Burnsville · Eagan · Savage

Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
May 28, 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 Mikkelsen and Director Chester

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. Student Athletics and Activity Recognition 2
    Speaker(s): Bill Heim, Associate Principal and Activities Director

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Agenda III.A.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Bill Heim, Burnsville High School associate principal and activities director

Date: May 28, 2026

Re: Student Athletics and Activities Recognition

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Believe, Belong, Build and Become.

Athletics & Activities Recognition

Bill Heim, Associate Principal and Activities Director

May 28, 2026

Nicollet Middle School Chess

Brian Ribnick, coach





- Marshall Averitt
- Juan Avila
- Jose Avila
- Caleb Bittner
- Ivan Boyce
- Franklin Briceno
- Jack Christman
- Thiago Briceno
- Charlie Doll
- Christian Garcia
- Zach Halliday
- Alec Hildreth
- Amiya Holiday
- Clayton Jenstad
- Hamza Kedir
- Max Krasnakutski
- Mike Krasnakutski
- Magid Lotfy
- Happy Luong
- Gracin Mathews
- Hannah Mikesell
- Simon Nelson
- Khalid Osman
- Mina Pou
- Elijah Rosas

Twin Cities Regional Science Fair

Mike Huemoeller, adviser



- Sabrina Abdi
- Tuan-Hy Dinh
- Sloane Dunn
- Tesah Evans
- Cole Hagemann
- Robert Lee
- Charley Mitchell
- Layla Nguyen
- Sammy Porta
- Joel Saidu

Burnsville High School Drumline

Paul Connell, coach



- Valerie Aguirre
- Avery Aguirre
- Aldo Castro Guzman
- Joey Connell
- Ingrid Engdahl
- Inara Freudenberg
- Alex Heng
- Elizabeth Hoger
- Edward Hoover
- Oscar Hovde
- Alex Krueger
- Andre Menya
- Jayden Rivera
- Jeunan-Phi Tran
- Levi Williams
- Maya Zirbel
- Montserrat Acosta
- Archer Bodenner
- Lillyanna Bolton
- Lucy Brown
- Alan Engdahl
- Paola Gutierrez
- Israel Lara
- Caleb Mcarthur
- Charlie Morgan
- Tobias Olson
- Isaiha Tilbury
- Aiden Tran
- Alex Wening
- Kiara Angline
- Issa Ben
- Elena Corts
- Kerry Crawford
- Dylan De la Fuente
- Will Edgeton
- Erika Mikkelsen
- Max Rocca
- Xavier Sachse
- Landen Schmidt
- Isaac Wening
- Ella Zirbel
- Solyana Bein
- Ryan Kennedy
- Jacob Lara
- Samuel Morgan
- Alex Nachand
- Michael Oye
- Brian Russell
- Exie Soundara
- Deacon Wening
- Audra Hakanson
- Matt Schmeichel
- Jordan Wein
- Tyrese Leverty
- Michelle Reigen
- Nate Grenke
- Blake Widness
- Laura Connell
- Jarett Mosoti
- Alex Cole

Burnsville High School Quiz Bowl

Andy Gehrke, adviser



- Charlie Morgan
- Xavier Sachse
- Sam Morgan
- Emery Gehrke

National Honor Society

Feven Tesfaye, National Scholarship Award Winner







Olympic Weightlifting

Justin Lerfald, coach





- Abigail Erickson, 2nd place
- Caroline Thoresen, 2nd place

Thank You.

B. Annual Q Comp Report 12

Speaker(s): Kamala Niffenegger, Outgoing Q Comp Coordinator and Kristen Lorincz, Incoming Q-Comp Coordinator

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Agenda III.B.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Kamala Niffenegger, Outgoing Q Comp Coordinator and Kristen Lorincz, Incoming Q-Comp Coordinator

Date: May 28, 2026

Re: Q-Comp Annual Report

Annual Q Comp Report

Kamala Niffenegger, Outgoing Q Comp Coordinator
Kristen Lorincz, Incoming Q Comp Coordinator

May 28, 2026

Overview

Program Review

- Purpose
- Process

Q Comp Components

1. **Career Ladder/Advancement Options**
2. **Job-Embedded Professional Development**
3. **Teacher Evaluation**
4. **Performance Pay**

2026-2027 Structure Updates

Staffing Model

5 Q Comp Coaches

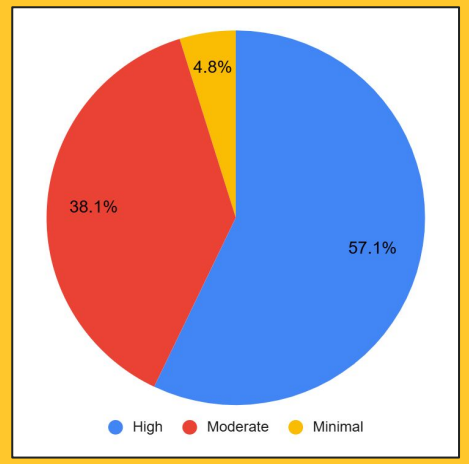
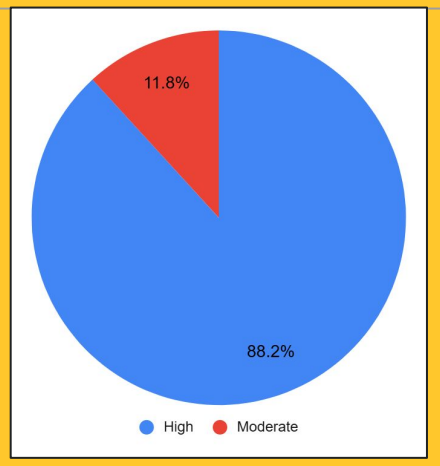
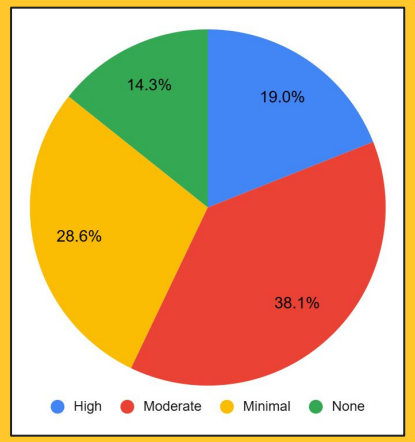
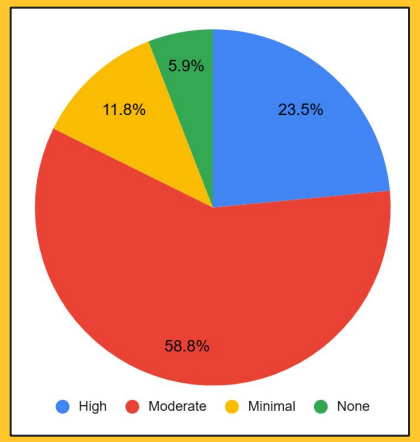
1 coach serves as a 0.5 coordinator

Each full-time coach will serve approximately 4 sites

Coach Role Responsibilities

- Peer Review & Coaching
- Support Implementation of the Three-year Review Cycle
- Collaborate with Summative Evaluators (Administrators)

Highlight: Probationary Support

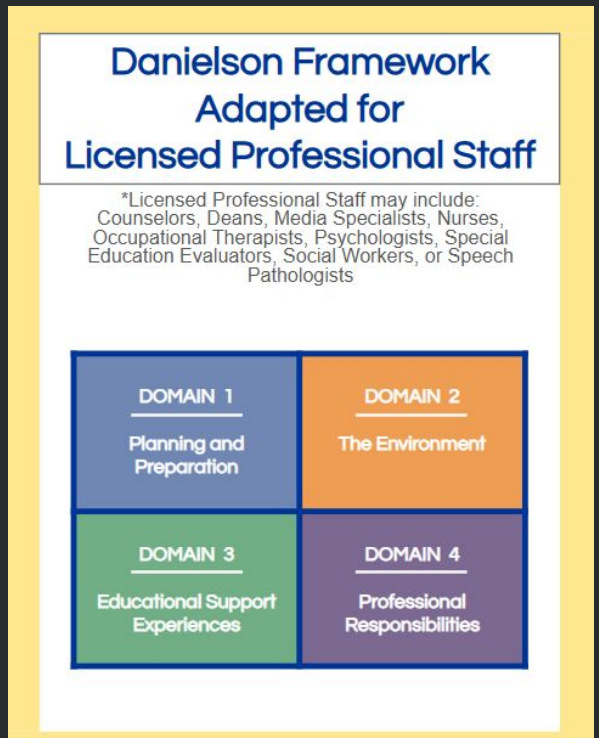
	2024-2025 Pilot Response Rates: 21/24 = 88%	**2025-2026** Response Rates: 17/24 = 71%
Administrators valued learning walks as support for probationary staff		
Administrators observed or heard evidence of new practices being implemented		

INFORMAL OBSERVATIONS

Highlight: Updated Rubrics

The “best practices” identified in this domain are relevant to my current professional context.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Domain 1 Planning & Preparation		5.6%	25%	41.7%	27.8%
Domain 2 The Environment			19.4%	41.7%	38.9%
Domain 3 Educational Support Experiences			19.4%	47.2%	33.3%
Domain 4 Professional Responsibilities		5.6%	19.4%	33.3%	41.7%



Response Rates: 71/126 = 56%

Recommendations

- Refine Evaluation Rubrics to Improve Alignment and Relevance
- Strengthen Probationary Support Through Continued Learning Walks and Differentiated Support
- Expand Learning Walks to Support Experienced Staff in New Roles

> *“A meaningful professional learning experience this year was participating in a learning walk at Hidden Valley Elementary with my CIC to observe ML teachers in action. Seeing instruction in real classrooms helped me reflect on my own practice, particularly how teachers use leadership roles, collaboration, and scaffolds to support belonging, engagement, and language development. ”*
>
> **— Elementary Multilingual Teacher**

Additional Resources

2025-2026 Q Comp Annual Report

View Full Report

MDE Professional Pay System

Q Comp/Alternative Teacher System (MN Department of Education)



Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per Minnesota Statutes, section 122A.414, subdivision 3(a) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. ***All information reported should be based on the current school year.*** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain what changes have occurred and why?

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

During this annual program review, we focused on the Continuous Improvement Coach (CIC) teacher leadership position.

When asked about a variety of supports provided by their Continuous Improvement Coaches (CICs), first-year probationary staff felt the following were most impactful (in order of highest impact): learning walks, check-ins, informal observations and feedback, providing resources, and support with goal writing.

CICs are in their second year of leading learning walks to support first-year probationary instructional staff. 97.5% of staff who participated in a learning walk reported that the learning walk process supported their professional development and helped them reflect on and improve their practice or instruction. 72.2% of these same staff reported that it led to a direct impact on their instruction or practice. Teachers applied their learning by adopting AVID strategies, adjusting pacing, and including more collaborative hands-on activities. They expanded the use of visuals and technology to clarify expectations and support learning. Classroom management and organization improved through changes to layouts, clearer routines, and practical tools like simplified instruction steps and visual systems.

82.3% of administrators reported a high or moderate impact of probationary staff implementing new learning from their learning walk experience (an increase from 57.1% during the 24-25 school year). 100% of reporting administrators place moderate-to-high value on the learning walk experience as a support for probationary staff (with 87.5% highly valuing it and 12.5% moderately valuing it).

78.8% of probationary staff reported that the informal CIC coaching, feedback and observation process had a moderate to high impact on instruction and/or practice. This was a newly added support provided by CICs for instructional probationary staff.

97.4% of tenured teachers indicated that the observation process with their CIC had a moderate to high impact on their reflection and instructional practice.

How did the work of teacher leaders impact student achievement?

82.3% of tenured teachers reported that the observation process, including coaching, had a moderate to high impact on student achievement.

92.3% of first-year probationary staff who participated in a learning walk with their CIC and self-reported that they implemented a change into their practice felt that it had a moderate to high impact on student learning.

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

Cognitive Coaching continues to be the training for new CICs that builds the foundation for their coaching conversations with tenured staff. With the move to increasing support to probationary staff, the CIC team has self-studied more direct styles of coaching that are more appropriate for staff new in their instructional practice.

The Danielson Group has released new training modules aligned to the updated 2022 version of the framework. We will continue reviewing available training options to determine which best supports a deep understanding of the Danielson Framework and strengthens coaches' ability to collect objective, unbiased evidence to inform coaching and feedback.

Review Findings

What do the collected data and evidence reveal about the impact and effectiveness of this core component, and what additional findings or contextual information should be considered?

Feedback from probationary staff indicates that onboarding and support structures for new-to-district employees could be further refined. In particular, additional differentiation is needed for (1) highly experienced educators who are new to the district and require orientation to district systems rather than foundational instructional support, and (2) staff in unique or "singleton" roles whose instructional contexts and professional needs differ from those of larger content or grade-level teams.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

- Select and implement the most effective The Danielson Group training course—based on pilots conducted over the past two years—as the required learning module for all new coaches and evaluators beginning in the 2026–27 school year.
- Continued implementation of learning walks with probationary instructional staff to ensure shared instructional understanding of effective teaching and high-impact practices.
- Cross-department collaboration to refine probationary support systems for new-to-district employees to meet needs of staff entering with varying levels of experience and serving in diverse or specialized roles.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain the changes that have occurred and why?

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

93.1% of teams agreed or strongly agreed that their learning from CT participation impacted their practice/instruction.

Based on forced ranking, teams spent the majority of their time on the following:

- Collaborate on effective instructional practices and engagement strategies
- Clarify standards and learning targets of focus.
- Discuss interventions to respond to students who have not yet mastered the standards of focus
- Determine proficiency indicators that include how they will know if students have mastered the standards of focus.

Teachers report that these activities impact classroom instruction by using data-driven and differentiated instruction, aligning standards and rigor, and refining instruction as needed (interventions, reteaching, etc)

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

Collaborative Teams (CTs)
90% of teams agreed or strongly agreed that their learning from CT participation impacts student achievement.

CTs report that their work has had a clear impact on student achievement by promoting data-driven instruction, targeted interventions, and consistent learning experiences across classrooms. Teachers report that CT time enables them to collaborate on Tier 1 strategies and resources while creating an aligned curriculum that ensures

all students have access to grade-level standards and learning objectives. This collaboration fosters greater student engagement while also strengthening consistency across classrooms and allowing for more effective problem-solving among educators.

Collegial Conversation Choices

Tenured staff have the option to choose a collegial conversation choice in place of one of their traditional observations with their CIC. Collegial conversations embeds professional learning through either a literature review, collegial co-observation, data review, or creation of a self-directed plan. All choices involve staff implementing something they have learned into their practice (action plan) and reflecting on its impact. 96.7% of staff report that this observation choice (up from 92.9% last year), if elected, has a moderate to high impact on their practice with the highest impact choice reported being a collegial co-observation.

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Learning teams identify student needs and instructional strategies by analyzing multiple data sources, including FastBridge, Heggerty, Morphology, PreLAS (Pre Language Assessment Scales), Teaching Strategies Gold (TSG), and classroom assessments such as unit tests, student work, and progress monitoring. Through collaborative discussions, teachers share observations about student performance, learning challenges, and instructional barriers, allowing them to reflect on what is and is not effective. Teams then use this information to adjust instruction, develop targeted interventions such as What I Need (WIN) groups, and align strategies with curriculum standards and best practices. In addition to academic data, teams consider holistic factors such as behavior, social-emotional needs, attendance, and communication, ensuring a comprehensive approach to improving student achievement.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

74% of teams agreed or strongly agreed that they frequently reviewed data and implemented instructional or professional strategies based on data. Learning teams use data from formative and summative assessments, FastBridge, and other progress-monitoring tools to adjust instruction by reteaching key skills, modifying lessons, and adjusting pacing based on student needs. They implement targeted strategies through flexible grouping, such as WIN groups and small-group instruction, and adjust interventions or services as needed. Ongoing data tracking allows teams to monitor progress, identify trends, and follow up on the effectiveness of instructional strategies, making continuous adjustments to improve student outcomes.

Review Findings

What do the collected data and evidence reveal about the impact and effectiveness of this core component, and what additional findings or contextual information should be considered?

The data suggests an opportunity to increase attention to enrichment for students who have already mastered standards as well as additional ways to reteach core concepts when not mastered by a majority of the students the first time.

Additional Findings
The majority of administrators (85.7%) who attended the PLC at Work® Institute in June 2025, report that it had a high or moderate impact on their ability to effectively lead CTs at their site.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

- Increase the number of admin and BLT members who participate at the PLC at Work® Institute.
- Prioritize professional development on effective reteaching strategies for students who are not yet mastering grade level guarantees and meaningful enrichment for those who have already mastered them.
- Support teams in developing or implementing curricular common formative and summative assessments, aligning on proficiency expectations, and using data to guide instruction.
- Protect collaborative team time and ensure access to resources and specialists so teams can effectively implement both interventions and extensions.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain the changes that have occurred and why?

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Tenured staff receive coaching, feedback, and observations from multiple sources. Staff reporting a moderate-to-high impact on their instruction and/or practice include:

- 86.4% from the administrative coaching and observation cycle
- 97.4% from the CIC coaching and observation cycle
- 84.6% from the other trained observer coaching and observation cycle

76.8% of probationary staff report that the coaching and feedback in their evaluative observation process has a moderate to high impact on their instruction and/or practice.

What impact did the observation/evaluation process, including coaching, have on student achievement?

82.3% of responding tenured staff indicated that the observation process had a moderate to high impact on student achievement.

74.1% of probationary staff indicated that the administration observation process had a moderate to high impact on student achievement.

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

Teachers report that the CIC observations and feedback were supportive and valuable for professional growth. The streamlined, two-observation process using Danielson's framework facilitated meaningful reflection on their practice. Many teachers noted that this feedback directly led to implementing instructional strategies that positively impacted classroom management, student engagement, and overall teaching effectiveness.

Additionally, staff suggested potential improvements such as being observed by someone within their subject-matter discipline and experiencing more consistent, substantive feedback from administrators throughout the evaluation cycle, not just during the observation.

Summary of Probationary staff comments 2025-26 (grouped by like themes by Magic School AI)

- **Feedback and Growth:** Many probationary staff found the process helpful for professional growth, valuing the opportunity to reflect on teaching practices, set goals, and receive constructive suggestions. Mentoring and coaching from the CIC team was mentioned as supportive while providing actionable feedback.
- **Administrative Communication & Tone:** Feedback and comments were often delivered professionally and with a positive tone, and administrators were frequently described as supportive, helpful, and accommodating. However, several respondents noted issues with efficiency, including long wait times between observations and post-observation meetings, and a lack of timely written feedback in ProTraxx.
- **Challenges in Early Childhood (EC) Observations:** Both staff and administrators in Early Childhood programs expressed concerns that the current observation tool, the Danielson instructional rubric, were not suitable for the EC context, making it difficult to achieve what was being asked. This perceived misalignment, along with the evaluative observations, created anxiety and the sense that EC teachers were less valued.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

This year, we piloted two rubrics adapted from the Danielson Instructional Framework for licensed professional and system specialist staff. Since a majority of staff that aren't on the instructional rubric are on the licensed professional rubric, we reviewed that rubric in our program review this year.

Rubric findings:

- 68.8% of administrators evaluated staff on the licensed professional rubric. 81.8% of those agreed or strongly agreed that the rubric helped them give feedback about the staff member's professional practice.
- Among staff who were coached or evaluated using the rubric, participants were asked to rate the relevance of the identified "best practices" within each domain to their current professional context using a five-point scale ranging from *strongly disagree* to *strongly agree*. The percentage of staff who selected *agree* or *strongly agree* is summarized below:
    - Domain 1 = 69.5%
    - Domain 2= 80.6%
    - Domain 3= 80.5%
    - Domain 4= 75%
- About 70% of special education teachers who responded indicated that the Licensed Professional Staff rubric descriptions best fit their role, however, 72% of administrators indicated that the instructional rubric was better suited for evaluating special education staff.

Review Findings

What do the collected data and evidence reveal about the impact and effectiveness of this core component, and what additional findings or contextual information should be considered?

Administrators reported that coaching and feedback during observations have led to more intentional, student-centered instruction, including clearer learning targets, stronger use of data, increased collaboration structures, and improved formative assessment practices. When given feedback, they observe teachers implementing new strategies more consistently, resulting in higher engagement, stronger classroom management, and better alignment to standards.

Initial rubric review results indicate generally strong alignment between the rubric's identified best practices and staff members' professional contexts, with the highest perceived relevance in Domains 2 and 3 which are the two observable domains.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

- Revisit the potential adaptation of the instructional rubric to better reflect the instructional practices and developmental context of Early Childhood staff.
- Provide additional professional learning to clarify distinctions between the Instructional rubric and the Licensed Professional Staff rubric, including guidance on appropriate observation opportunities for specialized roles.
- Review and consider revisions to Domains 1 of the Licensed Professional Staff rubric to ensure clarity, relevance, and alignment with current professional practice.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain the changes that have occurred and why?

Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)? Yes, CT goals and professional learning plans.

Impact

The majority of staff compensation is tied to participation in observations, collaborative team work, and the completion of annual professional learning plans. The only compensation directly linked to student outcomes is connected to the achievement of established building goals.

A review of historical payout data suggests that sites using curriculum-embedded proximal assessments, rather than standardized or norm-referenced assessments, tend to meet their goals more consistently. In addition, programs serving younger learners demonstrate higher rates of goal attainment compared to those serving older students.

Review Findings

What do the collected data and evidence reveal about the impact and effectiveness of this core component, and what additional findings or contextual information should be considered?

Building leaders that are involved in writing school-wide goals and plans have expressed needing support in understanding normed assessments and in writing goals that are achievable at the building level while being rigorous.

Recommendations

How will the district use the data to improve the effectiveness of this core component?

- Recognizing the complexity of measuring student learning, we recommend deeper analysis of examining whether the current building goal payout structure adequately reflects and rewards instructional effectiveness.

- Additional professional development on our assessment systems as well as data literacy on goal writing.

General Program Impact and Recommendations

What overall impact on instruction and student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Based on recommendations from the previous year, two updated and consolidated evaluation and coaching rubrics were implemented for staff in specialized roles. These updates streamlined evaluation processes and improved consistency and usability within the ProTraxx platform, which supports the Teacher Development and Evaluation (TDE) system for probationary and summative evaluations.

Student achievement outcomes also reflect positive impact. During the 2024–25 school year, 10 sites/programs met their Building Goal—the highest number since the 2014–15 school year. Over the past 11 years, an average of 7.2 sites have met their goals annually, with results ranging from 4 to 11 sites. Because Building Goals are tied to measurable student outcomes, this increase suggests stronger alignment between instructional improvement efforts and student learning results.

As Q Comp funds support implementation of the Teacher Development and Evaluation Plan, last comprehensively updated in 2014–15, it is recommended to revisit components of the plan that are not regularly addressed through the Q Comp Memorandum of Understanding. Updating these elements will ensure that evaluation guidance, expectations, and processes remain current and continue to effectively support both evaluators and educators.

How will the district use the review findings to improve the overall effectiveness of the program?

- Q Comp Coaches continue to conduct probationary learning walks to support our newest staff's growth.
- Establish a cross-functional team to explore adaptations to the Danielson instructional rubric that better reflect the developmental needs of our youngest learners.
- Continue streamlining evaluative observation and feedback processes through collaboration with ProTraxx and Human Resources, including enhanced evaluator training and onboarding supports, as well as system-based reminder tools to improve the timeliness and consistency of written feedback.

C. District Priorities and Strategic Planning Process 31

Speaker(s): Dr. Latanya Daniels, Superintendent and Julie Baeb, Teamworks Senior Consultant

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Agenda III.C.
May 28, 2026

To: Board of Education

From: Dr. Latanya Daniels, superintendent and Julie Baeb, Teamworks Senior Consultant

Date: May 28, 2026

Re: District Priorities and Strategic Planning Process

ONE 91
Burnsville · Eagan · Savage



District Priorities and Strategic Planning Process

May 28, 2026

Dr. Latanya Daniels, superintendent
Julie Baeb, Teamworks consultant

Agenda

- Background & Purpose
- Process
- Overview
- Structure
- District Priorities for 2026-27
- Closer Look: Facilities
- Closer Look: Instructional Coaching
- Closer Look: Strategic Planning

Background & Purpose

Provide clarity

- Identified through Listen & Learn, other in-person discussions
- Staff desired clarity on district priorities
- Will help district, departments, schools, programs & staff focus work

Improve communication

- Identified through Listen & Learn, other in-person discussions
- Need for engagement before decisions & follow-through after decisions
- Provides structure for ongoing communication

Process

Iterative & collaborative

- Discussion at department, school, district levels to identify draft priorities
- Refine with executive team
- Review & feedback with labor relations team (BEA)
- Review & feedback with Building Leadership Teams (BLTs)

Overview & Structure

- Identifies priority areas for 2026-27
- Rooted in Strategic Roadmap & supported by district budget
- Organized by type of work
  - Technical implementation
  - Continuous improvement work
  - District-level initiatives
  - Building/Program-level initiatives
- Not exhaustive

Technical Initiatives

- CaptiBasix (4-12)
- Communications
- Digital Wellness
- Educlimber
- ELLevation
- Math Standards Review (K-8)
- Math Curriculum Review (9-12)
- Safety, Security and Facilities
- Threat Assessments

Continuous Improvement Work

- Collaborative Teaming
- Leadership Development
  - Principals
  - Directors
  - Building Leadership Teams
- Pre-K-12+ Pathways Re-Launch
- STAT / SST Teams - Alignment
- Strengthening Core Instruction (Academics & Social Emotional Learning)
  - Intentional instruction and support for all students including multilingual learners and students with education plans
  - Strengthening co-teaching practices

District-Level Initiatives

- District-Level Initiatives
  - Artificial Intelligence Guidance
  - Instructional Coaching
  - Facilities Planning Process
  - Strategic Planning Process
- Early Childhood
  - MultiLingual Strategies (CE)
  - Social and Emotional Learning (SEL) best practices (CE & ECSE)
- Elementary
  - Common Formative Assessments for Foundational Literacy (K-2)
  - New Literacy Curriculum (3-5)
  - New Science Curriculum (K-5)
- Secondary
  - Grading for Equity - 7 principles (6-12)
  - New Social Studies Curriculum (6-12)
  - READ Act Phase 2 (6-12)
  - Success Criteria with Targeted Feedback (6-8)
  - SWAS Intervention Model (6-8)

Building/Program-Level Initiatives

- Community Ed / Early Childhood
  - KinderSpark
  - Grade 6 Project Kids
  - Pathways Development in Adult Basic Education
- Elementary
  - Catalyst Foundational Skills (K-5)
- Middle School
  - AVID Schoolwide Structures (Eagle Ridge & Nicollet Middle Schools)
  - DataWise pilot (Nicollet Middle School)
- High School
  - BAHS/VA and Grade 9 SEL pilot
  - Rigorous Course Access/Success
  - Student Engagement Strategies (9-12)

Focus: Facilities

Completed

- Internal discussion with building/program leaders
- Third-party study of current uses & current state of facilities
- Staff survey

2026-27 School Year

- Continuing work to evaluate needs
- Ongoing staff & community engagement
- Develop options to address identified needs

Focus: Instructional Coaching

- Structural change as part of 2026-27 budget
- New position
  - Build teacher capacity
  - Strengthen grade-level alignment
  - Positively impact student achievement through sustained, collaborative and strategic instructional leadership
- Key for improving experience, outcomes for all students
- Announced 11 hires on May 19

Focus: Strategic Planning

Purpose

- Need identified early & re-enforced through community engagement
- Move to specific action steps for achieving vision
- Provide clear measures for success & accountability

Overview

- Year-long, engaging process with clear deliverables
- External support & facilitation

ONE 91
Burnsville · Eagan · Savage

Strategic Planning Classroom to Boardroom Overview

May 28, 2026

TEAMWORKS
EDUCATION LEADERSHIP SOLUTIONS

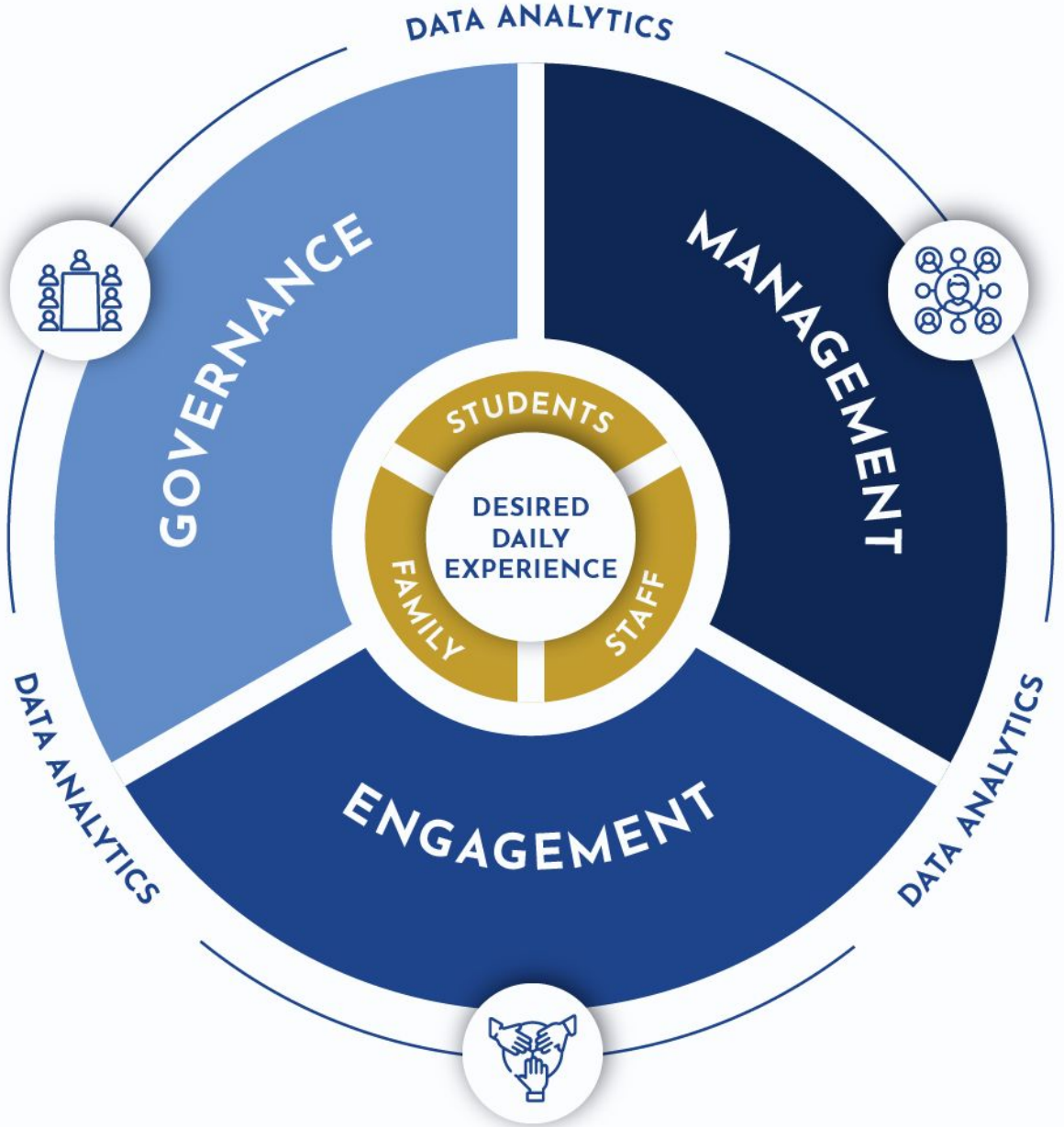
TEAMWORKS
EDUCATION LEADERSHIP SOLUTIONS

EDUCATION LEADERSHIP SOLUTIONS

Directional ambiguity to clarity through excellence in governance, management, and engagement.

- SCHOOL BOARD DEVELOPMENT
- LEADERSHIP DEVELOPMENT
- STRATEGIC CHANGE
- EXECUTIVE COACHING
- DEMOGRAPHIC AND ENROLLMENT SERVICES
- GUIDING CHANGE
- TARGETED SUPPORT





300+ Districts, 400+ Collective Years Experience in Education



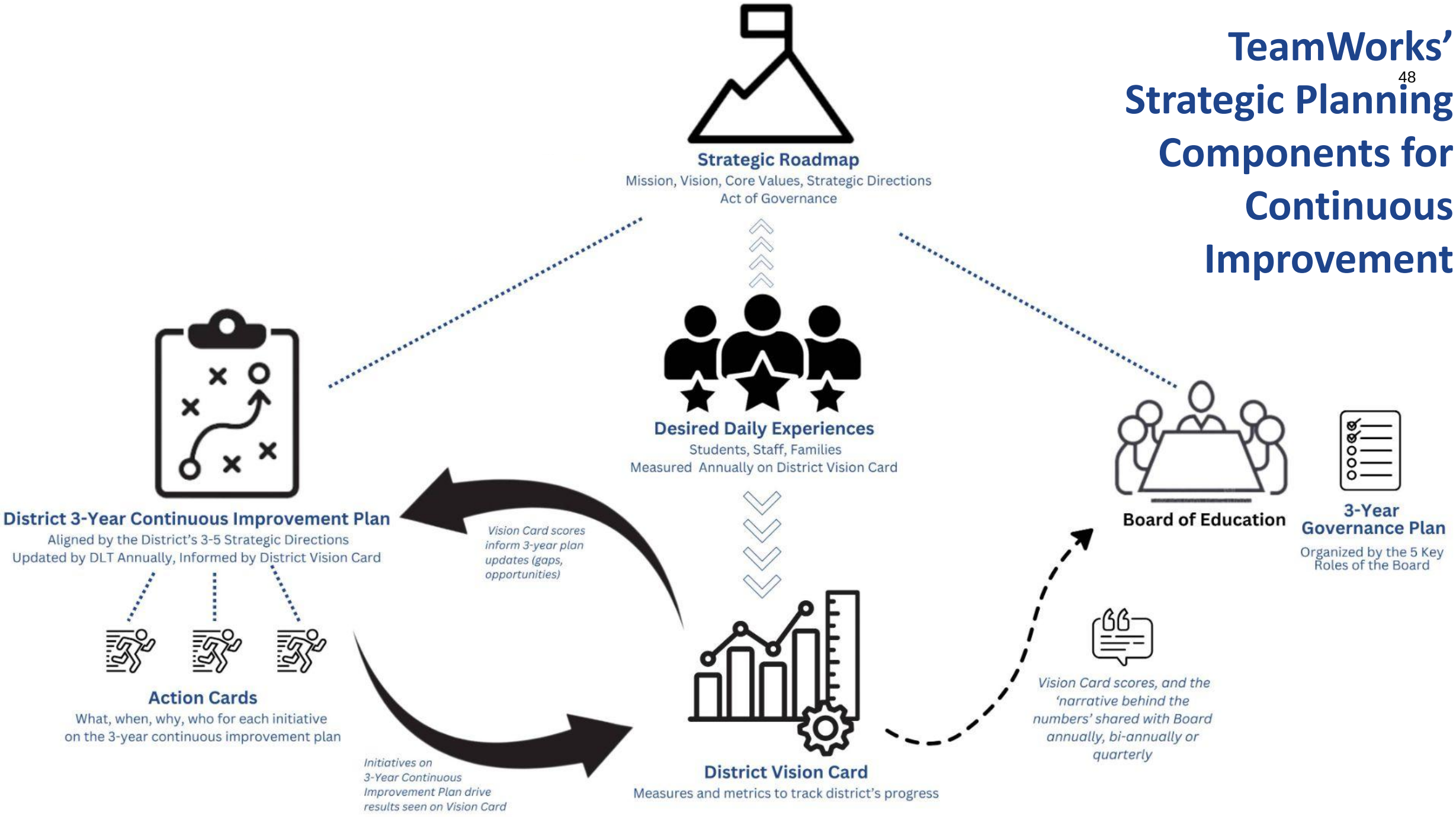
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From a TW Strategic Planning Client:

Benefits of TeamWorks' process?

- Increased alignment, everything linked together
- Before, felt overwhelmed. Now everything feels achieveable.
- Feel a sense of clarity and understanding of our "why"
- There is a lot of up-front effort, but worth it
- The outcomes of the process came from us, truly reflects our district and what we need
- Everyone in our district had had an important role to play in this, and we did it together

TeamWorks' Strategic Planning Components for Continuous Improvement



Full Classroom to Boardroom Process Deliverables

Education Leadership System Overview	Roles/responsibilities of those who govern, those who manage, partnership
District Storywall & Environmental Scan	District History, Context + Current Key Trends and Influences
School & Department Strengths & Needs	Assess current reality, core processes of classrooms & departments
Desired Daily Experience	Clear articulation of the Desired Daily Experiences based on guided conversations with students, staff, families
VisionCard	Measures and Metrics of Vision and Planning
3-Year Continuous Improvement Plan	3-Year Plan of Strategies and Initiatives for improvement
Action Cards	Mapping out what/who/when/why of each initiative
Strategic Roadmap	Mission, Core Values, Vision, and Strategic Directions
3-Year Board Governance Plan	3-Year Board Work Plan to support District Continuous Improvement Plan
Board Structure and Protocols	Board Committees, Workflow, Communications, Expectations

Desired Daily Experiences

- Statements describing what students, staff, families want their experience to look like, sound like, feel like on a daily basis.
- Meeting these conditions makes growth in academic achievement possible.
- Measured on an annual basis.
- Gaps in meeting these needs named as learning work / implementation work on the 3-year continuous improvement plan.



Area	Tool/Measure	Percent of Respondents Who Agree or Strongly Agree with DDE Statement:	FALL 2025 (Baseline Data)	Fall 2026	Vision Card Performance Score	Group	Average Score
Desired Daily Experiences - Families	Families who agreed/strongly agreed with key statements on the district DDE survey.	*My child feels safe at school.*	99.4%		5	Families Average	4.0
		I am listened to and supported by school staff.	88.8%		4		
		I maintain regular, open communication with my child's teacher(s), school administration, busing com	85.7%		4		
		My child has highly qualified teachers who support my child's individual academic needs.	78.6%		3		
		My child's learning experiences and opportunities are engaging and varied, and helps them feel prepa	80.0%		4		
		My child's behavioral and social-emotional needs are met with access to mental health resources, cou	77.0%		3		
		My child has access to a variety of athletic and extracurricular activities.	99.2%		5		
		I know how to use the school tools to access my child's grades, attendance, and alerts.	84.7%		4		
Desired Daily Experiences - Staff	Staff who agreed/strongly agreed with key statements on the district DDE survey.	*I feel valued, needed, and purposeful in my role, as all staff and programs play a vital part in supporti*	86.1%		4	Staff Average	3.2
		I am comfortable sharing my needs and concerns and have support and trust from administration to s	81.7%		4		
		I work effectively as a team with my colleagues, and our positive relationships create a strong, collabo	94.8%		5		
		I have open collaboration time with my colleagues to address school-wide issues, share ideas, and see	73.9%		3		
		I have sufficient planning time and access to instructional and classroom resources to effectively supp	67.0%		2		
		I have the support and resources to effectively manage my workload, caseload and classroom.	73.0%		3		
		Our district's buildings are clean, well-maintained, inviting and appropriately equipped, providing safe	64.3%		2		
		Our district has highly trained and dedicated support staff and qualified teachers in their licensure are	75.7%		3		
		Our student behavior expectations are clear and consistently enforced by both staff and administratio	71.3%		3		
Desired Daily Experiences - Students	Secondary students (grades 6-12) who agreed/strongly agreed with key statements on the district DDE survey.	*My teachers use a variety of methods that are engaging, interactive, and fun.*	64.0%		2	Student Average	2.5
		I feel supported by my teachers who help me understand without judgment.	77.0%		3		
		I can take a variety of electives that match my interests and teach me relevant skills, making my school day engaging and preparing me for my career and life.	64.2%		2		
		My schedule gives me time to focus on each subject, get help when I need it, and not feel rushed.	66.7%		2		
		I feel safe at school and can focus on learning, because bullying and disruptions are dealt with and everyone is treated with respect.	70.0%		3		
		I like the variety of food choices available during lunch, giving me the option to pick what I enjoy.	68.0%		2		
		I have enough time during passing time and lunch/recess to relax and catch up with friends.	71.3%		3		
		I participate in extracurricular activities that give me a sense of belonging, challenge me to work hard, and help me grow into a better person.	74.6%		3		

Desired Daily Experiences

Why It Matters:

- Anchors our shared mission in real experiences
- Promotes alignment among the adults
- Helps the district stay accountable to what matters most: the student, staff and family experience



VISION CARD: Tracking Continuous Improvement

Measures		Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Baseline 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +	Group/Student Group	Current Score	Weight	Weighted Score
Achievement	Percent of students meeting benchmarks on achievement measures (Kindegarten readiness, State Achievement Tests, On Track to Graduate, Achievement Gap)	Less than 50% of all students meeting benchmarks	50 - 59.9 % of all students meeting benchmarks	60 - 69.9% of all students meeting benchmarks	70 - 79.9% of all students meeting benchmarks	80% or greater of all students meeting benchmarks	All Students	3.3	30%	0.7
							Student Groups	1.6		
Graduation	Percent of students graduating in **four years** and **seven years** using the 9th grade cohort model	Less than 55% of all students graduating in four years	55-64.9% of all students graduating in four years	65-74.9% of all students graduating in four years	75-84.9% of all students graduating in four years	85% or greater of all students graduating in four years	All Students	5.0	15%	0.7
							Student Groups	3.8		
		Less than 50% of all students graduating in seven years	50-59.9% of all students graduating in seven years	60-69.9% of all students graduating in seven years	70-89.9% of all students graduating in seven years	90% or greater of all students graduating in seven years	All Students	5.0	10%	0.5
Desired Daily Experiences (Students, Families, Staff)	Percent agreement to key DDE statements taken from the district climate survey	Less than 75% of those surveyed agree or strongly agree to DDE key statements	75-79% of those surveyed agree or strongly agree to DDE key statements	80-84% of those surveyed agree or strongly agree to DDE key statements	85-89% of those surveyed agree or strongly agree to DDE key statements	90% or more of those surveyed agree or strongly agree to DDE key statements	Students, Families, Staff	3.4	15%	0.5
Initiative Implementation (MnMTSS, Read Act, Community Engagement, Student Activities Engagement)	Initiative implementation score on key initiatives using fidelty of implementation assessments	Implementation score of 19% or less	Implementation score of 20-39%	Implementation score of 40-59%	Implementation score of 60-79%	Implementation score of 80% or more on implementation assessment	NA	2	20%	0.4
Operational Measures	Measures from operational areas	Less than 50% across operational measures	50-59.9% across operational measures	60-69.9% across operational measures	70-89.9% across operational measures	90% across operational measures	NA	3.3	10%	0.3
									Overall Performance Score	3.1

Measures

Metrics

Weighted Scores

Strategic Directions:	2023-24 SY	2024-25 SY	2025-26 SY
A. Mental Health	**Learning Work Initiatives** • Mental Health Referral Pathway Protocol	**Learning Work Initiatives** • Student Mentorship • Intercultural Development Inventory	**Learning Work Initiatives** • *(None)*
	Implementation Work Change Readiness • *(None)*	**Implementation Work Change Readiness** • *(None)*	**Implementation Work Change Readiness** • Restorative Circles
	Implementation Work Change Management • Anti Bias Training • District Mental Health Team • Sensory Rooms/Spaces	**Implementation Work Change Management** • *(None)*	**Implementation Work Change Management** • Staff Wellness
	Standard Work Practices (Needs Improvement) • Mental Health Support Roles	**Standard Work Practices** • NME Neuroscience Part II Training/Application?	**Standard Work Practices** • Mental Health Framework • SEL Second Step?
	• Consistency of Social Emotional Curriculum • Restorative Practices		
B. Educational Practices	**Learning Work Initiatives** • AI / Chat GPT	**Learning Work Initiatives** • VR / gamification • Micro Learning and Sensory Breaks / Somatosensory / Body	**Learning Work Initiatives** • *(None)*
	Implementation Work Change Readiness • Reading Instruction Practices	**Implementation Work Change Readiness** • Elementary ELA Curriculum / Science of Reading	**Implementation Work Change Readiness** • Middle School Standards-Based Grading
	Implementation Work Change Management • 5-12 Assessment Practices (Grading)	**Implementation Work Change Management** • *(None)*	**Implementation Work Change Management** • *(None)*
	Standard Work Practices • Cultural Standards / Collaboration • Work-based learning • Engaging Cultural Activities • Digital Citizenship • Scope and Sequence all Subjects • Inclusive Learning Interventions	**Standard Work Practices** • Work-based learning / CTE / Pathways (? no TBC date) • Student-Centered with Rigor / Learning Targets • Student Led Learning • Community Partnerships • CGI Training	**Standard Work Practices** • *(None)*
C. Educational Systems	**Learning Work Initiatives** • MCIS • Comprehensive Assessment System of Formative Assessments Aligned to Standards • 4-day week	**Learning Work Initiatives** • Academies • High School Interventions WYN • Soft Skill - Speaking, Leadership	**Learning Work Initiatives** • Flexible Hours in a day
	Implementation Work Change Readiness • *(None)*	**Implementation Work Change Readiness** • *(None)*	**Implementation Work Change Readiness** • Middle School Model
	Implementation Work Change Management • SWIS	**Implementation Work Change Management** • 3-year old programming • Tier 2 Behavior Teams	**Implementation Work Change Management** • Level III / School within a school

A plan for continuous improvement

- Organized by 3-5 strategic directions over 3 years
- Informed by the comprehensive strategic planning assessment work by the team + Desired Daily Experiences.
- Serves as Superintendent's 'table of contents' of all district-wide initiatives and actions for improvement.
- Each initiative supported by an action card: who, when, what, why.
- Dynamic, "living" doc. Link between VisionCard and Op Plan - each informs the other.
- Recognizes capacity and what needs to leave the system in order to implement.

Action Card for: INITIATIVE NAME

Owner: Person
School/Department Name:
Strategic Direction [A/B/C/D/E]:

Vision at Completion of Initiative/Project (Narrative and Numbers)

-
-
-
-

Key Steps / Project Milestones	Who	Completed by	Status	Anticipated Speed Bumps
	Person	Date	Not Started	• X • X • X • X • X
	Person	Date	Not Started	
	Person	Date	Not Started	
	Person	Date	Not Started	
	Person	Date	Not Started	
	Person	Date	Not Started	
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	Person	Date	Not Started	

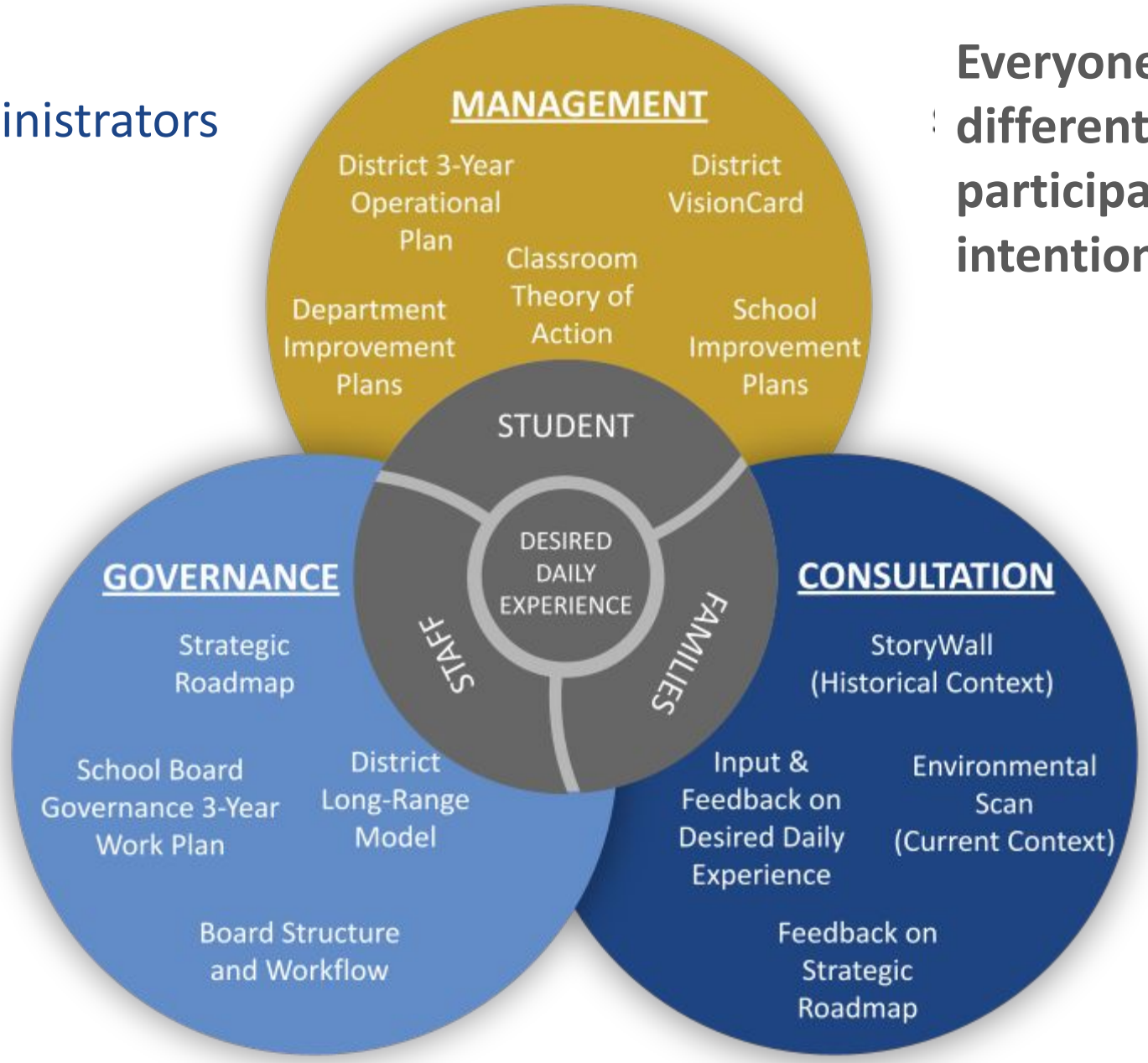
Current Reality *(the why behind this work):* **Narrative and Numbers** *Refer to the Whole System View FrameWork*

-
-
-
-

Implementation tools and support to make the district's vision a reality

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Administrators



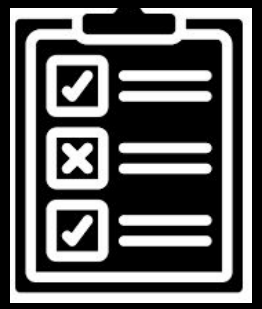
Everyone participates at different points in the process, participation is tied intentionally to their role

Board of Education

Students
Staff
Familiies
Community

TEAMWORKS
EDUCATION LEADERSHIP SOLUTIONS

Fall 2026



Assessing Our Reality

Strategic Planning Team

Fall 2026

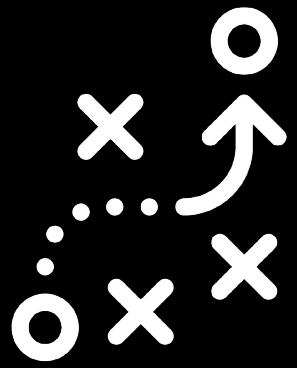


Describing Our Vision

Focus Groups

Strategic Planning Team

Winter ‘26-27



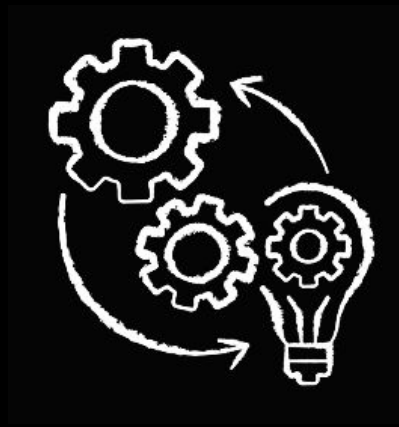
Mapping Our Plan

Strategic Planning Team

Superintendent

School Board

Spring 2027



Implementing Our Plan

Superintendent

Principals

Departments

School Board

Key Differentiators With TeamWorks Process:

3-year Continuous Improvement Plan & 3-year Governance Work Plan:
Reviewed regularly, updated annually.

VisionCard: Made up of measures that exist or easy to create. Informs the continuous improvement plan.

Clarity of Role & Ownership: School board, office of superintendent, principals, departments

Desired Daily Experiences: Grounded in what your students, staff, families need; identified early in the process. Sets vision for the plan.

Adaptable process: We learn from our education clients and can adapt our process based on your needs. Variety of school districts have followed this process: suburban, urban, rural, charter schools.

High Return on Investment: a system of continuous planning, comprehensive process which includes representative voices from all groups

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TEAMWORKS Team



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Thank you!

62
D. Committee, Board Appointment and School Assignment Reports 63

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

Burnsville · Eagan · Savage

Agenda III.D.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Abigail Alt, chair

Date: May 28, 2026

Re: Committee, Board Appointment and School Assignment Reports

Committee Assignments

Board Committee	Board Member(s) Assigned
Legislative	Lesley Chester (Chair), Annemarie Anderson, Anna Werb
Policy Review	Rachael Mikkelsen (Chair), Scott Hume, Annemarie Anderson
Negotiations	Tyler Sachse (Chair), Abigail Alit, Scott Hume – Alternate: Anna Werb

Other Board Assignments

Board Committee	Board Member(s) Assigned
Association of Metropolitan School Districts (AMSD)	Scott Hume
Burnsville Chamber of Commerce Policy Committee	Tyler Sachse
ISD 917	Lesley Chester
Foundation 191	Annemarie Anderson
MN School Board Association (MSBA)	Scott Hume Annemarie Anderson
Burnsville Festival & Fire Muster	Anna Werb
MN State High School League (MSHSL)	Rachael Mikkelsen
Burnsville High School Hall of Fame Committee	Tyler Sachse

School Assignments

School Name	Board Member Assigned
Harriet Bishop	Rachael Mikkelsen
Hidden Valley	Anna Werb
Vista View	Lesley Chester
Sky Oaks	Tyler Sachse
Eagle Ridge Middle School	Annemarie Anderson
Burnsville Alternative High School	Abigail Alt
Burnsville High School	Scott Hume

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 66

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
May 14, 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, Hume, Mikkelsen, Sachse, Werb and Chair Alt were present. Director Chester was absent. Superintendent Dr. Latanya Daniels, Student Board Representative Feven Tesfaye, administrators, staff and members of the public were also present.	Attendance
Chair Alt welcomed the audience and asked Student Representative, Feven Tesfaye, to lead the Pledge of Allegiance.	Pledge of Allegiance
Moved by Werb, seconded by Hume, to approve the agenda. The motion carried unanimously (6,0).	Agenda
Received a school report for Burnsville High School from Dr. Chris Bellmont, assistant superintendent, Jesús Sandoval, principal and Kim Fritz, 9th Grade BARR Coordinator. Received a Student School Board Representatives 2026-2027 Report from Jesús Sandoval. Received an Annual Innovation Report from Dr. Latanya Daniels, superintendent. Received a report from Feven Tesfaye, student board representative. Received a Superintendent's Report from Dr. Latanya Daniels, superintendent. Received a report from Director Hume about the Association of Metropolitan School Districts monthly meeting, a report from Director Sachse about the AVID Senior Celebration, a report from Director Mikkelsen about the Foundation 191 Scholarship Awards and a report from Chair Alt on the South of the River Powwow and the most recent School Board Retreat on Culturally Proficient School Systems.	Reports
Moved by Sachse, seconded by Mikkelsen, to approve the consent agenda: -Approve minutes for the regular Board of Education meeting on April 23 26, 2026 and May 4, 2026. -Approve personnel recommendations for Ariadna Maguina Maloney Crystal Deglman, Rebecca Akerson, Nicole Nolte, Nicole Kocur Jessica Ruiz, Colleen Coleman, Ann Marie Gambucci, Katie Morlock	Consent Agenda Minutes Personnel Recommendation Listening Session Policies Easement with

Laura Berry, Sydney Lebens, Mackenzie Carrane, Amanda Malz Emily Najjar-Field, Brittney Hoge, Alexis Kleeberger, Clayton Holt Lyndsey Robson, Shari Schulze, Sabina Leal, Sahra Isse Elsa Robles, Gina Marco, Kari Fandrich, Luis Alvarado Robles, Sharon Smith-Lossiah, Kimberly Robran, Brittney Hoge, Brendan Klein, Robert Paetzold, Noah Hillman, Jennifer Brown, Hafiza Nure, Clairissa Newton, Amal Mohamed, Patricia Bustamante Vera, Carey Bird, Kari Fandrich, Lori Miller. -Approve Listening Session Report. -Approve, on a First and Final Reading, Non-Substantive Changes to Policies: 505: *Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees*, 525: *Violence Prevention* and *5*29: *Staff Notification of Violent Behavior of Students.* - Approve, on a First and Final Reading, No Changes to Policies 510: *School Activities*, 517: *Student Recruiting* and 691: *Educational Research.* -Approval of Updates to District 191 Easement to the City of Burnsville The motion carried unanimously (6,0).	City of Burnsville
Moved by Hume, seconded by Anderson, to approve Coach Pay Rates for the 2026-2027 School Year. The motion carried unanimously (6,0).	Coach Pay Rates
Moved by Hume, seconded by Werb, to approve the Proposed Adoption of the Terms and Conditions of Employment for Unaffiliated Employees of Independent School District #191 (6,0).	Unaffiliated Contract
Moved by Mikkelsen, seconded by Hume, to Adopt a Resolution Proposing to Place Continuing Contract Teachers on Unrequested Leave of Absence at the Conclusion of the 2025-2026 School Year.	Unrequested Leave of Absence
RESOLUTION PLACING the following three staff: AMANDA JENSEN, NIAKA DUNBAR, and REBECCA BESEMAN ON UNREQUESTED LEAVEOF ABSENCE for 1.0 OF A FULL-TIME CONTRACT	
WHEREAS, the School Board of Independent School District #191 adopted a resolution proposing placement of Amanda Jensen, Niaka Dunbar, and Rebecca Besemen on unrequested leave of absence on May 14, 2026, on the grounds of discontinuance of position, financial limitations and declining enrollment and	
WHEREAS, said written notice of the proposed placement on unrequested leave was received by Amanda Jensen, Niaka Dunbar and Rebecca Besemen by certified mail on April 14, 2026 and email on April 7, 2026, and	
WHEREAS, said written notice of the proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement as well as a statement that they were entitled to a hearing	

before the school board provided they make a request in writing within fourteen days of receipt of said notice, and that if no hearing was requested within said fourteen day period it constituted acquiescence to the school board's proposed action, and WHEREAS, no written request of any kind was received by the school board or superintendent of schools from Amanda Jensen, Niaka Dunbar and Rebecca Beseman for a hearing within fourteen days after receipt of proposed letter, and WHEREAS, said failure to make written request for a hearing within fourteen days after receipt of notice of proposed placement on unrequested leave constitutes acquiescence by all individuals to their placement on unrequested leave. BE IT HEREBY RESOLVED, by the School Board of Independent School District #191 that Amanda Jensen, Niaka Dunbar and Rebecca Beseman be and hereby is placed on unrequested leave of absence for 1.0 of a full-time contract as a teacher of Independent School District #191 on the grounds of declining enrollment and financial limitations, effective at the end of the 2025 – 2026 school year on June 5, 2026 pursuant to Minnesota Statutes, Sec.122A.40 and the BEA Master Agreement without pay or fringe benefits. BE IT FURTHER RESOLVED, that a notice of placement on unrequested leave, together with a copy of this resolution be forwarded to said teacher personally and that an affidavit of same be placed in personnel file, together with a copy of the notice and resolution. A roll call vote was taken and the motion carried (6,0 with Alt, Hume, Mikkelsen, Anderson, Sachse and Werb voting in favor and none against).	
Moved by Mikkelsen, seconded by Sachse, to approve the Q-Comp Memorandum of Understanding. The motion carried unanimously (7,0).	Q-Comp
Moved by Anderson, seconded by Werb to approve, Approve, on a First Reading Basis, Changes to Policy 515: *Protection and Privacy of Student Record* and Regulation 691R: *Education Research.* The motion carried unanimously (6,0).	Policies 515 and 691R
Moved by Hume, seconded by Anderson, to move to a recess at 7:37 p.m. before starting the board work session. The motion carried unanimously (6,0).	Recess
A work session to discuss the OPEB Trust Allocation, review Human Resource's Research into programming priorities and staffing retention protections and the Board of Education goal setting for the 2026-2027 school year began at 7:45 p.m. and concluded at 8:30 p.m.	Work Session

Having no further agenda items, Chair Alt adjourned the meeting at 8:31p.m.	Adjournment
/s/ May 28, 2026	
Rachael Mikkelsen, Clerk Date Approved	

2. Approve Personnel Recommendations 72

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

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

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

FROM: Stacey Sovine, Executive Director of Administrative Services

DATE: May 28, 2026
RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE	HOURS / FTE
Certified	Appointment	Mackenzie Donais		Burnsville High School	Long-Term Substitute Teacher	05/13/2026	1.0 FTE
Certified	Leave of Absence	Jessica Ruiz		Sky Oaks Elementary School	Teacher	5/21/2026-6/5/2026	1.0 FTE
Certified	Leave of Absence	Katie Morlock		Harriet Bishop Elementary	Teacher	4/30/2026-5/17/2026* correction	1.0 FTE
Certified	Recall	Tim Kelsey		Hidden Valley Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Recall	Nora Poppler		Hidden Valley Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Recall	Karissa Nicholson		Vista View Elementary School	Teacher	08/24/2026	1.0 FTE
Certified	Recall	Jennifer Demetriades		Burnsville High School	Teacher	08/24/2026	.20 FTE
Certified	Recall	Kaitlyn Cook		Harriet Bishop Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Recall	Samaa Baig		Harriet Bishop Elementary	Teacher	08/24/2026	1.0 FTE
Certified	Rescind Termination	Colleen Coleman		Burnsville High School	Teacher	6/9/2023* correction	1.0 FTE
Certified	Resignation	Sarah Stousland		WM. Byrne Elementary School	Teacher	06/05/2026	1.0 FTE
Certified	Resignation	Samantha Nemer		Vista View Elementary School	Teacher	06/05/2026	1.0 FTE
Classified	Appointment	Miguel Gamboa		Burnsville High School	Girls Volleyball- Assistant Coach	Fall Stipend (2026)	1.0 FTE Stipend
Classified	Appointment	Hannah Lopez		Community Education	Community Service Associate	05/18/2026	8 hours/day
Classified	Appointment	Carlos Sanchez		Burnsville High School	Custodian	05/21/2026	8 hours/day
Classified	Appointment	Meghan Pollock		Eagle Ridge Middle School	Registered Behavior Technician	07/07/2026	8 hours/day
Classified	Change of Assignment	Toni Davis		District-wide	Food Service Manager	08/17/2026	7.5 hours/day
Classified	Leave of Absence	Joanna Accola		Community Education	ECFE Teacher	05/11/2026-06/05/2026	8 hours/day
Classified	Leave of Absence	Yosmery Rodriguez Cortres		Burnsville High School	Clerical	06/15/2026-06/30/2026	8 hours/day
Classified	Leave of Absence	Yosmery Rodriguez Cortres		Burnsville High School	Clerical	07/01/2026-07/31/2026	8 hours/day
Classified	Resignation	Sean Simmons		Eagle Ridge Middle School	Girls Volleyball- Assistant Coach	05/19/2026	1.0 FTE Stipend
Classified	Resignation	Jonathan Abrahamson		WM. Byrne Elementary School	Elementary Administrative Assistant	06/05/2026	1.0 FTE Stipend
Classified	Resignation	Awatif Bilal		Vista View Elementary School	Educational Assistant	05/09/2026	7.25 hours/day
Classified	Resignation	Rachael Caspers		Diamondhead Education Center	Administrative Assistant	04/23/2026	8 hours/day
Classified	Retirement	Beverly Goodling		BEST	Educational Assistant	06/04/2026	7 hours/day

3. Approve Payroll, Receipts, Expenses and Investments 74

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

Burnsville · Eagan · Savage

Agenda IV.A.3
May 28, 2026

To: **Board of Educators**
Dr. Latanya Daniels, Superintendent

From: **Tyler Dehne, Director of Finance**

Date: **May 6, 2026**

Re: **March Payroll, Claims and Receipts**

Recommendation: That the Board approves March payroll checks in the net amount of $4,681,849.23, March claims to date, wire transfers and adjustments totaling $11,930,206.57. Also, that the Board accepts March receipts of $18,557,931.93 and investments for the General Fund and OPEB of $93,243,778.09 as of March 31, 2026.

March payroll, wire transfers, claims and receipts have been prepared under the direction of Tyler Dehne, Director of Finance, and are presented for approval by the School Board.

TD/mw

INDEPENDENT SCHOOL DISTRICT 191
FINANCIAL REPORT
March 2026

Cash Receipts

Receipts			$18,557,931.93	
TOTAL MAR CASH RECEIVED				$18,557,931.93

CASH DISBURSEMENTS

Mar				
Payroll			$4,681,849.23	
A/P				
Mar Claims	Checks	498621-498929	$3,106,778.42	
	Virtual Card	6000002510-6000002543	$96,629.07	
	ACH-Emp/Vend	9000008698-9000008833	$598,130.31	
Mar A/P Wires+P-card			$8,127,344.39	
Mar Bank Fees			$1,324.38	
TOTAL MAR CASH DISBURSED				$16,612,055.80
TOTAL TO BE APPROVED				$16,612,055.80

	Money Market	(Original Cost) Investments	3/31/2026
GENERAL FUND	$14,793,317.11	$66,709,087.19	$81,502,404.30
OPEB	$823.41	$0.00	$823.41
OPEB EQUITY INV	$363,722.02	$11,376,828.36	$11,740,550.38
	$15,157,862.54		$93,243,778.09

Note: The attached investment reports are provided by our investment advisor, PMA Financial Network, Inc. These reports include our investment and money market balances.

Burnsville ISD 191 (31134-0101 - General Fund)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
IS		03/31/2026			IS Balance	$14,793,317.11	$14,793,317.11	$14,793,317.11	76
LTD		03/31/2026			LTD Balance		$17,179,123.82	$17,179,123.82	
SDA	SDA-1348596-1	03/31/2026			Savings Deposit Account - MNTrust Term Series-Flex (VNB)	$12,697,602.40	$12,697,602.40	$12,697,602.40	
CD	CD-1371332-1	12/03/2024	06/01/2026	33686	Bank Hapoalim B.M.	$235,300.00	$249,880.54	$235,300.00	4.150
CD	CD-1366309-1	08/08/2024	07/27/2026	31840	Financial Federal Bank	$230,200.00	$249,898.18	$230,200.00	4.350
CD	CD-1366310-1	08/08/2024	07/27/2026	57993	ServisFirst Bank	$229,150.00	$249,850.26	$229,150.00	4.592
CD	CD-1366595-1	08/15/2024	07/27/2026	34966	First Capital Bank	$231,900.00	$249,925.70	$231,900.00	3.990
TS	TS-298442-1	08/21/2024	07/27/2026		MN TRUST TERM SERIES	$1,250,000.00	$1,345,368.16	$1,250,000.00	3.950
CD	CD-1385996-1	08/20/2025	08/20/2026	68588	Consumers Credit Union	$240,100.00	$249,897.27	$240,100.00	4.080
CD	CD-1385997-1	08/20/2025	08/20/2026	58534	Solera National Bank	$239,900.00	$249,789.08	$239,900.00	4.122
CD	CD-1385998-1	08/20/2025	08/20/2026	57703	T Bank, National Association	$239,900.00	$249,775.45	$239,900.00	4.117
SEC	SEC-67357-1	12/04/2024	11/30/2026		US TREASURY N/B	$1,998,730.47	$2,110,000.00	$1,998,730.47	4.036
SEC	SEC-69403-1	06/10/2025	12/10/2026	33380	ENTERPRISE BANK	$244,513.86	$244,000.00	$244,000.00	3.954
SEC	SEC-69404-1	06/13/2025	12/14/2026	33539	PREFERRED BANK LA CALIF	$249,657.00	$249,000.00	$249,000.00	3.969
SEC	SEC-69490-1	06/18/2025	12/18/2026	33503	UNITY BANK	$244,513.43	$244,000.00	$244,000.00	4.004
SEC	SEC-69406-1	06/20/2025	12/21/2026	12322	CHIPPEWA VALLEY BANK	$244,515.00	$244,000.00	$244,000.00	4.004
CD	CD-1394757-1	01/14/2026	01/14/2027	19899	KS StateBank	$241,000.00	$249,919.41	$241,000.00	3.701
CD	CD-1394758-1	01/14/2026	01/14/2027	21805	First State Bank of DeQueen	$241,100.00	$249,926.36	$241,100.00	3.661
SEC	SEC-68076-1	01/29/2025	01/15/2027		US TREASURY N/B	$1,496,833.48	$1,499,000.00	$1,496,833.48	4.077
CD	CD-1378762-1	04/30/2025	01/25/2027	3719	American Commercial Bank & Trust, National Association	$234,700.00	$249,899.48	$234,700.00	3.723
CD	CD-1378763-1	04/30/2025	01/25/2027	65722	Freedom Northwest Credit Union	$234,000.00	$249,685.61	$234,000.00	3.853
CD	CD-1385995-1	08/20/2025	01/25/2027	30387	FirstBank Puerto Rico	$236,500.00	$249,716.14	$236,500.00	3.900
TS	TS-1376535-1	03/21/2025	01/25/2027		MNTrust TERM SERIES	$4,500,000.00	$4,827,352.72	$4,500,000.00	3.934
TS	TS-1378758-1	05/06/2025	01/25/2027		MNTrust TERM SERIES	$4,500,000.00	$4,785,453.99	$4,500,000.00	3.681
TS	TS-1390490-1	10/30/2025	01/25/2027		MNTrust TERM SERIES	$8,500,000.00	$8,873,709.87	$8,500,000.00	3.550
TSII	TSII-1398752-1	03/18/2026	03/11/2027		MNTrust TERM SERIES II	$1,000,000.00	$1,037,369.32	$1,000,000.00	3.810
CD	CD-1390473-1	10/27/2025	04/26/2027	253	Luana Savings Bank	$237,500.00	$249,934.59	$237,500.00	3.500
CD	CD-1394778-1	01/15/2026	07/14/2027	24542	San Francisco Federal Credit Union	$2,500,000.00	$2,631,945.30	$2,500,000.00	3.535
CD	CD-1390469-1	10/27/2025	07/26/2027	33653	Bank of China	$234,700.00	$249,878.13	$234,700.00	3.706
CD	CD-1390470-1	10/27/2025	07/26/2027	9450	First Bank of Ohio	$235,700.00	$249,860.55	$235,700.00	3.442
CD	CD-1390472-1	10/27/2025	07/26/2027	22366	GBC International Bank	$235,800.00	$249,884.25	$235,800.00	3.422
CD	CD-1390474-1	10/27/2025	07/26/2027	58741	Fieldpoint Private Bank & Trust	$235,500.00	$249,872.76	$235,500.00	3.497
SEC	SEC-70757-1	10/31/2025	07/30/2027	8663	FIRSTBANK	$245,781.87	$245,000.00	$245,000.00	3.510
CD	CD-1398748-1	03/17/2026	01/25/2028	58626	GBank	$234,200.00	$249,916.21	$234,200.00	3.607
TS	TS-1398751-1	03/20/2026	01/25/2028		MNTrust TERM SERIES	$3,750,000.00	$3,998,651.64	$3,750,000.00	3.580
					Sub Totals →	**$62,462,614.62**	**$81,502,404.30**	**$79,638,757.28**	
					Totals →	**$62,462,614.62**	**$81,502,404.30**	**$79,638,757.28**	

Time and Dollar Weighted Average Portfolio Yield: 3.69%

Weighted Average Portfolio Maturity: 262.24 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using “Market Value” and are only based on the fixed rate investments.

Portfolio Summary

Type	Allocation (%)	Allocation ($)	Description
SDA	15.59	$12,697,602.40	SDA Account
CD	8.75	$7,129,455.27	Certificate of Deposit
TS	29.25	$23,830,536.38	Term Series
SEC	5.90	$4,804,588.16	Securities
TSII	1.27	$1,037,369.32	TSII Account
LTD	21.09	$17,179,123.82	LTD Account
IS	18.16	$14,793,317.11	IS Account

Index

Cost is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

Rate is the average monthly yield for pool investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par/Shares is the amount received at maturity for fixed rate investments or the balance at statement date for pool investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at “Cost” for fixed term investments or the balance at statement date for pool investments.

CD - Certificates of Deposit, **CP -** Commercial Paper, **ISC -** Investment Shares Class, **MMA -** Money Market Account, **SEC -** Government Securities, **TS -** Term Series

PTMA Financial Solutions
2135 City Gate Lane
7th Floor
Naperville, IL 60563
Phone: 630-657-6400
Fax: 630-718-8701

Burnsville ISD 191 (31134-0301 - 2009 Opeb Trust)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Lower of Cost/Par	Rate
MMA	MMA-1360995-1	03/31/2026			MMA Balance	$823.41	$823.41	$823.41	
					Sub Totals →	**$823.41**	**$823.41**	**$823.41**	
					Totals →	**$823.41**	**$823.41**	**$823.41**	

Time and Dollar Weighted Average Portfolio Yield: 0.00%

Weighted Average Portfolio Maturity: 0.00 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using “Market Value” and are only based on the fixed rate investments.

79

Portfolio Summary

Type	Allocation (%)	Allocation ($)	Description
MMA	100.00	$823.41	MMA Account

Index

Cost is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

Rate is the average monthly yield for pool investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par/Shares is the amount received at maturity for fixed rate investments or the balance at statement date for pool investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at “Cost” for fixed term investments or the balance at statement date for pool investments.

CD - Certificates of Deposit, **CP -** Commercial Paper, **ISC -** Investment Shares Class, **MMA -** Money Market Account, **SEC -** Government Securities, **TS -** Term Series

Portfolio Summary

March 1 - March 31, 2026

CLIENT

Burnsville ISD 191 OPEB

INCEPTION DATE

11/01/2014

RELATIONSHIP TEAM

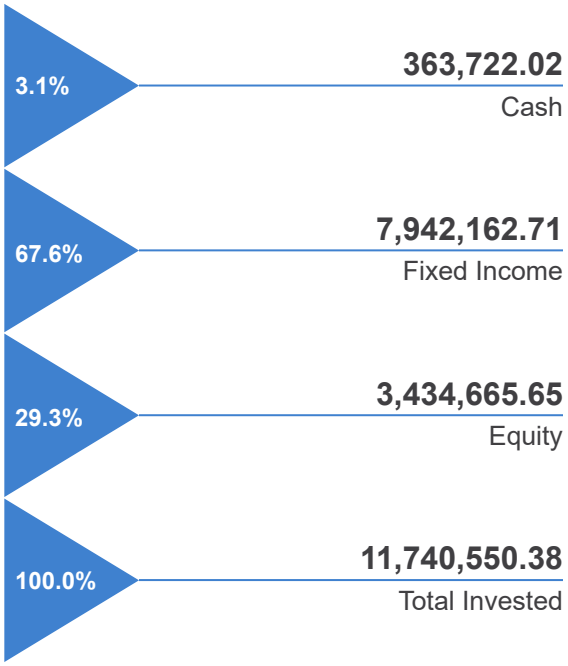
Kendra Shelland
Institutional Portfolio Manager
(612) 509-2579
kendra.shelland@ptma.com

Steve Pumper
VP, Investment Services
(612) 509-2565
steve.pumper@ptma.com

PORTFOLIO OVERVIEW

	Value
Beginning Market Value	**11,867,023.59**
Contributions	179,000.00
Withdrawals	0.00
Net Investment Income	30,628.06
Unrealized Gain/Loss	(336,101.27)
Realized Gain/Loss	0.00
Ending Market Value	**11,740,550.38**

Compliance	Status
As of 03/31/2026	Compliant



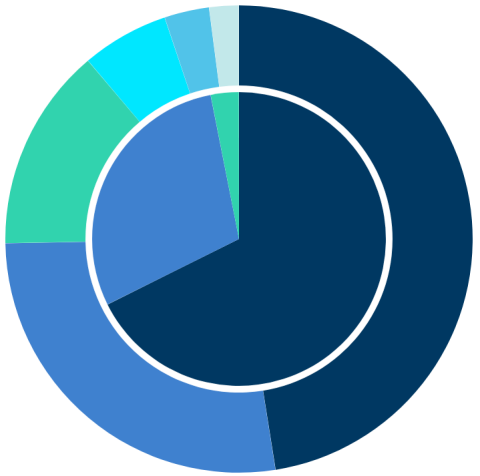
Asset Allocation

March 1 - March 31, 2026

INVESTMENT ALLOCATION

Sector	Amount	Allocation	Change	%
Cash				
TOTAL Cash	**363,722.02**	**3.10%**	**209,628.06**	**136.04%**
Fixed Income				
TOTAL Credit	***5,577,711.39***	***47.51%***	***(97,198.24)***	***(1.71%)***
Funds - Corporate	5,577,711.39	47.51%	(97,198.24)	(1.71%)
TOTAL Below Investment Grade	***708,243.12***	***6.03%***	***(10,326.32)***	***(1.44%)***
Funds - Below Investment Grade	708,243.12	6.03%	(10,326.32)	(1.44%)
TOTAL Mortgage Backed Security	***1,656,208.20***	***14.11%***	***(32,101.16)***	***(1.90%)***
Funds – MBS	1,656,208.20	14.11%	(32,101.16)	(1.90%)
TOTAL Fixed Income	**7,942,162.71**	**67.65%**	**(139,625.72)**	**(1.73%)**
Equity				
TOTAL Domestic Equity	***3,195,007.77***	***27.21%***	***(175,651.95)***	***(5.21%)***
Funds - Large Cap	2,958,506.40	25.20%	(162,548.40)	(5.21%)
Funds - Small Cap	236,501.37	2.01%	(13,103.55)	(5.25%)
TOTAL International Equity	***239,657.88***	***2.04%***	***(20,823.60)***	***(7.99%)***
Funds - International	239,657.88	2.04%	(20,823.60)	(7.99%)
TOTAL Equity	**3,434,665.65**	**29.25%**	**(196,475.55)**	**(5.41%)**
TOTAL Invested	**11,740,550.38**	**100.00%**	**(126,473.21)**	**(1.07%)**

CURRENT PERIOD ALLOCATION



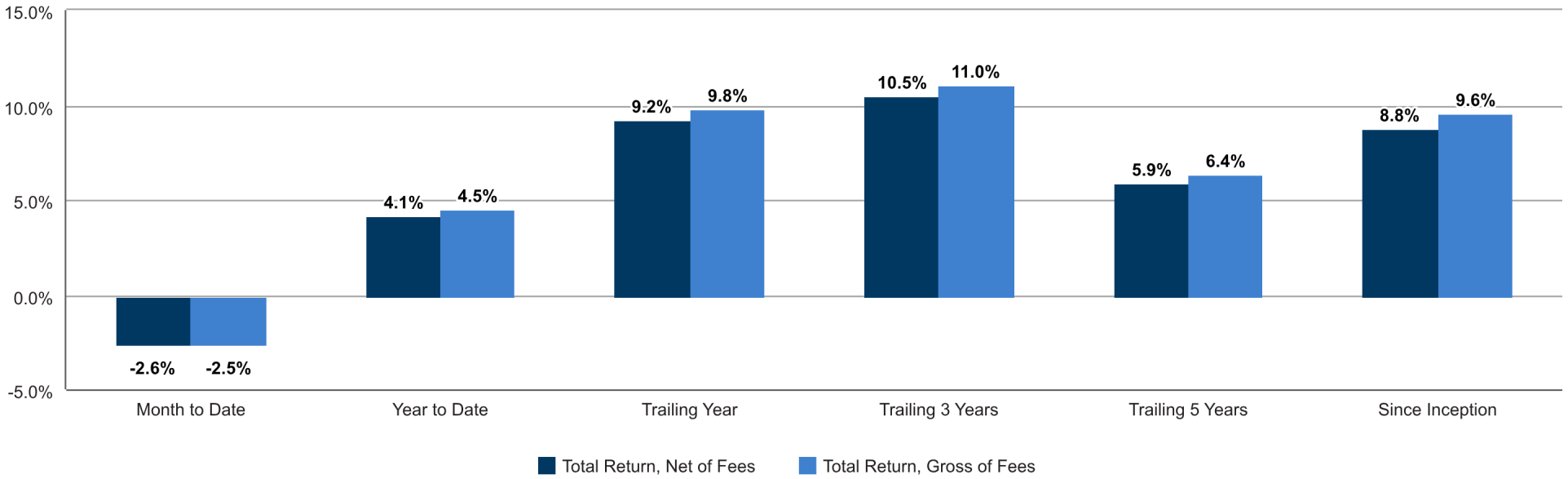
ASSET CLASS

- Fixed Income - **67.6%**
- Equity - **29.3%**
- Cash - **3.1%**

SECTOR

- Credit - **47.5%**
- Domestic Equity - **27.2%**
- Mortgage Backed Security - **14.1%**
- Below Investment Grade - **6.0%**
- Cash - **3.1%**
- International Equity - **2.0%**

HISTORICAL PERFORMANCE



HISTORICAL PERFORMANCE

	Month to Date	Year to Date	Trailing Year	Trailing 3 Years	Trailing 5 Years	Since Inception
Total Return, Net of Fees	(2.59%)	4.14%	9.23%	10.48%	5.88%	8.85%
Total Return, Gross of Fees	(2.55%)	4.53%	9.77%	11.04%	6.41%	9.63%

Since Inception Date: November 01, 2014
Periods greater than 1 year are annualized. Year to Date returns are presented fiscal year to date.

PERFORMANCE BY ASSET CLASS

Asset Class	Ending Market Value	Weight	Gross Total Return	Contribution
Cash	363,722.02	1.62%	0.30%	0.00%
Fixed Income	7,942,162.71	68.35%	(1.41%)	(0.96%)
Equity	3,434,665.65	30.02%	(5.18%)	(1.60%)
Portfolio Total	**11,740,550.38**	**100.00%**	**(2.55%)**	**(2.55%)**

Transaction and Interest Summary

March 1 - March 31, 2026

Trade Date Settle Date	Quantity	Security	Ticker	Identifier	Unit Price	Amount	Gain / Loss
Cash							
Cash Transfer							
03/31/2026 03/31/2026	179,000.00	US DOLLAR	USD	CCYUSD	—	179,000.00	0.00
— —	**179,000.00**	**Total Cash Transfer**	**—**	**—**	**—**	**179,000.00**	**0.00**
Management Fee							
03/19/2026 03/19/2026	(4,944.59)	US DOLLAR	USD	CCYUSD	—	(4,944.59)	0.00
— —	**(4,944.59)**	**Total Management Fee**	**—**	**—**	**—**	**(4,944.59)**	**0.00**
Money Market Fund Interest							
03/31/2026 03/31/2026	0.00	GOLDMAN:FS GOVT INST	FGTXX	38141W273	—	558.60	—
— —	**0.00**	**Total Money Market Fund Interest**	**—**	**—**	**—**	**558.60**	**—**
Funds - Corporate							
Equity Dividend							
03/02/2026 03/04/2026	0.00	VANGUARD SH-TM B ETF	BSV	921937827	—	5,868.60	—
03/02/2026 03/04/2026	0.00	VANGUARD TOT BD ETF	BND	921937835	—	11,361.58	—
— —	**0.00**	**Total Equity Dividend**	**—**	**—**	**—**	**17,230.18**	**—**
Funds - Below Investment Grade							
Equity Dividend							
03/02/2026 03/05/2026	0.00	ISHARES:IBOXX $HY CORP	HYG	464288513	—	3,505.04	—
— —	**0.00**	**Total Equity Dividend**	**—**	**—**	**—**	**3,505.04**	**—**
Funds – MBS							
Equity Dividend							
03/02/2026 03/04/2026	0.00	VANGUARD MTG-BK IDX ETF	VMBS	92206C771	—	5,675.91	—
— —	**0.00**	**Total Equity Dividend**	**—**	**—**	**—**	**5,675.91**	**—**
Funds - Large Cap							
Equity Dividend							
03/17/2026 03/20/2026	0.00	ISHARES:ESG A MSCI USA	ESGU	46435G425	—	7,737.01	—
— —	**0.00**	**Total Equity Dividend**	**—**	**—**	**—**	**7,737.01**	**—**
Funds - Small Cap							

Trade Date Settle Date	Quantity	Security	Ticker	Identifier	Unit Price	Amount	Gain / Loss
Equity Dividend							
03/24/2026 03/26/2026	0.00	VANGUARD RUS 2000 ID ETF	VTWO	92206C664	—	618.82	—
— —	**0.00**	**Total Equity Dividend**	**—**	**—**	**—**	**618.82**	**—**
Funds - International							
Equity Dividend							
03/24/2026 03/24/2026	0.00	VANGUARD TOT I S ETF	VXUS	921909768	—	247.09	—
— —	**0.00**	**Total Equity Dividend**	**—**	**—**	**—**	**247.09**	**—**

Ticker Identifier	Current Units	Description	Rating	Coupon Rate	Effective Maturity	Final Maturity	Original Cost	Market Price	Market Value + Accrued	Interest / Dividend Income	Dividend Yield	Yield	Book Yield
Cash													
Cash													
FGTXX 38141W273	363,163.42	GOLDMAN:FS GOVT INST	AAA	3.51%	03/31/2026	03/31/2026	363,163.42	1.0000	363,163.42	4,514.13	—	3.55%	3.55%
USD CCYUSD	558.60	Receivable	AAA	0.00%	03/31/2026	03/31/2026	558.60	1.0000	558.60	0.00	—	0.00%	0.00%
— —	**363,722.02**	**—**	**AAA**	**3.50%**	**—**	**—**	**363,722.02**	**—**	**363,722.02**	**4,514.13**	**—**	**3.54%**	**3.54%**
Fixed Income													
Mortgage Backed Security													
Funds – MBS													
VMBS 92206C771	35,276.00	VANGUARD MTG-BK IDX ETF	—	—	—	—	1,594,050.41	46.9500	1,656,208.20	50,159.13	4.23%	—	—
— —	**35,276.00**	**—**	**NA**	**—**	**—**	**—**	**1,594,050.41**	**—**	**1,656,208.20**	**50,159.13**	**4.23%**	**—**	**—**
Credit													
Funds - Corporate													
BND 921937835	49,870.00	VANGUARD TOT BD ETF	—	—	—	—	3,919,463.98	73.6400	3,672,426.80	108,912.59	3.91%	—	—
BSV 921937827	24,299.00	VANGUARD SH-TM B ETF	—	—	—	—	1,890,702.81	78.4100	1,905,284.59	43,272.99	3.90%	—	—
— —	**74,169.00**	**—**	**NA**	**—**	**—**	**—**	**5,810,166.78**	**—**	**5,577,711.39**	**152,185.58**	**3.90%**	**—**	**—**
Below Investment Grade													
Funds - Below Investment Grade													

Ticker Identifier	Current Units	Description	Rating	Coupon Rate	Effective Maturity	Final Maturity	Original Cost	Market Price	Market Value + Accrued	Interest / Dividend Income	Dividend Yield	Yield	Book Yield
HYG 464288513	8,902.00	ISHARES:IBOXX $HY CORP	—	—	—	—	684,392.88	79.5600	708,243.12	34,477.80	5.86%	—	—
— —	**8,902.00**	—	**NA**	—	—	—	**684,392.88**	—	**708,243.12**	**34,477.80**	**5.86%**	—	—
Equity													
Domestic Equity													
Funds - Large Cap													
ESGU 46435G425	20,920.00	ISHARES:ESG A MSCI USA	—	—	—	—	2,457,219.26	141.4200	2,958,506.40	25,712.66	1.07%	—	—
— —	**20,920.00**	—	—	—	—	—	**2,457,219.26**	—	**2,958,506.40**	**25,712.66**	**1.07%**	—	—
Funds - Small Cap													
VTWO 92206C664	2,361.00	VANGUARD RUS 2000 ID ETF	—	—	—	—	193,324.59	100.1700	236,501.37	2,550.58	1.26%	—	—
— —	**2,361.00**	—	—	—	—	—	**193,324.59**	—	**236,501.37**	**2,550.58**	**1.26%**	—	—
International Equity													
Funds - International													
VXUS 921909768	3,108.00	VANGUARD TOT I S ETF	—	—	—	—	191,122.42	77.1100	239,657.88	5,781.40	2.97%	—	—
— —	**3,108.00**	—	—	—	—	—	**191,122.42**	—	**239,657.88**	**5,781.40**	**2.97%**	—	—
Total Invested	**508,458.02**	—	**AAA**	**3.50%**	—	—	**11,293,998.37**	—	**11,740,550.38**	**275,381.28**	**3.26%**	**3.54%**	**3.54%**

AP Check Register

AP Run: 20260310 AP — Post Date: 2026-03-10 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/10/2026	498621	Check	US Postmaster USPS	904153-1	AP Merch	6,707.15
					Total:	**$6,707.15**

20260310 AP Summary

Type	Count	Amount
Regular	1	6,707.15
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$6,707.15**

AP Check Register

AP Run: 20260313 AP — Post Date: 2026-03-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/13/2026	498622	Check	Advanced Commercial Kitchens	930100	AP Merch	1,241.75
03/13/2026	498623	Check	AGL Consulting	909076	AP Merch	2,900.00
03/13/2026	498624	Check	Alemeny-Jones, Aurea	923909	AP Merch	465.00
03/13/2026	498625	Check	Amergis Healthcare Staffing Inc	931201	AP Merch	98,509.60
03/13/2026	498626	Check	Armstrong, Maureen	900778	AP Merch	75.00
03/13/2026	498627	Check	Arvig	928649	AP Merch	2,853.95
03/13/2026	498628	Check	BHS Band Boosters	900550	AP Merch	444.03
03/13/2026	498629	Check	Bimbo Bakeries USA	902333-1	AP Merch	2,503.28
03/13/2026	498630	Check	Bingham, Mark	929416	AP Merch	97.00
03/13/2026	498631	Check	Bix Produce Company	900477	AP Merch	17,240.02
03/13/2026	498632	Check	Block, Dan	920522	AP Merch	97.00
03/13/2026	498633	Check	Brown's Ice Cream Co	904655	AP Merch	1,225.92
03/13/2026	498634	Check	Bullock, John	925992	AP Merch	97.00
03/13/2026	498635	Check	Burnsville Ice Center	900435	AP Merch	4,874.00
03/13/2026	498636	Check	Captivate Media + Consulting	929000	AP Merch	2,908.00
03/13/2026	498637	Check	Carlson, Ashleigh	922414	AP Merch	300.00
03/13/2026	498638	Check	Centerpoint Energy	902519	AP Merch	100,116.71
03/13/2026	498639	Check	CESO HR, LLC	930763	AP Merch	4,400.00
03/13/2026	498640	Check	Chess.com LLC	929929	AP Merch	1,175.00
03/13/2026	498641	Check	City of Burnsville	900673	AP Merch	901.25

AP Run: 20260313 AP — Post Date: 2026-03-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/13/2026	498642	Check	City of Burnsville	900673	AP Merch	8,820.00
03/13/2026	498643	Check	City of Burnsville - Utilities	904226	AP Merch	13,756.90
03/13/2026	498644	Check	City of Eagan - Utilities	901002	AP Merch	5,463.53
03/13/2026	498645	Check	City of Savage - Utilities	909588	AP Merch	4,736.34
03/13/2026	498646	Check	Comcast	926565-1	AP Merch	4,977.76
03/13/2026	498647	Check	Community Education Prior Lake-Savage Area Schools	921458-2	AP Merch	125.00
03/13/2026	498648	Check	Conquer Ninja Athletics	929462-2	AP Merch	2,268.00
03/13/2026	498649	Check	Cook Sr, Geriand	931191	AP Merch	97.00
03/13/2026	498650	Check	Crown Rental Inc	900647	AP Merch	42.96
03/13/2026	498651	Check	Daigle, Rhonda	501456	AP Merch	20.00
03/13/2026	498652	Check	Dakota County Financial Services	907393-3	AP Merch	2,711.00
03/13/2026	498653	Check	Dakota Electric Association	900809	AP Merch	1,516.47
03/13/2026	498654	Check	Dakota Outdoors LLC	922059	AP Merch	34,990.00
03/13/2026	498655	Check	Dakota Printing Inc	926840	AP Merch	322.00
03/13/2026	498656	Check	DASH Sports LLC	930957	AP Merch	825.75
03/13/2026	498657	Check	DeBaker, Matt	930222	AP Merch	97.00
03/13/2026	498658	Check	Dewald, Rina C	920524	AP Merch	360.00
03/13/2026	498659	Check	Dialog One LLC	927732	AP Merch	4,516.50
03/13/2026	498660	Check	Dotas, Gene	930086	AP Merch	136.00

AP Run: 20260313 AP — Post Date: 2026-03-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/13/2026	498661	Check	DS Erickson & Associates PLLC	927334	AP Merch	2,865.99
03/13/2026	498662	Check	Education Minnesota	928531	AP Merch	68.00
03/13/2026	498663	Check	EF Educational Tours	925053	AP Merch	999.90
03/13/2026	498664	Check	Ehlers	920802-1	AP Merch	5,712.50
03/13/2026	498665	Check	Electro Watchman Inc	901078	AP Merch	2,602.41
03/13/2026	498666	Check	Elite Gymnastics Academy	927652	AP Merch	1,070.00
03/13/2026	498667	Check	EPS Operations, LLC	931127	AP Merch	1,931.98
03/13/2026	498668	Check	Ewer, Michelle	500065	AP Merch	149.99
03/13/2026	498669	Check	Fagerness, Joyce	924275	AP Merch	687.50
03/13/2026	498670	Check	Fani, Simin	931609	AP Merch	150.00
03/13/2026	498671	Check	Farrell Equipment & Supply Co Inc	931592	AP Merch	4,559.88
03/13/2026	498672	Check	Fedex	901463	AP Merch	72.85
03/13/2026	498673	Check	Foundation 191	928202	AP Merch	136.99
03/13/2026	498674	Check	Froebe, Bianca	931375	AP Merch	140.00
03/13/2026	498675	Check	Garrett, Scott	929054	AP Merch	68.00
03/13/2026	498676	Check	Glatfelter Claims Management Inc	930256	AP Merch	599.00
03/13/2026	498677	Check	Goring, Zach	930838	AP Merch	68.00
03/13/2026	498678	Check	Guled, Hawa	931394	AP Merch	120.00
03/13/2026	498679	Check	H&B Specialized Products Inc	901641	AP Merch	610.00
03/13/2026	498680	Check	Habermann, Henry	930363	AP Merch	97.00

AP Run: 20260313 AP — Post Date: 2026-03-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/13/2026	498681	Check	Hall, Charles	928683	AP Merch	136.00
03/13/2026	498682	Check	Hanuschak, Oksana	930258	AP Merch	700.00
03/13/2026	498683	Check	Heinemann Educational Books	901436-2	AP Merch	163.91
03/13/2026	498684	Check	Heritage Embroidery And Design	926328	AP Merch	883.50
03/13/2026	498685	Check	Holiday Stationstores LLC	930483	AP Merch	66.00
03/13/2026	498686	Check	Holtz, Todd	926444	AP Merch	97.00
03/13/2026	498687	Check	Hovick, Nicholas	930560	AP Merch	97.00
03/13/2026	498688	Check	Hoyo	930875	AP Merch	5,100.00
03/13/2026	498689	Check	Imagine Design & Creative Consulting Inc	928876	AP Merch	12,400.00
03/13/2026	498690	Check	Imperial Dade	904186-1	AP Merch	28,138.56
03/13/2026	498691	Check	Interstate All Battery Center	928877	AP Merch	1,380.70
03/13/2026	498692	Check	Jarvis, Mitchell	931142	AP Merch	136.00
03/13/2026	498693	Check	John A Dalsin & Son Inc	905816	AP Merch	4,506.82
03/13/2026	498694	Check	John's Sewer And Drain Cleaning Inc	928929	AP Merch	2,947.50
03/13/2026	498695	Check	Johnson, Gabriela	930170	AP Merch	465.00
03/13/2026	498696	Check	Kafka, Kim	931092	AP Merch	324.00
03/13/2026	498697	Check	Kanda, Peter	931374	AP Merch	70.00
03/13/2026	498698	Check	Kaseya US LLC	931358	AP Merch	1,713.89
03/13/2026	498699	Check	Kellen, Jason	930822	AP Merch	1,601.00
03/13/2026	498700	Check	Kemnetz, Bryan	903705	AP Merch	97.00

AP Run: 20260313 AP — Post Date: 2026-03-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/13/2026	498701	Check	Kennedy and Graven Chartered	908356	AP Merch	2,888.50
03/13/2026	498702	Check	Lee, Jennifer Song	931527	AP Merch	140.00
03/13/2026	498703	Check	Lee, Wai Yee	926282	AP Merch	240.00
03/13/2026	498704	Check	Link Interpret	929933	AP Merch	22,094.98
03/13/2026	498705	Check	Lundahl, Timothy	012304	AP Merch	18.00
03/13/2026	498706	Check	Mackin Educational Resources	902196	AP Merch	14,773.71
03/13/2026	498707	Check	Madison, Scott	931163	AP Merch	150.00
03/13/2026	498708	Check	MEI Total Elevator Solutions	908999-1	AP Merch	8,534.95
03/13/2026	498709	Check	Minnesota Energy Resources	903029	AP Merch	8,837.39
03/13/2026	498710	Check	Minnesota Valley Electric Cooperative	907448	AP Merch	18,420.67
03/13/2026	498711	Check	Mission Filtration	931116	AP Merch	4,780.70
03/13/2026	498712	Check	MN DECA	927788-1	AP Merch	2,246.35
03/13/2026	498713	Check	MN Dept of Labor and Industry	907914-2	AP Merch	75.00
03/13/2026	498714	Check	MN State High School League (MSHSL)	902445	AP Merch	200.00
03/13/2026	498715	Check	Mohamed Hussein, Faduma	930998	AP Merch	457.50
03/13/2026	498716	Check	NCPERS Group Life Ins	908769	AP Merch	32.00
03/13/2026	498717	Check	Newfield, Arielle	931519	AP Merch	70.00
03/13/2026	498718	Check	Novak, Janice S	902467	AP Merch	36.00
03/13/2026	498719	Check	Office of MNIT Services	906477	AP Merch	2,572.50

AP Run: 20260313 AP — Post Date: 2026-03-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/13/2026	498720	Check	Pario Industries LLC	931610	AP Merch	750.00
03/13/2026	498721	Check	Paul Davis Restoration of Greater MSP	930988	AP Merch	55,641.47
03/13/2026	498722	Check	Pearson, David	931600	AP Merch	97.00
03/13/2026	498723	Check	Perez, Melissa M	924879	AP Merch	1,881.00
03/13/2026	498724	Check	PHAXIS Education Staffing LLC	931390	AP Merch	89,000.19
03/13/2026	498725	Check	Pioneer Midwest LLC	930403	AP Merch	187.04
03/13/2026	498726	Check	Pioneer SecureShred	930098	AP Merch	465.00
03/13/2026	498727	Check	Play Quiz Bowl LLC	925680	AP Merch	190.00
03/13/2026	498728	Check	Precision Driving Center	926466	AP Merch	422.00
03/13/2026	498729	Check	QBS LLC	930033	AP Merch	5,198.00
03/13/2026	498730	Check	Rahja, Mark	908083	AP Merch	97.00
03/13/2026	498731	Check	RAK Construction Inc	929749	AP Merch	150,413.59
03/13/2026	498732	Check	Ramacher, Thuy	921343	AP Merch	60.00
03/13/2026	498733	Check	Rasmussen, Natalie	931511	AP Merch	3,000.00
03/13/2026	498734	Check	Ryder Truck Rental, Inc	930646	AP Merch	208.21
03/13/2026	498735	Check	Sachs, Frank	930154	AP Merch	560.50
03/13/2026	498736	Check	School Services Employees Local 284	907382	AP Merch	3,062.93
03/13/2026	498737	Check	Screenflex Portable Partitions	930084	AP Merch	1,219.99
03/13/2026	498738	Check	Second Harvest Heartland	928183	AP Merch	3,054.44
03/13/2026	498739	Check	SFM	923848	AP Merch	18,207.84

AP Run: 20260313 AP — Post Date: 2026-03-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/13/2026	498740	Check	SFM	923848	AP Merch	52,736.00
03/13/2026	498741	Check	Shibley, Jeremy	928797	AP Merch	97.00
03/13/2026	498742	Check	SiteOne Landscape Supply LLC	930424	AP Merch	315.00
03/13/2026	498743	Check	Soto, Nestor David	926857	AP Merch	465.00
03/13/2026	498744	Check	Southpaw Enterprises Inc	903553	AP Merch	5,134.60
03/13/2026	498745	Check	Southwest Metro - Dean Lakes Education Center	928611	AP Merch	2,431.88
03/13/2026	498746	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	8,342.51
03/13/2026	498747	Check	Struzyk, Todd	931046	AP Merch	68.00
03/13/2026	498748	Check	Sunbelt Staffing LLC	930586	AP Merch	18,581.57
03/13/2026	498749	Check	Taylor, Brandon	930682	AP Merch	136.00
03/13/2026	498750	Check	Tekvisions, Inc	930992	AP Merch	2,416.00
03/13/2026	498751	Check	The Food Group	928651	AP Merch	4,610.30
03/13/2026	498752	Check	The Stepping Stones Group LLC	931308	AP Merch	15,775.00
03/13/2026	498753	Check	Third Party Integrity Inc	930282	AP Merch	2,500.00
03/13/2026	498754	Check	Tischendorf, Mike	923741	AP Merch	650.00
03/13/2026	498755	Check	T-Mobile	929345	AP Merch	5,596.47
03/13/2026	498756	Check	Tonkin, Brionn	501318	AP Merch	531.92
03/13/2026	498757	Check	Total Filtration Services Inc	922123-1	AP Merch	691.28
03/13/2026	498758	Check	Transportation Plus, Inc.	906215	AP Merch	1,575.00
03/13/2026	498759	Check	True Mechanical LLC	931322	AP Merch	8,231.00

AP Run: 20260313 AP — Post Date: 2026-03-13 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/13/2026	498760	Check	Tyler Technologies Inc	926380	AP Merch	4,879.25
03/13/2026	498761	Check	Unparalleled Security	931419	AP Merch	3,966.00
03/13/2026	498762	Check	Upper Lakes Foods Inc	929826	AP Merch	102,777.96
03/13/2026	498763	Check	Van Risseghem, Susanna	501357	AP Merch	265.96
03/13/2026	498764	Check	Vestis Services LLC	901365	AP Merch	1,083.87
03/13/2026	498765	Check	Wagner, Martina	924348	AP Merch	1,000.00
03/13/2026	498766	Check	Washburn Center for Children	931077	AP Merch	104,666.66
03/13/2026	498767	Check	Wiggs, Ella	931614	AP Merch	140.00
03/13/2026	498768	Check	WL Hall Co	929359	AP Merch	4,080.00
03/13/2026	498769	Check	Xcel Energy	902776	AP Merch	15,444.78
03/13/2026	498770	Check	Young Americans Schools of Self-Defense	931337	AP Merch	162.00
03/13/2026	498771	Check	Zeyen, Don	922288	AP Merch	136.00
					Total:	**$1,201,712.05**

20260313 AP Summary

Type	Count	Amount
Regular	150	1,201,712.05
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**150**	**$1,201,712.05**

AP Run: 20260323 AP — Post Date: 2026-03-23 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/23/2026	498772	Check	A.J. Moore Electric Inc	928491	AP Merch	711.15
03/23/2026	498773	Check	Anderson, Bruce	9002125	AP Merch	196.00
03/23/2026	498774	Check	Apple Valley High School	900009-8	AP Merch	200.00
03/23/2026	498775	Check	Armstrong Torseth Skold & Rydeen Inc	926500	AP Merch	2,332.34
03/23/2026	498776	Check	Bang, Jinhyoung	931622	AP Merch	70.00
03/23/2026	498777	Check	Barone, Kelly	931544	AP Merch	7,500.00
03/23/2026	498778	Check	Bix Produce Company	900477	AP Merch	8,682.56
03/23/2026	498779	Check	Bloomington Friends of Forensics	900722-4	AP Merch	224.00
03/23/2026	498780	Check	Brinson, Steve	931621	AP Merch	97.00
03/23/2026	498781	Check	Captivate Media + Consulting	929000	AP Merch	2,908.00
03/23/2026	498782	Check	Carrier Corporation	900707-1	AP Merch	3,410.00
03/23/2026	498783	Check	CESO Communications LLC	930130	AP Merch	2,917.50
03/23/2026	498784	Check	CESO HR, LLC	930763	AP Merch	2,400.00
03/23/2026	498785	Check	CESO Transportation LLC	930220	AP Merch	16,177.08
03/23/2026	498786	Check	Dakota County Financial Services	907393-3	AP Merch	16,084.90
03/23/2026	498787	Check	Dewald, Rina C	920524	AP Merch	600.00
03/23/2026	498788	Check	Dotas, Gene	930086	AP Merch	204.00
03/23/2026	498789	Check	e2Companies LLC	931309	AP Merch	12,000.00
03/23/2026	498790	Check	Eagan High School	904069	AP Merch	400.00
03/23/2026	498791	Check	Eastview High School	906734-1	AP Merch	325.00

AP Run: 20260323 AP — Post Date: 2026-03-23 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/23/2026	498792	Check	Eastview High School Speech Team	906734-4	AP Merch	177.00
03/23/2026	498793	Check	Education Minnesota	928531	AP Merch	68.00
03/23/2026	498794	Check	Ehlers	920802-1	AP Merch	162.50
03/23/2026	498795	Check	Faribault High School	908007-1	AP Merch	250.00
03/23/2026	498796	Check	Farmington High School	902495-1	AP Merch	230.00
03/23/2026	498797	Check	Foundation 191	928202	AP Merch	136.99
03/23/2026	498798	Check	Freeway Ford Inc	901262	AP Merch	109.37
03/23/2026	498799	Check	Graybar Electric Company Inc	901478-1	AP Merch	343.30
03/23/2026	498800	Check	Hastings High School	902281-1	AP Merch	265.00
03/23/2026	498801	Check	Hipp, Bryce	931620	AP Merch	136.00
03/23/2026	498802	Check	Imperial Dade	904186-1	AP Merch	14,333.84
03/23/2026	498803	Check	Ind School Dist 279	901918	AP Merch	320.00
03/23/2026	498804	Check	Innovational Water Solutions, Inc.	930169	AP Merch	5,188.98
03/23/2026	498805	Check	Instrumentalist Awards LLC	901896	AP Merch	326.00
03/23/2026	498806	Check	Intermediate District 287	901390	AP Merch	11,679.30
03/23/2026	498807	Check	J & D Trophy	904113	AP Merch	280.00
03/23/2026	498808	Check	Jensen, Randy	907850	AP Merch	136.00
03/23/2026	498809	Check	JTM Provisions Co Inc	928622	AP Merch	12,831.52
03/23/2026	498810	Check	Lakeville North High School	902673-3	AP Merch	850.00

AP Run: 20260323 AP — Post Date: 2026-03-23 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/23/2026	498811	Check	Lakeville South High School	902673-13	AP Merch	1,515.00
03/23/2026	498812	Check	Link Interpret	929933	AP Merch	614.95
03/23/2026	498813	Check	MEI Total Elevator Solutions	908999-1	AP Merch	5,907.42
03/23/2026	498814	Check	Midwest Educational Consultants Inc	927440	AP Merch	5,700.00
03/23/2026	498815	Check	Mohamed, Zahra	929402	AP Merch	345.00
03/23/2026	498816	Check	MRI Software LLC	929957	AP Merch	124.45
03/23/2026	498817	Check	MTI Distributing Inc	902544	AP Merch	583.40
03/23/2026	498818	Check	National Enrollment Partners LLC	931351	AP Merch	1,175.00
03/23/2026	498819	Check	New Dominion School	924335	AP Merch	371.28
03/23/2026	498820	Check	Newbern LLC	931619	AP Merch	97.00
03/23/2026	498821	Check	Northfield Public Schools	908609	AP Merch	210.00
03/23/2026	498822	Check	Park High School	900320	AP Merch	400.00
03/23/2026	498823	Check	Perez, Melissa M	924879	AP Merch	2,052.00
03/23/2026	498824	Check	Peterson, Molly	931618	AP Merch	97.00
03/23/2026	498825	Check	Pittman, Darian	931617	AP Merch	136.00
03/23/2026	498826	Check	Print Lab	931062	AP Merch	735.00
03/23/2026	498827	Check	Prior Lake High School	921458	AP Merch	154.00
03/23/2026	498828	Check	Prior Lake High School	921458	AP Merch	670.00
03/23/2026	498829	Check	QBS LLC	930033	AP Merch	233.00
03/23/2026	498830	Check	RAK Construction Inc	929749	AP Merch	1,876.36

AP Run: 20260323 AP — Post Date: 2026-03-23 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/23/2026	498831	Check	Raspberry, Jamel	931341	AP Merch	136.00
03/23/2026	498832	Check	Riverside Insights	931018	AP Merch	1,179.20
03/23/2026	498833	Check	Rock Hard Landscape Supply	928528	AP Merch	1,882.50
03/23/2026	498834	Check	Rosemount High School	909266	AP Merch	260.00
03/23/2026	498835	Check	Ryan Mechanical Inc	923241	AP Merch	51,406.14
03/23/2026	498836	Check	Sauter, Jason	501256	AP Merch	160.00
03/23/2026	498837	Check	Schmitty & Sons - Contract	909331-2	AP Merch	1,013,471.49
03/23/2026	498838	Check	Schmitty & Sons Inc	909331	AP Merch	25,290.99
03/23/2026	498839	Check	School Services Employees Local 284	907382	AP Merch	3,060.87
03/23/2026	498840	Check	Second Harvest Heartland	928183	AP Merch	1,358.34
03/23/2026	498841	Check	Shakopee High School	906455	AP Merch	120.00
03/23/2026	498842	Check	Siemens Industry Inc	902217	AP Merch	19,978.00
03/23/2026	498843	Check	Smith, Quincy	931616	AP Merch	272.00
03/23/2026	498844	Check	SNA Depository	926552	AP Merch	862.00
03/23/2026	498845	Check	Solarte Health Inc.	930099	AP Merch	12,906.46
03/23/2026	498846	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	2,638.49
03/23/2026	498847	Check	The Food Group	928651	AP Merch	405.72
03/23/2026	498848	Check	Total Filtration Services Inc	922123-1	AP Merch	656.40
03/23/2026	498849	Check	Tranby, Gabrielle	501308	AP Merch	132.98
03/23/2026	498850	Check	Two Rivers High School	906408-4	AP Merch	70.00

AP Check Register

AP Run: 20260323 AP — Post Date: 2026-03-23 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
					Total:	**$1,284,507.77**

20260323 AP Summary

Type	Count	Amount
Regular	79	1,284,507.77
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**79**	**$1,284,507.77**

AP Run: 20260330 AP — Post Date: 2026-03-30 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/30/2026	498851	Check	Accutemp Products Inc	922487	AP Merch	501.25
03/30/2026	498852	Check	Advanced Commercial Kitchens	930100	AP Merch	339.00
03/30/2026	498853	Check	Advanced Imaging Solutions	928551-1	AP Merch	8,276.00
03/30/2026	498854	Check	All In One Translation Agency LLC	923652	AP Merch	907.50
03/30/2026	498855	Check	Amergis Healthcare Staffing Inc	931201	AP Merch	45,298.00
03/30/2026	498856	Check	Anchor Solar Investments LLC	929704	AP Merch	2,328.26
03/30/2026	498857	Check	Arneson, Al	909426	AP Merch	290.00
03/30/2026	498858	Check	Aviben LLC	926262-1	AP Merch	875.78
03/30/2026	498859	Check	Bix Produce Company	900477	AP Merch	10,304.26
03/30/2026	498860	Check	Brianna Chatese Industries LLC	931356	AP Merch	1,250.00
03/30/2026	498861	Check	Building Wings LLC	930886	AP Merch	11,701.80
03/30/2026	498862	Check	Capernaum Pediatric Therapy	930712	AP Merch	11,257.01
03/30/2026	498863	Check	Centerpoint Energy	902519	AP Merch	100,226.16
03/30/2026	498864	Check	Conquer Ninja Athletics	929462-2	AP Merch	516.00
03/30/2026	498865	Check	DASH Sports LLC	930957	AP Merch	237.00
03/30/2026	498866	Check	Dehmer Central Fire Protection	931240	AP Merch	178.23
03/30/2026	498867	Check	Digital Insurance, LLC	929385	AP Merch	6,437.50
03/30/2026	498868	Check	Electro Watchman Inc	901078	AP Merch	14,495.18
03/30/2026	498869	Check	Elite Gymnastics Academy	927652	AP Merch	200.00

AP Run: 20260330 AP — Post Date: 2026-03-30 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/30/2026	498870	Check	EPS Operations, LLC	931127	AP Merch	2,345.08
03/30/2026	498871	Check	Fedex	901463	AP Merch	12.74
03/30/2026	498872	Check	Froebe, Bianca	931375	AP Merch	140.00
03/30/2026	498873	Check	Gateway Music Festivals & Tours Inc	927831	AP Merch	650.73
03/30/2026	498874	Check	Glatfelter Claims Management Inc	930256	AP Merch	18,185.00
03/30/2026	498875	Check	GreatAmerica Financial Services	929729	AP Merch	621.00
03/30/2026	498876	Check	Guled, Hawa	931394	AP Merch	120.00
03/30/2026	498877	Check	Hodin, Edward	931562	AP Merch	70.00
03/30/2026	498878	Check	House of Print	920347	AP Merch	3,789.00
03/30/2026	498879	Check	HumeraTech Inc	927703	AP Merch	38,959.78
03/30/2026	498880	Check	Imagine Design & Creative Consulting Inc	928876	AP Merch	3,000.00
03/30/2026	498881	Check	Imperial Dade	904186-1	AP Merch	12,156.88
03/30/2026	498882	Check	International Gymnastics of MN LLC	926911	AP Merch	1,732.80
03/30/2026	498883	Check	Kafka, Kim	931092	AP Merch	318.60
03/30/2026	498884	Check	Kanda, Peter	931374	AP Merch	70.00
03/30/2026	498885	Check	Kennedy and Graven Chartered	908356	AP Merch	2,305.50
03/30/2026	498886	Check	Lee, Jennifer Song	931527	AP Merch	70.00
03/30/2026	498887	Check	Loyd, Dee L	931624	AP Merch	136.00
03/30/2026	498888	Check	Mackin Educational Resources	902196	AP Merch	863.44

AP Run: 20260330 AP — Post Date: 2026-03-30 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/30/2026	498889	Check	Martin, Emma	930688	AP Merch	70.00
03/30/2026	498890	Check	Mayer Arts Inc	925512	AP Merch	3,895.00
03/30/2026	498891	Check	MEI Total Elevator Solutions	908999-1	AP Merch	4,591.61
03/30/2026	498892	Check	Merry, Vanessa	929912	AP Merch	210.00
03/30/2026	498893	Check	Minnesota Energy Resources	903029	AP Merch	354.75
03/30/2026	498894	Check	Minnesota Petroleum Service Inc	926261	AP Merch	715.50
03/30/2026	498895	Check	Minnesota Pollution Control Agency - MPCA	903770	AP Merch	524.37
03/30/2026	498896	Check	Minnesota School Boards Association - MSBA	902540	AP Merch	685.00
03/30/2026	498897	Check	Mission Filtration	931116	AP Merch	538.20
03/30/2026	498898	Check	MSOPA- Farmington Area Public Schools	902956	AP Merch	250.00
03/30/2026	498899	Check	Newfield, Arielle	931519	AP Merch	140.00
03/30/2026	498900	Check	Olson Madaus, Kirsten	930631	AP Merch	144.00
03/30/2026	498901	Check	Omer, Naseema	931604	AP Merch	808.80
03/30/2026	498902	Check	Opitz, Emily	501459	AP Merch	65.00
03/30/2026	498903	Check	Perez, Melissa M	924879	AP Merch	380.00
03/30/2026	498904	Check	Play Quiz Bowl LLC	925680	AP Merch	90.00
03/30/2026	498905	Check	QBS LLC	930033	AP Merch	7,592.00
03/30/2026	498906	Check	RAK Construction Inc	929749	AP Merch	74,511.19
03/30/2026	498907	Check	Red Wing Business Advantage Account	921851-1	AP Merch	175.00

AP Run: 20260330 AP — Post Date: 2026-03-30 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/30/2026	498908	Check	Riddell All American Sports	931247	AP Merch	8,590.50
03/30/2026	498909	Check	Skaterapolis	931253	AP Merch	127.20
03/30/2026	498910	Check	St Paul Beverage Solutions, LLC	930156	AP Merch	4,062.05
03/30/2026	498911	Check	Summit 360	930892	AP Merch	3,173.95
03/30/2026	498912	Check	Sunbelt Staffing LLC	930586	AP Merch	101,289.76
03/30/2026	498913	Check	Team Cannon Weightlifting	931177	AP Merch	100.00
03/30/2026	498914	Check	Telle Tire & Auto Centers	931607	AP Merch	2,869.31
03/30/2026	498915	Check	The Food Group	928651	AP Merch	1,240.36
03/30/2026	498916	Check	The Stepping Stones Group LLC	931308	AP Merch	7,200.00
03/30/2026	498917	Check	Thomsen Systems Inc	927274	AP Merch	60.00
03/30/2026	498918	Check	Toay, Gretchen	925679	AP Merch	110.00
03/30/2026	498919	Check	Tony's Appliance Inc	921785	AP Merch	430.00
03/30/2026	498920	Check	Total Entertainment/Kidsdance	930658	AP Merch	600.00
03/30/2026	498921	Check	Transportation Plus, Inc.	906215	AP Merch	1,860.00
03/30/2026	498922	Check	True Mechanical LLC	931322	AP Merch	8,587.87
03/30/2026	498923	Check	University of Minnesota-Tuition Third Party Billing	908595	AP Merch	26,825.00
03/30/2026	498924	Check	Unparalleled Security	931419	AP Merch	2,619.00
03/30/2026	498925	Check	Upper Lakes Foods Inc	929826	AP Merch	45,259.35
03/30/2026	498926	Check	Wiggs, Ella	931614	AP Merch	70.00
03/30/2026	498927	Check	Wiisinig LLC	931504	AP Merch	680.00

AP Run: 20260330 AP — Post Date: 2026-03-30 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/30/2026	498928	Check	WL Hall Co	929359	AP Merch	575.00
03/30/2026	498929	Check	Young Americans Schools of Self-Defense	931337	AP Merch	616.20
					Total:	**$613,851.45**

20260330 AP Summary

Type	Count	Amount
Regular	79	613,851.45
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**79**	**$613,851.45**

Fund	Total
01 - General	1,759,757.53
02 - Food Service	227,528.68
03 - Transportation	1,034,527.82
04 - Community Service	66,225.20
16 - Facility Rental	13.79
22 - Internal Service - Health Insurance	14,081.46
50 - Student Activity Fund	4,643.94
	$3,106,778.42

AP Check Register

AP Run: 20260310 VACH — Post Date: 2026-03-10 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/10/2026	9000008698	ACH	The Hartford	924486	AP Merch	49,473.41
					Total:	**$49,473.41**

20260310 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	1	49,473.41
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$49,473.41**

AP Run: 20260311 VACH — Post Date: 2026-03-11 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/11/2026	9000008699	ACH	Association Of Clerical Employees	904895	AP Merch	320.00
03/11/2026	9000008700	ACH	Burnsville Association of Educational Assistants	909991	AP Merch	864.00
03/11/2026	9000008701	ACH	Burnsville Cultural Family Liaison Association	931510	AP Merch	711.32
03/11/2026	9000008702	ACH	Carlson, Gerri	929243	AP Merch	810.55
03/11/2026	9000008703	ACH	Casperson, Julie	928973	AP Merch	590.00
03/11/2026	9000008704	ACH	CST MN	929862	AP Merch	91,321.61
03/11/2026	9000008705	ACH	Ecolab	908846-2	AP Merch	2,775.40
03/11/2026	9000008706	ACH	Johnson Controls Fire Protection LP	903587	AP Merch	13,295.09
03/11/2026	9000008707	ACH	Kelly Services Inc	927633	AP Merch	139,736.08
03/11/2026	9000008708	ACH	Khunisorn, Ploy	931304	AP Merch	50.00
03/11/2026	9000008709	ACH	Moosomin, Phillip	931613	AP Merch	200.00
03/11/2026	9000008710	ACH	Nelson, Jared	931190	AP Merch	2,400.00
03/11/2026	9000008711	ACH	Piazza, Maria	931139	AP Merch	465.00
03/11/2026	9000008712	ACH	Richert Speech Therapy LLC	931202	AP Merch	5,405.00
03/11/2026	9000008713	ACH	Romero Zamora, Karla	931279	AP Merch	500.00
03/11/2026	9000008714	ACH	Sachs, Alice	925562	AP Merch	218.00
					Total:	**$259,662.05**

AP Check Register

AP Run: 20260311 VACH — Post Date: 2026-03-11 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount

20260311 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	16	259,662.05
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**16**	**$259,662.05**

AP Run: 20260312 EACH — Post Date: 2026-03-12 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/12/2026	9000008715	ACH	Alt, Brett	020689	AP Merch	71.78
03/12/2026	9000008716	ACH	Alvarado, Angel	016566	AP Merch	20.00
03/12/2026	9000008717	ACH	Baig, Samaa S	021321	AP Merch	22.04
03/12/2026	9000008718	ACH	Broge, Dawndra S	020951	AP Merch	34.58
03/12/2026	9000008719	ACH	Buck, Rebecca L	017742	AP Merch	3.99
03/12/2026	9000008720	ACH	Burns, Pollyanna M	010851	AP Merch	3.99
03/12/2026	9000008721	ACH	Cantolla, Kaitlin M	019617	AP Merch	55.10
03/12/2026	9000008722	ACH	Elaraby, Amany	021556	AP Merch	136.88
03/12/2026	9000008723	ACH	Ermisch, Ryan V	021078	AP Merch	11.31
03/12/2026	9000008724	ACH	Gibbons, Patrick M	019718	AP Merch	19.00
03/12/2026	9000008725	ACH	Hagen, Aimee E	016614	AP Merch	9.72
03/12/2026	9000008726	ACH	Hall, Tony J	021254	AP Merch	25.74
03/12/2026	9000008727	ACH	Harper, Shonita L	021076	AP Merch	11.89
03/12/2026	9000008728	ACH	Henderson, Sean M	017644	AP Merch	43.28
03/12/2026	9000008729	ACH	Howe, Jaimie K	020412	AP Merch	15.08
03/12/2026	9000008730	ACH	Kacmarynski, Krissi	017804	AP Merch	10.01
03/12/2026	9000008731	ACH	Kirchner, Amy	014600	AP Merch	22.48
03/12/2026	9000008732	ACH	Kleiner, Kevin T	020910	AP Merch	115.35
03/12/2026	9000008733	ACH	Lake, David	017436	AP Merch	166.75
03/12/2026	9000008734	ACH	Lake, Lisa L	017600	AP Merch	55.31

AP Run: 20260312 EACH — Post Date: 2026-03-12 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/12/2026	9000008735	ACH	Langsjoen, Sonja	006829	AP Merch	11.02
03/12/2026	9000008736	ACH	Lorincz, Kristen L	018602	AP Merch	37.12
03/12/2026	9000008737	ACH	Mayer, Lucia Jane	016712	AP Merch	21.39
03/12/2026	9000008738	ACH	Mayernik, Maggie	020660	AP Merch	678.74
03/12/2026	9000008739	ACH	McDowell, Morgan	018635	AP Merch	62.82
03/12/2026	9000008740	ACH	McKinney, Madison	021229	AP Merch	106.50
03/12/2026	9000008741	ACH	Meuser, Teresa	010805	AP Merch	25.08
03/12/2026	9000008742	ACH	Meyer, Tanya L	012306	AP Merch	16.68
03/12/2026	9000008743	ACH	Ness, Katie L	018356	AP Merch	35.59
03/12/2026	9000008744	ACH	Niffenegger, Kamala N	018055	AP Merch	26.97
03/12/2026	9000008745	ACH	O'Laughlin, John M	020956	AP Merch	31.03
03/12/2026	9000008746	ACH	Olson, Ariel R	020377	AP Merch	21.89
03/12/2026	9000008747	ACH	Olson, Kristine	021808	AP Merch	95.00
03/12/2026	9000008748	ACH	Pearson, Genevieve L	019994	AP Merch	48.21
03/12/2026	9000008749	ACH	Phillips, Brian A	021020	AP Merch	40.00
03/12/2026	9000008750	ACH	Quamme, David R	018005	AP Merch	73.01
03/12/2026	9000008751	ACH	Risteau, Joseph S	007763	AP Merch	22.33
03/12/2026	9000008752	ACH	Sahli, Jonathan C	016816	AP Merch	19.00
03/12/2026	9000008753	ACH	Sampers, Karen M	015925	AP Merch	17.18
03/12/2026	9000008754	ACH	Sellars, Jason A	019217	AP Merch	30.70

AP Run: 20260312 EACH — Post Date: 2026-03-12 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/12/2026	9000008755	ACH	Simmons, Sean D	017795	AP Merch	53.80
03/12/2026	9000008756	ACH	Tarnofsky, John J	020438	AP Merch	27.70
03/12/2026	9000008757	ACH	Thomas, John S	020221	AP Merch	24.51
03/12/2026	9000008758	ACH	Troldahl, Monica L	020519	AP Merch	6.09
03/12/2026	9000008759	ACH	Voigt, Pamela M	017183	AP Merch	41.04
03/12/2026	9000008760	ACH	Warmka, Cheri R	007858	AP Merch	31.76
03/12/2026	9000008761	ACH	Wollersheim, Christian P	017694	AP Merch	39.00
					Total:	**$2,498.44**

20260312 EACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	47	2,498.44
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**47**	**$2,498.44**

AP Run: 20260319 VACH — Post Date: 2026-03-19 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/19/2026	9000008762	ACH	Association Of Clerical Employees	904895	AP Merch	320.00
03/19/2026	9000008763	ACH	Burnsville Association of Educational Assistants	909991	AP Merch	864.00
03/19/2026	9000008764	ACH	Burnsville Cultural Family Liaison Association	931510	AP Merch	711.32
03/19/2026	9000008765	ACH	Frontline Technologies Group LLC	928988-1	AP Merch	6,692.84
03/19/2026	9000008766	ACH	Johnson Controls Fire Protection LP	903587	AP Merch	2,457.53
03/19/2026	9000008767	ACH	Kelly Services Inc	927633	AP Merch	107,086.42
03/19/2026	9000008768	ACH	Multilingual Word Inc	922324	AP Merch	7,962.50
					Total:	**$126,094.61**

20260319 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	7	126,094.61
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**7**	**$126,094.61**

AP Run: 20260320 EACH — Post Date: 2026-03-20 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/20/2026	9000008769	ACH	Buchanan, Isis L	019608	AP Merch	26.68
03/20/2026	9000008770	ACH	Contreras, Kodi C	018537	AP Merch	67.79
03/20/2026	9000008771	ACH	Davis, Toni K	021796	AP Merch	95.00
03/20/2026	9000008772	ACH	Gise, Constance M	021784	AP Merch	95.00
03/20/2026	9000008773	ACH	Hoage-Chambers, Melissa	501457	AP Merch	106.30
03/20/2026	9000008774	ACH	Kronabetter, Julie R	016789	AP Merch	41.54
03/20/2026	9000008775	ACH	Lund, Elliott J	017435	AP Merch	451.06
03/20/2026	9000008776	ACH	Owens, Tia	021813	AP Merch	95.00
03/20/2026	9000008777	ACH	Rethlake-Homolka, Pam	010890	AP Merch	451.06
03/20/2026	9000008778	ACH	Schmitz, Emily A	021086	AP Merch	35.74
03/20/2026	9000008779	ACH	Schussler, Stefanie	501458	AP Merch	35.15
03/20/2026	9000008780	ACH	Tarnofsky, John J	020438	AP Merch	27.55
03/20/2026	9000008781	ACH	Thomas, John S	020221	AP Merch	451.06
03/20/2026	9000008782	ACH	Weiler, Bob M	005573	AP Merch	451.06
					Total:	**$2,429.99**

20260320 EACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	14	2,429.99
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**14**	**$2,429.99**

AP Run: 20260325 VACH — Post Date: 2026-03-25 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/25/2026	9000008783	ACH	Bad Warrior, Jayme Alan, SR	931536	AP Merch	600.00
03/25/2026	9000008784	ACH	Bad Warrior, Kyler Jaymes	931537	AP Merch	200.00
03/25/2026	9000008785	ACH	Kelly Services Inc	927633	AP Merch	142,507.00
03/25/2026	9000008786	ACH	Regguinti, Joseph A	931625	AP Merch	200.00
03/25/2026	9000008787	ACH	Richert Speech Therapy LLC	931202	AP Merch	1,063.75
03/25/2026	9000008788	ACH	Shades of Thorpe	931399	AP Merch	4,000.00
					Total:	**$148,570.75**

20260325 VACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	6	148,570.75
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**6**	**$148,570.75**

AP Check Register

AP Run: 20260327 EACH — Post Date: 2026-03-27 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/27/2026	9000008789	ACH	Anderson, Jennifer E	021736	AP Merch	304.47
03/27/2026	9000008790	ACH	Anderson, Rachel L	021495	AP Merch	108.32
03/27/2026	9000008791	ACH	Bellmont, Chris	014183	AP Merch	200.00
03/27/2026	9000008792	ACH	Buchanan, Isis L	019608	AP Merch	53.07
03/27/2026	9000008793	ACH	Cloutier, Dana	016633	AP Merch	60.97
03/27/2026	9000008794	ACH	Coddington, Bronwyn M	021393	AP Merch	54.38
03/27/2026	9000008795	ACH	Contreras, Kodi C	018537	AP Merch	7.54
03/27/2026	9000008796	ACH	Czapar, Kelly N	017322	AP Merch	18.34
03/27/2026	9000008797	ACH	Daniels, Latanya R	021700	AP Merch	1,162.82
03/27/2026	9000008798	ACH	Dehne, Tyler	020322	AP Merch	200.00
03/27/2026	9000008799	ACH	DeMain, Julia A	021640	AP Merch	16.97
03/27/2026	9000008800	ACH	Discher, Tracy L	016311	AP Merch	76.78
03/27/2026	9000008801	ACH	Erickson, Kayla M	020006	AP Merch	205.18
03/27/2026	9000008802	ACH	Flesche, Jennifer B	021549	AP Merch	142.10
03/27/2026	9000008803	ACH	Ganion, Emma C	020498	AP Merch	4,000.00
03/27/2026	9000008804	ACH	Gorton, Rachel	016735	AP Merch	200.00
03/27/2026	9000008805	ACH	Harris, Whitney M	021124	AP Merch	247.23
03/27/2026	9000008806	ACH	Harrold, Stacey L	011361	AP Merch	69.16
03/27/2026	9000008807	ACH	Harsted, Tiffany K	021413	AP Merch	139.27
03/27/2026	9000008808	ACH	Holden, Matt J	009267	AP Merch	133.04

AP Check Register

AP Run: 20260327 EACH — Post Date: 2026-03-27 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/27/2026	9000008809	ACH	Janey, Karen A	021241	AP Merch	17.47
03/27/2026	9000008810	ACH	Keller, Katie	014751	AP Merch	20.88
03/27/2026	9000008811	ACH	Kennedy, Jennifer K	013375	AP Merch	15.81
03/27/2026	9000008812	ACH	Kolstad, Michele M	007847	AP Merch	8.85
03/27/2026	9000008813	ACH	Lau, Guek	020411	AP Merch	10.88
03/27/2026	9000008814	ACH	McKinney, Madison	021229	AP Merch	60.90
03/27/2026	9000008815	ACH	Middendorf, Jennifer L	019196	AP Merch	59.74
03/27/2026	9000008816	ACH	Nelson, Katherine J	018844	AP Merch	84.61
03/27/2026	9000008817	ACH	Niemiec, Alicia	013692	AP Merch	257.38
03/27/2026	9000008818	ACH	Niesen, Elizabeth A	015962	AP Merch	45.68
03/27/2026	9000008819	ACH	Nordeen, Denise M	020415	AP Merch	133.40
03/27/2026	9000008820	ACH	Petersen, Holly M	018849	AP Merch	85.19
03/27/2026	9000008821	ACH	Retzlaff, Billie Jean	020995	AP Merch	34.00
03/27/2026	9000008822	ACH	Rischer, Bryeny B	013693	AP Merch	27.55
03/27/2026	9000008823	ACH	Schut, Jennie A	021071	AP Merch	199.38
03/27/2026	9000008824	ACH	Smith, Brittney M	019790	AP Merch	12.18
03/27/2026	9000008825	ACH	Sovine, Stacey	017487	AP Merch	200.00
03/27/2026	9000008826	ACH	Spaulding, Sheila J	018536	AP Merch	45.02
03/27/2026	9000008827	ACH	Sweeney, Michael J	016376	AP Merch	256.00
03/27/2026	9000008828	ACH	Tinklenberg, Aaron D	017462	AP Merch	200.00

AP Run: 20260327 EACH — Post Date: 2026-03-27 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/27/2026	9000008829	ACH	Vodnick, Sarah A	016023	AP Merch	33.06
03/27/2026	9000008830	ACH	Wakal, Kimberly B	020416	AP Merch	34.22
03/27/2026	9000008831	ACH	Wesley, Janet M	018000	AP Merch	16.31
03/27/2026	9000008832	ACH	Yeliseyeva, Lucy P	021644	AP Merch	47.93
03/27/2026	9000008833	ACH	Zyskowski, Karly M	021041	AP Merch	94.98
					Total:	**$9,401.06**

20260327 EACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	45	9,401.06
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**45**	**$9,401.06**

Fund	Total
01 - General	493,023.55
02 - Food Service	4,371.56
03 - Transportation	91,321.61
04 - Community Service	8,669.57
16 - Facility Rental	65.28
50 - Student Activity Fund	678.74
	$598,130.31

AP Check Register

AP Run: 20260318 CB — Post Date: 2026-03-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/18/2026	6000002510		Advanced Imaging Solutions	928551	AP Merch	7,777.24
03/18/2026	6000002511		American Time & Signal Co	903503	AP Merch	1,161.27
03/18/2026	6000002512		Barnes & Noble Inc	900386	AP Merch	872.11
03/18/2026	6000002513		BSN Sports Inc	903299-1	AP Merch	14,147.66
03/18/2026	6000002514		CDW Government Inc	920289-1	AP Merch	3,677.89
03/18/2026	6000002515		Cornerstone Copy Center	900502	AP Merch	2,536.38
03/18/2026	6000002516		Demco Inc	900837-1	AP Merch	594.13
03/18/2026	6000002517		Dicks Sanitation Service Inc	900641	AP Merch	10,956.52
03/18/2026	6000002518		ECM Publishers Inc	909272	AP Merch	92.50
03/18/2026	6000002519		Grainger	904387-1	AP Merch	5,322.59
03/18/2026	6000002520		Horizon Commercial Pool Supply	904818	AP Merch	3,034.27
03/18/2026	6000002521		Kelleher Helmrich and Associates Inc	908955	AP Merch	523.25
03/18/2026	6000002522		Kully Supply Inc	901434	AP Merch	821.49
03/18/2026	6000002523		Lightspeed Technologies Inc	926151	AP Merch	120.00
03/18/2026	6000002524		Occupational Health of MN, PC	929919	AP Merch	630.00
03/18/2026	6000002525		Per Mar Security Services	930354	AP Merch	685.92
03/18/2026	6000002526		Professional Wireless Communications	924681	AP Merch	981.20
03/18/2026	6000002527		Schmitt Music	903532	AP Merch	542.17
03/18/2026	6000002528		State Supply Co Inc	903689	AP Merch	945.96

AP Check Register

AP Run: 20260318 CB — Post Date: 2026-03-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/18/2026	6000002529		Trio Supply	903802	AP Merch	8,500.73
					Total:	**$63,923.28**

20260318 CB Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	20	63,923.28
Total:	**20**	**$63,923.28**

AP Run: 20260318 DD CB — Post Date: 2026-03-18 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/18/2026	6000002530		DoorDash Inc	931577	AP Merch	2,337.95
					Total:	**$2,337.95**

20260318 DD CB Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	1	2,337.95
Total:	**1**	**$2,337.95**

AP Run: 20260327 CB — Post Date: 2026-03-27 — AP Run Type: R

Check Date	Check Number	Payment Type	Name	Vendor Number	Bank Account Code	Check Amount
03/27/2026	6000002531		Advanced Imaging Solutions	928551	AP Merch	7,477.72
03/27/2026	6000002532		Barnes & Noble Inc	900386	AP Merch	99.17
03/27/2026	6000002533		BSN Sports Inc	903299-1	AP Merch	2,117.21
03/27/2026	6000002534		CDW Government Inc	920289-1	AP Merch	12,795.55
03/27/2026	6000002535		Cintas Corp	903681	AP Merch	2,116.83
03/27/2026	6000002536		Grainger	904387-1	AP Merch	702.39
03/27/2026	6000002537		Groth Music Company	900575	AP Merch	73.98
03/27/2026	6000002538		Horizon Commercial Pool Supply	904818	AP Merch	519.87
03/27/2026	6000002539		Kelleher Helmrich and Associates Inc	908955	AP Merch	523.25
03/27/2026	6000002540		Occupational Health of MN, PC	929919	AP Merch	210.00
03/27/2026	6000002541		Per Mar Security Services	930354	AP Merch	110.00
03/27/2026	6000002542		Schmitt Music	903532	AP Merch	55.00
03/27/2026	6000002543		Trio Supply	903802	AP Merch	3,566.87
					Total:	**$30,367.84**

20260327 CB Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	13	30,367.84
Total:	**13**	**$30,367.84**

Fund	Total
01 - General	66,314.15
02 - Food Service	14,028.75
04 - Community Service	14,429.21
50 - Student Activity Fund	1,856.96
	$96,629.07

Monthly Void/Wire Report

AP Run: 20260313 Wires PR — Post Date: 2026-03-13 — AP Run Type: R **Burnsville-Eagan-Savage SD 191, MN**

Check Date	Check Number	Payment Type	Name	Check Amount
03/13/2026	8000001518	Wire Transfer	Aviben-EBC	189,822.04
03/13/2026	8000001519	Wire Transfer	Commissioner Of Revenue	139,435.06
03/13/2026	8000001520	Wire Transfer	Internal Revenue Service	815,076.75
03/13/2026	8000001521	Wire Transfer	ISD 191 Flex Account	49,175.39
03/13/2026	8000001522	Wire Transfer	ISD 191 Self Insurance Account	1,118,082.11
03/13/2026	8000001523	Wire Transfer	MN Child Support	2,269.10
03/13/2026	8000001524	Wire Transfer	MN Dept of Revenue	257.72
03/13/2026	8000001525	Wire Transfer	Mn Teachers Retirement Assoc	506,567.69
03/13/2026	8000001526	Wire Transfer	PERA	121,486.93
03/13/2026	8000001527	Wire Transfer	Teachers Federal Credit Union	35,937.91
			Total:	**$2,978,110.70**

20260313 Wires PR Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	10	2,978,110.70
Epayables:	0	0.00
Total:	**10**	**$2,978,110.70**

Monthly Void/Wire Report

AP Run: 20260331 Wires PR — Post Date: 2026-03-31 — AP Run Type: R **Burnsville-Eagan-Savage SD 191, MN**

Check Date	Check Number	Payment Type	Name	Check Amount
03/31/2026	8000001533	Wire Transfer	Aviben-EBC	190,279.60
03/31/2026	8000001534	Wire Transfer	Commissioner Of Revenue	139,988.63
03/31/2026	8000001535	Wire Transfer	Internal Revenue Service	817,001.05
03/31/2026	8000001536	Wire Transfer	ISD 191 Flex Account	49,206.53
03/31/2026	8000001537	Wire Transfer	ISD 191 Self Insurance Account	1,127,801.76
03/31/2026	8000001538	Wire Transfer	MN Child Support	2,127.10
03/31/2026	8000001539	Wire Transfer	MN Dept of Revenue	234.64
03/31/2026	8000001540	Wire Transfer	Mn Teachers Retirement Assoc	503,475.46
03/31/2026	8000001541	Wire Transfer	PERA	121,342.13
03/31/2026	8000001542	Wire Transfer	Teachers Federal Credit Union	35,826.53
			Total:	**$2,987,283.43**

20260331 Wires PR Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	10	2,987,283.43
Epayables:	0	0.00
Total:	**10**	**$2,987,283.43**

Monthly Void/Wire Report

AP Run: 20260331 Wires Main — Post Date: 2026-03-31 — AP Run Type: R

Burnsville-Eagan-Savage SD 191, MN

Check Date	Check Number	Payment Type	Name	Check Amount
03/31/2026	8000001554	Wire Transfer	Delta Dental Plan Of Minnesota	87,355.86
03/31/2026	8000001555	Wire Transfer	FP Mailing Solutions	150.00
03/31/2026	8000001556	Wire Transfer	MN Dept of Revenue-Sales Tax	808.00
			Total:	**$88,313.86**

20260331 Wires Main Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	3	88,313.86
Epayables:	0	0.00
Total:	**3**	**$88,313.86**

Monthly Void/Wire Report

AP Run: 20260331 Wires 20 S.Ins — Post Date: 2026-03-31 — AP Run Type: R **Burnsville-Eagan-Savage SD 191, MN**

Check Date	Check Number	Payment Type	Name	Check Amount
03/31/2026	266	Wire Transfer	Blue Cross Blue Shield Of MN	1,857,939.74
03/31/2026	267	Wire Transfer	HealthEquity Inc	96,551.99
			Total:	**$1,954,491.73**

20260331 Wires 20 S.Ins Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	2	1,954,491.73
Epayables:	0	0.00
Total:	**2**	**$1,954,491.73**

Monthly Void/Wire Report

AP Run: 20260331 Wires 8 Flex — Post Date: 2026-03-31 — AP Run Type: R **Burnsville-Eagan-Savage SD 191, MN**

Check Date	Check Number	Payment Type	Name	Check Amount
03/31/2026	93	Wire Transfer	HealthEquity Inc	35,881.54
			Total:	**$35,881.54**

20260331 Wires 8 Flex Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	35,881.54
Epayables:	0	0.00
Total:	**1**	**$35,881.54**

Fund	Total
01 - General	5,652,489.63
02 - Food Service	112,928.86
04 - Community Service	226,361.97
16 - Facility Rental	10,453.21
20 - Internal Service - Dental	87,355.86
22 - Internal Service - Health Insurance	1,954,491.73
	$8,044,081.26

4. Accept the Budget Analysis 133

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

Burnsville · Eagan · Savage

Agenda IV.A.4
May 28, 2026

To: **Board of Education**
Dr. Latanya Daniels, Superintendent

From: **Tyler Dehne, Director of Finance**

Date: **May 6, 2026**

Re: **Budget Analysis for the Month Ending March 31, 2026**

Recommendation: That the Board accepts the Budget Analysis for the month ending March 31, 2026.

The March Budget Reports are presented for Board information and review. The reports indicate the following:

	Year-to-Date Revenue	% of Adopted Budget	Year-to-Date Expenditures	% of Adopted Budget
All Funds	$ 134,348,149	60.38%	$ 150,991,506	65.47%
General Fund	$ 96,225,485	59.26%	$ 107,961,346	63.72%

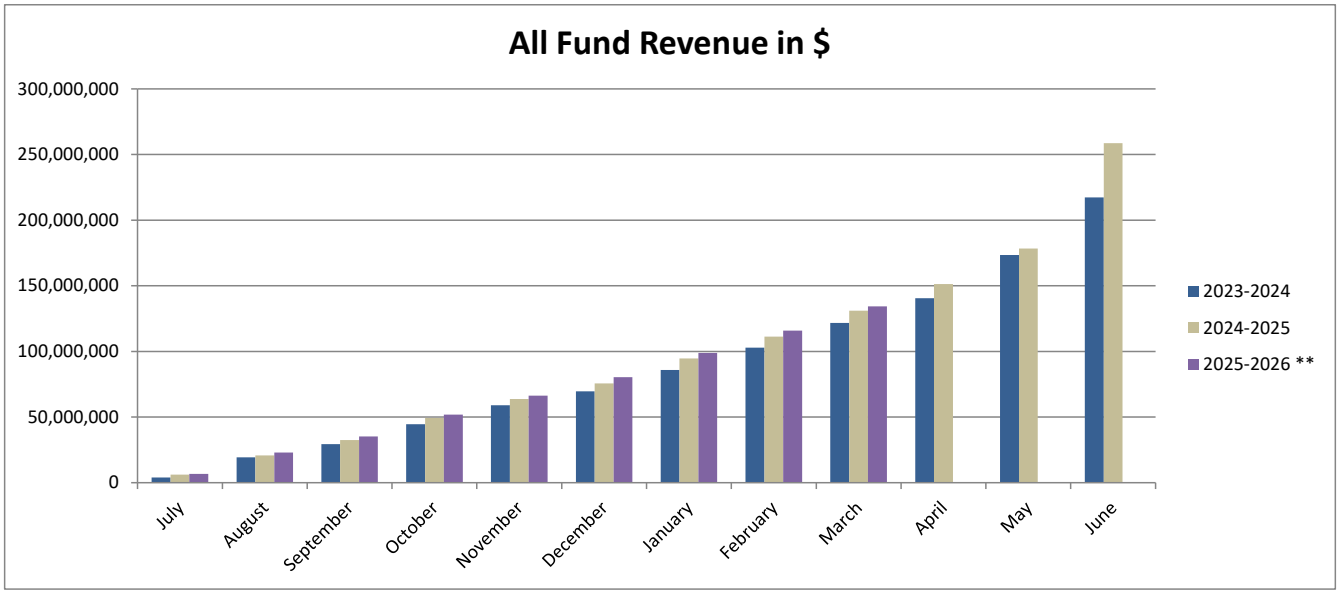
To assist the Board in monitoring monthly financial activity and to help identify budget-to-actual deviations, the following graphs have been developed for all funds and the general fund:

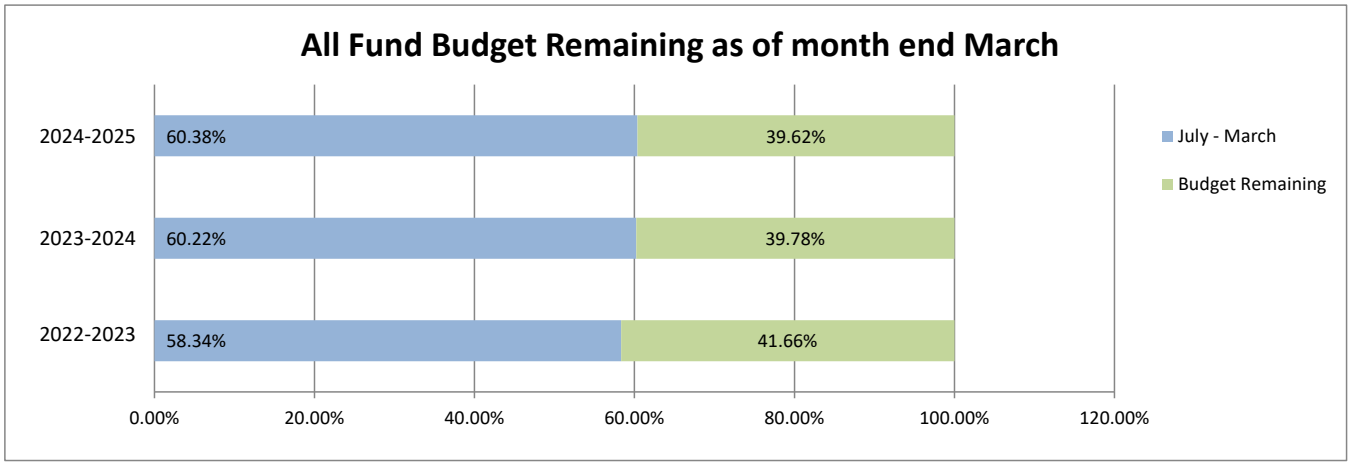
Revenues Year-to-Date for Last two years and Current year
Expenditures Year-to-Date for Last two years and Current year

All of the reports and graphs show last year's actual figures, this year's budget and this year's activity to date. Additional detail is available upon request.

REVENUE COMPARISON
ALL FUNDS

	2023-2024		2024-2025		2025-2026 **	
	$	%	$	%	$	%
July	3,923,767	1.88%	6,225,705	2.86%	6,743,537	3.03%
August	19,367,531	9.29%	20,740,144	9.53%	22,905,480	10.29%
September	29,426,322	14.11%	32,399,332	14.89%	35,148,271	15.80%
October	44,587,953	21.38%	49,364,366	22.69%	51,837,641	23.30%
November	58,912,738	28.25%	63,757,139	29.31%	66,364,177	29.83%
December	69,535,132	33.34%	75,701,192	34.80%	80,312,455	36.10%
January	85,949,535	41.22%	94,669,296	43.52%	98,900,700	44.45%
February	102,919,054	49.35%	111,229,079	51.14%	115,783,420	52.04%
March	121,657,811	58.34%	130,998,157	60.22%	134,348,149	60.38%
April	140,495,577	67.37%	151,325,262	69.57%	0	0.00%
May	173,364,073	83.13%	178,458,872	82.04%	0	0.00%
June	217,399,399	104.26%	258,623,477	118.90%	0	0.00%
BUDGET	**208,539,165**	**100.00%**	**217,519,765**	**100.00%**	**222,491,505**	**100.00%**

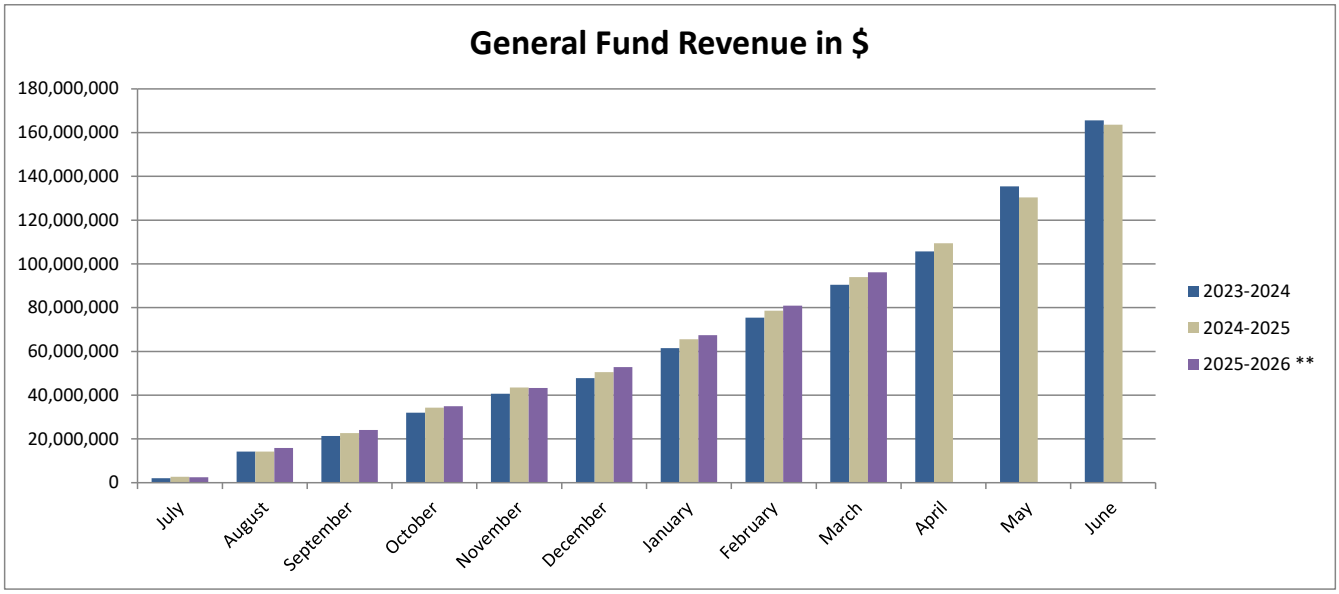


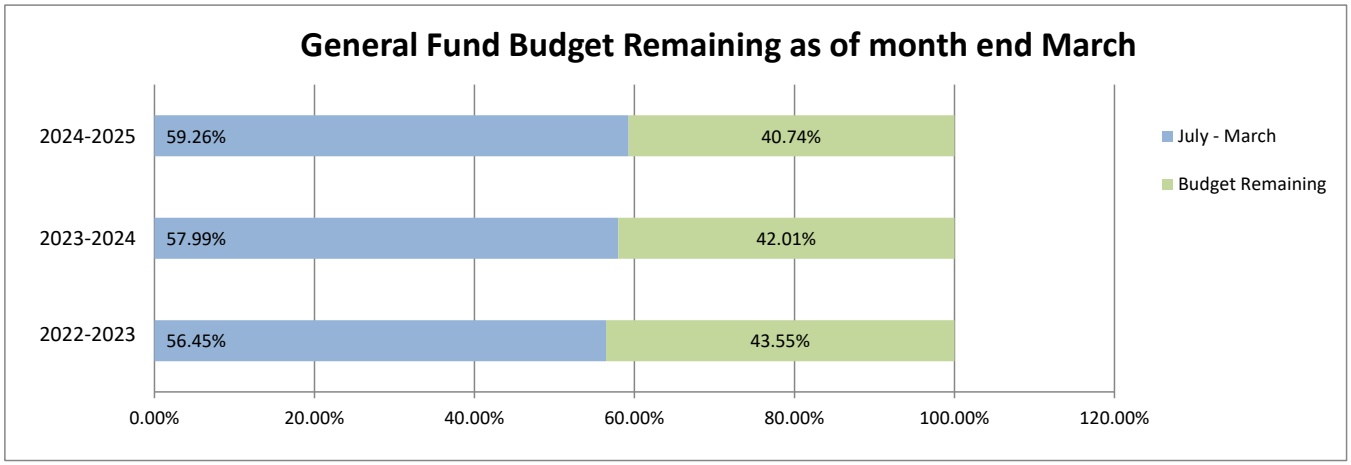


** The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

REVENUE COMPARISON
GENERAL FUND

	2023-2024		2024-2025		2025-2026 **	
	$	%	$	%	$	%
July	2,054,035	1.28%	2,730,267	1.69%	2,517,803	1.55%
August	14,217,775	8.88%	14,246,069	8.79%	15,835,141	9.75%
September	21,337,010	13.32%	22,663,634	13.99%	24,076,087	14.83%
October	31,945,444	19.94%	34,311,930	21.18%	34,941,183	21.52%
November	40,706,009	25.41%	43,485,919	26.85%	43,316,426	26.68%
December	47,800,679	29.84%	50,561,608	31.21%	52,836,649	32.54%
January	61,461,736	38.37%	65,590,521	40.49%	67,439,530	41.53%
February	75,447,748	47.10%	78,601,059	48.52%	80,920,525	49.84%
March	90,432,887	56.45%	93,933,536	57.99%	96,225,485	59.26%
April	105,750,808	66.02%	109,446,939	67.57%	0	0.00%
May	135,431,731	84.55%	130,416,738	80.51%	0	0.00%
June	165,587,981	104.32%	163,655,781	101.03%	0	0.00%
BUDGET	**160,186,251**	**100.00%**	**161,980,777**	**100.00%**	**162,370,288**	**100.00%**

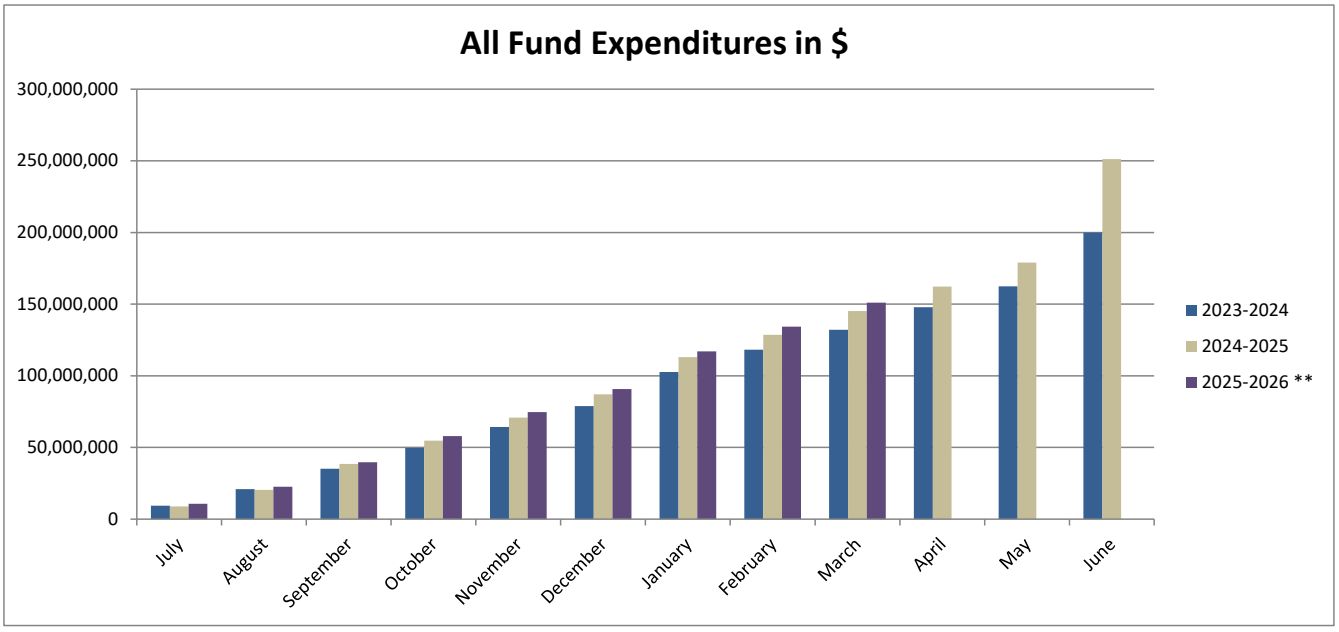




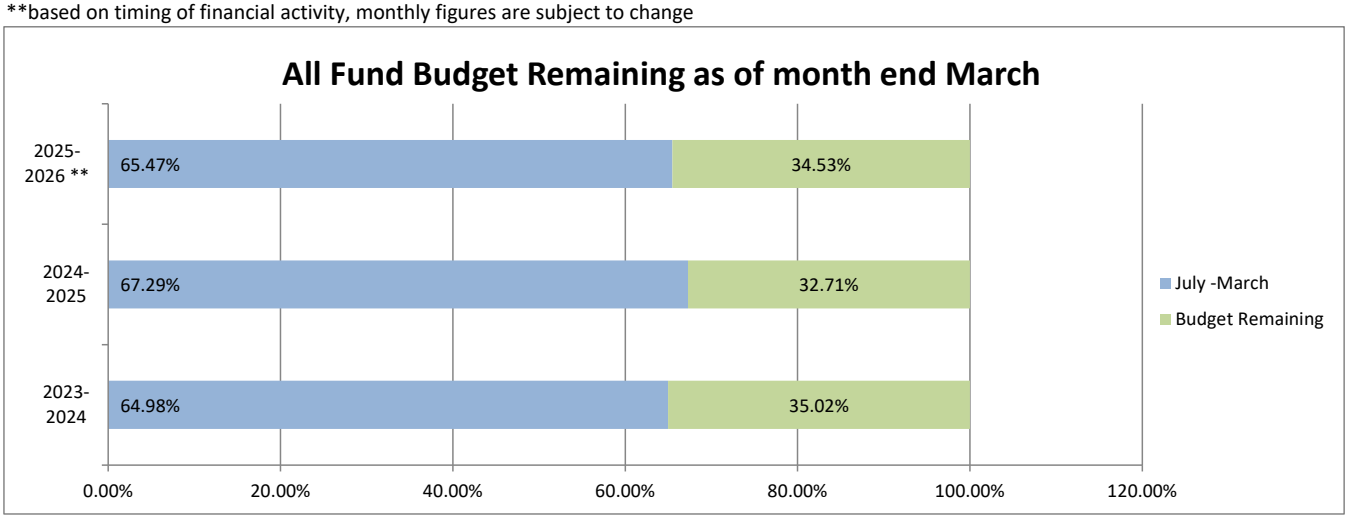
** The year to year comparison will vary due to the timing of the reversal of prior year accruals and based on timing of financial activity, monthly figures are subject to change

EXPENDITURE COMPARISON
ALL FUNDS

	2023-2024		2024-2025		2025-2026 **	
	$	%	$	%	$	%
July	9,311,625	4.58%	8,925,532	4.13%	10,715,479	4.65%
August	20,942,388	10.30%	20,436,074	9.47%	22,644,161	9.82%
September	35,122,008	17.27%	38,557,636	17.86%	39,717,598	17.22%
October	49,720,835	24.45%	54,696,951	25.34%	57,986,268	25.14%
November	64,276,579	31.61%	70,880,340	32.84%	74,646,558	32.37%
December	78,945,654	38.82%	87,062,371	40.33%	90,683,670	39.32%
January	102,672,354	50.49%	112,978,978	52.34%	117,036,746	50.75%
February	118,252,837	58.15%	128,683,130	59.61%	134,281,319	58.22%
March	132,146,998	64.98%	145,245,541	67.29%	150,991,506	65.47%
April	147,830,013	72.69%	162,196,959	75.14%	0	0.00%
May	162,388,218	79.85%	179,077,820	82.96%	0	0.00%
June	200,012,729	97.47%	251,222,680	116.38%	0	0.00%
BUDGET	**203,361,619**	**100.00%**	**215,865,457**	**100.00%**	**230,634,309**	**100.00%**

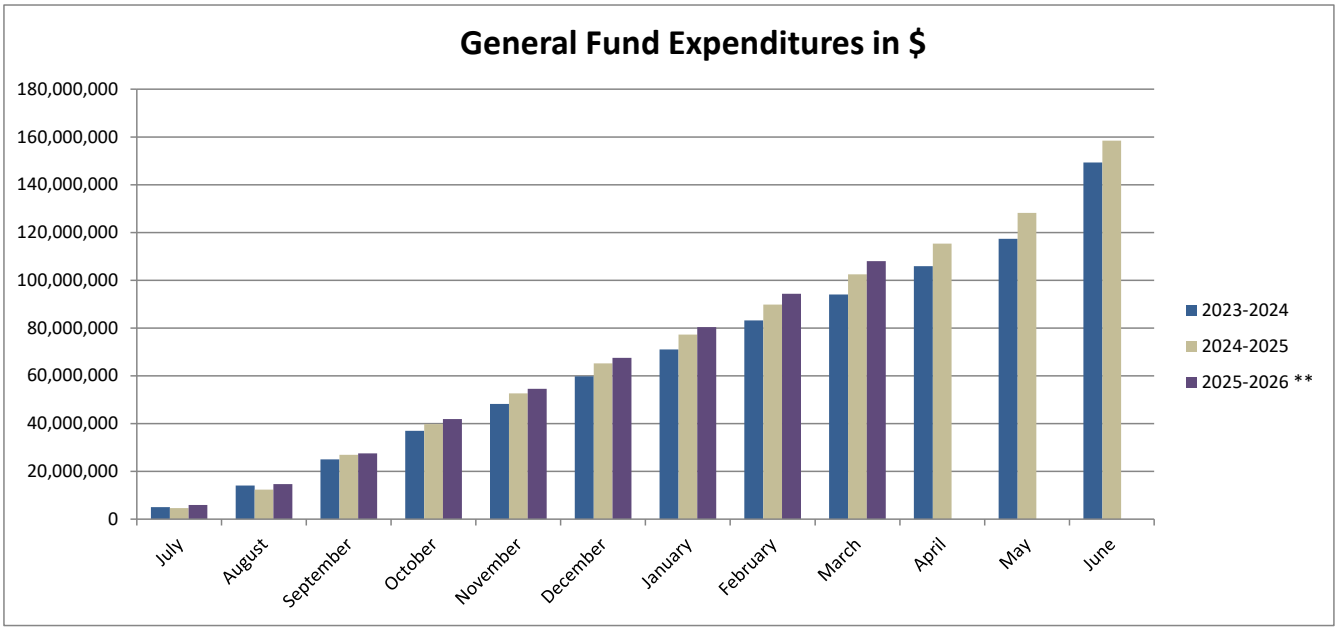


**based on timing of financial activity, monthly figures are subject to change

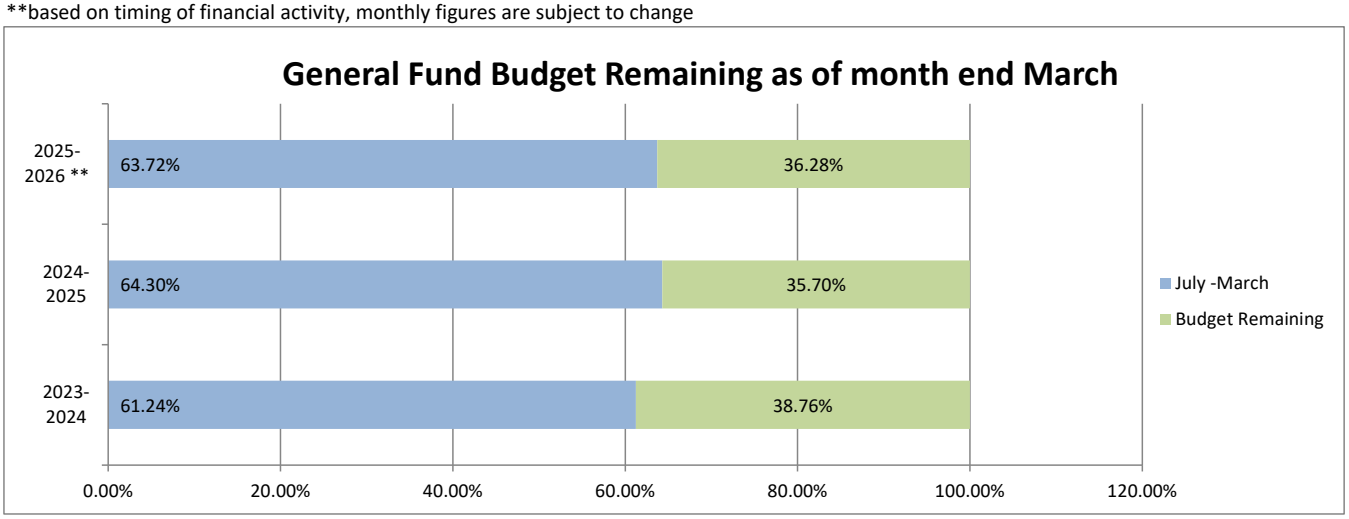


EXPENDITURE COMPARISON
GENERAL FUND

	2023-2024		2024-2025		2025-2026 **	
	$	%	$	%	$	%
July	5,034,065	3.28%	4,587,428	2.88%	5,897,305	3.48%
August	14,041,027	9.14%	12,396,981	7.77%	14,655,381	8.65%
September	24,985,208	16.27%	26,951,894	16.90%	27,560,384	16.27%
October	36,953,232	24.06%	39,837,090	24.98%	41,859,242	24.71%
November	48,220,445	31.40%	52,681,856	33.04%	54,565,723	32.21%
December	59,804,086	38.94%	65,257,054	40.92%	67,485,411	39.83%
January	70,996,511	46.23%	77,227,031	48.43%	80,394,750	47.45%
February	83,195,216	54.17%	89,828,083	56.33%	94,394,550	55.71%
March	94,048,702	61.24%	102,534,170	64.30%	107,961,346	63.72%
April	105,915,624	68.96%	115,390,145	72.36%	0	0.00%
May	117,328,149	76.39%	128,180,103	80.38%	0	0.00%
June	149,279,289	96.75%	158,403,398	99.34%	0	0.00%
BUDGET	**153,581,253**	**100.00%**	**159,461,338**	**100.00%**	**169,425,220**	**100.00%**



**based on timing of financial activity, monthly figures are subject to change



5. Receive a Report about the Listening Session 139

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

Burnsville · Eagan · Savage

Agenda IV.A.5.
May 28, 2026

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: May 28, 2026

Re: Report about the Listening Session

Recommendation: Receive a report about the listening session scheduled on May 14, 2026.

The following speakers spoke at the listening session on May 14, 2026.

Name	Relationship to School District	Topic(s) Addressed
Jenn Graff	District 191 Staff Member	ML Model currently in place at Burnsville High School
David Christian	District 191 Staff Member	1) Switching high school classes to four credit-earning parts instead of the current two credit-earning parts per year. 2) Changing the prerequisites for math classes back to successful completion of xx, instead of the previous enrollment in xx. Both of these policies make it harder for our students to successfully graduate than in most districts in our area, which award credits in smaller chunks and have prerequisites that require successful completion of a math course before moving on to the next course in the sequence.

6. Approve, on a Second Reading Basis, Changes to Policy 515: *Protection and Privacy of Student Record* and Regulation 691R: *Education Research* 141

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.6
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: May 28, 2026

Re: Approve, on a Second Reading Basis, Changes to Policies 515: *Protection and Privacy of Student Record* and Regulation 691R: *Education Research*

Recommendation: That the Board of Education approve, on a second reading basis, changes to Policies 515: *Protection and Privacy of Student Record* and Regulation 691R: *Education Research.*

Notes:
The following policies were reviewed during the April 21, 2026 Policy Review Committee meeting and passed on a first reading basis during the May 14, 2026 regular Board of Education meeting with the following changes:

- 515: MSBA recommended updates to reflect MN Health and Human Services guidance and updated resources
- 691R: Staff Recommended update to department nomenclature and staff contact information

Adopted: *1/86* *Burnsville-Eagan-Savage School District Policy 515*
Reviewed: *PRC 4/21/26~~12/11/25~~*
Revised: *1/8/26*
Rescinds: *JO*

515 PROTECTION AND PRIVACY OF STUDENT RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of student records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code section 1232g, et seq., (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence,

videoconference, satellite, internet or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information," means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; photograph; electronic image, film or video; major field of study; dates of attendance; grade level; enrollment status (i.e. full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received and the most recent educational agency or institution attended. Data concerning parents is private data on individuals but may be treated as directory information if the same procedures that are used by a school district to designate student data as directory information are followed. Directory information does not include:

a. a student's social security number;

b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally, identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

2.

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) are maintained by the school district or by a party acting for the school district.

2. What does not constitute education records. The term, "education records," does not include:

   a. Records of instructional personnel that are:

      (1) kept in the sole possession of the maker of the record;

      (2) used only as a personal memory aid;

      (3) not accessible or revealed to any other individual except a temporary substitute teacher; and

      (4) destroyed at the end of the school year.

   b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

      (1) maintained separately from education records;

      (2) maintained solely for law enforcement purposes; and

      (3) disclosed only to law enforcement officials of the same jurisdiction.

   c. Records relating to an individual, including a student, who is employed by the school district which:

      (1) are made and maintained in the normal course of business;

      (2) relate exclusively to the individual in that individual's capacity as an employee; and

      (3) are not available for use for any other purpose.

      However, records relating to an individual in attendance at the school district who is employed as a result of their status as a student are education records.

   d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

      (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or

paraprofessional acting in their professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom

instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid, or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means the superintendent of schools or designee.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of their performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of their performance as an employee or contractor.

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when they reach eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in Code of Federal Regulations section 99.31(a).

C. Students with Disabilities

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed

consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide them with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

   a. in plain language;

   b. dated;

   c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, Chapter 256B or Minnesota Care under Minnesota Statutes, Chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made,

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, Burnsville-Eagan-Savage School District Policy 529 and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or their representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

a. determine eligibility for the aid;

b. determine the amount of the aid;

c. determine conditions for the aid; or

d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's

attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district

may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for

conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student themself;

16. To appropriate ~~health authorities to~~parties, including parents or an eligible student, in connection with an emergency if knowledge of the ~~extent~~ information is necessary to ~~administer immunization programs~~protect the health or safety of the student or other individuals (34 Code of Federal Regulations, part 99.36) and for bona fide epidemiologic investigations which the ~~commissioner of health~~Commissioner of the Minnesota Department of Health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name; home address; telephone number; date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain

an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace

officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements. or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304),who has the right to access a student's case plan, as defined

and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the ~~commissioner of health~~Commissioner of the Minnesota Department of Health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted~~.~~; or

4. to appropriate parties, including parents or an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13,32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

4. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after they are no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

The school district may disclose directory information from the education records

of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

    a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

    b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

    c. the period of time in which a parent or eligible student has to notify the school district in writing that they do not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

    a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

    b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data

elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the

responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this ~~section~~paragraph, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, Chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, Chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, Chapter 260E,, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or that are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement they provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data

becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of

the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces. And

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, the superintendent of schools or designee in writing by September 15 each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this ~~section~~ Article may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this ~~section~~ Article does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of ~~Section~~ Article XIII. of this policy.

2. Subdivision A. of this ~~section~~ Article does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school, subject to the supervision and control of the responsible authority, shall be the records manager of the school and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing student records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this ~~section~~ Article for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this ~~section~~ Article shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures

from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or their assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this ~~section~~ Article immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this ~~section~~ Article includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records they wish to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this ~~section~~Article.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this ~~section~~Article.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this ~~section~~ Article shall:

a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this ~~section~~ Article and may be assisted or represented by individuals of their choice at their own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, Chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means superintendent of schools or designee.

C. Any request by an individual with a disability for reasonable modifications of the

school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this ~~section~~ Article must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of their rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school

district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students online at the district's website or at the superintendent's office.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)

Minn. Stat. § 260B.171, Subds. 3 and 5 (Records)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination) Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References:

Burnsville-Eagan-Savage School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 519 (Interviews of Students by Outside Agencies)
Burnsville-Eagan-Savage School District Policy 520 (Student Surveys)
Burnsville-Eagan-Savage School District Policy 711 (Video Recording on School Buses)
Burnsville-Eagan-Savage School District Policy 722 (Public Data Requests)
Burnsville-Eagan-Savage School District Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Resources

U.S. Department of Education: *FAQs on Photos and Videos under FERPA | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *Letter to Wachter Regarding Surveillance Video of Multiple Students | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *School Resource Officers, School Law*

Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) | Protecting Student Privacy (accessed 012926)

U.S. Department of Education: *Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *FERPA/IDEA Crosswalk | Protecting Student Privacy* (accessed 012926)

U.S. Department of Education: *What is the Protection of Pupil Rights Amendment? | Protecting Student Privacy* (accessed 012926)

Minnesota Department of Health: *The Family Educational Rights and Privacy Act (FERPA) and Immunization Data* (including *Possible School Consent Language for Sharing Immunization Data with Registries*) (accessed 012926)

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Regulation 691 Educational Research

Guidelines to Conduct Research Studies
ISD 191 ~~Teaching and Learning Department~~Office of the Assistant Superintendent

A. District Employees

The ISD 191 Policy Handbook, Policy 691, applies to conducting studies to improve instruction. In attempting to implement this policy, guidelines for conducting research projects and pilot programs are as follows:

1. ISD 191 employees must have prior approval from the building principal and direct supervisor.

2. The form "Request for Approval to Conduct Research" must be submitted to the Assistant Superintendent prior to beginning research. *Please note: This form is necessary so that persons unfamiliar with the research will be able to understand, in a short time, what the researcher is proposing to do.*

3. All requests must be submitted at least one month in advance of the date that research is to begin and must allow ample time for conducting the study.

4. There must be a reasonable certainty that no child in ISD 191 will suffer educationally as a result of the research. The Protection and Privacy of Pupil Records details rules and regulations for collection and maintenance of school records. Persons wishing to conduct research in ISD 191 shall thoroughly review and abide by this policy.

5. Each proposal will then be reviewed by the ISD 191 Administration and submitted for action to the appropriate administrative staff. The final decision concerning any proposal will be one of the following:
   - Approval of the request as submitted (and referral for School Board action where appropriate).
   - Conditional approval of the request, with inadequacies identified; permission for the study to be conducted may result if these are corrected.
   - Rejection of the request

6. After the proposal has been approved, the researcher must comply with the following:
   - The procedure must be carried out according to the original proposal, as approved.
   - Any major deviation from the approved proposal must have prior clearance.

B. Non-District Employees

The ISD 191 Policy Handbook, Policy 691, applies to conducting studies to improve instruction. In attempting to implement this policy, guidelines for conducting research projects and pilot programs are as follows:

1. All research projects to be conducted by non-district employees and/or outside institutions must have **prior approval** of ISD 191.

2. The study must have the potential for making a definite contribution to the educational profession in general and/or to the programs of ISD 191 in particular.

3. The study must be feasible to carry out in terms of the amount of time involved, the numbers of teachers and students participating, and the possible expense to the district. It must not impose undue burdens upon students or staff.

4. There must be a reasonable certainty that no child in ISD 191 will suffer educationally as a result of the research. The Protection and Privacy of Pupil Records details rules and regulations for collection and maintenance of school records. Persons wishing to conduct research in ISD 191 shall thoroughly review and abide by this policy.

5. The overall design of the study must be sound and have the potential for successful completion.

6. Non-district employees and/or outside institutions wishing to conduct research in ISD 191 must make a written request to the Assistant Superintendent using the "Request for Approval to Conduct Research" form available from the Assistant Superintendent.
    a. All research requests are reviewed by the Assistant Superintendent and routed to appropriate departments/buildings. Requests involving specific departments such as Special Education, Title I, Assessment, shall be routed to the appropriate supervisor.
    b. Graduate Students must have written approval of their supervising professor and department chairperson.
    c. Within one week, departments or building principals should take action on the request(s) and notify the director of their decision. The persons making the request and the schools to be affected will be notified.

    Please note: This form is necessary so that persons unfamiliar with the research will be able to understand, in a short time, what the researcher is proposing to do.

7. Non-district employees and/or outside institutions wishing to be in the physical presence of ISD 191 students must authorize all persons to release information without restriction or qualification to Burnsville-Eagan-Savage District or agency conducting background checks. A disclosure notice shall be signed agreeing that failure to reveal any requested information, or the giving of any false or misleading information on this form or any application form, may be grounds for refusal to conduct research. Understand that the results of said background check may disqualify you from conducting research in the Burnsville-Eagan-Savage District and that any offer received is contingent upon this report and may be rescinded at any time as a result of findings deemed essential by Burnsville-Eagan-Savage District. Understand that this release is valid for the duration of the research timeline at Burnsville-Eagan-Savage District or the agency conducting searches (at the request of Burnsville-Eagan-Savage District) may choose to investigate background at any time during the term of the research.

8. All requests must be submitted at least one month in advance of the date that research is to begin and must allow ample time for conducting the study.

9. Each proposal will then be reviewed by the ISD 191 Administration and submitted for action to the appropriate administrative staff. The final decision concerning any proposal will be one of the following:
    - Approval of the request as submitted (and referral for School Board action where appropriate).
    - Conditional approval of the request, with inadequacies identified; permission for the study to be conducted may result if these are corrected.
    - Rejection of the request

10. After the proposal has been approved, the researcher must comply with the following:
    - The procedure must be carried out according to the original proposal, as approved.
    - Any major deviation from the approved proposal must have prior clearance.

The policies and guidelines are not intended to discourage the development of creative projects, but are set forth to ensure the greatest benefit from the time and resources expended. Once the study has been conducted, the researcher must submit a report of the findings to the Assistant Superintendent for distribution to the appropriate departments.

ISD 191

Request for Approval to Conduct Research

~~Department of Teaching and Learning~~Office of the Assistant Superintendent

Date: _____

I. Background

Name of Researcher: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip: _____

Email: _____

ISD 191 Employee? _____ YES _____ NO

If yes, please list school and/or department: _____

Agency or institution sponsoring study: _____

If the study is part of your work for a degree, indicate type of degree:

_____ Undergraduate _____ M.A. or M.S. _____ Ph.D _____ Ed.D

Advisor's Name: _____ Phone: _____

II. Description (Please attach separate sheets as needed)

Title of Research Project: _____

Purpose of study: _____

What is the potential value of the study to the instructional program in the ISD 191 Schools?

Research Design Summary. What do you plan to do? Give specific information on the methods to be used during the course of study:

a. **Research questions** - A statement of the problem and its importance, a statement of the hypotheses to be investigated
b. **Procedure** - The procedures to be followed in conducting the study (timeline, number of students, grade levels, how subjects will be identified and criteria used for recruitment, who will make the initial contact with subjects, procedure for notifying parents, procedure for selecting the sample, time line for completion of your investigation, etc.).
c. **Instruments** – include copies of all instruments to be administered (e.g., survey questions, observation forms, interview questions), including a copy of the parental (or other) consent form, if appropriate
d. **Data collection procedures** - What data will be collected and how will it be collected?

List any known risks of the proposed investigation to students, staff, or the district:

List all funding sources and budget for your study:

Describe who the results will be distributed to and in what format:

Include a copy of your IRB approval letter.

III. Research Commitments

I agree to maintain the anonymity of individual students, staff members and schools in any report(s) and in any publication(s), e.g., journal article(s), book(s), etc., which incorporate any information derived from the research conducted within ISD 191.

I agree to provide the ISD 191 a summary of the research results, complete documentation and information on the location of the complete research and, in the future, subsequent publications.

_____

Signature of the Researcher Date

Department	Printed Name	Signature	Date	Approval Yes	No
Assistant Superintendent					
Building Principal					
Direct Supervisor					
Human Resources (Background Check)					

Please send requests with all required information to:
Assistant Superintendent, 200 West Burnsville Parkway, Burnsville, MN 55337
Or email ~~kmitsch~~crood@isd191.org

7. Approve, on a First and Final Reading, Non-Substantive Changes to Policies: 604: *Instructional Curriculum*, 616: *School District System Accountability*, 620: *Credit for Learning*, and 520: *Student Surveys* 182

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

Burnsville · Eagan · Savage

Agenda IV.A.7
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: May 28, 2026

Re: Approve, on a First and Final Reading, Non-Substantive Changes to Policies: 604: *Instructional Curriculum*, 616: *School District System Accountability*, 620: *Credit for Learning*, and 520: *Student Surveys*

Recommendation: That the Board of Education approve, on a first and final reading, non-substantive changes to policies: 604: *Instructional Curriculum*, 616: *School District System Accountability*, 620: *Credit for Learning*, and 520: *Student Surveys.*

Notes:
The following policies were reviewed during the May 19, 2026 Policy Review Committee meeting. Changes include:

- 604: MSBA technical updates
- 616: MSBA technical updates
- 620: MSBA updates to legal references
- 520: MSBA technical updates

Adopted: *12/17/2015* *Burnsville-Eagan-Savage School District Policy 604*
Reviewed: ~~*9/12/2024*~~ *PRC 5/19/2026*
Revised: 9/12/2024
Rescinds:

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;

2. mathematics and science;

3. social studies, including history, geography, economics, government, and citizenship;

4. health and physical education;

5. the arts;

6. career and technical education; and

7. world languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Public elementary and middle schools must offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

H. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

A. The following subject areas are required for statewide accountability:

1. language arts;

2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;

3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;

4. social studies, including history, geography, economics, and government and citizenship that includes civics;

5. physical education;

6. health, for which locally developed academic standards apply; and

7. the arts.

B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

~~**[NOTE: Line 6. regarding locally developed health academic standard continues to be in effect. The 2024 Minnesota legislature enacted a change in health standards from local to state determination, as noted in Model Policy 613. It will likely take eighteen months or more for a state health standard to be finalized.**~~

~~Until that time, school districts should maintain their locally developed health academic standards. MSBA will alert school districts to update line 6. when the state standards are finalized.]~~

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

A. In the school district's discretion, training and instruction may result in CPR certification.

B. CPR and AED instruction must include CPR and AED training that have been developed:

1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

VI. COLLEGE AND CAREER PLANNING

A. The school district shall assist all students by grade 6 and no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;

2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;

5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.

D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)
Mahmoud v. Taylor, 606 U.S. (2025)

Cross References:
Burnsville-Eagan-Savage School District Policy 603 (Curriculum

Development)
Burnsville-Eagan-Savage School District Policy 605 (Alternative Programs)
Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)

Adopted: 05/1986 *Burnsville-Eagan-Savage School District Policy 616*
Reviewed: ~~02/12/2026~~PRC 5-19-26
Revised: 03/27/25
Rescinds: IE

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the K-12 Minnesota Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Credit" means a student's successful completion of one semester of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students, between students living in poverty and students not living in poverty, between English language learners and non-English language learners, between students who receive or do not receive special education; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. <u>School District Goals</u>

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals K-12

are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's SASIAC Advisory Committee.

2. The SASIAC Advisory Committee is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The improvement goals should address recommendations identified through the district continuous improvement process. The school district's goal setting process will include consideration of individual site goals. School district goals will be developed through the district's continuous improvement process.

4. The district's continuous improvement process will ensure:

   a. The identification of the strengths and weaknesses of instruction and curriculum affecting students' progress;

   b. A plan for improving instruction and curriculum; and

   c. An instruction plan that includes educational effectiveness processes integrating instruction, curriculum, assessment, and technology.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40, or 122A.41.

C. Advisory Committee (Student Achievement and Systems Improvement Advisory Committee - SASIAC)

1. By November 1 of each year, the advisory committee will meet to advise and assist the school district in the implementation of the school district system accountability and continuous improvement process.

2. The Student Achievement and Systems Improvement Advisory Committee (SASIAC), working in cooperation with other committees of the school district, will provide active community participation in:

   a. Reviewing the school district instructional and curriculum plan,

with emphasis on implementing the Minnesota K-12 Academic Standards;

b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and

d. Advising the school board about development of the annual budget.

3. The committee shall meet the following criteria:

a. SASIAC shall ensure active community participation in all phases of planning and improving the ~~for~~instruction and curriculum affecting ~~achievement~~ state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2.

b. SASIAC shall give input to the school board on school district-wide standards, assessments, and program evaluation.

4. The committee shall meet four times annually.

5. Committee members will be nominated by their building principal in consultation with the PTO (Parent Teacher Organization) or other equivalent parent organization.

6. Term of Office

a. Committee representatives will serve up to two years.

b. Members may be reappointed to serve no more than one additional two-year term if there is difficulty recruiting a representative.

D. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, Subd. 1, the school board shall publish the Comprehensive Achievement and Civic Readiness report on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their

connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner required under Minnesota Statutes, section 120B. 11, subdivision 5.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the Commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability;) Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the FirstClass; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making, Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for ~~the Arts~~ Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Science Standards in Kindergarten through Grade 12~~Science~~)
Minn. Rules Parts 3501.1200-1210.1345 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13~~00-3501.1345~~ (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

Cross References: Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)
Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education)
Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)
Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)
Burnsville-Eagan-Savage School District Policy 614 (School District Assessment Program)
Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Burnsville-Eagan-Savage School District Policy 620 (Credit for Learning)

Adopted: *4/1997* *Burnsville-Eagan-Savage School District Policy 620*
Reviewed: ~~*09/12/2024*~~ *PRC 5/19/26*
Revised: *08/14/25*
Rescinds: *IKF*

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy address transfer of student credit from out-of-state, out- of-country, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online coursesand programs.

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. "Course" means a course or program.

D. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. "Weighted grades" is the upward adjustment of numerical value of student grades in the calculation of grade point averages.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or country or nonpublic school evidencing the course taken and the grade and credit awarded.

   a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

   b. In the event the content of a course taken at an accredited nonpublic school or public school in another state or country does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

   c. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

   a. Students will be required to provide copies of course descriptions,

syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements, but the grade shall be a "P" (pass).

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options courseor program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards content standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program must becounted toward the graduation and credit requirements and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester postsecondary credits shall equal at least one

full year of high school credit. Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (8), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. CREDIT BY ASSESSMENT

A. The school district will develop and provide processes and procedures by which students may meet a graduation requirement for knowledge acquired in another learning environment for which no transcript or official documentation exists. There are two methods by which a student may demonstrate learning that aligns

with district graduation requirements and complete other requirements of the Minnesota Academic Standards which may allow credit in lieu of standard curriculum offered by the district. This can occur through demonstration of previous learning by submitting a portfolio of evidence or by demonstrating knowledge through an exam process administered by school district staff.

IX. WEIGHTED GRADES

A. The school district does not offer weighted grades.

B. The district will use a dual-ranking system at the high school level, which allows students to be ranked separately by taking identified rigorous courses. All students can accessidentified rigorous classes at the high school level.

X. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program) Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)Minn. Stat. § 124D.094 (Online Instruction Act)Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800. (Academic Arts Standards for Kindergarten through Grade 12~~the Arts~~)
Minn. Rules Parts ~~3501.0900~~-3501.~~0955~~ 0960 (Academic Science Standards for Kindergarten through Grade 12 ~~in Science~~)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13~~00-3501.1345~~ (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)
Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)
Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)
Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)
Burnsville-Eagan-Savage School District Policy 624 (Online Instruction)

Adopted: *10/22/2015* *Burnsville-Eagan-Savage School District Policy 520*
Reviewed: ~~*12/12/2025*~~*PRC 5/19/26*
Revised: *10/27/2022*
Rescinds:

520 STUDENT SURVEYS

I. PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code section 1232h.

III. DEFINITIONS

A. "Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the student ~~child~~ lives, or a person who is legally responsible for the welfare of the ~~student~~student~~child~~.

B. "Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as ~~i.e.,~~ materials accessible through the Internet). The term does not include academic tests or academic assessments.

C. "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

D. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or dental screening.

IV. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion.

No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the student returning a survey will be maintained.

B. The superintendent or designee may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, gender identity and expression, or age.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student has the opportunity to opt out of the survey. Any and all documents containing the written permission of a parent for a student to opt out of a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in their responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code s 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

V. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating, or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

9. gender identity and expression

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent of a student to inspect, upon request of the parent, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including any applicable procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student, including an evaluation, to a student which contains one or more of the items listed in ~~Section~~ Paragraph IV.B., above, including the right of a parent of a student to inspect, upon request of the parent, any such survey.

c. The right of a parent of a student to inspect, upon request of the

parent, any instructional material used as part of the educational curriculum for the student and any applicable procedures for granting a request by a parent for ~~such~~ reasonable access to instructional material within a reasonable period of time after the request is received.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code section 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other ~~post-secondary~~ postsecondary education recruitment or military recruitment;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(2) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in ~~Section IV.C.1.,~~ Subparagraph IV.C.1~~.~~e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under ~~Section IV.C.,~~ Subparagraph IV.C.1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Paragraph ~~Section~~ IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in ~~Section IV.C.2.,~~ Subparagraph IV.C.2~~.~~b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not

apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

VI. NOTICE

A. The school district must give parents and students direct notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References:
Burnsville-Eagan-Savage School District Policy 102 (Equal Educational Opportunity)
Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)
Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)
Burnsville-Eagan-Savage School District Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedure and Process)

Resources:
U.S. Department of Education, Family Educational Rights Privacy Act (FERPA) (accessed 11/03/25)
U.S. Department of Education, Protection of Pupil Rights Amendment (PPRA) (accessed 11/03/25)

8. Approve, on a First and Final Reading, Non-Substantive Changes to Policy 418: *Drug Free Workplace* 208

Agenda IV.A.8
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: May 28, 2026

Re: Approve, on a First and Final Reading, Non-Substantive Changes to Policy 418: *Drug Free Workplace*

Recommendation: That the Board of Education approve, on a first and final reading, non-substantive changes to policy 418: *Drug Free Workplace.*

Notes:
The following policy was reviewed during the May 19, 2026 Policy Review Committee meeting. Changes include:

- 418: MSBA update to Add MN statutory language

Adopted: 6/89 *Burnsville-Eagan-Savage School District Policy 418*
Reviewed: ~~08/28/25~~PRC 5/19/26
Revised: 09/11/25
Rescinds: GBCBA, JFCH

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.

C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.

D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.

C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injections, inhalation, ingestion, or by any other immediate means.

E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method, approved by the commissioner.

F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.

I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.

J. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which

has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a and is pursuant to the procedure established under Paragraph V.G. below. ~~(experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).~~

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxications, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program or a Tribal medical cannabis program as a pupil solely because the patient or person is enrolled in the registry program or a Tribal medical cannabis program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations~~.~~.

An employer or a school must provide written notice to a patient at least 14 days before the employer or school takes an action against the patient that is prohibited under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulations that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance

and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform their supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that they have received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent or designee.

F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, Nonintoxicating cannabinoids, or edible cannabinoid products.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in the Minnesota Statutes, section 120B.215, subdivision 1 and must:

1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and

treatment for a substance use disorder.

B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with the Minnesota Statutes, sections 120B.10 and 120B.11.

C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and including edible cannabinoid products.

2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify their supervisor in writing of their conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:
Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7165 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Burnsville-Eagan-Savage School District Policy 416 (Drug and Alcohol Testing)
Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)
Burnsville-Eagan-Savage School District Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 516 (Student Medication)

9. Approve, on a First and Final Reading, No Changes to Policies 710: *Extracurricular Transportation*, 711: *Video Recording on School Buses* and 714: *Fund Balance* 217

Burnsville · Eagan · Savage

Agenda IV.A.9
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: May 28, 2026

Re: Approve, on a First and Final Reading, No Changes to Policies 710: *Extracurricular Transportation*, 711: *Video Recording on School Buses* and 714: *Fund Balance*

Recommendation: That the Board of Education approve, on a first and final reading, No changes to Policies 710: *Extracurricular Transportation*, 711: *Video Recording on School Buses* and 714: *Fund Balance.*

Notes:
The following policies were reviewed during the May 19, 2026 Policy Review Committee meeting as part of a regular review process. No changes were recommended at this time.

Adopted: 4/14/2016 *Burnsville-Eagan-Savage School District Policy 710*
Reviewed: PRC 5/19/26~~2/9/2023~~
Revised: 2/27/2023
Rescinds:

710 EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the superintendent or designee before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The superintendent or designee has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as

soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 169.011, Subd. 71(a) (Definitions)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards)

Cross References: Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
Burnsville-Eagan-Savage School District Policy 610 (Field Trips)
Burnsville-Eagan-Savage School District Policy 709 (Student Transportation Safety Policy)

Adopted: *4/14/2016* *Burnsville-Eagan-Savage School District Policy 711*
Reviewed: *PRC 5/19/26 ~~3/9/2023~~*
Revised: *3/23/2023*
Rescinds:

711 VIDEO RECORDING ON SCHOOL BUSES

I. PURPOSE

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus video recording system.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.

2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted, and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.

3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings

1. A video recording of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct on the bus.

2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g and the rules and/or regulations promulgated thereunder.

3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.

4. Once the school district retains a video recording, the school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the rules and/or regulations promulgated thereunder.

5. The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.585 (Notice of Recording Device)
Minn. Stat. § 138.17 (Government Records, Administration)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References: Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)
Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
Burnsville-Eagan-Savage School District Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)
Burnsville-Eagan-Savage School District Policy 709 (Student Transportation Safety Policy)
Burnsville-Eagan-Savage School District Policy 712 (Video Surveillance Other Than on Buses)

Adopted: *5/2001* *Burnsville-Eagan-Savage School District Policy 714*
Reviewed: *PRC 5/19/26 ~~3/9/2023~~*
Revised: *3/23/2023*
Rescinds: *DAA*

714 FUND BALANCES

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

Unassigned balances in the District's Operating Funds are necessary to:

A. Maintain a positive cash position at all times.
B. Provide for reasonable and expected budget variances.
C. Anticipate appropriation deficiencies.
D. Retain credit worthiness as determined by bond rating agencies.
E. Provide for unexpected or emergency expenditures.

The school district will strive to maintain a minimum unassigned general fund balance of 8 percent of the general fund expenditures. Amounts in excess of that goal may be

committed to future years' expenditures upon determination that the accumulation of reserves are not needed for other reasons. If the school board determines that the fund balance goal cannot be met, the policy requirements may be waived upon majority vote when the budget is formally adopted or revised. When conditions permit, subsequent budgets shall reflect an effort to restore the unassigned general fund balance to the desired level.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the Executive Director of Administrative Services. Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.
An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The school board will review the sufficiency of the minimum unassigned general fund balance level at least annually, when the budget is formally adopted or revised.

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References:

B. New Business 226

(Q Comp)

<table>
<tr><th>Board Member Question</th><th>Staff Response</th></tr>
<tr><td>1. As context for slides 4 & 6, it would be helpful to have response rates (administrator and teacher) included in each slide, respectively.</td><td>For contexts for slides 4 & 6, surveys are emailed out anonymously and so we are unable to track and follow-up on completion besides continually reminders and encouragement to fill out. Below are the response rates:

Slide 4

● Admin 24-25 Survey 21 responses out of the 24 administrators sent surveys
○ Note: The change in response rate was mostly at the elementary level. Responses from Early Childhood, Middle School, High School, and Adult Learning had the almost the exact same response rate from 24-25 to 25-26. The change in total responses filled out was dramatically concentrated at the elementary level with all 8 principals filling it out during the 24-25 school year and only 4 elementary principals during the 25-26 school year.
● Admin 25-26 Survey 17 responses out of the 24 administrators sent surveys

Slide 6

● 71 staff members on the licensed professional staff rubric completed the survey out of a total of 126 staff

Both of these have been added/updated in the board presentation slides.</td></tr>
<tr><td>As budget stands and effective June 1, 2026, it would be helpful to understand:

2A) # Probationary teachers released this Spring vs. total # Start of Year (SOY) teachers (FY26). To understand the general scope of district resourcing loss in this area this past fiscal.</td><td><table><tr><th>Total</th><th>Probationary</th><th>Released</th></tr><tr><td>682</td><td>89</td><td>37</td></tr></table></td></tr>
</table>

2B) Anticipated # Probationary teachers on staff vs. total # teachers (SOY FY27) To understand generally, our anticipated scope of resourcing/investment in new teachers in the coming fiscal. 2C) Ballpark # of experienced teachers in new roles. To understand the scope of proposed resourcing for the coming year.	<table><tr><th>FY27</th><th>Current Probationary</th><th>Open Probationary</th><th>Tenured</th><th>Grand Total</th></tr><tr><td>FTE's</td><td>66</td><td>74</td><td>524</td><td>664</td></tr></table> **36 FTE's**

(Artificial Intelligence Work Session)

Board Member Question	Staff Response
I would appreciate being able to review the Guiding Change document(s) that Director Gorton, AI Committee, and others used to guide their AI project(s). Specifically, if I could see the Guiding Change document for the AI Core Value Alignment mentioned on Slide 4, this would be a good starting point, although I imagine Director Gorton may have others.	Director Gorton said she didn't have a specific guiding change document that she used in the development process, but the following resource list is what she has used so far. Other resources exist, but these were foundational to the district resources she has created. Resources • K-12 Generative AI Readiness Checklist • COSN AI Resources • MN Generative AI Alliance for Education • COSN AI Committee (I am a national committee member) • Department of Education Office of Educational Technology: AI (this was used but has since been removed from the Department of Education website)

	• Bringing AI to School: Tips for School Leaders • InnovateOhio AI Toolkit • Responsible AI Integration in Education (Bloomington) • ISTE/ASCD Conference - June 2025 - Stacey, Imina, Jesus, Rachel, Katie, Paul Connell • ISTE Artificial Intelligence Explorations for Educators course - offered to all principals, assistant principals, SISA • Teach AI Policy Webinar • AI for Teachers • Artificial Intelligence Teaching Guide • ISTE & ASCD Stretch AI

1. Approve Revised 191 Long Term Facility Maintenance Program Budget for FY28 230

Speaker(s): Dave Lake, Director of Operations

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.

District one91

Future Ready. Community Strong.

Agenda IV.B.1.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, Superintendent

From: Dave Lake, director of operations

Date: May 21, 2026

Re: Approve Revised Long-Term Facilities Maintenance Program Budget for FY28

Recommendation: That the Board of Education adopts the resolution approving the Independent School District No. 191's Long-Term Facility Maintenance program budget and authorizing the inclusion of those projects in the district's application for long-term facility maintenance revenue.

Notes:
As a result of the 2015 Legislative Session, Long-Term Facilities Maintenance Revenue was created to replace Alternative Facilities, Health & Safety, and Deferred Maintenance Revenues beginning in FY2017. This recommendation applies to FY2028 which will need to be included in the PAY 2027 levy.

This provides ISD 191 the ability to accelerate and expand the investment in deferred maintenance projects. FY2028 estimates $600,000 of health and safety related projects and $4,300,000 of alternative facility projects equaling $4,900,000 for ISD 191 total projects.

Members of intermediate districts and cooperatives may levy for a proportionate share of intermediate/coop costs in addition to the regular allowance, with the approval by school boards of all member districts. An agenda item later will include ISD 191's proportional share of Intermediate District 917 LTFM revenue anticipated to be $103,898.78. This amount is approximately 15.06% of the $689,973 FY2028 Intermediate 917 projects.

For 2029 and beyond, the identified projects are estimated placeholders and will be updated for board approval on an ongoing basis as actual projects are identified.

I recommend that the Board of Education adopts the resolution approving the Long-Term Facility Maintenance Revenue Application, which now includes debt payments related to Alternative Facilities Bonds sold, Alternative Facilities 10 Year Project Plan and Health & Safety budget and incorporates the requirements of new state statute.

Attached:
Formal Resolution

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT #191
(Burnsville)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of Independent School District #191, State of Minnesota, was held on May 28, 2026 at 6:30 p. m., for the purpose, in part, of approving the revised Independent School District No. 191's Long-Term Facility Maintenance budget and authorizing the inclusion of long-term facility maintenance projects in the district's application for long-term facility maintenance.

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING THE INDEPENDENT SCHOOL DISTRICT NO. 191'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of Independent School District #191, State of Minnesota, as follows:

1. The School Board of Independent School District 191, on May 28, 2026, has received the report of projects by site included in the ten-year plan and has a knowledgeable understanding of the various components of this program budget. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds.

2. As a member of Intermediate 917, our proportional share of their long-term facility maintenance budget is included in the long-term facility maintenance revenue application for ISD 191.

3. The school board takes responsibility for projects to be performed and for the revenue to be placed on the levy.

4. Therefore, the long-term facility maintenance program budget for its facilities for the 2027/2028 school year in the amount of $4,900,000 of which $600,000 is for Health and Safety expenditures. The inclusion of the long-term facility maintenance projects in the district's long-term facility maintenance revenue application for fiscal year 2028 is hereby approved, subject to approval by the Commissioner of Education.

The motion for the adoption of the foregoing resolution was duly seconded by _____ and, upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against the same: _____

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF DAKOTA

WITNESS MY HAND officially as such Clerk this 28th day of May, 2026.

_____
Clerk
Independent School District #191

DEPARTMENT OF EDUCATION

Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only

ED - 02478-11

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	ISD 191 Burnsville-Eagan Savage Schools	Date:	5/21/2026
District Number:	0191	Email:	tdehne@isd191.org
District Contact Name:	Tyler Dehne		
Contact Phone #	952-707-2055		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	**Category (1)**											
347	Physical Hazards	$72,392	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000
349	Other Hazardous Materials	$70,000	$70,000	$70,000	$70,000	$70,000	$70,000	$70,000	$70,000	$70,000	$70,000	$70,000
352	Environmental Health and Safety Management	$330,000	$215,000	$215,000	$215,000	$215,000	$215,000	$215,000	$215,000	$215,000	$215,000	$215,000
358	Asbestos Removal and Encapsulation	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
363	Fire Safety	$100,000	$205,000	$205,000	$205,000	$205,000	$205,000	$205,000	$205,000	$205,000	$205,000	$205,000
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects - Category (1)	$582,392	$600,000	$600,000	$600,000	$600,000	$600,000	$600,000	$600,000	$600,000	$600,000	$600,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	**Category (2)**											
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More - Category (2)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	**Category 3 (a)**											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$100,000	$0	$0	$0	$0	$0	$0	$0	$0	
	Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)	$0	$100,000	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility												
Finance Code	**Category (4)**											
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects - Category (4)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	**Category (5)**											
368	Building Envelope	$200,000	$0	$0	$0	$400,000	$470,000	$0	$200,000	$280,000	$0	$0
369	Building Hardware and Equipment	$1,150,000	$0	$1,000,000	$0	$600,000	$0	$0	$0	$0	$0	$0
370	Electrical	$800,000	$0	$0	$125,000	$0	$0	$315,000	$0	$0	$0	$0
379	Interior Surfaces	$475,000	$1,175,000	$280,000	$0	$725,000	$690,000	$0	$0	$260,000	$0	$630,000
380	Mechanical Systems	$750,000	$2,550,000	$1,490,000	$2,050,000	$280,000	$1,100,000	$2,440,000	$2,110,000	$2,000,000	$2,500,000	$1,870,000
381	Plumbing	$435,000	$0	$0	$0	$0	$0	$315,000	$0	$0	$0	$0
382	Professional Services and Salary	$290,000	$275,000	$230,000	$210,000	$220,000	$240,000	$230,000	$240,000	$310,000	$260,000	$250,000
383	**Roof Systems (normally below $100,000 unless the school chooses not to receive additional revenue for $100K or more roofing project/site/year - pending 2025 Legislation)**	$0	$0	$0	$1,150,000	$1,100,000	$1,600,000	$0	$900,000	$1,200,000	$0	$0
384	Site Projects	$200,000	$200,000	$1,300,000	$765,000	$975,000	$200,000	$1,000,000	$850,000	$250,000	$1,540,000	$1,550,000
	Total Deferred Capital Expenditures and Maintenance Projects - Category (5)	$4,300,000	$4,200,000	$4,300,000	$4,300,000	$4,300,000	$4,300,000	$4,300,000	$4,300,000	$4,300,000	$4,300,000	$4,300,000
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for $100,000 or more project/site/year												
Finance Code	**Category (6)**											
383	**Roofing Systems -pending 2025 Legislation and if passed effective FY 2027**	**PENDING CHANGES IN THE 2025 LEGISLATIVE SESSION**										
	Total Deferred Capital Expense and Maintenance - Category (6)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Annual 10-Year Plan Expenditures	$4,882,392	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000
Fund Balance Section												
	Fund 01	**FY 26 and 27 Revenue Projection Model Revenue**		**FY 28 Revenue Projection Model Ten-Year Spreadsheet**								
	Beginning Fund Balance 01-467-XX	-$333,782	-$334,371	-$372,663	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662
	LTFM Fiscal Year Revenue - Levy	$4,891,962	$4,897,504	$5,003,899	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000
	LTFM Fiscal Year Revenue - AID if Applicable	$28,294	$28,294	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LEVY Page 10, Line 421	***LTFM Deduction for applicable Cooperative/Intermediate Member District Levy***	$38,453	$64,090	$103,899	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$4,882,392	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000	$4,900,000
	Ending Fiscal Year Fund Balance 01-467-XX	-$334,371	-$372,663	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662	-$372,662
	Fund 06											
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

End of worksheet

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$120,000.00
	Concrete replacement	$100,000.00
	Project management	$110,000.00
Burnsville High School	Interior door and lock replacements	$1,000,000.00
Elementary Facilities	Restroom updates	$100,000.00
Gideon Pond Elementary	Bituminous overlay project	$400,000.00
	Update boilers to high efficiency	$1,300,000.00
Harriet Bishop Elementary	Direct digital controls upgrades	$190,000.00
Nicollet Middle School	Parking lot bituminous reconstruction	$800,000.00
William Byrne Elementary	Paint classrooms and replace countertops	$180,000.00
TOTAL FY 28		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$100,000.00
	Concrete replacement	$235,000.00
	Project management	$110,000.00
Diamondhead Educ. Center	Lighting replacements	$125,000.00
Eagle Ridge Middle School	Replace pool air handler	$300,000.00
Edward Neill Elementary	Bitumonous reconstruction project	$530,000.00
Nicollet Middle School	Chiller replacement	$800,000.00
	Roofing project	$1,150,000.00
Rahn Elementary	Update boilers to high efficiency	$950,000.00
TOTAL FY 29		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$110,000.00
	Concrete replacement	$100,000.00
	Project management	$110,000.00
Cedar School	Propane system mechanical upgrades	$280,000.00
Hidden Valley Elementary	Exterior window replacements	$400,000.00
	Interior updates	$425,000.00
Nicollet Middle School	Stairwell repairs and updates	$300,000.00
Sky Oaks Elementary	Roofing replacement project	$1,100,000.00
Vista View Elementary	Bituminous overlay project	$875,000.00
	Interior door and lock replacements	$600,000.00
TOTAL FY 30		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$130,000.00
	Concrete replacement	$200,000.00
	Project management	$110,000.00
Burnsville High School	Roofing replacement	$1,600,000.00
Diamondhead Educ. Center	Carpeting replacement	$300,000.00
	Exterior resealing	$150,000.00
	Interior updates	$240,000.00
Eagle Ridge Middle School	FACS lab interior updates	$150,000.00
	Window resealing	$135,000.00
Rahn Elementary	Exterior caulking, tuck-pointing and brick repair	$185,000.00
Vista View Elementary	Update steam boilers to high efficiency	$1,100,000.00
TOTAL FY 31		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$120,000.00
	Concrete replacement	$300,000.00
	Project management	$110,000.00
Diamondhead Educ. Center	Bituminous reconstruction project	$700,000.00
Eagle Ridge Middle School	Update energy management system	$120,000.00
Nicollet Middle School	Plumbing and electrical updates	$630,000.00
Rahn Elementary	Replace classroom HVAC units	$700,000.00
Vista View Elementary	Replace classroom HVAC units	$700,000.00
William Byrne Elementary	Replace classroom HVAC units	$920,000.00
TOTAL FY 32		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$130,000.00
	Concrete replacement	$250,000.00
	Project management	$110,000.00
Cedar School	Mechanical and AHU replacements	$300,000.00
Diamondhead Educ. Center	Roofing project	$900,000.00
Edward Neill Elementary	Direct digital controls upgrade	$200,000.00
Eagle Ridge Middle School	High efficiency boilers replacements	$1,000,000.00
Rahn Elementary	Bituminous reconstruction project	$600,000.00
Gideon Pond Elementary	Main entry reconstruction	$200,000.00
William Byrne Elementary	Mechanical and AHU replacements	$610,000.00
TOTAL FY 33		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$200,000.00
	Concrete replacement	$250,000.00
	Project management	$110,000.00
Burnsville High School	High efficiency boilers replacements	$1,200,000.00
	HVAC and mechanical replacements	$800,000.00
	Roofing project	$1,200,000.00
Gideon Pond	Interior updates	$260,000.00
Harriet Bishop	Exterior repairs and resealing	$280,000.00
TOTAL FY 34		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$150,000.00
	Concrete replacement	$240,000.00
	Project management	$110,000.00
Burnsville High School	Bituminous overlay project	$1,000,000.00
Diamondhead Educ. Center	Bituminous reconstruction	$300,000.00
	High efficiency boilers replacements	$600,000.00
Nicollet Middle School	Update boilers to high efficiency	$1,200,000.00
Sky Oaks Elementary	Mechanical and interior updates	$700,000.00
TOTAL FY 35		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$140,000.00
	Concrete replacement	$250,000.00
	Project management	$110,000.00
Burnsville High School	Bituminous overlay project	$1,000,000.00
Cedar School	High efficiency boilers replacements	$800,000.00
Gideon Pond Elementary	Replace Airedale classroom units	$470,000.00
Harriet Bishop Elementary	Interior and mechanical updates	$600,000.00
Nicollet Middle School	Bituminous reconstruction	$300,000.00
	Interior and mechanical updates	$630,000.00
TOTAL FY 36		**$4,300,000.00**

Location	Description of Work	Estimated Cost
Districtwide	Engineering fees	$150,000.00
	Concrete replacement	$200,000.00
	Project management	$125,000.00
Burnsville High School	Air handler replacements	$700,000.00
Edward Neill Elementary	Interior casework updates	$350,000.00
Hidden Valley Elementary	Update boilers to high efficiency	$1,500,000.00
Nicollet Middle School	Air handler replacements	$450,000.00
Secondary Facilities	Restroom updates	$100,000.00
Vista View Elementary	Roofing replacement	$725,000.00
TOTAL FY 37		**$4,300,000.00**

2. Approval of Long-Term Facility Maintenance for Intermediate School District 917 246

Speaker(s): Dave Lake, Director of Operations

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.

Future Ready. Community Strong.

Agenda IV.B.2.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, Superintendent

From: Dave Lake, director of operations

Date: May 21, 2026

Re: Approval of Long-Term Facility Maintenance for Intermediate School District (ISD) 917

Proposed Recommendation: that the Board of Education adopt the resolution approving Intermediate School District No. 917's Long-term Facility Maintenance program budget and authorizing the inclusion of a proportionate share of those projects in the District's application for Long-Term Facility Maintenance revenue.

Attached:
ISD 917 Long-Term Facility Maintenance (LTFM) Resolution
Appendix A
Appendix B

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT #191
(Burnsville)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of Independent School District #191, State of Minnesota, was held on _____, 2026 at _____ _ m., for the purpose, in part, of approving the Intermediate School District No. 917's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT NO. 917'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of Independent School District #191, State of Minnesota, as follows:

1. The School Board of Intermediate School District 917 has approved a long-term facility maintenance program budget for its facilities for the 2027-28 school year in the amount of $689,973.00 of which our District #191's proportionate share is $103,898.78. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A.)

2. Minnesota Statutes, Section 123B.57, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.

3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a formula that weights two components equally between

the member districts; total net tax capacity and Adjusted pupil units. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for fiscal year 2028 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and, upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF DAKOTA

I, the undersigned, being the duly qualified and acting Clerk of Independent School District #191, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Independent School District #191, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No. 917's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2026.

_____
Clerk
Independent School District #191

Intermediate School District #917
Proposed Health and Safety Plan FY28
Approve May 28, 2026 Board meeting

Appendix A

Project #	Object Code	Description	FY28	FY27 Expenditures	FY26 Current Estimate	FY26 Revised Expenditures
Environmental Health & Safety - Finance Code 352						
Numerous expenditures covered in this area please see attachment # 3 page 12-14 for details on allowable expenditures						
	305	Fees For Services (Hepatitus A & B, Metro ECSU, MSDS on-line $3,500, Safe Schools training $3,500	$8,000	$7,500	$7,500	$7,500
	366	CPR training and mileage reimbursements - Full training in Jun 2026 (	$2,500	$0		$0
	401	Supplies (personal protective equipment, disposable gloves, clothes, pads, masks, pest control, chemical storage). 80% Special Ed, 20 % Secondary	$12,500	$11,533	$13,433	$11,533
	170	IAQ Coordinator Stipend	$2,500	$4,400	$2,500	$4,400
	200	IAQ Coordinator Benefits	$700	$667	$667	$667
	820	Mgmt asst. prog. (Virnig Consulting for H&S) and Metro ECSU H&S M	$3,500	$4,000	$4,000	$4,000
		Total Health & Safety	**$29,700**	**$28,100**	**$28,100**	**$28,100**
Physical Hazard Control - Finance Code 347						
	401	**PPE for staff (harness, boots, safety glasses, eye wash stations, etc) and safey equipment for special education programs (Ukeru blocking pads $15k)**	**$17,500**	**$17,500**	**$2,400**	**$2,400**
Roofing Systems - Finance Code 383						
	520	Build reserve for 2028-2030 roof replacement	-$175,000	$250,000	$0	$0
		Roof A, B, C	$372,273			
		Total Roofing Systems	**$197,273**	**$250,000**	**$0**	**$0**
Site Projects - Finance Code 384						
	520	Parking Lot B asphalt/bituminous-crack fill and fog seal		$15,000		
		Parking Lot A & Service Drive asphalt/bituminous-fog seal & stripe	$25,000			
		Replace outdoor picnic tables			$10,625	$13,500
		Parking Lot A & Service Drive - Mill & Overlay (crack fill and move out 4-5 years)	$0			
		Total Site Projects	**$25,000**	**$15,000**	**$10,625**	**$13,500**
Fire Safety - Finance Code 363						
		Fire Riser - Floor Plan Area A	**$5,075**			
		Block facade in front efflorescence	$10,875			
		Garage Doors (replace 3 doors)	$8,700			
		Total Building Envelope	**$19,575**			
Building Hardware & Equip - Finance Code 369						
		Replace video monitoring camera system (added 2 new cameras)			$47,458	$40,000
		CASE Doors (2 sets of double doors)			$14,000	
		Replace PA System		$70,000		
		Reach in refrigerators/freezer	$18,125			
		Warmer	$14,500			
		Servers - Moved to DCTC October 2024 (not needed)	$29,000			
		Fob system	$14,500			
		Total Building Hardware & Equip	**$76,125**	**$70,000**	**$61,458**	**$40,000**
Electrical - Finance Code 370						
		Gym			$15,177	
		Gym Light hangers			$2,506	
		Main building T8 Fluorescent light replacment			$87,054	
	520	**Total Electrical**		**$0**	**$104,737**	**$141,200**
Interior Surfaces - Finance Code 379						
	520	Interior floor replacement		$34,000	$23,430	$14,000
		Interior maintenance	$6,525	$6,500		$6,100
		Total Interior Surfaces	**$6,525**	**$40,500**	**$23,430**	**$20,100**
Mechanical Systems - Finance Code 380						
	520	HVAC Unit replacements- RTU #5,17,18,20		$0	$11,175	$10,125
		HVAC Unit replacements- RTU #6, 13, 14, 15	$313,200			
		Total Mechanical Systems	**$313,200**	**$0**	**$11,175**	**$10,125**
		Total LTFM	**$689,973**	**$421,100**	**$241,925**	**$255,425**
		Total LTFM - Alliance Education Center	**$642,773**	**$375,500**	**$211,425**	**$224,925**

Intermediate School District No. 917 — Appendix B

LTFM Levy by Member District, 2025 Payable 2026

Participating Districts (9):

ISD #	Name	Pay 2025 Taxable Net Tax Capacity: Dakota (19)	Scott (70)	Goodhue (25)	Washington (82)	Hennepin (27)	Combined Total	District %
6	South St. Paul						29,263,022	3.66%
191	Burnsville						128,693,043	16.12%
192	Farmington						61,646,595	7.72%
194	Lakeville						147,579,714	18.48%
195	Randolph						8,248,351	1.03%
197	West St. Paul						111,157,940	13.92%
199	Inver Grove Heights						51,552,259	6.46%
200	Hastings						60,737,959	7.61%
271	Bloomington						199,574,224	25.00%
		0	0	0	0	0	798,453,107	100.00%

Note: The Taxable Net Tax Capactity (TNTC) consists of net tax capacity, less captured tax increment and fiscal disparities contribution.

FY28 Levy: $689,973.00

ISD #	Name	APU Est 2026-27 reported as of 12/31/25 by MDE	APU District %	Combined TNTC	NTC District %	50/50 Blended %	District's Portion LTFM Levy
6	South St. Paul	2,729.20	4.85%	29,263,022	3.66%	4.26%	29,374.04
191	Burnsville	7,878.20	14.00%	128,693,043	16.12%	15.06%	103,898.78
192	Farmington	6,768.20	12.03%	61,646,595	7.72%	9.87%	68,125.65
194	Lakeville	13,327.60	23.68%	147,579,714	18.48%	21.08%	145,464.77
195	Randolph	931.80	1.66%	8,248,351	1.03%	1.34%	9,275.93
197	West St. Paul	5,768.80	10.25%	111,157,940	13.92%	12.09%	83,391.47
199	Inver Grove Heig	3,619.04	6.43%	51,552,259	6.46%	6.44%	44,459.38
200	Hastings	4,244.03	7.54%	60,737,959	7.61%	7.57%	52,259.51
271	Bloomington	11,010.12	19.56%	199,574,224	25.00%	22.28%	153,723.46
				-			
		56,276.99	100.0%	798,453,107	100.0%	100.0%	689,973.00

3. Minnesota State High School League Resolution for Membership for the 2026-2027 School Year 252

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent

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

Burnsville · Eagan · Savage

Agenda IV.B.3.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: May 28, 2026

Re: Adopt the Minnesota High School League Resolution for Membership for the 2026-2027 School Year

Recommendation: That the Board of Education approves adopting the 2026-2027 Resolution for Membership in the Minnesota High School League (MSHSL).

Notes:
The Minnesota State High School League is the governing agency for all inter-scholastic co-curricular activities. The administration recommends renewal of our annual membership of $10,478.50.

School Fee: $100
Enrollment Fee ($5.00 per student): $3,658.50
Sport Fee ($160 per sport): $6,720.00

2026-2027 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2026. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of Burnsville High School located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Burnsville High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Rachael Mikkelsen
(Designated School Board Member – please print)

Kevin Kleiner
D(esignated School Representative – please print)

rmikkelsen@isd191.org
Email Address

kkleiner@isd191.org
Email Address

208.02 ACTIVITY REPRESENTATIVES

Kevin Kleiner
(Boys Sports – please print)

Kevin Kleiner
(Girls Sports – please print)

Bill Heim
(Speech – please print)

Bill Heim
(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Rachael Mikkelsen
(Board Member—please print)

William Henke
(Student—please print)

Kelli Mitsch
(Parent—please print)

Jesús Sandoval
(Faculty Member—please print)

Kevin Kleiner
(Mailing Representative—please print)
The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)

Signed: *Signature required*
(Clerk/Secretary - Local Governing Board)
electronically through DocuSign

Date: _____

Print Name: _____
(Superintendent or Head of School)

Signed: *Signature required*
(Superintendent or Head of School)
electronically through DocuSign

Date: _____

4. Approve, on a First Reading Basis, Changes to Policy 503: *Student Attendance* 256

Speaker(s): Dr. Chris Bellmont, Assistant Superintendent

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

Burnsville · Eagan · Savage

Agenda IV.B.4.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Dr. Chris Bellmont, assistant superintendent

Date: May 28, 2026

Re: Approve, on a First Reading Basis, Changes to Policy 503: *Student Attendance*

Recommendation: That the Board of Education approves, on a first reading basis, changes to policy 503: *Student Attendance.*

Notes:

This policy was reviewed during the May 19, 2026 Policy Review Committee. Changes were recommended by MSBA and administrative staff and include the following:

- MSBA technical updates for better alignment to statute language
- Administrative staff changes to improve alignment to current standards and practice within our system and remove redundant language
- Addition of language pertaining to students leaving early from reporting periods

Adopted: *12/1997/* */Burnsville-Eagan-Savage School District Policy 503*
Reviewed: ~~*08/28/25*~~*PRC 5/19/26*
Revised: *09/11/25*
Rescinds: *JE*

503 STUDENT ATTENDANCE

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance and is intended to be positive andnot punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

A student has the right to be in school. A student also has the responsibility to attend all assigned classes and study halls every day that school is in session, participate in the instructional activities for the full class period, and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, a student has the responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

A student's parent or guardian has the responsibility to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

The teacher has the responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. The teacher also has the responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. The

teacher also has the responsibility to provide any student who has been absent with any missed assignments upon request. Finally, the teacher has the responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. The administrator has the responsibility to require students to attend all assigned classes and study halls. The administrator also has the responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, the administrator has the responsibility to inform the student's parents or guardians of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

c. The district must count a student as in attendance on each day the student receives supervision, instruction, or services from school staff during scheduled school hours. Minnesota Statutes, section 120A.22 does not remove the school district's responsibility to continue to comply with reporting requirements in Minnesota Statutes, section 126C.05 for the purposes of funding.

d. The principal must issue and keep a record of attendance, under rules established by the school board.

B. Types of Absences

1. Excused Absences

a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer, or the school official designated by the principal. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. ~~A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.~~

c. The school board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;

(b) family emergencies;

(c) the death or serious illness or funeral of an immediate family member;

(d) the child has a condition that requires ongoing treatment for a mental health diagnosis; or

(e) other exemptions included in this attendance policy.

(2) that the child has already completed state and district standards required for graduation from high school; or

(3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three (3) hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it

must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

(4) Court appearances occasioned by family or personal action.

~~(5) Official school field trip or other school-sponsored activity.~~

~~(6)~~5 Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

~~(7)~~6 Active duty in any military branch of the United States.

~~(8)~~7 ~~Family~~ Approved family activity ~~vacations~~ totaling up to 5 days within the school year.

e. Consequences of Excused Absences

1. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

2. Work missed because of absence must be made up within two school days from the date of the student's return to school. However, the classroom teacher or the building principal may extend the time allowed for completion of make-up work in the case of an extended absence or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

1. Truancy. An absence by a student which was not approvedby the parent and/or the school district.

2. Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

3. Work at home.

4. Work at a business, except under a school-sponsored work release program.

5. Absences resulting from cumulated unexcused tardies

(7 tardies equal one (1) unexcused absence)

6. Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

1. Absences resulting from official suspension will be handledin accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

2. Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

3. In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness/Early Departure

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness. Assigned area applies to physical and virtual areas.

2. Procedures for Reporting Tardiness

a. Students tardy at the start of school must report to the school office for an admission slip. Exception made for virtual learning students.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical, dental, orthodontic, or mental health treatment or appointment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school- sponsored on-the-job training programs.

2. School-initiated absences will be accepted and participation permitted.

3. A student may not participate in any activity or program if they has an unexcused absence from any class during the day.

4. If a student is suspended from any class, they may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, they must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

Absences of one-half day or more, **even if excused,** prohibits students from participating that day in a Minnesota State High School League (MSHSL) competition. Certain exceptions, as outlined by MSHSL policy, are allowed at the school's discretion.

III. RELIGIOUS AND CULTURAL OBSERVANCES ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance or ceremony. . Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

B. The school district will provide annual notice to parents of the school district's policy

relating to a student's absence from school for a religious or cultural observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes, section 260A.02 provides that a continuing truant is a student who is subjectto the compulsory instruction requirements of Minn. Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three (3) days if the child is in elementary school; or

2. Three (3) or more class periods on three (3) days if the child is in a secondaryschool.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes. section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;

4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;

5. That alternative educational programs and services may be available in thechild's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, Chapter 260;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving

privilege pursuant to Minnesota Statutes, section 260 Chapter 201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one (1) day.

C. Habitual Truant

1. A habitual truant is a child ~~under the age of 17 years~~ who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse ~~for seven school days per school year if the child is in elementary school or~~ for one or more class periods on seven (7) school days per school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one ~~(1)~~ or more class periods on seven (7) school days per school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

Pursuant to section 260C.163, subdivision 11, habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures under Minnesota Statutes, Chapter 260A.

Legal References:

Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct.

1988)
Campbell v. Bd of Educ. of New Milford, 475 A.2d 289 (Conn.1984)
Hamer v. Bd of Educ. of High Sch. Dist. No. 113,66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: Burnsville-Eagan-Savage School District Policy 105 (Equity, Access and Excellence in Education
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 609 (Religion)

5. Approve, on a First Reading Basis, Changes to Policies: 427: *Workload Limits for Certain Special Education Teachers*, 530: *Immunization Requirements* and 615: *Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans and EL Students* 267

Speaker(s): Amy Piotrowski, Director of Student Support Services

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

Burnsville · Eagan · Savage

Agenda IV.B.5.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Amy Piotrowski, director of student support services

Date: May 28, 2026

Re: Approve, on a First Reading Basis, Changes to Policies: 427: *Workload Limits for Certain Special Education Teachers*, 530: *Immunization Requirements* and 615: *Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans and EL Students*

Recommendation: That the Board of Education approves, on a first reading basis, changes to policies: 427: *Workload Limits for Certain Special Education Teachers*, 530: *Immunization Requirements* and 615: *Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans and EL Students*

Notes:

This policy was reviewed during the May 19, 2026 Policy Review Committee. Changes include:

- MSBA technical updates for better alignment to statute language
- Aligns policy with transitions to alternate MCA requirements

Adopted: *8/27/2015* *Burnsville-Eagan-Savage School District Policy 427*
Reviewed: *PRC 5/19/26~~6/12/2025~~*
Revised: *09/08/2022*
Rescinds:

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is for the Burnsville-Eagan-Savage School District to establish general parameters for determining the workload limits of special education staff who provide services to children and youth with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children and youth with specific disabling conditions.

B. Direct Services

"Direct services" means special education services provided by a ~~special education~~ teacher or a related service professional when the services are related to instruction, including cooperative teaching.

C. Indirect Services

"Indirect services" means special education services ~~provided by a special education teacher or a related service professional~~ which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.

D. Workload

"Workload" means a special education teacher's total number of minutes required

for all due process responsibilities including direct and indirect services, evaluation and reevaluation time, management of Individual Education Program (IEP) plans, travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

A. Workload limits for Burnsville-Eagan-Savage School District 191 special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the Burnsville-Eagan-Savage School District shall take into consideration the following factors: student contact minutes; evaluation and reevaluation time; indirect services; management of IEPs; travel time; and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. R. 3525.2340, Subp. 4.B.
Minn. R. 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "direct services," "indirect services," "teacher" and "workload")

Cross References: Burnsville-Eagan-Savage School District Policy 508 Extended School Year for Certain Students with Individualized Education Programs
Burnsville-Eagan-Savage School District Policy 608 Instructional Services—Special Education

Adopted: *1/1999* *Burnsville-Eagan-Savage School District Policy 530*
Reviewed: *PRC 5/19/26~~3/9/2023~~*
Revised: *1/10/2019*
Rescinds: *JHCB*

530 IMMUNIZATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations or show appropriate exemption as mandated by the MN Immunization law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students enrolled in Independent School District 191 are required to provide proof of immunizations, or appropriate documentation exempting the student from such immunizations, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunizations or documentation of exemption. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement, from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), , affirming that the student received the immunizations required by law indicating the month, day and year each immunization was administered; or

2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered and is in the process of completing the series within eight months

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide

information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Paragraph ~~Section~~ III.A. above, or statement of exemption from immunizations set forth in Article ~~Section~~ IV., below, to the superintendent or designee of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

D. When evidence of the presence of a communicable disease exists or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

E. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent or guardian of a minor student or an emancipated student submits a signed statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or

B. The parent or guardian of a minor student or an emancipated student submits ~~his or her~~ a notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian, or emancipated student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district will develop and implement a procedure to:

1. Notify parents/guardians and students of the immunization and exemption requirements by use of a form approved by the Minnesota Department of Health;

2. Notify parents/guardians and students of the consequence for failure to provide required documentation regarding immunizations;

3. Review student health records to determine whether the required information has been provided; and

4. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

VI. IMMUNIZATION RECORDS

A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Student immunization records maintained by the school district are generally considered education records subject to the Family Education Records and Privacy Act (FERPA). The school district may not disclose personally identifiable information (PII), including immunization records, without parent or eligible student consent unless a permissible exception applies. ~~Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515, Protection and Privacy of Pupil Records.~~

C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within thirty (30) days of the student's transfer.

D. Upon request of a public or private post-secondary educational institution, as defined in Minnesota Statutes, section 135A.14, the designated school district administrator shall ~~will~~ assist in the transfer of the student's immunization file to the post-secondary educational institution.

Legal References:
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
20 U.S.C. § 1232g (Family Educational and Privacy Rights Act)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

Cross References: Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Health: School Health Personnel Immunization and Disease Reporting (accessed 12/15/25)

Adopted: *9/14/2017* *Burnsville-Eagan-Savage School District Policy 615*
Reviewed: ~~*10/22/2024*~~*PRC 05.19.26*
Revised: 12/12/24
Rescinds :

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND EL STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Language (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. The federal Every Student Succeeds Act (ESSA) and Minnesota statutes require that public school students be assessed annually in reading, mathematics, and science. The Minnesota Comprehensive Assessment (MCA), the Minnesota Test of Academic Skills (MTAS), and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments used to meet this requirement.

The MCA and MTAS/Alt MCA are criterion-referenced assessments, which means they measure a snapshot of student learning of a fixed set of criteria: the Minnesota Academic Standards. The Minnesota K–12 Academic Standards are revised every ten (10) years, according to a schedule determined by the state legislature. When standards are updated, the statewide assessments are also updated with a new series to align to the new standards. The new assessments are administered when the new academic standards are fully implemented.

B. The Minnesota Test of Academic Skills (MTAS) and the Alternate Minnesota Comprehensive Assessment (Alt MCA)

1. The Minnesota Test of Academic Skills (MTAS) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments designed for, and limited to, students with the most significant cognitive disabilities. They are designed to measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students who receive special education services and meet the eligibility criteria may take the MTAS/Alt MCA.

2. In compliance with the transition to new Minnesota academic standards, the Minnesota Department of Education (MDE) is developing alternative assessments, the Alt MCA, to replace the MTAS, according to the following schedule:

   a. Science Alternate MCA (2024-25 school year);

   b. Reading Alternate MCA (2025-26 school year); and

   c. Mathematics Alternate MCA (2027-28 school year).

III. DEFINITIONS

A. Most Significant Cognitive Disability

This term describes students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction. IEP teams may use the following characteristics to identify if a student has a most significant cognitive disability:

1. The student's cognitive functioning is significantly below age expectations. The IEP team can determine that a student may be significantly below the average cognitive functioning of typically developing peers by

   a. a standardized norm-referenced measure of cognitive functioning, or

   b. when formal cognitive assessments are inappropriate, invalid or documented in other ways, other data-based measures may be used to document functioning significantly below age expectations as referenced in the Individuals with Disabilities Education Act (IDEA).

2. The student's disability has a significant impact on their ability to function in multiple environments, including home, school and community.

3. The student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills to actively participate in school, work, home and community environments.

B. Other key terms are defined in the current MDE *Procedures Manual for the Minnesota Assessments* (see Resources).

IV. ALTERNATIVE ASSESSMENT

A. Initial Steps

~~Minnesota Test of Academic Skills (MTAS)~~

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

~~2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.~~

~~3. Eligibility Requirements~~

~~a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:~~

~~(1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;~~

~~(2)~~2. The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

3. The IEP team must first consider the student's ability to participate in the MCA, with or without accommodations. The IEP team must document, in the IEP, the reasons why the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of an alternate assessment.

4. Participation decisions will be made separately for mathematics, reading, and science. Participation decisions must be made annually and documented in a student's IEP.

~~(3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a~~

~~significant impact on their ability to function in multiple environments, including home, school, and community;~~

~~(4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;~~

~~(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.~~

~~b. MTAS participation decisions must not be made on the following factors:~~

~~(1) Student's disability category;~~

~~(2) Placement;~~

~~(3) Participation in a separate, specialized curriculum;~~

~~(4) An expectation that the student will receive a low score on the MCA;~~

~~(5) Language, social, cultural, or economic differences;~~

~~(6) Concern for accountability calculations.~~

B. Alternate Assessment Eligibility Requirements ~~ACCESS for ELs~~

~~1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.~~

~~2. Eligibility Requirements~~

~~a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.~~

~~b.~~ 1. ~~The~~ For a student with ~~must have~~ a significant cognitive disability to be eligible for an alternative assessment, the IEP team must determine that the following are true: ~~. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.~~

~~c. For students in grades that the MTAS is not administered:~~

(~~1~~a) the student's ~~must have~~ cognitive functioning to be significantly below age ~~level~~expectations;

(~~2~~b) the student's disability ~~must have~~has a significant impact on their ability to function in multiple environments, including home, school, and community; and

(~~3~~c) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills ~~in order~~ to actively participate in school, work, home, and community environments.

~~d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.~~

~~e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.~~

~~3~~2. Alternate ~~ACCESS~~ assessment participation decisions must not be made on the following factors:

a. Student's disability category as defined in Minnesota Rules, part 3525.1325-1348; ;

b. Educational environment or instructional setting;

c. Participation in a separate, specialized curriculum;

~~c. Current level of English language proficiency;~~

d. An ~~The~~ expectation that the student will receive a low score on the ~~ACCESS for ELs~~MCA;

e. Language, social, cultural, or economic differences;

f. Concern for participation rate ~~accountability~~ calculations at the district level..

~~C. EL Students New to the United States~~

~~EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).~~

~~III. DEFINITION OF TERMS~~

~~See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com/policies-and-procedures.~~

V. ALTERNATE ACCESS FOR ELs

A. ACCESS for ELs

1. All English learners in grades K–12 in public schools are required to participate annually in an English language proficiency assessment. With very few exceptions, all English learners take the ACCESS for ELs.

   Minnesota students identified as English learners (ELs) require an additional assessment to determine their progress toward English language proficiency. These students take the WIDA ACCESS assessment annually. English learners who receive special education services and meet alternate assessment participation guidelines may take the WIDA Alternate ACCESS.

   The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing. Some students with significant cognitive disabilities may be eligible to take the Alternate ACCESS for ELLs instead of the ACCESS for ELL.

B. Eligibility Requirements

1. The student is identified as an English learner (EL) and is reported as EL in student enrollment data submitted in the Minnesota Automated Reporting Student System (MARSS);

2. The student must have a most significant cognitive disability

3. The student cannot meaningfully participate in the WIDA ACCESS, even with allowable accommodations.

4. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

C. Alternate ACCESS participation decisions must not be made on the following factors:

1. The student's disability category alone;

2. The student's placement or instructional setting;

3. The student's language background, or other social, cultural, or economic factors;

4. An expectation that the student will receive a low score on the WIDA ACCESS; and

5. A desire to simplify test administration, which may include behavioral concerns or anticipated emotional distress.

~~V~~VI~~V~~. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING ~~BASIC SKILLS AND GRAD TESTING~~

See Chapter 54 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports

~~V~~VII. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
~~Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),~~
~~https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf~~
~~Alternate ACCESS for ELLs Participation Guidelines,~~
~~https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf~~

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

Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)
Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)
Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)
Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)

Resources:
Minnesota Department of Education (MDE): Alternate Assessments (accessed 12/31/25)
MDE: Statewide Assessments Policies and Procedures (accessed 12/31/25)
MDE: Eligibility Requirements and Decision-Making Tool for Minnesota Alternative Assessment (MTAS/Alternate MCA) (accessed 12/31/25)
MDE: English Learner Education (accessed 1/1/26)
MDE: Minnesota's Assessments for English Learners (accessed 1/1/26)
WIDA: WIDA Alternate ACCESS Participation Decision Tree (accessed 1/1/26)

6. Approval of Washburn Center for Children Service Agreement 283

Speaker(s): Amy Piotrowski, Director of Student Support Services

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

Burnsville · Eagan · Savage

Agenda IV.B.6.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Amy Piotrowski, director of student support services

Date: May 28, 2026

Re: Approve agreement for co-located mental health services with Washburn Center for Children for 2026-2027.

Recommendation: It is recommended that the Board of Education approve the agreement for mental health services with the Washburn Center for Children for the 2026-2027 school year, totaling $628,000, and the Board authorize the Executive Director of Administrative Services to execute this agreement.

This agreement provides for 13 therapists to be co-located within the district's schools, directly addressing the significant mental health needs of our student population. These therapists will be assigned as follows:

- Two therapists at Burnsville High School
- One therapist at Burnsville Alternative High School/Virtual Academy
- One therapist at each of the two middle schools
- Eight therapists across the elementary schools, including two split positions

The specific placements for these split positions will be finalized before the start of the school year, considering factors such as enrollment numbers, current caseload sizes, and referral history. This partnership is crucial in allowing the district to continue providing essential support to our students, and I am pleased to recommend its approval.



WASHBURN CENTER FOR CHILDREN
SERVICE AGREEMENT

EFFECTIVE DATE: 7/1/2026 ("**Effective Date**")

PARTIES:

Washburn Center for Children ("**WCC**")

Independent School District 191 ("**District**")

RECITALS:

A. WCC is a Minnesota nonprofit corporation that provides mental health and related services to minor clients and families residing within WCC's service area.

B. District is a public school district educating and supporting Minnesota students, including students who require clinical mental health and related services to support their educational activities and development.

NOW THEREFORE, in consideration of the mutual covenants and promises contained in this Washburn Center for Children Service Agreement (this "**Agreement**") and other good and valuable consideration, the receipt and sufficiency of which are acknowledged, WCC and District (each a "**Party**" and collectively, the "**Parties**") agree as follows:

AGREEMENTS:

1. **Term.** Subject to the termination provisions set forth in this Agreement, the term of this Agreement shall begin on the Effective Date and shall continue until 6/30/2027 (the "**Term**").

2. **Services.** WCC shall perform the services set forth in Exhibit A, attached hereto and incorporated herein (the "**Services**"). The primary purpose of the Services is to help address the mental health concerns and needs of eligible students referred to WCC for Services (each a "**Client**"). The Services shall serve as a compliment to – and not a replacement for – the services provided by the District's licensed staff, psychologists, social workers, and/or counselors, which shall be determined and provided in the District's sole discretion, and are designed to help facilitate and support the delivery of educational services to both special education students and general education students in the least restrictive environment. WCC shall perform the Services in a

professional manner; in compliance with this Agreement; and in compliance with any District policy that is directly applicable to WCC, provided to WCC in writing, and does not interfere the WCC's clinicians' exercise of their professional judgment.

3. Fees for Services. WCC shall be compensated for the Services as set forth in Exhibit B, attached hereto and incorporated herein.

4. Independent Contractor Status. Nothing contained herein shall be construed to create the relationship of employer and employee, principal and agent, franchisor and franchisee, joint venturer, or partner between the Parties, or between WCC and any District personnel. Except as specifically set forth herein, neither Party shall have or exercise any control or direction over the methods by which the other Party performs work or obligations under this Agreement.

5. Confidential Information; Client Information; Agency Communications.

a. Confidential Information. District acknowledges and agrees that during the performance under this Agreement, District may have access to certain confidential information belonging to and owned by WCC, including, without limitation, policies, procedures, materials, contractual arrangements, pricing, and other business and financial information (collectively, "**Confidential Information**"). District shall maintain the confidentiality of all Confidential Information, and shall not divulge such information to any third party, except as expressly required by applicable law. District shall take reasonable precautions against the unauthorized disclosure of any of the Confidential Information. Upon the expiration or termination of this Agreement, District shall cease all use of any Confidential Information and shall return to WCC any copies thereof. This section shall not apply to Confidential Information which is public knowledge or that becomes a matter of public knowledge after the Effective Date, other than as a result of an unauthorized disclosure by District.

b. Confidentiality of Client Information.

i. Compliance with Applicable Privacy Laws. All information that identifies, or could be used to identify, a Client ("**Client Information**") shall be treated by each Party as confidential, and shall only be accessed, used, and disclosed by a Party as expressly permitted or required by applicable state and federal law.

ii. WCC Client Records. WCC shall maintain and own separate records for each Client in accordance with applicable law and WCC's policies and procedures. These records may include, without limitation, Client assessments, testing records, and related materials. District personnel shall not have the right to access, use, or obtain such records without first providing WCC with a valid written consent signed by the Client's parent, the Client's legal guardian, or other person with the legal authority to consent to such disclosures on the Client's behalf, authorizing the requested disclosure to District or its personnel.

c. Communication with Agencies. Except as otherwise required by law, District shall not communicate with any federal, state, or local government agency on behalf of WCC without the prior written consent of WCC.

d. Survival. The terms of this Section 5 shall survive the termination, expiration, non-renewal, or rescission of this Agreement.

6. HIPAA Compliance. In the event WCC determines that WCC's provision of the Services creates a business associate relationship between WCC and District, the Parties shall enter into the Business Associate Agreement attached hereto as Exhibit C.

7. Office Space and Furnishings; Internet Access. During the Term of this Agreement, District will provide in each school a confidential office space in an area and setting that is appropriate for therapy, and that is accessible to WCC and its Clients during normal school hours. District shall equip this office space with standard office furniture, a locked filing cabinet available for WCC's sole use during the Term of this Agreement, and Internet access that is accessible from the electronic equipment provided and used by WCC and its personnel, including, without limitation, laptops and cellular phones. Such Internet access shall have sufficient bandwidth and Quality of Service (QoS) to provide WCC personnel with ready and reliable access to cloud-based services required to perform the Services, including but not limited to Microsoft 365, Google Workspaces, and Voice over IP telephony services, and may be provided via wired Local Area Network or a Wireless Local Area Network. WCC shall use the provided office space and Internet access solely to provide the Services; provided, however, that WCC personnel may use the provided office space and Internet access on an incidental basis for activities that are unrelated to the Services (e.g., short personal communications between sessions with Clients).

Washburn guarantees that technology used on the District premises is fully managed and will meet modern endpoint security standards including regular operating system patching and security updates, antivirus and antimalware software, and endpoint detection and response software. Washburn will provide, upon District request, information about the technology in use on the premises including make, model, OS version, MAC address, and any other information necessary to assist in the provisioning of Internet access while maintaining District network security standards.

8. Insurance. WCC shall maintain professional liability and general liability insurance during the Term of this Agreement with limits no less than One Million Dollars ($1,000,000.00) per occurrence and Three Million Dollars ($3,000,000.00) aggregate.

9. Indemnification. Each Party (the "Indemnifying Party") shall indemnify, hold harmless, and, at the other Party's written request, defend the other Party and its members, subsidiaries, affiliates, directors, trustees, officers, employees, agents, and independent contractors from and against any and all loss, cost, liability, or expense (including costs and reasonable fees of attorneys and other professionals), to the extent arising from the Indemnifying Party's negligence or intentional misconduct, including, without limitation, any act or omission that contributes to any (i) personal injury, sickness, disease or death; or (ii) violation of any applicable statute, ordinance or regulation. The terms of this section shall survive the expiration or termination of this Agreement.

10. Termination. The Parties may terminate this Agreement at any time by mutual written agreement. Further, either Party may terminate this Agreement at any time during the Term of this Agreement upon the following conditions:

a. Upon providing 60 (sixty) days' written notice of termination to the other Party;

b. Upon a breach of this Agreement by either Party, the non-breaching Party may terminate this Agreement immediately if the breaching Party does not cure the breach within 20 (twenty) days of receiving written notice of the breach from the non-breaching Party; or

c. Upon the insolvency, bankruptcy, or closure of either Party.

Upon the expiration or termination of this Agreement, neither Party shall have any further obligation under this Agreement except for the covenants that expressly or by operation of law extend beyond the expiration or termination of this Agreement.

11. Entire Agreement; Amendment; Assignment; Headings. This Agreement, including its Exhibits, constitutes the entire agreement between the Parties with respect to its subject matter, and supersedes all past and contemporaneous agreements, whether oral or written, between the Parties. This Agreement may not be amended or modified except by a writing signed by authorized representatives of each Party. This Agreement shall be assignable without District's consent by WCC to any entity that controls, is controlled by, or is under common control with WCC. The rights of District hereunder may not be assigned or transferred without WCC's prior written consent, which shall not be unreasonably withheld. All headings are for convenience only and shall not be construed to alter or impact the terms and conditions set forth in this Agreement.

12. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and assigns.

13. Non-Exclusive Arrangement; Client Transfers. The Parties acknowledge and agree that either Party may contract with other individuals and entities to provide the types of services described herein as the Services, as well as other services. No WCC clinician shall transfer any Client to their private practice or another service provider unless they determine, in their professional judgment, that the Client requires services that cannot be provided pursuant to this Agreement or that such a transfer is clearly in the Client's best interests.

14. Waiver. The failure of either Party to complain of any default by the other Party or to enforce any of such Party's rights, no matter how long such failure may continue, will not constitute a waiver of the Party's rights under this Agreement. The waiver by either Party of any breach of any provision of this Agreement shall not be construed as a waiver of any subsequent breach of the same or any other provision. No part of this Agreement may be waived except by the further written agreement of the Parties.

15. Force Majeure. Neither Party shall be liable or be deemed in default of this Agreement for any delay or failure to perform caused by acts of God, war, disasters, strikes, or any similar cause beyond the control of either Party.

16. Notices. Any notices contemplated under this Agreement must be given in writing and shall be deemed effectively given when personally delivered or when mailed by certified mail, return receipt requested, or sent by reputable overnight delivery service, to the following address:

If to WCC:
ATTN: Chief Operating Officer
1100 Glenwood Avenue
Minneapolis, MN 55405

With a copy to: Compliance@washburn.org

If to District:

_____

_____

_____

17. Severability. In the event any part of this Agreement is found to be unenforceable, the Parties agree that that part shall be modified to make it enforceable to the maximum extent possible. If that part cannot be modified, it may be severed and the other parts of the Agreement shall remain enforceable.

18. Counterparts. This Agreement may be executed in any number of counterparts which, when taken together, will constitute one original, and photocopy, facsimile, electronic or other copies shall have the same effect for all purposes as an ink-signed original.

19. Governing Law. This Agreement shall be governed by the laws of the State of Minnesota.

[Remainder of page left intentionally blank; signature page follows.]

IN WITNESS WHEREOF, the Parties have executed this Agreement on the dates set forth below.

DISTRICT	**WASHBURN CENTER FOR CHILDREN**
_____	_____
Name: _____	By: Beth Dahline Its: Chief Operating Officer
Date: _____	Date: _____

#85619959 (rev. March 2025)

EXHIBIT A
SERVICES

1. WCC shall provide clinical mental health assessment and therapy, care coordination, early identification, and other ancillary services to referred Clients on the District's premises (but outside the classroom setting), at an offsite location, or in the Client's home, as agreed upon by WCC, District, and the Client and their family.

2. The Parties shall work collaboratively to identify and refer Clients who, due to their mental health needs or concerns, may benefit from WCC's services. WCC's clinicians shall develop a plan of care for each referred Client that specifies the nature and scope of the services appropriate to and necessary for each referred Client. WCC's clinicians may involve or consult with the referred Client's family member(s) or other support person(s), and/or the District personnel working with the referred Client when developing or implementing a plan of care, as them deem appropriate in their professional judgment.

3. Upon District's reasonable request, WCC's clinicians shall participate in parent/teacher conferences and IEP meetings relating to a Client. The Parties shall work collaboratively to schedule such conferences and meetings at times and locations that are convenient to all participating individuals.

4. WCC shall provide 13 mental health practitioner/professional services at the following schools in District:

Full time sites:

a. Harriet Bishop Elementary School
b. Gideon Pond Elementary School
c. Hidden Valley Elementary School
d. William Byrne Elementary School
e. Sky Oaks Elementary School
f. Rahn Elementary School -
g. Vista View Elementary School
h. Burnsville High School
i. Eagle Ridge
j. Nicollet
k. Burnsville Alternative/Virtual Academy

Part time site:

l. Edward Neill Elementary School

5. The actual hours and days when WCC shall provide the Services, and the caseload per clinician, will be determined by WCC and the District's designated personnel in order to meet the needs of individual children, families and the District. For clarity, the assigned clinicians may provide services to other individuals or entities that are not associated with

District or this Agreement, and are not expected to dedicate all their professional working hours to the provision of the Services.

6. After the conclusion of each school year and upon District's reasonable request, WCC shall provide District with a summary of the Services provided during that school year and related outcomes.

EXHIBIT B
COMPENSATION

1. District shall pay WCC a total of six hundred twenty eight thousand dollars ($628,000.00) during the Term of this Agreement for those Services that are provided by WCC pursuant to this Agreement and are not, in whole or in part, billed by WCC to any Client or third-party payor, including, without limitation, non-billable ancillary and supportive services including care coordination, consultation and training services, and staff time dedicated to referrals, coordination, planning, and program development and implementation. On a monthly basis, WCC shall invoice District for $1/12^{th}$ of this total amount ($52,333.33). District shall pay each invoice, in full, within 30 (thirty) days of the invoice's date.

2. In the event this Agreement is terminated prior to the end of the Term, District shall be responsible for paying WCC the amounts owed pursuant to Section 1 of this Exhibit B through the month in which the termination becomes effective. For example, if the Agreement is terminated effective March 15, District shall pay WCC for the full March payment, but will not owe the monthly payments for April and beyond.

3. WCC shall have the sole right to submit claims to a Client's commercial health insurance provider, Medical Assistance, or other third-party payor for billable services provided by WCC's clinicians to the Client, and to retain all related payments. For clarity, any such amounts shall be in addition to, and shall not offset, the amounts owed by District to WCC under Section 1 of this Exhibit B.

7. Resolution to Accept Donations 295

Speaker(s): Dr. Latanya Daniels, Superintendent

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.

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Agenda IV.B.7.
May 28, 2026

To: Board of Education

From: Dr. Latanya Daniels, superintendent

Date: March 28, 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 May 28, 2026.

_____

Clerk – Board of Education

2/25/2026	Alyssa Fears	BrainPower in a BackPack	Program support	$25
3/15/2026	Minnesota Valley Electric Operation Round Up	BrainPower in a BackPack	Program support	$500
3/6/2026	US Bank Foundation / Cybergrants	BrainPower in a BackPack	Program support	$20
3/10/2026	Wells Fargo Employee Giving	BrainPower in a BackPack	Program support	$9
3/16/2026	Savage Rotary Organization	BrainPower in a BackPack	Program support	$400
3/31/2026	Wells Fargo Employee Giving	BrainPower in a BackPack	Program support	$6
3/10/2026	GIVEMN MIGHTYCAUSE FOUNDATION	BrainPower in a BackPack	Program support	$100
4/9/2026	YSA CLASSROOM GRANT	BrainPower in a BackPack	Program support	$500
4/10/2026	GIVEMN MIGHTYCAUSE FOUNDATION	BrainPower in a BackPack	Program support	$450
4/15/2026	WALSER FOUNDATION	BrainPower in a BackPack	Program support	$500
4/12/2026	BURNSVILLE BREAKFAST ROTARY CLUB	BrainPower in a BackPack	Program support	$2500
4/27/2026	GIVEMN MIGHTYCAUSE FOUNDATION	BrainPower in a BackPack	Program support	$169

Total Cash Donations - $5, 179.00

8. Adopt a Resolution Relating to the Termination and Nonrenewal of the Teaching Contract of Probationary Certified Personnel at the Close of the 2025-2026 School Year 298

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

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.

Future Ready. Community Strong.

Agenda IV.B.8.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: May 28, 2026

Re: Adopt a Resolution Relating to the Termination and Nonrenewal of the Teaching Contract of Probationary Certified Personnel at the Close of the 2025-2026 School Year

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

BE IT RESOLVED, by the Board of Education of School District 191, pursuant to Minnesota Statute § 122A.40 that the teaching contracts of the following licensed probationary teachers in Independent School District 191 be terminated at the end of the 2025-2026 school year.

Last Name	First Name	Building	Full Time Equivalent (FTE)
Hillman	Noah	Nicollet Middle School	1.0 FTE
Johnson	Jamilynne	Eagle Ridge Middle School	.51 FTE
Pliego Cuautle	Mariana	Community Education	1.0 FTE
Rossum	Jon	Rahn Elementary School	1.0 FTE

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

9. Adopt Resolution Relating to the Termination Non-Licensed Staff Hours at the Close of the 2025-2026 School Year 300

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

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.

District one91

Future Ready. Community Strong.

Agenda IV.B.9.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: May 28, 2026

Re: Resolution Relating to the Termination Non-Licensed Staff hours at the close of the 2025-2026 school year.

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

BE IT RESOLVED, by the Board of Education of School District 191 that the Non-Licensed personnel in Independent School District 191 be terminated at the end of the 2025-2026 school year.

Last Name	First Name	School	Position	Hours Per Day
Anderson	Nancy	William Byrne Elementary School	Educational Assistant	1.5
Drangstveit	Cheryl	Sky Oaks Elementary School	Educational Assistant	4
Westman	Cheryl	Sky Oaks Elementary School	Educational Assistant	1.25

BE IT FURTHER RESOLVED, that written notice is sent to said Non-Licensed staff regarding termination of their assignment for 2025-2026 school year as provided by law.

V. Work Session

A. Preliminary Review of Legislative Impacts on Budget 302

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

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.

District one91

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Agenda V.A.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Stacey Sovine, executive director of administrative services

Date: May 28, 2026

Re: Work Session: Preliminary Review of Legislative Impacts on Budget

Notes:

- Supplemental Funding - Hold harmless for compensatory revenue
- Permanent School Fund Constitutional Amendment
- Title 1 Paraprofessional Qualifications Language
- Allowing capital revenue for utility expenses

B. Artificial Intelligence in District 191 304

Speaker(s): Rachel Gorton, Director of Technology and Katie Salmela, Instructional Technology Coordinator

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.

District one91

Future Ready. Community Strong.

Agenda V.B.
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Rachel Gorton, director of technology and Katie Salmela, instructional technology coordinator

Date: May 28, 2026

Re: Work Session: Artificial Intelligence in District 191

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Artificial Intelligence (AI) in ISD191 Board Work Session

May 28, 2026

Rachel Gorton, Director of Technology
Katie Salmela, Instructional Technology Coordinator

AI Defined

Artificial Intelligence

A type of computer science that involves teaching computers or machines to learn and solve problems in a way that is similar to how the human brain learns and thinks.

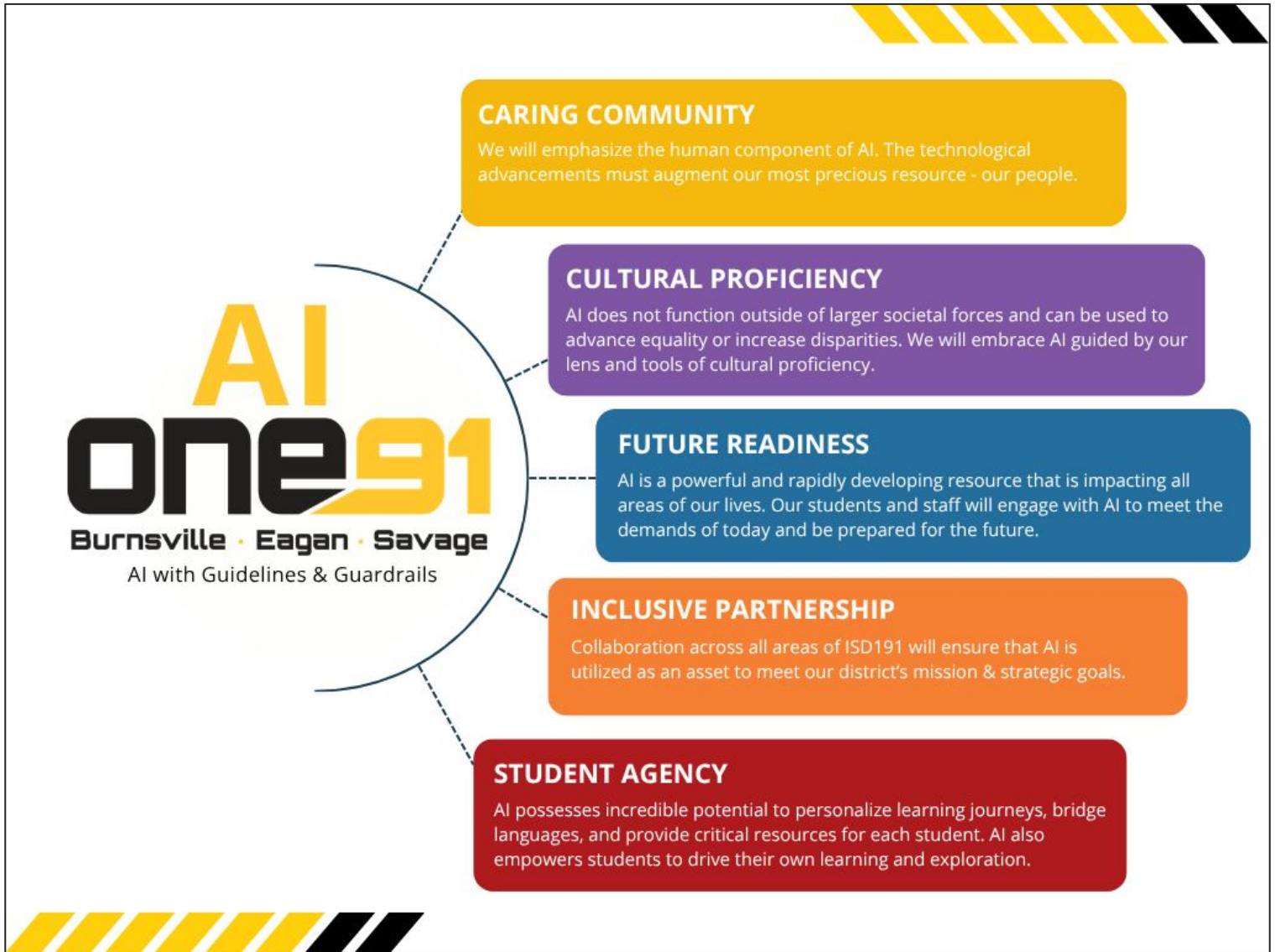
AI Prevalence



"Daily technology for personal life, including streaming apps, google search, google maps, spotify, pandora, social media, email filters, Siri/Alexa, amazon, robot vacuum, digital thermostat, predictive text on smartphone, and credit card" prompt, Gemini, version 1.5 Pro, Google, 17 May 2026, gemini.google.com.

With AI now deeply integrated into the our world and daily lives, we must move toward a culture of **informed AI use**, where both staff and students understand how to navigate AI technologies safely and effectively.

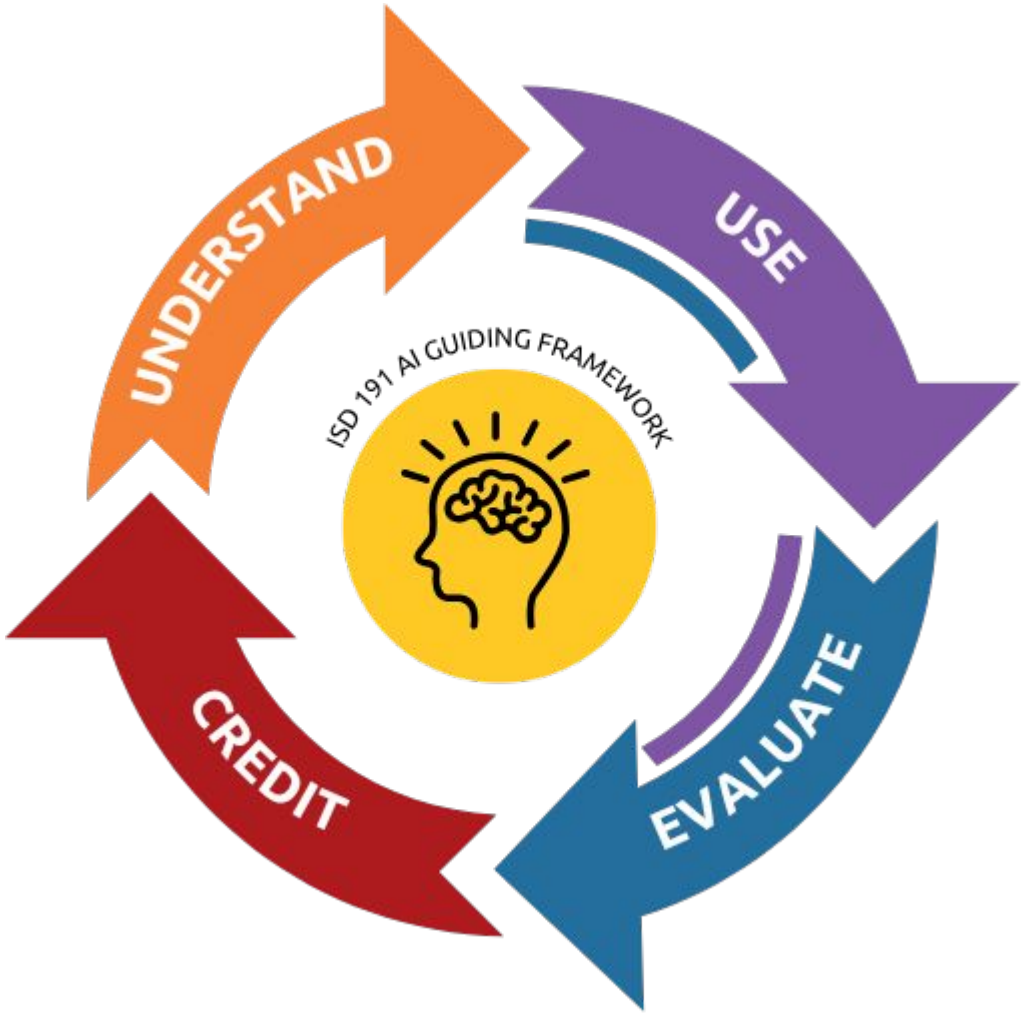
AI Core Value Alignment



AI in ISD191 is anchored by our district core values.

Our Core Value Alignment was created in spring 2025 and serves as our position statement that guides development of AI use.

AI Guiding Framework



Emphasizes:

- The need to think carefully and critically when using AI.
- The human is in the loop: at the center and in control

Provides: A four-part approach to responsible AI use.

This framework was creating by adapting ideas from two key resources: The ISD191 Student Handbook 24/25 and Digital Promise's AI Literacy Framework to Understand, Evaluate, and Use Emerging Technology © 2024.

MSBA Model Policy

In February 2026, MSBA released a model policy for Responsible Use of Artificial Intelligence.

The model policy is designed:

- to support schools with responsible use AI for teaching, learning, and operations
- safeguard student and staff data, privacy, and security

Intent

A comprehensive AI policy designed for districts in the early stage of implementation.

Our Reality

We have existing frameworks in place and a path forward for continued development.

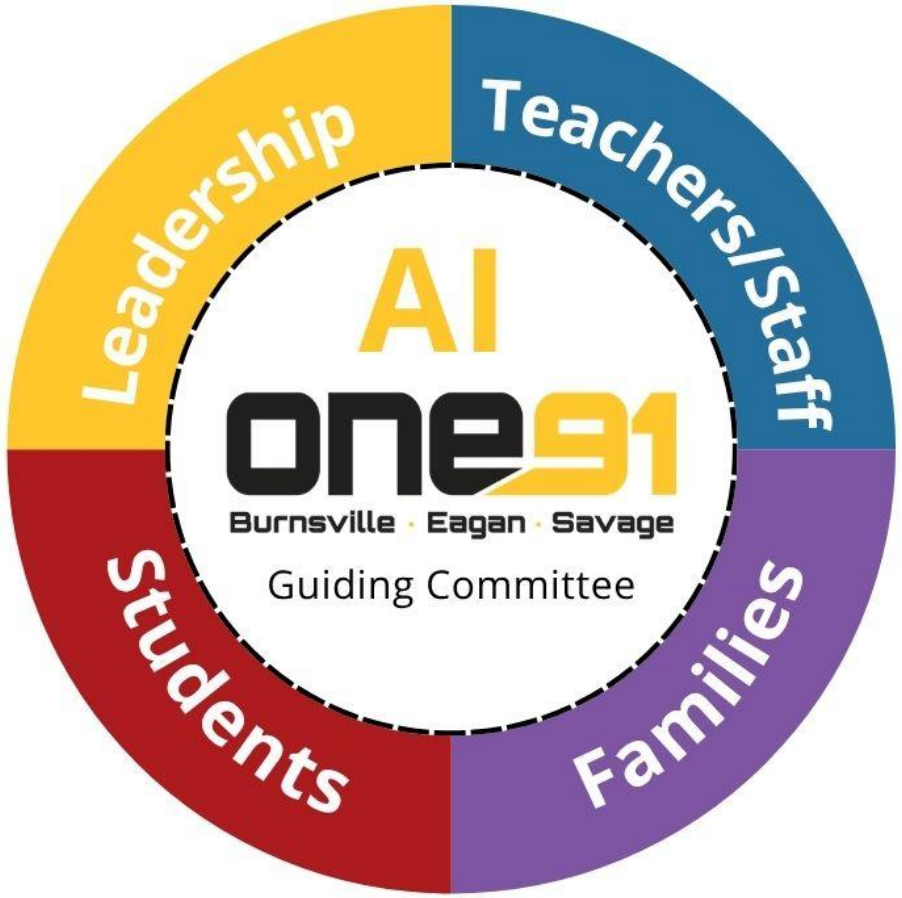
Recommendation

Adopt a leaner AI Policy to avoid redundancies and build off our existing work

MSBA Policy Alignment

Area	Starting From Scratch (MSBA Model Default)	ISD191 (Proposed)
Policy Scope	Massive, standalone document	Leaner AI Policy that references existing resources, procedures, and frameworks
Operational Agility	Static; requires board approval for minor operational changes	Proposed AI Policy provides governance. **AI in One91 Guide** provides the flexibility and interdependence with existing district work
Limit Redundancy	Duplicates existing privacy, behavioral, and access policies	References existing policies that guide these elements including **Policies 515, 524, 634**, etc.
Tool Vetting	Requires a new, separate AI vendor process	Utilize our existing and robust **Digital Resource Evaluation Process**
Data Privacy	Duplicates terms, definition, and requirements	Align to existing data privacy work - AI tools do not live in isolation
Student & Staff Use	Isolates use cases from other instructional and operational guidance	Explicit alignment to existing policies and procedures including the existing **student handbook**
Equity	Separates equity practices	Utilize our robust **Tools of Cultural Proficiency**

AI Committee

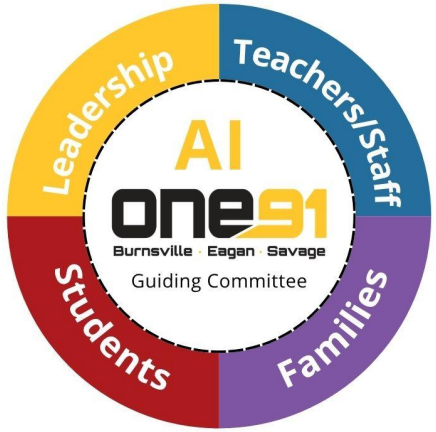


We have a **Core AI Guiding Committee** that has been in place since Fall 2024

This committee actively works with stakeholder groups such as:

- Instructional and Operational Leadership
- Teachers and Staff
- Students
- Families

AI Committee Activities



Major Launch in May 2025

- Operational Leadership: AI 2025-2026
- AI Learning for 25/26 Instructional Leadership Meeting
- Creation of Foundational Guides

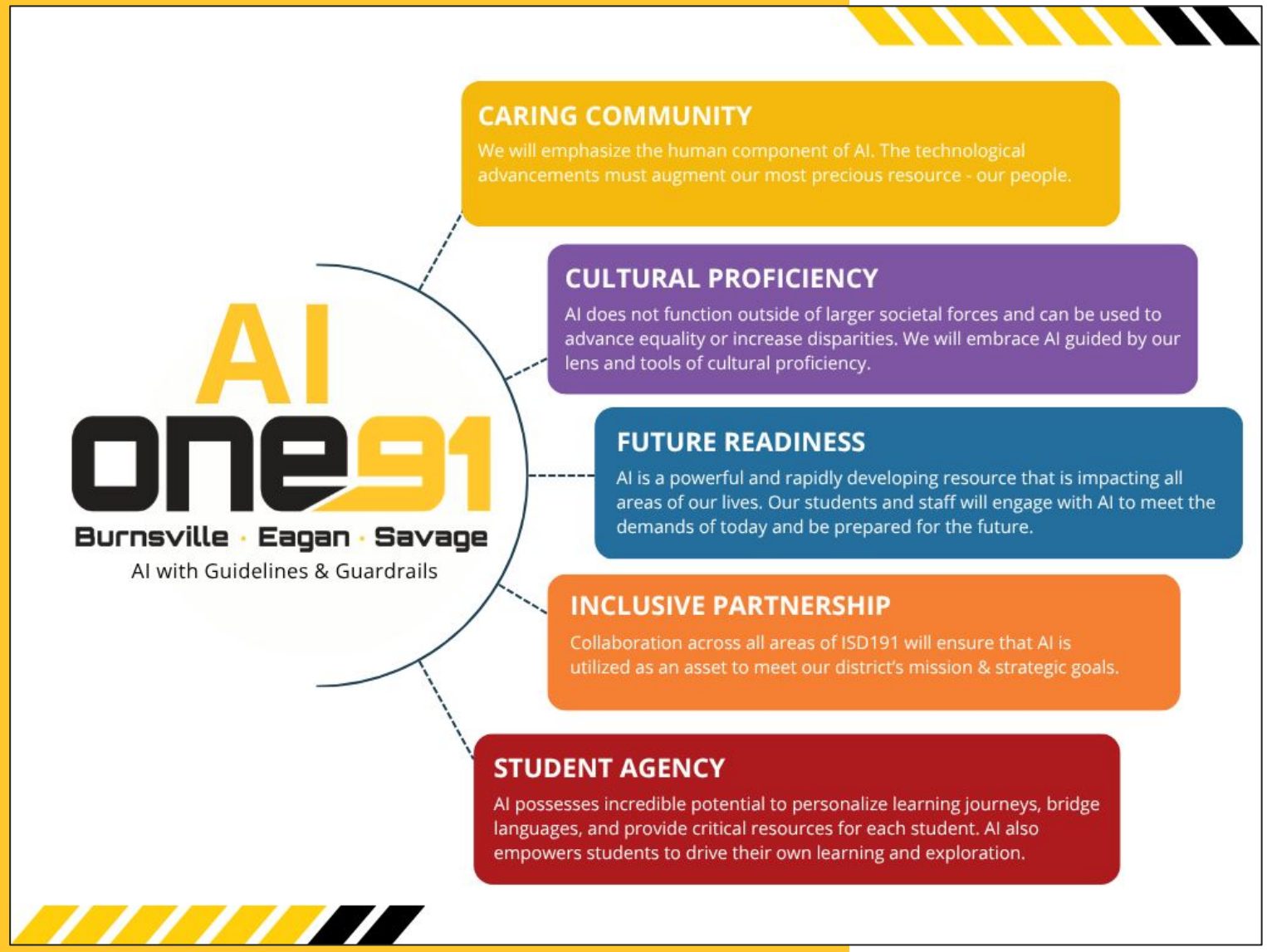
2025-2026 Training and Exploration

- AI for All Training for All Teachers
- AI Literacy Cohorts
- Elementary Master Schedule creation
- SIP Development (Notebook)
- Clerical Training
- Notebook LM Department Demos
- Use of AI for differentiation, creation of common assessments, standards unpacking

Created through collaborative processes, stakeholders, and incorporating feedback

AI Core Value Alignment

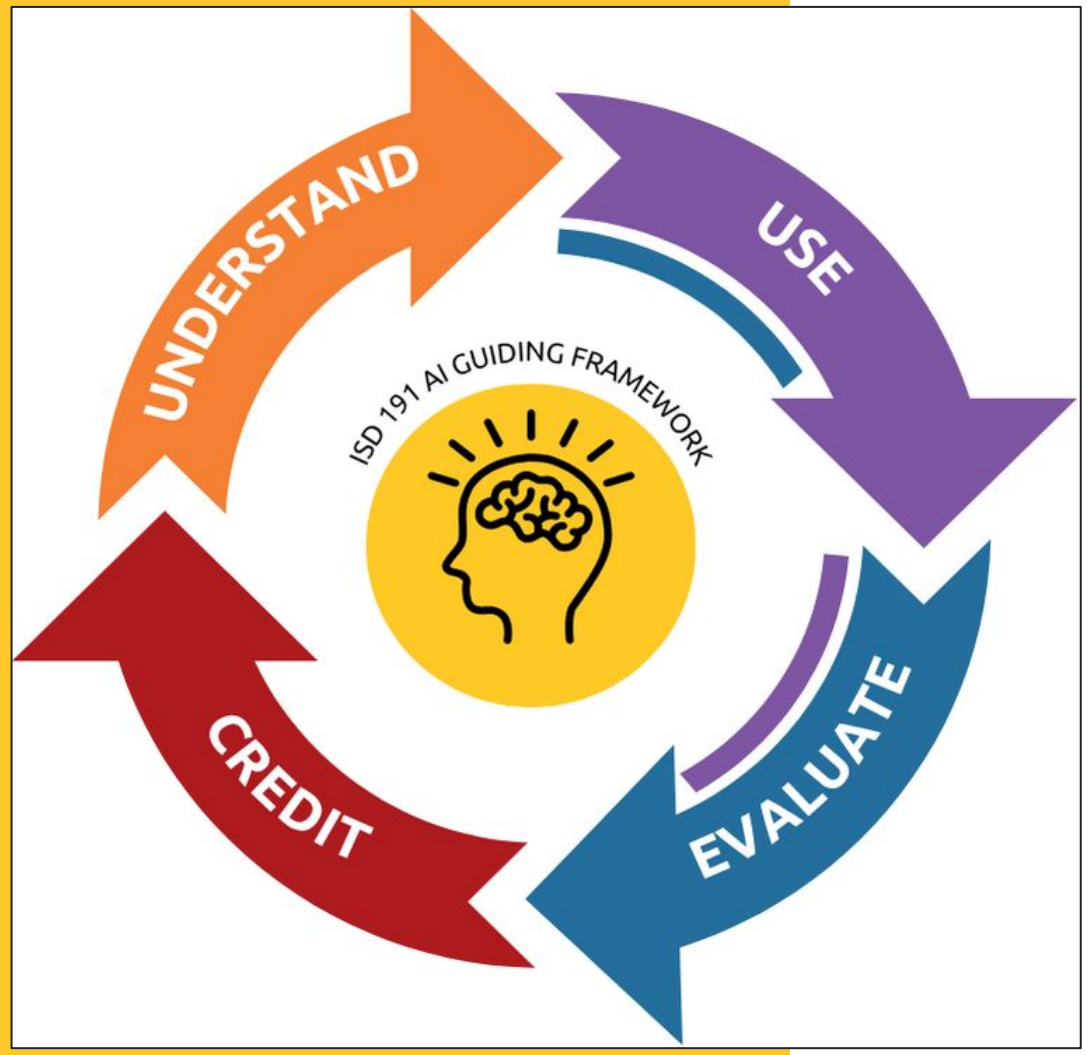
This document serves as our position statement that **guides development** of AI use.



AI Guiding Framework

Our AI Guiding Framework highlights the four parts of **Responsible AI Use for Students and Staff.**

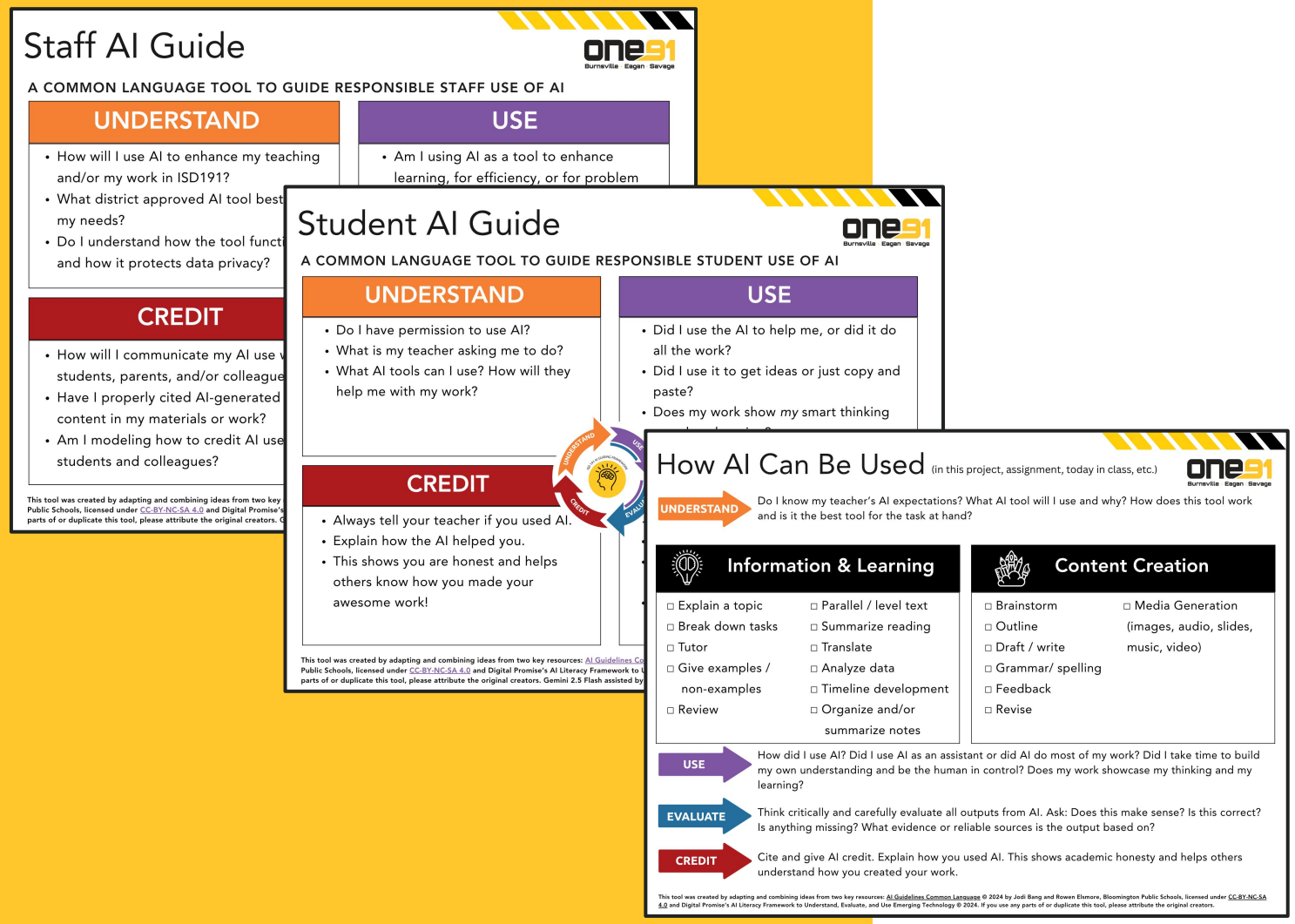
Always keeping the **Human in the Loop.**



Common Language Tools for Staff & Students

We have created resources **to clearly communicate** our AI expectations and responsible use.

These are aligned to our AI Guiding Framework with the **Human in the Loop.**



Staff AI Guide

A COMMON LANGUAGE TOOL TO GUIDE RESPONSIBLE STAFF USE OF AI

UNDERSTAND

- How will I use AI to enhance my teaching and/or my work in ISD191?
- What district approved AI tool best
- my needs?
- Do I understand how the tool functi
- and how it protects data privacy?

USE

- Am I using AI as a tool to enhance learning, for efficiency, or for problem

CREDIT

- How will I communicate my AI use
- students, parents, and/or colleague
- Have I properly cited AI-generated
- content in my materials or work?
- Am I modeling how to credit AI use
- students and colleagues?

This tool was created by adapting and combining ideas from two key
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parts of or duplicate this tool, please attribute the original creators.

Student AI Guide

A COMMON LANGUAGE TOOL TO GUIDE RESPONSIBLE STUDENT USE OF AI

UNDERSTAND

- Do I have permission to use AI?
- What is my teacher asking me to do?
- What AI tools can I use? How will they help me with my work?

USE

- Did I use the AI to help me, or did it do all the work?
- Did I use it to get ideas or just copy and paste?
- Does my work show *my* smart thinking

CREDIT

- Always tell your teacher if you used AI.
- Explain how the AI helped you.
- This shows you are honest and helps others know how you made your awesome work!

This tool was created by adapting and combining ideas from two key resources: AI Guidelines Co
Public Schools, licensed under CC-BY-NC-SA 4.0 and Digital Promise's AI Literacy Framework to U
parts of or duplicate this tool, please attribute the original creators. Gemini 2.5 Flash assisted by

How AI Can Be Used (in this project, assignment, today in class, etc.)

UNDERSTAND Do I know my teacher's AI expectations? What AI tool will I use and why? How does this tool work and is it the best tool for the task at hand?

Information & Learning

- □ Explain a topic
- □ Break down tasks
- □ Tutor
- □ Give examples / non-examples
- □ Review
- □ Parallel / level text
- □ Summarize reading
- □ Translate
- □ Analyze data
- □ Timeline development
- □ Organize and/or summarize notes

Content Creation

- □ Brainstorm
- □ Outline
- □ Draft / write
- □ Grammar/ spelling
- □ Feedback
- □ Revise
- □ Media Generation (images, audio, slides, music, video)

USE How did I use AI? Did I use AI as an assistant or did AI do most of my work? Did I take time to build my own understanding and be the human in control? Does my work showcase my thinking and my learning?

EVALUATE Think critically and carefully evaluate all outputs from AI. Ask: Does this make sense? Is this correct? Is anything missing? What evidence or reliable sources is the output based on?

CREDIT Cite and give AI credit. Explain how you used AI. This shows academic honesty and helps others understand how you created your work.

This tool was created by adapting and combining ideas from two key resources: AI Guidelines Common Language © 2024 by Jodi Bang and Rowen Elsmore, Bloomington Public Schools, licensed under CC-BY-NC-SA 4.0 and Digital Promise's AI Literacy Framework to Understand, Evaluate, and Use Emerging Technology © 2024. If you use any parts of or duplicate this tool, please attribute the original creators.

PD & Awareness Training

AI for All



- Framework & Guidelines
- Data Privacy
- District Approved tools
- Communicating Expectations to students

AI for Leadership



- Framework & Guidelines
- Data Privacy
- District Approved tools
- Communicating Expectations

Specialized AI Sessions

- Social Studies Steering Committee
- 3-5 Standard & Benchmark Aligned Common Assessment Creation
- April 6th Sessions:
  - Using AI to Scale Your Classroom Impact
  - Media Literacy & AI: Oh My!
  - AI for Assessment: Next Steps
  - Maximizing District AI Tools



PD and Awareness: AI Cohorts

Mixed Cohort



- “Mix” of educators across departments & content areas
- Focus: Understanding, Integration, and sharing learning with colleagues

AI Literacy Cohort

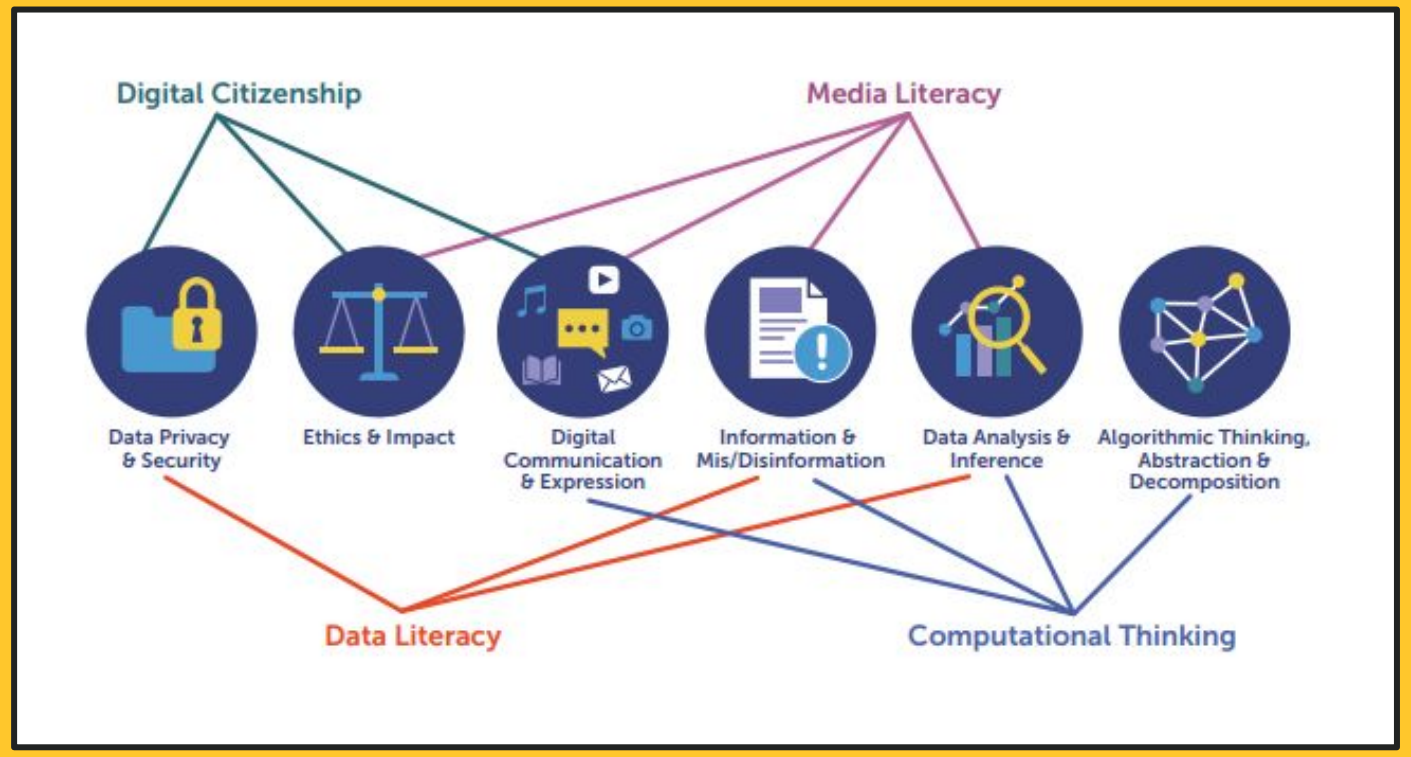


- Digital Learning & Success 191 teachers and Media Specialists
- Focus: Understanding, Integration, and developing AI Literacy lessons for students

1. What is AI and how does it work
2. When, why, and under what circumstances AI can be used ethically
3. How to interact with AI tools to benefit from their potential: prompting and responding
4. How to evaluate and revise the output of AI to mitigate bias and misinformation while ensuring accuracy and appropriateness

AI Literacy for Students

AI literacy is interwoven with other content areas including **Digital Citizenship**, **Media Literacy**, **Data Literacy**, and **Computational Thinking**.



We identified key ideas:

- AI use by students cannot be ignored
- AI use will expand and change incredibly fast

We started with some key questions:

- Where do we have aligned content areas that we can build upon?
- What is uniquely new about AI Literacy?

Figure 3. Connections among AI literacy practices and Digital Citizenship, Media Literacy, Computational Thinking and Data Literacy from Digital Promise's AI Literacy Framework to Understand, Evaluate, and Use Emerging Technology p. 9

District Approved Tools



The big three:

MAGIC SCHOOL

*Magic School Staff & Student Accounts (new in 25/26)

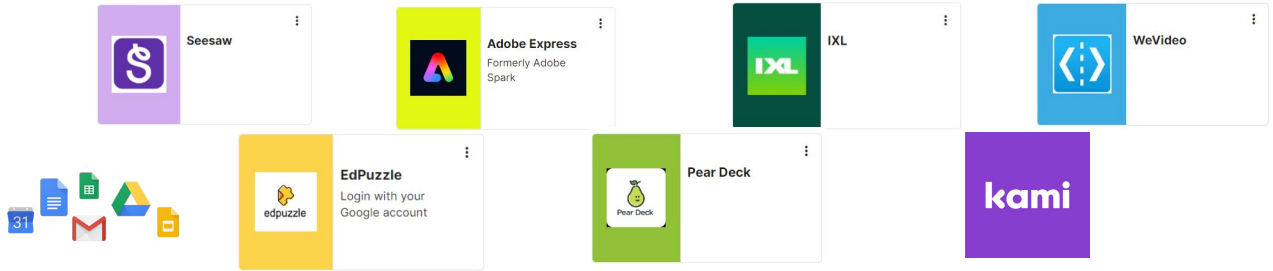
Gemini

*All Staff & Students in grades 6-12

NotebookLM

*All Staff & Students in grades 6-12

Other district tools with AI Embedded:



District Approved Tools are evaluated for safety, security, and data privacy

2026-2027 Plans

AI Committee

- Recommendation of AI Board Policy
- Evaluation of AI Priorities & Implementation
- Update the **AI in One91 Guide**

Leadership Training

- AI Use (how, safety, opportunities for efficiency)
- Leading AI use for staff and students
- Communication & Feedback from families

Operational Use

- Development work on using AI for efficiencies across departments

Staff Training

- Back to School - all staff
- New Educator
- AI Literacy Cohort - continuing group
- AI for Instruction Cohort - new group
- Gemini AI Implementation Pilot Group

Student Use

- DLS and Digital Literacy Curriculum
- AI Course Guidance and Student Use
- Review and recommend adjustments: Student Handbook, Behavioral Guide, Filtering and Access

Model Policy Recommendations

Keep these in the ISD191 AI Policy

- H-AI-H / Human In the Loop
- Definitions
- School Approved AI Tools
- Training Requirements for Staff
- AI Literacy for Students
- Communication for Families

Adjustments for the ISD191 AI Policy

- Reference Existing Policies and Established Procedures
  - Definition of PII
  - Equity
  - Student Expectations & Discipline
  - Staff Expectations & Discipline
  - Curriculum Integration

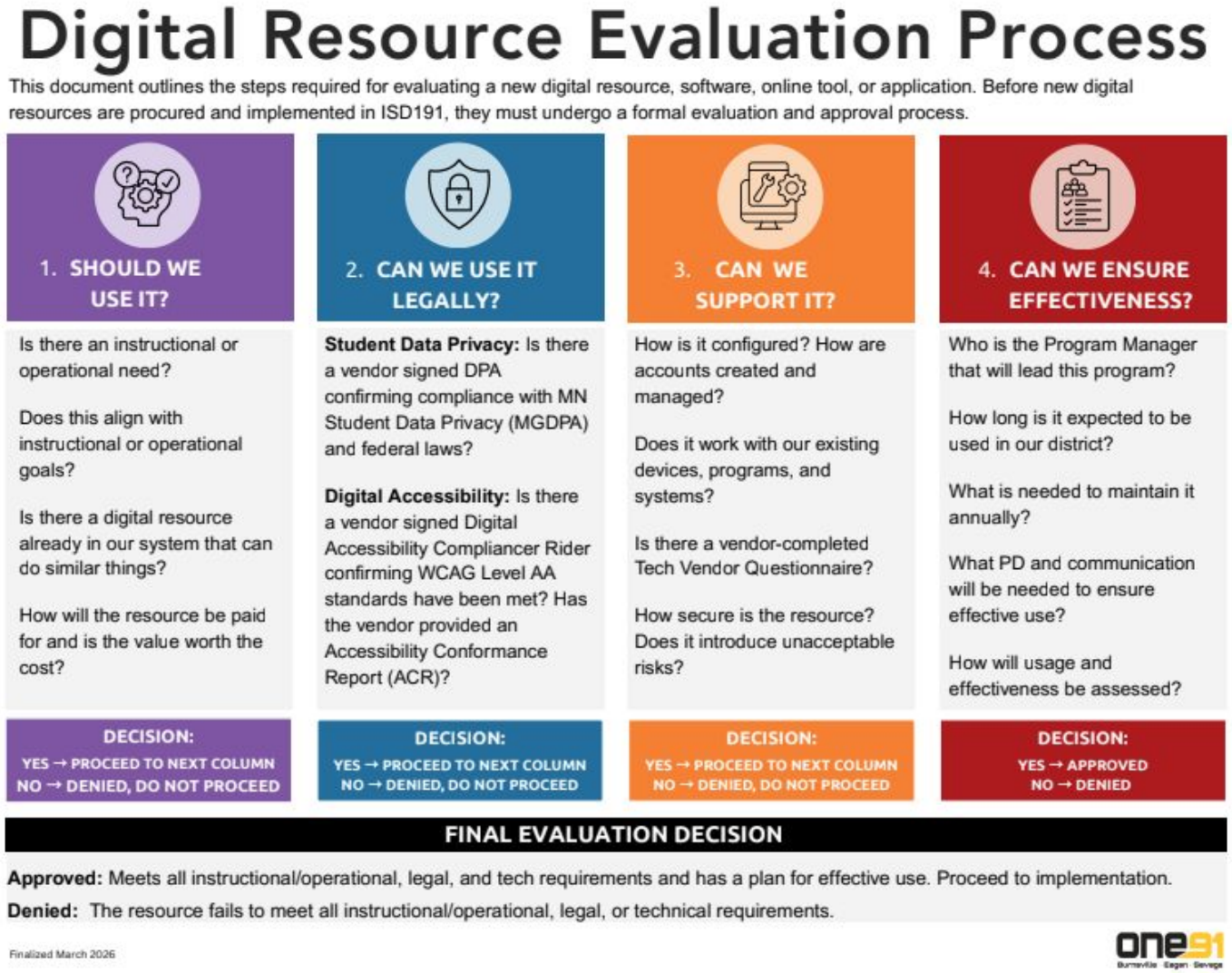
- Simplify language around AI Committee and continue with our existing structure

[Thank You]

REFERENCE MATERIALS

The following slides are intended to be available for reference as needed during the work session, but are not part of the formal presentation for the work session.

Digital Resource Evaluation Process



Digital Resource Evaluation Process

This document outlines the steps required for evaluating a new digital resource, software, online tool, or application. Before new digital resources are procured and implemented in ISD191, they must undergo a formal evaluation and approval process.

1. SHOULD WE USE IT?

Is there an instructional or operational need?

Does this align with instructional or operational goals?

Is there a digital resource already in our system that can do similar things?

How will the resource be paid for and is the value worth the cost?

DECISION:
YES → PROCEED TO NEXT COLUMN
NO → DENIED, DO NOT PROCEED

2. CAN WE USE IT LEGALLY?

Student Data Privacy: Is there a vendor signed DPA confirming compliance with MN Student Data Privacy (MGDPA) and federal laws?

Digital Accessibility: Is there a vendor signed Digital Accessibility Compliancer Rider confirming WCAG Level AA standards have been met? Has the vendor provided an Accessibility Conformance Report (ACR)?

DECISION:
YES → PROCEED TO NEXT COLUMN
NO → DENIED, DO NOT PROCEED

3. CAN WE SUPPORT IT?

How is it configured? How are accounts created and managed?

Does it work with our existing devices, programs, and systems?

Is there a vendor-completed Tech Vendor Questionnaire?

How secure is the resource? Does it introduce unacceptable risks?

DECISION:
YES → PROCEED TO NEXT COLUMN
NO → DENIED, DO NOT PROCEED

4. CAN WE ENSURE EFFECTIVENESS?

Who is the Program Manager that will lead this program?

How long is it expected to be used in our district?

What is needed to maintain it annually?

What PD and communication will be needed to ensure effective use?

How will usage and effectiveness be assessed?

DECISION:
YES → APPROVED
NO → DENIED

FINAL EVALUATION DECISION

Approved: Meets all instructional/operational, legal, and tech requirements and has a plan for effective use. Proceed to implementation.

Denied: The resource fails to meet all instructional/operational, legal, or technical requirements.

Finalized March 2026

AI exists in tools such as ChatGPT, Gemini, and Claude

AI also exists in all our digital resources

The evaluation of resources is done through the Digital Resource Evaluation Process

AI Literacy Cohorts



The AI Literacy Cohorts are designed for teachers explore AI AND to create AI Literacy lessons for students.

2025-2026 Goal

AI Literacy Cohort Educators develop three lessons for each student group

- DLS grades 3-5
- MS Digital Learning
- HS: Success 191
- Library Media Specialists 6-12

2026-2027 Goal

AI Literacy Cohort Educators will deliver AI lessons for grades 3-9 and continue to expand and adjust lessons.

- DLS grades 3-5 AI Lessons with Parent Support Tips
- MS Digital Learning
- HS: Success 191

AI Literacy Scope and Sequence

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5th Grade AI Literacy Lessons

5th GRADE	Lesson 1	Lesson 2	Lesson 3
AI Concept	**Sometimes AI Makes Mistakes - Checking AI for Accuracy**	**Being Honest & Responsible with AI Image Generation**	**Making the Right Choice & Assessment**
Learning Objective(s)	Students will define and review the key terms: artificial intelligence and ethical. Students will practice using an AI chatbot for information gathering and verify the information using a second source. Students will explain that using AI ethically requires critical thinking about AI outputs and checking for accuracy.	Students will explain that ethical AI use means using your own ideas. Students practice prompting and using AI to generate an image to create a digital representation/image of their idea. Students will practice giving credit to the AI generated image.	Students review and explain ethical AI topics: checking AI for accuracy, using your own ideas, doing your own work, being honest and kind. Students practice making ethical decisions. Students show their learning by taking an AI assessment.
Assessment Method	Magic School AI Room engagement analytics	Seesaw Activity - Ethical AI Part 2	Seesaw Assessment
ISTE Standard(s)	1.1.d. Empowered Learner 1.2.b. Digital Citizen 1.3.b. Knowledge Constructor 1.3.b. Knowledge Constructor	1.1.a. Empowered Learner 1.2.c. Digital Citizen 1.6.a. Creative Communicator 1.6.b. Creative Communicator	1.1.c. Empowered Learner 1.2.a. Digital Citizen 1.2.d. Digital Citizen
Parent Communication	Hello 5th grade families, I am excited to share that our 5th-grade classes have been engaging in a three-day unit focused on Artificial Intelligence (AI) Literacy. As AI technology becomes a larger part of our world, our goal is to help students understand how these tools work while developing critical thinking and responsible use skills. Throughout this unit, students explored the concepts behind AI and had hands-on opportunities to interact with connected digital tools in a safe and supervised environment. Here is an overview of what was covered: Day 1: Intro to AI and Ethical Use – Students learned how chatbots function as "super-autocomplete" tools. They practiced interacting with AI to gather information and used secondary sources to verify the accuracy of AI-generated facts. Day 2: Honesty & Responsibility in AI Generation – Students used their own original ideas to prompt an image generator. We focused heavily on digital citizenship, specifically how to give proper credit (citations) for AI-assisted work. Day 3: Making the Right Choice – Students applied what they learned by navigating ethical dilemmas. We discussed the importance of protecting private information and ensuring that we use technology in a way that is honest and kind. Our focus is to demystify these technologies and empower our students to be informed and ethical digital citizens. If you have any questions about the tools we used (such as MagicSchool AI or Adobe Express) or the topics we discussed, please feel free to reach out.		

AI Language in Student Handbook

Burnsville · Eagan · Savage



Burnsville · Eagan · Savage

Student Handbook
2025-2026

General District Information

ARTIFICIAL INTELLIGENCE (AI)

District 191 embraces AI technologies to enhance educational experiences and support diverse learning needs. AI tools may be incorporated into classes to assist in personalizing learning and offering various ways for students to express their knowledge and engagement. AI tools will be taught as part of curriculum so that students have the knowledge and skills to leverage AI.

Guidelines for AI Use:

1. Educational Enhancement: AI is used as a supplementary tool to augment the teaching provided by educators, assisting in tasks ranging from generating creative content to providing analytical insights. It is crucial to treat AI as an aid, not a replacement for traditional learning methods or teacher guidance.
2. Critical Engagement: Students are encouraged to critically engage with AI outputs, questioning and verifying the information generated. It is the student's responsibility to ensure the accuracy of their work, even when using AI-generated content.
3. Ethical Use and Integrity: All work submitted should clearly acknowledge the use of AI tools, specifying how and why AI was utilized. Transparency in the use of AI prevents academic dishonesty and fosters an environment of integrity and honesty.
4. Inclusivity and Accessibility: AI tools should be used in ways that are inclusive of all students, including those with disabilities and multilingual learners. Efforts will be made to ensure that AI resources are accessible to everyone and sensitive to diverse needs.
5. Data Privacy: In using AI technologies, the privacy and security of student data are paramount. Students and educators must adhere to district guidelines on data handling, ensuring that personal information is protected and AI interactions comply with our data security policies.

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AI with Guidelines & Guardrails

CARING COMMUNITY

We will emphasize the human component of AI. The technological advancements must augment our most precious resource - our people.

CULTURAL PROFICIENCY

AI does not function outside of larger societal forces and can be used to advance equality or increase disparities. We will embrace AI guided by our lens and tools of cultural proficiency.

FUTURE READINESS

AI is a powerful and rapidly developing resource that is impacting all areas of our lives. Our students and staff will engage with AI to meet the demands of today and be prepared for the future.

INCLUSIVE PARTNERSHIP

Collaboration across all areas of ISD191 will ensure that AI is utilized as an asset to meet our district's mission & strategic goals.

STUDENT AGENCY

AI possesses incredible potential to personalize learning journeys, bridge languages, and provide critical resources for each student. AI also empowers students to drive their own learning and exploration.

Course AI Expectations

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UNDERSTAND Do I know my teacher's AI expectations? What AI tool will I use and why? How does this tool work and is it the best tool for the task at hand?

IN THIS COURSE, INDEPENDENT STUDENT AI USAGE IS SUPPORTED TO:	ON MOST ASSIGNMENTS, THE FOLLOWING AI USAGE IS SUPPORTED	ON MAJOR PROJECTS, THE FOLLOWING AI USAGE IS SUPPORTED
☐ Explain a topic	☐ Topic selection and brainstorming	☐ Topic selection and brainstorming
☐ Break down tasks	☐ Outline	☐ Outline
☐ Give examples/ non-examples	☐ Research	☐ Research
☐ Get extra review questions	☐ Grammar/spelling review	☐ Grammar/spelling Review
☐ Parallel/level text	☐ Drafting/writing	☐ Drafting/writing
☐ Summarize reading	☐ Slide/image/media generation	☐ Slide/image/media generation
☐ Translate	☐ Feedback	☐ Feedback
☐ Data analysis	☐ Content editing and revision	☐ Content editing and revision

USE How did I use AI? Did I use AI as an assistant or did AI do most of my work? Did I take time to build my own understanding and be the human in control? Does my work showcase my thinking and my learning?

EVALUATE Think critically and carefully evaluate all outputs from AI. Ask: Does this make sense? Is this correct? Is anything missing? What evidence or reliable sources is the output based on?

CREDIT Cite and give AI credit. Explain how you used AI. This shows academic honesty and helps others understand how you created your work.

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Staff AI Guide

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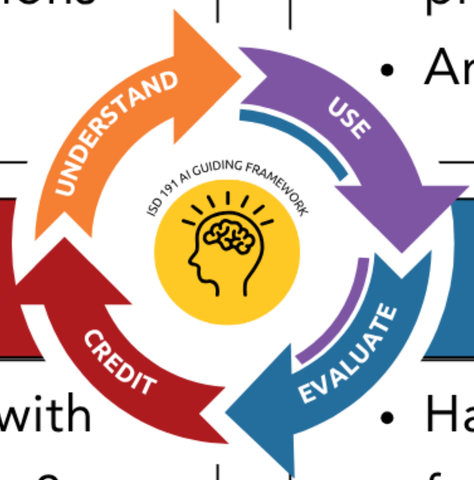
A COMMON LANGUAGE TOOL TO GUIDE RESPONSIBLE STAFF USE OF AI

UNDERSTAND

- How will I use AI to enhance my teaching and/or my work in ISD191?
- What district approved AI tool best fits my needs?
- Do I understand how the tool functions and how it protects data privacy?

USE

- Am I using AI as a tool to enhance learning, for efficiency, or for problem solving?
- Am I maintaining human control over the process and content?
- Am I ensuring data privacy & security?



CREDIT

- How will I communicate my AI use with students, parents, and/or colleagues?
- Have I properly cited AI-generated content in my materials or work?
- Am I modeling how to credit AI use for students and colleagues?

EVALUATE

- Have I critically assessed the AI outputs for accuracy, bias, relevance, and completeness?
- What are the potential benefits and harms of this content or tool?
- Does the AI output align with my goals?

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Student AI Guide

ONE91 Burnsville · Eagan · Savage

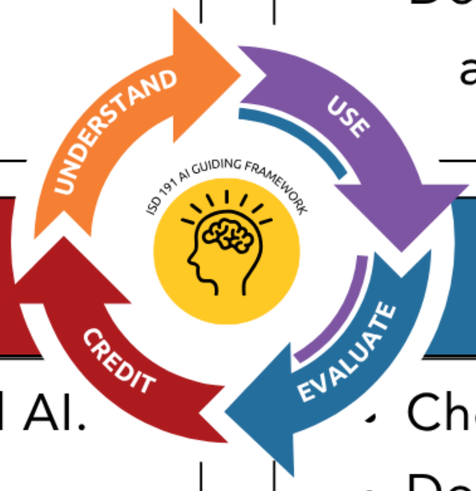
A COMMON LANGUAGE TOOL TO GUIDE RESPONSIBLE STUDENT USE OF AI

UNDERSTAND

- Do I have permission to use AI?
- What is my teacher asking me to do?
- What AI tools can I use? How will they help me with my work?

USE

- Did I use the AI to help me, or did it do all the work?
- Did I use it to get ideas or just copy and paste?
- Does my work show *my* smart thinking and *my* learning?



CREDIT

- Always tell your teacher if you used AI.
- Explain how the AI helped you.
- This shows you are honest and helps others know how you made your awesome work!

EVALUATE

- Check & evaluate what AI showed you.
- Does it make sense? Is it correct?
- Where did the AI get its ideas or information?
- Did the AI forget anything important?

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VI. Closed Session, as permitted by MN State Statue 13D. 05, Subd. 3(a), to Review Superintendent’s Evaluation 334

Speaker(s): Scott Hume, Vice Chair

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

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Agenda VI
May 28, 2026

To: Board of Education
Dr. Latanya Daniels, superintendent

From: Scott Hume, vice chair

Date: May 28, 2026

Re: Closed Session, as permitted by MN State Statue 13D. 05, Subd. 3(a), to Review Superintendent's Evaluation.

VII. 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.