

Intermediate District 287

Responsive. Innovative. Solutions.

GENERAL MEETING OF THE BOARD – Regular

Thursday, December 10, 2020

6:30 PM @ Teleconference

1820 Xenium Ln N

Minneapolis, MN 55441-3790

AGENDA

Page #

1. CALL TO ORDER (Action)

The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.

2. APPROVAL OF GENERAL MEETING AGENDA (Action)

3. AUDIENCE OPPORTUNITY TO SPEAK (Information)

4. APPROVAL OF CONSENT AGENDA (Action)

- 1. General Board Meeting Minutes from November 12, 2020 3
- 2. Routine Human Resources Activities for December 10, 2020 5
- 3. Approval of Finance Report October 2020 7
- 4. Approval of AWARE (Advancing Wellness and Resiliency in Education) Grant 20
- 5. Approval of Coronavirus Aid, Relief and Economic Security (CARES) Act 21

5. SHARE THE SUCCESS & RECOGNITION - (5 Minutes) (Information)

- 1. Introduction of New Senior Manager of Mental Health

6. SUPERINTENDENT'S REPORT - (15 minutes) (Information)

- 1. Update on Learning Plan 22
Elisabeth Lodge Rogers, Assistant Superintendent for Programs and Services, will provide a brief update on District 287 Learning Plan based on the District's return to Connected Learning on December 2, 2020. A brief overview of some of the Special Education Due Process Considerations will be provided as well.

7. INSTRUCTIONAL REPORT - (10 Minutes) (Action)

- 1. World's Best Workforce Report 40
Dr. Jon Voss, Director of Teaching & Learning will present the World's Best Workforce Report from 2020 for Board review, and the World's Best Workforce Plan for FY21 for Board adoption.

8. BUSINESS SERVICES & LABOR RELATIONS REPORT - (30 minutes)

- 1. Facilities Report - None
- 2. Financial Report
 - 1. Unaudited Financial Report for FY20 (Action) 55
Gloria Wilder, Director of Finance will provide the Unaudited Financial Report for 2019-20 and the Board will be asked to approve it.
- 3. Human Resource Report
 - 1. Gallagher Report: Classification & Compensation Study (Action) 68
Michelle Axell, Director of Human Resources, and Anne Becker, General Counsel, will present an Executive Summary of the Study and recommendations regarding options presented by the Report, and the Board will be asked to approve the recommendations.

9. BOARD BUSINESS - (10 minutes)

- 1. Policy Review & Revision
 - 1. Policy Review and Adoption - Title IX Policy (Information) 70
Anne Becker, General Counsel, will present the Title IX policy (which, if adopted, would replace the emergency policy adopted on July 30) for a first read.
- 2. Board Reports
 - 1. Chair Report
 - 1. Officer Election Process 1 (Action) 89
Chair Neville will recommend approval of the nominating committee to prepare the new slate of officers to be elected January 14, 2021.

2. AMSD Report	(Information)	
1. December 2020 AMSD Connections Newsletter		90
3. District News		
1. School Board Planning Calendar		94
2. December 10, 2020, Board Event Calendar		
3. Virtual Local 2209 & School Board Breakfast		99
Virtual Local 2209 & School Board Breakfast Schedule		
4. Once Around the Table		
10. ADJOURNMENT		

Recommended Action: Board Chair calls meeting adjourned @ _____ PM

DISTRICT 287 GENERAL BOARD MEETING
Intermediate District 287
November 12, 2020
MINUTES

1. CALL TO ORDER

Chair Regina Neville called the general meeting to order at 6:30 PM in the District Service Center and by the use of District 287 Teleconferencing. Board Director Douglass recited the Intermediate District 287 mission statement, “The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students”.

A Roll Call was taken, and a quorum was declared with 11 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Ruthie Dallas
272	Eden Prairie	Adam Seidel
273	Edina	Regina Neville
270	Hopkins	Steve Adams
278	Orono	Michèle Kunz
279	Osseo	Heather Douglas
280	Richfield	Crystal Brakke
281	Robbinsdale	Sam Sant
283	St. Louis Park	Anne Casey
284	Wayzata	Andrea Cuene
279	Westonka	Heidi Marty

Absent:

Guests:

287 Administration: Sandra Lewandowski, Tonya Allen, Anne Becker, Melissa Brateng, Radious Guess, Mae Hawkins, Kim Helgeson, Rachel Hicks, Elisabeth Lodge Rogers, Ben Magras, Chad Maxa, Jon Voss, and Wauneen Mgeni

287 Staff Members: Annie Mitty and Julie Tuorila

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Regina Neville, seconded by Ruthie Dallas, to approve the meeting agenda. The following voted in favor of the motion: Adams, Brakke, Casey, Cuene, Dallas, Douglass, Kunz, Marty, Neville, Sant, and Seidel. No votes against. Motion carried.*

3. AUDIENCE OPPORTUNITY TO SPEAK - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the General Meeting of the Board Minutes from October 22, 2020, Board Work Session Minutes from October 22, 2020, and Approval of Finance Report July 2020, Approval of Finance Report August 2020, Approval of Routine Human Resources Activities for November 12, 2020, Fund Balance Transfers, and Guaranteed Energy Savings Loan Agreement. *Motion by Steve Adams, seconded by Andrea Cuene, to approve the Consent Agenda as presented. The following voted in favor of the motion: Adams, Brakke, Casey, Cuene, Dallas, Douglass, Kunz, Marty, Neville, Sant, and Seidel. No votes against. Motion carried.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski announced that Sue Stradtman has been named as a Statewide Finalist for Education Support Professional of the Year.

6. SUPERINTENDENT’S REPORT

Superintendent Lewandowski and Ben Magras, Executive Director of Student and School Outcomes, presented an update on the potential District 287 Learning Plan.

Mae Hawkins, Executive Director of Business Services, briefly presented an overview of the COVID-19 funding and expenses to date and future potential economic impacts.

Superintendent Lewandowski introduced Jake Horejsh, Student & Staff Safety Manager - Health & Safety. Jake presented an overview of the 2020-2021 Emergency and Crisis Plan. *Motion by Michèle Kunz, seconded by Sherry Tyrrell, to approve the 2020-2021 Emergency and Crisis Plan as presented. Adams, Brakke, Casey, Cuene, Dallas, Douglass, Kunz, Marty, Neville, Sant, and Seidel. No votes against. Motion carried.*

Anne Becker, General Counsel, provided a summary document entitled [What the Board Needs to Know About Classification and Compensation Study](#).

7. INSTRUCTIONAL REPORT - None

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS - None

Facilities Report

Financial Report

Human Resources Report

9. BOARD BUSINESS

Policy Review & Revision - None

Board Report

At the recommendation of Board Chair Neville, a resolution motion was made by Steve Adams, seconded by Heather Douglas, to waive the reading and approve the resolution for Board Meetings by Electronic Means. The following voted in favor of the motion: Adams, Brakke, Casey, Cuene, Dallas, Douglass, Kunz, Marty, Neville, Sant, and Seidel. No votes against. Resolution carried.

AMSD Report

Board member Cuene presented an update on the AMSD meeting.

Once Around the Table

10. ADJOURNMENT

A motion was made by Steve Adams, seconded by Heidi Marty, to adjourn the meeting. The following voted in favor of the motion: Adams, Brakke, Casey, Cuene, Dallas, Douglass, Kunz, Marty, Neville, Sant, and Seidel. No votes against. Motion carried. Meeting adjourned at 8:33 PM.

The next general meeting will be held on December 10, 2020, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287 SCHOOL BOARD
December 10, 2020

New Hires: New Position in District					
Name	Position	Department/Site	Effective Date	Salary Placement	FTE
Dena Sage Andrew-Jaja	Senior Manager of Mental Health	District Service Center	12/02/2020	Administrator, Grade 10	1.0

New Hires: New Position at Site					
Name	Position	Department/Site	Effective Date	Salary Placement	FTE
Mariola Cincio	Part-Time Custodial Worker	Facilities	11/18/2020	Step 3, Grade 1	0.7

New Hires: Open Position						
Name	Position	Department/Site	Reason for Opening	Effective Date	Salary Placement	FTE
Anna Stiehm	Speech Language Pathologist	Itinerant	Replacement for K. Evans	11/20/2020	Step 11, Lane 5	1.0
Alfonzo Montgomery	Education Assistant	West Education Center	Replacement for LOA	11/18/2020	Step 4, Lane 1	0.875

Temporary Hiring Agreement: Assignments				
Name	Position	Department/Site	Effective Date	End Date
Anna Stiehm	Speech Language Pathologist	Itinerant	11/11/2020	11/19/2020

Temporary Hiring Agreement: Tier 1 or Tier 2 Licenses						
Name	Position	Department/Site	Reason for Opening	Effective Date	Salary Placement	FTE
Tier 1 Current Staff						
Joanne Carslon	EBD Teacher	Ann Bremer Education Center	Replacement for temporary license	08/31/2020	Step 4, Lane 1	1.0
Anders Hanson	EBD Teacher	North Education Center	Replacement for temporary license	08/31/2020	Step 5, Lane 1	1.0
Lauren Yurek	Behavior Intervention Specialist	North Education Center	Replacement for temporary license	08/31/2020	Step 8, Lane 2	1.0

Extended Leaves of Absence:

Name	Position	Department/Site	Effective Date	End Date	FTE
Karen Evans	Speech Language Pathologist	Itinerant Services	11/16/2020	06/11/2021	1.0
Clark Orlaska	Innovative Instructional Coach	West Education Center	11/16/2020	06/11/2021	Rescinded request to reduce by .25 FTE. New request .1 FTE.
Travonta Nance	Education Assistant	South Education Center	11/30/2020	01/31/2021	.9375
Joanne Carlson	Education Assistant to accept a temporary teacher position	Ann Bremer Education Center	08/31/2020	06/11/2021	.875
Anders Hanson	Education Assistant to accept a temporary teacher position	North Education Center	08/31/2020	06/11/2021	.875
Nancy Albrecht	Instructor Science	Oregon	01/29/2021	06/11/2021	1.0

Separations: Resignation

Name	Position	Department/Site	Reason (if internal movement)	Effective Date
Megan Westerheide	School Social Worker	South Education Center	Personal Reasons	12/03/2020
Nicole Sadowsky	Work Coordinator/ Disadvantage Teacher	Ann Bremer Education	Personal Reasons	12/04/2020
Jeanne Sirota	Administrative Support	Finance / District Service Center	Personal Reasons	01/15/2021
Joan Elliot	Education Assistant	Itinerant	Retirement	01/29/2021 (Revised Date)

Other:

RECOMMEND the Board's approval...

Katherine Shearer	Physical Therapist	Itinerant Services	ULA Reinstatement - .4 FTE Available position - 1.0 FTE for 2020-21 year	01/04/2021
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Other:

RECOMMEND the Board's approval RECOMMEND the Board's approval to credit, Jessica Dale, Instructor Blind/Visually Impaired for Itinerant Services, with four (4) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.

Rose Mitchell	Karen Berger	Jennifer Schmitz	Tracy Mooney	
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CONSENT AGENDA - RECOMMENDATION

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

October Monthly Financial Reports

December 10, 2020

Author

Mae Hawkins, Executive Director of Business Services

Summary

The October Budget to Actual Comparison and other financial Reports for Board approval

- Revenues are at 35.2% of budget, this is in between the percentages for the prior two years.
- Expenditures are at 21.9% of budget, this is in between the percentages for the prior two years.
- Investments totaled \$17,937,826.67 including earned interest of \$4,035.47.
- Cash is higher than the prior two year's levels.
- Enrollment Reports - October 2020 Actual ADM compared to Budget Planning and Prior Year (Oct. 2019) :
 - ALC – ADM was 254.55 - 75.5 below budget and 44.4 ADM below prior year.
 - Northern Star Online – ADM was 222 - 134.5 below prior year.
 - Career & Technical Pathways – ADM was 70.69 - 31.5 below budget and 26.6 below prior year.
 - Special Education – ADM was 472.46 - 97.5 below budget and 58.2 ADM below prior year.
 - Care & Treatment – ADM was 138.92 -78.9 below budget and 1.1 ADM below prior year.
- Donations – none reported.

The 2019-20 numbers are as of the end of the fiscal year at June 30th, and are preliminary at this point. They reflect the normal month end which is basically on a cash basis without accrual entries. Numerous receivables and payables are calculated after year-end, and the numbers will continue to change up to and through the audit process later this fall.

Recommendation

The Board approve the October Monthly Financial Reports.

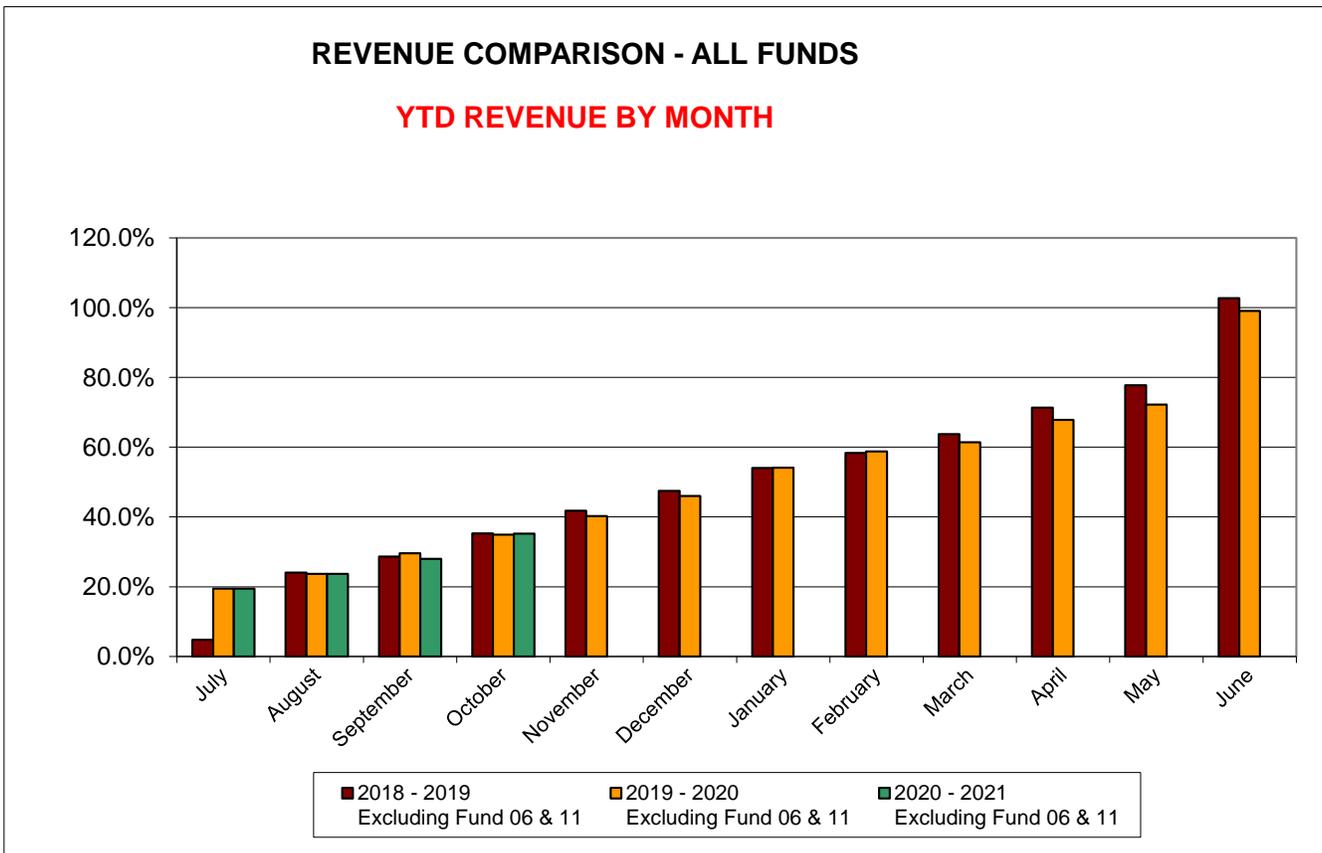
DISTRICT 287
REVENUE COMPARISON

Month	2018 - 2019		2019 - 2020		2020 - 2021		2020 - 2021	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
July	5,073,225	4.8% ¹	22,526,381	19.5% ²	23,045,139	19.5% ³	23,045,139	19.5%
August	20,294,775	24.0% ¹	4,938,169	23.7% ²	4,992,207	23.7% ³	4,992,207	23.7%
September	4,841,445	28.6% ¹	6,849,779	29.6% ²	5,108,432	28.0% ³	5,108,449	28.0%
October	7,018,112	35.3% ¹	6,136,978	34.9% ²	8,500,611	35.2% ³	8,500,611	35.2%
November	6,834,842	41.8% ¹	6,188,449	40.3% ²				
December	6,037,371	47.5% ¹	6,662,707	46.0% ²				
January	6,910,324	54.0% ¹	9,383,971	54.1% ²				
February	4,571,800	58.4% ¹	5,422,778	58.8% ²				
March	5,703,543	63.8% ¹	3,026,005	61.4% ²				
April	7,964,899	71.3% ¹	7,430,333	67.8% ²				
May	6,802,888	77.8% ¹	5,048,705	72.2% ²				
June	26,324,759	102.7% ¹	31,136,306	99.1% ²				
TOTAL	108,377,983	102.7%	114,750,559	99.1%	41,646,388	35.2%	41,646,406	35.2%
BUDGET	105,486,754 ²		115,793,894 ³		118,364,143 ³		118,367,143	

¹ excludes Funds 06 & 11 budgeted revenue of \$86,194

² excludes Funds 06 & 11 budgeted revenue of \$28,500

³ excludes Funds 06 & 11 budgeted revenue of \$3,000



_Board- Revenue/Expense Summary by Fund Report

October

2020-2021

Intermediate District No. 287

Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	16,171,570.90	16,358,819.00	273,027.89	4,025,905.44	24.61%	12,332,913.56
02 - FOOD SERVICE FUND	655,165.24	858,260.00	8,152.97	8,243.26	0.96%	850,016.74
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	16,146.80	3,000.00	0.00	17.39	0.58%	2,982.61
07 - DEBT SERVICE FUND	11,453,901.00	8,245,757.00	750,014.52	5,698,078.96	69.10%	2,547,678.04
08 - TRUST FUND	558,703.23	525,000.00	50,725.22	149,816.14	28.54%	375,183.86
10 - SCHOLARSHIP FUND	1,396.36	2,048.00	0.00	-1,396.36	-68.18%	3,444.36
11 - EDGEWOOD LTFM BOND FUND	5,328.55	0.00	0.00	23.64		-23.64
12 - ALC - ACADEMIC FUND	12,272,216.34	12,210,255.00	9,665.30	1,833,692.55	15.02%	10,376,562.45
13 - CAREER & TECH FUND	1,613,475.01	1,443,225.00	15,364.53	1,088,736.20	75.44%	354,488.80
14 - SPECIAL EDUCATION FUND	58,662,856.62	64,790,279.00	4,704,750.23	24,905,095.67	38.44%	39,885,183.33
20 - INTERNAL SERVICE FUND	654,922.79	671,000.00	122,493.93	143,386.00	21.37%	527,614.00
21 - SELF HEALTH INSURANCE FUND	12,695,468.97	13,240,000.00	2,566,416.69	3,795,176.85	28.66%	9,444,823.15
51 - STUDENT CLUB FUND	10,882.62	19,500.00	0.00	-370.17	-1.90%	19,870.17
Total Revenue	114,772,034.43	118,367,143.00	8,500,611.28	41,646,405.57	35.18%	76,720,737.43

DISTRICT 287
EXPENDITURE COMPARISON

Month	2018 - 2019		2019 - 2020		2020 - 2021		2020 - 2021	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
July	3,661,446	3.5% ¹	3,679,480	3.2% ²	4,177,239	3.6% ³	4,138,601	3.5%
August	3,949,762	7.2% ¹	3,943,776	6.7% ²	3,598,620	6.6% ³	4,168,537	7.1%
September	7,863,523	14.7% ¹	8,172,502	13.8% ²	8,693,373	14.1% ³	8,695,873	14.5%
October	8,415,582	22.7% ¹	8,740,956	21.5% ²	9,144,055	21.9% ³	9,141,851	22.3%
November	7,702,984	30.0% ¹	7,836,546	28.3% ²				
December	7,860,038	37.4% ¹	9,588,270	36.7% ²				
January	10,915,198	47.8% ¹	12,328,880	47.5% ²				
February	8,120,424	55.5% ¹	9,612,601	55.9% ²				
March	8,290,525	63.4% ¹	8,426,944	63.3% ²				
April	10,492,071	73.3% ¹	10,518,060	72.5% ²				
May	8,715,407	81.6% ¹	8,227,221	79.7% ²				
June	20,620,822	101.2% ¹	18,056,304	95.5% ²				
TOTAL	106,607,783	101.2%	109,131,539	95.5%	25,613,287	21.9%	26,144,862	22.3%
BUDGET	105,377,256 ¹		114,246,965 ²		117,157,218 ³		117,188,718	

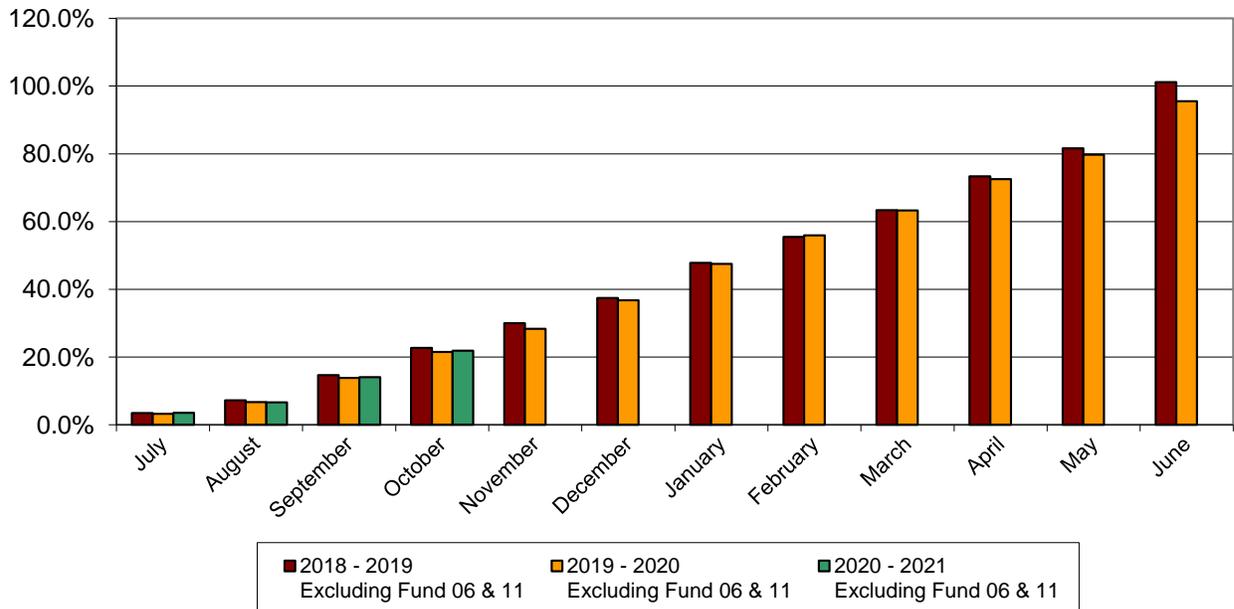
¹ excludes Funds 06 & 11 budgeted expenditures of \$5,685,666

² excludes Funds 06 & 11 budgeted expenditures of \$1,739,175

³ excludes Funds 06 & 11 budgeted expenditures of \$31,500

EXPENDITURE COMPARISON - ALL FUNDS

YTD EXPENDITURES BY MONTH



_Board- Revenue/Expense Summary by Fund Report

October 2020-2021

Intermediate District No. 287

Expenditure Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	15,628,978.42	17,181,031.00	1,654,422.07	5,747,429.95	33.45%	11,433,601.05
02 - FOOD SERVICE FUND	655,165.24	858,260.00	62,291.01	209,584.47	24.42%	648,675.53
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	870,505.31	31,500.00	-5,795.50	409,249.22	1,299.20%	-377,749.22
07 - DEBT SERVICE FUND	9,918,818.73	6,591,795.00	447,925.00	1,751,000.24	26.56%	4,840,794.76
08 - TRUST FUND	539,134.06	525,000.00	30,763.25	84,951.74	16.18%	440,048.26
09 - AGENCY FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	3,202.25	14,000.00	-1,277.96	0.00	0.00%	14,000.00
11 - EDGEWOOD LTFM BOND FUND	313,141.15	0.00	3,591.50	122,326.11		-122,326.11
12 - ALC - ACADEMIC FUND	11,837,996.89	12,782,935.00	808,578.54	2,642,482.31	20.67%	10,140,452.69
13 - CAREER & TECH FUND	1,484,130.14	1,540,904.00	119,314.29	276,304.73	17.93%	1,264,599.27
14 - SPECIAL EDUCATION FUND	57,038,154.73	64,905,471.00	5,046,467.66	12,076,048.92	18.61%	52,829,422.08
20 - INTERNAL SERVICE FUND	565,031.25	695,000.00	119,543.23	172,788.99	24.86%	522,211.01
21 - SELF HEALTH INSURANCE FUND	9,463,129.37	12,036,000.00	856,027.75	2,652,695.38	22.04%	9,383,304.62
51 - STUDENT CLUB FUND	13,682.50	26,822.00	0.00	0.00	0.00%	26,822.00
98 - GENERAL FIXED ASSETS GROUP	1,984,115.89	0.00	0.00	0.00		0.00
Total Expenses	110,315,185.93	117,188,718.00	9,141,850.84	26,144,862.06	22.31%	91,043,855.94

Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

DATE: **November 16, 2020**

TO: Members of the School Board

FROM: Mae L. Hawkins, Executive Director of Business Services

RE: **Cash Report - October** Claims, Payroll, Receipts, and Investments

A. Recommendation: Request the Board approve payment of the items listed below:

1. A/P payments for:	October 2020	Totaling	\$	<u>4,526,526.40</u>
a) Check #'s	105960 - 106186			
and Wire Transfers - #'s	4000000695 - 4000000717, 4000000729, 9000002304 - 9000002355			
2. Payroll for:	October 2020	Totaling	\$	<u>2,966,655.47</u>
a) Check #'s	n/a			
b) Direct Deposit #'s	9000052816 - 9000054768			
3. Receipts for:	October 2020	Totaling	\$	<u>9,314,209.93</u>
a) Receipt #'s	20210259 - 20210408			
4. Invest. at end of mo.	October 2020			
a) Fund 01 - General Fund			\$	<u>17,937,826.67</u>

This report has been prepared under the direction of Dave Anderson and is presented for approval by the School Board. Dave and I would be glad to answer any questions.

INTERMEDIATE DISTRICT 287
 INVESTMENTS ON HAND
 OCTOBER 2020

#01-104-00 - Investments (General)

INSTITUTION	RATE OF RETURN (%)	PURCHASE DATE	MATURITY DATE	AMOUNT INVESTED
PMA - MNTrust Savings Deposit Account	0.343			17,937,826.67
	0.170			
Total PMA - MNTrust Investments on Books				<u>17,937,826.67</u>

ACTIVITY DETAIL:

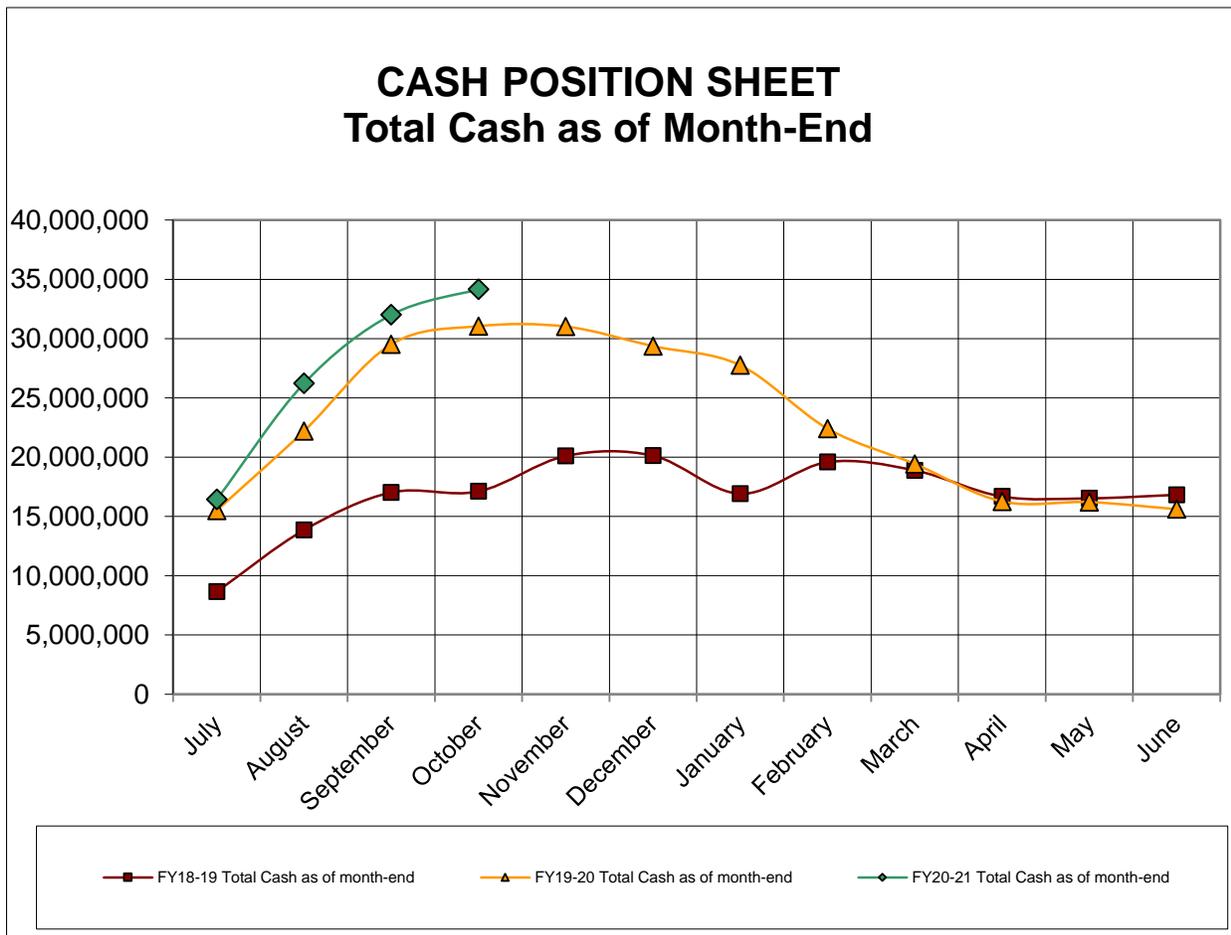
Investments on our Book at End of Prior Month	17,934,005.61
Current Month Activity	
Deposits	-
Withdrawals	(214.41)
Interest Earned - Recorded	4,035.47
Dividends Earned	-
Interest Earned - Not Recorded by Month-end	-
Total Investments at End of Month & Un-recorded Interest	<u>17,937,826.67</u>

Intermediate District 287

Cash and Investment Position Sheet- Monthly Total Net Cash- All Accounts

<u>Date</u>	<u>FY18-19 Total Cash as of month-end</u>	<u>FY19-20 Total Cash as of month-end</u>	<u>FY20-21 Total Cash as of month-end</u>
July	8,650,084	15,498,346	16,420,292
August	13,846,918	22,200,255	26,210,789
September	17,025,466	29,515,756	32,002,725
October	17,107,992	31,046,296	34,140,570
November	20,101,928	31,013,291	
December	20,124,817	29,361,403	
January	16,913,533	27,748,108	
February	19,582,971	22,407,221	
March	18,883,841	19,426,171	
April	16,676,837	16,262,715	
May	16,525,923	16,209,940	
June	16,820,579	15,614,833	

- Includes Self-Funded Insurance Cash Balances.



INTERMEDIATE DISTRICT 287
OCTOBER 2020 ACTIVITY

ELECTRONIC TRANSFERS IN:

DATE	TO	AGENCY	RECEIPT #	AMOUNT	DESCRIPTION
10/1/2020	MSDLAF	APPLE CLICS	20210388	14.69	APPLE CLICS AUGUST 2020
10/9/2020	MSDLAF	COBRA	20210389	22,565.14	COBRA OCTOBER PAYMENTS
10/15/2020	MSDLAF	MN STATE MMB-FNS	20210390	645.61	CHILD NUTRITION SEP 2020 - ABEC
10/15/2020	MSDLAF	MN STATE MMB-FNS	20210391	4,499.20	CHILD NUTRITION SEP 2020 - NEC
10/15/2020	MSDLAF	MN STATE MMB-FNS	20210392	1,254.47	CHILD NUTRITION SEP 2020 - SEC
10/15/2020	MSDLAF	MN STATE MMB	20210393	4,578,715.90	IDEAS GEN ED, SP ED
10/22/2020	MSDLAF	MN STATE MMB-FNS	20210394	1,503.69	CHILD NUTRITION SEP 2020 - WEC
10/28/2020	MSDLAF	MN STATE MMB	20210395	8,535.07	MA 3RD PARTY BILLING REVENUE
10/28/2020	MSDLAF	PFM	20210396	3,696.57	P CARD REBATE
10/28/2020	MSDLAF	HENNEPIN COUNTY	20210407	1,126.09	CHILD CARE ASSISTANCE NEC
10/29/2020	MSDLAF	APPLE CLICS	20210397	15.88	APPLE CLICS SEPTEMBER 2020
10/29/2020	MSDLAF	MN DEPT OF EDUCATION-034	20210398	42,271.00	CORONOVIRUS RELIEF FUNDS
10/29/2020	MSDLAF	PLANSOURCE	20210408	2,649.10	REFUND
10/30/2020	MSDLAF	MN STATE MMB	20210399	1,423,347.23	IDEAS GEN ED, SP ED
10/30/2020	MSDLAF	MERCHANT SERVICES - ABEC	20210400	50.00	STUDENT DEFERRED REVENUE
10/30/2020	MSDLAF	MERCHANT SERVICES - SEC	20210401	35.00	STUDENT DEFERRED REVENUE
10/30/2020	MSDLAF	MERCHANT SERVICES - WEC	20210402	40.00	STUDENT DEFERRED REVENUE
10/30/2020	MSDLAF	MSDLAF	20210403	299.53	INTEREST EARNED OCTOBER 2020
10/30/2020	MSDLAF	SQUARE - BREMER BEAN SHOP ABEC	20210404	88.75	OCTOBER STORE SALES
10/30/2020	MSDLAF	SQUARE - JITTERBUG NEC	20210405	(5.00)	OCTOBER STORE SALES
10/30/2020	MSDLAF	PAYPAL	20210406	5,543.72	OCTOBER TUITION
MTD TOTALS				6,096,891.64	

INTERMEDIATE DISTRICT 287
OCTOBER 2020 ACTIVITY

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
10/6/2020	MSDLAF	Bank of Montreal	4000000704	78,643.90	P-Card Expense
10/8/2020	MSDLAF	121 Benefits	4000000695	9,683.80	Flex Spending Monthly Invoice
10/8/2020	MSDLAF	HealthPartners	4000000696	203,607.32	HPAI Claims
10/8/2020	MSDLAF	US Bank	0002304-9000002	324.93	Staff Reimbursements
10/15/2020	MSDLAF	BPAS	4000000697	70,689.44	Veba
10/15/2020	MSDLAF	Educators Benefit Consultants	4000000698	79,356.55	403b Retirement
10/15/2020	MSDLAF	MN Dept of Revenue	4000000699	88.77	State Taxes
10/15/2020	MSDLAF	MN Dept of Revenue	4000000700	84,739.97	State Taxes
10/15/2020	MSDLAF	Public Employees Retirement	4000000701	123,585.20	Pera
10/15/2020	MSDLAF	Teachers Retirement Assn	4000000702	208,610.23	Tra
10/15/2020	MSDLAF	US Bank	4000000703	515,509.64	Federal Taxes
10/15/2020	MSDLAF	US Bank	0052816-9000053	1,484,693.71	Payroll
10/16/2020	MSDLAF	HealthPartners	4000000705	169,486.70	HPAI Claims
10/22/2020	MSDLAF	HealthPartners	4000000706	1,034.00	HEALTHPARTNERS
10/22/2020	MSDLAF	HealthPartners	4000000707	109,288.41	HPAI Claims
10/22/2020	MSDLAF	Cash Management Services	4000000708	186.63	Cash Management Services
10/22/2020	MSDLAF	US Bank	0002311-9000002	3,600.39	Staff Reimbursements
10/29/2020	MSDLAF	HealthPartners	4000000716	164,928.09	HPAI Claims
10/30/2020	MSDLAF	BPAS	4000000709	70,436.12	Veba
10/30/2020	MSDLAF	Educators Benefit Consultants	4000000710	78,341.53	403b Retirement
10/30/2020	MSDLAF	MN Dept of Revenue	4000000711	88.77	State Taxes
10/30/2020	MSDLAF	MN Dept of Revenue	4000000712	84,797.63	State Taxes
10/30/2020	MSDLAF	Public Employees Retirement	4000000713	123,570.10	Pera
10/30/2020	MSDLAF	Teachers Retirement Assn	4000000714	208,107.27	Tra
10/30/2020	MSDLAF	US Bank	4000000715	514,378.84	Federal Taxes
10/30/2020	MSDLAF	121 Benefits	4000000717	33,204.42	Flex Spending Account Payments
10/30/2020	MSDLAF	US Bank	0053796-9000054	1,481,961.76	Payroll
10/30/2020	MSDLAF	121 Benefits	4000000729	207.93	Flex Spending Account Payments
MTD TOTALS				5,903,152.05	

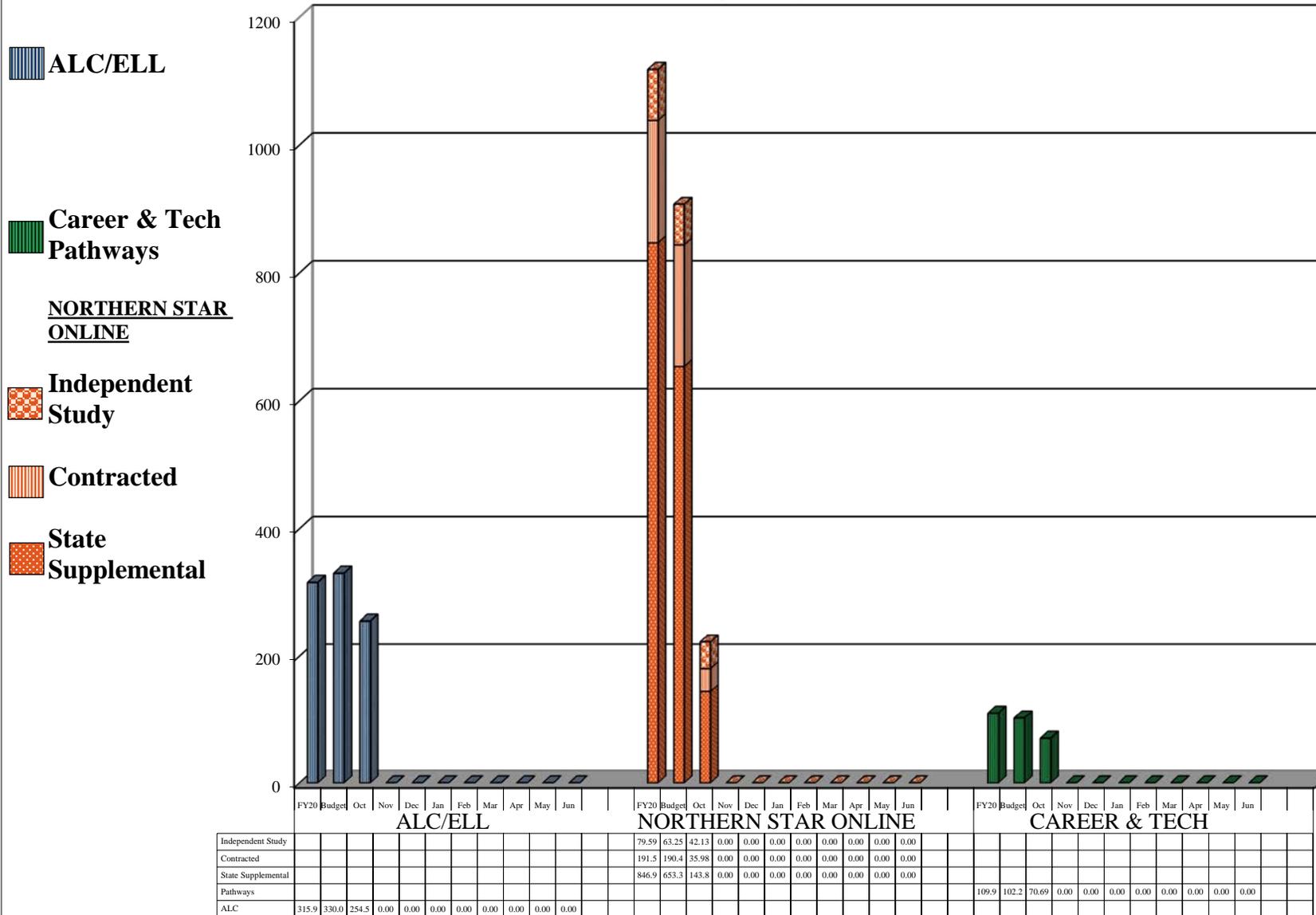
Intermediate District 287

2020-21 Monthly Program ADM Data by Division

Internal and School Board Use Only - Includes Director Planned ADMs

Includes member and non-member districts

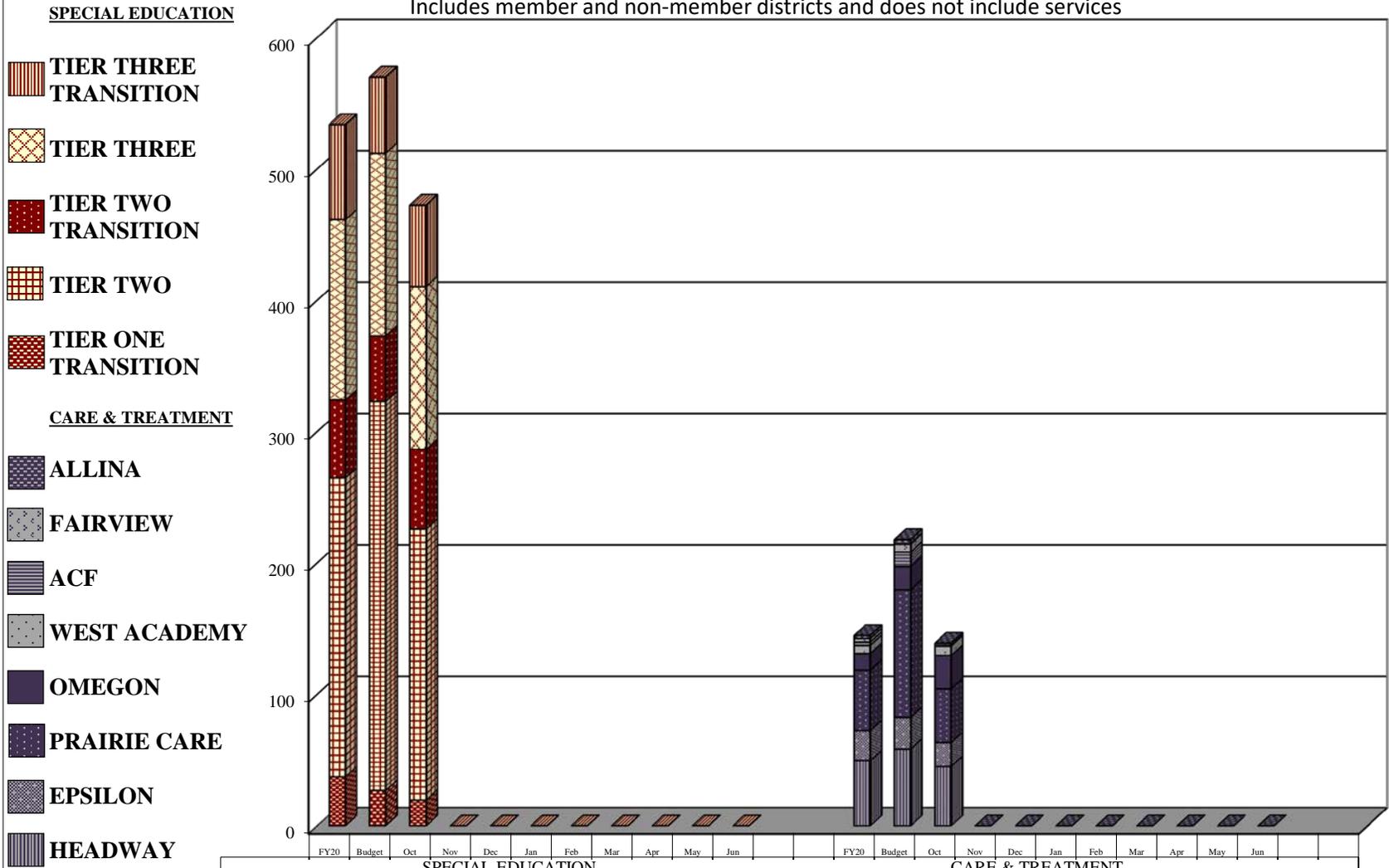
Does not include 287 ADMs attending Pathways and does not include services



Intermediate District 287

2020-21 Monthly Program ADM Data by Division

Internal and School Board Use Only - Includes Director Planned ADMs
Includes member and non-member districts and does not include services



	SPECIAL EDUCATION												CARE & TREATMENT											
	FY20	Budget	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		FY20	Budget	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Allina													2.29	3.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Fairview													2.80	6.00	1.61	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ACF													2.45	11.06	0.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
West Academy													6.10	0.00	7.16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Oregon													12.68	17.80	25.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prairie Care													45.79	97.11	40.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Epsilon													23.04	24.00	18.23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Headway													49.71	58.50	45.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Tier Three Transition	72.22	58.00	61.90	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00													
Tier Three	137.29	139.00	123.94	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00													
Tier Two Transition	59.35	50.00	60.74	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00													
Tier Two	227.42	296.00	206.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00													
Tier One Transition	37.47	27.00	19.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00													

**DONATION REPORT
INTERMEDIATE DISTRICT 287
2020-2021**

OCTOBER 2020

DONATION DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	CAMPUS	PROGRAM
	NONE REPORTED					
	TOTAL:	\$0.00				

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of the Project Aware (Advancing Wellness and Resiliency in Education) Local Education Agency Grant

December 10, 2020

Author

Mae Hawkins, Executive Director of Business Services

Summary

Intermediate District 287 has been awarded \$425,000.00 from the Project Advancing Wellness and Resiliency in Education (AWARE) Local Education Agency Grant. The funds from this award will be used to increase awareness of mental health issues among school-aged youth; provide training for school personnel to detect and respond to mental health issues; and connect school-aged youth who may have behavioral health issues or serious mental illness to needed services. This program will focus on partnerships and collaboration between state and local systems to promote the healthy development of school-aged youth and prevent youth violence. This grant runs from 11/16/2020 – 9/30/2021.

Recommendation

It is recommended that the Board approves this award.

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of the Coronavirus Aid, Relief and Economic Security (CARES) Act

December 10, 2020

Author

Mae Hawkins, Executive Director of Business Services

Summary

Intermediate District 287 has been awarded \$287,927.10 from the Coronavirus Aid, Relief and Economic Security (CARES) Act. The funds from this award will be used to implement the safe return of children to school. All expenditures need to be a direct result of the COVID-19 public health emergency. The funding from this grant runs from 7/01/2020 – 12/30/2020.

Recommendation

It is recommended that the Board approves this award.

Learning Model Update

Board Update
December 2020

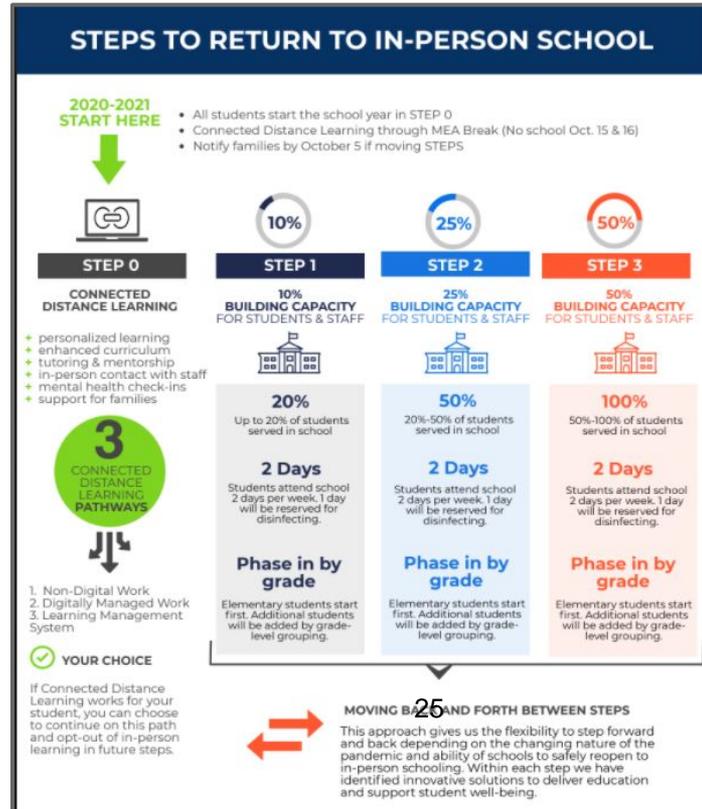
Agenda

- Current Delivery Model
- Special Education and Due Process
- In Person Learning by the Numbers
- COVID in Our Sites
- Question and Answer



Current Model

District 287 Learning Model



Current Model

Step Zero: Connected Learning

- December 2nd through at least January 15th, 2021.
- Re-evaluate and communicate to stakeholders an update no later than January 5th.
- November 30th and December 1st were District PD days.
 - Nearly 1,000 sessions were attended!

Improved Step Zero Model

- All students have the option of up to one day in-person learning per week.
- Continuing to develop mental health supports and data collection through a mental health screener
- Check and Connect and other mentoring programs continue to take root.



Special Education and Due Process

Background

All students in special education have a Contingency Learning Plan (CLP). The CLP is written for all three phases of service delivery (Distance, Hybrid, In Person).

The model of service delivery identified by the District determines, *at a minimum*, the service we provide in the correlating section of the CLP.

Due Process

Although we are in Connected Learning, by offering up to one additional day of in-person learning we accomplish multiple goals:

- Students who benefit immensely from in-person learning have the opportunity
- Partnership with families to meet student needs
- Provide 287 students with a similar opportunity to students in Special Education in several member districts

We have a strong focus on monitoring student engagement and data collection during periods of Connected Learning

In Home or In School Service

The Minnesota Department of Education has recently provided guidance to school districts on providing in-person, in-home service or in-school service for students who have had additional support during the school day (such as a 1:1 Educational Assistant) when the District is in Connected/Distance Learning.

We are currently considering our opportunities for implementing this guidance.



In Person Learning by the Numbers

In Person Learning

Row Labels	ABEC	HTC	NEC	SEC	WEC	Grand Total
A1 = Monday		24			11	35
A2 = Tuesday	37	11	59	59	20	186
B1 = Wednesday	46	5	54	58	15	178
B2 = Thursday					12	12
C - Connected Learning M/T/W/Th/F	53	61	108	78	82	382
Grand Total	136	101	221	195	140	793

In Person Learning by Percent

Row Labels	ABEC	HTC	NEC	SEC	WEC	Grand Total
A1 = Monday	0.00%	23.76%	0.00%	0.00%	7.86%	4.41%
A2 = Tuesday	27.21%	10.89%	26.70%	30.26%	14.29%	23.46%
B1 = Wednesday	33.82%	4.95%	24.43%	29.74%	10.71%	22.45%
B2 = Thursday	0.00%	0.00%	0.00%	0.00%	8.57%	1.51%
C - Connected Learning M/T/W/Th/F	38.97%	60.40%	48.87%	40.00%	58.57%	48.17%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%



COVID Cases and Staffing

COVID Cases (as of 12.4.20)

- Total confirmed COVID-19 Cases: **44**
 - Last 10 days: **5**
- Total reported Symptoms: **122**
 - Last 14 days: **11**
- Total exposed to someone with COVID: **110**
 - Last 14 Days: **11**
- Total someone in Household has Symptoms: **48**
 - Last 14 Days: **2**
 - Close Contacts/Confirmed Cases Currently Quarantined: **11**
- Currently in Quarantine (symptoms/exposed/confirmed cases / household & close contacts) (Approx.): **35**



Next Steps and Q & A

Next Steps

- Continue to evaluate our model as we monitor case rates
- Communicate an update no later than January 5th
- Continue to engage stakeholders in our district and member districts

Questions?

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – December 10, 2020

AGENDA SECTION: BOARD BUSINESS

ITEM: Intermediate District 287: World's Best Workforce Plan

PRESENTED BY: Dr. Jon Voss, Director of Teaching and Learning

1. Background Information

Intermediate District 287 supports the importance of creating educational opportunities for all Minnesota youth to enter the workforce as highly qualified individuals. The following outlines our District's plan and commitment to educate the *World's Best Workforce* (Minnesota Statutes 2013, section 120B.11). A large part of this plan recognizes the intermediate district role to assist our member districts to achieve their *World's Best Workforce* (WBWF) plans.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approves the Intermediate District 287: 2020-2021 World's Best Workforce Plan as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____



2019-20 Combined World’s Best Workforce (WBWF) Summary

District or Charter Name: Intermediate District 287
Grades Served: K - Transition
WBWF Contact: Jon Voss
Title: Director of Teaching and Learning
Phone: 763-550-7134
Email: jwvoss@district287.org

World’s Best Workforce

Annual Report

Posted to the District website at <https://www.district287.org/academic-services/teaching-learning/>

Annual Public Meeting

December 10, 2020
Intermediate District 187
1820 Xenium Lane North
Plymouth, MN 55441

Contents

[District Advisory Committee](#)

[Equitable Access to Excellent and Diverse Educators](#)

[Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data](#)

[Goals and Results](#)

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- [2. All Students in Third Grade Achieving Grade-Level Literacy](#)
- [3. Close the Achievement Gap\(s\) Between Student Groups](#)
- [4. All Students Career- and College-Ready by Graduation](#)
- [5. All Students Graduate](#)

District Advisory Committee

Because of the relationship between the intermediate district and our members, we have historically been exempt from statute that created a separate district curriculum committee with parent and community members. As our primary stakeholders are our member districts and our services are an extension of them, our School Board fulfills the function of a district advisory committee as required in legislation. For the 2019-2020 school year we will be adding additional input from students, parents, guardians and community stakeholders through our Continuous Improvement Leadership Teams, which help guide the School Improvement Plans for our schools and programs. The goals of the World’s Best Workforce Plan are a consolidation of the goals from the School Improvement Plans, which in turn are informed by our District Strategic Plan.

District Advisory Committee Members	District/School	Role
Ruthie Dallas	Brooklyn Center	Board Director
Adam Seidel	Eden Prairie	Board Director
Regina Neville	Edina	Board Chair
Steve Adams	Hopkins	Board Director
Michele Kunz	Orono	Board Director
Heather Douglass	Osseo	Board Director
Crystal Brakke	Richfield	Board Director
Sam Sant	Robbinsdale	Board Treasurer
Anne Casey	St. Louis Park	Board Director
Andrea Cuene	Wayzata	Board Vice-Chair
Heidi Marty	Westonka	Board Director
Sandra Lewandowski	Intermediate 287	Superintendent
Continuous Improvement Leadership Team	SEC	Student Community Stakeholder Licensed & Non-licensed staff Principal, Assistant Principals
Continuous Improvement Leadership Team	Gateway	Student Parent / Guardian Community Stakeholder Licensed & Non-licensed staff Principal, Assistant Principals
Continuous Improvement Leadership Team	WEC	Community Stakeholder Licensed & Non-licensed staff Principal, Assistant Principals
Continuous Improvement Leadership Team	NEC	Licensed & Non-licensed staff Principal, Assistant Principals
School Improvement Leadership Team	ABEC	Licensed & Non-licensed staff Principal, Assistant Principals
School Improvement Leadership Team	Care & Treatment	Licensed & Non-licensed staff Principal, Assistant Principals
Continuous Improvement Leadership Team	NSO	Student, Parent / Guardian Licensed & Non-licensed staff Principal, Assistant Principals
School Improvement Leadership Team	Pathways	Licensed & Non-licensed staff Principal, Assistant Principals
School Improvement Leadership Team	Itinerant	Licensed & Non-licensed staff Principal, Assistant Principals

Equitable Access to Excellent and Diverse Educators

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - We reviewed the numbers and percentages of inexperienced and out of field teachers in the district and across sites
 - This has been reviewed annually when staffing is completed. For the upcoming year, an extended review is planned prior to the beginning of the staffing period in the spring.
- Who was included in conversations to review equitable access data?
 - Human Resources Director
 - Talent Acquisition Professional
 - School Improvement Team (Cabinet)
 - Equity Leader
 - Principals
- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - PELSB Grant received to extend induction program for inexperienced and out of field teachers
 - West Metro Partnership “grow your own” program: identify and recruit current non-licensed educational assistants with experience in our programs
 - Increase our social media reach through Twitter, Facebook, LinkedIn and Indeed
 - Creation of position of Talent Acquisition Professional
 - Involvement in the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota
 - Strategic plan focused on racial equity and excellence in 287 services
 - Creation of position of Director of Equity and Inclusion
 - Coaching of teachers in core instructional strategies
 - Professional development opportunities
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
 - Our goal is to reduce our percent inexperienced and percent out of field to 12 and 6 percent, respectively, to be consistent with statewide levels.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
 - Our students come from widely diverse racial and cultural backgrounds, with 60% identifying as students of color, and 40% as white. The racial and cultural backgrounds of our licensed teachers are starkly opposite that of our students, with only 10% identifying as staff of color and 90% as white. However, our nonlicensed staff are more evenly diverse, with 50% identifying as staff of color and 50% as white.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
 - Strategies include: broader recruiting strategies, including out-of-state recruiting; continued work on grow-your-own programs; developing racial affinity groups for staff of color; focus groups with staff of color and addition of staff of color to leadership teams, in order to incorporate diverse perspectives in decision-making.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

- District/charter publicly reports data on an annual basis related to **equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.** (Yes)
- District/charter publicly reports data on an annual basis related to **student access to racially and ethnically diverse teachers.** (yes)

Goals and Results

1. All Students Ready for School

Goal	Result	Goal Status
Begin providing the Individual Growth and Development Indicators (IGDIs) for incoming Kindergartners.	Unable to report	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input checked="" type="checkbox"/> Unable to report</p>

Narrative:

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Individual Growth and Development Indicators (IGDIs)
- What strategies are in place to support this goal area?
 - Support for programs in implementing the IGDIs.

2. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
By June 30, 2020, percent of K-2 students who improve their scores on the aReading or MAP-R Assessment will increase from 81% to 100%.	Unable to report.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Assessment data gathered in classrooms, tied to student demographics in student info system
- What strategies are in place to support this goal area?
 - Adoption of new K-8 Literacy curriculum across all programs with extensive initial training
 - School Improvement Plans include literacy goals
 - Coaching and professional development in core instructional practices
 - New Therapeutic Teaching Model implemented as a pilot in a K-2 classroom to provide mental health supports within the classroom.
 - Individual reading conferences have been implemented programs to support individual goal-setting.

Note: In 2019-20, we began reliably measuring student progress weekly, for students not meeting college readiness benchmarks on Fall/Spring screening assessments. Future years' analysis will include progress monitoring as an additional tool to track growth for students where Fall, Winter, or Spring screening is either not present or may have had limited test engagement.

3. Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status																																				
<p>By June 30, 2020, percent of all students who test in the fall and spring and meet their target growth in Reading MAP scores or who meet the college readiness benchmarks will increase from 66% to 69%, and reach 50% for each ethnic group with more than 10 students, starting from following:</p> <table border="1" data-bbox="142 520 451 905"> <thead> <tr> <th>Group</th> <th>FY19</th> </tr> </thead> <tbody> <tr> <td>Am In/AK Na</td> <td>78%</td> </tr> <tr> <td>Asian</td> <td>38%</td> </tr> <tr> <td>Bl/Afr Am</td> <td>46%</td> </tr> <tr> <td>Hispanic</td> <td>69%</td> </tr> <tr> <td>Nat Haw/OPI</td> <td>100%</td> </tr> <tr> <td>Two + Races</td> <td>74%</td> </tr> <tr> <td>White</td> <td>75%</td> </tr> <tr> <td>Total</td> <td>66%</td> </tr> </tbody> </table> <p>By June 30, 2019, percent of all students who test in the fall and spring and meet their target growth in Math MAP scores or who meet the college readiness benchmarks will increase from 47% to 50%, and reach 50% for each ethnic group with more than 10 students, starting from following:</p> <table border="1" data-bbox="142 1234 472 1619"> <thead> <tr> <th>Group</th> <th>FY19</th> </tr> </thead> <tbody> <tr> <td>Am In/AK Na</td> <td>0%</td> </tr> <tr> <td>Asian</td> <td>53%</td> </tr> <tr> <td>Bl/Afr Am</td> <td>33%</td> </tr> <tr> <td>Hispanic</td> <td>30%</td> </tr> <tr> <td>Nat Haw/OPI</td> <td>N/A</td> </tr> <tr> <td>Two + Races</td> <td>38%</td> </tr> <tr> <td>White</td> <td>58%</td> </tr> <tr> <td>Total</td> <td>58%</td> </tr> </tbody> </table>	Group	FY19	Am In/AK Na	78%	Asian	38%	Bl/Afr Am	46%	Hispanic	69%	Nat Haw/OPI	100%	Two + Races	74%	White	75%	Total	66%	Group	FY19	Am In/AK Na	0%	Asian	53%	Bl/Afr Am	33%	Hispanic	30%	Nat Haw/OPI	N/A	Two + Races	38%	White	58%	Total	58%	<p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>
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Total	58%																																					

Narrative:

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Assessment data gathered in classrooms
 - Data is tied to student demographics in student info system
 - Student Engagement Inventory (SEI) to identify areas of support needed

- What strategies are in place to support this goal area?
 - Coaching, professional development in core instructional practices
 - Literacy coaches provided in grades 9-12 through SRCL grant
 - School Assessment Teams meet to review data and plan interventions and supports
 - New Therapeutic Teaching Model implemented as a pilot in a K-2 classroom to provide mental health supports within the classroom.

4. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>By June 30, 2020, the average composite score of students taking the ACT will increase from 17.96 to 18.5.</p> <p>Percentage of students on Track to success on the ACT in Grades 5-10 (using MAP and aReading/aMath) will increase from 33% to 35% in Reading, and from 18% to 20% in Math.</p>	<p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative:

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - AVID system data reporting on participation and implementation of practices
 - ACT on track data
 - Student Engagement Inventory (SEI) to identify areas of support needed
- What strategies are in place to support this goal area?
 - Professional development in AVID strategies for college readiness
 - Coaching, professional development in core instructional practices
 - Literacy coaches provided in grades 9-12 through SRCL grant
 - EdReady assessments and curriculum adopted for filling in college readiness gaps
 - School Improvement Plans include goals in student engagement

5. All Students Graduate

Goal	Result	Goal Status																				
<p>From Spring 2018 to Spring 2019 the 4-year graduation rate will increase from 17.59% to the state-mandated goal of 67% (based on ESSA requirements)</p> <p>Baseline from Spring 2017</p> <table border="1" data-bbox="142 485 501 699"> <thead> <tr> <th>Years</th> <th>Grad Percent</th> </tr> </thead> <tbody> <tr> <td>4-year</td> <td>17.59%</td> </tr> <tr> <td>5-year</td> <td>33.68%</td> </tr> <tr> <td>6-year</td> <td>38.43%</td> </tr> <tr> <td>7-year</td> <td>40.98%</td> </tr> </tbody> </table>	Years	Grad Percent	4-year	17.59%	5-year	33.68%	6-year	38.43%	7-year	40.98%	<p>State-mandated target was not reached, though a slight increase was seen.</p> <p>2018-2019</p> <table border="1" data-bbox="578 485 937 699"> <thead> <tr> <th>Years</th> <th>Grad Percent</th> </tr> </thead> <tbody> <tr> <td>4-year</td> <td>17.9%</td> </tr> <tr> <td>5-year</td> <td>17.6%</td> </tr> <tr> <td>6-year</td> <td>30.5%</td> </tr> <tr> <td>7-year</td> <td>30.1%</td> </tr> </tbody> </table> <p><i>NOTE: Data based on 2018-19 MDE calculations</i></p>	Years	Grad Percent	4-year	17.9%	5-year	17.6%	6-year	30.5%	7-year	30.1%	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>
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Narrative:

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Graduation data from MDE and internal systems
 - Student Engagement Inventory (SEI) to identify areas of support needed

- What strategies are in place to support this goal area?
 - Coaching, professional development in core instructional practices
 - EdReady assessments and curriculum adopted for accelerating meeting standards in Math & ELA
 - Credit recovery programs to accelerate credit attainment
 - Project-based learning implemented to increase student engagement and combine credit needs
 - School Improvement Plans include goals in student engagement

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

World's Best Workforce Plan FY21

Introduction and Context

Intermediate District 287 supports the importance of creating educational opportunities for all Minnesota youth to enter the workforce as highly qualified individuals. The following outlines our District's plan and commitment to educate the *World's Best Workforce* (Minnesota Statutes 2013, section 120B.11). The mission of the intermediate district is to be an extension of K-12 member school districts so that those districts can meet the unique learning needs of their students. Students are enrolled in our programs as part of their home district's plan to provide individualized and personalized instruction, and thus a large part of this plan recognizes the intermediate district role to assist our member districts to achieve their *World's Best Workforce* (WBWF) plans.

Performance Measure Levels

Student achievement is our highest priority. Because of the uniqueness of our enrolled population, the standard measurements of progress cannot always be extrapolated to provide valid instructional feedback about our programs or schools. Students often return to their home districts or transfer to other learning environments, causing our yearly data to reflect a different set of students than were involved the previous year, and a disproportionate number of new students at the beginning of their progress trajectory. To provide more effective monitoring, student progress is measured at several levels.

1. Students participate in required state testing and other standardized assessments, such as the ACT and Accuplacer, to provide a high-level view aligned with state requirements. These give an important, but limited picture of our students' academic successes.
2. Student progress at the program or school level is better monitored within School Improvement Plans (SIP) that use standardized assessments in combination with a variety of other methods to provide valid instructional feedback. This progress is reported annually to the school board.
3. Student progress at the individual level is monitored through the system of Individual Education Plans (IEPs) in special education and Continuous Learning Plans (CLPs) in the Area Learning Center (ALC). For students not enrolled full-time in District 287 programs, such as Career-Tech Pathways, Northern Star Online, or World Language courses, individual progress and grades are reported to the home district. Therefore, the student performance data is best understood and analyzed in context of the member district population.
4. Program planning and reporting are measured through a set of [Key Performance Indicators \(KPIs\)](#) that are shared with our advisory groups and member districts.

Performance Categories

The results reported to the state for the *World's Best Workforce* are primarily focused on growth.

Students who come to our programs have often been disrupted from a coherent regular sequential educational experience. Goals are established based on individual progress to fill gaps and accelerate learning to reach equitable achievement levels.

1. Kindergarten preparation

As we do not have a preschool program, this is not directly applicable. However, as more Kindergarten students are referred to our elementary programs, we will review the readiness requirements as needed using the Individual Growth and Development Indicators (IGDIs). The Therapeutic Teaching Model piloted in one of our elementary sites is intended to specifically address the impact of trauma on younger students at the earliest stages of development.

2. Grade-level literacy

We focus intently on literacy, with a series of supports to ensure that students improve on this most critical of skills for further achievement. The Comprehensive Literacy State Development (CLSD) and Striving Readers Comprehensive Literacy (SRCL) grants have supported literacy specific coaches in grades 6-12. We have also established literacy goals or actions steps within our School Improvement Plans (SIP) as part of the grant process. Individual reading conferences have been implemented in many programs to support individual goal-setting.

3. Closing achievement gaps

Racial equity is at the core of our current Strategic Plan. We have intensified our efforts on addressing achievement gaps with improved data collection, professional development on intercultural development and culturally responsive teaching, and expansion of AVID (Advancement via Individual Determination) strategies.

4. Career and college readiness

We emphasize the learning skills that will support personal achievement in K-12 and beyond through the AVID program (Advancement via Individual Determination). This year we have emphasized support for students in identifying their Future Goals and Aspirations in our SIPs. We also support readiness through our work experience programs and goals within IEPs, using Standards-Based Mastery Assessments of transition standards. This year we will gather data on overall progress on these goals.

5. Graduation rates

Graduation rates reflect the mobility and disrupted educational background of the students we serve. Despite this, our Alternative Learning Centers are held accountable to the same rigid graduation outcomes measurements as all other high schools, therefore those schools will be participating in Comprehensive Support through ESSA, along with this WBWF plan.

1. Stakeholder Engagement

Committees and Roles

Because of the relationship between the intermediate district and our members, we have historically been exempted from statute that created a separate district curriculum committee with parent and community members (School Board Policy CI 120, “System Accountability”). Our primary stakeholders are our member districts and our services are an extension of them, thus our School Board fulfills the function of a district advisory committee as required in the WBWF legislation. Our Family Engagement efforts have increased this year with the creation of a position of Director of Mental Health and Family Engagement, and a Family Literacy Specialist under the CLSD grant. Input from staff, students, parents, guardians and community stakeholders is deeply incorporated through our Continuous Improvement Leadership Teams, which help guide the School Improvement Plans for our schools and programs. The goals of the World’s Best Workforce Plan are a consolidation of the goals from the School Improvement Plans, which in turn are informed by our District Strategic Plan.

District Plan Reporting Components

1. Clearly-defined, locally-developed student achievement goals and benchmarks

We report annually on program-level PLC goals that are related to site and district goals. In addition, as an extension of our member districts, the intermediate district provides programs and services for specific sub-groups as identified and referred by the members. Therefore, the student performance data is best understood and analyzed in context of the member district population. We provide sub-population performance data to the member districts for inclusion in their reporting.

2. Annual results reporting

An annual report to the Intermediate District 287 School Board will outline the plan and progress the intermediate district has made on the WBWF plan. This will include innovative programs and services that are being designed in response to the members’ commitment to creating the World’s Best Workforce. A copy of this report will be transmitted to the Commissioner of the Minnesota Department of Education each year.

3. Ongoing progress reporting

In addition, we will provide to each district ongoing information about enrolled students’ progress. This information will in turn be reflected in their reports of progress to achieve the vision of the WBWF legislation. As part of this ongoing information we also will survey and/or interview key leaders in our member districts, recognizing them as our primary constituents.

4. Budget alignment

The district plan is closely aligned with the Strategic Plan that provides an ongoing structure and resources for realizing innovative, effective instruction to meet the most challenging educational needs of our member districts.

2. Goals and Results FY21

Goal Area	2020-2021 Goals																																				
1. All Students Ready for Kindergarten	Begin providing the Individual Growth and Development Indicators (IGDIs) for incoming Kindergartners.																																				
2. All Students in Third Grade Achieving Grade-Level Literacy	By June 30, 2021, percent of K-2 students who improve their scores on the aReading or MAP-R Assessment will increase from 81% to 100%.																																				
3. Close the Achievement Gap(s) Among All Groups	<p>By June 30, 2021, percent of all students who test in the fall and spring and meet their target growth in Reading MAP scores will increase from 66% to 69%, and reach 50% for each ethnic group with more than 10 students, starting from following:</p> <table border="1" data-bbox="589 863 898 1241"> <thead> <tr> <th>Group</th> <th>FY19</th> </tr> </thead> <tbody> <tr> <td>Am In/AK Na</td> <td>78%</td> </tr> <tr> <td>Asian</td> <td>38%</td> </tr> <tr> <td>Bl/Afr Am</td> <td>46%</td> </tr> <tr> <td>Hispanic</td> <td>69%</td> </tr> <tr> <td>Nat Haw/OPI</td> <td>100%</td> </tr> <tr> <td>Two + Races</td> <td>74%</td> </tr> <tr> <td>White</td> <td>75%</td> </tr> <tr> <td>Total</td> <td>66%</td> </tr> </tbody> </table> <p>By June 30, 2021, percent of all students who test in the fall and spring and meet their target growth in Math MAP scores will increase from 47% to 50%, and reach 50% for each ethnic group with more than 10 students, starting from following:</p> <table border="1" data-bbox="589 1503 920 1881"> <thead> <tr> <th>Group</th> <th>FY19</th> </tr> </thead> <tbody> <tr> <td>Am In/AK Na</td> <td>0%</td> </tr> <tr> <td>Asian</td> <td>53%</td> </tr> <tr> <td>Bl/Afr Am</td> <td>33%</td> </tr> <tr> <td>Hispanic</td> <td>30%</td> </tr> <tr> <td>Nat Haw/OPI</td> <td>N/A</td> </tr> <tr> <td>Two + Races</td> <td>38%</td> </tr> <tr> <td>White</td> <td>58%</td> </tr> <tr> <td>Total</td> <td>58%</td> </tr> </tbody> </table>	Group	FY19	Am In/AK Na	78%	Asian	38%	Bl/Afr Am	46%	Hispanic	69%	Nat Haw/OPI	100%	Two + Races	74%	White	75%	Total	66%	Group	FY19	Am In/AK Na	0%	Asian	53%	Bl/Afr Am	33%	Hispanic	30%	Nat Haw/OPI	N/A	Two + Races	38%	White	58%	Total	58%
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4. All Students Career- and College-Ready by Graduation	<p>By June 30, 2021, the average composite score of students taking the ACT will increase from 17.9 to 18.5.</p> <p>Percentage of students on Track to success on the ACT in Grades 5-10 (using MAP and aReading/aMath) will increase from 33% to 35% in Reading, and from 18% to 20% in Math.</p>
5. All Students Graduate	<p>From Spring 2019 to Spring 2021 the 4-year graduation rate will increase from 17.9% to the state-mandated goal of 67% (based on ESSA requirements).</p> <p><i>Note: Graduation data from Spring 2020 will become available by the end of 2020-21, and data from Spring 2021 will become available by the end of 2021-22.</i></p>

3. Identified Needs Based on Data

Improvement in literacy among students in our special education and area learning center programs was identified as the primary need based on district data from the universal screening assessments (including the MAP (Measures of Academic Progress) and aReading tests).

Each School Improvement Plan also carried out a needs assessment, which informed their goals and action steps. This included a review of data to identify needs for supports provided through the CLSD grant.

4. Systems, Strategies and Support Category

4a. Students

1. Student progress at the individual level is monitored through the system of IEPs in special education and CLPs in the Area Learning Center. State standards and local academic standards are embedded in coursework on the district's Curriculum Hub.
2. ISD 287 Early Childhood Learning Instruction and Assessment used in the Early Learning Center
3. Students are provided the opportunity to participate in a College Prep Reading Course, My Foundations Lab and the AVID program.
4. Students gain technical training and work experience through the [Hennepin Technical Pathways](#) course offerings.
5. Dropout intervention services provided to 287 and member district students through [Diploma On!](#)
6. Students are placed in reading intervention programs based on the assessment data from MAP, SRI or other assessments.

4b. Teachers and Principals

1. The district operates systems of (1) curriculum and professional groups that continually review curriculum and share instructional strategies and (2) PLCs that work toward a common goal and use common assessments to examine and share effective practices. Curriculum and Professional Groups align standards to curriculum and articulate course outcomes and PLCs provide the opportunity for licensed staff to set measurable goals for each group of similarly-situated students. Finally, the district supports effective classroom instruction through

trained coaches who promote high-quality instruction, curriculum, and instructional technology within all our sites.

2. Strategies are identified through PLC research and are implemented using the expertise of professional staff who are highly trained to work with our unique population. These staff also provide training and guidance to our member districts on proven effective strategies to enhance learning for identified subgroup populations and unique learners within the subgroups.
3. District 287 leaders and staff implement Social Emotional Learning, or [SEL](#), protocols.
4. The district's teacher evaluation includes requirements on student engagement and a tie between teacher performance and student achievement.
5. The district adheres to the state evaluation requirements for teachers and principals and uses this information to create professional growth plans that directly relate to student achievement.

4c. District

1. Instructional leaders' District 287 Practices for Instructional Programs have been identified.
2. We continue to implement our [Strategic Plan](#), which focuses on student outcomes, racial equity and excellence, and communications.
3. School Improvement Plans (SIP) continue to be implemented for each school.
4. The Compensatory Education budget is dedicated to instructional support staff who provide staff coaching and remedial student support, assuring that each student receives the instruction to achieve the WBWF goals.
5. The district supports technology integration and collaboration through a set of innovative instructional coaches who promote high-quality instruction, curriculum, and instructional technology within all our sites.
6. Site/program PLC goals focus on literacy, are aligned with the School Improvement Plans and are supported by the smaller team PLC goals.

5. Equitable Access to Excellent Teachers

Plan for 2020-2021

1. The district examines student:staff ratios in all programs and makes adjustments through its Advisory Committees to ensure that ratios are equitable across programs and sites. We review the numbers and percentages of inexperienced and out of field teachers district wide.
2. The district recruits and hires experienced and qualified teachers in all schools and programs. The recruitment process relies on a number of indicators to identify excellent candidates, including licensure, classroom experience and a skills test.
3. The district employs a staff evaluation process to ascertain the level of excellence among staff, and creates performance plans to address issues as they arise. Peer coaching and literacy coaching are provided to all staff to ensure that all students, including low-income and minority children, receive high quality instruction.
4. The district has initiated the West Metro Partnership to provide a pathway to licensure for candidates interested in teaching in high-need areas.

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION**

Regular Meeting – December 10, 2020

AGENDA SECTION: BUSINESS SERVICES REPORT

**ITEM: Recommendation for Board Acceptance of the
Unaudited Financial Report for 2019-20, and to approve
A fund balance transfer from Trust Fund to General Fund.**

PRESENTED BY: Gloria Wilder, Director of Finance

1. Background Information

The unaudited financial information for 2019-20 is being presented for Board acceptance to facilitate submitting the financial reports to state and federal governments prior to the December 31 deadline. The report shows that the Unassigned General Fund Balance at June 30, 2020 was \$8,398,932 or 9.77% of total General Fund Expenditures.

All funds for 2019-20: the total revenues were \$114,213,331 and the total expenditures were \$107,791,936.

Due to a recent change to GASB standards, we are requesting a transfer of \$1,665 fund balance from Trust Account (fund 08) to the General fund for staff Flex Accounts.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approve the unaudited financial report for 2019-2020 and fund balance transfer from Trust Fund to General Fund.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

2019-20 Unaudited Financial Report



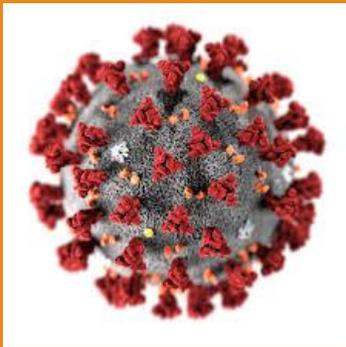
Presenter Name
Gloria Wilder,
Director of Finance



INTERMEDIATE DISTRICT 287
UNAUDITED FINANCIAL REPORT JUNE 30, 2020
FY20

PROGRAM	BEGINNING FUND BALANCE 7/1/2019	FY20 REVENUE			FY20 EXPENDITURES			FY20 FUND BALANCE			FY20 TRANSFERS PROPOSED	ADJ. FUND BALANCE 6/30/2020	
		REVISED BUDGET	UNAUDITED ACTUAL REVENUE	BUDGET TO ACTUAL VARIANCE	REVISED BUDGET	UNAUDITED ACTUAL EXPENDITURES	BUDGET TO ACTUAL VARIANCE	REVISED FUND BAL 6/30/2020	UNAUDITED ACTUAL 6/30/2020	FUND BALANCE CHANGE			
GENERAL FUND UNASSIGNED (FORMERLY UNRESERVED - UNDESIGNATED)													
											Fund Transfers		
DISTRICTWIDE ADMINISTRATION / OPERATIONS	\$ 795,405	\$ 13,914,724	\$ 13,714,978	\$ (199,746)	\$ 14,242,894	\$ 13,429,890	\$ (812,804)	\$ 467,435	\$ 1,080,494	\$ 285,088	\$ (452,094)	\$ 628,400	1
ALCI/ACADEMIC EDUCATION	\$ 407,719	\$ 11,617,450	\$ 11,875,580	\$ 258,130	\$ 11,356,561	\$ 11,180,450	\$ (176,111)	\$ 668,608	\$ 1,102,849	\$ 695,129	\$ (446,364)	\$ 656,485	2
CAREER & TECHNICAL EDUCATION	\$ 459,204	\$ 1,401,647	\$ 1,613,475	\$ 211,828	\$ 1,450,013	\$ 1,406,907	\$ (43,106)	\$ 410,838	\$ 665,772	\$ 206,568	\$ (10,027)	\$ 655,745	3
SPECIAL EDUCATION	\$ 6,170,276	\$ 56,890,894	\$ 54,966,893	\$ (1,924,201)	\$ 56,423,754	\$ 53,712,501	\$ (2,711,253)	\$ 6,637,416	\$ 7,424,468	\$ 1,254,192	\$ (966,166)	\$ 6,458,302	4
TOTAL UNASSIGNED	\$ 7,832,605	\$ 83,824,715	\$ 82,170,725	\$ (1,653,990)	\$ 83,473,022	\$ 79,729,748	\$ (3,743,274)	\$ 8,184,298	\$ 10,273,583	\$ 2,440,978	\$ (1,874,651)	\$ 8,398,932	9.77%
NONEXPENDABLE FUND BALANCE	\$ 87,806	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 87,806	\$ 87,806	\$ -	\$ 103,967	\$ 191,573	5
GENERAL FUND ASSIGNED (FORMERLY UNRESERVED - DESIGNATED):													
Property Acct	\$ 107,226	\$ -	\$ -	\$ -	\$ 107,226	\$ 95,681	\$ (11,545)	\$ -	\$ 11,545	\$ (95,681)	\$ 56,533	\$ 68,078	
Sep/Severance	\$ 5,562,581	\$ -	\$ -	\$ -	\$ 265,100	\$ 114,929	\$ (150,171)	\$ 5,297,481	\$ 5,447,652	\$ (114,929)	\$ 265,100	\$ 5,712,752	
Donations for Specified Purpose	\$ -	\$ 10,000	\$ 10,846	\$ 846	\$ 12,347	\$ 7,608	\$ (4,739)	\$ (2,347)	\$ 3,239	\$ 3,239	\$ 2,983	\$ 6,222	
Student Clubs	\$ 28,362	\$ 20,000	\$ 10,883	\$ (9,117)	\$ 26,544	\$ 13,683	\$ (12,862)	\$ 21,818	\$ 25,562	\$ (2,800)	\$ -	\$ 25,562	
Flex Account	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,665	\$ 1,665	
Health Partners Rebate	\$ 10,300	\$ -	\$ -	\$ -	\$ 10,300	\$ 10,300	\$ -	\$ -	\$ -	\$ (10,300)	\$ -	\$ -	
Staff Development Grant	\$ -	\$ 259,750	\$ 259,750	\$ -	\$ 259,750	\$ 259,750	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Collaborative Curriculum Project	\$ 171,850	\$ 10,000	\$ 8,331	\$ (1,669)	\$ 51,818	\$ 66,513	\$ 14,695	\$ 171,850	\$ 113,669	\$ (58,182)	\$ -	\$ 113,669	
Transportation Vehicle Depreciation	\$ 87,210	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,392	\$ 87,210	\$ -	\$ 14,454	\$ 101,663	
Subsequent Year Budget	\$ 355,099	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 355,099	\$ -	\$ 484,597	\$ 839,696	
Covid 19 Additional Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ 500,000	6
Strategic Priorities	\$ 750,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 750,000	\$ -	\$ 450,000	\$ 1,200,000	
Tuition Adjustment Reserve	\$ 2,677,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,677,000	\$ 2,677,000	\$ -	\$ -	\$ 2,677,000	
TOTAL ASSIGNED	\$ 9,749,628	\$ 299,750	\$ 289,810	\$ (9,940)	\$ 733,085	\$ 568,463	\$ (164,622)	\$ 8,211,194	\$ 9,470,975	\$ (278,653)	\$ 1,775,332	\$ 11,246,307	
GENERAL FUND RESTRICTED (FORMERLY RESERVED)													
for Health & Safety	\$ 47,612	\$ 162,812	\$ 162,812	\$ -	\$ 163,938	\$ 76,411	\$ (87,527)	\$ 46,486	\$ 134,012	\$ 86,401	\$ -	\$ 134,012	
for LTFM	\$ 271,026	\$ 286,438	\$ 286,438	\$ -	\$ 456,067	\$ 161,301	\$ (294,766)	\$ 101,397	\$ 396,162	\$ 125,137	\$ -	\$ 396,162	
for MEDICAL ASSISTANCE	\$ 1,327,409	\$ 2,400,517	\$ 2,958,427	\$ 557,910	\$ 2,709,763	\$ 2,742,981	\$ 33,218	\$ 1,018,163	\$ 1,542,854	\$ 215,448	\$ -	\$ 1,542,854	
for Safe Schools	\$ 173,101	\$ 1,412,256	\$ 1,412,256	\$ -	\$ 1,304,683	\$ 1,259,677	\$ (45,006)	\$ 280,674	\$ 325,680	\$ 152,679	\$ -	\$ 325,680	
for Compensatory Extended Time	\$ 48,825	\$ 79,779	\$ 79,779	\$ -	\$ 79,779	\$ 13,342	\$ (66,437)	\$ 48,825	\$ 115,262	\$ 66,437	\$ -	\$ 115,262	
for Compensatory	\$ 448,689	\$ 1,370,755	\$ 1,370,754	\$ (1)	\$ 1,609,342	\$ 1,451,020	\$ (158,322)	\$ 210,102	\$ 368,423	\$ (80,266)	\$ -	\$ 368,423	
TOTAL RESTRICTED	\$ 2,316,660	\$ 5,712,557	\$ 6,270,466	\$ 557,909	\$ 6,323,572	\$ 5,704,732	\$ (618,840)	\$ 1,705,645	\$ 2,882,394	\$ 565,733	\$ -	\$ 2,882,394	
TOTAL GENERAL FUND	\$ 19,986,499	\$ 89,837,022	\$ 88,731,001	\$ (1,106,021)	\$ 90,529,679	\$ 86,002,943	\$ (4,526,736)	\$ 18,188,743	\$ 22,714,557	\$ 2,728,058	\$ 4,648	\$ 22,719,206	
Non Expendable for Non-Major Funds	\$ 1,167							\$ 1,167	\$ 1,167			\$ 1,167	
NONMAJOR FUNDS :													
Food Services	\$ -	\$ 864,075	\$ 655,165	\$ (208,910)	\$ 864,075	\$ 655,165	\$ (208,910)	\$ -	\$ -	\$ -	\$ -	\$ -	7
Construction (06) - Bond	\$ 1,263,591	\$ 20,000	\$ 16,147	\$ (3,853)	\$ 1,255,091	\$ 870,505	\$ (384,586)	\$ 28,500	\$ 409,233	\$ (854,359)	\$ -	\$ 409,233	8
Construction (11) - LTFM	\$ 475,584	\$ 8,500	\$ 5,329	\$ (3,171)	\$ 484,084	\$ 313,141	\$ (170,943)	\$ -	\$ 167,772	\$ (307,812)	\$ -	\$ 167,772	8
Debt Service (07)	\$ 11,312,295	\$ 11,455,797	\$ 11,453,901	\$ (1,896)	\$ 9,909,111	\$ 9,918,819	\$ 9,708	\$ 12,858,981	\$ 12,847,378	\$ 1,535,082	\$ -	\$ 12,847,378	9
Trust (Flex Account) (08)	\$ 1,665	\$ 525,000	\$ -	\$ (525,000)	\$ 525,000	\$ -	\$ (525,000)	\$ 1,665	\$ -	\$ -	\$ (1,665)	\$ -	10
Scholarship Fund(10)	\$ 97,543	\$ -	\$ 1,396	\$ 1,396	\$ 14,000	\$ 3,202	\$ (10,798)	\$ 83,543	\$ 95,737	\$ (1,806)	\$ (2,983)	\$ 92,754	11
Internal Service Fund (20)- Dental	\$ 657,880	\$ 655,000	\$ 654,923	\$ (77)	\$ 655,000	\$ 565,031	\$ (89,969)	\$ 657,880	\$ 747,572	\$ 89,892	\$ -	\$ 747,572	
Internal Service Fund (21)-Health	\$ 7,123,249	\$ 12,457,000	\$ 12,695,469	\$ 238,469	\$ 10,670,100	\$ 9,463,129	\$ (2,286,971)	\$ 7,830,149	\$ 10,355,589	\$ 3,232,340	\$ -	\$ 10,355,589	12
TOTAL NONMAJOR FUNDS	\$ 20,932,775	\$ 25,985,372	\$ 25,482,330	\$ (503,042)	\$ 25,456,461	\$ 21,788,993	\$ (3,667,468)	\$ 21,461,686	\$ 24,626,112	\$ 3,693,337	\$ (4,648)	\$ 24,621,464	
TOTAL ALL FUNDS	\$ 40,919,274	\$ 115,822,394	\$ 114,213,331	\$ (1,609,063)	\$ 115,986,140	\$ 107,791,936	\$ (8,194,204)	\$ 39,650,429	\$ 47,340,669	\$ 6,421,395	\$ 0	\$ 47,340,669	

General Fund Summary



Revenues - 1.23% ↓ than budget

Expenses - 5.00% ↓ than budget

- Expenditures came in lower than anticipated mainly due to the Covid - 19 Pandemic and the resulting shut down last spring.

Non-Major Funds Summary



Revenues - 1.94% ↓ than budget
Expenses - 14.41% ↓ than budget

Variance mainly due to:

- Food Service - No meals during distance Learning
- Trust Fund - Change in accounting standard
- Internal Service Funds: Appointment Delays

Fund Balance Transfers

Fund Balance Transfers were less than budget!



Transfer Area	Budget	Actual	Difference
Severance	\$265,100	\$265,100	\$0
Food Service	\$440,450	\$324,892	\$115,558

- Food Service staff were moved to fund 1, to help with additional cleaning and sanitizing during distance learning.

Assigned Fund Balance Moves

Assigned for
future
expenditures



Additional Assigned Fund Balance

Area	Amount
Property Account	\$56,533
Transportation Vehicle Depreciation	\$14,454
Subsequent Year Budget	\$484,597
Strategic Priorities	\$450,000
Covid 19 Additional Expense	\$500,000
Donations for Specified Purpose	\$2,983
Flex Account	\$1,665

Fund Balances Recap

Stable Fund Balances Continue!



- Unassigned Fund Balance - 9.77% of General Fund expenses
- Assigned Fund Balances - Growth to 11.2 Million
- Restricted Fund Balances -stable
- Debt Service Fund Balance will continue to grow until 2029.
- Construction Reserve will continue to decrease with planned expenditures FY21
- Health Self-Insurance Reserve growth

Looking to the Future

Pandemic
Continues for
FY20-21 School
Year



FY20-21 Revised Budget:

- Reflect current enrollment trends and adjusted revenue & expenditures.
- Additional Covid expenses and funding sources.

FY20 Another Great Financial Year!

Thank you!



Special Thanks to all
the team members of
the Finance
Department!

Questions



INTERMEDIATE DISTRICT 287
UNAUDITED FINANCIAL REPORT JUNE 30,2020
FY20

PROGRAM	BEGINNING FUND BALANCE 7/1/2019	FY20 REVENUE			FY20 EXPENDITURES			FY20 FUND BALANCE			FY20 TRANSFERS PROPOSED	ADJ. FUND BALANCE 6/30/2020	
		REVISED BUDGET	UNAUDITED ACTUAL REVENUE	BUDGET TO ACTUAL VARIANCE	REVISED BUDGET	UNAUDITED ACTUAL EXPENDITURES	BUDGET TO ACTUAL VARIANCE	REVISED BUDGET FD BAL 6/30/2020	UNAUDITED ACTUAL 6/30/2020	FUND BALANCE CHANGE			
GENERAL FUND UNASSIGNED (FORMERLY UNRESERVED - UNDESIGNATED)													
DISTRICTWIDE ADMINISTRATION / OPERATIONS	\$ 795,405	\$ 13,914,724	\$ 13,714,978	\$ (199,746)	\$ 14,242,694	\$ 13,429,890	\$ (812,804)	\$ 467,435	\$ 1,080,494	\$ 285,088	\$ (452,094)	\$ 628,400	1
ALC/ACADEMIC EDUCATION	\$ 407,719	\$ 11,617,450	\$ 11,875,580	\$ 258,130	\$ 11,356,561	\$ 11,180,450	\$ (176,111)	\$ 668,608	\$ 1,102,849	\$ 695,129	\$ (446,364)	\$ 656,485	2
CAREER & TECHNICAL EDUCATION	\$ 459,204	\$ 1,401,647	\$ 1,613,475	\$ 211,828	\$ 1,450,013	\$ 1,406,907	\$ (43,106)	\$ 410,838	\$ 665,772	\$ 206,568	\$ (10,027)	\$ 655,745	3
SPECIAL EDUCATION	\$ 6,170,276	\$ 56,890,894	\$ 54,966,693	\$ (1,924,201)	\$ 56,423,754	\$ 53,712,501	\$ (2,711,253)	\$ 6,637,416	\$ 7,424,468	\$ 1,254,192	\$ (966,166)	\$ 6,458,302	4
TOTAL UNASSIGNED	\$ 7,832,605	\$ 83,824,715	\$ 82,170,725	\$ (1,653,990)	\$ 83,473,022	\$ 79,729,748	\$ (3,743,274)	\$ 8,184,298	\$ 10,273,583	\$ 2,440,978	\$ (1,874,651)	\$ 8,398,932	9.77%
NONEXPENDABLE FUND BALANCE	\$ 87,606	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 87,606	\$ 87,606	\$ -	\$ 103,967	\$ 191,573	5
GENERAL FUND ASSIGNED (FORMERLY UNRESERVED - DESIGNATED):													
Property Acct	\$ 107,226	\$ -	\$ -	\$ -	\$ 107,226	\$ 95,681	\$ (11,545)	\$ -	\$ 11,545	\$ (95,681)	\$ 56,533	\$ 68,078	
Sep/Severance	\$ 5,562,581	\$ -	\$ -	\$ -	\$ 265,100	\$ 114,929	\$ (150,171)	\$ 5,297,481	\$ 5,447,652	\$ (114,929)	\$ 265,100	\$ 5,712,752	
Donations for Specified Purpose	\$ -	\$ 10,000	\$ 10,846	\$ 846	\$ 12,347	\$ 7,608	\$ (4,739)	\$ (2,347)	\$ 3,239	\$ 3,239	\$ 2,983	\$ 6,222	
Student Clubs	\$ 28,362	\$ 20,000	\$ 10,883	\$ (9,117)	\$ 26,544	\$ 13,683	\$ (12,862)	\$ 21,818	\$ 25,562	\$ (2,800)	\$ -	\$ 25,562	
Flex Account	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,665	\$ 1,665	
Health Partners Rebate	\$ 10,300	\$ -	\$ -	\$ -	\$ 10,300	\$ 10,300	\$ -	\$ -	\$ -	\$ (10,300)	\$ -	\$ -	
Staff Development Grant	\$ -	\$ 259,750	\$ 259,750	\$ -	\$ 259,750	\$ 259,750	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Collaborative Curriculum Project	\$ 171,850	\$ 10,000	\$ 8,331	\$ (1,669)	\$ 51,818	\$ 66,513	\$ 14,695	\$ 171,850	\$ 113,669	\$ (58,182)	\$ -	\$ 113,669	
Transportation Vehicle Depreciation	\$ 87,210	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,392	\$ 87,210	\$ -	\$ 14,454	\$ 101,663	
Subsequent Year Budget	\$ 355,099	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 355,099	\$ -	\$ 484,597	\$ 839,696	
Covid 19 Additional Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ 500,000	6
Strategic Priorities	\$ 750,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 750,000	\$ -	\$ 450,000	\$ 1,200,000	
Tuition Adjustment Reserve	\$ 2,677,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,677,000	\$ 2,677,000	\$ -	\$ -	\$ 2,677,000	
TOTAL ASSIGNED	\$ 9,749,628	\$ 299,750	\$ 289,810	\$ (9,940)	\$ 733,085	\$ 568,463	\$ (164,622)	\$ 8,211,194	\$ 9,470,975	\$ (278,653)	\$ 1,775,332	\$ 11,246,307	
GENERAL FUND RESTRICTED (FORMERLY RESERVED)													
for Health & Safety	\$ 47,612	\$ 162,812	\$ 162,812	\$ -	\$ 163,938	\$ 76,411	\$ (87,527)	\$ 46,486	\$ 134,012	\$ 86,401	\$ -	\$ 134,012	
for LTFM	\$ 271,026	\$ 286,438	\$ 286,438	\$ -	\$ 456,067	\$ 161,301	\$ (294,766)	\$ 101,397	\$ 396,162	\$ 125,137	\$ -	\$ 396,162	
for MEDICAL ASSISTANCE	\$ 1,327,409	\$ 2,400,517	\$ 2,958,427	\$ 557,910	\$ 2,709,763	\$ 2,742,981	\$ 33,218	\$ 1,018,163	\$ 1,542,854	\$ 215,446	\$ -	\$ 1,542,854	
for Safe Schools	\$ 173,101	\$ 1,412,256	\$ 1,412,256	\$ -	\$ 1,304,683	\$ 1,259,677	\$ (45,006)	\$ 280,674	\$ 325,680	\$ 152,579	\$ -	\$ 325,680	
for Compensatory Extended Time	\$ 48,825	\$ 79,779	\$ 79,779	\$ -	\$ 79,779	\$ 13,342	\$ (66,437)	\$ 48,825	\$ 115,262	\$ 66,437	\$ -	\$ 115,262	
for Compensatory	\$ 448,689	\$ 1,370,755	\$ 1,370,754	\$ (1)	\$ 1,609,342	\$ 1,451,020	\$ (158,322)	\$ 210,102	\$ 368,423	\$ (80,266)	\$ -	\$ 368,423	
TOTAL RESTRICTED	\$ 2,316,660	\$ 5,712,557	\$ 6,270,466	\$ 557,909	\$ 6,323,572	\$ 5,704,732	\$ (618,840)	\$ 1,705,645	\$ 2,882,394	\$ 565,733	\$ -	\$ 2,882,394	
TOTAL GENERAL FUND	\$ 19,986,499	\$ 89,837,022	\$ 88,731,001	\$ (1,106,021)	\$ 90,529,679	\$ 86,002,943	\$ (4,526,736)	\$ 18,188,743	\$ 22,714,557	\$ 2,728,058	\$ 4,648	\$ 22,719,206	
Non Expendable for Non-Major Funds	\$ 1,167							\$ 1,167	\$ 1,167			\$ 1,167	
NONMAJOR FUNDS :													
Food Services	\$ -	\$ 864,075	\$ 655,165	\$ (208,910)	\$ 864,075	\$ 655,165	\$ (208,910)	\$ -	\$ -	\$ -	\$ -	\$ -	7
Construction (06) - Bond	\$ 1,263,591	\$ 20,000	\$ 16,147	\$ (3,853)	\$ 1,255,091	\$ 870,505	\$ (384,586)	\$ 28,500	\$ 409,233	\$ (854,359)	\$ -	\$ 409,233	8
Construction (11) - LTFM	\$ 475,584	\$ 8,500	\$ 5,329	\$ (3,171)	\$ 484,084	\$ 313,141	\$ (170,943)	\$ -	\$ 167,772	\$ (307,812)	\$ -	\$ 167,772	8
Debt Service (07)	\$ 11,312,295	\$ 11,455,797	\$ 11,453,901	\$ (1,896)	\$ 9,909,111	\$ 9,918,819	\$ 9,708	\$ 12,858,981	\$ 12,847,378	\$ 1,535,082	\$ -	\$ 12,847,378	9
Trust (Flex Account) (08)	\$ 1,665	\$ 525,000	\$ -	\$ (525,000)	\$ 525,000	\$ -	\$ (525,000)	\$ 1,665	\$ 1,665	\$ -	\$ (1,665)	\$ -	10
Scholarship Fund(10)	\$ 97,543	\$ -	\$ 1,396	\$ 1,396	\$ 14,000	\$ 3,202	\$ (10,798)	\$ 83,543	\$ 95,737	\$ (1,806)	\$ (2,983)	\$ 92,754	11
Internal Service Fund (20)- Dental	\$ 657,680	\$ 655,000	\$ 654,923	\$ (77)	\$ 655,000	\$ 565,031	\$ (89,969)	\$ 657,680	\$ 747,572	\$ 89,892	\$ -	\$ 747,572	
Internal Service Fund (21)-Health	\$ 7,123,249	\$ 12,457,000	\$ 12,695,469	\$ 238,469	\$ 11,750,100	\$ 9,463,129	\$ (2,286,971)	\$ 7,830,149	\$ 10,355,589	\$ 3,232,340	\$ -	\$ 10,355,589	12
TOTAL NONMAJOR FUNDS	\$ 20,932,775	\$ 25,985,372	\$ 25,482,330	\$ (503,042)	\$ 25,456,461	\$ 21,788,993	\$ (3,667,468)	\$ 21,461,686	\$ 24,626,112	\$ 3,693,337	\$ (4,648)	\$ 24,621,464	
TOTAL ALL FUNDS	\$ 40,919,274	\$ 115,822,394	\$114,213,331	\$ (1,609,063)	\$ 115,986,140	\$ 107,791,936	\$ (8,194,204)	\$ 39,650,429	\$ 47,340,669	\$ 6,421,395	\$ 0	\$ 47,340,669	

- 1) The fund balance for Districtwide Administration and Operations decreased. This decrease was mainly due to the net transfer of 264,127 to Subsequent Years budgets, a GASB requirement to offset the deficit projected in FY20-21 Original Budget. Also a transfer out of \$90,000 was made to the Sep/ Severance Assigned fund, a net of 41,434.07 for Non-expendable, and 56,533 to the property funds for projects to be completed in FY20-21.
- 2) The increase in revenue over budget in the ALC/Academic area was due to the growth in the Northern Star Online program. A transfer out of \$135,100 was made to the Sep/Severance fund, a net transfer of 60,820.68 to Non-expendable, and a transfer of 250,443 to Subsequent Year Budget.
- 3) The fund balance for the Career & Technical Education increased due to increased enrollment. A transfer out of \$40,000 out was made to the Sep/Severance to offset current year severance expense, and a net transfer back of \$29,973 from subsequent year budget from Prior Year.
- 4) The Special Education area includes fund balance transfers out of: \$14,453.61 for Transportation Vehicle Depreciation, 450,000 transfer for Strategic Priorities, and \$500,000 for Covid 19 Additional Expense. A net transfer in of \$1,712.50 for non expendable fund balance was also made.
- 5) Non-Expendable fund balance is reserved for pre-paid expense from prior year.
- 6) A new fund balance was assigned to help with unanticipated expense related to the Covid 19 pandemic.
- 7) A transfer of \$324,891.94 from the general fund was made to offset the deficit in Food Service. This came in lower than anticipated due to staff expense paid out of fund one during spring distance learning period. The balances above reflect this transfer. This transfer was approved by the school board at the November 12, 2020 meeting.
- 8) The remaining fund balance in Construction funds 6 & 11 will be used in FY21 for the ABEC Phase 3 construction projects.
- 9) Debt service fund balance includes the amounts held in escrow to pay the Qualified School Construction Bonds for North Education Center.
- 10) A change in GASB standards required the district to close the Trust (Flex Account) and move beginning balance to fund 1 Assigned area .
- 11) Due to UFARS reporting changes in FY20, a transfer out of the Scholarship fund for \$2,983 was made to as a separate assigned fund balance "Donation with a Specified Purpose".
- 12) The Health Internal Service fund expense came in lower than anticipated mainly due to Covid 19 pandemic and the executive order regarding non-essential medical appointments. The reserve is necessary to protect the district against future claims.

WHAT THE BOARD NEEDS TO KNOW

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

RECOMMENDATIONS RESULTING FROM CLASSIFICATION & COMPENSATION STUDY

December 4, 2020

Authors

Michelle Axell, Director of Human Resources

Anne Becker, General Counsel

As the Board was informed in December, 2019 and updated in April, we retained Gallagher Benefits Services, Inc. to conduct a comprehensive classification and compensation study of our unaffiliated and administrator positions.

Recommendations Resulting from the Gallagher Study:

- 1. That the District adopt a new job evaluation and classification system, called the Decision Band Method®.** The Decision Band Method® helps achieve a pay equity system that is gender/race neutral, and allows for consistent ongoing implementation and maintenance of the overall classification structure. The administration has closely vetted the Decision Band Method® and recommends adoption of this method as its new job evaluation and classification system.
- 2. That the Board approve the proposed pay structure for administrators and unaffiliated employees.** The new pay structure was anchored at the 50th percentile of the full market (the relevant market consists of the custom survey of school districts and published public and private data) to develop an internally equitable and externally competitive salary structure.
- 3. That the Board approve 19 total salary adjustments to bring position incumbents in alignment with the proposed pay structure, effective immediately.** This will cost \$58,848, which is 0.7% of total payroll for this group.

4. **That the Board approve a cost-of-living adjustment (COLA) to the new salary structure each year, effective in FY22.** This would ensure that the new pay structure does not fall behind the market. In the past, the District pay structure has not been subject to a COLA, which has resulted in the need to come to the Board every few years for a more substantial adjustment to the salary ranges. If a COLA were applied to the salary structure, the potential performance-based increases earned by employees in these groups would be lower than they have been in previous years.

The Board will be asked to take action on all of the above recommendations at the December 10 meeting.

Please feel free to reach out to either of us: Anne Becker (acbecker@district287.org or 763-550-7133) or Michelle Axell (mlaxell@district287.org or 763-550-2114) with any questions.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: Equity and Nondiscrimination

SUBJECT: Title IX

BOARD APPROVED: July 30, 2020

REVISION DATE: December 10, 2020

END160 **Title IX**

I. PURPOSE

The purpose of this policy is to comply with the U.S. Department of Education’s final 2020 regulations implementing Title IX of the Education Amendments of 1972, which protects people from discrimination based on sex, including sexual harassment, in education programs or activities. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

II. GENERAL STATEMENT OF POLICY

~~The School Board of Intermediate District 287 believes that no person should be illegally discriminated against based upon actual or perceived race, color, creed, religion, sex, gender, gender identity/expression, sexual orientation, disability, national origin, immigration status, familial or marital status, status with regard to public assistance, and/or age, and any such illegal discrimination is strictly prohibited. This policy addresses sex discrimination, including sexual harassment and sexual assault, under Title IX in particular.~~

- A. The District does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The District prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

~~For more information, please see the District’s Harassment & Violence Policy (END120).~~

- C. This policy applies to sexual harassment that occurs within the District’s education programs and activities and that is committed by a District employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the District’s education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the District’s education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The District’s Title IX Coordinator is: the Director of Human Resources, who can be reached at 763-550-2114, hr@district287.org, or 1820 Xenium Lane N., Plymouth, MN 55441.

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.
- E. The effective date of this policy is July 30, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

~~The Title IX Coordinator is the Director of Human Resources, who can be reached at 763-550-2114, hr@district287.org, or 1820 Xenium Lane N., Plymouth, MN 55441.~~

III. DEFINITIONS

- A. “Actual Knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or to any employee of the District. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint. is an individual who is alleged to be the victim of conduct that could constitute sex discrimination, including sexual harassment.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the District office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The District is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

~~For more information, please see the District’s Harassment & Violence Policy (END120).~~

- EB.** “Education program or activity” includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sex discrimination occurred.
- EC.** “Formal complaint” is a document that is either filed by the complainant or written and/or signed by the Title IX Coordinator alleging sex discrimination, including sexual harassment, against a respondent, and requesting that the District investigate the allegation. A formal complaint triggers the Grievance Process described in Section IV.

A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

Third parties are strongly encouraged to report sex discrimination, including sexual harassment, even though such reports do not constitute a formal complaint. Employees are required to report sex discrimination.

- G.** “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- HD.** “Preponderance of the evidence” is a standard of proof which requires evidence that establishes that it is at least “more likely than not” that alleged conduct occurred. This is the standard of proof adopted by the District.
- I.** “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- J.** “Remedies” are actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible for sex discrimination. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- KE.** “Respondent” is an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination, including sexual harassment.
- LF.** “Sexual harassment” is defined under Title IX as conduct on the basis of sex that consists of:
1. An employee conditioning an individual’s receipt of aid, benefit, or service on that individual’s participation in unwelcome sexual conduct (**quid pro quo**);

2. Unwelcome conduct that a reasonable person would find “so severe, pervasive, and objectively offensive” that it effectively denies a person equal access to the school’s education program or activity; or
3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).

~~Sexual assault, dating violence, domestic violence, or stalking, as those terms are defined by federal law.~~

MG. “Standard (or burden) of pProof” is the amount of evidence required to prove something.

NH. “Supportive mMeasures,” which may be put into place with or without a formal complaint, are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and/or deter sexual harassment.

O. “Title IX personnel” means any person who addresses, works on, or assists with the District’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. “Title IX Coordinator” means an employee of the District who coordinates the District’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a District employee, or a third party designated by the District.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a District employee, or a third party designated by the District.
5. The superintendent of the District may delegate functions assigned to a specific District employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation

~~For more information, please see the District’s Harassment & Violence Policy (END120).~~

may be rescinded by the superintendent at any time. The District may also, in its discretion, appoint suitably qualified persons who are not District employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

IV. GRIEVANCE PROCESS

A. Equitable Treatment

1. The District shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The District will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The District will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Assumption of Non-Responsibility During Grievance Process

Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or

¹For more information, please see the District's Harassment & Violence Policy (END120).

otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The District will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided enough in advance to allow sufficient time for the party to prepare to participate.

G. Consolidation

The District may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the District will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The District shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the District obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the District and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when District employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the District within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the District.
4. The District will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the District.
5. Although the District strives to adhere to the timelines described above, in each case, the District may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening District holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the District may provide a complainant and disciplinary sanctions that the District might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the District buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including

disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies. The discipline of a student-respondent must comply with the applicable provisions of the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEIA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

V. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the District who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the District may report the alleged conduct to law enforcement authorities. The District encourages complainants to report criminal behavior to the police immediately.

VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures with or without the filing of a formal complaint, consider the complainant's wishes with respect to supportive measures, and explain to the complainant the process for filing a formal complaint.
- B. The District will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the District under this policy unless the Title IX Coordinator determines that

signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

- D. Upon receipt of a formal complaint, the District must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident(s), if known;
 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The District may remove a student-respondent from an education program or activity of the District on an emergency basis before a determination regarding responsibility is made if:
 - a. The District undertakes an individualized safety and risk analysis;
 - b. The District determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The District determines the student-respondent poses such a threat, it will notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related District policies. The District must take into consideration applicable requirements of the Individuals with Disabilities Education Improvement Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The District may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The District must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the District at the District's discretion, but only after a formal complaint has been received by the District.
- B. The District may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a District employee sexually harassed a student.
- D. The District will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The District will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the District must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the District's education program or activity; or
 - 3. Did not occur against a person in the United States.

- B. The District may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the District; or
 - 3. Specific circumstances prevent the District from gathering sufficient evidence to reach a determination.
- C. The District shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the District from addressing the underlying conduct in any manner that the District deems appropriate.

X. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the District, the District will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the District decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the District must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The District will send the parties and

their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

XI. DETERMINATION REGARDING RESPONSIBILITY

- A. After the District has sent the investigative report to both parties and before the District has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the District's policies and procedures to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the District to the complainant; and
 - 6. The District's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.

- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

- A. The District shall offer the parties an opportunity to appeal a determination regarding responsibility or the District’s dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the District, the District will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-makers, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties’ written statements, the Appellate Decision-makers must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-makers is final. No further review beyond the appeal is permitted.

XIII. RETALIATION PROHIBITED

- A. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for policy or procedure violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or

~~For more information, please see the District’s Harassment & Violence Policy (END120).~~

circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, is strictly prohibited and a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of District policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIV. TRAINING

- A. The District shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the District's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel are posted on the District's website.

XV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, District employees, and employee unions.

¹For more information, please see the District's Harassment & Violence Policy (END120).

- B. The District shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work email address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The District must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the District, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 - 2. Notice that the District does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 - 4. Notice of the District's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District will respond.

XVI. RECORDKEEPING

- A. The District must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document:
 - 1. The basis for the District's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 - 2. The measures the District has taken that are designed to restore or preserve equal access to the District's education program or activity; and
 - 3. If the District does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 - 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The District must also maintain for a period of seven calendar years records of:
 - 1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies

provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

Legal References:

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References: END120 Harassment & Violence

~~Once the Title IX Coordinator is aware of a complaint, the Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint, if one has not already been filed.~~

~~A complainant's wishes with respect to whether the school investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.~~

~~Once a formal complaint has been filed, the grievance process begins. The District must follow this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.~~

~~_____ A. _____ Complaint Dismissal~~

~~If the allegations in a formal complaint do not meet the definition of sexual harassment, or did not occur in the District's education program or activity against a person in the United States, the District must dismiss such allegations for purposes of Title IX. The District may still move forward to investigate and/or take other appropriate action under other policies or procedures.~~

~~For more information, please see the District's Harassment & Violence Policy (END120).~~

The District may also, in its discretion, dismiss a formal complaint or allegations in the complaint if the complainant informs the Title IX Coordinator in writing that the complainant wants to withdraw the formal complaint or allegations in it, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination. The District must give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.

B. — Notice

The District will provide a written notice, to all known parties, including the following information:-

1. — Description of the grievance process, including informal resolution processes;-
2. — Information about the allegations with sufficient details known at the time and sufficient time to prepare a response before any initial interview. “Sufficient details” includes:-
 - a. — The identities of the parties involved in the incident(s);-
 - b. — The conduct allegedly constituting sexual harassment; and-
 - c. — The date and location of the alleged incident(s).-
3. — The respondent is presumed not responsible during the grievance process and that a determination regarding responsibility is made at the conclusion of the process;-
4. — Notice that they may have an advisor of their choice, who may be, but need not be, an attorney, and who may inspect and review evidence; and-
5. — Notice of any provision that prohibits knowingly making false statements or knowingly submitting false information.-

If information required in the notice is not known when the complaint is filed, and is discovered during the investigation, the District shall share that information with both parties.-

C. — Equal Treatment of Complainants and Respondents

The Title IX regulations require the equal treatment of complainants and respondents. This includes: providing them with the notice described in paragraph A; objective evaluation of the evidence; making credibility determinations that are not based upon a person’s role in the process; setting reasonable timeframes, and having a variety of possible outcomes to allegations of sexual harassment. Equal treatment allows for the emergency removal of the respondent from a program or activity, or work, as necessary.

D. — Presumption of Innocence and Standard of Proof

A respondent is presumed to be innocent of any and all allegations. The presumption continues unless and until there is a preponderance of the evidence that an allegation is true.-

Just because a person is a complainant, respondent or witness does not automatically make that person any more or less credible. The District bears the burden of proof.

E. — Disciplinary Actions and Supportive Measures Available

¹For more information, please see the District’s Harassment & Violence Policy (END120).

1. ~~Disciplinary actions:~~

~~a. Student Discipline~~

~~Appropriate disciplinary measures will be equitable and determined in each individual circumstance within the context of a multi-tiered system of support.~~

~~b. Employee Discipline~~

~~Appropriate disciplinary measures will be equitable and determined in each individual circumstance. Discipline or other appropriate measures may be on a continuum from informal counseling to termination.~~

3. ~~Supportive measures~~

~~These measures may include, but are not limited to, the following:~~

- ~~• Counseling/Employee Assistance Program~~
- ~~• No contact orders~~
- ~~• Leaves of absence~~
- ~~• Class schedule changes~~
- ~~• Program changes~~
- ~~• Moving to a different site~~

F. ~~Investigations~~

~~The District is required to investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator. The investigator is charged with gathering the evidence, not the parties.~~

~~The parties shall be provided with equivalent opportunities to present and review evidence, to have an advisor (who may be an attorney) present, and to have their advisor participate in any meeting, hearing, or investigative interview involving the advisee. The party is responsible for finding the advisor. The advisor may not be anyone who plays a role in the Title IX complaint, grievance, or appeals processes.~~

G. ~~Informal Resolution Process~~

~~After a formal complaint has been filed, the District may choose to offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent. The informal resolution options may be sought without implementing a formal grievance process and the subsequent determination of whether or not there has been a violation of District policy.~~

~~The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. The District~~

~~For more information, please see the District's Harassment & Violence Policy (END120).~~

~~also may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.~~

~~At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with the formal complaint. The District must not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.~~

~~V. WRITTEN DETERMINATION~~

~~The decisionmakers must issue a written determination at the conclusion of the grievance process. This determination must be provided to both parties simultaneously, with written information about how to file an appeal. The determination is not final, however, until the appeal period expires or any appeal is resolved.~~

~~Remedies, which are required to be provided to a complainant when a respondent is found responsible, must be designed to maintain the complainant's equal access to education and may include the same individualized services described as supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.~~

~~VI. APPEALS~~

~~Either party may appeal a dismissal of a formal complaint, or any allegations therein, or a determination that sexual harassment occurred. Parties may not appeal the severity of any sanctions. Disagreement with the investigation findings or determination is not, by itself, a ground for appeal.~~

~~The Appeals panel will review all written documentation of the case, and pertinent documentation regarding the reasons for appeal. The panel will issue a written decision of the appeal outcome. A written decision must be issued simultaneously to both parties as soon as possible.~~

~~All findings of an appeal are final and binding, and no further appeals are permitted. All disciplinary action that has been taken as a result of the Grievance process will remain in effect during the Appeals process.~~

~~1 For more information, please see the District's Harassment & Violence Policy (END120).~~

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – December 10, 2020

AGENDA SECTION: BOARD BUSINESS

ITEM: Officer Election Process

PRESENTED BY: Board Chair Neville

1. Background Information

Chair Neville will recommend for approval the new nominating committee.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: Board approval of Nominating Committee as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

December 2020
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Robbinsdale’s Distance Learning PLUS Model Provides Individualized Opportunities

Sometimes students need someone to sit next to them while they do their homework. Other learners may need one-on-one time with a teacher. While there are others who may be having trouble navigating technology from home. No matter what the reason, leaders at Robbinsdale Area Schools knew that students would need individualized assistance when they returned to school this fall, particularly if they didn’t return in person.



Students engage in learning activities while socially distanced in the classroom. (Students pictured: Emma Ward Orillo, Greta Novak and Kerregan Beeck.)

One solution they developed was the Distance Learning PLUS model. Designed to assist students virtually, or in-person, the premise of the PLUS model is to provide students and their families individualized opportunities to connect with school staff.

The Robbinsdale district started the school year in distance learning. It wasn't able to shift to a hybrid model as planned due to the increase in COVID-19 cases. However, the district was able to highlight its PLUS model from the beginning and then made greater efforts to push it into full effect at each of its 17 schools.

The PLUS is what is offered at the school’s support centers - which were designed to engage family and community partners to address the needs of students and their families. The supports include academic tutoring, social-emotional and mental health supports, and connects students and families to community resources.

The Student Support Centers are staffed by a mix of district employees that includes teachers, counselors, education assistants, culture and climate specialists and others. Students and families have access to mental health and chemical health services, counselors, social workers, school psychologists, nurses, and can receive assistance with technology.

“Providing transportation for access to in-person services for students who need it is a major "plus" in the support offered,” said Dr. Kristine Wehrkamp, Executive Director of Community Education

Continued on page 2

December 18, 2020*
Executive/Legislative Committee Meeting
7:30 a.m. - 9:00 a.m.

January 8, 2021
Legislative Session Preview
8:00 a.m. - 9:30 a.m.

January 29, 2021*
Executive/Legislative Committee Meeting
7:30 a.m. - 9:00 a.m.

February 5, 2021*
Board of Directors Meeting
7:30 a.m. - 9:00 a.m.

These meetings will likely be conducted remotely and instructions will be sent prior to each meeting.

AMSD’s Mission

To advocate for state education policy that enables metropolitan school districts to improve student learning.



Association of
Metropolitan School Districts

From the Chair

With the 2021 legislative session fast approaching, I want to encourage AMSD board members and legislators representing our member school districts to attend AMSD’s annual Legislative Session Preview program on Friday, January 8 from 8:00 – 9:30 a.m. This year’s preview will be held virtually via Zoom. The program will include an overview of AMSD’s legislative priorities as well as a legislative leadership panel discussion. The 2021 session is critical as the Legislature will adopt Minnesota’s biennial budget which will determine the level of funding our schools will receive over the next two years. Please join us for this great event on January 8!

⁹⁰
Curtis Johnson, school board member, Roseville Area Schools, is chair of AMSD.

Model Offers Academic, Social and Emotional Support

Continued from page 1

and Activities Director Supervisor. “Overcoming this barrier creates equity in opportunity.”

While transportation has been a critical component of the Distance Learning PLUS model, the in-person option has been scaled back because of the recent spike in COVID-19 cases. Still, for those who need in-person support they can make appointments and everyone follows the safety protocols. Transportation is also provided, if needed.

“Every student is so different and we want to be able to focus on their needs and build on that,” said Judie Bomchill, a resource support specialist at Lakeview Elementary, who was also the district’s Education Assistant of the Year in 2016-2017. “Moving to virtual learning is challenging in that you want to be sure that the student has all the materials they need to be successful. What makes the PLUS so effective is that the whole team is working together to meet the needs of the students and their families,” Ms. Bomchill added.

“It’s the connection we make with our school community,” she said. “Our families know we are there for them and will do what needs to be done to help them through this crazy time. We have their back and our families have ours.”

Resources for families include access to information on assistance with food needs, technology help, mental health and chemical health services, and the class, *Parents In Community*.

Additionally, the Student Support Centers offer resources for families who are expecting or caring for a child from birth through third grade. They can connect with a licensed parent and family educator for assistance. A free one-to-one visit can be scheduled to share information on child development and community resources on topics such as setting up routines, positive ways to guide your child, family relationships and communication.



Lakeview Elementary 2nd Grade teachers Symone Brown and Susan Cunningham discuss upcoming lesson plans.

The numbers of students and families using the PLUS model was slower in the beginning of the school year, but has been growing steadily. There are some who utilized the supports on a regular basis, while others come as needed, according to building leaders.

“After attending just once, students have improved their grades because they needed that little extra help,” said Dr. Frank Herman, Principal at Robbinsdale Cooper High School.

“The other success was just being able to see some of our students in person...it was pretty amazing,” Dr. Herman added.

With a mostly virtual model in place right now, Dr. Herman said they would be even more intentional about reaching out and setting up small groups or individual support for students. “Another key is to ensure that we are offering not only academic, but also social and emotional support as needed,” he said. “The PLUS model for us is having a schedule with flexibility, for example for Wednesday, to provide that extra support for students and staff.”

“The focus is not only academics but all around support and time built into the schedule for that. We did not have that last spring so creating a PLUS model to include those was essential for our students and families.”

Besides ensuring that everyone is practicing safety measures when they do come into the buildings, the staff who work with the students are ensuring that they are making the best use of the time they spend together.

“Now that we’re in a mostly virtual model we will have to be even more strategic,” said Mary Jane Adams, Assistant Principal at Sandburg Middle School. “What makes the PLUS model successful is we start by loving our students. For me, the PLUS means just looking for the way to express our love in the most effective way for each student.”

This month’s member spotlight was submitted by Toya Stewart Dwyne, Executive Director of Strategic Communications, Equity and Inclusion, Robbinsdale Area Schools.

AMSD Platform Calls for Stabilizing Funding

The 2021 legislative session convenes on January 5 and the primary focus of the session will be the adoption of the biennial budget. It is a critical session for public education.

Over the past year, school districts have been working to meet the challenges brought on by the COVID-19 pandemic. Teachers, staff, administrators and school board members have stepped up to meet the needs of their communities including providing free childcare for essential workers and serving breakfast and lunch to students. One-time federal CARES Act funding has provided critical funding and helped mitigate the impact of these costs as well as helping school districts provide students with devices and internet connectivity to engage in distance or hybrid learning.

The challenges for education don't end there.

Prior to COVID, AMSD's Reimagine Minnesota initiative had highlighted the importance of addressing Minnesota's significant racial disparities and opportunity gaps. The events of 2020 — the death of George Floyd and the national civil unrest — have magnified the urgency of addressing these disparities and gaps.

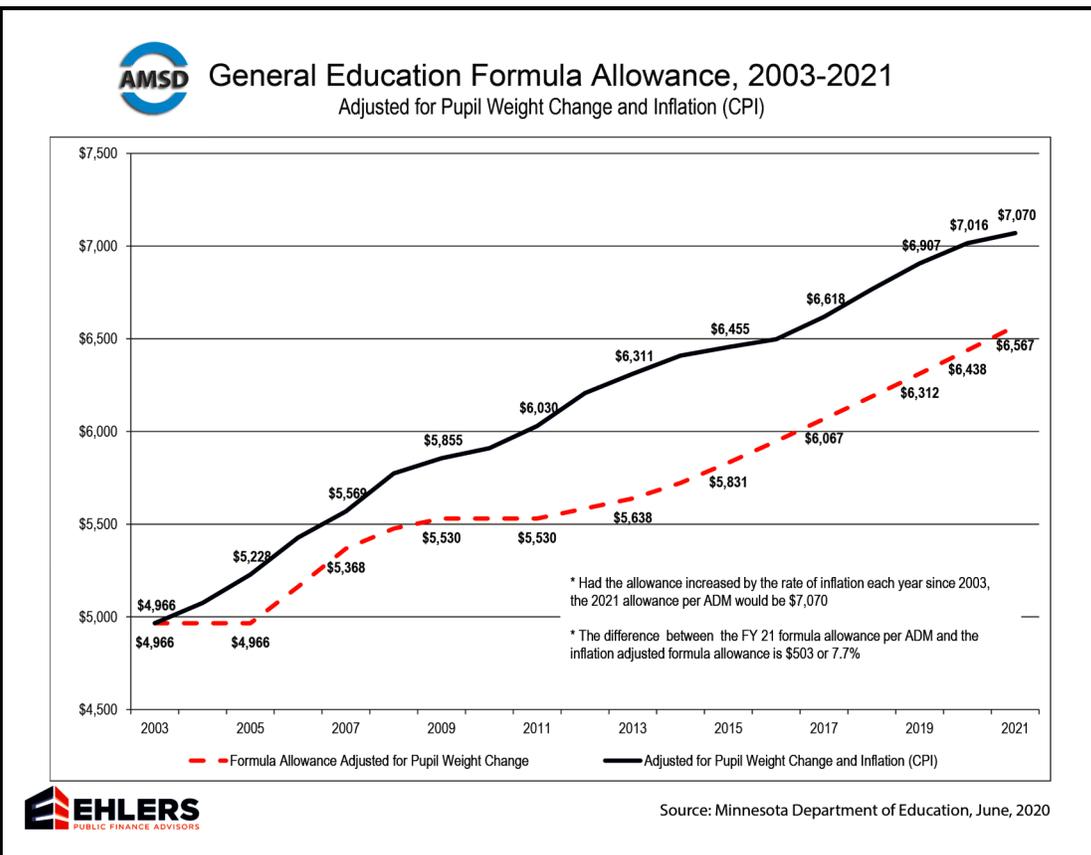
To address these and other important issues, the Association of Metropolitan School Districts Board of Directors adopted a legislative platform focused on five key areas:

Stabilizing Education Funding. Stable education funding remains a key priority for AMSD member school districts. In addition, the 2020 COVID-19 pandemic brought additional unforeseen costs and challenges that will need to be addressed by state policymakers.

In 2019, the Minnesota Department of Education convened a School Finance Working Group, which last month released a comprehensive set of recommendations that would stabilize the education funding system. The recommendations would reduce

reliance on state aid and revenue from voter-approved operating referendums by establishing an equalized local levy and recognizing cost differentials related to geographic location and district size. The AMSD Board of Directors recognizes that the current budget situation will require that these recommendations be phased in over time.

Key among those recommendations is to link the basic formula to inflation to provide a stable and consistent funding stream that allows school boards and administrators to engage in long-range planning. As the chart to the left shows, the basic formula has lost significant ground to inflation since 2003. In addition, AMSD is urging lawmakers to mitigate the impact of the enrollment decline that is a direct result of the COVID-19 impact. School districts adopted budgets last spring that were based on enrollment projections available at that time.



The basic funding formula would be \$503 per pupil higher for 2021 if it had kept up with inflation

Closing Opportunity Gaps is Critical

Continued from page 3

The platform further urges lawmakers to allow locally-elected school boards to renew an existing operating referendum at the same level; and increase special education and English learner funding to reduce the shortfalls in these important programs as well.

Ensuring Safe Schools. The COVID-19 pandemic has exacerbated the mental health challenges facing our students. In addition, safe and modern school facilities remain a high priority and are essential for student learning.

The 2021 Platform looks to address these needs by increasing the Safe Schools Levy to allow school districts and intermediate school districts to hire additional support staff to address the growing mental health needs of our students which have been compounded by the COVID-19 pandemic. The platform also urges lawmakers to remove the per-pupil limit and expand the allowable uses of Long-Term Facilities Revenue to allow school districts and intermediate school districts to enhance safety through security modifications, remodeling and additions to existing buildings.

Close Opportunity Gaps. Closing opportunity gaps is essential to ensuring each and every student has the opportunity to reach their full potential. Research shows that among the most critical elements to ensuring students can realize their full potential is the reflection of the student population among the teaching ranks. According to the 2019 Teacher Supply and Demand Report, just 4.3 percent of the teacher workforce was composed of teachers of color, while more than 35 percent of the 2019-20 student population was composed of students other than white.

The 2021 legislative platform calls on state policymakers to create incentives and alternatives to attract, develop and retain teachers, particularly teachers of color and teachers in shortage areas, as well as maintain multiple pathways to licensure in the tiered licensing system. The platform also urges lawmakers to increase special education and English learner funding to eliminate the funding shortfalls in these programs as well as ensuring all students have access to reliable internet service and devices to engage in distance learning.

Reduce Mandates and Enhance Local Control. Mandates from the state and federal level come with costs, whether through the need for additional staffing or something as basic as additional paperwork and documentation. Mandates have been regularly imposed on school districts without the allocation of resources to carry them out. Each school district faces unique needs which depend on a variety of factors including demographics, geography and district size. AMSD believes locally-elected school boards are in the best position to work with their staff, students, parents and communities to address local needs and challenges.

The 2021 legislative platform continues to urge legislators to oppose new unfunded mandates and reduce existing unfunded mandates. AMSD also supports expanding the innovation zone law to allow school districts to implement a competency-based education model in lieu of seat time requirements, to collaborate with post-secondary institutions, nonprofit organizations and businesses to enhance course offerings and opportunities for students, and to replace the high school MCA exams with a nationally-recognized college entrance exam and more. AMSD is also advocating to repeal the requirement that school districts publish minutes and budget information in the newspaper and instead allow this information to be posted on the district website.

Enhance Taxpayer Equity. Property tax levies play a critical role in funding education programs and facilities. However, these levies have widely varying impacts on local property taxpayers depending on the property wealth of the school district. In an effort to enhance taxpayer equity, the AMSD Platform urges lawmakers to increase equalization of the operating referendum, local optional, and debt service levies to reduce taxpayer and education funding disparities.

The AMSD Board of Directors has approved updates to 13 Position Papers, which address the topics below. They all can be viewed at:

<https://www.amsd.org/position-papers/>

These papers include:

- Assessments
- Charter Schools
- Compensatory Revenue
- Early Childhood
- Employee Health Insurance
- English Learner
- Facilities Funding
- Guns on School Property
- Mandates and Local Control
- Referendum Renewal
- Special Education
- Tiered Licensure
- Vouchers

[Link: View the AMSD 2021 Legislative Session webpage](#)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

School Board Planning Calendar 2020-2021

2020 Meetings (August - December)		2021 Meetings (January - June)	
August 27	October 8	January 14	March 25
September 10	October 22	<i>(possible conflicts with MASA)</i>	April 8
September 24	November 12	January 28	May 13
	December 10	February 11	May 27
		February 25	June 10
		March 11	June 24

1 st Meeting of the Month	2 nd Meeting of the Month
--------------------------------------	--------------------------------------

START TIME 6:30 PM

AUGUST 27, 2020

Kudos & Recognition

- What Board Members Need to Know About “2020-2021 Back to School Start-Up: We’re in this together”

Special Presentation

- 287 Anti-Racist Leadership Program Pilot Proposal

Annual Presentation - none

- Coherence-Uber Goal (First Read)
- Racial Equity-Kendi Follow Up Or My Grandmother’s Hand’s
- Financial Report June - (Action)
- **Update on Back to School Planning**

Spotlight

Consent Agenda OR What the Board Needs to Know OR Verbal Update

-

SEPTEMBER 10, 2020

Kudos & Recognition

- Kudos (back to school - first days of school video)
-

Consent Agenda OR What the Board Needs to Know OR Verbal Update

Special Presentation:

- Moving Racial Consciousness to Action tool

Annual Presentation

Spotlight - none

SEPTEMBER 24, 2020

Kudos & Recognition

- Spotlight: West Education Center (tentative)

Consent Agenda OR What the Board Needs to Know OR Verbal Update

- Routine monthly finance report - July/August (consent agenda)

Special Presentation

-

Annual Presentation

- Facilities Report (ABEC Construction & Summary of Summer Projects)
- **What the Board Needs to Know** Emergency and Crisis Plans for 2020-21 Jake Horejsh (*Action*)
- **What the Board Needs to Know** MSBA Resolution on TTM funding (*Action*)

HR Closed Session: 284 Negotiations -update (pending)

OCTOBER 8, 2020

Kudos & Recognition/Spotlight

Consent Agenda OR What the Board Needs to Know OR Verbal Update

Special Presentation

Annual Presentation

- Teaching and Learning Update
 - Literacy, coaching, connected learning, new resources, PD

Work Session:

- **Presentation on Tenure, Non-Renewals, etc.**
Michelle Axell, Anne Becker and Dr. Elisabeth Lodge Rogers

HR Closed Session: 284 Negotiations -tentative agreement (pending)
Michelle Axell, Director of Human Resources will present the *Tentative Agreement* for Board approval. The School Board may hold a closed meeting to consider strategy for labor negotiations. Minn. Stat. §13D.03.

OCTOBER 22, 2020

Kudos & Recognition/Spotlight

- Spotlight: Care and Treatment

Consent Agenda OR What the Board Needs to Know OR Verbal Update

- Enrollment Update - highlights *what we know*
- Misc. Policies First Read: Harassment and Violence, Wellness, Tobacco-Free Schools (*carryover from last year*)
- Insurance Premium Rate recommendation

Special Presentation

Annual Presentation

- Financial Report September - Quarterly Update (Action)

NOVEMBER 12, 2020

(Only one Board meeting this month!)

Kudos & Recognition/Spotlight

- Spotlight: Northern Star Online (*carryover from last year*)

Consent Agenda OR What the Board Needs to Know OR Verbal Update

- Fund balance transfers (consent agenda item)

Special Presentation: Board Work Session

- KPI update & School Improvement Plans update - 2019-20 plans (30 min) (*carryover from last year*)

Annual Presentation

- Grant updates - Ben and Jon [SRCL update] (*carryover from last year*)
- Misc. Policies First Read: Tobacco-Free, Harassment and Violence, Wellness (*carryover from last year*)
- National Trends - COVID 19 and Future Economic Impacts (Mae Hawkins)
- Update on Key Performance Indicators

DECEMBER 10, 2020

(Only one Board meeting this month!)

Kudos & Recognition/Spotlight

- Spotlight: South Education Center (*carryover from last year*)

Consent Agenda OR What the Board Needs to Know OR Verbal Update

- Financial Report October (consent agenda)
- Legislative Platform

Special Presentation

- STOP Violence Federal Grant Update (Ben M.) (*carryover from last year*)
- Classification & Compensation Study Recommendations (Michelle & Anne)

Annual Presentation

- Officer Election Process - (Chair Report)
- World's Best Workforce Report & ESSA Update (Jon Ben)
- Unaudited Financial Report for FY20 (action item)
- 2020-2021 Yearly ADM Summary

<p style="text-align: center;">JANUARY 14, 2021</p> <p style="text-align: center;"><i>*Organizational Meeting</i></p> <p>Election of Board Officers Oath of Office Annual Resolutions</p> <ul style="list-style-type: none"> • Electronic signatures resolution - was this included in the annual resolutions? <i>(Please move to the annual organizational meeting)</i> • FY20 Audit - Auditor Presentation - (Annual Report) (recurring) (action item) <i>(Please move to top of Agenda behind election of officers)</i> • Financial Report November (consent agenda) • Report on UBER goal including strategic implementation plans and budget • Equity Policy Second Read 	<p style="text-align: center;">JANUARY 28, 2021 Regular Meeting</p> <p>Kudos & Recognition/Spotlight</p> <ul style="list-style-type: none"> • Spotlight: Hennepin Technical Programs <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Superintendent Mid-Year Evaluation Procedure (recurring) <p>Special Presentation - Instructional Report: Present the overarching plan for professional growth. With subcomponents including walkthrough data, the work of coaches, and updates to our evaluation process.</p> <p>Annual Presentation</p> <ul style="list-style-type: none"> • Financial Report December - Quarterly update (action item)
<p>FEBRUARY 11, 2021</p> <p>Kudos & Recognition/Spotlight</p> <ul style="list-style-type: none"> • Teacher of the Year Nominees <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Update on Culture and Climate Uber Goal -Staff WELLBEING <p>Special Presentation</p> <ul style="list-style-type: none"> • Coaching update <p>Under HR Report:</p> <ul style="list-style-type: none"> • What the Board Needs to Know: HR Planning and upcoming hiring season: Michelle Axell, Director of Human Resources will share recruitment & retention strategies along with a proposal for the continuation of signing bonuses for high-quality candidates in hard-to-fill positions. <p>Annual Presentation</p> <ul style="list-style-type: none"> • ESSA submissions for schools identified for Comprehensive Support and Improvement (will recur annually) 	<p>FEBRUARY 25, 2021</p> <p>Kudos & Recognition/Spotlight</p> <ul style="list-style-type: none"> • Spotlight: Ann Bremer Education Center • School Board Recognition Week • Teacher of the Year semi-finalists (when we know) <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Financial Report January -consent agenda • 2020-2021 School Calendar Approval (recurring) • HR Report: Resolution Reducing Programs and Positions (recurring) Michelle Axell will present a Resolution asking the Board to direct administration to make recommendations for any necessary reductions in programs and positions. <p>Special Presentation</p> <p>Annual Presentation</p> <ul style="list-style-type: none"> • FY22 Budget Assumption/Program Withdrawal Report - Annual Report (Action item) • FY21 Budget Revision - annual report (action item) <p>Chair Report</p> <ul style="list-style-type: none"> • Trauma Sensitive Organization Ben M

<p>MARCH 11, 2021</p> <p>Equity (60 min) Equity Work Session</p> <p>Kudos & Recognition/Spotlight</p> <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> Confidentiality Commitments <p>Special Presentation</p> <ul style="list-style-type: none"> Update on SFA implementation <p>Annual Presentation</p> <ul style="list-style-type: none"> Approval of revised Administrative Organizational Plan (recurring) Teacher of the Year semi finalists? if available <p>HR Closed Session (2209)</p> <ul style="list-style-type: none"> Initial Review - Parameters for Negotiations 	<p>MARCH 25, 2021</p> <p>Kudos & Recognition/Spotlight</p> <ul style="list-style-type: none"> Spotlight: North Education Center <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> Financial Report February - consent agenda Verbal update: Expansion of Furthering Your Education program (The Transforming Teaching & Learning (TTL) Scholarship) What the Board Needs to Know about Operational Results (recurring) (video) Approval of Contracts: FY22 - Food Services Prime Vendor Contract (consent agenda) Approval of the RFQ Transportation Contracts <p>Special Presentation -</p> <p>Annual Presentation - none</p> <p><u>Chair Report</u></p>
<p style="text-align: center;">APRIL 8, 2021</p> <p>Kudos & Recognition/Spotlight</p> <ul style="list-style-type: none"> Spotlight: Work Experience Gateway to College award? <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> HR Report: Discontinuing Educational Programs and Positions/Staff Reduction ULA Resolution (only if necessary) Organizational Chart Approval <p>Special Presentation - none</p> <p>Annual Presentation -</p> <ul style="list-style-type: none"> Facilities - Long Term Facilities Maintenance Plan Approval - (Action item) <p><u>Chair Report</u></p>	
<p>MAY 13, 2021</p> <p style="text-align: center;">RETIREMENT EVENT 5:00 PM - 6:30 PM</p> <p>Kudos & Recognition/Spotlight</p> <ul style="list-style-type: none"> Itinerant <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> Superintendent Evaluation Closed Session (carry over) <p>Special Presentation - none</p> <p>Annual Presentation - none</p> <ul style="list-style-type: none"> Financial Report March - Quarterly update (Action) <p><u>Chair Report</u></p>	<p>MAY 27, 2021</p> <p>Kudos & Recognition/Spotlight</p> <p>Spotlight: Itinerant (move to future date)</p> <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> Superintendent's Evaluation Update (10 min) Approval of Computer Refresh (carry over) Financial Report April- consent agenda <p>Special Presentation - none</p> <p>Annual Presentation -</p> <ul style="list-style-type: none"> Probationary Licensed, and Non-Licensed Non-Renewal Resolutions (recurring) Learning Conversations, Superintendent Luncheon Recap

JUNE 10, 2021

Kudos & Recognition/Spotlight

- 2021 Graduation video

Consent Agenda OR What the Board Needs to Know OR Verbal Update

Jaynie Leung FY 22 Lease Agreement

-

Special Presentation - none

Annual Presentation

- Food Services Report - (Annual Report)
- Annual Food Service Program Resolution **Action Item**
- Liability and WC Renewal Rates
- Consent Agenda: Recommendation to Renew Teachers on Call (TOC) Agreement

Chair Report

Data Privacy & Records policy bucket - 1st read

JUNE 24, 2021

Kudos & Recognition/Spotlight

Spotlight: Therapeutic Teaching Model

Consent Agenda OR What the Board Needs to Know OR Verbal Update

- Financial Report May **(consent agenda)**
- Special Education Monitoring Report (Ask Melissa)
- PrairieCare Partnership Report (Kate and Chad Jayasekera)

Special Presentation - none

Annual Presentation

- **KPI update / Strategic Plan update HOLD for Aug/Sept meeting**
- 2021-22 Original Budget Approval - Annual Report **Action Item**
- Approval of 2021-22 Rates. **Action Item**
- Staff Reduction ULA Resolution **(Resolution)**
Michelle Axell, Director of Human Resources, will present a Resolution placing tenured licensed staff on unrequested leave of absence.
- SEIU Local 284 – **Closed Session (Information)**
Michelle Axell, Director of Human Resources will present the *Tentative Agreement* for Board approval. The School Board may hold a closed meeting to consider strategy for labor negotiations. Minn. Stat. §13D.03.

Chair Report

Data Privacy & Records policy bucket - 2nd read

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Local 2209 / Board Breakfast Schedule

2020-2021

Local 2209/Board Breakfast 7:00 AM

Tuesday, December 15th

District Service Center

(3rd Floor – Room 316)

Tuesday, February 23rd

District Service Center

(3rd Floor – Room 316)

Tuesday, April 27th

District Service Center

(3rd Floor – Room 316)
