including student discipline information.

Legal References:

Cross References:

5. Approval of Updated Joint Powers Agreement for Childhood
Vaccinations between Dakota County and ISD 191

Agenda IV.A.5.
March 12, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Amy Piotrowski, director of student support services

Date: March 3, 2026

Re: Approval of Updated Joint Powers Agreement for Childhood Vaccinations between Dakota County and ISD 191

Recommendation: that the Board of Education approve the updated Joint Powers Agreement between Dakota County and ISD 191 to provide childhood vaccinations and authorize the Superintendent of ISD 191 to execute the agreement.

Notes:

The purpose of this Agreement is for Dakota County, through its contract with Homeland Health Specialist, Inc., to provide childhood vaccinations at School District locations. This initiative aims to break down barriers that prevent some families from accessing necessary vaccinations, thereby ensuring all students can access their education without hindrance. By organizing vaccination clinics at school sites, the district strives to support families in getting their children immunized, promoting a healthier and more prepared student body.

Original Contract approval was received by the Board of Education during the February 26, 2026 meeting. However, an additional line item needed to be added (page 11) and is outlined below. All other contract language is the same.

- In the event that the County does not have sufficient funds to pay Homeland Health to provide services, the County will utilize its own staff to deliver those services, provided it has the capacity to do so.

**JOINT POWERS AGREEMENT FOR CHILDHOOD VACCINATIONS
BETWEEN THE COUNTY OF DAKOTA AND
INDEPENDENT SCHOOL DISTRICT 191**

This Joint Powers Agreement (“Agreement”) is entered into by and between the County of Dakota, a political subdivision of the State of Minnesota, by and through its Department of Public Health (“County”), and Independent School District 191, 200 Burnsville Parkway Burnsville, MN 55337, “School District”, by and through their respective governing bodies (collectively referred to as “Parties” herein.)

RECITALS

WHEREAS, the County and the School District are governmental units as that term is defined in Minn. Stat. §471.59;

WHEREAS, under Minn. Stat. §471.59, subd.1, two or more governmental units may enter into an agreement to cooperatively exercise any power common to the contracting Parties, and one of the participating governmental units may exercise one of its powers on behalf of the other governmental units;

WHEREAS, the County is permitted to provide such childhood vaccinations pursuant to statutes and grant(s) it has received from the Minnesota Department of Health;

WHEREAS, School District is interested in providing convenient access to childhood vaccination services to families in the School District;

WHEREAS, the County intends to enter into a subcontract with Homeland Health Specialist, Inc. to provide childhood vaccinations at School District, as outlined in Exhibit 2, Service Grid;

WHEREAS it is convenient to both the School District and the County for such vaccination services to be provided to children in the School District on School District property;

NOW, THEREFORE, in consideration of the mutual promises and covenants herein, the County and School District hereby agree as follows:

1. Term and Effective Date. This Agreement shall be effective on the date of the signature of the last party to sign this Agreement and expires on March 31, 2027, unless amended in writing or earlier terminated by law or according to the provisions of this Agreement. Notwithstanding anything to the contrary in this Agreement, this agreement is dependent on the approval and execution of a contract between the County and Homeland Health Specialist, Inc. to provide childhood vaccinations at the School District. County will provide a copy of its contract with Homeland Health Specialist, Inc. to School District upon request.
2. Purpose. The purpose of this Agreement is to for Dakota County, through its contract with Homeland Health Specialist, Inc., to provide childhood vaccinations at School District locations. All services provided by the County and Homeland Health Specialist, Inc., are described in Exhibit 2, Service Grid.

3. School District Obligations. School District agrees to do as follows: (1) to designate an area within a School District building where vaccinations may be provided to applicable students in the School District; (2) to work with the County and Homeland Health Specialist, Inc. to determine mutually agreeable dates and times for such vaccinations; (3) to advertise and/or promote the vaccination clinics to families residing in the School District; (4) to work with the County to prepare a mutually acceptable vaccination consent form to be signed by each vaccination recipient's parent or legal guardian; and (5) to have a School District representative present during the vaccination clinics to provide consent forms to be signed by each child's parent or legal guardian. A signed consent form must be received by County or Homeland Health Specialist, Inc. prior to each child's vaccination(s).

The grant funds utilized to pay Homeland Health Specialist, Inc. for services it will provide School District hereunder are subject to the terms and conditions contained in both the Federal COVID-19 Vaccination Implementation Grant Agreement between Dakota County and the State of Minnesota dated May 10, 2021, as may be periodically amended, including amendments dated November 30, 2021 and December 13, 2023. ("State Contracts"). School District agrees to comply with all terms and conditions contained in the State Contracts that are applicable to the County to the extent that they are applicable to the activities described in the Service Grid. County will provide copies of these contracts to School District upon request.

4. County Obligations.
The County, through its contractual relationship with Homeland Health Specialist, INC, agrees to provide childhood vaccinations to children in the School District as described in Exhibit 2 from the Effective Date through March 31, 2027, on the dates and times agreed upon by School District, Homeland Health Specialist, Inc., and the County.
5. Authorized Representatives. The following named persons are designated as the Authorized Representatives of the parties for purposes of this Agreement. These persons have authority to bind the party they represent and to consent to modifications, except that the Authorized Representatives shall have only authority specifically granted by their respective governing boards. Notice required to be provided pursuant this Agreement shall be provided to the following named persons and addresses unless otherwise stated in this Agreement, or in a modification to this Agreement.

The County's Authorized Representative is:
Gil Acevedo, Assistant County Manager
Telephone: 651-554-6007
Email: Gilbert.Acevedo@CO.DAKOTA.MN.US

The School District's Authorized Representative is:
Latanya Daniels/Superintendent
Telephone: 952-707-2005
Email: superintendent191@isd191.org

The parties shall provide written notification to each other of any change to the Authorized Representative. Such written notification shall be effective to change the designated liaison under this Agreement, without necessitating an amendment of this Agreement.

6. Assignment. The School District may neither assign nor transfer any rights or obligations under this Agreement without the prior consent of the County and a fully executed assignment agreement, executed by the County and the School District.
7. Indemnification. The parties agree to indemnify, defend and hold harmless the other, its officers, agents and employees against any and all liability, loss, costs, damages, claims or actions its officers, agents or employees may hereafter sustain, incur, or be required to pay, arising out of or by reason of any act or omission of the indemnifying party, its officers, agents, or employees, in the execution, performance or failure to adequately perform its obligations pursuant to this Agreement. Nothing herein shall be construed as a waiver by School District or County of any of the immunities or limitations of liability to which they may be entitled pursuant to Minn. Stat. Ch. 466 or any other statute or law.
8. Insurance Terms. Each Party shall maintain policies of insurance or self-insurance that cover the services provided under this Agreement in an amount not less than the statutory maximum set forth in Minn. Stat. § 466.04 or other applicable statutes.
9. Audit. The School District shall maintain books, records, documents and other evidence pertaining to the costs or expenses associated with the work performed pursuant to this Agreement. Upon request the School District shall allow the County, Legislative Auditor or the State Auditor to inspect, audit, copy or abstract all of the books, records, papers or other documents relevant to this Agreement. The School District shall use generally accepted accounting principles in the maintenance of such books and records, and shall retain all of such books, records, documents and other evidence for a period of six (6) years from the date of the completion of the activities funded by this Agreement.
10. Data Practices. The School District agrees with respect to any data that it possesses regarding the Agreement to comply with all of the provisions of the Minnesota Government Data Practices Act contained in Minnesota Statutes Chapter 13, as the same may be amended from time to time. Minn. Stat. § 144.3351 allows for the sharing of certain immunization data between School District and County. Pursuant to this statute, School District agrees that the County must collect and maintain the following information about each child receiving a vaccination:
 - (1) patient's name, address, date of birth, gender, parent or guardian's name; and
 - (2) date vaccine was received, vaccine type, lot number, and manufacturer of all immunizations received by the patient, and whether there is a contraindication or an adverse reaction indication.
11. Relationship of the Parties. Nothing contained in this Agreement is intended or should be construed as creating or establishing the relationship of co-partners or joint ventures between the County and the School District, nor shall the County be considered or deemed to be an agent, representative or employee of the School District in the performance of this Agreement. Personnel of the School District or other persons while engaging in the performance of this Agreement shall not be considered employees of the County and shall not be entitled to any compensation, rights or benefits of any kind whatsoever.
12. Governing Law, Jurisdiction and Venue. Minnesota law, without regard to its choice-of-law provisions, governs this Agreement. Venue for all legal proceedings arising out of this

Agreement, or its breach, must be with the appropriate state court with competent jurisdiction in Dakota County.

13. Compliance with Law. The School District agrees to conduct its work under this Agreement in compliance with all applicable provisions of federal, state, and local laws, ordinances, or regulations, and further agrees to comply with the Standard Assurances attached as Exhibit 1. The School District is responsible for obtaining and complying with all federal, state, or local permits, licenses, and authorizations necessary for performing the work.
14. Default and Remedies.
 - (a) Events of Default. The following shall, unless waived in writing by the County, constitute an event of default under this Agreement: If the School District fails to fully comply with any material provision, term, or condition contained in this Agreement.
 - (b) Notice of Event of Default and Opportunity to Cure. Upon the County's giving the School District written notice of an event of default, the School District shall have thirty (30) calendar days in which to cure such event of default, or such longer period of time as may be reasonably necessary so long as the School District is using its best efforts to cure and is making reasonable progress in curing such events of default (the "Cure Period"). In no event shall the Cure Period for any event of default exceed two (2) months. Within ten (10) calendar days after receipt of notice of an event of default, the School District shall propose in writing the actions that the School District proposes to take and the schedule required to cure the event of default.
 - (c) Remedies. Upon the School District's failure to cure an event of default within the Cure Period, the County may terminate this Agreement and its obligation to provide childhood vaccinations under this Agreement for cause by providing thirty (30) days' written notice to the School District. Such notice to terminate for cause shall specify the circumstances warranting termination of the Agreement. Notice of Termination shall be made by certified mail or personal delivery to the Authorized Representative of the other Party. For purposes of termination and default, all days are calendar days.
15. Non-Appropriation. Notwithstanding any provision of this Agreement to the contrary, this Agreement may be terminated immediately by the County in the event sufficient funds from the County, State, or Federal sources are not appropriated, obtained and continued at least the level relied on for the funding of this Agreement, and the non-appropriation of funds did not result from any act or bad faith on the part of the County.
16. Exhibits. The following exhibits are attached to and incorporated within this Subgrant Agreement:

Exhibit 1: Standard Assurances;
Exhibit 2: Service Grid;
17. Waiver. If the County fails to enforce any provision of this Agreement, that failure shall not result in a waiver of the right to enforce the same or another provision of this Agreement.
18. Complete Agreement. This Agreement and Exhibits contain all negotiations and agreements between the County and the School District. Any amendment to this Agreement must be in

writing and executed by the County and the School District. No other understanding regarding this Agreement, whether written or oral, may be used to bind either party. In the event of a conflict between the terms of any Exhibit and the body of this Agreement, this Agreement shall control.

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates indicated below.

COUNTY OF DAKOTA

By: _____

Title: _____

Date: _____

Dakota County Contract: CLA20952
Dakota County BR

INDEPENDENT SCHOOL DISTRICT 191

School District Board
Resolution number/date: _____

By: _____

Title: _____

Date: _____

EXHIBIT 1 STANDARD ASSURANCES

1. **NON-DISCRIMINATION.** During the performance of this Contract, the Contractor shall not unlawfully discriminate against any employee or applicant for employment because the person is a member of a protected class under, and as defined by, federal law or Minnesota state law including, but not limited to, race, color, creed, religion, sex, gender, gender identity, pregnancy, national origin, disability, sexual orientation, age, familial status, marital status, veteran's status, or public assistance status. The Contractor will take affirmative action to ensure that applicants are employed and that employees are treated during employment without unlawful discrimination.. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices which set forth the provisions of this nondiscrimination clause.

The Contractor will, in all solicitations or advertisements for employees placed by or on behalf of Contractor, state that all qualified applicants will receive consideration for employment without regard to race, creed, color, religion, sex, national origin, disability, sexual orientation, age, marital status, veteran's status, or public assistance status.

No funds received under this Contract shall be used to provide religious or sectarian training or services.

The Contractor shall comply with any applicable federal or state law regarding non-discrimination. The following list includes, but is not meant to limit, laws which may be applicable:

A. The Equal Employment Opportunity Act of 1972, as amended, 42 U.S.C. § 2000e *et seq.* which prohibits discrimination in employment because of race, color, religion, sex, or national origin.

B. Equal Employment Opportunity-Executive Order No.11246, 30 FR 12319, signed September 24, 1965, as amended, which is incorporated herein by reference, and prohibits discrimination by U.S. Government contractors and subcontractors because of race, color, religion, sex, or national origin.

C. The Rehabilitation Act of 1973, as amended, 29 U.S.C. § 701 *et seq.* and 45 C.F.R. 84.3 (J) and (K) implementing Sec. 504 of the Act which prohibits discrimination against qualified handicapped persons in the access to or participation in federally-funded services or employment.

D. The Age Discrimination in Employment Act of 1967, 29 U.S.C. § 621 *et seq.* as amended, and Minn. Stat. § 181.81, which generally prohibit discrimination because of age.

E. The Equal Pay Act of 1963, as amended, 29 U.S.C. § 206(d), which provides that an employer may not discriminate on the basis of sex by paying employees of different sexes differently for the same work.

F. Minn. Stat. Ch. 363A, as amended, which generally prohibits discrimination because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, or age.

G. Minn. Stat. § 181.59 which prohibits discrimination against any person by reason of race, creed, or color in any state or political subdivision contract for materials, supplies, or construction. Violation of this section is a misdemeanor and any second or subsequent violation of these terms may be cause for forfeiture of all sums due under the Contract.

H. Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101 through 12213, 47 U.S.C. §§ 225, 611, with regulations at 29 C.F.R. § 1630, which prohibits discrimination against qualified individuals on the basis of a disability in term, condition, or privilege of employment.

I. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, *et seq.* and including 45 CFR Part 80, prohibits recipients, including their contractors and subcontractors, of federal financial assistance from discriminating on the basis of race, color or national origin which includes not discriminating against those persons with limited English proficiency.

J. The Pregnancy Discrimination Act of 1978, which amended Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e *et seq.* which prohibits discrimination on the basis of pregnancy, childbirth, or related medical conditions.

K. Equal Protection of the Laws for Faith-based and Community Organizations-Executive Order No. 13279, signed December 12, 2002 and as amended May 3, 2018. Prohibits discrimination against grant seeking organizations on the basis of religion in the administration or distribution of federal financial assistance under social service programs, including grants and loans.

L. Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212, with regulations at 41 C.F.R. Part 60-250, which prohibits discrimination in employment against protected veterans.

2. **DATA PRIVACY.** For purposes of this Contract, all data created, collected, received, stored, used, maintained, or disseminated by Contractor in the performance of this Contract are subject to the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, ("MGDPA") and the Minnesota Rules implementing the MGDPA. Contractor must comply with the MGDPA as if it were a governmental entity. The remedies in Minn. Stat. § 13.08 apply to the Contractor. Contractor does not have a duty to provide access to public data to a data requestor if the public data are available from the County, except as required by the terms of this Contract. If Contractor is a subrecipient of federal grant funds under this Contract, it will comply with the federal requirements for the safeguarding of protected personally identifiable information ("Protected PII") as required in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 CFR Part 200, and the County Protected PII procedures, which are available upon request. Additionally, Contractor must comply with any other applicable laws on data privacy. All subcontracts shall contain the same or similar data practices compliance requirements.

3. **RECORDS DISCLOSURE/RETENTION.** Contractor's bonds, records, documents, papers, accounting procedures and practices, and other evidences relevant to this Contract are subject to the examination, duplication, transcription, and audit by the County and either the Legislative or State Auditor, pursuant to Minn. Stat. § 16C.05, subd. 5. Such evidences are also subject to review by the Comptroller General of the United States, or a duly authorized representative, if federal funds are used for any work under this Contract. The Contractor agrees to maintain such evidences for a period of six (6) years from the date services or payment were last provided or made or longer if any audit in progress requires a longer retention period.

4. **WORKER HEALTH, SAFETY AND TRAINING.** Contractor shall be solely responsible for the health and safety of its employees in connection with the work performed under this Contract. Contractor shall make arrangements to ensure the health and safety of all subcontractors and other persons who may perform work in connection with this Contract. Contractor shall ensure all personnel of Contractor and subcontractors are properly trained and supervised and, when applicable, duly licensed or certified appropriate to the tasks engaged in under this Contract. Each Contractor shall comply with federal, state, and local occupational safety and health standards, regulations, and rules promulgated pursuant to the Occupational Health and Safety Act which are applicable to the work to be performed by Contractor.

5. **PROHIBITED TELLECOMMUNICATIONS EQUIPMENT/SERVICES.** If Contractor is a subrecipient of federal grant funds under this Contract, Contractor certifies that, consistent with Section 889 of the John S. McCain National Defense Authorization Act for Fiscal Year 2019, Pub. L. 115-232 (Aug. 13, 2018) (the "Act"), and 2 CFR § 200.216, Contractor will not use funding covered by this Contract to procure or obtain, or to extend, renew, or enter into any contract to procure or obtain, any equipment, system, or service that uses "covered telecommunications equipment or services" (as that term is defined in Section 889 of the Act) as a substantial or essential component of any system or as critical technology as part of any system. Contractor will include this certification as a flow down clause in any agreement related to this Contract.

6. **CONTRACTOR GOOD STANDING.** If Contractor is not an individual, Contractor must be registered to do business in Minnesota with the Office of the Minnesota Secretary of State and shall maintain an active/in good standing status with the Office of the Minnesota Secretary of State, and shall notify County of any changes in status within five calendar days of such change. Business entities formed under the laws of a jurisdiction other than Minnesota must maintain a certificate of authority (foreign corporations, limited liability companies, limited partnerships, and limited liability limited partnerships), or a statement of foreign qualification (foreign limited liability partnerships), or a statement of partnership authority (general partnerships). See Minn. Stat. §§ 303.03 (corporations); 322C.0802 (limited liability companies); 321.0902 and 321.0907 (foreign limited partnership); 321.0102(7) (foreign limited liability limited partnerships); 323A.1102(a) (foreign limited liability partnership); 321.0902 and 321.0907 (foreign general partnerships).

7. **CONTRACTOR DEBARMENT, SUSPENSION, AND RESPONSIBILITY CERTIFICATION.** Federal Regulation 45 CFR 92.35 prohibits the State/Agency from purchasing goods or services with federal money from vendors who have been suspended or debarred by the federal government. Similarly, Minn. Stat. § 16C.03, subd. 2 provides the Commissioner of Administration with the authority to debar and suspend vendors who seek to

contract with the State/Agency. Vendors may be suspended or debarred when it is determined, through a duly authorized hearing process, that they have abused the public trust in a serious manner.

By signing this Contract, the Contractor certifies that it and its principals* and employees:

- A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from transacting business by or with any federal, state, or local governmental department or agency; and
- B. Have not within a three (3) year period preceding this Contract: 1) been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract; 2) violated any federal or state antitrust statutes; or 3) committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; and
- C. Are not presently indicted or otherwise criminally or civilly charged by a governmental entity for: 1) commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction; 2) violating any federal or state antitrust statutes; or 3) committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; and
- D. Are not aware of any information and possess no knowledge that any subcontractor(s) that will perform work pursuant to this Contract are in violation of any of the certifications set forth above; and
- E. Shall immediately give written notice to the Authorized Representative should Contractor come under investigation for allegations of fraud or a criminal offense in connection with obtaining, or performing a public (federal, state, or local government) transaction; violating any federal or state antitrust statutes; or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

*"Principals" for the purposes of this certification means officers; directors; owners; partners; and persons having primary management or supervisory responsibilities within a business entity (e.g. general manager; plant manager; head of a subsidiary, division, or business segment and similar positions).

8. **HEALTH DATA PRIVACY.** When applicable to the Contractor's duties under this Contract, the Contractor agrees to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA), the Health Information Technology for Economic and Clinical Health Act (HITECH), Minnesota Health Records Act, and any other applicable health data laws, rules, standards, and requirements in effect during the term of this Contract.

9. **APPEALS.** The Contractor shall assist the County in complying with the provisions of Minn. Stat. § 256.045, Administrative and Judicial Review of Human Services Matters, if applicable.

10. **REPORTING.** Contractor shall comply with the provisions of the "Child Abuse Reporting Act", Minn. Stat. § 626.556, as amended, and the "Vulnerable Adult Reporting Act", Minn. Stat. § 626.557, as amended, and any rules promulgated by the Minnesota Department of Human Services, implementing such Acts.

11. **PSYCHOTHERAPISTS.** Contractor has and shall continue to comply with the provisions of Minn. Stat. Ch. 604, as amended, with regard to any currently or formerly employed psychotherapists and/or applicants for psychotherapist positions.

12. **EXCLUDED MEDICAL ASSISTANCE PROVIDERS.** By signing this contract, Provider certifies that it is not excluded. 42 U.S.C. § 1397 *et seq.* (subch. XX) of the Social Security Act.

13. **MDHS THIRD-PARTY BENEFICIARY.** The following applies to contracts related to adult mental health services; see Minn. Stat. § 245.466, subd. 2. Contractor acknowledges and agrees that the Minnesota Department of Human Services is a third-party beneficiary and as a third-party beneficiary, is an affected party under this Contract. Contractor specifically acknowledges and agrees that the Minnesota Department of Human Services has standing to and may take any appropriate administrative action or sue Contractor for any appropriate relief in law or equity, including, but not limited to, rescission, damages, or specific performance of all or any part of the Contract between the County Board and Contractor. Contractor specifically acknowledges that the County Board and the

Minnesota Department of Human Services are entitled to and may recover from Contractor reasonable attorneys' fees and costs and disbursements associated with any action taken under this paragraph that is successfully maintained. This provision shall not be construed to limit the rights of any party to the Contract or any other third

14. party beneficiary, nor shall it be construed as a waiver of immunity under the Eleventh Amendment to the United States Constitution or any other waiver of immunity. (Minn. Stat. § 245.466, subd. 3; Minn. R. 9525.1870, subp. 2).

Directions for Online Access to Excluded Providers

To ensure compliance with this regulation, identification of excluded entities and individuals can be found on the Office of Inspector General (OIG) website at https://oig.hhs.gov/exclusions/exclusions_list.asp

Attycv/Exh SA (Rev. 1-23)

EXHIBIT 2 – Service Grid**Goal**

Dakota County Public Health (DCPH) Department as being the Provider of Record for the Childhood Vaccinations will support the vaccination efforts of school district to improve vaccination rates and expediate compliance to the Minnesota requirements for school attendance.

School District's responsibilities

- Meet with Homeland Health Specialist, Inc. and County in advance of clinic to discuss logistics and ensure the space for the clinic will meet the needs of this Agreement
- Provide limited staff during the clinic to be an usher or greeter
- Obtain and provide to Homeland Health Specialist, Inc. signed vaccination consent forms from parents prior to each child's participation in the event
- Facilitate logistics of on-site vaccination events
- Conduct communication campaigns to staff and families of the school district.

Homeland Health Specialist, Inc. responsibilities under its Agreement with the County

- Meet with DCPH or identified school districts in advance of the clinic to make sure identified space meets the needs for the clinic and to determine logistics for the clinic.
- Provide nursing staff and administration as the Provider of Record up to a mutually agreed upon number of vaccinations, not to exceed a mutually agreed upon total number of vaccinations.
- Provide clinic supplies needed to vaccinate
- Work with DCPH or identified school partners to contact prioritized cohorts based on MDH and Center for Disease Control's (CDC) criteria to notify them of vaccine availability.
- Be the Provider of Record, meeting all of MDH requirements including but not limited to:
- Pre-registration of clients
- Scheduling of client appointments
- Obtaining and tracking signed written consent forms for minor clients from parents or legal guardians
- Gating of clients to ensure that clients meet vaccination criteria as provided by the County
- Logistics for vaccination clinic
- Documentation of doses and sending data to MIIC, within 7 days of administration of each vaccine as required by MDH
- Review of client health information to determine whether contraindications or precautions exist that would medically exclude a potential vaccine recipient
- Logistics for vaccination clinic including nurse staffing, supplies and removal of medical waste
- Documentation of doses and sending data to MIIC within 7 days of administration of each vaccine as required by MDH
- Bill client's insurance as applicable
- Provide onsite or virtual interpreters as needed
- Provide clinic summary email to DCPH with a report after each clinic is completed, including:
 - Number of clients registered
 - Number of clients receiving one or more vaccinations
 - Number of clients denied vaccination due to not meeting vaccination criteria
 - Summary including immunizations given by date, by district, and by immunization type
 - Client satisfaction data
- Provide individual-level data to DCPH for its records, following all data practices and HIPAA requirements, either through encrypted email or other secure process
- Submit monthly invoices to PHInvoices@co.dakota.mn.us

County responsibilities

- Execute contract, provide payment for services and monitor outcomes with Homeland Health Specialist, Inc.
- Meet with Homeland Health Specialist, Inc. and school district in advance of clinic to discuss logistics and ensure the space for the clinic will meet the needs of the Homeland Health Specialist, Inc.
- Provide limited staff during the clinic to be an usher or greeter.
- Provide on-site District vaccination clinic services in the event Homeland Health Specialist, Inc. is unable to provide services and County agrees to perform, based on its capacity and resources, to perform such services.
- In the event that the County does not have sufficient funds to pay Homeland Health to provide services, the County will utilize its own staff to deliver those services, provided it has the capacity to do so.

Interpreters

County will pay for the actual costs of providing interpreter services to non-English speaking participants who are an open County case. Homeland Health Specialist, Inc. must receive prior written authorization of interpreter services costs from County staff prior to using those services. Unless there is specific prior authorization by the County, Homeland Health Specialist, Inc. must access interpreters from those agencies under contract with the County to provide interpreter services.

Inclusion, Diversity & Equity

The County embraces and supports person-centered practices and expects contractors to do the same. Person-centered practices are structured in a way to support a client's comfort and ability to express choice, control, and direction in all aspects of service delivery and support. While the nature of some services and service deliveries is such that it must account for factors beyond the client's choice, control and direction, including, but not limited to, the terms of this Contract, court orders, the safety of the client and others, and governing law, the County values consideration of the client's perspective, knowing that services are more efficient and effective when aligned with client choice. [For more information, refer to *Person-Centered, Informed Choice and Transition Protocol*, Minnesota Department of Human Services, issued 3/27/17 and updates.]

The County further recognizes that pervasive racism, discrimination and other institutional and community biases, as well as harm from historical trauma, are experienced by cultural communities and that this may contribute to overrepresentation of cultural communities in some County services. Appropriate service delivery often requires open discussion considering the real-life experiences of the people served, paying attention to the impact of pervasive racism and bias. At the referral level, it means inquiring with families about how to integrate their family or individual culture into service delivery. At the service level, it includes attention to outcomes for families receiving services in order to assess whether effectiveness differs in cultural communities and responding to any differences.

It is expected that while performing services for the County, the School District shall abstain from unacceptable behaviors including, but not limited to:

- Racial, ethnic or discriminatory jokes or slurs;
- Hostile, condemning, or demeaning communications, both verbal and written;
- Behavior demonstrating disrespect, dishonesty, intimidation, or disruption to the work relationship; and
- Retaliation against any person who reports or addresses unacceptable behavior.

It is the responsibility of the School District to ensure staff delivering services for the County are aware of these expectations and trained as needed to ensure respectful, cooperative and professional conduct in interactions with County staff and clients. If the County experiences or receives a report of an unacceptable behavior, it will share the report with School District. The School District must inform the County of steps taken to remedy the unacceptable behavior within ten (10) working days. If the unacceptable behavior persists, the County may terminate the Contract pursuant to the termination provision in the Contract.

B. New Business

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.

March 12, 2026 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

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(Regulation 524)

Board Member Question	Staff Response
Cell phone presentation *The "what is the data telling us" slides show the number of behavioral incidents by grade in 2025-26 but without context of a comparison to the number of incidents before the current policy is in place, I'm not sure how helpful that is. Is it possible for a comparison to last year to be included as part of the presentation on Thursday, either verbally or within the slides? For me, it's hard to know what the data is telling us without that comparison.	• We added some additional, quantitative data (slide 13) based on this question about longitudinal data. • We updated bullet point #2 on Slide #2 to be more accurate after making these additions. • To bring the presentation full circle, we have updated the final slide to help remind the Board of the goals and objectives for the presentation that are communicated on slide 2.

(A & I Budget)

Board Member Question	Staff Response
Just a couple questions on A&I Budget: 1. This year's budget reduces A&I's budgetary use for Cultural Liaisons from 1.0 FTE for 12 liaisons to .75 FTE for 12 liaisons. Where is the budget for remaining	1. During FY25 we completed time and effort studies to determine how much time liaisons were spending supporting special education. After completing the study it was determined that 0.25 FTE of liaisons should be paid out of special education funding and 0.75FTE will be paid out of achievement and integration. We continue to monitor time and effort connected to cultural liaisons supporting special education.

.25 FTE addressed or is this a recommendation for FTE reduction overall? 2. Social Workers 2.1 Verbiage may need to be updated, as I do not believe we will have '14 social workers at each site.' 2.2 Last year's budget had .5 FTE in A&I for 12 staff. This year we are proposing .5 FTE for 14 staff. Please elaborate: - Staff placement - Budget coverage for this increase 3 Coordinators 3.1 - How many coordinators (FTE) are proposed - site vs districtwide? 3.2 - Please elaborate as to the need for site and districtwide coordinators. 4 - AVID Tutors The recommendation appears to cut tutors. Please elaborate.	2.1 The language was updated to state:salary 0.50FTE for 14 social workers 2.2 We have 14 social workers across the district. Nicollet middle school has two social workers and Burnsville High school has two social workers. The error was corrected in the final costs in the A & I budget for social workers during FY25. 3.1 We have 4 (0.2 FTE) AVID coordinators at each secondary site: NMS, ERMS, BHS, and BAHS/Virtual Academy-share a coordinator. We also have 1 (0.2FTE) District Coordinator. 3.2 The site based AVID Coordinators facilitate required site team meetings, support teacher training in Writing, Inquiry, Collaboration, Organization, and Reading methodologies and monitor student data. The site coordinators are key to ensuring college/career readiness and academic rigor are aligned to AVID standards. Having site and district AVID coordinators is part of the requirements of AVID. The AVID district coordinator was part of the role of two coordinators based on proposed restructuring. We are adding the District Wide Coordinator 0.2 FTE to ensure continuity with the work during the transition. The district coordinator supports strategic planning, course creation and support, implementation across the district, training and support to ensure an aligned program from middle to high school. 4.0 This was an error. The direct student services tab of the budget spreadsheet was revised
For the Report on Achievement and Integration plan presentation slides: Goal 5 - 8 Integration: Goal #5 is increasing BIPOC students from 33.2% to 70%. Could you please	Goal 5 increasing BIPOC student representation from 30% to 70% in rigorous courses. This metric would be achieved by intentionally looking at student enrollment and creating systems to ensure that rigorous course demographics align with student demographics at the site. This could be achieved by building in procedures to inform families and students about rigorous courses and ensuring support systems are in place for students. If our work with all students is successful we would hope to offer the number of

clarify if this metric would be achieved by keeping the same number of rigorous courses available or expanding the number of class periods to accommodate larger registration numbers? For example, if we have 50 students taking AP World History in 2 class periods with 13 BIPOC students, is the 70% achieved by still having 50 students in 2 class periods, but with 35 BIPOC students? Or, would there be a 3rd class period to accommodate more students in total?

If the latter, do we have the resources available to make AP World History available to every student who would like to take that class?

Goal 9 Teacher Equity: is the 00% for 2026 an actual response rate for this question? Or have we just not started to survey teachers? Looks like it's the latter but I wanted to confirm.

For the strategies toward the end of the slide: how similar are these to the strategies from the last 3 year A&I Plan (goals we did not achieve)? How will we achieve different outcomes this time if the strategies are the same? Did we have improvement in the prior 3 years that we want to continue along the same path?

sections needed for courses based on student interest during the registration process. Typically class offerings are included in the registration process and students' interests in courses impacts which courses and how many sections are offered.

Goal 9 Teacher Equity: This is not an actual response rate. We have not started to use the survey and MDE suggested adding the 0% metric until a baseline is established during FY27.

Strategies within our proposed FY27-29 Achievement and Integration (A&I) Plan are targeted and include key performance indicators that will allow us to monitor our progress each year. It is vital to ensure that our next three years of work are not merely a repetition of previous efforts, but a refined, data-driven evolution aimed at closing our most persistent graduation and achievement gaps.

To address your questions, while some foundational frameworks—such as AVID and our American Indian Education Program (AIEP)—remain consistent, our current plan represents a significant shift in precision, target populations, and service delivery.

The following points outline how these planned strategies are more focused and targeted than in the previous three-year cycle:

- From "Elective-Only" to "Universal Foundation": Previously, AVID was primarily an elective for self-selected students. Our new plan implements AVID Schoolwide for all 6th graders, ensuring 100% of incoming middle schoolers receive foundational organizational and academic skills regardless of their initial elective choice.
- Targeted High School "AVID Flex" Model: At the high school level, we have shifted from general recruitment to a highly targeted "AVID Flex"

hybrid model. This specifically targets 11th and 12th graders—primarily Latino males—who are identified via the eduCLIMBER dashboard as "off-track" for graduation. This merges college readiness with intensive, real-time credit recovery to bridge specific graduation gaps.

- Data-Driven Precision via eduCLIMBER: Unlike the previous plan, all strategies now utilize the eduCLIMBER data dashboard. This prevents the duplication of services and ensures that cultural liaisons, tutors, and counselors are deployed precisely to students with significant credit deficiencies.
- Proactive Recruitment for Rigorous Coursework: We have moved from passive enrollment to a standardized, proactive review process. We now actively identify BIPOC students who demonstrate core proficiency but have not registered for rigorous/accelerated courses, ensuring our advanced classrooms reflect our school demographics.
- Evolved Literacy and Cultural Identity Integration: The "Living Into Literacy" initiative has evolved from informal group meetings into a structured, year-long series of literacy events. It now features a cross-district peer-mentorship pipeline where secondary students mentor elementary students, creating a regional network of Indigenous scholars that fulfills integration requirements more robustly than before.
- Refined Professional Development (PD): Our PD has moved away from general "cultural competency" toward specialized, high-leverage training such as AVID Emerge which combines AVID best practices that also target the use of academic scaffolds that support the needs of linguistically diverse students. The PD focused on Restorative Justice directly addresses "Adultism" and disciplinary barriers that were identified as hurdles in the previous cycle. By learning more about non-exclusionary practices we will be better equipped to respond when we see practices that have negative impacts on some students. PD for support staff who work with student success teams will have a direct impact on student support across all sites. Staff members at each site will have additional layers of knowledge that are systematically embedded in the work taking place at each site. This will create consistency and alignment throughout the district.

By moving from broad-based implementation to these highly targeted, data-informed interventions, we are confident in our ability to achieve the 90% BIPOC graduation target by 2029.

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1. Preliminary Approval for Nicollet Middle School Chess Club Field Trip to Round Rock, Texas, May 14-19, 2026 145

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent and Brian Ribnick, Chess Club Coach

**Agenda IV.B.1.
March 12, 2026**

TO: Board of Education
Dr. Latanya Daniels, superintendent

FROM: Dr. Chris Bellmont, assistant superintendent, Brian Ribnick, chess club coach

DATE: March 12, 2026

RE: Preliminary Approval of Chess Club Extended Field Trip to Round Rock, TX, May 14-19, 2026

RECOMMENDATION: That the Board of Education approve the preliminary application for the Chess Club Extended Field Trip to Round Rock, TX, May 14-19, 2026.

Date: May 14-19, 2026

Destination: Round Rock, TX

Name of sponsoring staff: Brian Ribnick

Description: Participate in the National Middle School Chess Tournament

Educational Objective: To put into use all the skills we learned at chess club this season and to learn a little about Texas.

Preliminary estimated cost per student: \$1,100

- Pricing includes airfare, ground travel and lodging
- A suggested \$140 is recommended for each person for personal spending
- Multiple fundraising opportunities are being provided to help cover costs

Preliminary number of students and chaperones: 25 students and 3 chaperones

Administrative Approval: Jay Lepper, associate principal and Dr. Chris Bellmont, assistant superintendent, have both accepted and approved the preliminary application.

2. 2027-2029 Achievement and Integration Plan and FY27 Budget

147

Speaker(s): Isis Buchanan, Director of Educational Equity



**Agenda Item IV.B.2.
March 12, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Isis Buchanan, director of educational equity

Date: March 12, 2026

Re: 2027-2029 Achievement and Integration Plan and FY27 Budget

RECOMMENDATION: That the Board of Education approve the proposed 2027-2029 Achievement and Integration Plan with the FY27 Achievement and Integration Revenue Budget.

Summary Notes:

Pursuant to Minnesota Statutes, Section 124D.861 and Minnesota Rules, Parts 3535.0100 to 3535.0180 of the School Desegregation/Integration Rules, the 2027-2029 Achievement and Integration Plan is to pursue racial and economic, integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota Schools.

The FY27 budget represents revenues and expenditures of \$2,122,055.341. The FY27 budget for Achievement and Integration is intended to specifically fund the strategies identified in the 2027- 2029 Plan Resources from the Achievement and Integration budget and will serve schools district wide as student needs determine.



Achievement and Integration Revenue FY 2027 Budget Worksheet

Use this workbook to list proposed expenditures of FY 2027 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. Please use the instructions in the prior tab of this workbook. For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: Burnsville Eagan Savage
 District ISD Number: 191
 Superintendent: Dr. Latanya Daniels
 Partnering Districts: ISD271 Bloomington Public Schools

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Isis Buchanan
 Phone: 952-707-2004
 E-mail: ibuchanan@isd191.org

Fiscal Staff: Tyler Dehne
 Phone: 952-707-2055
 Email: tdehne@isd191.org

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2027 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY27 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Initial Revenue (FIN 313)	\$ 2,043,023.34
Total Incentive Revenue (FIN 318)	\$ 79,032.00
TOTAL A&I REVENUE	\$ 2,122,055.34

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2027 Achievement & Integration budget as approved by the school board.

Board Approval Date _____

School Board Chair _____ Date _____

Superintendent _____ Date _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____ Approved Incentive Revenue: _____

MDE Approval: _____ Date: _____



FY 2027 Achievement and Integration Budget Expenditure Summary

District Number: 191			District Name: 2002970		
Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$1,822,968.00	85.91%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$88,424.00	4.17%	Professional Development No more than 20% of total	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$210,663.34	9.93%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$2,122,055.34		Total Revenue Expended:	\$0.00	
Total Amount Proposed FIN 313	\$2,043,023.34		Improvement Planning Expenditures	86%	#DIV/0!
Total Amount Proposed FIN 318	\$79,032.00		Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).		

Amending Line Items To amend line items in this budget after it's been approved by MDE, strike the approved dollar amt and related budget narrative. Insert a row below the line you want to change (make sure the new row is above the total revenue line). Add a new dollar amt and narrative to the row you just added. Then highlight both lines with the color highlight function. Explain the change in the comments box at the bottom of the tab.

UFARS Corrections You do not need to submit an amended budget to MDE in order correct UFARS codes. Instead, make UFARS corrections when you submit your Actual Expenditure report. Add a note to explain the correction. See the A&I Budget Guide for more details on when to amend your MDE-approved budget.

Comments:

Improvement Funding Directions

Only districts that did not meet the goals in their last plan after three years should complete this tab. If you didn't meet your goals, you must use up to 20% of your annual integration revenue to fund improvement strategies.

Step 1) Complete the DSS, PD and Admin tabs for FIN 313 and 318. Step 2) Copy and paste line items that will fund improvement strategies into one of the sections below.

- Copy line items totaling up to 20% of your total proposed revenue. That percentage will be calculated for you on the Expenditures Summary tab.
- The line items you copy may be either FIN 313 or FIN 318 depending upon how you're funding your improvement strategies.

What is an improvement strategy? Strategies that were 1) not in your prior plan, or 2) strategies that you've adjusted and kept in your current A&I plan, and 3) strategies developed using an equity-centered improvement process like the one described in the A&I Improvement Planning Guide. The strategies should be different from the ones in your prior plan because they are either new to your A&I work or have been changed in some way that increases the likelihood of meeting the goals in your district's current plan.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amount	Budget Narrative - Which strategy in you're A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit this workbook with actual FY27 expenditures by 12/1/27.	Describe what will be purchased, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement a strategy. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name
Direct Student Services									
Social Workers Salary .50 FTE 14 staff	Various	740	313	156	\$741,324.00		Salary .50 FTE for 14 social workers at each site	1, 2, 3, 4, 9 1- Targeted Student Support to Improve Academic Outcomes 3-Targeted Professional Development to Improve Academic Outcomes 1- Targeted Student Support to Improve Academic Outcomes 3-Targeted Professional Development to Improve Academic Outcomes 1- Targeted Student Support to Improve Academic Outcomes 3-Targeted Professional Development to Improve Academic Outcomes 1,2, 3, 4, 5, 6, 7, 8, 9 1- Targeted Student Support to Improve Academic Outcomes 3-Targeted Professional Development to Improve Academic Outcomes 1,2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 9 1- Targeted Student Support to Improve Academic Outcomes 3-Targeted Professional Development to Improve Academic Outcomes 1- Targeted Student Support to Improve Academic Outcomes 3-Targeted Professional Development to Improve Academic Outcomes 1,2, 3, 4, 5, 6, 7, 8, 9 1- Targeted Student Support to Improve Academic Outcomes 3-Targeted Professional Development to Improve Academic Outcomes 1,2, 3, 4, 5, 6, 7, 8, 9
Social Workers Benefits	Various	740	313	200	\$279,591.00		Benefits for 14 social workers		
Cultural Liaison Salary 0.75 FTE 12 liaisons	005	790	313	175	\$449,155.00		Salary 0.75 FTE for 12 cultural liaisons		
Cultural Liaison Benefits 0.75 FTE	005	790	313	200	\$230,914.00		Benefits 0.75FTE for cultural liaisons 12 cultural liaisons		

FY 2027 Achievement and Integration Budget
Direct Student Service Costs
District Number: 191

District Name: Burnsville Eagan Savage

80% Direct Services to Students

List proposed FIN 313 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies in a district's

MDE-approved A&I plan that provide direct services to students. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amt	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	
	ORG	PROG	FIN	OBJ			Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit this budget with actual FY27 expenditures by 12/1/27.		
Social Workers Salary .50 FTE 14 staff	Various	740	313	156	\$658,324.00		1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support
Social Workers Benefits	Various	740	313	200	\$279,591.00		1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support
Cultural Liaison Salary 0.75 FTE 12 liaisons	005	790	313	175	\$449,155.00		1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support
Cultural Liaison Benefits 0.75 FTE	005	790	313	200	\$230,914.00		1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support

Specialist of American Indian Culture .60 FTE	005	790	313	175	\$33,908.00		Salary .60 FTE Specialist of American Indian culture district wide	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2- Cross-District Partnership for Access to Rigorous Courses3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Specialist of American Indian Culture Benefits 0.6 FTE	005	790	313	200	\$15,190.00		Benefits 0.60 FTE for Specialist of American Indian Culture	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2- Cross-District Partnership for Access to Rigorous Courses3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Indigenous Cultural Liaison (Secondary) 0.30 FTE salary	005	790	313	175	\$14,878.00		Salary .30 FTE Indigenous cultural liaison	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2- Cross-District Partnership for Access to Rigorous Courses3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Indigenous Cultural Liaison (Secondary) 0.3 FTE benefits	005	790	313	200	\$13,275.00		Benefits .30FTE Indigenous cultural liaison	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2- Cross-District Partnership for Access to Rigorous Courses3- Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID Senior Summer Field Trip	005	211	313	360	\$2,000.00		AVID Seniors going to their elementary sites to talk with students	1, 2, 3, 4, 5, 6, 7, 8,	1- Targeted Student Support to Improve Academic Outcomes 4- Targeted Family Engagement and Student Support
AVID Tutor Salary	005	211	313	186	\$70,000.00		Hourly salary for classroom AVID tutors	1, 3	1- Targeted Student Support to Improve Academic Outcomes3- Targeted Professional Development to Improve Academic Outcomes

AVID Tutor Benefits	005	211	313	200	\$13,000.00		benefits for AVID Tutors	1,3	1- Targeted Student Support to Improve Academic Outcomes 3- Targeted Professional Development to Improve Academic Outcomes	
FIN 313 TOTAL					\$1,780,235.00	\$0.00				

Insert lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2027 Achievement and Integration Budget

Direct Student Service Costs to Reduce Enrollment Disparities

District Number: 191

District Name: Burnsville Eagan Savage

80% Direct Services to Students

List proposed **FIN 318** expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies included in the district's MDE-approved A&I plan which provide direct services to students. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal #	Strategy # and Name
Specialist of American Indian Culture Salary .40 FTE	005	790	318	175	\$22,606.00		Salary for .40 FTE 1 staff district wide	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Specialist of American Indian Culture Benefits	005	790	318	200	\$10,127.00		Benefits for 0.40 FTE Specialist of Amer In Culture	1, 2, 3, 4, 5, 6, 7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy

Cultural Liaisons hourly salary	005	790	318	186	\$3,000.00		hourly salary for cultural liaisons	1, 2, 3, 4, 5, 6, 7, 8, 9 1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Cultural Liaisons hourly benefits	005	790	318	200	\$345.00		hourly benefits for cultural liaisons	1, 2, 3, 4, 5, 6, 7, 8, 9 1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Specialist of American Indian Culture hourly salary	005	790	318	186	\$2,000.00		Hourly salary for Specialist of American Indian Culture	1, 2, 3, 4, 5, 6, 7, 8, 9 1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy

Specialist of American Indian Culture hourly benefits	005	790	318	200	\$200.00		Hourly benefits for Specialist of American Indian Culture	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Partnership Family Engagement Food					\$4,455.00		Funding to purchase food to feed families who attend family partnership and support meetings	1,2, 3, 4, 5, 6, 7, 8, 9
FIN 318 TOTAL	005	790	318	490	\$42,733.00	\$0.00		1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy

Insert lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2027 Achievement and Integration Budget

Professional Development Costs

District Number: 191

District Name: Burnsville Eagan Savage

20% Professional Development

List all proposed **FIN 313** expenditures for professional development below. **No more than 20% of this budget's total revenue may be proposed or used for these costs.** All training funded through this budget must directly support strategies in a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal # Strategy # and Name
AVID Contracted PD Emerge/Summer Institute	005	640	313	305	\$45,000.00		AVID Professional Development/Sub Coverage	1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
Teacher Hourly	005	640	313	185	\$6,090.00		Hourly salary for licensed staff to attend PD	1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
Teacher Benefits	005	640	313	200	\$1,035.00		Benefits for licensed staff to attend PD	1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
			313					
			313					
			313					
			313					
FIN 313 TOTAL					\$52,125.00	\$0.00		

Add lines **above** the **FIN 313 TOTAL** line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:





FY 2027 Achievement and Integration Budget

Professional Development Costs to Reduce Enrollment Disparities

District Number: 191

District Name: Burnsville Eagan Savage

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20% of this budget's total revenue may be proposed or used for these costs. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for more details.

UFARS Title	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name
AVID Path Registration	005	640	318	366	\$22,049.00		registration for AVID PD with partner district		1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
Teacher Hourly	005	640	318	185	\$12,180.00		hourly salary for licensed staff to attend PD		1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
Teacher Benefits	005	640	318	200	\$2,070.00		benefits for licensed staff		1- Targeted Student 1, 2, 3, Support to Improve 4, 5, 6, Academic Outcomes 7, 8, 9 3-Targeted Professional Development
			318						
			318						
FIN 318 TOTAL					\$36,299.00	\$0.00			

Add lines **above** the **FIN 318 TOTAL** line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:



FY 2027 Achievement and Integration Budget

Administrative/Indirect Costs

District Number: 191

District Name: Burnsville Eagan Savage

10% Admin/Indirect Costs

List proposed Administrative/Indirect FIN 313 expenditures below. No more than 10% of this budget's total revenue may be proposed or used for administrative or indirect costs. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name
Director Salary .50 FTE salary	005	030	313	110	\$60,343.34		Salary program oversight 5 FTE for 1 staff	1,2,3,4,5,6,7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
Director Benefits .50 FTE benefits	005	030	313	200	\$16,800.00		Benefits program oversight .5 FTE for 1 staff	1,2,3,4,5,6,7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID Site Coordinator .20 FTE salary	Various	605	313	143	\$63,863.00		Salary .20 FTE AVID site Coordinator at 4 sites	1,2,3,4,5,6,7, 8, 9	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy

AVID Site Coordinator .20 FTE benefits	Various	605	313	200	\$32,526.00	Benefits AVID site coordinator at 4 sites	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID District Wide Coordinator .20 FTE Salary	005	605	313	143	\$21,289.00	Salary .20 FTE AVID District Coordinator-vertical alignment	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID District Wide Coordinator .20 FTE Benefits	005	605	313	200	\$10,842.00	Benefits .20 FTE AVID District coordinator-vertical alignment	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
				185	\$5,000.00	BAHS AVID Lead teacher Stipend	1- Targeted Student Support to Improve Academic Outcomes 2-Cross-District Partnership for Access to Rigorous Courses 3-Targeted Professional Development to Improve Academic Outcomes 4-Targeted Family Engagement and Student Support 5-Living Into Literacy
AVID Lead Stipend (Burnsville Alternative HS)	514	605	313				
FIN 313 Total					\$210,663.34	\$0.00	

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for Improvement strategies and paste them into the Admin/Indirect section of the Improvement Planning tab.

Comments:



Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: District 191 Burnsville
Eagan Savage
District Integration Status: Racially Isolated
Superintendent: Dr. Latanya Daniels
Phone: 952-707-2005

Email: ldaniels@isd191.org
Plan submitted by: Isis Buchanan
Title: Director of Educational Equity
Phone: 952-707-2004
Email: ibuchanan@isd191.org

Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. ISD 271; Bloomington Public Schools

Provide the name of your integration collaborative if you have one: None Identified

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. None identified

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

- ☒ We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).
- ☒ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Dr. Latanya Daniels**
Signature:

Date Signed: Enter date.

School Board Chair: **Abigail Alt**
Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#).

Below, **list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations** for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council:

Members District 191:

- Isis Buchanan, Brandon Lowe, Colleen Coleman, Madison McKinney, Marlene Bad Warrior, Anna Maria Riveres, Amal Osman, Kionna Hampton, Rahma Hassan parent-Virtual Academy, Hamde Daoud-parent elementary, Zahra Hassan-parent elementary/secondary, Salma Hussein-parent elementary, Maryan Ali-parent secondary
- District 191 AIPAC Co-chairs: Brian Burthay-parent elementary, Kelly Sundquist-parent secondary
 - AIPAC Recommendations:
 - Cultural proficiency professional development
 - Improve student self image and sense of belonging
 - Review discipline data of middle school Indigenous students
 - Improved recognition by/from individual buildings of Indigenous Peoples Day and other observances of American Indian Cultural Heritage
 - Cultural spaces and resources and staffing to support smudging
 - Culture trunk creation for each site that supports all students learning about Indigenous history, culture and language

Members District 271:

- Dinna Wade-Ardley, Jenna Mitchler, Cassie Mae, Alejandro Gutierrez-Navarro, Abby Olson, Andrea Kibort, Rose Nguyen, Quinn Jensen, Sara Bertram, Valerie Peterson, Kiimi Aisawa Romportl, Alex O'Connor, Vickie De Jager-Pound, Jennifer Corcoran, Amanda Crombie, Danielle Indovino Cawley, Airrion Williams, Monica Raushwarter, Darnisha Adams, Marlene Schriener, Margaret Thomas, Thomas Bennet, Ashli Schmaltz, Kylene Dmochowski, Andrew Zanos, Jessica Valdez Renteria, Jessi Martinez, Adriana De a Cruz Ventura, Mohamoud Jibril, Ana Molino, Richard Scott, Trevor Rodriguez-Sotelo, Lorena Mitchell, Safia Abdirahman, Dominique Suttles, Jaqueline Silva, Abdirahman Hassan, Sammy Pliego, Gema Beltran

Meeting Dates 2025-2026:

- September 17, 2025-Learning about district goals to develop a new partnership

- September 29, 2025-Planning for FY 26-29 plan creation
- November 10, 2025-Planning for A & I partnership Bloomington and District 191-Sharing plan ideas and gathering input 167
- January 13, 2026-Sharing plan ideas and gathering input
- January 22, 2026 Sharing plan ideas and gathering input
- February 10, 2026-Sharing plan ideas and gathering input
- April 13, 2026 -Sharing submitted plans at MDCC meeting

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Increase the four-year BHS graduation rate for BIPOC students from 73.6 % (218 out of 296) in 2024 to 90 % in 2029.

Goal #2: . Increase the four-year BHS graduation rate for Linguistically Diverse Students from 46.7 % (50 out of 107) in 2024 to 70% in 2029.

Goal #3: Increase the four-year BHS graduation rate for Indigenous students from 40% (2 out of 5) in 2024 to 70% in 2029.

Goal #4: Increase the four-year BHS graduation rate for Latino students from 54.2 % (65 out of 120) in 2024 to 80% in 2029.

Goal type: Achievement Disparity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name #1 Targeted Student Support to Improve Academic Outcomes

Type of Strategy: *Career and college readiness and rigorous coursework for underserved students, including students enrolled in ALC*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

What: This strategy implements a vertical pipeline of academic support centered on the AVID (Advancement Via Individual Determination) framework. It utilizes a dual-approach model:

1. **Middle School (Universal Foundation):** A Schoolwide Grade 6 program providing foundational success skills to all students.
2. **High School (Targeted Intervention):** A hybrid "AVID Flex" model for 11th and 12th graders that blends the AVID elective curriculum (rigor and college readiness) with intensive credit recovery and affinity-based support to bridge graduation gaps.
3. **Partnership with Bloomington:** Ongoing professional development for all secondary staff for AVID school-wide

Why: District 191 data reveals a significant achievement disparity. While the overall Burnsville High School (BHS) graduation rate is 80%, rates for specific demographics remain critically lower:

- Latino Students: 54.2%
- Linguistically Diverse Students: 46.7%
- Indigenous Students: 40%
- Latino Male EL Students: 31%

By expanding AVID schoolwide in 6th grade and refining credit recovery for upperclassmen, we aim to standardize high-quality instruction and proactive intervention to meet our 2029 goal of a 90% BIPOC graduation rate.

Program Structure and Delivery

AVID-trained educators attending the AVID Summer Institute provide instruction. The curriculum is delivered as follows:

- **Middle School (6th Grade):** Delivered through a schoolwide model where organization, goal-setting, and Cornell Note-taking are integrated into the foundational 6th-grade experience.

- **High School (AVID Flex):** A specialized elective course for 11th/12th graders. The structure includes:
 - **Academic Rigor:** Tutorials focused on current core classes and AVID strategies.
 - **Credit Recovery:** Dedicated class time using standard credit recovery formats, enhanced by teacher-led support to accelerate credit acquisition.
 - **Mentorship:** Affinity group connections, guest speakers, and post-secondary planning.

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Student Participation and Selection

Middle School (Eagle Ridge & Nicollet):

- **Target Audience:** 100% 6th-grade cohort.
- **Selection:** Universal participation ensures every student receives foundational training.
- **Transition:** Quarters 3 & 4 provide elective opportunities in advisory or "flex" periods, serving as a talent-scouting mechanism to identify students who would benefit from the intensive AVID elective in grades 7-8.

High School (BHS & BAHS):

- **Target Audience:** Grade 11 and 12 students, with a primary focus on Latino males.
- **Selection Process:** Candidates are identified via the **eduCLIMBER data dashboard**. We specifically target the "Off Track" band (e.g., seniors with fewer than 32 credits).
- **Enrollment:** Target students are automatically scheduled into the hybrid elective, though they retain the flexibility to transition to standard credit recovery if they choose to withdraw from the AVID component.

Intended Outcomes and Assessment

We will measure the effectiveness of this strategy through:

1. **Credit Acquisition:** Weekly tracking of credits earned toward graduation for high school participants.
2. **Real-time Readiness:** Continuous monitoring via eduCLIMBER to track "On Track" status and projected graduation rates.
3. **Middle School Pipeline:** Tracking the number of 6th graders successfully transitioning into 7th-grade AVID electives.
4. **Postsecondary Success:** Assessing the completion of postsecondary applications and financial aid (FAFSA) goals.

Location of services: Eagle Ridge Middle School, Nicollet Middle School, Burnsville High School, Burnsville Alternative High School to ensure a vertical pipeline of support.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that reduce racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Sixth Grade AVID School-Wide: The percentage of 6th grade students who were at or above grade level in course grades will increase from a baseline of 83.3% (1608 out of 1930 students) in 2025.	85.3%	88.3%	90%
Middle School to High School Rigorous/Accelerated Course Registration: Develop a standardized process to review student registration data and identify BIPOC students who have not registered for rigorous/accelerated courses and proactively work to ensure school demographics are represented in rigorous/accelerated course enrollment. Fiscal year 2026-2027, 9th grade-40 BIPOC students enrolled in AP Human Geography and 11 BIPOC students enrolled in Advanced Math.	AP Geography 40 students Advanced Math 11 Students	AP Geography 60 students Advanced Math 30 Students	AP Geography 80 students Advanced Math 45 Students
Credit Completion Rate: Percentage of eligible AVID Flex students earning all past due credits via credit recovery during the first semester or their first year of the course. New metric-baseline to be determined in FY27	TBD	TBD	100%
Postsecondary Readiness: Percentage of eligible AVID Flex seniors with a completed FAFSA/Dream Act application and a defined postsecondary plan. New metric-baseline to be determined in FY27	TBD	TBD	TBD

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #5: We will increase the percentage of representation of BIPOC senior students taking rigorous* courses at Burnsville High School from 33.2% in 2025 to 70% in 2029 (*all courses that provide opportunities for postsecondary credit)

Goal #6: We will increase the percentage of representation of 12th grade *Latino students taking rigorous* courses* from 23.7% in SY 2025 to 28% in SY 2029.

Goal #7: We will increase the percentage of representation of *American Indian students taking rigorous* courses* from 66.7% in SY 2025 to 70% in SY 2029.

Goal #8: We will increase the percentage of representation of linguistically and culturally diverse students *taking rigorous* courses* from 11.7% in SY 2025 to 30% in SY 2029.

Goal type: Integration

Strategy Name #2: Cross-District Partnership for Access to Rigorous Courses

Type of Strategy: *Career and college readiness and rigorous coursework for underserved students, including students enrolled in ALC*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

What: This strategy is a cross-district partnership designed to increase enrollment and success in Career & Technical Education (CTE) and rigorous coursework (Advanced Placement, Concurrent Enrollment, and PSEO) for student groups who have historically been underrepresented. The initiative moves beyond passive enrollment by utilizing targeted outreach and ongoing support for both students and their families. It is specifically designed to reduce racial and economic enrollment disparities by ensuring that every student has a clear pathway to postsecondary credit-bearing opportunities.

Why: Current enrollment data reflects a disparity where BIPOC and students from lower socioeconomic backgrounds are not enrolling in rigorous or technical courses at the same rate as their peers. By proactively reviewing registration data and identifying students who have the potential for success but have not registered, the district ensures that the demographics of advanced and technical classrooms reflect the overall school population. This strategy directly supports the goal of increasing graduation rates by connecting students to high-interest, high-value coursework that provides a head start on college and career credentials.

Program Structure and Delivery

Instruction is delivered within the existing high school and technical center frameworks, but the strategy for access is delivered through a multi-tiered outreach model:

- **Targeted Outreach:** School counselors and AVID coordinators conduct 1-on-1 meetings with identified students to discuss the benefits of rigorous and CTE courses.
- **Family Engagement:** Facilitation of informational sessions to help families navigate the registration process and understand the long-term financial benefits of earning postsecondary credits in high school.
- **Ongoing Support:** Students enrolled through this initiative are provided with academic "wraparound" supports, such as AVID tutorials or peer mentoring, to ensure they remain successful in the more challenging curriculum.

Student Participation and Selection

- **Which Students Participate:** The primary participants are BIPOC students, linguistically diverse students, and students from low-income households who are not currently enrolled in at least one rigorous or CTE course.
- **Selection Process:** A proactive *Registration Review Process* is conducted annually. Staff use data dashboards (such as eduCLIMBER) to cross-reference student achievement data with registration choices. Students who demonstrate proficiency in core subjects but have not selected "rigorous" options are identified for targeted recruitment.
- **Partnership Component:** As part of the cross-district requirement, students may participate in shared CTE programs or regional technical centers, bringing together students from across district lines to learn in integrated environments.

Intended Outcomes and Assessment

The success of this strategy will be assessed through:

- **Enrollment Parity:** Comparing the demographic makeup of CTE and rigorous courses against the total school population to ensure representation.
- **Credit Completion:** Monitoring the rate at which participating students successfully earn "C" grades or higher and receive the associated college or technical credits.
- **Student/Family Surveys:** Assessing the effectiveness of outreach efforts and whether families feel more informed about postsecondary pathways.
- **Long-term Graduation Impact:** Tracking if participation in these courses leads to higher persistence and graduation rates for the identified demographics.

Location of Services: *Burnsville High School, Burnsville Alternative High School, and partner district technical sites/classrooms involved in the cross-district agreement.*

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The number of culturally and linguistically diverse 8th students taking embedded honors courses in middle schools will increase from 6.6% (7 out of 106 students) in 2025 to 27% in 2029	10%	17%	27%
The number of 8th grade students taking embedded honors courses in middle schools will increase from 24.0 % (106 out of 442 students) in 2025 to 50% in 2029	30%	40%	50%
Middle School to High School Rigorous/Accelerated Course Registration: Develop a standardized process to review student registration data and identify BIPOC students who have not registered for rigorous/accelerated courses and proactively work to ensure school demographics are represented in rigorous/accelerated course enrollment. Fiscal year 2026-2027, 9th grade-40 BIPOC students enrolled in AP Human Geography and 11 BIPOC students enrolled in Advanced Math.	AP Geography 40 students Advanced Math 11 Students	AP Geography 60 students Advanced Math 30 Students	AP Geography 80 students Advanced Math 45 Students
Total number of college credits earned by students in grades 9-12 will increase from 1,572 in 2025 to 1,935 in FY 2029	1,572 credits	1,772 credits	1,935 credits

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #9: Increase the number/percentage of staff who share that using culturally responsive practices in their classroom improves student engagement and academic outcomes from 00% in 2026 to 50 % in 2029. (PD Survey to be created and shared with secondary teachers in 2026.)

Goal type: Teacher Equity

Strategy Name #3: Targeted Professional Development to Improve Academic Outcomes

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

What: This strategy implements a comprehensive Professional Development (PD) framework designed to shift school culture from exclusionary practices to inclusive, restorative, and culturally responsive environments. The strategy focuses on equipping all staff—including teachers, administrators, social workers—with the tools to increase BIPOC students' sense of belonging and academic engagement. Key components include AVID Emerge PD (focused on culturally/linguistically diverse family partnerships), Restorative Justice training, Adulthood awareness, and Staff Affinity Spaces.

Why: Professional capacity is the primary lever for student success. To reach the 2029 graduation targets for Latino, Indigenous, and Linguistically Diverse students, staff must move beyond traditional instruction toward a "human-centered" approach. By addressing "Adulthood" and non-exclusionary practices, the district aims to reduce the disciplinary and relational barriers that currently contribute to the achievement disparity. Targeted work ensures that student cultures are not just recognized but represented district-wide.

Program Structure and Delivery

Instruction for staff will be delivered through a variety of experiential and collaborative formats:

- **Experiential Learning:** Indian Education programming will provide experiential PD opportunities to deepen staff understanding of Indigenous history and contemporary contributions.

- AVID Emerge: Specialized training for educators to support culturally and linguistically diverse students through high-leverage AVID strategies and robust family partnership models. 173
- Collaborative Study: Book studies and "Non-Exclusionary PD" sessions for social workers, counselors, and cultural liaisons.
- Restorative Practices: Youth-led restorative justice training to flip the power dynamic and address "Adulthood" (the prejudice against youth in favor of adults).
- Staff Affinity Spaces: Creating inclusive environments for BIPOC staff to process learning and lead school-wide cultural shifts, ensuring the work is impactful for both staff and students.

Student Participation and Selection

- Which Students Participate: While this is a staff-facing strategy, the primary beneficiaries are all BIPOC and linguistically diverse students across the district.

Intended Outcomes and Assessment

The success of this strategy will be assessed through:

- Student Climate Surveys: Annual measurement of "Sense of Belonging" among BIPOC student groups, with a goal of incremental year-over-year increases.
- Staff Competency: Assessment of PD implementation through classroom observations and integrating culturally responsive materials into the curriculum.
- Retention Data: Tracking the retention rates of BIPOC staff who participate in affinity spaces.
- Discipline Data: Monitoring for a decrease in exclusionary disciplinary actions (suspensions/referrals) for BIPOC students.

Location of Services

District-wide (Burnsville High School, Eagle Ridge and Nicollet Middle Schools, and District Office), as well as partner district sites for collaborative cross-district PD.

Strategy 3: Targeted Professional Development to Improve Academic Outcomes

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Annual student survey: Percent of students who agree with the statement "I develop trusting relationships with adults at school." Baseline FY25 83%	88%	93%	95%
Discipline Disproportionality: Comparing the rate of suspension/expulsion of white students to students of color. 0% means equal rates, 100% means students of color are suspended/expelled at twice the rate of white students.) Baseline: FY25 60%	50%	40%	30%
Percentage of 6-12 staff trained in AVID Emerge Participation	30%	60%	90%
Annual Staff Survey: I feel my work is valued by school/district leadership. FY24 67.1%	70%	75%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name #4: Targeted Family Engagement and Student Support

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

What: This strategy moves beyond traditional school-family communication by establishing a culturally responsive partnership model. It focuses on removing the "hidden curriculum" of secondary education by providing families with the tools, data, and social capital necessary to advocate for their students' academic success. This includes "AVID Family Workshops," bilingual FAFSA/College nights, and the utilization of social workers, counselors and cultural liaisons to bridge the gap between home and school.

Why: Research shows that student outcomes—particularly graduation rates and enrollment in rigorous courses—improve significantly when families are active partners in the educational process. For our Latino, Indigenous, and Linguistically Diverse families, traditional school structures can sometimes feel inaccessible. By providing targeted support and translated resources, we ensure that a student's demographic or home language is never a barrier to high-level academic participation.

Program Structure and Delivery

The strategy is delivered through a tiered approach of outreach and education:

- AVID Family Workshops: Hosted quarterly at the middle and high schools, these sessions teach parents the same organizational and note-taking strategies their students are learning (e.g., how to check a 6th-grade binder or how to monitor credits in eduCLIMBER).
- Academic Planning Nights: Specialized sessions for families of BIPOC and EL students focused on "College Knowledge," including navigating PSEO, AP registration, and scholarship applications.
- Bilingual Outreach: Utilizing counselors and cultural liaisons to conduct home visits or phone check-ins for students identified as "Off Track" in the eduCLIMBER dashboard.
- Interactive Digital Access: Training for families on how to use ParentVUE and other district tools to monitor real-time graduation progress.

Student and Family Participation

- Which Students/Families Participate: While open to all, outreach is targeted toward families of students in the 6th-grade Schoolwide program and the Grade 11-12 "AVID Flex" cohorts.
- Selection: Participants are identified through graduation readiness data. Families of students with credit deficiencies or those who are "high potential/low enrollment" for rigorous courses receive personal invitations and follow-up from counselors or liaisons.

Intended Outcomes and Assessment

- Increased Participation: Tracking attendance rates at family nights, disaggregated by race and language.
- Improved Literacy of Systems: Surveying families on their confidence levels in navigating college applications and school data tools.
- Academic Impact: Correlating family workshop attendance with student credit acquisition and GPA improvements.
- FAFSA/Dream Act Completion: Measuring the increase in financial aid applications among Latino and first-generation college-bound seniors.

Eagle Ridge Middle School, Nicollet Middle School, Burnsville High School, and community-based locations (e.g., local libraries or apartment complexes) to meet families where they are.

Type of Strategy: *Family Engagement initiatives to increase student achievement.*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers

Strategy 4: Targeted Family Engagement and Student Support

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Family Participation-Attendance of BIPOC families at academic planning events. Create a process to track family participation in academic events.	40%	55%	70%
FAFSA/Dream Act Completion Rate (Specifically for Latino and Indigenous seniors)	60%	75%	85%
Parent Portal Usage (Active logins by families of “off-track” students). FY27 will gather baseline data.	+20%	+40%	+60%
Postsecondary enrollment (Graduates from targeted group enrolling in 2- or 4- year programs) FY27 will gather baseline data	TBD	TBD	TBD
Offer Family Academic Workshops: 1. The Middle Transition, 2. Understanding transcript for 9th/10th grade families on how credits, GPA, and class rank impact future opportunities, 3. Financing the Dream-Navigating the FAFSA, 4. The Power of Rigor: Explaining why CTE and rigorous courses are essential to reduce overall college costs.	1 event	2 events	3 events

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name #5: Living Into Literacy

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Narrative Description

What: "Living Into Literacy" is a targeted literacy and cultural identity initiative for American Indian students in Districts 191 and 271. In partnership with Room to Read, the American Indian Education Program (AIEP) will provide every Indigenous student with high-quality, culturally relevant books from a specialized Indigenous collection. The strategy transforms book distribution into a year-long series of "literacy events" that include Indigenous food sovereignty experiences and a cross-district peer-mentorship model where secondary students guide elementary students.

Why: To improve academic outcomes, students must see their lived experiences and histories reflected in their curriculum. Current data shows Indigenous students face a significant graduation gap (40%). By centering literacy within the Indigenous community and connecting cultural lessons to state ELA and Social Studies standards, this strategy fosters a sense of belonging and academic efficacy. It addresses the need for "in-house" field trips for elementary students, ensuring they receive the same community-building opportunities as secondary students.

Program Structure and Delivery

Instruction and engagement are delivered through integrated cultural-literacy events:

- The "Culture Trunk" Model: Every school site receives a full set of the Indigenous book collection in their "culture trunk" and media center to ensure ongoing access beyond the event.
- Literacy Events: AIEP staff strategically host events throughout the year at each school. These events are not "one-time drops" but structured gatherings where students engage with the text, participate in storytelling, and share traditional Indigenous foods.
- Peer-Mentorship: Secondary students from the AIEP Advisory group are trained to lead literacy circles and mentor younger students, providing cross-generational learning.
- Curricular Alignment: Lessons are intentionally mapped to state standards in ELA, Social Studies, and Science, ensuring that cultural identity work directly supports classroom achievement.

Student Participation and Selection

- Which Students Participate: All American Indian students (K-12) in Districts 191 and 271.
- Selection: Participation is universal for all students identified under the American Indian Education Program.
- Leadership Roles: High school Indigenous students are selected based on their involvement in the AIEP Advisory group to serve as mentors for elementary "in-house" field trips.

Intended Outcomes and Assessment

- Literacy Engagement: Measured by the number of students receiving books and participating in the year-long literacy events.
- Academic Alignment: Success is defined by the integration of Culture Trunk materials into general education ELA and Social Studies classrooms.
- Sense of Belonging: Assessment via student surveys focusing on cultural pride and connection to the school community.
- Reading Proficiency: Monitoring MCA (Minnesota Comprehensive Assessments) and local benchmark data (FastBridge/MAP) for Indigenous cohorts to track long-term literacy growth.

Strategic Note on Integration

By bringing secondary students from across the partnership districts (191 and 271) to mentor younger students, this strategy fulfills the Integration Requirement by creating a regional network of Indigenous scholars, reducing the isolation of Native students in predominantly non-Native school settings.

Location of Services

Elementary, Middle, and High Schools across District 191 (Burnsville-Eagan-Savage) and District 271 (Bloomington), with events held in program classrooms, media centers, and community spaces

Type of Strategy: *Family Engagement initiatives to increase student achievement.*

Strategy #5 Living into Literacy

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029 ¹⁷⁷
Direct Literacy Access (Percentage of Indigenous students receiving at least 2 culturally relevant books annually)	100%	100%	100%
Peer-Mentorship Growth (Number of secondary students trained as literacy mentors)	10 students	15 students	25 students
Standardized Reading Growth (Percentage of Indigenous students meeting/exceeding proficiency or growth targets on aReading assessment.) FY25 Baseline: 43.2% if Indigenous students demonstrated typical to aggressive growth on aReading	50%	55%	60%
Elementary Engagement (Completion of "In-House" field trips at all elementary sites)	100% of sites	100% of sites	100% of sites

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

This plan creates significant operational efficiencies and eliminates program duplication by shifting from a fragmented model of student support to a streamlined, vertical pipeline of services. By centralizing core strategies under the AVID framework and the American Indian Education Program (AIEP), the district reduces the need for multiple, disconnected intervention programs.

1. Integration of College Readiness and Academic Intervention

The **AVID Flex** model at Burnsville High School eliminates the need for separate, competing programs for college readiness and credit recovery. By merging the AVID elective curriculum with credit acquisition, the district utilizes a single instructional block and a single trained teacher to meet two critical needs. This avoids the duplication of staffing and scheduling that occurs when students are forced to choose between "rigorous prep" and "remediation."

2. Schoolwide Standardized Skills

At the middle school level, the **AVID Schoolwide-Grade 6** program creates efficiency by embedding foundational organizational and academic strategies directly into the 6th-grade experience. This proactive approach:

- Reduces the need for high-cost, small-group interventions in later grades by ensuring all students possess universal success skills early. 178
- Standardizes instructional language across all classrooms, eliminating the "program fatigue" that results from multiple competing site-based initiatives.

3. Data-Driven Resource Allocation

The use of the **eduCLIMBER data dashboard** across all strategies ensures that resources (such as cultural liaisons, tutors, and counselors) are deployed with surgical precision. Rather than duplicating outreach efforts across multiple departments, the district uses a single data source to identify "Off Track" students. This ensures that family engagement and targeted support are coordinated rather than repetitive, preventing "over-serving" some families while others fall through the cracks.

4. Cross-District and Cross-Grade Level Collaboration

The **Living Into Literacy** and **Cross-District Partnership** strategies create efficiencies of scale:

- **Shared Resources:** Partnering with District 271 and Room to Read allows for shared procurement of culturally relevant materials and shared professional development costs.
- **Mentorship Pipeline:** Using secondary students as mentors for elementary "in-house" field trips eliminates the need for external vendors or additional specialized staff to lead community-building activities, instead utilizing the "internal capital" of the student body.

5. Targeted Professional Development

By focusing on **AVID Emerge** and **Restorative Practices** as the primary vehicles for staff growth, the district eliminates the need for disparate, one-off cultural competency training. This plan consolidates various "siloed" PD topics—such as literacy, family engagement, and equity—into a cohesive framework that is delivered during existing professional learning time, maximizing the impact of every training hour.

3. Resolution to Accept Donations

180

Speaker(s): Dr. Latanya Daniels, Superintendent



**Agenda V.B.3.
March 12, 2026**

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: March 12, 2026

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 12, 2026.

Clerk – Board of Education

1/9/2026	Anonymous	Food & Nutrition Services	Meal Acct Balance Donation	181\$3
1/12/2026	Anonymous	Food & Nutrition Services	Meal Acct Balance Donation	\$21.70
1/14/2026	Anonymous	Food & Nutrition Services	Meal Acct Balance Donations	\$76.25
1/21/2026	Anonymous	Food & Nutrition Services	Meal Acct Balance Donations	\$47.51
1/20/2026	Amy Piotrowski	Middle School Health Offices	Gift cards donated to health office to purchase emergency undergarments	gift card - \$250
2/9/2026	Brandon Kaya	Burnsville High School	To support an afterschool club: The TTRPG (Tabletop Roleplaying Games) Group	A full set of Pathfinder character tokens, and 2 table mats to use them. Retail Value \$1140.
1/5/2026	US Bank Foundation	BrainPower in a Backpack	Program support	\$60
1/6/2026	GIVEMN Mighycause Foundation	BrainPower in a Backpack	Program support	\$192
1/9/2026	Anonymous	BrainPower in a Backpack	Program support	\$320
1/28/2026	Target Employee Giving Program	BrainPower in a Backpack	Program support	\$30
1/30/2026	American Online Giving Foundation	BrainPower in a Backpack	Program support	\$185
2/3/2026	Fidelity Charitable	BrainPower in a Backpack	Program support	\$750
2/4/2026	US Bank Foundation	BrainPower in a Backpack	Program support	\$20
2/15/2026	GIVEMN Mightycase Foundation	BrainPower in a Backpack	Program support	\$350
2/4/2026	Wells Fargo Employee Giving Program	BrainPower in a Backpack	Program support	\$6
2/11/2026	Bob's Discount Furniture Charitable Foundation	BrainPower in a Backpack	Program support	\$1000
2/18/2026	Target Employee Giving Program	BrainPower in a Backpack	Program support	\$10
2/18/2026	Rahn Elementary Parent Teacher Organization	BrainPower in a Backpack	Program support	\$850
2/13/2026	Lisa Pozorski	Burnsville High School	Donation for Blaze Nation Station (student free store at BHS)	5 new jackets, 1 box of clothes, 2 pairs of shoes, 1 suitcase
2/26/2026	Hospitality MN Education Foundation	Burnsville High School	Receipts submitted for reimbursement	\$3,500 grant reimbursement for student certifications, food for projects, and equipment (new chef coats for program)
3/6/2026	Anonymous	Food & Nutrition Services	Meal Acct Balance Donations	\$35.44
3/10/2026	Janet Saari	Sky Oaks Elementary	Support for students in need	\$100

Total Cash Donations - \$7,557.00

V. Work Session

A. Savage City School Resource Officer Proposal

183

Speaker(s): Chief Brady Juell, Savage Police Department



**Agenda Item V.A.
March 12, 2026**

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Chief Brady Juell, Savage Police Department

Date: March 12, 2026

Re: Savage City School Resource Officer Proposal

District 191 School Resource Officer Discussion

184



History of School Resource Officers At District 191

185

2002-2006 – Assignment paid via COPS Grants

2006-2017 – Agreement with the district paying 50% of salary costs

2017-Present – District made decision to remove SROs from middle schools

Calls for service since 2017

Eagle Ridge Middle School – 202

Harriet Bishop Elementary – 246

Hidden Valley Elementary – 291



Challenges facing students and district in 2026

186

- Covid/Post Covid Generation
- Mental Health Issues
- Social Media
- Assaults
- School Safety
- Lack of access to various county services and agencies
- Lack of familiarity and response time challenges from patrol



Benefits of SROs in Schools

187

- Engagement
- Mental Health
- Embedded Resources
- Pipeline to County Services
- Support vs Enforcement
- Education
- Messaging and collaboration during incidents



Costs

188

- Language from District 719 contract:
- District shall reimburse one-half the costs incurred by the city to employ the Officer including costs for wages and benefits..
- Savage PD has been awarded a Federal COPS grant to Create an SRO for Dist. 191
- \$125,000 grant is for three years (Aprrox. \$42,000 a year of assistance.)
- City of Savage is committed to split the grant with the city to offset costs. In essence instead of splitting 50/50 with district it would be 1/3 for the first three years. After a 50% arrangement would be requested as in previous contracts.
- PD would be required to hire 1 officer to fill the assignment



Cost/hiring continued

189

- Estimated cost to the district for 2026/2027 School Year - **\$50,848**
- A 5-year contract would be requested due to grant and budget commitments.
- Hiring for the position
- I assured Dr. Daniels that the district would have representation on the SRO assignment panel that would help select the officer to staff the 191 position.



Questions?

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VI. Adjourn

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.